

CORRELATION BETWEEN ELEVENTH AND TWELVETH GRADE  
ENGLISH-LANGUAGE ARTS CONTENT STANDARDS  
AND INFORMATION LITERACY STANDARDS

**Reading.**

*1.0 Word Analysis, Fluency, and Systematic Vocabulary Development*

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

Vocabulary and Concept Development

<i>English-Language Arts Content Standard</i>	<i>Information Literacy Standard</i>	<i>CaHSEE</i>	<i>LEAP</i>
1.1 Trace the etymology of significant terms used in political science and history	1.9.9 Use a variety of print and digital reference material (e.g., dictionary, almanac, thesaurus, atlas, encyclopedic and periodicals to locate information)	5	
1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.	1.9.8 Selects and reads familiar and unfamiliar material independently 1.9.9 Use a variety of print and digital reference material (e.g., dictionary, almanac, thesaurus, atlas, encyclopedic and periodicals to locate information)	2	
1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.	5.2.2 Understands the function and effect of common literary devices (e.g. metaphor, simile, imagery, and alliteration)		

*2.0 Reading Comprehension (Focus on Informational Materials)*

Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrates the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.

***Structural Features of Informational Material***

<i>CaHSEE</i>	<i>Information Literacy Standard</i>	<i>CaHSEE</i>	<i>LEAP</i>
<i>Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals) (CaHSEE)</i>	1.9.18 Uses a variety of print and digital information resources to facilitate research 2.1.9 Determine which information and communication technologies are most appropriate for the information task	1	Expository Materials

***Structural Features of Informational Material***

<i>English-Language Arts Content Standard</i>	<i>Information Literacy Standard</i>	<i>CaHSEE</i>	<i>LEAP</i>
2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.	2.1.5 Demonstrates understanding of nonfiction text structures (e.g., main idea and supporting details, cause and effect, compare and contrast, and sequencing) in nonfiction print and digital formats	3	Expository Materials

***Comprehension and Analysis of Grade Level Appropriate Text***

<i>English-Language Arts Content Standard</i>	<i>Information Literacy Standard</i>	<i>CaHSEE</i>	<i>LEAP</i>
2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.	2.2.3 Learns to independently evaluate the credibility, comprehensiveness, and value of print, nonprint, and digital information sources 2.2.5 Learns to recognize the importance of copyright date, dateline, and publishing date as	3	Expository Materials  Report

	indicators of information currency and accuracy		
2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.	2.2.4 Learns to recognize point of view and evidence of bias in print and digital information sources		
2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.	2.2.4 Learns to recognize point of view and evidence of bias in print and digital information sources		

### ***Expository Critique***

<i>English-Language Arts Content Standard</i>	<i>Information Literacy Standard</i>	<i>CaHSEE</i>	<i>LEAP</i>
2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).	2.1.5 Demonstrates understanding of nonfiction text structures (e.g., main idea and supporting details, cause and effect, compare and contrast, and sequencing) in nonfiction print and digital formats 2.2.2 Recognizes print, nonprint and digital media as sources for information, persuasion, interpretation of events, transmission of culture, and entertainment. 2.2.3 Learns to independently evaluate the credibility, comprehensiveness, and value of print, nonprint, and digital information sources	3	Expository Material

### ***3.0 Literary Response and Analysis***

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read

### ***Structural Features of Literature***

<i>English-Language Arts Content Standard</i>	<i>Information Literacy Standard</i>	<i>CaHSEE</i>	<i>LEAP</i>
3.1 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.	5.1.3 Reads and understand a variety of genres (e.g., folktales, fiction, poetry, biography, and drama) 5.2.1 Develops appreciation of the wide range of literary and other creative forms of expression (e.g., poetry, drama, film, classic literature, visual arts, and music) 5.2.3 Understands the reasons for reading and appreciates the expressive differences among formats	2	Quantity, Range, and Depth

### ***Narrative Analysis***

<i>English-Language Arts Content Standard</i>	<i>Information Literacy Standard</i>	<i>CaHSEE</i>	<i>LEAP</i>
3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.	5.1.5 Compare and contrast plots, setting, character and theme	2	
3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.	2.1.3 Identifies structural elements of fiction (e.g., character, plot, setting, type of narrative order, point of view) in print, nonprint, and digital formats	2	
3.5 Analyze recognized works of American literature representing a variety of genres and traditions: a. Trace the development of American literature from the colonial period forward.	5.1.5 Compare and contrast plots, setting, character and theme 5.2.4 Demonstrates growing appreciation of literary and artistic heritage 5.2.5 Appreciate the effects of society, politics,	2	

b. Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period. c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.	science, and technology on literature and other creative forms of expression		
3.6 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy <i>Macbeth</i> ).	2.1.3 Identifies structural elements of fiction (e.g., character, plot, setting, type of narrative order, point of view) in print, nonprint, and digital formats 2.1.4 Comprehends basic plot and structure of imaginative literature	2	
3.7 Analyze recognized works of world literature from a variety of authors: a. Contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic, neoclassic, modern). b. Relate literary works and authors to the major themes and issues of their eras. c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.	5.1.5 Compare and contrast plots, setting, character and theme 5.2.4 Demonstrates growing appreciation of literary and artistic heritage 5.2.5 Appreciate the effects of society, politics, science, and technology on literature and other creative forms of expression	2	

### **Literacy Criticism**

<i>English-Language Arts Content Standard</i>	<i>Information Literacy Standard</i>	<i>CaHSEE</i>	<i>LEAP</i>
3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor). (Political approach)	5.2.4 Demonstrates growing appreciation of literary and artistic heritage 5.2.5 Appreciates the effects of society, politics, science and technology on literature and other creative forms of expression		Quantity, Range, and Depth Response to Literature
3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)	5.2.4 Demonstrates growing appreciation of literary and artistic heritage 5.2.5 Appreciates the effects of society, politics, science and technology on literature and other creative forms of expression	3	Response to Literature

### **Writing**

#### 1.0 *Writing Strategies*

Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.

#### **Organization and Focus**

<i>English-Language Arts Content Standard</i>	<i>Information Literacy Standard</i>	<i>CaHSEE</i>	<i>LEAP</i>
1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.	3.2.4 Drafts a clear, coherent and focused research product, including an introduction, supporting information, and conclusion, that exhibits awareness of purpose and audience		Persuasive essay Report
1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.	3.2.4 Drafts a clear, coherent and focused research product, including an introduction, supporting information, and conclusion, that exhibits awareness of purpose and audience		Report

1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.	3.2.4 Drafts a clear, coherent and focused research product, including an introduction, supporting information, and conclusion, that exhibits awareness of purpose and audience		Persuasive essay Report
1.4 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.	3.3.1 Presents information in a variety of formats, such as word processed texts (narrative, essay, poetry, drama), charts, graphs, computer graphics, and multimedia, using appropriate information and communication technology tools	3	Persuasive essay
1.5 Use language in natural, fresh, and vivid ways to establish a specific tone.	3.3.1 Presents information in a variety of formats, such as word processes texts, charts, graphs, computer graphics and multimedia, using appropriate information and communication technology tools 3.3.7 Knows a variety of methods to engage the audience during research presentations (voice modulation, gestures, questions) 3.3.8 Uses creative and dramatic methods (e.g., art, music, drama, and readers' theater) to enrich presentations and products		

### **Research and Technology**

<i>English-Language Arts Content Standard</i>	<i>Information Literacy Standard</i>	<i>CaHSEE</i>	<i>LEAP</i>
1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).	1.9.5 Formulates questions that define the scope of the investigation 1.9.6 Selects a topic, focuses the investigation, and gathers information in order to construct a meaningful final product 1.9.22 Selects and uses a variety of appropriate media to access information sources		Report
1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).	1.9.23 Records author, title, and other citation elements systematically while accessing information sources 3.1.6 Selects the appropriate organization tool (e.g., outline, web, flowchart) to organize ideas and information		Report
1.8 Integrate databases, graphics, and spreadsheets into word-processed documents.	3.2.6 Uses appropriate information and communication technology tools for data collection, information analysis, problem solving, group collaboration, and presentation		Report

### **Evaluation and Revision**

<i>English-Language Arts Content Standard</i>	<i>Information Literacy Standard</i>	<i>CaHSEE</i>	<i>LEAP</i>
1.9 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.	3.2.2 Drafts, edits, and revises writing by hand or using a word processor 3.2.3 Uses a print or digital thesaurus to edit and revise rough drafts to improve meaning and focus 3.2.4 Drafts a clear, coherent, and focused research product, including an introduction, supporting information and conclusion, that exhibits awareness of purpose and audience	3	Report

### **2.0 Writing applications**

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grades nine and ten outlined in Writing Standard 1.0, students:

**Writing Application**

<i>English-Language Arts Content Standard</i>	<i>Information Literacy Standard</i>	<i>CaHSEE</i>	<i>LEAP</i>
2.4 Write historical investigation reports: a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.	1.9.6 Selects a topic, focuses the investigation, and gathers information in order to construct a meaningful final product 3.2.4 Drafts a clear, coherent and focused research product, including an introduction, supporting information, and conclusion, that exhibits awareness of purpose and audience		Report
2.4 Write historical investigation reports: b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.	2.1.9 Determine which information and communication technologies are most appropriate for the information task 2.2.3 Learns to independently evaluate the credibility, comprehensiveness, and value of print, nonprint, and digital information sources		Report
2.4. Write historical investigation reports: c Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support and enhance the presentation	1.9.18 Uses a variety of print and digital information resources to facilitate research 2.1.9 Determine which information and communication technologies are most appropriate for the information task 2.2.3 Learns to independently evaluate the credibility, comprehensiveness, and value of print, nonprint, and digital information sources		Report
2.4 Write historical investigation reports: d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.	2.1.6 Discern relationships among topics in order to locate maximum available information on any given subject 2.2.3 Learns to independently evaluate the credibility, comprehensiveness, and value of print, nonprint, and digital information sources		Report
2.4 Write historical investigation reports: e. Include a formal bibliography.	8.1.5 Builds a formal bibliography or source list, using an appropriate format		Report
2.6 Deliver multimedia presentations: a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).	3.3.1 Presents information in a variety of formats, such as word processes texts (narrative, essay, poetry, drama) charts, graphs, computer graphics, and multimedia using appropriate information and communication technology		Persuasive Essay Report
2.6 Deliver multimedia presentations: b. Select an appropriate medium for each element of the presentation.	3.3.1 Presents information in a variety of formats, such as word processes texts (narrative, essay, poetry, drama) charts, graphs, computer graphics, and multimedia using appropriate information and communication technology		Persuasive Essay Report
2.6 Deliver multimedia presentations: c. Use the selected media skillfully, editing appropriately and monitoring for quality.	3.3.1 Presents information in a variety of formats, such as word processes texts (narrative, essay, poetry, drama) charts, graphs, computer graphics, and multimedia using appropriate information and communication technology		Persuasive Essay Report
2.6 Deliver multimedia presentations: d. Test the audience's response and revise the presentation accordingly.	6.1.2 Uses reflection and evaluation skills, individually and in groups to critique one's own work and that of others in a respectful and cooperative and constructive way		Persuasive Essay Report

**Written and Oral Language Conventions**

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

**Manuscript form**

<i>English-Language Arts Content Standard</i>	<i>Information Literacy Standard</i>	<i>CaHSEE</i>	<i>LEAP</i>
1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.	3.2.5 Uses digital spell-and grammar-checkers on final draft		Conventions
1.3 Reflect appropriate manuscript requirements in writing.	8.1.2 Cites sources in a standard format to give credit to authors and creators of information, ideas, art, media, and software		Conventions

**Listening and Speaking.**

1.0 *Listening and Speaking Strategies*

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

**Comprehension**

<i>English-Language Arts Content Standard</i>	<i>Information Literacy Standard</i>	<i>CaHSEE</i>	<i>LEAP</i>
1.1 Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).	2.2.2 Recognizes print, nonprint, and digital media as sources of information, persuasion, interpretation of events, transmission of culture, and entertainment 2.2.3 Learns to independently evaluate the credibility, comprehensiveness, and value of print, nonprint, and digital information sources		
1.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.	2.2.2 Recognizes print, nonprint, and digital media as sources of information, persuasion, interpretation of events, transmission of culture, and entertainment 5.2.5 Appreciates the effects of society, politics, science, and technology on literature and other creative forms of expression		
1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).	2.2.2 Recognizes print, nonprint, and digital media as sources of information, persuasion, interpretation of events, transmission of culture, and entertainment 2.2.3 Learns to independently evaluate the credibility, comprehensiveness, and value of print, nonprint, and digital information sources		

**Organization and Delivery of Oral Communication**

<i>English-Language Arts Content Standard</i>	<i>Information Literacy Standard</i>	<i>CaHSEE</i>	<i>LEAP</i>
1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.	1.9.6 Selects a topic, focuses the investigation, and gathers information in order to construct a meaningful final product 3.2.4 Drafts a clear, coherent and focused research product, including an introduction, supporting information, and conclusion, that exhibits awareness of purpose and audience 3.3.7 Knows a variety of methods to engage the audience during research presentations (e.g., voice modulation, gestures, questions)		Report
1.8 Use effective and interesting language, including: a. Informal expressions for effect b. Standard American English for clarity c. Technical language for specificity	3.3.9 Conveys clear and accurate information in a presentation		

2.0 *Speaking Applications (Genres and Their Characteristics)*

Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grades eleven and twelve outlined in Listening and Speaking Standard 1.0, students:

**Speaking Applications**

<i>English-Language Arts Content Standard</i>	<i>Information Literacy Standard</i>	<i>CaHSEE</i>	<i>LEAP</i>
2.2 Deliver oral reports on historical investigations: a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.	1.9.5 Formulates questions that define the scope of the investigation 1.9.6 Selects a topic, focuses the investigation, and gathers information in order to construct a meaningful final product 3.2.4 Drafts a clear, coherent and focused research product, including an introduction, supporting information, and conclusion, that exhibits awareness of purpose and audience 3.3.7 Knows a variety of methods to engage the audience during research presentations (e.g., voice modulation, gestures, questions)		Report
2.2 Deliver oral reports on historical investigations: b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.	1.9.18 Uses a variety of print and digital information resources to facilitate research 2.1.6 Discern relationships among topics in order to locate maximum available information on any given subject 2.2.3 Learns to independently evaluate the credibility, comprehensiveness, and value of print, nonprint, and digital information sources		Report
2.2 Deliver oral reports on historical investigations: c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.	1.9.18 Uses a variety of print and digital information resources to facilitate research 2.1.9 Determine which information and communication technologies are most appropriate for the information task 2.2.3 Learns to independently evaluate the credibility, comprehensiveness, and value of print, nonprint, and digital information sources		Report
2.2 Deliver oral reports on historical investigations. d. Include information on all relevant perspectives and consider the validity and reliability of sources.	2.1.6 Discern relationships among topics in order to locate maximum available information on any given subject 2.2.3 Learns to independently evaluate the credibility, comprehensiveness, and value of print, nonprint, and digital information sources		Report
2.4 Deliver multimedia presentations: a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.	3.3.1 Presents information in a variety of formats, such as word processes texts (narrative, essay, poetry, drama) charts, graphs, computer graphics, and multimedia using appropriate information and communication technology 3.3.5 Presents information using advanced multimedia and presentation software		Report
2.4 Deliver multimedia presentations: b. Select an appropriate medium for each element of the presentation.	3.3.4 Clarifies and enhances oral presentations using appropriate visual and/or audio enhancements and aids		Report
2.4 Deliver multimedia presentations: c. Use the selected media skillfully, editing appropriately and monitoring for quality.	3.3.2 Presents information that visually conveys the main idea and supporting details about a topic		Report
2.4 Deliver multimedia presentations: d Test the audience's response and revise the presentation accordingly.	6.1.2 Uses reflection and evaluation skills, individually and in groups to critique one's own work and that of others in a respectful and		Report

### **Additional Information Literacy Standards appropriate for Ninth and Tenth Grade**

Standard 1: The student who is information literate accesses information efficiently and effectively.

1.2 Knows parts of a Book and Digital Resources

1.2.5 Identifies online terms and their uses (e.g., home page, Web page, URL)

1.2.6 Identifies terms common to subscription databases (e.g. login, I.D., and synonyms)

1.3 Knows Types and Location of Library Materials

1.3.5 Learns location of source types (e.g., books, nonprint and digital resources)

1.3.11 Locates relevant sources for class assignments and personal use independently

1.4 Learns to Use Library Book Classification Systems

1.6 Uses the Automated Library Catalog

1.6.4 Independently interprets information from an automated library catalog record, including designations for foreign language, special collections, format and availability

1.7 Uses Digital Resources to Access Information

1.8 Selects Appropriate Library Materials

1.9 Uses a Developmentally Appropriate Research Process to Access Information

1.9.7 Uses Dewey call numbers to locate books in areas of interest or to explore topics in depth

1.9.21 Refines search strategies for research projects

Standard 2: The student who is information literate evaluates information critically and competently

2.2 Evaluates Authority, Credibility, and Currency of Information

2.2.1 Distinguishes between fact and opinion in nonfiction sources

2.2.6 Learns to look for currency clues in undated digital or print material

Standard 3: The student who is information literate uses information accurately and creatively

3.1 Uses Prewriting Techniques to Extract and Organize Relevant Information

3.1.1 Integrates prior knowledge with source's main idea in preparation for note taking

3.1.4 Uses graphic organizers to arrange information in sequential and logical order

3.1.5 Organizes key words and phrase notes in preparation for creating a product

3.2 Composes and Revises Drafts

3.2.1 Uses an outline and notes to write paragraphs that apply information to decision making, problem solving, critical thinking, and creative expression

3.3 Communicates and synthesizes ideas in logical and creative or novel ways

3.3.3 Orally shares information with peers and other audiences

3.3.6 Presents information with both factual and conceptual understanding, drawing from multiple sources of information, and using handwritten or computer-generated notes

Standard 4: The student who is an independent learner is information literate and pursues information related to personal interests.

4.1 Uses School Library Media Center and Public Library Resources to Pursue Personal Interests

4.1.1 Independently selects print, nonprint, and digital resources to satisfy recreational goals and pursuits.

Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information

5.1 Learns about Children’s and Young Adult Literature, Authors, and Illustrators.

5.1.4 Compares and contrasts different versions of the same stories that reflect different cultures

*Standard 6: The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation*

6.1 Evaluates the Research Process and Product

6.1.1 Understands that the research process and product are equally important

6.1.4 Evaluates and selects appropriate information and communication technology tools and resources to enhance learning

6.2 Reflects Upon the Process to Improve Information-Seeking Skills

6.2.1 Learns to access multiple formats and sources of reference information (e.g., specialized dictionaries, encyclopedias, and online free and subscription services)

6.2.2 Recognizes that specialized encyclopedias differ in arrangement, emphasis, and indexing

*Standard 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society*

7.1 Understands that a free flow of information is essential for a democratic society

7.2 Seeks and uses information from diverse sources, viewpoints, and cultural backgrounds.

*Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology*

8.1 Respects Copyright and Fair Use

8.1.1 Understands the purpose of an intellectual commons and fair use, and why plagiarism, violating copyright and other illegal or unethical uses of information and technology are unacceptable

8.1.3 Cites sources in text, using a standard footnoting, parenthetical, or other citation system

8.1.4 Quotes or paraphrases information to avoid plagiarism

8.1.6 Understands the value of an intellectual commons, as well as the consequences of plagiarism, for self and society

8.2 Understands and Respects Principles of Intellectual Freedom

8.2.1 Describes freedoms guaranteed by the First Amendment of the U.S. Constitution

8.2.2 Respects differences of opinion and their expression in speech and the press

8.3. Follows School Requirements Regarding Responsible Use of Information and Communication Technologies

8.3.1 Shows positive social behavior while using information and communication technologies

8.3.2 Demonstrates legal and ethical behavior while using information and communication technologies

8.3.3 Understands the consequences of inappropriate and illegal use of information and communication technologies

*Standard 9: The student who contributes positively to the learning community and to society is information literate and participates in groups to pursue and generate information*

9.1 Collaborates in formal and informal study and research groups

9.2 Respects the views of others in study and research groups