

NJASL Standards Comparison Chart

The chart on these pages is intended to show the alignment among those standards of particular relevance to New Jersey School Library Media programs. These standards include:

- *The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects.* © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved. <http://www.corestandards.org/>
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- *Partnership for 21st Century Skills* <http://www.p21.org/>
- *National Educational Technology Standards for Students, Second Edition,* ©2007, ISTE® (International Society for Technology in Education), www.iste.org. All rights reserved. http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm Used with permission.

Standards Comparison Chart: NJCCCS/Common Core English; AASL; ISTE NETS; P21

New Jersey Core Curriculum Content Standards/Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects	AASL Standards for the 21st-Century Learner	Partnership for 21st-Century Skills	National Educational Technology Standards and Performance Indicators for Students
RL-Reading Standards for Literature			
<p><i>College and Career Readiness Standards for Reading</i> Key Ideas and Details (1 – 3) Craft and Structure (4-6) Integration of Knowledge and Ideas (7-9) Range and Level of Text Complexity (10)</p> <p>Common Core State Standards can be found at: Common Core State Standards</p>	<p><i>Learners use skills, resources, & tools to</i> 1 Inquire, think critically, and gain knowledge 2 Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge 3 Share knowledge and participate ethically and productively as members of our democratic society 4 Pursue personal and aesthetic growth</p> <p>Complete AASL Standards and Indicators are at: AASL Standards for the 21st Century Learner</p>	<p>Learning and Innovation Skills (L & I) Information, Media and Technology Skills (I, M & T) Life and Career Skills (L & C)</p> <p>To view the complete P21 skills please visit this web site: P21</p>	<p>1 Creativity and Innovation 2 Communication and Collaboration 3 Research and Information Fluency 4 Critical Thinking, Problem Solving, and Decision Making 5 Digital Citizenship 6 Technology Operations and Concepts</p> <p>To view ISTE NETS-S standards, please visit this web site: ISTE NETS-S</p>
<p>RL-Gr. 6-7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p>-----</p> <p>RL-Gr. 7-7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>-----</p> <p>RL-Gr. 8-7. Analyze the extent to which a filmed or live production of a drama or story stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>	<p>I, M & T – Media Literacy Understanding how media messages are constructed, for what purposes and using which tools, characteristics and conventions. Examining how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors.</p>	
<p>RL-Gr. 6-9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>-----</p> <p>RL-Gr.7-9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors use or alter history.</p>	<p>4.1.2 Read widely and fluently to make connections with self, the world, and previous reading. 4.1.5 Connect ideas to own interests and previous knowledge and experience.</p>	<p>I, M & T – Media Literacy Examining how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors.</p>	

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RL-Gr. 8-9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, such as the Bible, including describing how the material is rendered new.	See previous page	See previous page	
<p>RL-Gr. 6-10. By the end of the year, read and comprehend literature including stories, dramas, and poems in the grades 6 – 8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>-----</p> <p>RL-Gr. 7-10. By the end of the year, read and comprehend literature including stories, dramas, and poems in the grades 6 – 8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>-----</p> <p>RL-Gr. 8-10. By the end of the year, read and comprehend literature including stories, dramas, and poems in the grades 6 – 8 text complexity band independently and proficiently.</p>	<p>4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.</p> <p>4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.</p>	<p>L & C – Initiative & Self-Direction Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise Demonstrating commitment to learning as a lifelong process.</p>	
RI-Reading Standards for Informational Text			
<p>RI-Gr. 6-1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>-----</p> <p>RI-Gr. 7-1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>-----</p> <p>RI-Gr. 8-1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p>	<p>L & I – Critical Thinking and Problem Solving Exercising sound reasoning in understanding Framing, analyzing and synthesizing information in order to solve problems and answer questions L & I – Communication and Collaboration Articulating thoughts and ideas clearly and effectively through speaking and writing</p>	
RI-Gr. 6-2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.	L & I – Critical Thinking and Problem Solving Exercising sound reasoning in understanding Framing, analyzing and synthesizing information in order to solve problems and answer questions	

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<p>RI-Gr. 7-2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p>See previous page</p>	<p>See previous page</p>	
<p>RI-Gr. 8-2. Determine a central idea of a text and analyze its development over the course of the text, including supporting ideas; provide an objective summary of the text.</p>			
<p>RI-Gr. 6-3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>RI-Gr. 7-3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI-Gr. 8-3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies or categories).</p>	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p>	<p>L & I – Critical Thinking and Problem Solving Understanding the interconnections among systems</p>	
<p>RI-Gr. 6-4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI-Gr. 7-4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI-Gr. 8-4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts.</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p>	<p>L & I – Critical Thinking and Problem Solving Exercising sound reasoning in understanding Framing, analyzing and synthesizing information in order to solve problems and answer questions I, M & T – Media Literacy Examining how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors.</p>	

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<p>RI-Gr. 6-5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas.</p> <p>-----</p> <p>RI-Gr. 7-5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>-----</p> <p>RI-Gr. 8-5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p>	<p>L & I – Critical Thinking and Problem Solving Exercising sound reasoning in understanding Understanding the interconnections among systems Framing, analyzing and synthesizing information in order to solve problems and answer questions</p>	
<p>RI-Gr. 6-6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>-----</p> <p>RI-Gr. 7-6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>-----</p> <p>RI-Gr. 8-6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges or responds to conflicting evidence or viewpoints.</p>	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 1.3.2 Seek divergent perspectives during information gathering and assessment. 4.3.2 Recognize that resources are created for a variety of purposes.</p>	<p>I, M & T – Media Literacy Examining how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors.</p>	

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<p>RI-Gr. 6-7. Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <hr style="border-top: 1px dashed black;"/> <p>RI-Gr. 7-7. Compare and contrast a text to an audio, video or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <hr style="border-top: 1px dashed black;"/> <p>RI-Gr. 8-7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>1.3.2 Seek divergent perspectives during information gathering and assessment.</p> <p>4.3.2 Recognize that resources are created for a variety of purposes.</p>	<p>I, M & T – Media Literacy Examining how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors.</p>	<p>2. Communication and Collaboration 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.</p> <p>4. Critical Thinking, Problem Solving, and Decision Making 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: c. collect and analyze data to identify solutions and/or make informed decisions. d. use multiple processes and diverse perspectives to explore alternative solutions.</p>
<p>RI-Gr. 6-8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, and appropriateness for needs, importance, and social and cultural context.</p> <p>1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p>	<p>I, M & T – Information Literacy Accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand</p>	<p>3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media</p>

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<p>RI-Gr. 7-8. Gr. 6-8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>	<p>See previous page</p>	<p>See previous page</p>	<p>See previous page</p>
<p>RI-Gr. 8-8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>			
<p>RI-Gr. 6-9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p>1.1.2 Use prior and background knowledge as a context for new learning. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 1.3.2 Seek divergent perspectives during information gathering and assessment. 4.1.2 Read widely and fluently to make connections with self, the world, and previous reading. 4.4.4 Interpret new information based on cultural and social context.</p>	<p>L & I – Critical Thinking and Problem Solving Exercising sound reasoning in understanding Identifying and asking significant questions that clarify various points of view and lead to better solutions Framing, analyzing and synthesizing information in order to solve problems and answer questions L & C – Initiative & Self-Direction Monitoring one's own understanding and learning needs Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise Demonstrating commitment to learning as a lifelong process.</p>	<p>4. Critical Thinking, Problem Solving, and Decision Making: 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: c. Collect and analyze data to identify solutions and/or make informed decisions; d. Use multiple processes and diverse perspectives to explore alternative solutions.</p>
<p>RI-Gr. 7-9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>			
<p>RI-Gr. 8-9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>			
<p>RI-Gr. 6-10. By the end of the year, read and comprehend literary nonfiction in the grades 6 – 8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.</p>		

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<p>RI-Gr. 8-10. By the end of the year, read and comprehend literary nonfiction in the grades 6 – 8 text complexity band independently and proficiently.</p>			
<p>W-Writing Standards</p>			
<p><i>College and Career Readiness Standards for Writing</i> Text Types and Purposes (1-3) Production and Distribution of Writing (4-6) Research to Build and Present Knowledge (7-9) Range of Writing (10)</p>			
<p>W-Gr. 6-1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.</p>	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion. 2.3.3 Use valid information and reasoned conclusions to make ethical decisions. 3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>	<p>L & I – Creativity and Innovation Developing, implementing and communicating new ideas to others L & I – Critical Thinking and Problem Solving Exercising sound reasoning in understanding Understanding the interconnections among systems Framing, analyzing and synthesizing information in order to solve problems and answer questions L & I – Communication and Collaboration Articulating thoughts and ideas clearly and effectively through speaking and writing</p>	<p>1. Creativity and Innovation 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. 2. Communication and Collaboration 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: b. communicate information and ideas effectively to multiple audiences using a variety of media and formats 3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: 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</p>

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<p>W-Gr. 7-1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claim(s), and organize the reasons and evidence logically. b. Support claim(s) with clear reasons and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <hr/> <p>W-Gr. 8-1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish alternate or opposing claim(s), and organize the reasons and evidence logically. b. Support claim(s) with clear reasons and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion clarify the relationships among claim(s) counterclaims, reasons and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>See previous page</p>	<p>See previous page</p>	<p>See previous page</p>

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<p>W-Gr.6-2. Write informative/explanatory texts to explore a topic and convey ideas, concepts, and information through the selection organization and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>2.1.2 Organize knowledge so that it is useful.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p> <p>2.2.4 Demonstrate personal productivity by completing products to express learning.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>	<p>L & I – Creativity and Innovation Developing, implementing and communicating new ideas to others</p> <p>L & I – Critical Thinking and Problem Solving Exercising sound reasoning in understanding Understanding the interconnections among systems</p> <p>Framing, analyzing and synthesizing information in order to solve problems and answer questions</p> <p>L & I – Communication and Collaboration Articulating thoughts and ideas clearly and effectively through speaking and writing</p> <p>I, M & T – Information Literacy Accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand</p>	<p>1. Creativity and Innovation 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.</p> <p>2. Communication and Collaboration 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: b. communicate information and ideas effectively to multiple audiences using a variety of media and formats;</p> <p>3. Research and Information Fluency 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;</p> <p>4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decision 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.</p>

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<p>W-Gr. 7-2. Write informative/explanatory texts to explore a topic and convey ideas, concepts, and information through the selection organization and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	See previous page	See previous page	See previous page
<p>W-Gr. 8-2. Write informative/explanatory texts to explore a topic and convey ideas, concepts, and information through the selection organization and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>			

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<p>W-Gr. 6-5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach..</p> <hr/> <p>W-Gr. 7-5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <hr/> <p>W-Gr. 8-5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</p> <p>1.4.3 Monitor gathered information, and assess for gaps or weaknesses.</p> <p>1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.</p> <p>2.4.2 Reflect on systematic process, and assess for completeness of investigation.</p> <p>3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.</p> <p>3.4.2 Assess the quality and effectiveness of the learning product.</p> <p>4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.</p>	<p>L & I – Creativity and Innovation Developing, implementing and communicating new ideas to others</p> <p>L & I – Communication and Collaboration Articulating thoughts and ideas clearly and effectively through speaking and writing</p> <p>L & C – Initiative & Self-Direction Monitoring one’s own understanding and learning needs Demonstrating initiative to advance skill levels towards a professional level</p> <p>L & C – Productivity & Accountability Setting and meeting high standards and goals for delivering quality work on time</p>	

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<p>W-Gr. 6-6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p>1.3.1 Respect copyright/intellectual property rights of creators and producers. 1.3.3 Follow ethical and legal guidelines in gathering and using information. 1.3.4 Contribute to the exchange of ideas within the learning community. 2.1.4 Use technology and other information tools to analyze and organize information. 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 3.1.2 Participate and collaborate as members of a social and intellectual network of learners. 3.1.3 Use writing and speaking skills to communicate new understandings effectively. 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess. 3.3.5 Contribute to the exchange of ideas within and beyond the learning community.</p>	<p>I, M & T – Information Literacy Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information I, M & T – ICT Literacy Using digital technology, communication tools and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy Using technology as a tool to research, organize, evaluate and communicate information, and the possession of a fundamental understanding of the ethical/legal issues surrounding the access and use of information L & C – Social & Cross-Cultural Leveraging the collective intelligence of groups when appropriate Bridging cultural differences and using differing perspectives to increase innovation and the quality of work L & C – Leadership & Responsibility Leveraging strengths of others to accomplish a common goal Demonstrating integrity and ethical behavior</p>	<p>2. Communication and Collaboration 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. 5. Digital Citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students: b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. 6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations. Students: a. understand and use technology systems. b. select and use applications effectively and productively.</p>
<p>W-Gr. 7-6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>			
<p>W-Gr. 8-6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>			

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<p>W-Gr. 6-7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>1.1.3 Develop and refine a range of questions to frame the search for new understanding. 1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. 1.2.7 Display persistence by continuing to pursue information to gain a broad perspective. 2.2.4 Demonstrate personal productivity by completing products to express learning. 2.4.4 Develop directions for future investigations.</p>	<p>L & I – Creativity and Innovation Developing, implementing and communicating new ideas to others L & I Critical Thinking and Problem Solving Identifying and asking significant questions that clarify various points of view and lead to better solutions Framing, analyzing and synthesizing information in order to solve problems and answer questions I, M & T – Information Literacy Accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand L & C – Flexibility & Adaptability Working effectively in a climate of ambiguity and changing priorities L & C – Initiative & Self-Direction Monitoring one's own understanding and learning needs Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise Demonstrating initiative to advance skill levels towards a professional level</p>	<p>3. Research and Information Fluency 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. 4. Critical thinking, Problem Solving, and Decision Making 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. 5. Digital Citizenship 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.</p>
<p>W-Gr. 7-7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>			
<p>W-Gr. 8-7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>			

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<p>W-Gr. 6-8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context. 1.2.3 Demonstrate creativity by using multiple resources and formats. 1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information. 1.3.1 Respect copyright/intellectual property rights of creators and producers. 1.3.3 Follow ethical and legal guidelines in gathering and using information. 3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>	<p>L & I – Creativity and Innovation Developing, implementing and communicating new ideas to others L & I – Critical Thinking and Problem Solving Exercising sound reasoning in understandings Framing, analyzing and synthesizing information in order to solve problems and answer questions L & I – Communication and Collaboration Articulating thoughts and ideas clearly and effectively through speaking and writing I, M & T – Information Literacy Accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information I, M & T – ICT Literacy Using digital technology, communication tools and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy Using technology as a tool to research, organize, evaluate and communicate information, and the possession of a fundamental understanding of the ethical/legal issues surrounding the access and use of information</p>	<p>3. Research and Information Fluency 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. 5. Digital Citizenship 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.</p>
<p>W-Gr. 7-8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>			
<p>W-Gr. 8-8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>			

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<p>W-Gr. 6-9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.</p> <p>1.2.3 Demonstrate creativity by using multiple resources and formats.</p> <p>1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.</p>	<p>L & I – Critical Thinking and Problem Solving Exercising sound reasoning in understandings Framing, analyzing and synthesizing information in order to solve problems and answer questions</p> <p>L & I – Communication and Collaboration Articulating thoughts and ideas clearly and effectively through speaking and writing</p> <p>I, M & T – Information Literacy Accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand</p> <p>Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information</p>	<p>3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students:</p> <p>a. plan strategies to guide inquiry.</p> <p>b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks</p> <p>d. process data and report results.</p>
<p>W-Gr. 7-9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>			
<p>W-Gr. 8-9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”)</p> <p>b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>			

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<p>W-Gr. 6-10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>-----</p> <p>W-Gr. 7-10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>-----</p> <p>W-Gr. 8-10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).</p>	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.2.4 Demonstrate personal productivity by completing products to express learning.</p>	<p>L & C Initiative & Self Direction</p> <p>Demonstrating initiative to advance skill levels towards a professional level</p> <p>Defining, prioritizing and completing tasks without direct oversight</p> <p>Utilizing time efficiently and managing workload</p>	
<p>SL-Speaking and Listening Standards</p>			
<p><i>College and Career Readiness Standards for Speaking and Listening</i></p> <p>Comprehension and Collaboration (1-3)</p> <p>Presentation of Knowledge and Ideas (4-6)</p>			

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<p>SL-Gr. 6-1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.</p> <p>3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.</p> <p>3.2.3 Demonstrate teamwork by working productively with others.</p> <p>3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.</p> <p>3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.</p> <p>3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.</p> <p>3.3.5 Contribute to the exchange of ideas within and beyond the learning community.</p> <p>4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.</p> <p>4.3.1 Participate in the social exchange of ideas, both electronically and in person.</p>	<p>L & I Creativity and Innovation Being open and responsive to new and diverse perspectives</p> <p>L & I Critical Thinking and Problem Solving Identifying and asking significant questions that clarify various points of view and lead to better solutions</p> <p>L & I Communication and Collaboration Demonstrating ability to work effectively with diverse teams Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal Assuming shared responsibility for collaborative work</p> <p>L & C Initiative & Self Direction Monitoring one's own understanding and learning needs Defining, prioritizing and completing tasks without direct oversight Utilizing time efficiently and managing workload</p> <p>L & C Social & Cross-Cultural Working appropriately and productively with others Leveraging the collective intelligence of groups when appropriate Bridging cultural differences and using differing perspectives to increase innovation and the quality of work</p> <p>L & C Leadership & Responsibility Using interpersonal and problem-solving skills to influence and guide others toward a goal Leveraging the strengths of others to accomplish a common goal</p>	<p>2. Communication and Collaboration 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:</p> <p>a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media</p> <p>b. communicate information and ideas effectively to multiple audiences using a variety of media and formats</p> <p>c. develop cultural understanding and global awareness by engaging with learners of other cultures.</p> <p>d. contribute to project teams to produce original works or solve problems.</p>

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<p>SL-Gr. 7-1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	See previous page	See previous page	See previous page
<p>SL-Gr. 8-1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>			

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<p>SL-Gr. 6-2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <hr/> <p>SL-Gr. 7-2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <hr/> <p>SL-Gr. 8-2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p>	<p>L & I Critical Thinking and Problem Solving Exercising sound reasoning in understanding Understanding the interconnections among systems Framing, analyzing and synthesizing information in order to solve problems and answer questions I, M & T Media Literacy Understanding how media messages are constructed, for what purposes and using which tools, characteristics and conventions Examining how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors</p>	
<p>SL-Gr. 6-3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <hr/> <p>SL-Gr. 7-3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <hr/> <p>SL-Gr. 8-3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p>	<p>L & I Critical Thinking and Problem Solving Exercising sound reasoning in understanding Understanding the interconnections among systems Framing, analyzing and synthesizing information in order to solve problems and answer questions I, M & T Information Literacy Accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand</p>	

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<p>SL-Gr. 6-4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>2.1.2 Organize knowledge so that it is useful. 3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning. 3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.</p>	<p>L & I Creativity and Innovation Developing, implementing and communicating new ideas to others L & I Critical Thinking and Problem Solving Exercising sound reasoning in understanding Making complex choices and decisions Understanding the interconnections among systems Framing, analyzing and synthesizing information in order to solve problems and answer questions L & I Communication and Collaboration Articulating thoughts and ideas clearly and effectively through speaking and writing.</p>	<p>2. Communication and Collaboration 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: b. communicate information and ideas effectively to multiple audiences using a variety of media and formats</p>
<p>SL-Gr. 7-4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>			
<p>SL-Gr. 8-4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>			
<p>SL-Gr. 6-5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p>2.1.2 Organize knowledge so that it is useful. 3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning. 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p>	<p>L & I Creativity and Innovation Demonstrating originality and inventiveness in work Developing, implementing and communicating new ideas to others L & I Communication and Collaboration Articulating thoughts and ideas clearly and effectively through speaking and writing I, M & T Media Literacy Understanding how media messages are constructed, for what purposes and using which tools, characteristics and conventions I, M & T ICT Literacy Using digital technology, communication tools and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy Using technology as a tool to research, organize, evaluate and communicate information, and the possession of a fundamental understanding of the ethical/legal issues surrounding the access and use of information</p>	<p>2. Communication and Collaboration 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: b. communicate information and ideas effectively to multiple audiences using a variety of media and formats</p>

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SL-Gr. 7-5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	See previous page	See previous page	See previous page
SL-Gr. 8-5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.			
ELA Literacy in History/Social Studies (gr. 6-8)			
1. Cite specific textual evidence to support analysis of primary and secondary sources.	1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.	L & I – Critical Thinking and Problem Solving Exercising sound reasoning in understanding Framing, analyzing and synthesizing information in order to solve problems and answer questions L & I – Communication and Collaboration Articulating thoughts and ideas clearly and effectively through speaking and writing	
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.	L & I – Critical Thinking and Problem Solving Exercising sound reasoning in understanding Framing, analyzing and synthesizing information in order to solve problems and answer questions	
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.	I, M & T – Media Literacy Examining how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors.	
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 4.3.2 Recognize that resources are created for a variety of purposes.	I, M & T – Information Literacy Accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand	2. Communication and Collaboration 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: b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

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8. Distinguish among fact, opinion, and reasoned judgment in a historical account.	1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, and appropriateness for needs, importance, and social and cultural context. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information. 2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence. 2.4.1 Determine how to act on information (accept, reject, modify).	I, M & T – Information Literacy Accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand I, M & T – Media Literacy Examining how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors.	3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
9. Analyze the relationship between primary and secondary sources on the same topic.	4.3.2 Recognize that resources are created for a variety of purposes.	I, M & T – Media Literacy Examining how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors.	3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.		
ELA Literacy in Science & Technical Subjects (gr. 6-8)			
1. Cite specific textual evidence to support analysis of scientific and technical texts.	1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.	L & I – Critical Thinking and Problem Solving Exercising sound reasoning in understanding Framing, analyzing and synthesizing information in order to solve problems and answer questions L & I – Communication and Collaboration Articulating thoughts and ideas clearly and effectively through speaking and writing	
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.	L & I – Critical Thinking and Problem Solving Exercising sound reasoning in understanding Framing, analyzing and synthesizing information in order to solve problems and answer questions	

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7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 4.3.2 Recognize that resources are created for a variety of purposes.	I, M & T – Information Literacy Accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand	2. Communication and Collaboration 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: b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, and appropriateness for needs, importance, and social and cultural context. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information. 2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence. 2.4.1 Determine how to act on information (accept, reject, modify).	I, M & T – Information Literacy Accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand I, M & T – Media Literacy Examining how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors.	3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.	I, M & T – Media Literacy Understanding how media messages are constructed, for what purposes and using which tools, characteristics and conventions. Examining how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors.	3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.		
Writing Standards for History/Social Studies, Science, and Technical Subjects (gr. 6-8)			

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<p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p> <p>2.3.3 Use valid information and reasoned conclusions to make ethical decisions.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>	<p>L & I – Creativity and Innovation Developing, implementing and communicating new ideas to others</p> <p>L & I – Communication and Collaboration Articulating thoughts and ideas clearly and effectively through speaking and writing</p>	
<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>2.1.2 Organize knowledge so that it is useful.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p> <p>2.2.4 Demonstrate personal productivity by completing products to express learning.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>	<p>L & I – Creativity and Innovation Developing, implementing and communicating new ideas to others</p> <p>L & I – Communication and Collaboration Articulating thoughts and ideas clearly and effectively through speaking and writing</p> <p>I, M & T – Information Literacy Accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand</p>	

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<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process. 1.4.3 Monitor gathered information, and assess for gaps or weaknesses. 3.4.2 Assess the quality and effectiveness of the learning product. 1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.</p>	<p>L & I – Creativity and Innovation Developing, implementing and communicating new ideas to others Being open and responsive to new and diverse perspectives L & I – Communication and Collaboration Articulating thoughts and ideas clearly and effectively through speaking and writing L & C – Initiative & Self-Direction Monitoring one's own understanding and learning needs Demonstrating initiative to advance skill levels towards a professional level L & C – Social & Cross Cultural Leveraging the collective intelligence of groups when appropriate Bridging cultural differences and using differing perspectives to increase innovation and the quality of work L & C – Productivity & Accountability Setting and meeting high standards and goals for delivering quality work on time L & C – Leadership & Responsibility Leveraging strengths of others to accomplish a common goal</p>	
<p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>1.3.1 Respect copyright/intellectual property rights of creators and producers. 1.3.3 Follow ethical and legal guidelines in gathering and using information. 1.3.4 Contribute to the exchange of ideas within the learning community. 2.1.4 Use technology and other information tools to analyze and organize information. 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p>	<p>I, M & T – Information Literacy Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information I, M & T – ICT Literacy Using digital technology, communication tools and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy Using technology as a tool to research, organize, evaluate and communicate information, and the possession of a fundamental understanding of the ethical/legal issues surrounding the access and use of information</p>	<p>1. Creativity and Innovation 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. 2. Communication and Collaboration 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: b. communicate information and ideas effectively to multiple audiences using a variety of media and formats</p>

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<p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>1.1.3 Develop and refine a range of questions to frame the search for new understanding. 1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. 1.2.7 Display persistence by continuing to pursue information to gain a broad perspective. 2.2.4 Demonstrate personal productivity by completing products to express learning. 2.4.4 Develop directions for future investigations.</p>	<p>L & I – Creativity and Innovation Developing, implementing and communicating new ideas to others L & I Critical Thinking and Problem Solving Identifying and asking significant questions that clarify various points of view and lead to better solutions Framing, analyzing and synthesizing information in order to solve problems and answer questions I, M & T – Information Literacy Accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand L & C – Flexibility & Adaptability Working effectively in a climate of ambiguity and changing priorities L & C – Initiative & Self-Direction Monitoring one's own understanding and learning needs Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise Demonstrating initiative to advance skill levels towards a professional level</p>	<p>3. Research and Information Fluency 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. 4. Critical thinking, Problem Solving, and Decision Making 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. 5. Digital Citizenship 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.</p>

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<p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context. 1.2.3 Demonstrate creativity by using multiple resources and formats. 1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information. 1.3.1 Respect copyright/intellectual property rights of creators and producers. 1.3.3 Follow ethical and legal guidelines in gathering and using information. 3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>	<p>L & I – Creativity and Innovation Developing, implementing and communicating new ideas to others L & I – Critical Thinking and Problem Solving Exercising sound reasoning in understandings Framing, analyzing and synthesizing information in order to solve problems and answer questions L & I – Communication and Collaboration Articulating thoughts and ideas clearly and effectively through speaking and writing I, M & T – Information Literacy Accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information I, M & T – ICT Literacy Using digital technology, communication tools and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy Using technology as a tool to research, organize, evaluate and communicate information, and the possession of a fundamental understanding of the ethical/legal issues surrounding the access and use of information</p>	<p>3. Research and Information Fluency 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. 5. Digital Citizenship 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.</p>
<p>9. Draw evidence from informational texts to support analysis reflection, and research.</p>	<p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, and appropriateness for needs, importance, and social and cultural context. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information. 2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence. 2.4.1 Determine how to act on information (accept, reject, modify).</p>	<p>I, M & T – Information Literacy Accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand I, M & T – Media Literacy Examining how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors.</p>	<p>3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media</p>

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<p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 2.2.4 Demonstrate personal productivity by completing products to express learning.</p>	<p>L & C Initiative & Self Direction Demonstrating initiative to advance skill levels towards a professional level Defining, prioritizing and completing tasks without direct oversight Utilizing time efficiently and managing workload</p>	