

These are the ISBE learning goals and Common Core standards we feel the Evergreen Cemetery Walk will help you meet in your curriculum. Also included are the three main goals we hope to achieve through the Evergreen Cemetery Walk every year.

Educational Goals for the Evergreen Cemetery Walk:

1. Participants will develop an understanding/appreciation/respect for cemeteries as sites/sources of history
2. Participants will begin to identify themselves as a member of the McLean County community. In doing so, participants will begin to understand the significance of knowing one's local history, and how that history relates to regional, national, and international history.
3. Participants will become/be made aware of the educational potential inherent in the interdisciplinary relationship between history and the arts (live performance, architecture, etc.)

ISBE Learning Goals

1A
1C
4A
5A
5B
5C
14C
14F
16 A-E
18 A-C

Common Core Standards:

Reading Standards for Literature (Grade 6)

Literacy.RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening 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.

Reading Standards for Informational text

Literacy.RI.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)

Literacy.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

Literacy.RI.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.

Literacy.RI.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)

Writing Standards

Literacy.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate

Literacy.W.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.

Literacy.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening Standards

Literacy.SL.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.

Language Standards

Literacy.L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

Literacy.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.

Reading Standards for Literature (Grade 7)

Literacy.RL.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

Literacy.RL.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 of fiction use or alter history.

Reading Standards for Information Texts

Literacy.RI.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).

Literacy.RI.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.

Literacy.RI.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).

Literacy.RI.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.

Writing Standards

Literacy.W.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.

Literacy.W.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.

Literacy.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening Standards

Literacy.SL.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.

Language Standards

Literacy.L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

Literacy.L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Reading Standards for Literature (Grade 8)

Literacy.L.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

Reading Standards for Informational Texts

Literacy.RI.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 specific word choices on meaning and tone, including analogies or allusions to other texts.

Literacy.RI.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.

Literacy.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topics and identify where the texts disagree on matters of fact or interpretation.

Writing Standards

Literacy.W.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.

Literacy.W.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.

Literacy.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening Standards

Literacy.SL.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.

Language Standards

Literacy.L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases.

Literacy.L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Grades 9-12 English Language Arts Standards

Reading Standards for Informational Texts

(Grades 9-10)

Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g. how the language of a court opinion differs from that of a newspaper).

Literacy.RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g. a person's life story in both print and multimedia), determining which details are emphasized in each account.

(Grades 11-12)

Literacy.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g. how Madison defines *faction* in *Federalist No. 10*).

Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question for solve a problem.

Writing Standards

(Grades 9-10)

Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

(Grades 11-12)

Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organizations, and analysis of content.

Literacy.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Literacy.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening Standards

(Grades 9-10)

Literacy.SL.9-10.2 Integrate multiple sources of information presented in diverse media formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

(Grades 11-12)

Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Language Standards

(Grades 9-10)

Literacy.L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Literacy.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

Literacy.L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

(Grades 11-12)

Literacy.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Literacy.L.11-12.4 Determine or clarify the meaning of unknown or multiple-meaning words and phrases.

Literacy.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Literacy in Social Studies and History

(Grade 9-10)

Literacy.RH.9-10.4 Determine the meaning of words and phrases as they are used in text, including vocabulary describing political, social, or economic aspects of history/social science

Literacy.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

(Grade 11-12)

Literacy.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g. how Madison defines *faction* in Federalist No. 10)

Literacy.RH.11-12.6 Evaluate author's differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually quantitatively, as well as in words) in order to address a question or solve a problem.

Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Writing Standards for Literacy in Social Studies/History

(Grades 9-10)

Literacy.WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Literacy.WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Literacy.WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation

Literacy.WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

(Grades 11-12)

Literacy.WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Literacy.WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry

when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Literacy.WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation

Literacy.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.