

# Standards Alignment

NCTE/IRA (International Reading Association) Standards for the English Language Arts <a href="http://www.ncte.org/about/over/standards/110846.htm">http://www.ncte.org/about/over/standards/110846.htm</a>	Intellectual What?				By Rule of Law					Calling All Digital Citizens			Protect Your Work, Respect Your Work			
	A1	A2	A3	A4	A1	A2	A3	A4	A5	A1	A2	A3	A1	A2	A3	A4
Number of Class Periods Required*	3	4+	3	2+	3	3	2	2	2	2+	3+	2	3	4	4+	3
1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.		x	x			x										
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).		x			x						x	x			x	
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.					x										x	
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.	x	x			x					x	x		x	x	x	
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques (e.g., figurative language, and genre) to create, critique, and discuss print and non-print texts.		x			x							x			x	x
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.	x	x			x	x	x			x	x	x			x	x
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.	x	x	x	x	x	x				x			x	x	x	x
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.		x		x	x				x						x	x
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).	x	x		x	x	x			x	x					x	x

<b>ISTE/NETS</b> <b>National Educational Technology Standards</b> <a href="http://www.iste.org/AM/Template.cfm?Section=NETS">http://www.iste.org/AM/Template.cfm?Section=NETS</a>	Intellectual What?				By Rule of Law					Calling All Digital Citizens			Protect Your Work, Respect Your Work			
	A1	A2	A3	A4	A1	A2	A3	A4	A5	A1	A2	A3	A1	A2	A3	A4
Number of Class Periods Required*	3	4+	3	2+	3	3	2	2	2	2+	3+	2	3	4	4+	3
<b>1. Creativity and Innovation</b> Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students: a. apply existing knowledge to generate new ideas, products, or processes. b. create original works as a means of personal or group expression. c. use models and simulations to explore complex systems and issues. d. identify trends and forecast possibilities.	x	x		x	x	x	x	x	x				x	x	x	x
<b>2. Communication and Collaboration</b> Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students: a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. b. communicate information and ideas effectively to multiple audiences using a variety of media and formats. c. develop cultural understanding and global awareness by engaging with learners of other cultures. d. contribute to project teams to produce original works or solve problems.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	
<b>3. Research and Information Fluency</b> Students apply digital tools to gather, evaluate and use information. Students: a. plan strategies to guide inquiry. b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks. d. process data and report results.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
<b>4. Critical Thinking, Problem Solving, and Decision Making</b> Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: a. identify and define authentic problems and significant questions for investigation. b. plan and manage activities to develop a solution or complete a project. c. collect and analyze data to identify solutions and/or make informed decisions. d. use multiple processes and diverse perspectives to explore alternative solutions.	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x
<b>5. Digital Citizenship</b> Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students: a. advocate and practice safe, legal, and responsible use of information and technology. b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. c. demonstrate personal responsibility for lifelong learning. d. exhibit leadership for digital citizenship.	x	x	x	x	x	x	x	x	x		x	x		x	x	
<b>6. Technology Operations and Concepts</b> Students demonstrate a strong understanding of technology concepts, systems, and operations. Students: a. understand and use technology systems. b. select and use applications effectively and productively. c. troubleshoot systems and applications. d. transfer current knowledge to learning of new technologies.							x	x								

National Council for the Social Studies Thematic Strands <a href="http://www.socialstudies.org/standards/strands/">http://www.socialstudies.org/standards/strands/</a>	Intellectual What?				By Rule of Law					Calling All Digital Citizens			Protect Your Work, Respect Your Work			
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Number of Class Periods Required*	3	4+	3	2+	3	3	2	2	2	2+	3+	2	3	4	4+	3
<b>I. Culture:</b> Social studies programs should include experiences that provide for the study of culture and cultural diversity.				x												
<b>II. Time, Continuity, and Change:</b> Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.				x												
<b>III. People, Places, and Environments:</b> Social studies programs should include experiences that provide for the study of people, places, and environments.	x			x						x						
<b>IV. Individual Development and Identity:</b> Social studies programs should include experiences that provide for the study of individual development and identity.										x						x
<b>V. Individuals, Groups, and Institutions:</b> Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.	x				x					x	x					x
<b>VI. Power, Authority, and Governance:</b> Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.	x		x		x				x		x		x			
<b>VII. Production, Distribution, and Consumption:</b> Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.								x		x	x		x			
<b>VIII. Science, Technology, and Society:</b> Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.			x	x						x	x	x				
<b>X. Civic Ideals and Practices:</b> Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.	x		x		x				x	x	x		x	x		x

Center for Civic Education National Standards for Civics and Government: 5-8, 9-12 <a href="http://www.civiced.org/index.php?page=912toc">http://www.civiced.org/index.php?page=912toc</a>	Intellectual What?				By Rule of Law					Calling All Digital Citizens			Protect Your Work, Respect Your Work			
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Number of Class Periods Required*	3	4+	3	2+	3	3	2	2	2	2+	3+	2	3	4	4+	3
<b>II. What are the Foundations of the American Political System?</b> D. What values and principles are basic to American consitutional democracy?			x		x				x							
<b>V. What are the Roles of the Citizen in an American Democracy?</b> B. What are the rights of citizens?	x		x		x					x		x	x			x
<b>V. What are the Roles of the Citizen in an American Democracy?</b> C. What are the responsibilities of citizens?									x	x	x		x			
<b>V. What are the Roles of the Citizen in an American Democracy?</b> D. What civic dispositions or traits of character are important to the preservation and improvement of American consitutional democracy?	x								x							
<b>V. What are the Roles of the Citizen in an American Democracy?</b> E. How can citizens take part in civic life?			x		x				x	x			x	x		x

National Council on Economic Education <a href="http://www.ncee.net/ea/standards/">http://www.ncee.net/ea/standards/</a>	Intellectual What?				By Rule of Law					Calling All Digital Citizens			Protect Your Work, Respect Your Work			
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Number of Class Periods Required*	3	4+	3	2+	3	3	2	2	2	2+	3+	2	3	4	4+	3
<b>Standard 1: Scarcity</b> Productive resources are limited. Therefore, people can not have all the goods and services they want; as a result, they must choose some things and give up others.				x			x									
<b>Standard 2: Marginal Cost/Benefit</b> Effective decision making requires comparing the additional costs of alternatives with the additional benefits. Most choices involve doing a little more or a little less of something: few choices are "all or nothing" decisions.			x				x				x					
<b>Standard 10 : Role of Economic Institutions</b> Institutions evolve in market economies to help individuals and groups accomplish their goals. Banks, labor unions, corporations, legal systems, and not-for-profit organizations are examples of important institutions. A different kind of institution, clearly defined and enforced property rights, is essential to a market economy.													x	x		x
<b>Standard 13: Role of Resources in Determining Income</b> Income for most people is determined by the market value of the productive resources they sell. What workers earn depends, primarily, on the market value of what they produce and how productive they are.							x									
<b>Standard 16 : Role of Government</b> There is an economic role for government in a market economy whenever the benefits of a government policy outweigh its costs. Governments often provide for national defense, address environmental concerns, define and protect property rights, and attempt to make markets more competitive. Most government policies also redistribute income.													x			x

American Association of School Librarians Standards for the 21st-Century Learner** <a href="http://www.ala.org/aasl/standards">http://www.ala.org/aasl/standards</a>	Intellectual What?				By Rule of Law					Calling All Digital Citizens			Protect Your Work, Respect Your Work			
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Number of Class Periods Required*	3	4+	3	2+	3	3	2	2	2	2+	3+	2	3	4	4+	3
<b>1. Inquire, think critically, and gain knowledge.</b> 1.1 Skills 1.2 Dispositions in Action 1.3 Responsibilities 1.4 Self-Assessment Strategies	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
<b>2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.</b> 2.1 Skills 2.2 Dispositions in Action 2.3 Responsibilities 2.4 Self-Assessment Strategies	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
<b>3. Share knowledge and participate ethically and productively as members of our democratic society.</b> 3.1 Skills 3.2 Dispositions in Action 3.3 Responsibilities 3.4 Self-Assessment Strategies	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

\* Based on 60-minute class periods

\*\* For the complete text of these standards, please visit the above URL.