

HIGH SCHOOL STANDARD 1**Benchmarks****May 17, 2001****Standard #1: Students understand an inquiry process including how to access, evaluate and use information.**

Students encounter overwhelming amounts of information in today's world. They must be prepared to access, evaluate and use resources that effectively and efficiently meet their information search. The inquiry process provides a systematic approach that students apply to all academic and personal interests. Students who have the opportunity to practice a process that orders and organizes the vast quantities and varying qualities of information are empowered lifelong learners.

Benchmarks: Students will

End of Grade 9	End of Grade 10	End of Grade 11	Upon Graduation
(1.9.1) Apply the inquiry process in relationship to individual and group needs.	(1.10.1) Analyze project needs as related to the steps of the inquiry process and choose the proper steps for individual needs.	(1.11.1) Analyze project needs as related to the steps of the inquiry process and choose the proper steps for a group project.	(1.12.1) Analyze and adapt the inquiry process to satisfy individual and group information needs.
(1.9.2) Identify the information needs a specific purpose.	(1.10.2) Revise the original information needs for a specific format or goal.	(1.11.2) Refine and revise the information need for the specific format, purpose and scope of the project.	(1.12.2) Refine and revise the information need to meet the specific format, purpose and scope of the project.
(1.9.3) Identify research and investigative strategies. 2,3	(1.10.3) Independently devise a research strategy to obtain information. 2,3	(1.11.3) Independently develop and apply a plan using the most appropriate research and investigative strategies.	(1.12.3) Develop a plan to obtain needed information using a variety of research and investigative strategies. (e.g., interviews, questionnaires, experiments, surveys). 2,3
(1.9.4) Identify the issues of coverage, misleading presentation and manipulated data.	(1.10.4) Analyze information sources to identify problems and coverage, misleading presentation and manipulated data.	(1.11.4) Evaluate information sources to identify problems and issues with coverage, misleading presentation, and manipulated data.	(1.12.4) Assess information sources using multiple criteria (e.g., coverage, misleading presentation, and manipulated data). 1
(1.9.5) Recognize and select different product formats to meet a specific purpose or vision.	(1.10.5) Synthesize information for a specific purpose or vision.	(1.11.5) Synthesize information and select the product format to best meet the purpose or vision.	(1.12.5) Synthesize information to create a new product that meets a specific purpose or vision. 4
(1.9.6) Analyze both the product and the process for strengths and weaknesses.	(1.10.6) Evaluate the process as related to the product achieved.	(1.11.6) Critique the process and the product of inquiry. 4	(1.12.6) Critique the process and the product of inquiry. 4

- ITBS Alignment:**
1. **Table 13. Searching strategies judging information quality**
 2. **Table 13. Using miscellaneous references**
 3. **Table 13. Using other information sources**
 4. **Table 18. Solving problems.**

HIGH SCHOOL STANDARD 2
Benchmarks
May 17, 2001

Standard #2: Students demonstrate an understanding of ethical and social responsibility in accessing, evaluating, and using information, materials and technology.

Libraries provide equitable access for all citizens to a variety of information. For students to contribute positively in a learning community, they must respect open access to information, intellectual property rights, ideas and backgrounds of others and library policies. Students will be able to collaborate with others and make informed, reasoned decisions as they participate in our democratic society and interdependent world.

Benchmarks: Students will

End of Grade 9	End of Grade 10	End of Grade 11	Upon Graduation
(2.9.1) Identify problems of equitable access to information in a democratic society. 2	(2.10.1) Identify the impact of equitable access to information in a democratic society. 2	(2.11.1) Analyze the impact of equitable access to information in relation to a democratic society. 2	(2.12.1) Evaluate the impact of equitable access to information in a democratic society. 2
(2.9.2) Demonstrate the understanding of plagiarism as related to academic research. 1,4	(2.10.2) Demonstrate understanding of copyright laws including when to request permission to use information.	(2.11.2) Demonstrate knowledge of source citation standards for various types of media.	(2.12.2) Use information in an ethical manner by adhering to copyright laws, requesting permission to use information, and citing sources. 1,3
(2.9.3) Follow school guidelines for responsible use of information resources (e.g., circulation policies and acceptable use policies.)	(2.10.3) Follow school guidelines for responsible use of information resources (e.g., circulation policies and acceptable use policies.)	(2.11.3) Follow school guidelines for responsible use of information resources (e.g., circulation policies and acceptable use policies.)	(2.12.3) Follow school guidelines for responsible use of information resources (e.g., circulation policies and acceptable use policies.)
(2.9.4) Collaborate with others, both	(2.10.4) Collaborate with others, both in	(2.11.4) Collaborate with others, both in	(2.12.4) Collaborate with others, both in

in person and through technologies, to identify information problems, seek solutions, and generate new information.	person and through technologies, to identify information problems, seek solutions, and generate new information.	person and through technologies, to identify information problems, seek solutions, and generate new information.	person and through technologies, to identify information problems, seek solutions, and generate new information.
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ITBS Alignment: **1. Table 5. Other punctuation marks quotation marks for short literary title.**
 2. Table 10. Political science the rights and responsibilities of citizens.

- 3. Table 10. Political science rules and laws.**
- 4. Table 16. Capitalization and punctuation.**

HIGH SCHOOL STANDARD 3
Benchmarks
May 17, 2001

Standard #3: Students seek a variety of materials for independent learning and personal enjoyment, including the appreciation of literature and other creative expressions.

Central to lifelong learning is a respect and appreciation for the many voices and cultures, such as American Indian cultures that contribute to the arts, literature and expressions of human productivity and creativity. Students must understand the ephemeral nature of information and value the enduring expressions of universal experiences. Students deserve to experience the satisfaction of fulfilling academic tasks as well as to connect with the excitement of independent learning.

Benchmarks: Students will

End of Grade 9	End of Grade 10	End of Grade 11	Upon Graduation
(3.9.1) Identify the elements of literature and creative expression from diverse cultures. 1	(3.10.1) Compare literature and other forms of expression and elements from diverse cultures. 1	(3.11.1) Analyze literature and other creative expressions from diverse cultures.	(3.12.1) Compare and analyze literature and other creative expressions from diverse cultures. 1,4
(3.9.2) Select literature and other creative expressions from diverse origins and relate to own lives.	(3.10.2) Select, analyze, and compare literature and other creative expressions from diverse origins and relate to own lives.	(3.11.2) Select, analyze, and compare literature and other creative expressions and apply the information to the human experience.	(3.12.2) Select, analyze, and evaluate literature and other creative expressions from diverse origins and connect them to own lives and to the human experience.
(3.9.3) Use information accessing	(3.10.3) Select and use a variety of materials	(3.11.3) Apply knowledge of use of	(3.12.3) Apply knowledge of use of

skills for independent learning and personal enjoyment. 2,3	for independent learning and personal enjoyment. 2,3	libraries to a variety of information environments. 4	libraries to a variety of information environments. 4
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- ITBS Alignment:**
- 1. Table 10. Related social sciences human culture as seen through the fine and applied arts.**
 - 2. Table 13. Using miscellaneous references**
 - 3. Table 13. Using other information sources.**
 - 4. Table 25.**

HIGH SCHOOL STANDARD 4
Benchmarks
May 17, 2001

Standard #4: Students distinguish among and appropriately use current and emerging media and technologies in the inquiry process.

Current emerging technologies and media require students to recognize the possibilities these tools can play in their information-rich futures. The variety of formats for both creating and presenting abound. Therefore, students must recognize and analyze how different media and technologies contribute to their own inquiry processes.

Benchmarks: Students will

End of Grade 9	End of Grade 10	End of Grade 11	Upon Graduation
(4.9.1) Identify the various media and technologies for research. 5,6	(4.10.1) Analyze the strengths and weaknesses of various media and technologies for research.	(4.11.1) Evaluate the appropriateness of various media and technologies for a specific task.	(4.12.1) Analyze and evaluate various media and technologies when using information necessary to complete a specific task. 5,6,7
(4.9.2) Apply research strategies to effectively locate information in various media and technologies. 2,3,5,6	(4.10.2) Apply research strategies to effectively locate information in various media and technologies.	(4.11.2) Develop and apply research strategies to effectively locate information in various media and technologies.	(4.12.2) Develop and apply research strategies to effectively locate information in various media and technologies. 1,2,3,5,6
(4.9.3) Apply criteria to evaluate the origin, authority, accuracy, bias, and distortion of information from a variety of media and technologies. 4	(4.10.3) Apply criteria to evaluate the origin, authority, accuracy, bias, and distortion of information from a variety of media and technologies.	(4.11.3) Generate and apply criteria to evaluate the origin, authority, accuracy, bias, and distortion of information from a variety of media and technologies.	(4.12.3) Generate and apply criteria to evaluate the origin, authority, accuracy, bias, and distortion of information from a variety of media and technologies. 4,7

- ITBS Alignment:**
- 1. Table 12. Locate information by purpose or function.**
 - 2. Table 13. Searching strategies library locations.**
 - 3. Table 13. Searching strategies sequential searching**
 - 4. Table 13. Searching strategies judging information quality**
 - 5. Table 13. Using miscellaneous references**

- 6. Table 13. Using other information sources**
- 7. Table 21, 23.**