



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

**STANDARDS AND BENCHMARKS
INFORMATION AND TECHNOLOGY LITERACY**

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	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 basic computer terminology (e.g., cursor, keyboard, login, menu, graphic, monitor, link, mouse, icon, password).	Identify and define basic computer terminology (e.g., cursor, keyboard, login, menu, graphic, monitor, link, mouse, icon password).	Identify and define basic computer terminology (e.g., cursor, keyboard, login, menu, graphic, monitor, link, mouse, icon password).	Identify and define basic computer terminology (e.g., browser, link, storage devices, CD, DVD, menu, graphic, network, search engine, URL, USB).	Identify and define basic computer terminology (e.g., browser, download, link, storage devices, CD, DVD, network, search engine, URL, USB).	Identify and define basic computer and networking terms (e.g., browser, download, link, storage devices, CD, DVD, network, search engine, URL, USB).	Identify and define computer and networking terms (e.g., blog, CD, download, DVD, FireWire, gigabyte, PDF, virus, operating system, analog versus digital).	Identify and define computer and networking terms (e.g., blog, CD, download, DVD, FireWire, gigabyte, PDF, virus, operating system, analog versus digital).	Identify and define computer and networking terms (e.g., blog, CD, download, DVD, FireWire, gigabyte, PDF, virus, operating system, analog versus digital).	Identify and define basic on-line and telecommunications terminology or concepts (e.g., bandwidth, broadband, operating system, analog versus digital).	Identify and define basic on-line and telecommunications terminology or concepts (e.g., bandwidth, broadband, operating system, analog versus digital).	Identify and define basic on-line and telecommunications terminology or concepts (e.g., bandwidth, broadband, operating system, analog versus digital).	Identify and define basic on-line and telecommunications terminology or concepts (e.g., bandwidth, broadband, operating system, analog versus digital).
	A1-1.k	A1-1.1	A1-1.2	A1-1.3	A1-1.4	A1-1.5	A1-1.6	A1-1.7	A1-1.8	A1-1.9	A1-1.10	A1-1.11	A1-1.12
A1-2: Computer Equipment	Demonstrate the proper care and correct use of the components of a computer system (e.g., monitor, storage devices, keyboard, mouse, printer).	Demonstrate the proper care and correct use of the components of a computer system (e.g., monitor, storage devices, keyboard, mouse, printer).	Demonstrate the proper care and correct use of the components of a computer system (e.g., monitor, storage devices, keyboard, mouse, printer).	Demonstrate the proper care and correct use of the components of a computer system (e.g., monitor, storage devices, keyboard, mouse, printer).	Demonstrate the proper care and correct use of the components of a computer system (e.g., monitor, storage devices, keyboard, mouse, printer).	Describe the basic operations of a computer (e.g., desktop, file, window, folder, pull-down menu, dialog box).	Describe the basic operations of a computer (e.g., desktop, file, window, folder, pull-down menu, dialog box, flash drive).	Describe the basic operations of a computer (e.g., desktop, file, window, folder, pull-down menu, dialog box, flash drive).	Describe the basic operations of a computer (e.g., desktop, file, window, folder, pull-down menu, dialog box, flash drive).	Recognize, identify, and solve routine computer hardware and software problems.	Recognize, identify, and solve routine computer hardware and software problems.	Recognize, identify, and solve routine computer hardware and software problems.	Recognize, identify, and solve routine computer hardware and software problems.
	A1-2.k	A1-2.1	A1-2.2	A1-2.3	A1-2.4	A1-2.5	A1-2.6	A1-2.7	A1-2.8	A1-2.9	A1-2.10	A1-2.11	A1-2.12
A1-3: File Management	<i>Demonstrate basic file saving.</i>	<i>Demonstrate basic file saving.</i>	<i>Demonstrate file management skills to various locations and storage devices.</i>	<i>Demonstrate file management skills to various locations and storage devices.</i>	<i>Demonstrate file management skills to various locations and storage devices.</i>	<i>Demonstrate file management skills to various locations and storage devices.</i>	<i>Access, download, organize, and backup files on a computer disk, drive, server, or other storage device.</i>	<i>Access, download, organize, and backup files on a computer disk, drive, server, or other storage device.</i>	<i>Access, download, organize, and backup files on a computer disk, drive, server, or other storage device.</i>	<i>Access, download, organize, and backup files on a computer disk, drive, server, or other storage device.</i>	<i>Demonstrate understanding and use of embedded and relatively linked media objects for media applications.</i>	<i>Demonstrate understanding and use of embedded and relatively linked media objects for media applications.</i>	<i>Demonstrate understanding and use of embedded and relatively linked media objects for media applications.</i>
	<i>A1-3.k</i>	<i>A1-3.1</i>	<i>A1-3.2</i>	<i>A1-3.3</i>	<i>A1-3.4</i>	<i>A1-3.5</i>	<i>A1-3.6</i>	<i>A1-3.7</i>	<i>A1-3.8</i>	<i>A1-3.9</i>	<i>A1-3.10</i>	<i>A1-3.11</i>	<i>A1-3.12</i>

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A1-4: File Formats				Identify common file formats (e.g., .cwk, .doc, .dv, .jpg, .gif, .mov, .mpeg, .pdf, .ppt, .aiff, .mp3, .html, .xls).	Identify common file formats (e.g., .cwk, .doc, .dv, .jpg, .gif, .mov, .mpeg, .pdf, .ppt, .aiff, .mp3, .html, .xls).	Identify common file formats (e.g., .cwk, .doc, .dv, .jpg, .gif, .mov, .mpeg, .pdf, .ppt, .aiff, .mp3, .html, .xls).	Identify common file formats (e.g., .doc, .dv, .jpg, .gif, .mov, .mpeg, .pdf, .ppt, .aiff, .mp3, .html, .xls).	Identify common file formats (e.g., .doc, .dv, .jpg, .gif, .mov, .mpeg, .pdf, .ppt, .aiff, .mp3, .html, .xls).	Identify common file formats (e.g., .doc, .dv, .jpg, .gif, .mov, .mpeg, .pdf, .ppt, .aiff, .mp3, .html, .xls).	Identify common file formats (e.g., .doc, .dv, .jpg, .gif, .mov, .mpeg, .pdf, .ppt, .aiff, .mp3, .html, .xls).	Identify common file formats (e.g., .doc, .dv, .jpg, .gif, .mov, .mpeg, .pdf, .ppt, .aiff, .mp3, .html, .xls).	Identify common file formats (e.g., .doc, .dv, .jpg, .gif, .mov, .mpeg, .pdf, .ppt, .aiff, .mp3, .html, .xls).	Identify common file formats (e.g., .doc, .dv, .jpg, .gif, .mov, .mpeg, .pdf, .ppt, .aiff, .mp3, .html, .xls).
				A1-4.3	A1-4.4	A1-4.5	A1-4.6	A1-4.7	A1-4.8	A1-4.9	A1-4.10	A1-4.11	A1-4.12
A1-5: Digital Media Equipment				Demonstrate the use of still and video cameras.	Demonstrate the use of still and video cameras.	Demonstrate the use of still and video cameras.	Capture, edit, and combine audio, still, and video segments using a multi-media computer with editing software.	Capture, edit, and combine audio, still, and video segments using a multi-media computer with editing software.	Capture, edit, and combine audio, still, and video segments using a multi-media computer with editing software.	Capture, edit, and combine audio, still, and video segments using a multi-media computer with editing software.	Capture, edit, and combine audio, still, and video segments using a multi-media computer with editing software.	Capture, edit, and combine audio, still, and video segments using a multi-media computer with editing software.	Capture, edit, and combine audio, still, and video segments using a multi-media computer with editing software.
				A1-5.3	A1-5.4	A1-5.5	A1-5.6	A1-5.7	A1-5.8	A1-5.9	A1-5.10	A1-5.11	A1-5.12
A1-6: Keyboarding	<i>Demonstrate understanding of the keyboard and special keys (shift, tab, arrows) using the left hand for left-hand area keys and the right hand for right-hand area keys.</i>	<i>Demonstrate understanding of keyboarding technique and special keys (shift, tab, command, control) using the left hand for left-hand area keys and the right hand for right-hand area keys.</i>	<i>Demonstrate understanding of keyboarding technique and special keys (shift, tab, command, control) using the left hand for left-hand area keys and the right hand for right-hand area keys.</i>	<i>Develop touch keyboarding techniques using both hands, and attain an input speed of 8-11 wpm with 90 percent accuracy.</i>	<i>Develop touch keyboarding techniques using both hands, and attain an input speed of 11-15 wpm with 90 percent accuracy.</i>	<i>Demonstrate touch keyboarding techniques using both hands, and attain an input speed of 15-20 wpm with 90 percent accuracy.</i>	<i>Demonstrate touch keyboarding techniques using both hands, and attain an input speed of 20-25 wpm with 90 percent accuracy.</i>	<i>Demonstrate touch keyboarding techniques using both hands, and attain an input speed of 20-25 wpm with 95 percent accuracy.</i>	<i>Demonstrate touch keyboarding techniques using both hands, and attain an input speed of 20-25 wpm with 95 percent accuracy.</i>	<i>Demonstrate proficient keyboarding skills.</i>	<i>Demonstrate proficient keyboarding skills.</i>	<i>Demonstrate proficient keyboarding skills.</i>	<i>Demonstrate proficient keyboarding skills.</i>
	<i>A1-6.k</i>	<i>A1-6.l</i>	<i>A1-6.2</i>	<i>A1-6.3</i>	<i>A1-6.4</i>	<i>A1-6.5</i>	<i>A1-6.6</i>	<i>A1-6.7</i>	<i>A1-6.8</i>	<i>A1-6.9</i>	<i>A1-6.10</i>	<i>A1-6.11</i>	<i>A1-6.12</i>
Standard A2: Students use a computer and productivity software to organize and create information.													
A2-1: Word Processing Basics	<i>Identify and define basic word processing terminology: cursor, open, save, window.</i>	<i>Identify and define basic word processing terminology: cursor, open, save, window.</i>	<i>Create a document using word processing.</i>	<i>Create a document using word processing functions: tab, cut, copy, paste, toolbars, spell check, thesaurus.</i>	<i>Create a document using word processing functions: tab, cut, copy, paste, toolbars, spell check, thesaurus.</i>	<i>Create a document using word processing functions: tab, cut, copy, paste, toolbars, spell check, thesaurus.</i>	<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>	<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>	<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>	<i>Apply terminology and concepts connected with integrated software or an applications suite.</i>	<i>Apply terminology and concepts connected with integrated software or an applications suite.</i>	<i>Apply terminology and concepts connected with integrated software or an applications suite.</i>	<i>Apply terminology and concepts connected with integrated software or an applications suite.</i>
	<i>A2-1.k</i>	<i>A2-1.l</i>	<i>A2-1.2</i>	<i>A2-1.3</i>	<i>A2-1.4</i>	<i>A2-1.5</i>	<i>A2-2.6</i>	<i>A2-1.7</i>	<i>A2-1.8</i>	<i>A2-1.9</i>	<i>A2-1.10</i>	<i>A2-1.11</i>	<i>A2-1.12</i>

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A2-2: Word Processing Skills			<i>Demonstrate the features of a word processing program to produce a finished product: select text, bold, underline, format text (font, size, color).</i> <i>A2-2.2</i>	<i>Demonstrate the features of a word processing program to produce a finished product: select text, bold, underline, format text (font, size, color).</i> <i>A2-2.3</i>	<i>Demonstrate the features of a word processing program to produce a finished product: select text, bold, underline, format text (font, size, color).</i> <i>A2-2.4</i>	<i>Move textual and graphics data from one source to another following copyright guidelines.</i> <i>A2-2.5</i>	<i>Move textual and graphics data from one source to another following copyright guidelines.</i> <i>A2-2.6</i>	<i>Move textual and graphics data from one source to another following copyright guidelines.</i> <i>A2-2.7</i>	<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				Use special formatting features (e.g., borders, shading, centering, justification, word wrap) of a word processing program. <i>A2-3.3</i>	Use special formatting features (e.g., borders, shading, centering, justification, word wrap) of a word processing program. <i>A2-3.4</i>	Incorporate hyperlinks, graphics, pictures, images, and/or charts within a word-processed document. <i>A2-3.5</i>	Incorporate hyperlinks, graphics, pictures, images, and/or charts within a word-processed document. <i>A2-3.6</i>	Incorporate hyperlinks, graphics, pictures, images, and/or charts within a word-processed document. <i>A2-3.7</i>	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.k</i>	Use a graphic organizer application to construct outlines or webs that organize ideas and information. <i>A2-4.1</i>	Use a graphic organizer application to construct outlines or webs that organize ideas and information. <i>A2-4.2</i>	Use a graphic organizer application to construct outlines or webs that organize ideas and information. <i>A2-4.3</i>	Use a graphic organizer application to construct outlines or webs that organize ideas and information. <i>A2-4.4</i>	Use a graphic organizer application to construct outlines or webs that organize ideas and information. <i>A2-4.5</i>	Use a graphic organizer application to construct outlines or webs that organize ideas and information. <i>A2-4.6</i>	Use a graphic organizer application to construct outlines or webs that organize ideas and information. <i>A2-4.7</i>	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					Use a spreadsheet or graphing program to enter data in order to produce and interpret a simple graph or chart. <i>A2-5.4</i>	Use a spreadsheet or graphing program to enter data in order to produce and interpret a simple graph or chart. <i>A2-5.5</i>	Construct a spreadsheet that uses mathematical functions and generated charts for the purpose of interpreting data. <i>A2-5.6</i>	Construct a spreadsheet that uses mathematical functions and generated charts for the purpose of interpreting data. <i>A2-5.7</i>	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					Use a database and define basic database terms (e.g., file, record, field). A2-6.4	Use a database to enter, edit data, and locate records. A2-6.5	Analyze data from a database, and present conclusions in a document or report. A2-6.6	Analyze data from a database, and present conclusions in a document or report. A2-6.7	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> A3-1.5	<i>Communicate digitally with others regarding assignments or class projects using video conferencing, email, blogs, or groupware.</i> A3-1.6	<i>Communicate digitally with others regarding assignments or class projects using video conferencing, email, blogs, or groupware.</i> A3-1.7	<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>Define basic online searching and Internet terminology: Website, Website address, homepage, link, bookmark.</i> A3-2.2	<i>Define basic online searching and Internet terminology: Website, Website address, homepage, link, bookmark.</i> A3-2.3	<i>Define basic online searching and Internet terminology: Website, HTML, homepage, hypertext link, bookmark, URL.</i> A3-2.4	<i>Define basic online searching and Internet terminology: Website, HTML, homepage, hypertext link, bookmark, URL.</i> A3-2.5	<i>Define basic online searching and Internet terminology: Website, HTML, homepage, hypertext link, bookmark, URL, domain.</i> A3-2.6	<i>Choose most appropriate search engines and directories to locate specific resources on the internet or other online services.</i> A3-2.7	<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 simple signs, posters, banners, charts, visuals, etc. A4-1.k	Use draw, paint, or graphics software to create simple signs, posters, banners, charts, visuals, etc. A4-1.1	Use draw, paint, or graphics software to create simple signs, posters, banners, charts, visuals, etc. A4-1.2	Use draw, paint, or graphics software to create simple signs, posters, banners, charts, visuals, etc. A4-1.3	Use draw, paint, or graphics software to create simple signs, posters, banners, charts, visuals, etc. A4-1.4	Use draw, paint, or graphics software to create or modify visuals that will enhance a class project or report. A4-1.5	Use draw, paint, or graphics software to create or modify visuals that will enhance a class project or report. A4-1.6	Use draw, paint, or graphics software to create or modify visuals that will enhance a class project or report. A4-1.7	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. A4-2.4	Plan (e.g., storyboard, graphic organizer, script, or outline) and deliver a presentation using media and technology appropriate to topic, audience, purpose, and content. A4-2.5	Plan (e.g., storyboard, graphic organizer, script, or outline) and deliver a presentation using media and technology appropriate to topic, audience, purpose, and content. A4-2.6	Plan (e.g., storyboard, graphic organizer, script, or outline) and deliver a presentation using media and technology appropriate to topic, audience, purpose, and content. A4-2.7	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 simple criteria for assessing the quality of a production or presentation. A4-3.2	Identify simple criteria for assessing the quality of a production or presentation. A4-3.3	Identify simple criteria for assessing the quality of a production or presentation. A4-3.4	Identify criteria for assessing the content and technical quality of a production or presentation. A4-3.5	Identify criteria for assessing the content and technical quality of a production or presentation. A4-3.6	Identify criteria for assessing the content and technical quality of a production or presentation. A4-3.7	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. A4-4.3	Assess how well the production or presentation meets specified criteria. A4-4.4	Assess how well the production or presentation meets specified criteria. A4-4.5	Assess how well the production or presentation meets specified criteria. A4-4.6	Assess how well the production or presentation meets specified criteria. A4-4.7	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	Identify the information, problem, or question to be resolved. B1-1.k	Identify the information, problem, or question to be resolved. B1-1.1	Identify the information, problem, or question to be resolved. B1-1.2	Identify the information, problem, or question to be resolved. B1-1.3	<i>Identify the information, problem, or question to be resolved.</i> B1-1.4	<i>Identify the information, problem, or question to be resolved.</i> B1-1.5	<i>Identify the information, problem, or question to be resolved.</i> B1-1.6	<i>Identify the information, problem, or question to be resolved.</i> B1-1.7	<i>Identify the information, problem, or question to be resolved.</i> B1-1.8	<i>State the information, problem, or question in clear and concise terms.</i> B1-1.9	<i>State the information, problem, or question in clear and concise terms.</i> B1-1.10	<i>State the information, problem, or question in clear and concise terms.</i> B1-1.11	<i>State the information, problem, or question in clear and concise terms.</i> B1-1.12
B1-2: Relating Existing Knowledge	Relate existing knowledge to the information need. B1-2.k	Relate existing knowledge to the information need. B1-2.1	Relate existing knowledge to the information need. B1-2.2	Relate existing knowledge to the information need. B1-2.3	Relate existing knowledge to the information need. B1-2.4	Relate existing knowledge to the information need. B1-2.5	Relate existing knowledge to the information need. B1-2.6	Relate existing knowledge to the information need. B1-2.7	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

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
B1-3: Question Development	Formulate general questions to define what information is needed (teacher guided). B1-3.k	Formulate general questions to define what information is needed (teacher guided). B1-3.1	<i>Formulate general questions to define what information is needed.</i> B1-3.2	<i>Formulate general questions to define what information is needed.</i> B1-3.3	<i>Formulate specific research questions using a variety of questioning skills.</i> B1-3.4	<i>Formulate specific research questions using a variety of questioning skills.</i> B1-3.5	<i>Formulate specific research questions using a variety of questioning skills.</i> B1-3.6	<i>Formulate specific research questions using a variety of questioning skills.</i> B1-3.7	<i>Formulate specific research questions using a variety of questioning skills.</i> B1-3.8	<i>Develop specific research questions or a thesis statement based on the nature, purpose, and scope of project.</i> B1-3.9	<i>Develop specific research questions or a thesis statement based on the nature, purpose, and scope of project.</i> B1-3.10	<i>Develop specific research questions or a thesis statement based on the nature, purpose, and scope of project.</i> B1-3.11	<i>Develop specific research questions or a thesis statement based on the nature, purpose, and scope of project.</i> B1-3.12
B1-4: Search Focus				Revise and narrow the information questions to focus on the information need. B1-4.3	Revise and narrow the information questions to focus on the information need. B1-4.4	Revise and narrow the information questions to focus on the information need. B1-4.5	Revise and narrow the information questions to focus on the information need. B1-4.6	Revise and narrow the information questions to focus on the information need. B1-4.7	<i>Revise and narrow the information questions to focus on the information need.</i> B1-4.8	<i>Conduct a preliminary search to determine if the research questions or thesis statement is clear, searchable, and sufficiently narrowed.</i> B1-4.9	<i>Conduct a preliminary search to determine if the research questions or thesis statement is clear, searchable, and sufficiently narrowed.</i> B1-4.10	<i>Conduct a preliminary search to determine if the research questions or thesis statement is clear, searchable, and sufficiently narrowed.</i> B1-4.11	<i>Conduct a preliminary search to determine if the research questions or thesis statement is clear, searchable, and sufficiently narrowed.</i> B1-4.12
Standard B2: Students develop information seeking strategies.													
B2-1: Information Sources	Understand that information exists in a variety of formats. B2-1.k	Identify possible information sources including print, nonprint, electronic, and human. B2-1.1	Identify possible information sources including print, nonprint, electronic, and human. B2-1.2	Identify possible information sources including print, nonprint, electronic, and human. B2-1.3	<i>Identify possible information sources including print, nonprint, electronic, and human.</i> B2-1.4	<i>Identify relevant information sources including print, nonprint, electronic, human, and community resources.</i> B2-1.5	<i>Identify relevant information sources including print, nonprint, electronic, human, and community resources.</i> B2-1.6	<i>Identify relevant information sources including print, nonprint, electronic, human, and community resources.</i> B2-1.7	<i>Identify relevant information sources including print, nonprint, electronic, human, and community resources.</i> B2-1.8	<i>Identify a full range of appropriate and available information from local, national, and global sources.</i> B2-1.9	<i>Identify a full range of appropriate and available information from local, national, and global sources.</i> B2-1.10	<i>Identify a full range of appropriate and available information from local, national, and global sources.</i> B2-1.11	<i>Identify a full range of appropriate and available information from local, national, and global sources.</i> B2-1.12
B2-2: Evaluating Possible Resources				Evaluate possible sources based on genre, relevance to topic, and timeliness. B2-2.3	<i>Evaluate possible sources based on genre, relevance to topic, and timeliness.</i> B2-2.4	Evaluate possible sources of information based on timeliness, point of view, bias, and authority. B2-2.5	Evaluate possible sources of information based on timeliness, point of view, bias, and authority. B2-2.6	Evaluate possible sources of information based on timeliness, point of view, bias, and authority. B2-2.7	<i>Evaluate possible sources of information based on timeliness, point of view, bias, and authority.</i> B2-2.8	<i>Evaluate and prioritize potential sources, pursuing a variety of resources reflecting differing points of view, cultures, and disciplines.</i> B2-2.9	<i>Evaluate and prioritize potential sources, pursuing a variety of resources reflecting differing points of view, cultures, and disciplines.</i> B2-2.10	<i>Evaluate and prioritize potential sources, pursuing a variety of resources reflecting differing points of view, cultures, and disciplines.</i> B2-2.11	<i>Evaluate and prioritize potential sources, pursuing a variety of resources reflecting differing points of view, cultures, and disciplines.</i> B2-2.12

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
B2-3: Search Terms		Identify keywords for information search. B2-3.1	Identify keywords for information search. B2-3.2	<i>Identify keywords, subjects, and phrases for each information source.</i> B2-3.3	<i>Identify keywords, subjects, and phrases for each information source.</i> B2-3.4	<i>Identify keywords, subjects, and phrases for each source, recognizing that different sources use different terminology for similar concepts.</i> B2-3.5	<i>Identify keywords, phrases, and subjects for each source, recognizing that different sources use different terminology for similar concepts.</i> B2-3.6	<i>Identify keywords, phrases, and subjects for each source, recognizing that different sources use different terminology for similar concepts.</i> B2-3.7	<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			Communicate steps to conduct an information search. B2-4.2	List steps to follow to conduct an information search. B2-4.3	Plan steps to conduct an information search. B2-4.4	Plan steps to conduct an information search. B2-4.5	<i>Plan steps to conduct an information search.</i> B2-4.6	<i>Plan steps to conduct an information search.</i> B2-4.7	<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	Recognize that resources in the school library media center are organized in a systematic manner. B3-1.k	Recognize that resources in the school library media center are organized in a systematic manner. B3-1.1	<i>Locate library resources using the school library organization and classification system for easies, and recognize that resources are organized in a systematic manner for fiction, nonfiction, biography, and reference.</i> B3-1.2	<i>Locate library resources using the school library organization and classification system for easies, fiction, and biography, and recognize that resources are organized in a systematic manner: Dewey Decimal System.</i> B3-1.3	<i>Locate library resources using the school library organization and classification system: Dewey Decimal System.</i> B3-1.4	<i>Locate library resources using the school library organization and classification system: Dewey Decimal System.</i> B3-1.5	<i>Locate information resources using the classification systems of the school and public libraries.</i> B3-1.6	Locate information resources using the classification systems of the school and public libraries. B3-1.7	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

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
B3-2: Online Catalog			Understand the online catalog can be used to identify and access school library resources. B3-2.2	<i>Use an online catalog to identify and access resources in the school library: title, author, keyword, subject, and series.</i> B3-2.3	<i>Use an online catalog to identify and access resources in the school library: title, author, keyword, subject, series, and interlibrary loan.</i> B3-2.4	<i>Use an online catalog to identify and access library resources.</i> B3-2.5	<i>Use an online catalog to identify and access library resources: advanced searches.</i> B3-2.6	<i>Use an online catalog to identify and access library resources: advanced searches.</i> B3-2.7	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/or electronic reference materials (e.g. books, magazines, dictionary, and encyclopedia). B3-3.2	Use appropriate print and electronic reference materials (e.g. books, magazines, atlas, dictionary, and encyclopedia). B3-3.3	Use appropriate print and electronic reference materials (e.g., books, magazines, atlas, dictionary, encyclopedia, thesaurus, and almanac). B3-3.4	Use appropriate print and electronic reference resources (e.g., encyclopedias and dictionaries). B3-3.5	Use appropriate print and electronic reference resources (e.g., encyclopedias and dictionaries). B3-3.6	Use appropriate print and electronic reference resources (e.g., encyclopedias and dictionaries). B3-3.7	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
B3-4: Locating Information Within Source	<i>Know the parts of a book (cover, spine, and call number); and understand the terms author, title, illustrator, and barcode.</i> B3-4.k	<i>Know the parts of a book (title page, table of contents, glossary, and call number).</i> B3-4.1	<i>Use the parts of a book to locate information</i> (e.g. title page, table of contents, glossary, and index). B3-4.2	<i>Use the parts of a book to locate information: title page, table of contents, glossary, and index.</i> B3-4.3	<i>Use tools to locate information within a specific source: index, table of contents, sidebars, and search boxes.</i> B3-4.4	<i>Use tools to locate information within a specific source: index, table of contents, appendix, sidebars, and search boxes.</i> B3-4.5	<i>Use tools to locate information within a specific source</i> (e.g. index, table of contents, appendix, sidebars, and search boxes). B3-4.6	<i>Use tools to locate information within a specific source</i> (e.g. index, table of contents, appendix, sidebars, and search boxes). B3-4.7	<i>Use tools to locate information within a specific source</i> (e.g. index, table of contents, appendix, sidebars, and search boxes). B3-4.8	<i>Use increasingly complex organizational features of print and electronic resources.</i> B3-4.9	<i>Use increasingly complex organizational features of print and electronic resources.</i> B3-4.10	<i>Use increasingly complex organizational features of print and electronic resources.</i> B3-4.11	<i>Use increasingly complex organizational features of print and electronic resources.</i> B3-4.12
B3-5: Online Subscription Resources			Search for information by keyword(s) or subject(s). B3-5.2	Search for information by keyword(s) or subject(s). B3-5.3	Search for information by keyword(s) or subject(s). B3-5.4	<i>Search for information by keyword(s) or subject(s).</i> B3-5.5	<i>Conduct effective searches using keywords, phrases, and advanced search options.</i> B3-5.6	<i>Conduct effective searches using keywords, phrases, and advanced search options.</i> B3-5.7	<i>Conduct effective searches using keywords, phrases, and advanced search options.</i> B3-5.8	<i>Conduct effective electronic searches using keywords, phrases, Boolean logic (and, or, not), and advanced search options.</i> B3-5.9	<i>Conduct effective electronic searches using keywords, phrases, Boolean logic (and, or, not), and advanced search options.</i> B3-5.10	<i>Conduct effective electronic searches using keywords, phrases, Boolean logic (and, or, not), and advanced search options.</i> B3-5.11	<i>Conduct effective electronic searches using keywords, phrases, Boolean logic (and, or, not), and advanced search options.</i> B3-5.12

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
B3-6: Internet Use	Locate information from preselected Internet sites. B3-6.k	Locate information from preselected Internet sites. B3-6.1	Locate information from preselected Internet sites. B3-6.2	Locate information from preselected Internet sites. B3-6.3	Locate information from preselected Internet sites. B3-6.4	Conduct guided Internet searches using keywords and phrases. B3-6.5	<i>Conduct guided Internet searches using keywords and phrases.</i> B3-6.6	<i>Conduct effective Internet searches.</i> B3-6.7	<i>Conduct effective Internet searches.</i> B3-6.8	<i>Conduct effective Internet searches using keywords, phrases, and advanced search options.</i> B3-6.9	<i>Conduct effective Internet searches using keywords, phrases, and advanced search options.</i> B3-6.10	<i>Conduct effective Internet searches using keywords, phrases, and advanced search options.</i> B3-6.11	<i>Conduct effective Internet searches using keywords, phrases, and advanced search options.</i> B3-6.12
Standard B4: Students evaluate and select information from a variety of print, nonprint, and electronic formats.													
B4-1: Previewing Selected Resources	Preview selected sources using basic scanning strategies (teacher guided). B4-1.k	Preview selected sources using basic scanning strategies (e.g., table of contents and glossary). B4-1.1	Preview selected sources using basic scanning strategies (e.g., table of contents, glossary, and index). B4-1.2	Preview selected sources using basic scanning strategies (e.g., table of contents, glossary, and index). B4-1.3	Preview selected sources using basic scanning strategies (e.g., table of contents, glossary, index, and copyright). B4-1.4	Examine selected resources for pertinent information using previewing techniques to scan for major concepts and keywords. B4-1.5	Examine selected resources for pertinent information using previewing techniques to scan for major concepts and keywords. B4-1.6	Examine selected resources for pertinent information using previewing techniques to scan for major concepts and keywords. B4-1.7	Examine selected resources for pertinent information using previewing techniques to scan for major concepts and keywords. B4-1.8	Determine which information found is clearly related to the problem or question. B4-1.9	Determine which information found is clearly related to the problem or question. B4-1.10	Determine which information found is clearly related to the problem or question. B4-1.11	Determine which information found is clearly related to the problem or question. B4-1.12
B4-2: Evaluating Information	<i>Differentiate between fiction and nonfiction (teacher guided).</i> B4-2.k	<i>Differentiate between fiction and nonfiction (teacher guided).</i> B4-2.1	<i>Differentiate between fiction and nonfiction.</i> B4-2.2	<i>Differentiate between fiction and nonfiction.</i> B4-2.3	<i>Differentiate between fiction and nonfiction.</i> B4-2.4	<i>Differentiate between fiction and nonfiction.</i> B4-2.5	Differentiate between primary and secondary resources. B4-2.6	<i>Differentiate between primary and secondary resources.</i> B4-2.7	<i>Differentiate between primary and secondary resources.</i> B4-2.8	Differentiate between primary and secondary resources. B4-2.9	Differentiate between primary and secondary resources. B4-2.10	Differentiate between primary and secondary resources. B4-2.11	Differentiate between primary and secondary resources. B4-2.12
B4-3: Evaluating Information/ Point of View			Distinguish between fact and opinion. B4-3.2	<i>Distinguish between fact and opinion.</i> B4-3.3	<i>Distinguish between fact and opinion.</i> B4-3.4	Distinguish between fact and opinion; recognize point of view or bias. B4-3.5	<i>Distinguish between fact and opinion; recognize point of view or bias.</i> B4-3.6	<i>Distinguish between fact and opinion; recognize point of view or bias.</i> B4-3.7	<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

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
B4-4: Validity of Sources (Electronic, Print, and Nonprint)				Determine timeliness and validity of information sources. B4-4.3	Determine timeliness and validity of information sources. B4-4.4	Determine if information is timely, valid, accurate, comprehensive, and relevant. B4-4.5	<i>Determine if information is timely, valid, accurate, comprehensive, and relevant</i> (e.g., electronic, print, and nonprint). B4-4.6	<i>Determine if information is timely, valid, accurate, comprehensive, and relevant</i> (e.g., electronic, print, and nonprint). B4-4.7	<i>Determine if information is timely, valid, accurate, comprehensive, and relevant</i> (e.g., electronic, print, and nonprint). B4-4.8	<i>Determine if sources are authoritative, timely, valid, reliable, accurate, relevant, and comprehensive</i> (e.g., electronic, print, and nonprint). B4-4.9	<i>Determine if sources are authoritative, timely, valid, reliable, accurate, relevant, and comprehensive</i> (e.g., electronic, print, and nonprint). B4-4.10	<i>Determine if sources are authoritative, timely, valid, reliable, accurate, relevant, and comprehensive</i> (e.g., electronic, print, and nonprint). B4-4.11	<i>Determine if sources are authoritative, timely, valid, reliable, accurate, relevant, and comprehensive</i> (e.g., electronic, print, and nonprint). B4-4.12
B4-5: Evaluating Information/ Graphics	<i>Recognize that graphics and images can be used to convey a message.</i> B4-5.k	<i>Recognize that graphics and images can be used to convey a message.</i> B4-5.1	<i>Recognize that graphics and images can be used to convey a message.</i> B4-5.2	<i>Evaluate information presented in charts, graphs, and tables.</i> B4-5.3	<i>Analyze and evaluate information presented in charts, graphs, and tables.</i> B4-5.4	<i>Analyze and evaluate information presented in charts, graphs, and tables.</i> B4-5.5	<i>Analyze and evaluate information presented in charts, graphs, tables, and diagrams.</i> B4-5.6	<i>Analyze and evaluate information presented in charts, graphs, tables, and diagrams.</i> B4-5.7	<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				Identify the sponsoring organization or author for all resources (e.g., electronic, print, and nonprint). B4-6.3	Identify the sponsoring organization or author for all resources (e.g., electronic, print, and nonprint). B4-6.4	Locate indicators of authority for all sources of information (e.g., electronic, print, and nonprint). B4-6.5	Locate indicators of authority for all sources of information (e.g., electronic, print, and nonprint). B4-6.6	Locate indicators of authority for all sources of information (e.g., electronic, print, and nonprint). B4-6.7	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</i> (e.g., electronic, print, and nonprint). B4-6.9	<i>Determine authority for all resources and identify points of agreement and disagreement among sources</i> (e.g., electronic, print, and nonprint). B4-6.10	<i>Determine authority for all resources and identify points of agreement and disagreement among sources</i> (e.g., electronic, print, and nonprint). B4-6.11	<i>Determine authority for all resources and identify points of agreement and disagreement among sources</i> (e.g., electronic, print, and nonprint). B4-6.12
Standard B5: Students record and organize information.													
B5-1: Note Taking		Take notes or record information in their own words B5-1.1	Take notes or record information in their own words B5-1.2	Use note-taking strategies including summarizing and paraphrasing, recording the sources of information as notes are taken. B5-1.3	<i>Use note-taking strategies including summarizing and paraphrasing, recording the sources of information as notes are taken.</i> B5-1.4	<i>Use note-taking strategies including summarizing and paraphrasing, recording the sources of information as notes are taken.</i> B5-1.5	<i>Use note-taking strategies including summarizing and paraphrasing, recording the sources of information as notes are taken.</i> B5-1.6	<i>Use note-taking strategies including summarizing and paraphrasing, recording the sources of information as notes are taken.</i> B5-1.7	<i>Use note-taking strategies including summarizing and paraphrasing, recording the sources of information as notes are taken.</i> B5-1.8	<i>Take notes using data-gathering strategies that include summarizing, paraphrasing, comparing, and quoting, recording the sources of information as notes are taken.</i> B5-1.9	<i>Take notes using data-gathering strategies that include summarizing, paraphrasing, comparing, and quoting, recording the sources of information as notes are taken.</i> B5-1.10	<i>Take notes using data-gathering strategies that include summarizing, paraphrasing, comparing, and quoting, recording the sources of information as notes are taken.</i> B5-1.11	<i>Take notes using data-gathering strategies that include summarizing, paraphrasing, comparing, and quoting, recording the sources of information as notes are taken.</i> B5-1.12

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
B5-2: Citing Sources		<i>Identify title, author, and/or illustrator of book.</i>	Credit and record all sources of information using appropriate bibliographic format.	Credit and record all sources of information using appropriate bibliographic format.	<i>Credit and record all sources of information using appropriate bibliographic format.</i>	<i>Credit and record all sources of information using appropriate bibliographic format.</i>	<i>Cite/record sources of information including quotes, visuals, major ideas, specific facts or data using appropriate citation/bibliographic format.</i>	<i>Cite/record sources of information including quotes, visuals, major ideas, specific facts or data using appropriate citation/bibliographic format.</i>	<i>Cite/record sources of information including quotes, visuals, major ideas, specific facts or data using appropriate citation/bibliographic format.</i>	<i>Cite/record sources of information including quotes, visuals, major ideas, and specific facts or data using appropriate citation/bibliographic format.</i>	<i>Cite/record sources of information including quotes, visuals, major ideas, and specific facts or data using appropriate citation/bibliographic format.</i>	<i>Cite/record sources of information including quotes, visuals, major ideas, and specific facts or data using appropriate citation/bibliographic format.</i>	<i>Cite/record sources of information including quotes, visuals, major ideas, and specific facts or data using appropriate citation/bibliographic format.</i>
		B5-2.1	B5-2.2	B5-2.3	<i>B5-2.4</i>	<i>B5-2.5</i>	<i>B5-2.6</i>	<i>B5-2.7</i>	<i>B5-2.8</i>	<i>B5-2.9</i>	<i>B5-2.10</i>	<i>B5-2.11</i>	<i>B5-2.12</i>
B5-3: Organizing Information	Organize and compare notes using graphic organizers and other relational techniques (teacher guided).	Organize and compare notes using graphic organizers and other relational techniques (teacher guided).	Organize and compare notes using graphic organizers and other relational techniques.	Organize and compare notes using graphic organizers and other relational techniques.	<i>Organize and compare notes using graphic organizers and other relational techniques.</i>	<i>Organize information in a systematic manner appropriate to question, audience, and intended format of presentation.</i>	<i>Organize information in a systematic manner appropriate to question, audience, and intended format of presentation.</i>	<i>Organize information in a systematic manner appropriate to question, audience, and intended format of presentation.</i>	<i>Organize information in a systematic manner appropriate to question, audience, and intended format of presentation.</i>	Organize information in a systematic manner for unity, coherence, clarity, and emphasis.	Organize information in a systematic manner for unity, coherence, clarity, and emphasis.	Organize information in a systematic manner for unity, coherence, clarity, and emphasis.	Organize information in a systematic manner for unity, coherence, clarity, and emphasis.
	B5-3.k	B5-3.1	B5-3.2	B5-3.3	<i>B5-3.4</i>	<i>B5-3.5</i>	<i>B5-3.6</i>	<i>B5-3.7</i>	<i>B5-3.8</i>	B5-3.9	B5-3.10	B5-3.11	B5-3.12
Standard B6: Students interpret and use information to solve the problem or answer the question.													
B6-1: Integrating Prior Knowledge	Identify new information and integrate it with prior knowledge.	Identify new information and integrate it with prior knowledge.	Identify new information and integrate it with prior knowledge.	Identify new information and integrate it with prior knowledge.	Compare and integrate new information with prior knowledge.	Compare and integrate new information with prior knowledge.	Compare and integrate new information with prior knowledge.	Compare and integrate new information with prior knowledge.	Compare and integrate new information with prior knowledge.	Interpret new information to formulate ideas which address the question or problem using comparison, evaluation, inference, and generalization skills.	Interpret new information to formulate ideas which address the question or problem using comparison, evaluation, inference, and generalization skills.	Interpret new information to formulate ideas which address the question or problem using comparison, evaluation, inference, and generalization skills.	Interpret new information to formulate ideas which address the question or problem using comparison, evaluation, inference, and generalization skills.
	B6-1.k	B6-1.1	B6-1.2	B6-1.3	B6-1.4	B6-1.5	B6-1.6	B6-1.7	B6-1.8	B6-1.9	B6-1.10	B6-1.11	B6-1.12
B6-2: Relevancy of Information	Determine if information is relevant to the question (teacher guided).	Determine if information is relevant to the question (teacher guided).	Determine if information is relevant to the question (teacher guided).	Determine if information is relevant to the question.	Determine if information is relevant to the question.	Determine if information is relevant to the question.	Determine if information is relevant to the question.	Determine if information is relevant to the question.	Determine if information is relevant to the question.	Determine if information is relevant to the question.	Determine if information is relevant to the question.	Determine if information is relevant to the question.	Determine if information is relevant to the question.
	B6-2.k	B6-2.1	B6-2.2	B6-2.3	B6-2.4	B6-2.5	B6-2.6	B6-2.7	B6-2.8	B6-2.9	B6-2.10	B6-2.11	B6-2.12

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B6-3: Gathering Additional Information	Select information applicable to the information question, and seek additional information if needed (teacher guided). B6-3.k	Select information applicable to the information question, and seek additional information if needed (teacher guided). B6-3.1	Select information applicable to the information question, and seek additional information if needed. B6-3.2	Select information applicable to the information question, and seek additional information if needed. B6-3.3	Select information applicable to the information question, and seek additional information if needed. B6-3.4	Analyze findings to determine need for additional information; gather and synthesize additional information. B6-3.5	Analyze findings to determine need for additional information; gather and synthesize additional information. B6-3.6	Analyze findings to determine need for additional information; gather and synthesize additional information. B6-3.7	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	Apply the information gathered to answer the question (teacher guided). B6-4.k	Apply the information gathered to answer the question (teacher guided). B6-4.1	Apply the information gathered to answer the question. B6-4.2	Apply the information gathered to answer the question. B6-4.3	Apply the information gathered to answer the question. B6-4.4	Draw conclusions to address the problem or question. B6-4.5	Draw conclusions to address the problem or question. B6-4.6	Draw conclusions to address the problem or question. B6-4.7	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			Determine the audience and purpose for the product or presentation. B7-1.2	<i>Determine the audience and purpose for the product or presentation.</i> B7-1.3	<i>Determine the audience and purpose for the product or presentation.</i> B7-1.4	<i>Determine the audience and purpose for the product or presentation.</i> B7-1.5	<i>Determine the audience and purpose for the product or presentation.</i> B7-1.6	<i>Determine the audience and purpose for the product or presentation.</i> B7-1.7	<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 from the three common types of communication (written, oral, visual). B7-2.3	Select a presentation format from the three common types of communication (written, oral, visual). B7-2.4	Select a presentation format appropriate to the topic, audience, purpose, content, and technology available. B7-2.5	Select a presentation format appropriate to the topic, audience, purpose, content, and technology available. B7-2.6	Select a presentation format appropriate to the topic, audience, purpose, content, and technology available. B7-2.7	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 (teacher guided). B7-3.1	Develop a product or presentation to communicate the results of the research (teacher guided). B7-3.2	Develop a product or presentation to communicate the results of the research (teacher guided). B7-3.3	Develop a product or presentation to communicate the results of the research. B7-3.4	Develop a product or presentation to communicate the results of the research. B7-3.5	Develop a product or presentation to communicate the results of the research. B7-3.6	Develop a product or presentation to communicate the results of the research. B7-3.7	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

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Standard B8: Students evaluate the information product and process.													
B8-1: Product Assessment				Assess the product based on identified criteria. B8-1.3	Assess the product based on identified criteria. B8-1.4	Assess the product based on identified criteria. B8-1.5	Assess the product based on identified criteria. B8-1.6	Assess the product based on identified criteria. B8-1.7	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. B8-2.4	Summarize ways in which the product and process can be improved. B8-2.5	Summarize ways in which the product and process can be improved. B8-2.6	Summarize ways in which the product and process can be improved. B8-2.7	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.k	Identify topics of interest and seek relevant information about them. C1-1.1	Identify topics of interest and seek relevant information about them. C1-1.2	Identify topics of interest and seek relevant information about them. C1-1.3	Identify topics of interest and seek relevant information about them. C1-1.4	Identify topics of interest and seek relevant information about them. C1-1.5	Identify topics of interest and seek relevant information about them. C1-1.6	Identify topics of interest and seek relevant information about them. C1-1.7	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			Recognize that accurate information is basic to sound decisions. C1-2.2	Recognize that accurate information is basic to sound decisions. C1-2.3	Recognize that accurate information is basic to sound decisions. C1-2.4	<i>Recognize that accurate and complete information is basic to making sound decisions in both personal and academic pursuits.</i> C1-2.5	<i>Recognize that accurate and complete information is basic to making sound decisions in both personal and academic pursuits.</i> C1-2.6	<i>Recognize that accurate and complete information is basic to making sound decisions in both personal and academic pursuits.</i> C1-2.7	<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	Choose resources of personal interest. C2-1.k	Choose resources of personal interest. C2-1.1	Choose resources of personal interest. C2-1.2	Choose resources of personal interest. C2-1.3	Choose resources of personal interest. C2-1.4	Choose resources of personal interest. C2-1.5	Apply personal criteria for choosing print or nonprint resources of personal interest. C2-1.6	Apply personal criteria for choosing print or nonprint resources of personal interest. C2-1.7	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

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C2-2: Award-Winning Literature	Recognize that award-winning books reflect literary and artistic excellence. C2-2.k	Recognize that award-winning books reflect literary and artistic excellence. C2-2.1	Recognize that award-winning books reflect literary and artistic excellence. C2-2.2	Recognize that award-winning books reflect literary and artistic excellence. C2-2.3	Recognize that award-winning books reflect literary and artistic excellence. C2-2.4	Recognize that award-winning books reflect literary and artistic excellence. C2-2.5	Recognize that award-winning books reflect literary and artistic excellence. C2-2.6	Recognize that award-winning books reflect literary and artistic excellence. C2-2.7	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.k	<i>Make text-to-self, text-to-text, and text-to-world connections.</i> C2-3.1	<i>Make text-to-self, text-to-text, and text-to-world connections.</i> C2-3.2	<i>Make text-to-self, text-to-text, and text-to-world connections.</i> C2-3.3	<i>Make text-to-self, text-to-text, and text-to-world connections.</i> C2-3.4	<i>Make text-to-self, text-to-text, and text-to-world connections.</i> C2-3.5	<i>Make text-to-self, text-to-text, and text-to-world connections.</i> C2-3.6	<i>Make text-to-self, text-to-text, and text-to-world connections.</i> C2-3.7	<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 (teacher guided). C2-4.k	Choose materials at appropriate developmental levels (teacher guided). C2-4.1	Choose materials at appropriate developmental levels (teacher guided). C2-4.2	Choose materials at appropriate developmental levels. C2-4.3	Choose materials at appropriate developmental levels. C2-4.4	Choose materials at appropriate developmental levels. C2-4.5	Choose materials at appropriate developmental levels. C2-4.6	Choose materials at appropriate developmental levels. C2-4.7	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	Recognize materials that reflect diverse perspectives (teacher guided). C2-5.k	Recognize materials that reflect diverse perspectives (teacher guided). C2-5.1	Recognize materials that reflect diverse perspectives (teacher guided). C2-5.2	Recognize materials that reflect diverse perspectives. C2-5.3	Identify and select materials that reflect diverse perspectives. C2-5.4	Identify and select materials that reflect diverse perspectives. C2-5.5	Identify and select materials that reflect diverse perspectives. C2-5.6	Identify and select materials that reflect diverse perspectives. C2-5.7	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.k	Return all borrowed library materials on time. D1-1.1	Return all borrowed library materials on time. D1-1.2	Return all borrowed library materials on time. D1-1.3	Return all borrowed library materials on time. D1-1.4	Return all borrowed library materials on time. D1-1.5	Return all borrowed library materials on time. D1-1.6	Return all borrowed library materials on time. D1-1.7	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.k	<i>Use the Internet and other on-line resources consistent with the district's acceptable use policy.</i> D1-2.1	<i>Use the Internet and other on-line resources consistent with the district's acceptable use policy.</i> D1-2.2	<i>Use the Internet and other on-line resources consistent with the district's acceptable use policy.</i> D1-2.3	<i>Use the Internet and other on-line resources consistent with the district's acceptable use policy.</i> D1-2.4	<i>Use the Internet and other on-line resources consistent with the district's acceptable use policy.</i> D1-2.5	<i>Use the Internet and other on-line resources consistent with the district's acceptable use policy.</i> D1-2.6	<i>Use the Internet and other on-line resources consistent with the district's acceptable use policy.</i> D1-2.7	<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

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D1-3: Ethical Access to Computer Files	<i>Discriminates between ethical and unethical access to computer files</i>	<i>Discriminates between ethical and unethical access to computer files</i>	<i>Discriminates between ethical and unethical access to computer files</i>	<i>Discriminates between ethical and unethical access to computer files</i>	<i>Discriminates between ethical and unethical access to computer files</i>	<i>Discriminates between ethical and unethical access to computer files</i>	<i>Discriminates between ethical and unethical access to computer files</i>	<i>Discriminates between ethical and unethical access to computer files</i>	<i>Discriminates between ethical and unethical access to computer files</i>	<i>Discriminates between ethical and unethical access to computer files</i>	<i>Discriminates between ethical and unethical access to computer files</i>	<i>Discriminates between ethical and unethical access to computer files</i>	<i>Discriminates between ethical and unethical access to computer files</i>
	<i>D1-3.k</i>	<i>D1-3.1</i>	<i>D1-3.2</i>	<i>D1-3.3</i>	<i>D1-3.4</i>	<i>D1-3.5</i>	<i>D1-3.6</i>	<i>D1-3.7</i>	<i>D1-3.8</i>	<i>D1-3.9</i>	<i>D1-3.10</i>	<i>D1-3.11</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>Recognize the need for privacy and protection of personal information and data.</i>	<i>Recognize the need for privacy and protection of personal information and data.</i>	<i>Recognize the need for privacy and protection of personal information and data.</i>	<i>Recognize the need for privacy and protection of personal information and data.</i>	<i>Recognize the need for privacy and protection of personal information and data.</i>	<i>Recognize the need for privacy and protection of personal information and data.</i>	<i>Recognize the need for privacy and protection of personal information and data.</i>	<i>Recognize the need for privacy and protection of personal information and data.</i>	<i>Recognize the need for privacy and protection of personal information and data.</i>	<i>Recognize the need for privacy and protection of personal information and data.</i>	<i>Recognize the need for privacy and protection of personal information and data.</i>	<i>Recognize the need for privacy and protection of personal information and data.</i>
	<i>D1-4.k</i>	<i>D1-4.1</i>	<i>D1-4.2</i>	<i>D1-4.3</i>	<i>D1-4.4</i>	<i>D1-4.5</i>	<i>D1-4.6</i>	<i>D1-4.7</i>	<i>D1-4.8</i>	<i>D1-4.9</i>	<i>D1-4.10</i>	<i>D1-4.11</i>	<i>D1-4.12</i>
Standard D2: Students respect intellectual property rights (copyright).													
D2-1: Copyright	Understand that an individual has ownership of the work he or she has created.	Understand that an individual has ownership of the work he or she has created.	Understand that an individual has ownership of the work he or she has created.	Understand how copyright protects the right of an author or producer to control the distribution, performance, display, or copying of original works.	Understand how copyright protects the right of an author or producer to control the distribution, performance, display, or copying of original works.	Understand how copyright protects the right of an author or producer to control the distribution, performance, display, or copying of original works.	Understand how copyright protects the right of an author or producer to control the distribution, performance, display, or copying of original works.	Understand how copyright protects the right of an author or producer to control the distribution, performance, display, or copying of original works.	Understand how copyright protects the right of an author or producer to control the distribution, performance, display, or copying of original works.	Understand how copyright protects the right of an author or producer to control the distribution, performance, display, or copying of original works.	Understand how copyright protects the right of an author or producer to control the distribution, performance, display, or copying of original works.	Understand how copyright protects the right of an author or producer to control the distribution, performance, display, or copying of original works.	Understand how copyright protects the right of an author or producer to control the distribution, performance, display, or copying of original works.
	D2-1.k	D2-1.1	D2-1.2	D2-1.3	D2-1.4	D2-1.5	D2-1.6	D2-1.7	D2-1.8	D2-1.9	D2-1.10	D2-1.11	D2-1.12
D2-2: Copyright Law	<i>Understand that copyright laws protect another's work.</i>	<i>Understand that copyright laws protect another's work.</i>	<i>Understand that copyright laws protect another's work.</i>	<i>Demonstrate compliance with legal and ethical issues related to plagiarism and copyright.</i>	<i>Demonstrate compliance with legal and ethical issues related to plagiarism and copyright.</i>	<i>Demonstrate compliance with legal and ethical issues related to plagiarism and copyright.</i>	<i>Demonstrate compliance with legal and ethical issues related to plagiarism and copyright, including "fair use."</i>	<i>Demonstrate compliance with legal and ethical issues related to plagiarism and copyright, including "fair use."</i>	<i>Demonstrate compliance with legal and ethical issues related to plagiarism and copyright, including "fair use."</i>	<i>Demonstrate compliance with legal and ethical issues related to plagiarism and copyright, including "fair use."</i>	<i>Demonstrate compliance with legal and ethical issues related to plagiarism and copyright, including "fair use."</i>	<i>Demonstrate compliance with legal and ethical issues related to plagiarism and copyright, including "fair use."</i>	<i>Demonstrate compliance with legal and ethical issues related to plagiarism and copyright, including "fair use."</i>
	<i>D2-2.k</i>	<i>D2-2.1</i>	<i>D2-2.2</i>	<i>D2-2.3</i>	<i>D2-2.4</i>	<i>D2-2.5</i>	<i>D2-2.6</i>	<i>D2-2.7</i>	<i>D2-2.8</i>	<i>D2-2.9</i>	<i>D2-2.10</i>	<i>D2-2.11</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.	Understand the concept of intellectual freedom.	Understand the concept of intellectual freedom.	Understand the concept of intellectual freedom.	Understand the concept of intellectual freedom.	Distinguish between intellectual freedom as it relates to children versus adults.	Distinguish between intellectual freedom as it relates to children versus adults.	Distinguish between intellectual freedom as it relates to children versus adults.	Investigate a specific censorship situation (e.g., challenge to a book or magazine).
					D3-1.4	D3-1.5	D3-1.6	D3-1.7	D3-1.8	D3-1.9	D3-1.10	D3-1.11	D3-1.12

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D3-2: Equitable Access					Recognize the importance of free and open access to information for all citizens. D3-2.4	Recognize the importance of free and open access to information for all citizens. D3-2.5	Recognize the importance of free and open access to information for all citizens. D3-2.6	Recognize the importance of free and open access to information for all citizens. D3-2.7	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