

SHENENDEHOWA CENTRAL SCHOOL  
CLIFTON PARK, NEW YORK

Office of Instructional Services

MUSIC ESSENTIAL CONTENT AND COMPETENCIES

In congruence with national and state standards, the music program at Shenendehowa Central Schools is identified through five content areas of music study:

Performance - Singing and Playing Instruments

Improvising and Creating

Reading and Writing

Listening and Describing

Understanding Music in Relation to History and Culture

The ideals presented in the following pages are designed to outline music education goals at different levels of the educational process. Future subsequent pages will include the music curriculum currently being used in the Shenendehowa Central Schools. The purpose for its inclusion will be to serve as a detailed reference guide, if necessary, to clarify the Essential Content and Competencies of the Music Program.

## MUSIC CONTENT AND COMPETENCIES

<b>PERFORMANCE</b> = Singing and Playing Instruments	GM 1-3	GM 4-6	Applied 4-6	Ensembles 4-6	GM 7-8	Applied 7-8	Ensembles 7-8	Theory I	Theory II	Applied 9-12	Ensembles 9-12
● Sing alone and with others, a repertoire of folk and composed songs	I	D		D	D		D				D
● Study and perform the music of contrasting styles and periods	I	D	D	D	D	D	D	A	A	A	A
● Perform with a clear, supported tone quality, and demonstrate appropriate techniques.	I	D	D	D	D	DA	DA	A	A	A	A
● Apply musical elements to personal and ensemble performance.		I	IDA	DA	DA	DA	DA	A	A	A	A
● Apply an understanding of stylistic interpretation when performing music of contrasting styles and periods.		I	I	I	D	DA	DA	A	A	A	A
● Apply an understanding of individual, and ensemble, performance preparation and behavior.			I	IDA		DA	DA			A	A

I=Introduce, D=Develop, A=Apply

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## MUSIC CONTENT AND COMPETENCIES

IMPROVISING AND CREATING MUSIC	GM 1-3	GM 4-6	Applied 4-6	Ensembles 4-6	GM 7-8	Applied 7-8	Ensembles 7-8	Theory I	Theory II	Applied 9-12	Ensembles 9-12
● Improvise rhythmic, tonal, and harmonic accompaniments for songs	I	D			D						
● Create compositions expressing variations in tempo, timbre, dynamics, and phrasing		I			D			DA	A		
● Use available sound sources, including electronic media, when composing or improvising	I	D			D			A	A		
● Create compositions, progressing from single-line, melodic and rhythmic writing, to multi-voice, harmonic arrangements for voice or instrumental ensembles.	I	D			D			D	A	A	A

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## MUSIC CONTENT AND COMPETENCIES

READING AND WRITING MUSIC	GM 1-3	GM 4-6	Applied 4-6	Ensem- bles 4-6	GM 7-8	Applied 7-8	Ensem- bles 7-8	Theory I	Theory II	Applied 9-12	Ensem- bles 9-12
● Apply music reading skills to singing and playing instruments	I	D	D	D	A	A	A	A	A	A	A
● Apply the understanding of notational symbols and terms to reading and writing music	I	D	D	D	A	A	A	A	A	A	
● Apply sight-reading and sight-singing skills to personal and ensemble performance		ID	ID	ID	D	D	D	D	A	A	A
● Analyze tonal patterns, rhythms, and musical forms by examining their notation		I	I	I	D	D	D	D	D	A	A
● Follow and interpret conducting cues and directions		I		IDA			A				A
● Write compositions reflecting musical form	I	D			D			A	A		
● Create compositions and arrangements, implementing the fundamentals of MIDI technology					I				IDA		

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## MUSIC CONTENT AND COMPETENCIES

<b>LISTENING AND DESCRIBING MUSIC</b>	GM 1-3	GM 4-6	Applied 4-6	Ensem- bles 4-6	GM 7-8	Applied 7-8	Ensem- bles 7-8	Theory I	Theory II	Applied 9-12	Ensem- bles 9-12
● Identify, through listen- ing, the timbre of wind, string, and percussion instruments.	I	D	D	D	D	D	D	A	A	A	A
● Describe, in musical terms, the character-istics of varied musical styles	I	D		ID	D		IDA			DA	A
● Identify and describe, through listening and analysis, a repetoire of standard orchestral and vocal compositions.	I	D			D			D	D	D	D
● Apply the ability to listen, evaluate, and refine/adjust stylistic elements while performing	I	I	ID	ID	D	D	D	ID	DA	A	A
● Identify through listen-ing and analysis, advanced tonal and rhythm patterns, forms, and styles							ID	ID	A	DA	A
● Evaluate personal and ensemble performances			I	I		D	D			A	A

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## MUSIC CONTENT AND COMPETENCIES

UNDERSTANDING MUSIC IN RELATION TO HISTORY AND CULTURE	GM 1-3	GM 4-6	Applied 4-6	Ensem- bles 4-6	GM 7-8	Applied 7-8	Ensem- bles 7-8	Theory I	Theory II	Applied 9-12	Ensem- bles 9-12
● Develop an increased awareness of music as an essential part of everyday life.	I	D	D	D	D	D	D	D	D	D	D
● Participate in music through listening, sing-ing, and playing instru-ments.	IDA	A	A	A	A	A	A	A	A	A	A
● Develop an awareness of the important role music plays in other cultures.	I	D		D	D		D	D	D		D
● Understand that the history of music is an integral part of the study, analysis, and arranging of music.		ID	D		D		D	D	A		A

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## **SUBJECT MATTER ACHIEVEMENTS FOR GRADES 1-3**

The primary school years are a time of growth, wonder, excitement, exploration, and discovery. These years are crucial as the child develops a concept of music, gains fundamental skills, and acquires a sensitivity to musical sounds and their beauty. All children need to have regular and continuing musical experiences that lead to satisfaction through success in producing musical sounds, using enjoyably, and responding to them with pleasure.

GRADES 1 - 3. By the completion of grade three, the following competencies are expected of all Shenendehowa students:

### **Performance - Singing and Playing Instruments**

Sing, alone and with others, a repertoire of folk and composed songs  
 Sing with appropriate musical expression  
 Sing a simple ostinato with a familiar song  
 Sing a part in a round, while maintaining a steady tempo  
 Respond to the beat in music through body movements  
 Play simple pitch patterns on melodic instruments such as bells or xylophones  
 Play simple rhythmic patterns on classroom percussion instruments to accompany songs and rhythm activities

### **Improvising and Creating**

Create "answers" to unfinished melodic phrases by singing or playing classroom instruments  
 Create short melodic patterns on classroom instruments, or by singing  
 Create short pieces consisting of non-traditional sounds available in the classroom, or with body percussion  
 Create, as a class, new stanzas to familiar melodies  
 Improvise songs and accompaniments to physical movements using classroom instruments  
 Dramatize songs and stories through movement, singing, and playing classroom instruments

### **Reading and Writing**

Identify the basic notational symbols for rhythm patterns, including whole, half, quarter, and eighth notes, and corresponding rests, by performing body movements, playing classroom instruments, or chanting  
 Introduce and develop a numerical system for counting rhythm  
 Introduce and develop an understanding of notational symbols for pitch (e.g., syllables, numbers, letters)  
 Identify simple musical symbols and terms  
 Identify the basic features (e.g., form, melodic contour,

expressive qualities) of unfamiliar songs by studying their notation

**Listening and Describing**

Identify, aurally, the difference between long and short sounds, repeated and contrasting phrases, slow and fast tempos, and other contrasting sound patterns

Demonstrate aural recognition of high and low pitches by making directional hand movements that follow the pitch of a melodic line

Identify, through listening, the timbre of basic wind, string, and percussion instruments

Describe, in simple terms, the characteristics of varied musical styles experienced in listening or singing

Express thoughts about music using musical terms and concepts (E.g., loud, short, high, melody, rhythm)

Identify the patterns of simple forms (e.g., AB, ABA)

**Understanding Music in Relation to History and Culture**

Develop an awareness of music as an essential part of everyday life

Participate in music through listening, singing, and playing instruments

Develop an awareness of the important role music plays in other cultures

## **SUBJECT MATTER ACHIEVEMENTS FOR GRADES 4-6**

Students in grades 4 - 6 continue to develop many of the skills, understandings, and values that were introduced in the earlier grades while adding many more. It may appear there are similarities between the goals of music instruction in grades 1 - 3 and grades 4 - 6. There are, however, sizable differences in the nature and quality of the learning. The main difference lies in the greater accuracy, facility, clarity, and ease of learning that should be evident in grades 4 - 6.

GRADES 4 - 6. By the completion of grade 6, the following competencies are expected of all Shenendehowa students:

### **Performance - Singing and Playing Instruments**

Sing songs accurately and independently, reflecting and understanding of tonal and rhythmic elements  
 Sing with vocal control, to express more advanced musical elements found in choral literature (e.g., dynamics, mood, phrasing, style)  
 Sing, as a group, 2 and 3 - part vocal literature  
 Play basic tonal patterns, rhythm patterns, and simple songs on advanced classroom instruments (e.g., recorders, keyboards)  
 Play simple accompaniments by ear

### **Improvising and Creating**

Create thoughtful alterations and variations in existing songs  
 Improvise simple, "ostinato-like" accompaniments on pitched instruments  
 Improvise rhythmic accompaniments for songs  
 Create short pieces expressing variations in tempo, timbre, dynamics, and phrasing  
 Use available sound sources, including electronic media, when composing or improvising

### **Reading and Writing**

Demonstrate growth in using the basic notational symbols for reading and writing music  
 Identify tonal patterns, rhythms, and musical forms by examining the notation  
 Introduce, and begin to develop, sight-reading and sight-singing skills  
 Demonstrate growth in the ability to sing or play instruments by reading music  
 Introduce and begin to conduct songs in 2-, 3-, and 4-beat meter

### **Listening and Describing**

**Identify by listening:**

- \*Common orchestral and band instruments
- \*Classifications of voices
- \*Form patterns (e.g., AB, ABA, rondo, theme and variations)
- \*Salient musical features (e.g., tempo, dynamics, major or minor modes, meter, counterpoint)

Identify, through listening, a basic repertoire of standard orchestral and vocal compositions

Describe, in musical terms, the characteristics of varied musical works, including melody, rhythm, meter, key, form, and style

**Understanding Music in Relation to History and Culture**

Continue to develop an increased awareness of music as an essential part of everyday life

Participate in music through listening, singing, and playing instruments

Continue to develop an awareness of the important role music plays in other cultures

Introduce and develop the understanding that history is an integral part of the creation of music

## **APPLIED MUSIC AND PERFORMING ENSEMBLES GRADES 4-6**

Our Applied Music Program offers students the opportunity to develop individual musicianship with greater depth, independence and understanding. Participation in the weekly lesson program, the core of our Applied Music Studies, provides students with these opportunities during the school day. At the present time instrumental instruction begins at the fourth grade level for strings, and fifth grade level for band instruments. It should be noted that students may be admitted into the instrumental program in grades 4-6 with the music teacher's recommendation. This is done in order to provide a maximum musical experience, which includes and attempt to balance instrumentation relative to a band/ orchestra structure.

Students will begin to participate in instrumental or choral ensembles, a natural extension, or progression, of the educational program. This sequence, designed to continue through grade 12, reinforces, develops, and applies competencies introduced in the Applied and General Music settings. Participation in the ensembles is contingent upon the music teacher's recommendation.

**By the completion of grade six, students in the Applied Music Program are expected to demonstrate the following competencies:**

Participate in all lessons and instructional activities  
 Recognize individual practice is essential for musical growth  
 Perform music notation at the beginner level  
 Introduce, and begin to develop, sight-reading and sight-singing skills  
 Perform with a clear, supported tone quality, and demonstrate appropriate techniques (posture, embouchure, breath support, attack and release, tonguing, bowing)  
 Understand and apply a numerical system for counting rhythm  
 Apply an understanding of musical form to the music studied  
 Understand and begin to apply musical elements (e.g., pitch, phrasing, dynamics) to personal and ensemble performance  
 Begin to describe, in musical terms, the characteristics of varied musical works, including melody, rhythm, meter, key, form, and style  
 Evaluate personal and ensemble performance

**Students enrolled in Band, Chorus, and Orchestra are able to understand and exhibit the following competencies:**

Perform with a clear, supported tone, reflective of good posture, breath support, and embouchure (diction - Choral)  
 Study and perform the music of contrasting styles and periods  
 Identify and follow musical voicing within a multi-part song (Choral)

**Follow and interpret conducting patterns and gestures**  
**Demonstrate self-discipline in individual, and ensemble,**  
**performance preparation and behavior**

## **SUBJECT MATTER ACHIEVEMENTS FOR GRADES 7-8**

The General Music classes in seventh and eighth grades are designed for students not electing to participate in the performing ensembles. These courses of study are a continuation of the content taught in preceding levels, with a greater focus on applying skills in real - life settings. Students successfully completing all requirements will earn one Carnegie credit, as described in the Koda - Gowana Program of studies.

GRADES 7 and 8 - By the completion of grade 8, the following competencies are expected of all General Music students:

### **Performance - Singing and Playing Instruments**

Continue to sing songs accurately and independently, reflecting an understanding of tonal and rhythmic elements

Continue to sing, with vocal control, to express more advanced musical elements found in choral literature (e.g., dynamics, mood, phrasing, style)

Continue to sing, as a group, more advanced 2 and 3 - part vocal literature

Play more advanced tonal patterns, rhythm patterns, and simple songs on advanced classroom instruments (e.g., recorders, keyboards, guitars, and auxiliary percussion)

Play more advanced accompaniments by ear

### **Improvising and Creating**

Create thoughtful alterations and variations in existing songs

Improvise simple, "ostinato - like" accompaniments on pitched instruments

Improvise simple rhythmic, tonal, and harmonic accompaniments for songs

Create compositions expressing variation in tempo, timbre, dynamics, and phrasing

Use available sound sources, including electronic media, when composing or improvising

### **Reading and Writing**

Apply the understanding of notational symbols and terms to reading and writing music

Continue to develop more advanced sight-reading and sight-singing skills

Analyze tonal patterns, rhythms, and musical forms by examining the notation

Apply music reading skills to singing or playing instruments

### **Listening and Describing**

Describe by listening:

- \*Additional orchestral and band instruments
- \*Classifications of voices
- \*Form patterns (e.g., AB, ABA, rondo, theme and variations)
- \*Salient musical features (e.g., tempo, dynamics, major or minor modes, meter, counterpoint)

Identify, through listening and analysis, an expanded repertoire of standard orchestral and vocal compositions

Describe, in musical terms, the characteristics of varied musical works, including melody, rhythm, meter, key, form, and style

### **Understanding Music in Relation to History and Culture**

Continue to develop an increased awareness of music as an essential part of everyday life

Participate in music through listening, singing, and playing instruments

Continue to develop an awareness of the important role music plays in other cultures

Understand that history is an integral part of the creation of music

**APPLIED MUSIC AND ENSEMBLES**  
**GRADES 7-8**

The Applied Music Program in grades 7-8 is a continuation and application of the instructional content and competencies introduced in the Applied Music Program, grades 4 - 6. Applied lessons are the core of the instrumental program, and are offered during the academic day. Weekly lessons prepare students for participation in many musical endeavors (e.g., band, orchestra, festivals, solos, Empire state groups, All-Counties, etc.), by developing their individual skills and understandings as a performer on their instrument. Membership in this program of study is open to students who have demonstrated proficiency on their instrument, as indicated by the performance level at the desired grade.

By the completion of grade eight, students in the Applied Music Program are expected to demonstrate the following competencies:

- Continue to recognize individual practice is essential for musical growth
- Display the ability to adequately determine, and apply, the time needed to prepare all lessons, ensemble, and solo material
- Perform music notation at the intermediate level
- Continue to develop more advanced sight-reading and sight-singing skills
- Perform with a clear, supported tone quality; develop and begin to apply advanced techniques (e.g., alternate fingerings, scales, inc. percussion)
- Develop the ability to listen, evaluate, and refine/adjust intonation, phrasing, dynamics, and other competencies while performing
- Understand and begin to apply multiple numerical systems for counting rhythms (e.g., time signatures)
- Understand and begin to apply advanced stylistic elements (I.e., trills, grace notes, etc.) to solo and ensemble performance
- Continue to apply an understanding of musical form to the music studied
- Evaluate personal and ensemble performance

In grades seven and eight band, chorus, and orchestra meet daily as part of the academic curriculum. These ensembles are a continuation of the learning sequence outlined in the Ensemble Program, grades 4 - 6. Membership in these programs of study is open to students who have participated in Band, Chorus, or Orchestra in grades 4 - 6. Band and orchestra students must attend an applied music lesson each week, scheduled during the academic day. Students must also demonstrate performance proficiency on their instrument, reflective of participation in the Applied Lesson Program. Students successfully completing all requirements will earn one credit, as prescribed in Koda/Gowana Program of Studies.

**By the completion of grade eight, students enrolled in band, chorus, and orchestra are able to understand and exhibit the following competencies:**

Continue to develop a clear, supported tone, reflective of good posture, breathing, and embouchure (diction - Choral)

Begin to develop sight-reading skills in an ensemble setting

Develop music reading skills involving multi-part literature (Choral)

Study and perform the music of contrasting styles and periods

Follow and interpret advanced conducting cues (i.e., dynamics and phrasing)

Understand, and begin to apply, and understanding of stylistic interpretation when performing music of contrasting styles and periods

Continue to demonstrate self-discipline in individual, and ensemble, performance preparation and behavior

## MUSIC THEORY I

Music Theory I is a full-year, introductory course focusing on reading and writing music. Through listening and analysis of selected compositions, students develop the aural and visual skills necessary to advance their personal reading and writing competencies. Significant historical connections are introduced, in support of the foundations of specific musical works. Knowledge in these areas is then applied to the creation of original student compositions, including the principles of basic four-part harmony and arranging. Students are encouraged to write for traditional voices and instrumentation, as well as electronic media. Congruent with prior levels of music education, creative performance is an application, and extension, of the writing process. Students successfully completing all requirements will earn one Carnegie credit, as described in the High School Program of Studies, Grades 9 - 12.

Upon completion of Music Theory I, students will demonstrate the following competencies:

- Develop advanced analytical skills through listening and analysis of musical compositions from selected styles and periods
- Identify through listening an analysis, melodic and harmonic pitch intervals, scale patterns, chordal structure, rhythmic patterns, musical form, style, and expression
- Apply visual reading skills through the mediums of the voice, keyboard, and other instruments
- Develop reading and ear training skills through rhythmic, melodic, and harmonic dictation
- Develop sight-singing skills by performing "classical" compositions, as well as songs written in class
- Create compositions applying variations in tempo, timbre, dynamics, and phrasing
- Create simple compositions, progressing from single-line, melodic and rhythmic writing, to multi-voice, harmonic arrangements for voices or instruments
- Create original compositions demonstrating an understanding of the principles of four-part harmony and arranging
- Write simple compositions reflecting musical structure (I.e., binary and ternary song forms)
- Understand that the history of music is an integral part of the study, analysis and arranging of music

## MUSIC THEORY II

Music Theory II is a continuation of Theory I, emphasizing further "hands-on" experiences in the areas of composing, arranging, and orchestration. Advanced aural and visual skills are developed through reading, writing, and analysis of a variety of musical works. The use of MIDI technology is explored and implemented into musical compositions. All students successfully completing these competencies will earn one Carnegie credit, as described in the High School Program of Studies, grades 9 -12.

Upon completion of Music Theory II, students will demonstrate the following competencies:

- Continue to develop advanced analytical skills through listening and analysis of musical compositions from selected styles and periods, striving for greater facility and thoroughness
- Identify through listening and analysis, more advanced melodic and harmonic pitch intervals, scale patterns, chordal structure, rhythmic patterns, musical form, style, and expression
- Continue to apply visual reading skills through the mediums of the voice, keyboard, and other instruments
- Continue to develop reading and ear training skills through rhythmic, melodic, and harmonic dictation
- Apply sight-singing skills, encompassing melodic, harmonic, and contrapuntal styles, to personal and ensemble performance
- Create advanced compositions and arrangements, progressing from small ensembles to full orchestra, concert band, chorus, jazz ensemble, and combinations thereof
- Create advanced compositions applying the "rules" of four-part writing learned in Music Theory I
- Create compositions and arrangements reflecting a wider range of formal structures, including binary, ternary, rondo, variation, or sonata-allegro song forms
- Create advanced compositions applying variations in stylistic elements of music
- Create advanced compositions and arrangements, implementing the fundamentals of MIDI technology
- Apply the history of music as an integral part of the study, analysis, and arranging of music

## APPLIED MUSIC AND ENSEMBLES GRADES 9 -12

The Applied Music Program in grades 9 - 12 is a continuation and application of the instructional content and competencies introduced in the Applied Music program, grades 4 - 8. The Applied Lessons remain the core of the instrumental program; students must participate in weekly lessons, offered during the academic day. Weekly lessons continue to prepare students for advanced musical interests (e.g. school performing Ensembles, NYSSMA solos and festivals, Empire State groups, etc.) by further developing their individual performance competencies on their instrument.

By the completion of grade twelve, students in the Applied Music Program are expected to demonstrate the following competencies:

- Continue to recognize individual practice is essential for musical growth
- Continue to demonstrate the ability to determine, and apply, the time necessary to prepare all lessons, ensemble, and solo materials
- Perform music notation at the moderate to advanced level
- Apply sight-reading and sight-singing skills to personal and ensemble performance
- Perform with a clear, supported tone quality; demonstrate advanced techniques (e.g., alternate fingerings, scales, including percussion), and greater flexibility on their instrument
- Apply the ability to listen, evaluate, and refine/adjust intonation, phrasing, dynamics, and other competencies while performing
- Apply multiple numerical systems for counting rhythms (e.g., time signatures)
- Apply stylistic elements (e.g. trills, grace notes, glissandos) to solo and ensemble performance
- Continue to apply an understanding of musical form to the music studied
- Evaluate personal and ensemble performance

Membership in the performing Ensembles is open to students who have met the requirements, as described in the High School Program of Studies, grades 9 - 12. All large ensembles (i.e., Band, Choir, and Orchestra) are scheduled daily, as part of the academic day. Students enrolled in Choraliers and Jazz Ensemble meet every other day, as part of the academic curriculum. All students participating in Band, Orchestra, or Jazz Ensemble must meet the requirements of the Applied Music Program. All students successfully completing the courses of study for Band, Choir, and Orchestra will earn one Carnegie credit (Jazz Ensemble and Choraliers - 1/2 credit).

Students enrolled in Band, Chorus, Orchestra, Choraliers, or Jazz Ensemble are able to understand and exhibit the following competencies:

Continue to develop a clear, supported tone, reflective of good posture, breathing, and embouchure (diction - Choral), and apply to individual and ensemble performance

Apply music reading skills and musicianship to ensemble performance

Apply musical symbols and terms to individual and ensemble performance

Apply sight-reading and sight-singing skills in an ensemble setting

Accurately perform an appropriate part in an ensemble, with, or without, an accompaniment

Study and perform advanced music of contrasting styles and periods

Analyze the music performed in ensembles, using musical terms (I.e., pitch, rhythm, formal structure)

Continue to follow and interpret advanced conducting cues and directions

Apply an understanding of stylistic interpretation when performing music of contrasting styles and periods

Continue to apply an understanding of individual, and ensemble, performance preparation and behavior

Assess the quality of ensemble performances

**NOTE:** Students receiving private instruction on instruments not offered in the Applied Music Program (i.e., Piano, Guitar, Organ, Voice), are eligible to earn 1/2 elective credit per school year, as outlined in the High School Program of Studies, grades 9 - 12.

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
1. Defines the task or research question.	I	I	D	A	A	A	D	D	D	A	A	A	A
2. Defines and communicates an information problem or information need.	I	D	D	A	A	A	D	A	A	A	A	A	A
3. Identifies the information requirements of the problem.		I	I	D	D	A	D	D	A	A	A	A	A
4. Develops a thesis.								I	D	A	A	A	A
5. Uses information seeking strategies.	I	I	D	D	A	A	D	D	D	A	A	A	A
6. Determines the range of possible sources, print and electronic at the school library (and other libraries).			I	D	A	A	I	D	D	A	A	A	A
7. Intellectually and physically locates and accesses print or electronic information and sources.	I	I	D	D	A	A	I/D	D	D	D	A	A	A
8. Understands the uses of various parts of a book (index, table of contents, glossary, appendix, chapter and section headings).			I	D	A	A	A	A	A	A	A	A	A
9. Analyzes and evaluates the reliability and validity of informational texts. (Print and electronic.)					I	D	A	I	I	I	D	A	A
10. Evaluates and selects those sources appropriate to the problem.	I	I	D	D	A	A	I/D	D	D	D	A	A	A
11. Finds and retrieves information within sources.		I	I	D	D	A	D	D	D	A	A	A	A
12. Reads, hears or views information in the sources.		I	I	D	D	A	D	D	A	A	A	A	A
13. Interprets and extracts dates, facts and ideas in the information sources.		I	I	D	A	A	D	D	D	D	A	A	A
14. Extracts information from the sources.		I	I	D	A	A	D	A	A	A	A	A	A

	K	1	2	3	4	5	6	7	8	9	10	11	12
15. Analyzes and synthesizes information from multiple sources, organizing it and drawing conclusions about connections and relationships.		I	I	D	A	A	I	I	D	A	D	A	A
16. Presents the information.	I	D	D	A	A	A	D	A	A	A	A	A	A
17. Documents sources using MLA format.				I	D	A	D	D	D	A	A	A	A
18. Evaluates the sources' effectiveness; evaluates the draft and final product's effectiveness.		I	I	D	A	A	A	A	A	I	D	A	A
19. Judges the efficiency of the information problem-solving process.				I	I	D	A	A	A	I	D	A	A
20. Devises strategies for revising, improving and updating the draft and final product.		I	I	D	A	A	A	A	A	I	D	A	A
21. Analyzes literary selections using author background.	I	I	D	D	A	A	A	A	A	I	D	D	A
22. Analyzes literary selections using critical reviews.									I	D	D	D	A