

**American Careers Planner 2009 – 2010**  
**Aligned With Illinois Academic Standards**

<b>STATE GOAL 1: Read with understanding and fluency.</b>	<b>STATE GOAL 3: Write to communicate for a variety of purposes.</b>
<p><b>A. Apply word analysis and vocabulary skills to comprehend selections.</b></p> <p>1.A.3a Apply knowledge of word origins and derivations to comprehend words used in specific content areas (e.g., scientific, political, literary, mathematical).</p> <p>1.A.3b Analyze the meaning of words and phrases in their context.</p> <p><b>B. Apply reading strategies to improve understanding and fluency.</b></p> <p>1.B.3a Preview reading materials, make predictions and relate reading to information from other sources.</p> <p>1.B.3b Identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading.</p> <p>1.B.3c Continuously check and clarify for understanding (e.g., in addition to previous skills, draw comparisons to other readings).</p> <p>1.B.3d Read age-appropriate material with fluency and accuracy.</p> <p><b>C. Comprehend a broad range of reading materials.</b></p> <p>1.C.3a Use information to form, explain and support questions and predictions.</p> <p>1.C.3b Interpret and analyze entire narrative text using story elements, point of view and theme.</p> <p>1.C.3c Compare, contrast and evaluate ideas and information from various sources and genres.</p> <p>1.C.3d Summarize and make generalizations from content and relate them to the purpose of the material.</p>	<p><b>A. Use correct grammar, spelling, punctuation, capitalization and structure.</b></p> <p>3.A.3 Write compositions that contain complete sentences and effective paragraphs using English conventions.</p> <p><b>B. Compose well-organized and coherent writing for specific purposes and audiences.</b></p> <p>3.B.3a Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.</p> <p>3.B.3b Edit and revise for word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication.</p> <p><b>C. Communicate ideas in writing to accomplish a variety of purposes.</b></p> <p>3.C.3a Compose narrative, informative, and persuasive writings (e.g., in addition to previous writings, literature reviews, instructions, news articles, correspondence) for a specified audience.</p> <p>3.C.3b Using available technology, produce compositions and multimedia works for specified audiences.</p>

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<p><b>STATE GOAL 4: Listen and speak effectively in a variety of situations.</b></p> <p><b>A. Listen effectively in formal and informal situations.</b></p> <p>4.A.3a Demonstrate ways (e.g., ask probing questions, provide feedback to a speaker, summarize and paraphrase complex spoken messages) that listening attentively can improve comprehension.</p> <p>4.A.3b Compare a speaker’s verbal and nonverbal messages.</p> <p>4.A.3d Demonstrate the ability to identify and manage barriers to listening (e.g., noise, speaker credibility, environmental distractions).</p>	<p><b>STATE GOAL 5: Use the language arts to acquire, assess and communicate information.</b></p> <p><b>A. Locate, organize, and use information from various sources to answer questions.</b></p> <p>5.A.3a Identify appropriate resources to solve problems or answer questions through research.</p> <p>5.A.3b Design a project related to contemporary issues (e.g., real-world math, career development, community service) using multiple sources.</p> <p><b>B. Analyze and evaluate information acquired from various sources.</b></p> <p>5.B.3a Choose and analyze information sources for individual, academic and functional purposes.</p> <p><b>C. Apply acquired information, concepts and ideas to communicate in a variety of formats.</b></p> <p>5.C.3a Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources.</p> <p>5.C.3c Take notes, conduct interviews, organize and report information in oral, visual and electronic formats.</p>
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<p><b>STATE GOAL 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.</b></p>	<p><b>STATE GOAL 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.</b></p>
<p><b>B. Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships.</b></p> <p>6.B.3a Solve practical computation problems involving whole numbers, integers and rational numbers.</p> <p><b>C. Compute and estimate using mental mathematics, paper-and-pencil methods, calculators and computers.</b></p> <p>6.C.3a Select computational procedures and solve problems with whole numbers, fractions, decimals, percents and proportions.</p> <p>6.C.3b Show evidence that computational results using whole numbers, fractions, decimals, percents and proportions are correct and/or that estimates are reasonable.</p>	<p><b>A. Describe numerical relationships using variables and patterns.</b></p> <p>8.A.3b Solve problems using linear expressions, equations and inequalities.</p> <p><b>B. Interpret and describe numerical relationships using tables, graphs and symbols.</b></p> <p>8.B.3 Use graphing technology and algebraic methods to analyze and predict linear relationships and make generalizations from linear patterns.</p> <p><b>D. Use algebraic concepts and procedures to represent and solve problems.</b></p> <p>8.D.3a Solve problems using numeric, graphic or symbolic representations of variables, expressions, equations and inequalities.</p>

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<p><b>STATE GOAL 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</b></p>	<p><b>STATE GOAL 13: Understand the relationships among science, technology and society in historical and contemporary contexts.</b></p>
<p><b>B. Know and apply concepts that describe how living things interact with each other and with their environment.</b></p> <p>12.B.3a Identify and classify biotic and abiotic factors in an environment that affect population density, habitat and placement of organisms in an energy pyramid.</p> <p><b>D. Know and apply concepts that describe force and motion and the principles that explain them.</b></p> <p>12.D.3a Explain and demonstrate how forces affect motion (e.g., action/reaction, equilibrium conditions, free-falling objects).</p> <p>12.D.3b Explain the factors that affect the gravitational forces on objects (e.g., changes in mass, distance).</p>	<p><b>A. Know and apply the accepted practices of science.</b></p> <p>13.A.3a Identify and reduce potential hazards in science activities (e.g., ventilation, handling chemicals).</p> <p>13.A.3c Explain what is similar and different about observational and experimental investigations.</p> <p><b>B. Know and apply concepts that describe the interaction between science, technology and society.</b></p> <p>13.B.3a Identify and explain ways that scientific knowledge and economics drive technological development.</p> <p>13.B.3c Describe how occupations use scientific and technological knowledge and skills.</p> <p>13.B.3d Analyze the interaction of resource acquisition, technological development and ecosystem impact (e.g., diamond, coal or gold mining; deforestation).</p> <p>13.B.3e Identify advantages and disadvantages of natural resource conservation and management programs.</p>

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<p><b>STATE GOAL 15: Understand economic systems, with an emphasis on the United States.</b></p> <p><b>A. Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.</b></p> <p>15.A.3a Explain how market prices signal producers about what, how and how much to produce.</p> <p>15.A.3b Explain the relationship between productivity and wages.</p> <p>15.A.3c Describe the relationship between consumer purchases and businesses paying for productive resources.</p> <p>15.A.3d Describe the causes of unemployment (e.g., seasonal fluctuation in demand, changing jobs, changing skill requirements, national spending).</p> <p><b>B. Understand that scarcity necessitates choices by consumers.</b></p> <p>15.B.3b Explain the effects of choice and competition on individuals and the economy as a whole.</p> <p><b>C. Understand that scarcity necessitates choices by producers.</b></p> <p>15.C.3 Identify and explain the effects of various incentives to produce a good or service.</p> <p><b>D. Understand trade as an exchange of goods or services.</b></p> <p>15.D.3c Explain how workers can affect their productivity through training and by using tools, machinery and technology.</p>	<p><b>STATE GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b></p> <p><b>B. Analyze and explain characteristics and interactions of the Earth’s physical systems.</b></p> <p>17.B.3a Explain how physical processes including climate, plate tectonics, erosion, soil formation, water cycle, and circulation patterns in the ocean shape patterns in the environment and influence availability and quality of natural resources.</p> <p>17.B.3b Explain how changes in components of an ecosystem affect the system overall.</p> <p><b>C. Understand relationships between geographic factors and society.</b></p> <p>17.C.3a Explain how human activity is affected by geographic factors.</p> <p>17.C.3b Explain how patterns of resources are used throughout the world.</p>
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<p><b>STATE GOAL 18: Understand social systems, with an emphasis on the United States.</b></p>	
<p><b>B. Understand the roles and interactions of individuals and groups in society.</b></p> <p>18.B.3a Analyze how individuals and groups interact with and within institutions (e.g., educational, military).</p> <p>18.B.3b Explain how social institutions contribute to the development and transmission of culture.</p>	