

Howard County Public School System

Library Media Standards

Grades 9-10 Benchmarks

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

Standard I. Inquire: Learners will build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.			
A. Think	B. Create	C. Share	D. Grow
I.A Learners display curiosity and initiative:	I.B Learners engage with new knowledge by following a process:	I.C Learners adapt, communicate, and exchange learning products with others in a cycle:	I.D Learners participate in an ongoing inquiry-based process:
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 10</i> <ul style="list-style-type: none"> • Refine questions to provide a framework for an inquiry and to fulfill the purpose of the research. • Design questions that systematically test a hypothesis or validate a thesis statement. • Develop questions that require making connections between ideas and events. 	<i>What it looks like by the end of: Grade 10</i> <ul style="list-style-type: none"> • Identify and prioritize possible sources of information to answer questions. • Evaluate sources based on established criteria. • Recognize that the manner in which knowledge is organized can influence how it is presented and use this understanding to access information effectively. 	<i>What it looks like by the end of: Grade 10</i> <ul style="list-style-type: none"> • Take notes using one or more note-taking strategies, including reflecting on the information. • Categorize information; add new categories as necessary. • Interpret information presented in various formats. • Take the lead in encouraging others to share their ideas and 	<i>What it looks like by the end of: Grade 10</i> <ul style="list-style-type: none"> • Select print, non-print and digital resources representing a variety of perspectives for academic, personal, and real-world purposes. • Select resources on topics of interest at both comfortable and challenging levels of comprehension. • Read a variety of fiction and nonfiction, including international works and

		opinions.	authors outside one's own culture. <ul style="list-style-type: none"> Apply strategies for making personal and real-world connections with information.
1.1.T.2 Recall prior and background knowledge as a context for new meaning.	1.1.C.2 Devise and implement a plan to fill knowledge gaps.	1.1.S.2 Provide constructive feedback.	1.1.G.2 Engaging in sustained inquiry.
<i>What it looks like by the end of:</i> Grade 10 <ul style="list-style-type: none"> Read background information to identify key components of the problem or question. Identify keywords or synonyms to use in research. Develop strategies for expressing the big idea and the relationships among supporting ideas in topics of interest. Develop questions that require making connections between ideas and events. 	<i>What it looks like by the end of:</i> Grade 10 <ul style="list-style-type: none"> Read background information to identify key components of the problem or question. Identify keywords or synonyms to use in research. Develop strategies for expressing the big idea and the relationships among supporting ideas in topics of interest. Develop questions that require making connections between ideas and events. 	<i>What it looks like by the end of:</i> Grade 10 <ul style="list-style-type: none"> Analyze alternative perspectives and allow differing points of view. Listen respectfully and objectively; offer constructive feedback. Contribute ideas, opinions, and questions in a responsible manner. 	<i>What it looks like by the end of:</i> Grade 10 <ul style="list-style-type: none"> Read, listen to, and view information in a variety of formats to explore new ideas, form opinions, and solve problems. Seek and locate information about personal interests, applying the same criteria and strategies used for academic information seeking.
	1.1.C.3 Generate products that illustrate learning.	1.1.I.S.3 Act on feedback to improve.	1.1.G.3 Enact new understanding through real-world connections.
	<i>What it looks like by the end of:</i> Grade 10 <ul style="list-style-type: none"> Produce ideas and projects that can be applied in real situations. 	<i>What it looks like by the end of:</i> Grade 10 <ul style="list-style-type: none"> Compare new ideas to previous understandings and make changes to mental 	<i>What it looks like by the end of:</i> Grade 10 <ul style="list-style-type: none"> Apply or adapt conclusions or decisions to new situations.

	<ul style="list-style-type: none"> • Produce projects that connect with relevant issues in the local, national, and global communities. • Follow copyright guidelines in generating products and presentations. • Present information accurately. 	<p>framework where appropriate.</p> <ul style="list-style-type: none"> • Revise work based on feedback from teachers and peers. 	<ul style="list-style-type: none"> • Draw on understandings to make personal decisions. • Make connections between real life and information gathered through research. • Actively seek valid alternative perspectives when seeking information. • Investigate authors and evaluate viewpoints of all information sources.
		<p>1.I.S.4 Share products with an authentic audience.</p>	<p>1.I.G.4 Use reflection to guide informed decisions.</p>
		<p><i>What it looks like by the end of: Grade 10</i></p> <ul style="list-style-type: none"> • Present information clearly so that main points are evident. • Use information appropriate to task and audience. • Identify and evaluate the important features needed for a good product. • Investigate and present solutions to real problems 	<p><i>What it looks like by the end of: Grade 10</i></p> <ul style="list-style-type: none"> • Modify inquiry focus based on data collected. • Revise questions based on new information. • Modify search strategies to deal with emerging findings. • Determine process for making products and presentations as effective as possible.

Standard II. Include: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.			
A. Think	B. Create	C. Share	D. Grow
II.A Learners contribute a balanced perspective when participating in a learning community:	II.B Learners adjust their awareness of the global learning community:	II.C Learners exhibit empathy with and tolerance for diverse ideas:	II.D Learners demonstrate empathy and equity in knowledge building within the global learning community:
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 10</i> <ul style="list-style-type: none"> Share relevant information to contribute to the learning of others through discussions and presentations. Contribute opinions and supporting evidence to group deliberations. Listen to opinions and evidence of others. Ask and respond to questions in group exchanges of ideas. 	<i>What it looks like by the end of: Grade 10</i> <ul style="list-style-type: none"> Seek ideas and opinions from others. Respect and help groups find and incorporate diverse ideas. Describe ideas of others accurately. Help to organize and integrate contributions of all group members into products. 	<i>What it looks like by the end of: Grade 10</i> <ul style="list-style-type: none"> Participate in discussions to analyze information problems to suggest solutions. Explain how the topic or question relates to issues in the real world. Demonstrate understanding of intellectual freedom and First Amendment rights. Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community. 	<i>What it looks like by the end of: Grade 10</i> <ul style="list-style-type: none"> Organize and integrate contributions of all group members into products. Recognize the benefits of differing points of view for expanding understanding. Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. Engage in safe and ethical use of social networking applications to construct and share ideas and products.
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 10</p> <ul style="list-style-type: none"> Evaluate information from a variety of social or cultural contexts, based on currency, accuracy, authority, and point of view. Recognize that knowledge can be organized into disciplines that influence the way information is presented. Critically examine and analyze relevant information from a variety of sources to discover relationships and patterns among ideas. 	<p><i>What it looks like by the end of:</i> Grade 10</p> <ul style="list-style-type: none"> Recognize the benefits of differing points of view to expand understanding. Identify the presence of bias and explain the effect on the information presented. Pursue a balance perspective by countering the effect of bias on the accuracy and reliability of information presented. 	<p><i>What it looks like by the end of:</i> Grade 10</p> <ul style="list-style-type: none"> Engage with others in discussions and debates around important issues. Seek valid and accurate information on current issues to be able to contribute to group discussions. Solicit and listen respectfully to ideas and opinions of others. Build on ideas of others in discussions. State own opinions respectfully, using evidence. Seek common ground in discussions. Create safe zones without fear of disrespect. 	<p><i>What it looks like by the end of:</i> Grade 10</p> <ul style="list-style-type: none"> Seek more than one point of view by using diverse sources. Develop personal views on a topic or issue by taking into account documented evidence and views expressed by others. Use a range of resources and formats, and try different ways to appropriately present information found. Encourage others to share their ideas and opinions.
<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.D.3 Reflect on their own place within the global learning community.</p>
<p><i>What it looks like by the end of:</i> Grade 10</p> <ul style="list-style-type: none"> Produce projects that connect with relevant issues in the local, national, and global communities. Read a variety of fiction and nonfiction outside of the student's own culture. Read books that connect to real-world issues. Actively seek valid 	<p><i>What it looks like by the end of:</i> Grade 10</p> <ul style="list-style-type: none"> Validate the authority and authenticity of diverse points of view before using the evidence to draw conclusions. Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community. 		<p><i>What it looks like by the end of:</i> Grade 10</p> <ul style="list-style-type: none"> Reflect on the question, "Where do I fit within this learning community?" Reflect on the question, "What is my role now that I have an informed point of view?"

alternative perspectives when seeking information.			
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Standard III. Collaborate: Work effectively with others to broaden perspectives and work toward common goals.			
A. Think	Create	Share	Grow
III.A Learners identify collaborative opportunities:	III.B Learners participate in personal, social, and intellectual networks:	III.C Learners work productively with others to solve problems:	III.D Learners actively participate with others in learning situations:
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 10</i> <ul style="list-style-type: none"> Seek ideas and opinions from others. Describe ideas of others accurately. Participate in discussions to analyze information problems to suggest solutions. Work with others to select, organize, and integrate information and ideas from a variety of sources and formats. Apply conclusions or decisions to new situations. 	<i>What it looks like by the end of: Grade 10</i> <ul style="list-style-type: none"> Identify and apply common utilities (e.g., spellchecker, thesaurus, formulas, video clips, sound clips) to enhance communication while complying with all copyright provisions. Use online environments or other collaborative tools to facilitate design and development of materials, models, publications, and presentations. Use interactive tools and websites to collaboratively design products and solve problems. 	<i>What it looks like by the end of: Grade 10</i> <ul style="list-style-type: none"> Set clear standards for work and develop criteria for self-assessment or use established criteria (e.g., rubrics, checklists). Revise work based on ongoing self-assessment and feedback from teachers and peers. 	<i>What it looks like by the end of: Grade 10</i> <ul style="list-style-type: none"> Seek ideas and opinions from others. Describe ideas of others accurately. Participate in discussions to analyze information problems to suggest solutions. Share reading, viewing, and listening experiences in a variety of ways and formats (e.g. book clubs, interest groups)
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	III.C.2 Involve diverse perspectives in their own inquiry processes.	III.D.2 Recognize learning as a social responsibility.

	knowledge and create new knowledge.		
<p><i>What it looks like by the end of: Grade 10</i></p> <ul style="list-style-type: none"> • Help groups find and incorporate diverse ideas. • Work with others to select, organize, and integrate information and ideas from a variety of sources and format. 	<p><i>What it looks like by the end of: Grade 10</i></p> <ul style="list-style-type: none"> • Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. • Demonstrate teamwork by working productively with others. 	<p><i>What it looks like by the end of: Grade 10</i></p> <ul style="list-style-type: none"> • Find and incorporate diverse ideas when working in groups. • Accurately describe or summarize ideas of others and respond appropriately. • Counter the effect of bias on the accuracy and reliability of information. 	<p><i>What it looks like by the end of: Grade 10</i></p> <ul style="list-style-type: none"> • Recognize that equitable access to information depends on student responsibility. • Respect guidelines and comply with policies for access in different information environments. • Listen respectfully and when appropriate, offer information and opinions in group discussions.
<p>III.A.3 Decide to solve problems informed by group interaction.</p>			
<p><i>What it looks like by the end of: Grade 10</i></p> <ul style="list-style-type: none"> • Organize and integrate contributions of all group members into products. • Participate in discussions to analyze information problems to suggest solutions. 			

Standard IV. Curate: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.			
A. Think	B. Create	C. Share	D. Grow
IV.A Learners act on an information need:	IV.B Learners gather information appropriate to the task:	IV.C Learners exchange information resources within and beyond their learning community:	IV.D Learners select and organize information for a variety of audiences:
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.
<p><i>What it looks like by the end of: Grade 10</i></p> <ul style="list-style-type: none"> • Generate specific questions to focus the purpose of the research. • Refine questions to provide a framework for the inquiry and to fulfill the purpose of the research. • Independently pursue answers to self-generated questions. 	<p><i>What it looks like by the end of: Grade 10</i></p> <ul style="list-style-type: none"> • Use specialized reference materials to find specific and in-depth information. • Use both primary and secondary sources. • Prioritize possible sources of information based on information needs and strengths of different formats. 	<p><i>What it looks like by the end of: Grade 10</i></p> <ul style="list-style-type: none"> • Choose collaboratively constructed information sites appropriate to the research need. • Evaluate and select information from collaboratively constructed sites based on established criteria (e.g., copyright, depth of coverage, bias, context, relevance to research questions). 	<p><i>What it looks like by the end of: Grade 10</i></p> <ul style="list-style-type: none"> • Evaluate every source to determine whether the author’s point of view has skewed the accuracy of the information presented. • Differentiate between information gathered from sources and original thinking and conclusions. • Evaluate sources based on criteria such as copyright date, authority of author or publisher, depth of coverage, and relevance to research questions. • Evaluate information from a variety of social or cultural contexts, based on currency, accuracy, authority, and point of view.
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	IV.D.2 Integrate and depict in a conceptual knowledge network

		ethically using and reproducing others' work.	their understanding gained from resources.
<p><i>What it looks like by the end of: Grade 10</i></p> <ul style="list-style-type: none"> Identify and prioritize possible sources of information based on specific information needs and strengths of different information formats. Use specialized reference materials to find specific and in-depth information. Use both primary and secondary sources. 	<p><i>What it looks like by the end of: Grade 10</i></p> <ul style="list-style-type: none"> Identify presence of bias and explain the effect on the information presented. Counter the effect of bias on the accuracy and reliability of information by actively pursuing a balanced perspective. 	<p><i>What it looks like by the end of: Grade 10</i></p> <ul style="list-style-type: none"> Understand what constitutes plagiarism and refrain from representing others' works as one's own. Demonstrate understanding of intellectual property rights by giving credit for all quotes, and by citing them properly in notes and bibliography. Abide by copyright guidelines for use of materials not in public domain. Legally obtain, store, and disseminate text, data, visuals, or sounds. Engage in safe and ethical use of social networking applications to construct and share ideas and products. 	<p><i>What it looks like by the end of: Grade 10</i></p> <ul style="list-style-type: none"> Take notes using one or more note-taking strategies, including reflecting on the information. Categorize information and add new categories as necessary. Critically examine and analyze relevant information to discover relationships and patterns among ideas. Identify main, supporting, and conflicting information using multiple sources to support interpretation or point of view.
<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: Grade 10</i></p> <ul style="list-style-type: none"> Evaluate sources based on criteria such copyright date, 	<p><i>What it looks like by the end of: Grade 10</i></p> <ul style="list-style-type: none"> Design questions that systematically test a 	<p><i>What it looks like by the end of: Grade 10</i></p> <ul style="list-style-type: none"> Recognize similarities and differences among authors 	<p><i>What it looks like by the end of: Grade 10</i></p> <ul style="list-style-type: none"> Explain process for locating and choosing

<p>authority of author or publisher, depth of coverage, and relevance to research questions.</p> <ul style="list-style-type: none"> Identify and prioritize possible sources of information based on specific information needs and strengths of different information formats. 	<p>hypothesis or validate a thesis statement.</p> <ul style="list-style-type: none"> Identify the presence of bias and explain the effect on the information presented. Critically examine relevant information from a variety of sources to discover relationships and patterns among ideas. Evaluate information from a variety of social or cultural contexts, based on currency, accuracy, authority, and point of view. 	<p>writing on the same theme or topic.</p> <ul style="list-style-type: none"> Use appropriate organizational patterns to capture point of view and draw conclusions (cause/effect, compare/contrast). Compare new ideas to previous understandings and make changes to mental framework where appropriate. 	<p>resources for a specific topic.</p> <ul style="list-style-type: none"> Demonstrate keyword search strategies used to locate resources on a specific topic. Develop criteria for resource choices appropriate to a specific purpose and explain to a peer. Use proper citation format appropriate for the topic. Use social tools to share resources.
	<p>IV.B.4 Organize information by priority, topic or other systematic scheme.</p>		
	<p><i>What it looks like by the end of:</i> Grade 10</p> <ul style="list-style-type: none"> Categorize information in a variety of formats and add new categories as necessary. Experiment with devising organizational structures to make sense of information. 		

Standard V. Explore: Discover and innovate in a growth mindset developed through experience and reflection.			
A. Think	B. Create	C. Share	D. Grow
5.E.T Learners develop and satisfy personal curiosity:	5.E.C Learners construct new knowledge:	5.E.S Learners engage with the learning community:	5.E.G Learners develop through experience and reflections:
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 10</i> <ul style="list-style-type: none"> • Select print, non-print, and digital materials based on personal interests and knowledge of authors. • Read, listen to, and view information in a variety of formats to explore new ideas, form opinions, solve problems, and to connect to real-world issues. • Assess emotional impact of specific works on the reader or viewer. • Express ideas through creative products in multiple formats using a variety of technology tools. • Select presentation format to effectively communicate and support a purpose, argument, point of view, or interpretation. 	<i>What it looks like by the end of: Grade 10</i> <ul style="list-style-type: none"> • Follow an inquiry-based process to expand content knowledge, connect academic knowledge to the real world and pursue personal interests. • Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary. • Monitor gathered information, and assess for gaps or weaknesses. • With support, participates in opportunities to solve problems through tinkering, design thinking, and system thinking. 	<i>What it looks like by the end of: Grade 10</i> <ul style="list-style-type: none"> • Read voluntarily for pleasure and independently explore various genres. • Seek diverse opinions and points of view while critically investigating a topic of personal interest. • Select and use a range of familiar and new print and digital resources based on personal interests and academic needs. 	<i>What it looks like by the end of : Grade 10</i> <ul style="list-style-type: none"> • Apply a variety of strategies to solve complex problems. • Assess the success or failure of various strategies used to solve complex problems.

<p>V.A.2 Reflect and question assumptions and possible misconceptions.</p>	<p>V.B.2 Persist through self-directed pursuits by tinkering and making.</p>	<p>V.C.2 Co-construct innovative means of investigation.</p>	<p>V.D.2 Recognize capabilities and skills that can be developed, improved, and expanded.</p>
<p><i>What it looks like by the end of:</i> Grade 10</p> <ul style="list-style-type: none"> • Develop questions that challenge previous thinking. • Identify misleading information and gaps in information that lead to inaccurate conclusions. • Identify the presence of bias and explain the effect on the information presented. 	<p><i>What it looks like by the end of:</i> Grade 10</p> <ul style="list-style-type: none"> • Independently pursue information or solve a problem despite challenges. • Explore how different tools, materials, or strategies used to solve problems can affect the outcome. • Reflect on how struggling to meet a challenge or overcome an obstacle can influence willingness to take risks in the future. 	<p><i>What it looks like by the end of:</i> Grade 10</p> <ul style="list-style-type: none"> • Assume different roles within a group to plan and complete an investigation or solve a problem. • Reflect on the process, and assess for completeness of investigation. • Contribute to a toolkit of strategies and tools for use in future investigations. 	<p><i>What it looks like by the end of:</i> Grade 10</p> <ul style="list-style-type: none"> • Reflect upon personal learning experiences, identify areas of weakness, and create a plan for self-improvement. • Participate in learning opportunities to improve and expand skills. • Provide and accept constructive feedback.
<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 10</p> <ul style="list-style-type: none"> • Seek and locate information about personal interests. • With support, adapt personal criteria for selecting resources dependent on the personal learning need. • Devise, complete and share independent, un-assigned projects. 		<p><i>What it looks like by the end of:</i> Grade 10</p> <ul style="list-style-type: none"> • Generate and test multiple solutions to real-world challenges generated by self-selected groups. 	<p><i>What it looks like by the end of:</i> Grade 10</p> <ul style="list-style-type: none"> • Demonstrate the characteristics of appropriate constructive feedback. • Acknowledge that feedback is about a product and/or process, but take a critical stance on what will be accepted and what will be rejected. • Follow plan of work but seek feedback for improving the process or product.

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.			
A. Think	B. Create	C. Share	D. Grow
VI.A Learners follow ethical and legal guidelines for gathering and using information:	VI.B Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge:	VI.C Learners responsibly, ethically, and legally share new information with a global community:	VI.D Learners engage with information to extend personal learning
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 10</i> <ul style="list-style-type: none"> Follow copyright guidelines for text, visuals, and music in generating products and presentations. Practice responsible use of technology and describe personal consequences of inappropriate use. Actively preserve the rights of self and others to express ideas freely and pursue the right to read, view and listen. 	<i>What it looks like by the end of: Grade 10</i> <ul style="list-style-type: none"> Understand what constitutes plagiarism and refrain from representing others' work as one's own. Demonstrate understanding of intellectual property rights by giving credit for all quotes. Abide by copyright guidelines (e.g., fair use, Creative Commons) for use of materials. 	<i>What it looks like by the end of: Grade 10</i> <ul style="list-style-type: none"> Acknowledge the sources of information used when modifying, reworking and remixing multiple sources into an original product by following correct citation formats. 	<i>What it looks like by the end of: Grade 10</i> <ul style="list-style-type: none"> Select resources for academic, personal, and real-world purposes. Use print, non-print, and electronic information resources for information about personal needs. Apply strategies for making personal and real world connections with information.
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 10</i> <ul style="list-style-type: none"> With support, choose 	<i>What it looks like by the end of: Grade 10</i> <ul style="list-style-type: none"> Credit all sources 	<i>What it looks like by the end of: Grade 10</i> <ul style="list-style-type: none"> Choose from a variety of 	<i>What it looks like by the end of: Grade 10</i> <ul style="list-style-type: none"> Develop criteria or use

<p>appropriate citation style (e.g., APA, MLA, Chicago), and use in all products and presentations.</p> <ul style="list-style-type: none"> • With support, communicate accurate, complete, and unbiased picture of topic and distinguish between cited and original thinking. • Use digital tools, programs, and websites responsibly and ethically. • Follow copyright guidelines by using only excerpts and crediting the source of all information. • With support, actively preserve the rights of self and others to express ideas freely and pursue the right to read, view and listen. 	<p>properly.</p> <ul style="list-style-type: none"> • Put information into one's own words rather than simply changing a word or two. • Use quotation marks for all material taken directly from a source. 	<p>products to share information.</p> <ul style="list-style-type: none"> • With support, consider and use the most appropriate format to share information based on the audience. 	<p>established criteria to assess one's ethical use of information.</p> <ul style="list-style-type: none"> • Reflect on one's own ethical and responsible use of information sources.
<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.D.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 10</i></p> <ul style="list-style-type: none"> • With support, develop a set of criteria for the evaluation of a source of information. • With support, identify social and cultural contexts within an information source. • Identify opinion, bias and misleading information. 	<p><i>What it looks like by the end of: Grade 10</i></p> <ul style="list-style-type: none"> • With guidance, provide information following a variety of citation styles on a product allowing others to credit one's original work. 		<p><i>What it looks like by the end of: Grade 10</i></p> <ul style="list-style-type: none"> • Practice responsible, ethical, and legal use of information resources, and when working in groups, encourage others to do the same.