

# Howard County Public School System

## Library Media Standards

### Grades 11-12 Benchmarks

\*\*\*Based on the American Association of School Librarians' *National Standards Framework for Learners*

<b>Standard I. Inquire: Learners will build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.</b>			
<b>A. Think</b>	<b>B. Create</b>	<b>C. Share</b>	<b>D. Grow</b>
<b>I.A</b> <b>Learners display curiosity and initiative:</b>	<b>I.B</b> <b>Learners engage with new knowledge by following a process:</b>	<b>I.C</b> <b>Learners adapt, communicate, and exchange learning products with others in a cycle:</b>	<b>I.D</b> <b>Learners participate in an ongoing inquiry-based process:</b>
I.A.1 Formulate questions about a personal interest or a curricular topic.	I.B.1 Use evidence to investigate questions.	I.C.1 Interact with content presented by others.	I.D.1 Continually seek knowledge.
<i>What it looks like by the end of: Grade 12</i> <ul style="list-style-type: none"> <li>Formulate essential questions through reading, constructing hypotheses, research questions, and thesis statements.</li> </ul>	<i>What it looks like by the end of: Grade 12</i> <ul style="list-style-type: none"> <li>Select and evaluate sources appropriate for information needs.</li> </ul>	<i>What it looks like by the end of: Grade 12</i> <ul style="list-style-type: none"> <li>Integrate new information presented in various formats with previous information or knowledge.</li> <li>Analyze initial synthesis of the findings of others and construct new hypotheses or generalizations if warranted.</li> </ul>	<i>What it looks like by the end of: Grade 12</i> <ul style="list-style-type: none"> <li>Make connections between real life and information gathered through research.</li> <li>Use what has been learned to make decisions or deal with situations in their personal lives.</li> <li>Read a variety of fiction and nonfiction for personal and academic purposes.</li> <li>Find information about personal interest independently using the same</li> </ul>

			criteria and strategies used to seek academic information.
I.A.2 Recall prior and background knowledge as a context for new meaning.	I.B.2 Devise and implement a plan to fill knowledge gaps.	I.C.2 Provide constructive feedback.	I.D.2 Engaging in sustained inquiry.
<i>What it looks like by the end of: Grade 12</i> <ul style="list-style-type: none"> <li>Examine prior knowledge to establish a base understanding about a topic and combine with additional information to construct new meaning.</li> <li>Develop questions that challenge previous thinking.</li> </ul>	<i>What does it look like by the end of: Grade 12</i> <ul style="list-style-type: none"> <li>Develop a detailed plan and self-monitor progress in completing inquiry project.</li> <li>Independently modify inquiry focus, questions, and search strategies as needed.</li> <li>Describe criteria used to make resource decisions and choices.</li> </ul>	<i>What it looks like by the end of: Grade 12</i> <ul style="list-style-type: none"> <li>Provide timely feedback with an opportunity for peer review.</li> </ul>	<i>What it looks like by the end of: Grade 12</i> <ul style="list-style-type: none"> <li>Use ranges of resources to broaden or deepen perspectives on inquiries.</li> <li>Display continuing curiosity through self-generated investigation of inquiries.</li> </ul>
	I.B.3 Generate products that illustrate learning.	I.C.3 Act on feedback to improve.	I.D.3 Enact new understanding through real-world connections.
	<i>What it look like by the end of: Grade 12</i> <ul style="list-style-type: none"> <li>Use the most appropriate format to clearly communicate ideas.</li> <li>Use details and language that show authority and knowledge of the topic.</li> <li>Generate products (e.g., research papers, presentations, speeches, art exhibits, multimedia) appropriate for a specific audience other than teacher.</li> </ul>	<i>What it looks like by the end of: Grade 12</i> <ul style="list-style-type: none"> <li>Respectfully evaluate and incorporate feedback from instructors and peers.</li> </ul>	<i>What it looks like by the end of: Grade 12</i> <ul style="list-style-type: none"> <li>Independently and systematically use an inquiry-based process to deepen content knowledge, connect academic learning with the real world, pursue personal interests, and investigate opportunities for personal growth.</li> </ul>

		I.C.4 Share products with an authentic audience.	I.D.4 Use reflection to guide informed decisions.
		<p><i>What it looks like by the end of: Grade 12</i></p> <ul style="list-style-type: none"> <li>• Use a format that clearly communicates ideas to targeted audiences.</li> <li>• Design and implement projects that include participation from diverse groups.</li> <li>• Use technology tools to collaborate, publish, and interact with peers, experts, and other real-world audiences.</li> <li>• Respond to audience questions that demonstrate authority and knowledge of topic.</li> </ul>	<p><i>What it looks like by the end of: Grade 12</i></p> <ul style="list-style-type: none"> <li>• Review the initial information need to clarify, revise, or refine the questions.</li> <li>• Employ various strategies for revising and reviewing work.</li> </ul>

<b>Standard II. Include: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.</b>			
<b>A. Think</b>	<b>B. Create</b>	<b>C. Share</b>	<b>D. Grow</b>
<b>II.A</b> <b>Learners contribute a balanced perspective when participating in a learning community:</b>	<b>II.B</b> <b>Learners adjust their awareness of the global learning community:</b>	<b>II.C</b> <b>Learners exhibit empathy with and tolerance for diverse ideas:</b>	<b>II.D</b> <b>Learners demonstrate empathy and equity in knowledge building within the global learning community:</b>
II.A.1 Articulate an awareness of the contributions of a range of learners.	II.B.1 Interact with learners who reflect a range of perspectives.	II.C.1 Engage in informed conversation and active debate.	II.D.1 Seek interactions with a range of learners.
<i>What it looks like by the end of: Grade 12</i> <ul style="list-style-type: none"> <li>Identify the value of and differences among potential resources and differing points of view.</li> <li>Actively seek the opinions of others and contribute positively to an environment in which all participants' ideas are shared and valued.</li> <li>When appropriate, defend information brought by others to a group discussion.</li> </ul>	<i>What it looks like by the end of: Grade 12</i> <ul style="list-style-type: none"> <li>Model social skills and character traits that advance a team's ability to identify issues and problems and to work together on solutions and products.</li> <li>Design and implement projects that include participation from diverse groups.</li> </ul>	<i>What it looks like by the end of: Grade 12</i> <ul style="list-style-type: none"> <li>Investigate multiple sides of issues and evaluate them carefully, particularly on controversial or culturally based topics.</li> <li>Participate in the social interchange of ideas through discussions, interest groups and online sharing.</li> </ul>	<i>What it looks like by the end of: Grade 12</i> <ul style="list-style-type: none"> <li>Collaborate locally and remotely with peers, experts, and others to collect, produce, and share information.</li> <li>Work with others to solve problems and make decisions on issues, topics, and themes being investigated.</li> </ul>
II.A.2 Adopt a discerning stance toward points of view and opinions expressed in information resources and learning products.	II.B.2 Evaluate a variety of perspectives during learning activities.	II.C.2 Contribute to discussions in which multiple viewpoints on a topic are expressed.	II.D.2 Demonstrate interest in other perspectives during learning activities.

<p><i>What it looks like by the end of:</i> Grade 12</p> <ul style="list-style-type: none"> <li>• Explain the impact of context on interpreting information.</li> <li>• Challenge ideas represented and make notes of questions to pursue in additional sources.</li> <li>• Compensate for the effect of point of view and bias by seeking alternative perspectives.</li> </ul>	<p><i>What it looks like by the end of:</i> Grade 12</p> <ul style="list-style-type: none"> <li>• Describe criteria used to make decisions and choices about resources.</li> <li>• Ask leading questions that draw out the interests and experiences of others.</li> <li>• Analyze information for prejudice, deception, or manipulation.</li> <li>• Critically examine the soundness and relevance of information.</li> </ul>	<p><i>What it looks like by the end of:</i> Grade 12</p> <ul style="list-style-type: none"> <li>• Engage in conversations and debate by offering relevant information.</li> <li>• Present complex ideas with clarity and authority.</li> <li>• Listen respectfully, contribute and ask clarifying questions, and often take the lead in encouraging others to share their ideas and opinions.</li> </ul>	<p><i>What it looks like by the end of:</i> Grade 12</p> <ul style="list-style-type: none"> <li>• Investigate multiple sides of issues and evaluate them carefully, particularly on controversial or culturally based topics.</li> <li>• Encourage others to share their ideas and opinions.</li> <li>• Challenge the thinking of groups to move them toward better decision making.</li> </ul>
<p>II.A.3 Describe their understanding of cultural relevancy and placement within the global learning community.</p>	<p>II.B.3 Represent diverse perspectives during learning activities.</p>		<p>II.C.3 Reflect on their own place within the global learning community.</p>
<p><i>What it looks like by the end of:</i> Grade 12</p> <ul style="list-style-type: none"> <li>• Recognize the social, cultural, or other context within which the information was created.</li> <li>• Explain the impact of context on interpreting the information.</li> <li>• Investigate and evaluate multiple sides of issues particularly on controversial or culturally based topics.</li> </ul>	<p><i>What it looks like by the end of:</i> Grade 12</p> <ul style="list-style-type: none"> <li>• Seek and respond to the different interests and perspectives of members of a group.</li> <li>• Explore problems or questions for which there are multiple answers or no “best” answer.</li> <li>• Compensate for the effect of point of view and bias by seeking alternative perspectives.</li> </ul>		<p><i>What it looks like by the end of:</i> Grade 12</p> <ul style="list-style-type: none"> <li>• Reflect on the questions, “How has my own thinking changed or improved from my interaction with others and their differing opinions and insights?”</li> </ul>

<b>Standard III. Collaborate: Work effectively with others to broaden perspectives and work toward common goals.</b>			
<b>A. Think</b>	<b>B. Create</b>	<b>C. Share</b>	<b>D. Grow</b>
<b>III.A</b> <b>Learners identify collaborative opportunities:</b>	<b>III.B</b> <b>Learners participate in personal, social, and intellectual networks:</b>	<b>III.C</b> <b>Learners work productively with others to solve problems:</b>	<b>III.D</b> <b>Learners actively participate with others in learning situations:</b>
III.A.1 Demonstrate their desire to broaden and deepen understandings.	III.B.1 Use a variety of communication tools and resources.	III.C.1 Solicit and respond to feedback from others.	III.D.1 Actively contribute to group discussions.
<i>What it looks like by the end of: Grade 12</i> <ul style="list-style-type: none"> <li>• Offer and defend information brought to the group.</li> <li>• Seek consensus from a group, when appropriate, to achieve a stronger product.</li> <li>• Model social skills that advance a team’s ability to identify issues and problems and to work on solutions.</li> <li>• Work with others to solve problems and make decisions on issues, topics, and themes being investigated.</li> <li>• Use what has been learned to make decisions or deal with situations in personal life.</li> </ul>	<i>What it looks like by the end of: Grade 12</i> <ul style="list-style-type: none"> <li>• Collaborate locally and remotely with peers, experts, and others to collect, produce, and share information.</li> <li>• Use technology tools to collaborate, publish, and interact with peers and real-world audiences.</li> <li>• Prepare and deliver a professional presentation to audiences outside of school.</li> <li>• Serve as a mentor for others who want to use information technology.</li> <li>• Responsibly and safely participate in social networks using appropriate tools to collaborate and share ideas.</li> </ul>	<i>What it looks like by the end of: Grade 12</i> <ul style="list-style-type: none"> <li>• Employ various strategies for revising and reviewing work.</li> <li>• Identify strengths, assess inquiry processes and products, and set goals for improvement.</li> </ul>	<i>What it looks like by the end of: Grade 12</i> <ul style="list-style-type: none"> <li>• Offer and defend information brought to group.</li> <li>• Work with others to solve problems and make decisions on issues and topics being investigated.</li> <li>• Help to organize and integrate contributions of all group members.</li> <li>• Seek consensus from a group, when appropriate, to achieve a stronger product.</li> <li>• Participate in the social interchange of ideas (e.g., book discussions, interest groups, online sharing).</li> </ul>
III.A.2 Develop new understandings through engagement in a learning group.	III.B.2 Establish connections with other learners to build on their own prior knowledge and create new knowledge.	III.C.2 Involve diverse perspectives in their own inquiry processes.	III.D.2 Recognize learning as a social responsibility.

<p><i>What it looks like by the end of:</i> Grade 12</p> <ul style="list-style-type: none"> <li>Organize and integrate contributions of all group members into products.</li> <li>Interact with diverse groups on a variety of projects.</li> </ul>	<p><i>What it looks like by the end of:</i> Grade 12</p> <ul style="list-style-type: none"> <li>Model social skills that advance a team's ability to identify issues and problems and to work together on solutions and products.</li> <li>Collaborate locally and remotely with peers, experts, and others to collect, produce, and share information.</li> </ul>	<p><i>What it looks like by the end of:</i> Grade 12</p> <ul style="list-style-type: none"> <li>Analyze information for prejudice, deception, or manipulation.</li> <li>Compensate for the effect of point of view and bias by seeking alternative perspectives.</li> </ul>	<p><i>What it looks like by the end of:</i> Grade 12</p> <ul style="list-style-type: none"> <li>Responsibly and safely participate in social networks using appropriate tools to collaborate, as well as to share ideas and knowledge.</li> <li>Create products that have the quality and applicability to be used in the real world.</li> <li>Apply group decision making to situations of larger democratic values, such as equity, freedom, and responsibility.</li> </ul>
<p>III.A.3 Decide to solve problems informed by group interaction.</p>			
<p><i>What it looks like by the end of:</i> Grade 12</p> <ul style="list-style-type: none"> <li>Respond to the different interests and perspectives of members of a group.</li> <li>Recognize changes of opinion that result from exposure to different ideas of others in the group.</li> </ul>			

<b>Standard IV. Curate: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.</b>			
<b>A. Think</b>	<b>B. Create</b>	<b>C. Share</b>	<b>D. Grow</b>
<b>IV.A</b> <b>Learners act on an information need:</b>	<b>IV.B</b> <b>Learners gather information appropriate to the task:</b>	<b>IV.C</b> <b>Learners exchange information resources within and beyond their learning community:</b>	<b>IV.D</b> <b>Learners select and organize information for a variety of audiences:</b>
IV.A.1 Determine the need to gather information.	IV.B.1 Seek a variety of sources.	IV.C.1 Access and evaluate collaboratively constructed information sites.	IV.D.1 Perform ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.
<i>What it looks like by the end of: Grade 12</i> <ul style="list-style-type: none"> <li>Explore problems or questions for which there are multiple answers.</li> <li>Review the initial information need to clarify, revise, or refine the questions.</li> <li>Recognize that the purpose of an inquiry determines the type of questions and thinking required (e.g., defend a position in an historical context, design questions to test a hypothesis).</li> </ul>	<i>What it looks like by the end of : Grade 12</i> <ul style="list-style-type: none"> <li>Describe criteria used to make resource decisions.</li> <li>Use various search systems to retrieve information in a variety of formats.</li> <li>Seek and use a variety of specialized resources available from libraries, the web, and the community.</li> </ul>	<i>What it looks like by the end of: Grade 12</i> <ul style="list-style-type: none"> <li>Identify the value of and differences among potential collaboratively constructed information sites.</li> <li>Use consciously-selected criteria to determine whether information from collaboratively constructed sites contradicts or verifies information from other sources.</li> </ul>	<i>What it looks like by the end of: Grade 12</i> <ul style="list-style-type: none"> <li>Find information that credibly represents all relevant perspectives on a research topic.</li> <li>Recognize the social, cultural, or other context within which the information was created and explain the impact of context on interpreting the information.</li> <li>Evaluate historical information for validity of interpretation, and scientific information for accuracy and reliability of data.</li> </ul>
IV.A.2 Identify possible sources of information.	IV.B.2 Collect information representing diverse perspectives.	IV.C.2 Contribute to collaboratively constructed information sites by ethically using and reproducing others' work.	IV.D.2 Integrate and depict in a conceptual knowledge network their understanding gained from resources.



<p><i>What it looks like by the end of:</i> Grade 12</p> <ul style="list-style-type: none"> <li>• Identify and prioritize possible sources of information based on specific information needs and strengths of different information formats.</li> <li>• Use both primary and secondary sources.</li> </ul>	<p><i>What it looks like by the end of:</i> Grade 12</p> <ul style="list-style-type: none"> <li>• Challenge ideas represented and make notes of questions to pursue in additional sources.</li> <li>• Analyze information for prejudice, deception, or manipulation.</li> <li>• Investigate different points of view encountered, and determine whether and how to incorporate or reject these points of view.</li> </ul>	<p><i>What it looks like by the end of:</i> Grade 12</p> <ul style="list-style-type: none"> <li>• Responsibly and ethically use programs, websites, and social networks.</li> <li>• Analyze the costs and consequences of unethical use of information and identify ways of addressing those risks.</li> <li>• Present information ethically by clearly distinguishing between cited information and original thinking.</li> </ul>	<p><i>What it looks like by the end of:</i> Grade 12</p> <ul style="list-style-type: none"> <li>• Integrate new information presented in various formats with previously obtained information.</li> <li>• Build a conceptual framework by synthesizing ideas gathered from multiple sources.</li> <li>• Analyze initial findings and construct new hypotheses if needed.</li> <li>• Create a system to organize information.</li> <li>• Analyze the structure and logic of supporting arguments.</li> </ul>
<p>IV.A.3 Make critical choices about information sources to use.</p>	<p>IV.B.3 Systematically question and assess the validity and accuracy of information.</p>	<p>IV.C.3 Join with others to compare and contrast information derived from collaboratively constructed information sites.</p>	<p>IV.D.3 Openly communicate curation processes for others to use, interpret, and validate.</p>
<p><i>What it looks like by the end of:</i> Grade 12</p> <ul style="list-style-type: none"> <li>• Identify the value of and differences among potential resources in a variety of formats.</li> <li>• Use various search systems to retrieve information in a variety of formats.</li> <li>• Explain criteria used to make resource decisions and choices.</li> <li>• Use consciously-selected criteria to determine whether</li> </ul>	<p><i>What it looks like by the end of:</i> Grade 12</p> <ul style="list-style-type: none"> <li>• Identify the value of and differences among potential resources in a variety of formats.</li> <li>• Use various search systems to retrieve information in a variety of formats.</li> <li>• Explain criteria used to make resource decisions and choices.</li> <li>• Use consciously selected criteria to determine whether</li> </ul>	<p><i>What it looks like by the end of:</i> Grade 12</p> <ul style="list-style-type: none"> <li>• Derive multiple perspectives on the same themes by comparing and contrasting different literary and informational texts.</li> <li>• Identify universal themes in various forms of creative expressions and identify similarities and differences in cultural approaches to those themes.</li> <li>• Develop graphic organizers and hierarchical classifications</li> </ul>	<p><i>What it looks like by the end of:</i> Grade 12</p> <ul style="list-style-type: none"> <li>• Create electronic learning spaces by collecting and organizing links to information resources, working collaboratively, and sharing new ideas and understanding with others.</li> <li>• Create a plan of action for a research project and share with peers in order to receive feedback and refine the plan.</li> </ul>

the information contradicts or verifies information from other sources.	the information contradicts or verifies information from other sources.	to compare and contrast big ideas and related details.	
	IV.B.4 Organize information by priority, topic or other systematic scheme.		
	<i>What it looks like by the end of:</i> Grade 12 <ul style="list-style-type: none"> <li>Organize information independently, deciding the structure based on the relationships among ideas and general patterns discovered.</li> </ul>		

<b>Standard V. Explore: Discover and innovate in a growth mindset developed through experience and reflection.</b>			
<b>A. Think</b>	<b>B. Create</b>	<b>C. Share</b>	<b>D. Grow</b>
<b>V.A</b> <b>Learners develop and satisfy personal curiosity:</b>	<b>V.B</b> <b>Learners construct new knowledge:</b>	<b>V.C</b> <b>Learners engage with the learning community:</b>	<b>V.D</b> <b>Learners develop through experience and reflections:</b>
V.A.1 Read widely and deeply in multiple formats and write and create for a variety of purposes.	V.B.1 Problem solve through cycles of design, implementation, and reflection.	V.C.1 Express curiosity about a topic of personal interest or curricular relevance.	V.D.1 Iteratively respond to challenges.
<i>What it looks like by the end of: Grade 12</i> <ul style="list-style-type: none"> <li>Routinely read, view, and listen for personal enjoyment, to learn, solve problems, and explore different ideas.</li> <li>Read widely to develop a global perspective and understand different cultural contexts.</li> <li>Connect universal themes and ideas presented in various formats to the human experience.</li> <li>Create original products using a variety of technology tools to express personal learning.</li> <li>Use the most appropriate format to clearly communicate ideas to targeted audiences.</li> </ul>	<i>What it looks like by the end of: Grade 12</i> <ul style="list-style-type: none"> <li>Independently, follow an inquiry-based process to investigate to deepen content knowledge, and pursue personal interests.</li> <li>Recognize that the purpose of the inquiry determines the type of questions and the type of thinking required.</li> <li>Review the initial information need to clarify, revise, or refine the questions.</li> <li>Explore problems for which there are multiple answers or no “best” answer.</li> <li>Actively pursue and participate in opportunities to solve problems through tinkering, design thinking, and system thinking.</li> </ul>	<i>What it looks like by the end of: Grade 12</i> <ul style="list-style-type: none"> <li>Read voluntarily for pleasure in a range of genres maintaining personal reading logs.</li> <li>Explore various information formats and literary genres to meet personal needs.</li> <li>Satisfy personal information needs using a range of resources.</li> <li>Demonstrate evidence of seeking different views and opinions on topics of interest.</li> </ul>	<i>What it looks like by the end of: Grade 12</i> <ul style="list-style-type: none"> <li>Analyze complex problems in order to determine what strategies to use.</li> <li>Assess the usefulness of various strategies used to solve complex problems.</li> </ul>
V.A.2 Reflect and question assumptions and possible misconceptions.	V.B.2 Persist through self-directed pursuits by tinkering and making.	V.C.2 Co-construct innovative means of investigation.	V.D.2 Recognize capabilities and skills that can be developed, improved, and expanded.

<p><i>What it looks like by the end of:</i> Grade 12</p> <ul style="list-style-type: none"> <li>Analyze the structure and logic of supporting arguments.</li> <li>Analyze information for prejudice, deception, or manipulation.</li> <li>Determine whether and how to incorporate or reject different viewpoints encountered.</li> </ul>	<p><i>What it looks like by the end of:</i> Grade 12</p> <ul style="list-style-type: none"> <li>Demonstrate willingness to pursue information or solve a problem despite challenges or obstacles.</li> <li>Demonstrate how different tools, materials, or strategies used to solve problems can affect the outcome.</li> <li>Reflect on how challenges or obstacles were addressed will affect future learning experiences.</li> </ul>	<p><i>What it looks like by the end of:</i> Grade 12</p> <ul style="list-style-type: none"> <li>Assume a leadership role within a group to plan and complete an investigation or solve a problem.</li> <li>Reflect on the process, assess for completeness of investigation and identify areas for improvement.</li> <li>Utilize a collaboratively developed toolkit of strategies and tools for use in future investigations.</li> </ul>	<p><i>What it looks like by the end of:</i> Grade 12</p> <ul style="list-style-type: none"> <li>Develop a detailed plan and self-monitor progress in completing high-quality work in a timely manner.</li> <li>Actively seek learning opportunities to improve and expand skills.</li> <li>Independently, provide and accept constructive feedback.</li> </ul>
<p>V.A.3 Engage in inquiry-based processes for personal growth.</p>		<p>V.C.3 Collaboratively identify innovative solutions to a challenge or problem.</p>	<p>V.D.3 Open-mindedly accept feedback for positive and constructive growth.</p>
<p><i>What it looks like by the end of:</i> Grade 12</p> <ul style="list-style-type: none"> <li>Read, view, and listen to solve problems and explore many different ideas of personal interest.</li> <li>Adapt personal criteria for selecting resources dependent on the personal learning need.</li> <li>Independently devise, complete and share personal learning projects.</li> </ul>		<p><i>What it looks like by the end of:</i> Grade 12</p> <ul style="list-style-type: none"> <li>Model social skills and character traits that advance a team's ability to identify and work together to create multiple solutions to real-world issues and problems.</li> </ul>	<p><i>What it looks like by the end of:</i> Grade 12</p> <ul style="list-style-type: none"> <li>Provide appropriate constructive feedback when asked.</li> <li>Acknowledge constructive feedback but take a critical stance on what will be accepted and what will be rejected.</li> <li>Adapt plan for inquiry or solving a problem based on feedback for improving the process or product.</li> </ul>

<b>Standard VI. Engage: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.</b>			
<b>A. Think</b>	<b>B. Create</b>	<b>C. Share</b>	<b>D. Grow</b>
<b>VI.A</b> <b>Learners follow ethical and legal guidelines for gathering and using information:</b>	<b>VI.B</b> <b>Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge:</b>	<b>VI.C</b> <b>Learners responsibly, ethically, and legally share new information with a global community:</b>	<b>VI.D</b> <b>Learners engage with information to extend personal learning</b>
VI.A.1 Responsibly apply information, technology, and media to learning.	VI.B.1 Ethically use and reproduce others' work.	VI.C.1 Share information resources in accordance with modification, reuse, and remix policies.	VI.D.1 Personalize their use of information and information technologies.
<i>What it looks like by the end of: Grade 12</i> <ul style="list-style-type: none"> <li>• Demonstrate understanding of plagiarism by paraphrasing information or noting direct quotes.</li> <li>• Credit all sources properly.</li> <li>• Respect privacy of others.</li> </ul>	<i>What it looks like by the end of: Grade 12</i> <ul style="list-style-type: none"> <li>• Refrain from representing others' work as one's own.</li> <li>• Use appropriate formats for internal citations and works cited.</li> <li>• Abide by copyright guidelines for use of all materials.</li> </ul>	<i>What it looks like by the end of: Grade 12</i> <ul style="list-style-type: none"> <li>• Independently acknowledge the sources of information used when modifying, reworking and remixing multiple sources into an original product by following correct citation formats.</li> </ul>	<i>What it looks like by the end of: Grade 12</i> <ul style="list-style-type: none"> <li>• Find information about personal interests independently, using the same criteria and strategies used to seek academic information.</li> </ul>
VI.A.2 Understand the ethical use of information, technology, and media.	VI.B.2 Acknowledge authorship and demonstrate respect for the intellectual property of others.	VI.C.2 Disseminate new knowledge through means appropriate for the intended audience.	VI.D.2 Reflect on the process of ethical generation of knowledge.
<i>What it looks like by the end of: Grade 12</i> <ul style="list-style-type: none"> <li>• Choose appropriate citation style (e.g., APA, MLA, Chicago), and use in all products and presentations.</li> <li>• Communicate accurate, complete, and unbiased picture of topic and clearly</li> </ul>	<i>What it looks like by the end of: Grade 12</i> <ul style="list-style-type: none"> <li>• Provide credit and citations in proper bibliographic format.</li> <li>• Put information into one's own words and use quotation marks for all materials taken directly from a source.</li> </ul>	<i>What it looks like by the end of: Grade 12</i> <ul style="list-style-type: none"> <li>• Independently, choose from a variety of products to share information.</li> <li>• Consider and use the most appropriate format to share information based on the audience.</li> </ul>	<i>What it looks like by the end of: Grade 12</i> <ul style="list-style-type: none"> <li>• Independently develop criteria or use established criteria to assess one's ethical use of information.</li> <li>• Independently, reflect on one's own ethical and responsible use of information sources.</li> </ul>

<p>distinguish between cited and original thinking.</p> <ul style="list-style-type: none"> <li>• Observe Web safety procedures including safeguarding personal information, displaying ethical behavior toward others, and following legal guidelines in use of materials</li> <li>• Actively preserve the rights of self and others to express ideas freely and pursue the right to read, view and listen.</li> </ul>			
<p>VI.A.3 Evaluate information for accuracy, validity, social and cultural context, and appropriateness for need.</p>	<p>VI.B.3 Include elements in personal-knowledge products that allow others to credit content appropriately.</p>		<p>VI.C.3 Inspire others to engage in safe, responsible, ethical, and legal information behaviors.</p>
<p><i>What it looks like by the end of: Grade 12</i></p> <ul style="list-style-type: none"> <li>• Develop a set of criteria for the evaluation of a source of information.</li> <li>• Evaluate historical information for validity of interpretation, and scientific information for accuracy and reliability of data.</li> <li>• Recognize the social, cultural, or other context within which the information was created, and explain the impact of context on interpreting the information.</li> </ul>	<p><i>What it looks like by the end of: Grade 12</i></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding for the need and process of copyrighting one's own work.</li> <li>• Provide information following a variety of citation styles on a product allowing others to credit one's original work.</li> </ul>		<p><i>What it looks like by the end of: Grade 12</i></p> <ul style="list-style-type: none"> <li>• Model responsible, ethical, and legal use of information resources, and when working in groups, expect others to do the same.</li> </ul>