

LIBRARY MEDIA CENTER INFORMATION LITERACY SKILLS STANDARDS FROM CSLA

APPENDIX A | Recommended Information Literacy Skills Continuum, Grades K–12

In the *Recommended Information Literacy Skills Continuum: Grades K–12* below, specific grade-level skills are labeled Introduced (I), Reinforced (R), and Mastered (M). While we suggest specific grade levels in which these skills can be introduced, reinforced, and mastered, implementation may vary for individual school districts. Nevertheless, these skills should be taught on a continuum and in a timely manner. In some cases, the I, R, and M designations in this continuum may appear more than once for a particular skill. This will occur when a skill becomes more advanced and the student moves from elementary to middle to high school. A blank box in the matrix indicates that a skill does not apply or does not need to be taught at a particular grade level.

This continuum uses the nine national information literacy standards from *Information Power: Building Partnerships for Learning* by American Association of School Librarians and Association for Educational Communications and Technology (Copyright 1998, American Library Association and Association for Educational Communications and Technology. Reprinted by permission of the American Library Association.).

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

1.1 Knows Library Procedures for Circulation and Care of Equipment

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
1.1.1 Understands how to check out and care for books and multimedia material, and respects library rules	I	I	R	R	R	R	M	M	M	M	M	M
1.1.2 Learns whom to ask for help at a library	I	R	M	M	M	M	M	M	M	M	M	M
1.1.3 Demonstrates respect for other library users	I	I	I	R	R	R	R	R	R	M	M	M
1.1.4 Learns library procedures through library orientation	I	I	I	I	I	I	I	I	I	I	I	I
1.1.5 Learns to follow library procedures at a library	I	I	I	I	I	I	I	M	I	M	M	M
1.1.6 Understands differences between a school and public library	I	I	R	R	M	M	M	M	M	M	M	M
1.1.7 Demonstrates growth in understanding of school library procedures	I	I	I	I	I	I	I	M	I	I	I	I
1.1.8 Uses other libraries to supplement school library media center resources	I	I	R	R	M	M	M	M	M	M	M	M

1.2 Knows Parts of a Book and Digital Resources

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
1.2.1 Identifies parts of a book: cover, title page, author, illustrator, spine, and spine label	I	I	R	R	R	R	M	M	M	M	M	M
1.2.2 Identifies parts of a book: table of contents, publisher, page numbers, copyright date, and call number	I	I	I	R	R	R	M	M	M	M	M	M
1.2.3 Identifies parts of a book: glossary, index, and dedication		I	I	R	R	R	M	M	M	M	M	M
1.2.4 Understands the general organization of a print dictionary, thesaurus, atlas, and encyclopedia	I	I	R	R	R	M	M	M	M	M	M	M
1.2.5 Identifies online terms and their uses (e.g., home page, Web page, URL, responsibility statement, search engine)			I	I	I	I	I	I	R	R	M	M

<i>Indicators/Skills</i>	<i>K-1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>
1.2.6 Identifies terms common to subscription databases (e.g., login I.D. and synonyms, password, advanced search, help screen)			I	I	I	I	I	I	R	R	M	M
1.2.7 Identifies basic terminology and use of digital input/output devices (e.g., keyboard, mouse, VCR, remote control, digital camera)	I	I	R	R	M	M	M	M	M	M	M	M

1.3 Knows Types and Location of Library Materials

<i>Indicators/Skills</i>	<i>K-1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>
1.3.1 Understands the differences between fiction and nonfiction	I	I	I	I	R	R	M	M	M	M	M	M
1.3.2 Uses an index to locate information in nonfiction resources		I	I	I	R	R	R	R	M	M	M	M
1.3.3 Uses the "find" function to locate information in online digital resources and computer files.			I	I	R	R	M	M	M	M	M	M
1.3.4 Identifies reference materials		I	R	R	M	M	M	M	M	M	M	M
1.3.5 Learns location of source types (e.g., books, nonprint, and digital resources)	I	I	I	I	I	I	I	M	I	M	M	M
1.3.6 Locates fiction and nonfiction items in a variety of formats	I	I	I	I	R	R	M	M	M	M	M	M
1.3.7 Knows that books and nonprint material may be located by subject in the nonfiction section	I	I	I	R	R	R	M	M	M	M	M	M
1.3.8 Locates and knows general contents of biography section		I	I	M	M	M	I	M	I	M	M	M
1.3.9 Locates and knows general contents of reference section			I	M	M	M	I	M	I	M	M	M
1.3.10 Locates information in periodicals by using print and/or digital indexes, or, by using the search engines of subscription periodical databases		I	I	R	R	R	I	M	I	M	M	M
1.3.11 Locates relevant sources for class assignments and personal use independently	I	I	I	I	I	I	R	R	R	R	M	M
1.3.12 Identifies appropriate sources for class assignments and personal use, and locates them independently		I	I	R	R	M	M	M	M	M	M	M

1.4 Learns to Use Library Book Classification Systems

<i>Indicators/Skills</i>	<i>K-1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>
1.4.1 Understands the basic organization of 10 major Dewey Decimal System classes			I	R	R	R	M	M	M	M	M	M
1.4.2 Uses Dewey Decimal System to locate resources independently	I	I	I	R	R	R	M	M	M	M	M	M
1.4.3 Demonstrates ability to use Dewey Decimal System when an automated library catalog is not available		I	I	I	R	R	I	M	M	M	M	M
1.4.4 Recognizes and understands the function of other classification systems (e.g., Library of Congress)									I	I	R	R

1.5 Knows How to Alphabetize by Author's Last Name

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
1.5.1 Learns that the fiction section is organized alphabetically by author's last name	I	I	R	R	M	M						
1.5.2 Identifies the call number in the fiction section as the author's last name alphabetized to the first letter	I	I	R	R	M	M						
1.5.3 Alphabetizes to the second letter to locate books by call number		I	R	R	R	R	M	M	M	M	M	M
1.5.4 Alphabetizes to the third letter to locate books by call number			I	R	R	R	R	M	M	M	M	M

1.6 Uses the Automated Library Catalog

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
1.6.1 Understands the general purpose of the automated library catalog	I	I	R	R	M	M	M	M	M	M	M	M
1.6.2 Uses computer software graphical elements and navigation tools (e.g., buttons, icons, and fields) to search automated library catalog	I	I	R	R	R	M	M	M	M	M	M	M
1.6.3 Performs a basic search by title, author, subject, and keyword using the automated library catalog		I	I	R	R	R	M	M	M	M	M	M
1.6.4 Independently interprets information from an automated library catalog record, including designations for foreign language, special collections, format, and availability							I	I	I	I	R	R

1.7 Uses Digital Resources to Access Information

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
1.7.1 Uses input and output devices to operate digital equipment (e.g., computers, VCRs, CD players, and audio cassette players)	I	I	R	R	M	M	M	M	M	M	M	M
1.7.2 Designs online searches in search engines and periodical databases, using Boolean operators and other limiters or expanders			I	R	R	R	M	M	M	M	M	M
1.7.3 Uses databases (e.g., CD-ROMs, online free and fee-based services) for school use		I	I	R	R	R	I	M	I	M	M	M
1.7.4 Uses digital resources for personal use					I	I	I	R	I	M	M	M
1.7.5 Uses specialized content-area digital resources (e.g., videos, CD-ROMs, deep web databases, subscription information services, online library catalog)		I	I	I	I	I	R	R	R	M	M	M
1.7.6 Selects appropriate information and communication technology tools and resources			I	I	I	I	R	R	R	M	M	M

1.8 Selects Appropriate Library Materials

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
1.8.1 Learns to use a variety of techniques to independently select books at reading level	I	I	I	I	I	I	R	R	R	M	M	M
1.8.2 Learns to independently select digital curriculum materials appropriate to grade level	I	I	I	I	I	I	I	M	I	M	M	M

1.9 Uses a Developmentally Appropriate Research Process to Access Information

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
1.9.1 Identifies a problem or question that needs information	I	I	I	I	I	I	R	R	R	M	M	M
1.9.2 Uses presearch strategies such as brainstorming, mapping, and recalling of prior knowledge	I	I	I	I	I	I	R	R	R	M	M	M
1.9.3 Identifies and uses keywords to find specific information		I	I	I	R	R	R	R	R	R	R	R
1.9.4 Uses keywords and controlled vocabulary to develop search statements for use with databases, search engines, digital books, and other digital sources and formats		I	I	I	I	I	R	R	R	R	R	R
1.9.5 Formulates questions that define the scope of the investigation	I	I	I	I	I	I	R	R	R	M	M	M
1.9.6 Selects a topic, focuses the investigation, and gathers information in order to construct a meaningful final product		I	I	I	I	I	R	R	R	M	M	M
1.9.7 Uses Dewey call numbers to locate books in areas of interest or to explore topics in depth			I	I	I	I	I	R	R	R	M	M
1.9.8 Selects and reads familiar and unfamiliar material independently		I	I	R	R	R	M	M	M	M	M	M
1.9.9 Uses a variety of print and digital reference material (e.g., dictionary, almanac, thesaurus, atlas, encyclopedia, and periodicals) to locate information			I	I	R	R	M	M	M	M	M	M
1.9.10 Uses title, table of contents, chapter headings, and navigation elements to locate information in books and digital resources		I	I	R	R	R	M	M	M	M	M	M
1.9.11 Uses subheadings to locate information in nonfiction resources				I	I	R	R	R	M	M	M	M
1.9.12 Obtains information from illustrations, photographs, charts, graphs, maps, and tables	I	I	I	R	R	R	M	M	M	M	M	M
1.9.13 Uses scanning and skimming skills to locate relevant information		I	I	I	R	R	M	M	M	M	M	M
1.9.14 Continues to show growth in selection of sources and formats for educational and personal use				R	M	M	M	M	M	M	M	M
1.9.15 Uses cross references (<i>see, see also</i>) to locate relevant information		I	I	I	R	R	R	R	R	R	R	R
1.9.16 Identifies bibliographic references				I	I	R	R	M	M	M	M	M
1.9.17 Uses bibliographies in books and digital resources to access information beyond the immediate source and school library media collection				I	I	I	R	R	R	R	R	R
1.9.18 Uses a variety of print and digital information resources to facilitate research		I	I	R	R	R	R	M	M	M	M	M
1.9.19 Uses advanced and specialized reference books and digital resources									I	R	M	M
1.9.20 Identifies and uses computer icons and program menus to search for information (e.g., locates an index, navigates a subject tree, accesses a help screen)			I	R	R	R	M	M	M	M	M	M
1.9.21 Refines search strategies for research projects			I	I	R	R	I	M	I	M	M	M
1.9.22 Selects and uses a variety of appropriate media to access information for assignments				I	I	I	I	I	I	R	R	R
1.9.23 Records author, title, and other citation elements systematically while accessing information sources				I	I	R	R	R	M	M	M	M

STANDARD 2: *The student who is information literate evaluates information critically and competently.*

2.1 Locates Relevant Information from Appropriate Fiction and Nonfiction Sources in Print and Digital Formats

<i>Indicators/Skills</i>	<i>K-1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>
2.1.1 Identifies and compares characteristics of fiction and nonfiction	I	I	I	R	R	R	M	M	M	M	M	M
2.1.2 Describes how illustrations impact a narrative	I	I	R	R	R	M	M	M	M	M	M	M
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.	I	I	R	R	R	M	M	M	M	M	M	M
2.1.4 Comprehends basic plot and structure of imaginative literature			I	I	I	R	R	M	M	M	M	M
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	I	I	I	R	R	R	M	M	M	M	M	M
2.1.6 Discerns relationships among topics in order to locate maximum available information on any given subject											I	M
2.1.7 Clarifies an understanding of text by creating summaries						I	R	R	R	M	M	M
2.1.8 Applies reading strategies (e.g., questioning, inferring, rereading, using context cues, constructing a mental image, reorganizing information, locating main idea, predicting) to assist comprehension of fiction and nonfiction in print and digital formats.	I	I	I	R	R	R	M	M	M	M	M	M
2.1.9 Determines which information and communication technologies are most appropriate for the information task			I	I	I	R	R	R	M	M	M	M

2.2 Evaluates Authority, Credibility, and Currency of Information

<i>Indicators/Skills</i>	<i>K-1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>
2.2.1 Distinguishes between fact and opinion in nonfiction sources			I	I	I	R	R	R	M	M	M	M
2.2.2 Recognizes print, nonprint, and digital media as sources for information, persuasion, interpretation of events, transmission of culture, and entertainment						I	R	R	R	M	M	M
2.2.3 Learns to independently evaluate the credibility, comprehensiveness, and value of print, nonprint, and digital information sources				I	I	R	R	R	M	M	M	M
2.2.4 Learns to recognize point of view and evidence of bias in print and digital information sources					I	I	I	I	R	M	M	
2.2.5 Learns to recognize the importance of copyright date, dateline, and publishing date as indicators of information currency and accuracy			I	I	I	R	R	R	M	M	M	M
2.2.6 Learns to look for currency clues in undated digital or print material				I	I	R	R	R	M	M	M	M

2.3 Selects Relevant Information during the Research Process

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
2.3.1 Understands that notetaking is a tool for information processing (e.g., remembering, comparing, analyzing, and sequencing)			I	I	I	R	R	R	M	M	M	M
2.3.2 Selects and records relevant information, organizing notes in a format appropriate to the task			I	I	R	R	R	R	M	M	M	M
2.3.3 Restates facts and details to clarify and organize ideas for notetaking		I	I	I	I	I	R	R	M	M	M	M

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

3.1 Uses Prewriting Techniques to Extract and Organize Relevant Information

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
3.1.1 Integrates prior knowledge with source's main ideas in preparation for notetaking			I	R	R	R	M	M	M	M	M	M
3.1.2 Uses key words and phrase notes to write 2 or 3 sentences about a research topic		I	I	I	I	I	R	R	M	M	M	M
3.1.3 Learns techniques of organizing notes (e.g., outlining, webbing)		I	I	R	R	R	M	M	M	M	M	M
3.1.4 Uses graphic organizers to arrange information in sequential and logical order		I	I	I	R	R	R	M	M	M	M	M
3.1.5 Organizes key words and phrase notes in preparation for creating a product			I	I	I	I	R	R	M	M	M	M
3.1.6 Selects the appropriate organization tool (e.g., outline, web, flowchart) to organize ideas and information				I	I	I	R	R	M	M	M	M

3.2 Composes and Revises Drafts

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
3.2.1 Uses an outline and notes to write paragraphs that apply information to decision making, problem solving, critical thinking, and creative expression				I	I	I	R	R	M	M	M	M
3.2.2 Drafts, edits, and revises writing by hand or using a word processor		I	I	I	I	I	R	R	M	M	M	M
3.2.3 Uses a print or digital thesaurus to edit and revise rough drafts to improve meaning and focus				I	I	R	R	M	M	M	M	
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				I	I	I	R	R	M	M	M	M
3.2.5 Uses digital spell- and grammar-checkers on final draft				I	I	I	R	R	M	M	M	M
3.2.6 Uses appropriate information and communication technology tools for data collection, information analysis, problem solving, group collaboration, and presentation				I	I	I	R	R	M	M	M	

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

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
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		I	I	I	R	R	R	R	M	M	M	M
3.3.2 Presents information that visually conveys the main idea and supporting details about a topic	I	I	I	I	I	I	R	R	M	M	M	M
3.3.3 Orally shares information with peers and other audiences	I	I	I	R	R	R	M	M	M	M	M	M
3.3.4 Clarifies and enhances oral presentations using appropriate visual and/or audio enhancements and aids		I	I	R	R	R	R	R	M	M	M	M
3.3.5 Presents information using advanced multimedia and presentation software			I	I	I	I	I	I	R	M	M	
3.3.6 Presents information with both factual and conceptual understanding, drawing from multiple sources of information, and using handwritten or computer-generated notes		I	I	I	I	I	R	R	M	M	M	M
3.3.7 Knows a variety of methods to engage the audience during research presentations (e.g., voice modulation, gestures, questions)				I	I	I	R	R	M	M	M	M
3.3.8 Uses creative and dramatic methods (e.g., art, music, puppetry, drama, and readers' theater) to enrich presentations and products			I	I	I	R	R	R	M	M	M	M
3.3.9 Conveys clear and accurate information in a presentation			I	I	I	I	R	R	M	M	M	M

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

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
4.1.1 Independently selects print, nonprint, and digital resources to satisfy recreational goals and pursuits	I	I	I	R	R	R	R	M	M	M	M	M
4.1.2 Uses telecommunications to communicate with others		I	I	R	R	R	M	M	M	M	M	M
4.1.3 Observes proper etiquette for using telecommunications		I	I	R	R	R	M	M	M	M	M	M
4.1.4 Uses information and communication technologies for recreational purposes	I	I	I	R	R	R	M	M	M	M	M	M

4.2 Uses Information Literacy Skills Independently to Pursue Personal Interests

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
4.2.1 Uses developmentally appropriate information-literacy processes to independently select print, nonprint, and digital resources to satisfy personal information needs		I	I	I	R	R	R	R	R	M	M	M

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

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
5.1.1 Understands the purpose of children’s and young adult book awards (e.g., Caldecott, Newbery, Coretta Scott King, Hans Christian Andersen, Carnegie, Greenaway, Governor General’s Award, and California Young Reader Medal)	I	I	I	R	R	M	M	M	M			
5.1.2 Describes the roles of authors and illustrators and their contributions to literature and society		I	I	R	M	M	M	M	M			
5.1.3 Reads and understands a variety of genres (e.g., folktales, fiction, poetry, biography, and drama)		I	R	R	R	R	R	R	R	M	M	M
5.1.4 Compares and contrasts different versions of the same stories that reflect different cultures		I	I	R	M	M						
5.1.5 Compares and contrasts plots, settings, characters, and themes		I	I	I	R	M	M	M	M	M	M	M
5.1.6 Selects children’s authors, appropriate for reading level, as recommended by district and state guidelines and reading lists			I	I	R	R	R	R	R	R	R	R
5.1.7 Makes the transition from picture to chapter books, requiring the reader to create internal imagery			I	I	I	R						

5.2 Appreciates Creative Expressions in All Formats

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
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)			I	I	I	I	I	R	M	M	M	M
5.2.2 Understands the function and effect of common literary devices (e.g., metaphor, simile, imagery, and alliteration)				I	I	I	I	I	R	R	M	M
5.2.3 Understands the reasons for reading and appreciates the expressive differences among formats				I	I	I	R	R	M	M	M	M
5.2.4 Demonstrates growing appreciation of literary and artistic heritage						I	I	I	I	R	M	M
5.2.5 Appreciates the effects of society, politics, science, and technology on literature and other creative forms of expression							I	I	I	R	R	M

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

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
6.1.1 Understands that the research process and product are equally important	I	I	I	R	R	R	R	R	M	M	M	M
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, cooperative, and constructive way	I	I	I	R	R	R	R	R	M	M	M	M

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
6.1.3 Refines the research process and use of resources to achieve excellence in information seeking and knowledge generation	I	I	I	R	R	R	R	R	M	M	M	M
6.1.4 Evaluates and selects appropriate information and communication technology tools and resources to enhance learning, knowledge production, and dissemination	I	I	I	R	R	R	R	R	M	M	M	M

6.2 Reflects Upon the Process to Improve Information-Seeking Skills

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12
6.2.1 Learns to access multiple formats and sources of reference information (e.g., specialized dictionaries, encyclopedias, and online free and subscription services)			I	I	I	I	I	I	R	M	M	M
6.2.2 Recognizes that specialized encyclopedias differ in arrangement, emphasis, and indexing						I	I	I	I	R	M	M
6.2.3 Learns to use print and digital information sources independently	I	I	I	R	R	R	R	R	R	M	M	M

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

Indicators/Skills	K-1	2	3	4	5	6	7	8	9	10	11	12	
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		I	I	I	I	R	R	R	M	M	M	M	
8.1.2 Cites sources in a standard format to give credit to authors and creators of information, ideas, art, media, and software		I	I	I	R	R	R	M	M	M	M		
8.1.3 Cites sources in text, using a standard footnoting, parenthetical, or other citation system								I	I	I	R	M	M
8.1.4 Quotes or paraphrases information to avoid plagiarism			I	I	I	R	R	R	M	M	M	M	
8.1.5 Builds a formal bibliography or source list, using an appropriate format				I	I	I	R	R	M	M	M	M	
8.1.6 Understands the value of an intellectual commons, as well as the consequences of plagiarism, for self and society			I	I	I	R	R	M	M	M	M		

8.2 Understands and Respects Principles of Intellectual Freedom

<i>Indicators/Skills</i>	<i>K-1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>
8.2.1 Describes freedoms guaranteed by the First Amendment of the U.S. Constitution					I	I	R	R	M	M	M	M
8.2.2 Respects differences of opinion and their expression in speech and the press	I	I	I	R	R	R	R	M	M	M	M	M

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

<i>Indicators/Skills</i>	<i>K-1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>
8.3.1 Shows positive social behavior while using information and communication technologies	I	I	I	R	R	R	R	M	M	M	M	M
8.3.2 Demonstrates legal and ethical behavior while using information and communication technologies	I	I	I	R	R	R	R	M	M	M	M	M
8.3.3 Understands the consequences of inappropriate and illegal use of information and communication technologies			I	I	I	R	R	M	M	M	M	

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