| **Standards for the English Language Arts** | | **Applies to Section:** | |
International Reading Association & National Council of Teachers of English, 1996		**A.**	**B.**

Students:

	A.	B.
1. Read a wide range of print and nonprint 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.	√	√
2. Read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.		
3. 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).	√	√
4. 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.	√	√
5. 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.		
6. Apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.	√	√
7. 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 nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.	√	√
8. Use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.	√	√
9. Develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.		
10. Whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.		
11. Participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.	√	√
12. Use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).	√	√

National Curriculum Standards for Social Studies
National Council for the Social Studies, 2010

Social studies programs should include experiences that provide for the study of:

	Applies to Section:	
	A.	**B.**
1. Culture and cultural diversity.	√	√
2. The past and its legacy.		
3. People, places, and environments.	√	√
4. Individual development and identity.	√	√
5. Interactions among individuals, groups, and institutions.	√	√
6. How people create, interact with, and change structures of power, authority, and governance.	√	√
7. How people organize for the production, distribution, and consumption of goods and services.		
8. Relationships among science, technology, and society.	√	√
9. Global connections and interdependence.		√
10. The ideals, principles, and practices of citizenship in a democratic republic.		√

from **National Educational Technology Standards for Students**
International Society for Technology in Education, 1998

	A.	B.
... 2. Students understand the ethical, cultural, and societal issues related to technology. Students practice responsible use of technology systems, information, and software. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.	√	√

see also the **Common Core State Standards Initiative**, www.corestandards.org.