



**KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
CURRICULUM AND INSTRUCTIONAL SERVICES
LIBRARY MEDIA AND INSTRUCTIONAL TECHNOLOGY**

**STANDARDS AND BENCHMARKS
INFORMATION AND TECHNOLOGY LITERACY**

	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
STANDARD A: MEDIA AND TECHNOLOGY					
Standard A1: Students use common media and technology terminology and equipment.					
A1-1: Computer Terminology	Identify and define computer and networking terms (e.g., blog, CD, download, DVD, FireWire, gigabyte, PDF, virus, operating system, analog versus digital). A1-1.8	Identify and define basic on-line and telecommunications terminology or concepts (e.g., bandwidth, broadband, operating system, analog versus digital). A1-1.9	Identify and define basic on-line and telecommunications terminology or concepts (e.g., bandwidth, broadband, operating system, analog versus digital). A1-1.10	Identify and define basic on-line and telecommunications terminology or concepts (e.g., bandwidth, broadband, operating system, analog versus digital). A1-1.11	Identify and define basic on-line and telecommunications terminology or concepts (e.g., bandwidth, broadband, operating system, analog versus digital). A1-1.12
A1-2: Computer Equipment	Describe the basic operations of a computer (e.g., desktop, file, window, folder, pull-down menu, dialog box, flash drive). A1-2.8	Recognize, identify, and solve routine computer hardware and software problems. A1-2.9	Recognize, identify, and solve routine computer hardware and software problems. A1-2.10	Recognize, identify, and solve routine computer hardware and software problems. A1-2.11	Recognize, identify, and solve routine computer hardware and software problems. A1-2.12
A1-3: File Management	<i>Access, download, organize, and backup files on a computer disk, drive, server, or other storage device.</i> A1-3.8	<i>Access, download, organize, and backup files on a computer disk, drive, server, or other storage device.</i> A1-3.9	<i>Demonstrate understanding and use of embedded and relatively linked media objects for media applications.</i> A1-3.10	<i>Demonstrate understanding and use of embedded and relatively linked media objects for media applications.</i> A1-3.11	<i>Demonstrate understanding and use of embedded and relatively linked media objects for media applications.</i> A1-3.12

	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
A1-4: File Formats	Identify common file formats (e.g., .doc, .dv, .jpg, .gif, .mov, .mpeg, .pdf, .ppt, .aiff, .mp3, .html, .xls). A1-4.8	Identify common file formats (e.g., .doc, .dv, .jpg, .gif, .mov, .mpeg, .pdf, .ppt, .aiff, .mp3, .html, .xls). A1-4.9	Identify common file formats (e.g., .doc, .dv, .jpg, .gif, .mov, .mpeg, .pdf, .ppt, .aiff, .mp3, .html, .xls). A1-4.10	Identify common file formats (e.g., .doc, .dv, .jpg, .gif, .mov, .mpeg, .pdf, .ppt, .aiff, .mp3, .html, .xls). A1-4.11	Identify common file formats (e.g., .doc, .dv, .jpg, .gif, .mov, .mpeg, .pdf, .ppt, .aiff, .mp3, .html, .xls). A1-4.12
A1-5: Digital Media Equipment	Capture, edit, and combine audio, still, and video segments using a multi-media computer with editing software. A1-5.8	Capture, edit, and combine audio, still, and video segments using a multi-media computer with editing software. A1-5.9	Capture, edit, and combine audio, still, and video segments using a multi-media computer with editing software. A1-5.10	Capture, edit, and combine audio, still, and video segments using a multi-media computer with editing software. A1-5.11	Capture, edit, and combine audio, still, and video segments using a multi-media computer with editing software. A1-5.12
A1-6: Keyboarding	<i>Demonstrate touch keyboarding techniques us-ing both hands and attain an input speed of 20-25 wpm with 95 percent accuracy.</i> A1-6.8	<i>Demonstrate proficient keyboarding skills.</i> A1-6.9	<i>Demonstrate proficient keyboarding skills.</i> A1-6.10	<i>Demonstrate proficient keyboarding skills.</i> A1-6.11	<i>Demonstrate proficient keyboarding skills.</i> A1-6.12
Standard A2: Students use a computer and productivity software to organize and create information.					
A2-1: Word Processing Basics	<i>Create a document using advanced word processing functions (e.g., toolbars, spell checker, thesaurus, page layout, headers and footers, word count, tabs, indents, pagination, custom layouts).</i> A2-1.8	<i>Apply terminology and concepts connected with integrated software or an applications suite.</i> A2-1.9	<i>Apply terminology and concepts connected with integrated software or an applications suite.</i> A2-1.10	<i>Apply terminology and concepts connected with integrated software or an applications suite.</i> A2-1.11	<i>Apply terminology and concepts connected with integrated software or an applications suite.</i> A2-1.12

	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
A2-2: Word Processing Skills	<i>Move textual and graphics data from one source to another following copyright guidelines.</i> <i>A2-2.8</i>	<i>Manipulate graphics or objects in a word processing document.</i> <i>A2-2.9</i>	<i>Manipulate graphics or objects in a word processing document.</i> <i>A2-2.10</i>	<i>Manipulate graphics or objects in a word processing document.</i> <i>A2-2.11</i>	<i>Manipulate graphics or objects in a word processing document.</i> <i>A2-2.12</i>
A2-3: Special Features	Incorporate hyperlinks, graphics, pictures, images, and/or charts within a word-processed document. <i>A2-3.8</i>	Use word processing or desktop publishing and graphics software to produce page layouts in different formats (e.g., brochure, tri-fold, .pdf, .htm, newsletter). <i>A2-3.9</i>	Use word processing or desktop publishing and graphics software to produce page layouts in different formats (e.g., brochure, tri-fold, .pdf, .htm, newsletter). <i>A2-3.10</i>	Use word processing or desktop publishing and graphics software to produce page layouts in different formats (e.g., brochure, tri-fold, .pdf, .htm, newsletter). <i>A2-3.11</i>	Use word processing or desktop publishing and graphics software to produce page layouts in different formats (e.g., brochure, tri-fold, .pdf, .htm, newsletter). <i>A2-3.12</i>
A2-4: Graphic Organizers	Use a graphic organizer application to construct outlines or webs that organize ideas and information. <i>A2-4.8</i>	Use a graphic organizer application to generate modifiable flow charts, project time lines, organizational charts, or calendars. <i>A2-4.9</i>	Use a graphic organizer application to generate modifiable flow charts, project time lines, organizational charts, or calendars. <i>A2-4.10</i>	Use a graphic organizer application to generate modifiable flow charts, project time lines, organizational charts, or calendars. <i>A2-4.11</i>	Use a graphic organizer application to generate modifiable flow charts, project time lines, organizational charts, or calendars. <i>A2-4.12</i>
A2-5: Spreadsheet Terms and Use	Construct a spreadsheet that uses mathematical functions and generated charts for the purpose of interpreting data. <i>A2-5.8</i>	Incorporate spreadsheet information in word-processed documents (e.g., charts, graphs, lists). <i>A2-5.9</i>	Incorporate spreadsheet information in word-processed documents (e.g., charts, graphs, lists). <i>A2-5.10</i>	Incorporate spreadsheet information in word-processed documents (e.g., charts, graphs, lists). <i>A2-5.11</i>	Incorporate spreadsheet information in word-processed documents (e.g., charts, graphs, lists). <i>A2-5.12</i>

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A2-6: Database Terms and Use	Analyze data from a database, and present conclusions in a document or report. A2-6.8	Analyze data from a database, and present conclusions in a document or report. A2-6.9	Analyze data from a database, and present conclusions in a document or report. A2-6.10	Analyze data from a database, and present conclusions in a document or report. A2-6.11	Analyze data from a database, and present conclusions in a document or report. A2-6.12
Standard A3: Students use a computer and communications software to access and transmit information.					
A3-1: Electronic Communication	<i>Communicate digitally with others regarding assignments or class projects using video conferencing, email, blogs, or groupware.</i> A3-1.8	<i>Communicate digitally with others regarding assignments or class projects using video conferencing, email, blogs, or groupware.</i> A3-1.9	<i>Communicate digitally with others regarding assignments or class projects using video conferencing, email, blogs, or groupware.</i> A3-1.10	<i>Communicate digitally with others regarding assignments or class projects using video conferencing, email, blogs, or groupware.</i> A3-1.11	<i>Communicate digitally with others regarding assignments or class projects using video conferencing, email, blogs, or groupware.</i> A3-1.12
A3-2: Internet Terminology and Searching	<i>Choose most appropriate search engines and directories to locate specific resources on the internet or other online services.</i> A3-2.8	<i>Access primary sources and other experts for class reports or projects.</i> A3-2.9	<i>Access primary sources and other experts for class reports or projects.</i> A3-2.10	<i>Access primary sources and other experts for class reports or projects.</i> A3-2.11	<i>Access primary sources and other experts for class reports or projects.</i> A3-2.12
Standard A4: Students use media and technology to create and present information.					
A4-1: Graphics Software	Use draw, paint, or graphics software to create or modify visuals that will enhance a class project or report. A4-1.8	Use draw, paint, or graphics software to create or modify visuals that will enhance a class project or report. A4-1.9	Use draw, paint, or graphics software to create or modify visuals that will enhance a class project or report. A4-1.10	Use draw, paint, or graphics software to create or modify visuals that will enhance a class project or report. A4-1.11	Use draw, paint, or graphics software to create or modify visuals that will enhance a class project or report. A4-1.12

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A4-2: Multimedia Production	Plan (e.g., storyboard, graphic organizer, script, or outline) and deliver a presentation using media and technology appropriate to topic, audience, purpose, and content. A4-2.8	Plan (e.g., storyboard, graphic organizer, script, or outline) and deliver a presentation using media and technology appropriate to topic, audience, purpose, and content. A4-2.9	Produce a multimedia product using text, graphics, sound, and video. A4-2.10	Produce a multimedia product using text, graphics, sound, and video. A4-2.11	Produce a multimedia product using text, graphics, sound, and video. A4-2.12
A4-3: Identifying Project Evaluation Criteria	Identify criteria for assessing the content and technical quality of a production or presentation. A4-3.8	Identify criteria for assessing the delivery, pacing, focus, and technical quality of the production or presentation. A4-3.9	Identify criteria for assessing the delivery, pacing, focus, and technical quality of the production or presentation. A4-3.10	Identify criteria for assessing the delivery, pacing, focus, and technical quality of the production or presentation. A4-3.11	Identify criteria for assessing the delivery, pacing, focus, and technical quality of the production or presentation. A4-3.12
A4-4: Project Evaluation and Improvement	Assess how well the production or presentation meets specified criteria. A4-4.8	Recommend ways the product or presentation could better meet specified criteria. A4-4.9	Recommend ways the product or presentation could better meet specified criteria. A4-4.10	Recommend ways the product or presentation could better meet specified criteria. A4-4.11	Recommend ways the product or presentation could better meet specified criteria. A4-4.12
STANDARD B: INFORMATION AND INQUIRY					
Standard B1: Students define the need for information.					
B1-1: Defining the Information Need	<i>Identify the information, problem, or question to be resolved.</i> <i>B1-1.8</i>	<i>State the information, problem, or question in clear and concise terms.</i> <i>B1-1.9</i>	<i>State the information, problem, or question in clear and concise terms.</i> <i>B1-1.10</i>	<i>State the information, problem, or question in clear and concise terms.</i> <i>B1-1.11</i>	<i>State the information, problem, or question in clear and concise terms.</i> <i>B1-1.12</i>
B1-2: Relating Existing Knowledge	Relate existing knowledge to the information need. B1-2.8	Relate existing knowledge to the information need. B1-2.9	Relate existing knowledge to the information need. B1-2.10	Relate existing knowledge to the information need. B1-2.11	Relate existing knowledge to the information need. B1-2.12

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B1-3: Question Development	<i>Formulate specific research questions using a variety of questioning skills.</i> <i>B1-3.8</i>	<i>Develop specific research questions or a thesis statement based on the nature, purpose, and scope of project.</i> <i>B1-3.9</i>	<i>Develop specific research questions or a thesis statement based on the nature, purpose, and scope of project.</i> <i>B1-3.10</i>	<i>Develop specific research questions or a thesis statement based on the nature, purpose, and scope of project.</i> <i>B1-3.11</i>	<i>Develop specific research questions or a thesis statement based on the nature, purpose, and scope of project.</i> <i>B1-3.12</i>
B1-4: Search Focus	<i>Revise and narrow the information questions to focus on the information need.</i> <i>B1-4.8</i>	<i>Conduct a preliminary search to determine if the research questions or thesis statement is clear, searchable, and sufficiently narrowed.</i> <i>B1-4.9</i>	<i>Conduct a preliminary search to determine if the research questions or thesis statement is clear, searchable, and sufficiently narrowed.</i> <i>B1-4.10</i>	<i>Conduct a preliminary search to determine if the research questions or thesis statement is clear, searchable, and sufficiently narrowed.</i> <i>B1-4.11</i>	<i>Conduct a preliminary search to determine if the research questions or thesis statement is clear, searchable, and sufficiently narrowed.</i> <i>B1-4.12</i>
Standard B2: Students develop information seeking strategies.					
B2-1: Information Sources	<i>Identify relevant information sources including print, nonprint, electronic, human, and community resources.</i> <i>B2-1.8</i>	<i>Identify a full range of appropriate and available information from local, national, and global sources.</i> <i>B2-1.9</i>	<i>Identify a full range of appropriate and available information from local, national, and global sources.</i> <i>B2-1.10</i>	<i>Identify a full range of appropriate and available information from local, national, and global sources.</i> <i>B2-1.11</i>	<i>Identify a full range of appropriate and available information from local, national, and global sources.</i> <i>B2-1.12</i>
B2-2: Evaluating Possible Resources	<i>Evaluate possible sources of information based on time-liness, point of view, bias, and authority.</i> <i>B2-2.8</i>	<i>Evaluate and prioritize potential sources, pursuing a variety of resources reflecting differing points of view, cultures, and disciplines.</i> <i>B2-2.9</i>	<i>Evaluate and prioritize potential sources, pursuing a variety of resources reflecting differing points of view, cultures, and disciplines.</i> <i>B2-2.10</i>	<i>Evaluate and prioritize potential sources, pursuing a variety of resources reflecting differing points of view, cultures, and disciplines.</i> <i>B2-2.11</i>	<i>Evaluate and prioritize potential sources, pursuing a variety of resources reflecting differing points of view, cultures, and disciplines.</i> <i>B2-2.12</i>

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B2-3: Search Terms	<i>Identify keywords, phrases, and subjects for each source, recognizing that different sources use different terminology for similar concepts.</i> B2-3.8	<i>Identify keywords, phrases, subject headings, and descriptors for each information source and apply Boolean (and, or, not) logic concepts.</i> B2-3.9	<i>Identify keywords, phrases, subject headings, and descriptors for each information source and apply Boolean (and, or, not) logic concepts.</i> B2-3.10	<i>Identify keywords, phrases, subject headings, and descriptors for each information source and apply Boolean (and, or, not) logic concepts.</i> B2-3.11	<i>Identify keywords, phrases, subject headings, and descriptors for each information source and apply Boolean (and, or, not) logic concepts.</i> B2-3.12
B2-4: Information Search Plan	<i>Plan steps to conduct an information search.</i> B2-4.8	<i>Organize ideas, concepts, and issues in a manner appropriate to the subject and purpose.</i> B2-4.9	<i>Organize ideas, concepts, and issues in a manner appropriate to the subject and purpose.</i> B2-4.10	<i>Organize ideas, concepts, and issues in a manner appropriate to the subject and purpose.</i> B2-4.11	<i>Organize ideas, concepts, and issues in a manner appropriate to the subject and purpose.</i> B2-4.12
Standard B3: Students locate and access information sources.					
B3-1: Library Organization	Locate information resources using the classification systems of the school and public libraries. B3-1.8	Locate information resources using the classification systems in use at a variety of libraries. B3-1.9	Locate information resources using the classification systems in use at a variety of libraries. B3-1.10	Locate information resources using the classification systems in use at a variety of libraries. B3-1.11	Locate information resources using the classification systems in use at a variety of libraries. B3-1.12
B3-2: Online Catalog	Use an online catalog to identify and access library resources: advanced searches. B3-2.8	Use an online catalog to identify and access library resources. B3-2.9	Use an online catalog to identify and access library resources. B3-2.10	Use an online catalog to identify and access library resources. B3-2.11	Use an online catalog to identify and access library resources. B3-2.12
B3-3: Reference Materials	Use appropriate print and electronic reference resources (e.g., encyclopedias and dictionaries). B3-3.8	<i>Use specialized reference resources</i> (e.g., print, nonprint, and electronic). B3-3.9	<i>Use specialized reference resources</i> (e.g., print, nonprint, and electronic). B3-3.10	<i>Use specialized reference resources</i> (e.g., print, nonprint, and electronic). B3-3.11	<i>Use specialized reference resources</i> (e.g., print, nonprint, and electronic). B3-3.12

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B3-4: Locating Information Within Source	<i>Use tools to locate information within a specific source</i> (e.g. index, table of contents, appendix, sidebars, and search boxes). <i>B3-4.8</i>	<i>Use increasingly complex organizational features of print and electronic resources.</i> <i>B3-4.9</i>	<i>Use increasingly complex organizational features of print and electronic resources.</i> <i>B3-4.10</i>	<i>Use increasingly complex organizational features of print and electronic resources.</i> <i>B3-4.11</i>	<i>Use increasingly complex organizational features of print and electronic resources.</i> <i>B3-4.12</i>
B3-5: Online Subscription Resources	<i>Conduct effective searches using keywords, phrases, and advanced search options.</i> <i>B3-5.8</i>	<i>Conduct effective electronic searches using keywords, phrases, Boolean logic (and, or, not), and advanced search options.</i> <i>B3-5.9</i>	<i>Conduct effective electronic searches using keywords, phrases, Boolean logic (and, or, not), and advanced search options.</i> <i>B3-5.10</i>	<i>Conduct effective electronic searches using keywords, phrases, Boolean logic (and, or, not), and advanced search options.</i> <i>B3-5.11</i>	<i>Conduct effective electronic searches using keywords, phrases, Boolean logic (and, or, not), and advanced search options.</i> <i>B3-5.12</i>
B3-6: Internet Use	<i>Conduct effective Internet searches.</i> <i>B3-6.8</i>	<i>Conduct effective Internet searches using keywords, phrases, and advanced search options.</i> <i>B3-6.9</i>	<i>Conduct effective Internet searches using keywords, phrases, and advanced search options.</i> <i>B3-6.10</i>	<i>Conduct effective Internet searches using keywords, phrases, and advanced search options.</i> <i>B3-6.11</i>	<i>Conduct effective Internet searches using keywords, phrases, and advanced search options.</i> <i>B3-6.12</i>
Standard B4: Students evaluate and select information from a variety of print, nonprint, and electronic formats.					
B4-1: Previewing Selected Resources	Examine selected resources for pertinent information using previewing techniques to scan for major concepts and keywords. <i>B4-1.8</i>	Determine which information found is clearly related to the problem or question. <i>B4-1.9</i>	Determine which information found is clearly related to the problem or question. <i>B4-1.10</i>	Determine which information found is clearly related to the problem or question. <i>B4-1.11</i>	Determine which information found is clearly related to the problem or question. <i>B4-1.12</i>
B4-2: Evaluating Information	<i>Differentiate between primary and secondary resources.</i> <i>B4-2.8</i>	Differentiate between primary and secondary resources. <i>B4-2.9</i>	Differentiate between primary and secondary resources. <i>B4-2.10</i>	Differentiate between primary and secondary resources. <i>B4-2.11</i>	Differentiate between primary and secondary resources. <i>B4-2.12</i>

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B4-3: Evaluating Information/ Point of View	<i>Distinguish between fact and opinion; recognize point of view or bias.</i> B4-3.8	<i>Evaluate information for stereotyping, prejudice, and misinterpretation, distinguishing among fact, opinion, point of view, and inference.</i> B4-3.9	<i>Evaluate information for stereotyping, prejudice, and misinterpretation, distinguishing among fact, opinion, point of view, and inference.</i> B4-3.10	<i>Evaluate information for stereotyping, prejudice, and misinterpretation, distinguishing among fact, opinion, point of view, and inference.</i> B4-3.11	<i>Evaluate information for stereotyping, prejudice, and misinterpretation, distinguishing among fact, opinion, point of view, and inference.</i> B4-3.12
B4-4: Validity of Sources (Electronic, Print, and Nonprint)	<i>Determine if information is timely, valid, accurate, comprehensive, and relevant (e.g., electronic, print, and nonprint).</i> B4-4.8	<i>Determine if sources are authoritative, timely, valid, reliable, accurate, relevant, and comprehensive (e.g., electronic, print, and nonprint).</i> B4-4.9	<i>Determine if sources are authoritative, timely, valid, reliable, accurate, relevant, and comprehensive (e.g., electronic, print, and nonprint).</i> B4-4.10	<i>Determine if sources are authoritative, timely, valid, reliable, accurate, relevant, and comprehensive (e.g., electronic, print, and nonprint).</i> B4-4.11	<i>Determine if sources are authoritative, timely, valid, reliable, accurate, relevant, and comprehensive (e.g., electronic, print, and nonprint).</i> B4-4.12
B4-5: Evaluating Information/ Graphics	<i>Analyze and evaluate information presented in charts, graphs, tables, and diagrams.</i> B4-5.8	<i>Analyze and evaluate information presented in charts, graphs, tables, and diagrams.</i> B4-5.9	<i>Analyze and evaluate information presented in charts, graphs, tables, and diagrams.</i> B4-5.10	<i>Analyze and evaluate information presented in charts, graphs, tables, and diagrams.</i> B4-5.11	<i>Analyze and evaluate information presented in charts, graphs, tables, and diagrams.</i> B4-5.12
B4-6: Source Authority	Locate indicators of authority for all sources of information (e.g., electronic, print, and nonprint). B4-6.8	<i>Locate indicators of authority for all sources of information (e.g., electronic, print, and nonprint).</i> B4-6.9	<i>Determine authority for all resources and identify points of agreement and disagreement among sources (e.g., electronic, print, and nonprint).</i> B4-6.10	<i>Determine authority for all resources and identify points of agreement and disagreement among sources (e.g., electronic, print, and nonprint).</i> B4-6.11	<i>Determine authority for all resources and identify points of agreement and disagreement among sources (e.g., electronic, print, and nonprint).</i> B4-6.12

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Standard B5: Students record and organize information.					
B5-1: Note Taking	<i>Use note-taking strategies including summarizing and paraphrasing, recording the sources of information as notes are taken.</i> <i>B5-1.8</i>	<i>Take notes using data-gathering strategies that include summarizing, paraphrasing, comparing, and quoting, recording the sources of information as notes are taken.</i> <i>B5-1.9</i>	<i>Take notes using data-gathering strategies that include summarizing, paraphrasing, comparing, and quoting, recording the sources of information as notes are taken.</i> <i>B5-1.10</i>	<i>Take notes using data-gathering strategies that include summarizing, paraphrasing, comparing, and quoting, recording the sources of information as notes are taken.</i> <i>B5-1.11</i>	<i>Take notes using data-gathering strategies that include summarizing, paraphrasing, comparing, and quoting, recording the sources of information as notes are taken.</i> <i>B5-1.12</i>
B5-2: Citing Sources	<i>Cite/record sources of information including quotes, visuals, major ideas, specific facts or data using appropriate citation/ bibliographic format.</i> <i>B5-2.8</i>	<i>Cite/record sources of information including quotes, visuals, major ideas, and specific facts or data using appropriate citation/ bibliographic format.</i> <i>B5-2.9</i>	<i>Cite/record sources of information including quotes, visuals, major ideas, and specific facts or data using appropriate citation/ bibliographic format.</i> <i>B5-2.10</i>	<i>Cite/record sources of information including quotes, visuals, major ideas, and specific facts or data using appropriate citation/ bibliographic format.</i> <i>B5-2.11</i>	<i>Cite/record sources of information including quotes, visuals, major ideas, and specific facts or data using appropriate citation/ bibliographic format.</i> <i>B5-2.12</i>
B5-3: Organizing Information	<i>Organize information in a systematic manner appropriate to question, audience, and intended format of presentation.</i> <i>B5-3.8</i>	Organize information in a systematic manner for unity, coherence, clarity, and emphasis. B5-3.9	Organize information in a systematic manner for unity, coherence, clarity, and emphasis. B5-3.10	Organize information in a systematic manner for unity, coherence, clarity, and emphasis. B5-3.11	Organize information in a systematic manner for unity, coherence, clarity, and emphasis. B5-3.12
Standard B6: Students interpret and use information to solve the problem or answer the question.					
B6-1: Integrating Prior Knowledge	Compare and integrate new information with prior knowledge. B6-1.8	Interpret new information to formulate ideas which address the question or problem using comparison, evaluation, inference, and generalization skills. B6-1.9	Interpret new information to formulate ideas which address the question or problem using comparison, evaluation, inference, and generalization skills. B6-1.10	Interpret new information to formulate ideas which address the question or problem using comparison, evaluation, inference, and generalization skills. B6-1.11	Interpret new information to formulate ideas which address the question or problem using comparison, evaluation, inference, and generalization skills. B6-1.12

	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
B6-2: Relevancy of Information	Determine if information is relevant to the question. B6-2.8	Determine if information is relevant to the question. B6-2.9	Determine if information is relevant to the question. B6-2.10	Determine if information is relevant to the question. B6-2.11	Determine if information is relevant to the question. B6-2.12
B6-3: Gathering Additional Information	Analyze findings to determine need for additional information; gather and synthesize additional information. B6-3.8	Synthesize new ideas, evidence, and prior knowledge to address the problem or question. B6-3.9	Synthesize new ideas, evidence, and prior knowledge to address the problem or question. B6-3.10	Synthesize new ideas, evidence, and prior knowledge to address the problem or question. B6-3.11	Synthesize new ideas, evidence, and prior knowledge to address the problem or question. B6-3.12
B6-4: Drawing Conclusions	Draw conclusions to address the problem or question. B6-4.8	Draw conclusions to address the problem or question. B6-4.9	Draw conclusions to address the problem or question. B6-4.10	Draw conclusions to address the problem or question. B6-4.11	Draw conclusions to address the problem or question. B6-4.12
Standard B7: Students communicate the results of research and inquiry in an appropriate format.					
B7-1: Audience and Purpose	<i>Determine the audience and purpose for the product or presentation.</i> B7-1.8	Determine the audience and purpose for the product or presentation. B7-1.9	Determine the audience and purpose for the product or presentation. B7-1.10	Determine the audience and purpose for the product or presentation. B7-1.11	Determine the audience and purpose for the product or presentation. B7-1.12
B7-2: Presentation Format	Select a presentation format appropriate to the topic, audience, purpose, content, and technology available. B7-2.8	Select the most appropriate format for the product or presentation. B7-2.9	Select the most appropriate format for the product or presentation. B7-2.10	Select the most appropriate format for the product or presentation. B7-2.11	Select the most appropriate format for the product or presentation. B7-2.12
B7-3: Developing a Product or Presentation	Develop a product or presentation to communicate the results of the research. B7-3.8	Develop a product or presentation that utilizes the strengths of the medium and supports the conclusions drawn in the research effort. B7-3.9	Develop a product or presentation that utilizes the strengths of the medium and supports the conclusions drawn in the research effort. B7-3.10	Develop a product or presentation that utilizes the strengths of the medium and supports the conclusions drawn in the research effort. B7-3.11	Develop a product or presentation that utilizes the strengths of the medium and supports the conclusions drawn in the research effort. B7-3.12

	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Standard B8: Students evaluate the information product and process.					
B8-1: Product Assessment	Assess the product based on identified criteria. B8-1.8	Assess the product based on identified criteria. B8-1.9	Assess the product based on identified criteria. B8-1.10	Assess the product based on identified criteria. B8-1.11	Assess the product based on identified criteria. B8-1.12
B8-2: Product Improvement	Summarize ways in which the product and process can be improved. B8-2.8	Summarize ways in which the product and process can be improved. B8-2.9	Summarize ways in which the product and process can be improved. B8-2.10	Summarize ways in which the product and process can be improved. B8-2.11	Summarize ways in which the product and process can be improved. B8-2.12
STANDARD C: INDEPENDENT LEARNING					
Standard C1: Students pursue information related to various dimensions of personal well-being and academic success.					
C1-1: Information for Personal Growth	Identify topics of interest and seek relevant information about them. C1-1.8	Identify topics of interest and seek relevant information about them. C1-1.9	Identify topics of interest and seek relevant information about them. C1-1.10	Identify topics of interest and seek relevant information about them. C1-1.11	Identify topics of interest and seek relevant information about them. C1-1.12
C1-2: Accurate Information for Decision Making	<i>Recognize that accurate and complete information is basic to making sound decisions in both personal and academic pursuits.</i> C1-2.8	<i>Recognize that accurate and complete information is essential to making sound decisions in personal, academic, and career pursuits.</i> C1-2.9	<i>Recognize that accurate and complete information is essential to making sound decisions in personal, academic, and career pursuits.</i> C1-2.10	<i>Recognize that accurate and complete information is essential to making sound decisions in personal, academic, and career pursuits.</i> C1-2.11	<i>Recognize that accurate and complete information is essential to making sound decisions in personal, academic, and career pursuits.</i> C1-2.12
Standard C2: Students select, appreciate, and derive meaning from print and nonprint resources.					
C2-1: Selection for Personal Interest	Apply personal criteria for choosing print or nonprint resources of personal interest. C2-1.8	Apply personal criteria for choosing print or nonprint resources of personal interest. C2-1.9	Apply personal criteria for choosing print or nonprint resources of personal interest. C2-1.10	Apply personal criteria for choosing print or nonprint resources of personal interest. C2-1.11	Apply personal criteria for choosing print or nonprint resources of personal interest. C2-1.12

	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
C2-2: Award-Winning Literature	Recognize that award-winning books reflect literary and artistic excellence. C2-2.8	Recognize that core lists of classics and recommended titles for pre-college reading provide for a well-rounded literary background. C2-2.9	Recognize that core lists of classics and recommended titles for pre-college reading provide for a well-rounded literary background. C2-2.10	Recognize that core lists of classics and recommended titles for pre-college reading provide for a well-rounded literary background. C2-2.11	Recognize that core lists of classics and recommended titles for pre-college reading provide for a well-rounded literary background. C2-2.12
C2-3: Making Text Connections	<i>Make text-to-self, text-to-text, and text-to-world connections.</i> C2-3.8	<i>Make text-to-self, text-to-text, and text-to-world connections.</i> C2-3.9	<i>Make text-to-self, text-to-text, and text-to-world connections.</i> C2-3.10	<i>Make text-to-self, text-to-text, and text-to-world connections.</i> C2-3.11	<i>Make text-to-self, text-to-text, and text-to-world connections.</i> C2-3.12
C2-4: Selection/ Developmental Levels	Choose materials at appropriate developmental levels. C2-4.8	Choose materials at appropriate developmental levels. C2-4.9	Choose materials at appropriate developmental levels. C2-4.10	Choose materials at appropriate developmental levels. C2-4.11	Choose materials at appropriate developmental levels. C2-4.12
C2-5: Diverse Perspectives	Identify and select materials that reflect diverse perspectives. C2-5.8	<i>Identify and select materials that reflect diverse perspectives.</i> C2-5.9	<i>Identify and select materials that reflect diverse perspectives.</i> C2-5.10	<i>Identify and select materials that reflect diverse perspectives.</i> C2-5.11	<i>Identify and select materials that reflect diverse perspectives.</i> C2-5.12
STANDARD D: THE LEARNING COMMUNITY					
Standard D1: Students use information, media, and technology in a responsible manner.					
D1-1: Responsibility for Borrowed Library Resources	Return all borrowed library materials on time. D1-1.8	Return all borrowed library materials on time. D1-1.9	Return all borrowed library materials on time. D1-1.10	Return all borrowed library materials on time. D1-1.11	Return all borrowed library materials on time. D1-1.12
D1-2: Internet Acceptable Use Policy	<i>Use the Internet and other on-line resources consistent with the district's acceptable use policy.</i> D1-2.8	<i>Use the Internet and other on-line resources consistent with the district's acceptable use policy.</i> D1-2.9	<i>Use the Internet and other on-line resources consistent with the district's acceptable use policy.</i> D1-2.10	<i>Use the Internet and other on-line resources consistent with the district's acceptable use policy.</i> D1-2.11	<i>Use the Internet and other on-line resources consistent with the district's acceptable use policy.</i> D1-2.12

	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
D1-3: Ethical Access to Computer Files	<i>Discriminates between ethical and unethical access to computer files</i> <i>D1-3.8</i>	<i>Discriminates between ethical and unethical access to computer files</i> <i>D1-3.9</i>	<i>Discriminates between ethical and unethical access to computer files</i> <i>D1-3.10</i>	<i>Discriminates between ethical and unethical access to computer files</i> <i>D1-3.11</i>	<i>Discriminates between ethical and unethical access to computer files</i> <i>D1-3.12</i>
D1-4: Privacy of Personal Information	<i>Recognize the need for privacy and protection of personal information and data.</i> <i>D1-4.8</i>	<i>Recognize the need for privacy and protection of personal information and data.</i> <i>D1-4.9</i>	<i>Recognize the need for privacy and protection of personal information and data.</i> <i>D1-4.10</i>	<i>Recognize the need for privacy and protection of personal information and data.</i> <i>D1-4.11</i>	<i>Recognize the need for privacy and protection of personal information and data.</i> <i>D1-4.12</i>
Standard D2: Students respect intellectual property rights (copyright).					
D2-1: Copyright	Understand how copyright protects the right of an author or producer to control the distribution, performance, display, or copying of original works. <i>D2-1.8</i>	Understand how copyright protects the right of an author or producer to control the distribution, performance, display, or copying of original works. <i>D2-1.9</i>	Understand how copyright protects the right of an author or producer to control the distribution, performance, display, or copying of original works. <i>D2-1.10</i>	Understand how copyright protects the right of an author or producer to control the distribution, performance, display, or copying of original works. <i>D2-1.11</i>	Understand how copyright protects the right of an author or producer to control the distribution, performance, display, or copying of original works. <i>D2-1.12</i>
D2-2: Copyright Law	<i>Demonstrate compliance with legal and ethical issues related to plagiarism and copyright, including “fair use.”</i> <i>D2-2.8</i>	<i>Demonstrate compliance with legal and ethical issues related to plagiarism and copyright, including “fair use.”</i> <i>D2-2.9</i>	<i>Demonstrate compliance with legal and ethical issues related to plagiarism and copyright, including “fair use.”</i> <i>D2-2.10</i>	<i>Demonstrate compliance with legal and ethical issues related to plagiarism and copyright, including “fair use.”</i> <i>D2-2.11</i>	<i>Demonstrate compliance with legal and ethical issues related to plagiarism and copyright, including “fair use.”</i> <i>D2-2.12</i>
Standard D3: Students recognize the importance of intellectual freedom and access to information in a democratic society.					
D3-1: Intellectual Freedom	Understand the concept of intellectual freedom. <i>D3-1.8</i>	Distinguish between intellectual freedom as it relates to children versus adults. <i>D3-1.9</i>	Distinguish between intellectual freedom as it relates to children versus adults. <i>D3-1.10</i>	Distinguish between intellectual freedom as it relates to children versus adults. <i>D3-1.11</i>	Investigate a specific censorship situation (e.g., challenge to a book or magazine). <i>D3-1.12</i>

	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
D3-2: Equitable Access	Recognize the importance of free and open access to information for all citizens. D3-2.8	Recommend strategies for ensuring that others have equitable access to information, media resources, and technology. D3-2.9	Recommend strategies for ensuring that others have equitable access to information, media resources, and technology D3-2.10	Recommend strategies for ensuring that others have equitable access to information, media resources, and technology D3-2.11	Recommend strategies for ensuring that others have equitable access to information, media resources, and technology D3-2.12