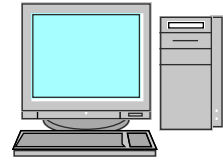# MIDDLETON CROSS-PLAINS AREA SCHOOL DISTRICT

K-12 INFORMATION AND TECHNOLOGY INTEGRATION STANDARDS

The technology **content standards** broadly state the knowledge and skills that schools are expected to teach and students are expected to learn by the end of grade twelve. In this way content standards may be thought of as exit standards. The technology **performance standards** state what students must do to show that they meet the content standards, and are designated by the end of grades two, five, eight and twelve. Students will continue to use and apply each performance standard after its introduction. Only the new performance standards are therefore listed in subsequent grade levels.

These technology standards are integrated in K-12 course work and technology specific classes as appropriate.

A. Content Standard I
Students in the Middleton-Cross Plains Area School District will demonstrate basic skills and knowledge using computer technology.

SECOND GRADE
Performance Standards

By the end of **grade two**, students will:

A.2.1.   Start up and shut down a classroom computer.

A.2.2.   Launch and quit/exit a program.

A.2.3.   Open and close windows or folders.

A.2.4.   Identify basic computer hardware (e.g. CD, DVD, optical drive, disk/diskette/floppy disk, disk drives, keyboard, monitor, mouse/pointing device, printer).

A.2.5.   Identify the common objects seen on a computer screen (e.g. icons, window, folders, desktop).

A.2.6.   Print a file or document.

A.2.7.   Demonstrate proper care and use of media and equipment.

FIFTH GRADE
Performance Standards

By the end of **grade five**, students will:

A.5.1.   Continue previously introduced performance standards.

A.5.2.   Demonstrate touch keyboarding technique.

A.5.3.   Save file.

A.5.4.   Retrieve file.

A.5.5.   Identify basic technology hardware (e.g. digital camera, server, scanner, hard drive).

A.5.6.   Know the basic functions of hardware (e.g. keyboard and mouse provide input; printer and monitor provide output; hard drives and floppy disks are storage devices).

A.5.7.   Know basic terms about networked computers (e.g. login/logon, user ID, password, directory, server).

A.5.8.   Identify the function of the components of a computer system (e.g. monitor, keyboard, mouse, CPU, disk drive, printer, optical drive, scanner).

A.5.9.   Recognize that routine computer hardware and software problems impact the use of technology.

A.5.10.   Know the different types of data storage (e.g. floppy disk, directory, CD-ROM, hard drive, server, DVD, flash drive).

A.5.11.   Understand the existence and implications of a computer virus and spyware.

EIGHTH GRADE
Performance Standards

By the end of **grade eight**, students will:

A.8.1.   Continue previously introduced performance standards.

A.8.2.   Identify and define computer terms (e.g. bit, byte, kilobyte, megabyte, gigabyte, terabyte, input/output device, softboot/warmboot/reboot, initialize/format, default, hyperlink, link, modem, RAM, ROM, search engine).

A.8.3.   Identify and define networking terms (e.g. server, network, LAN, wireless, print queue, access point).

A.8.4.   Distinguish that different computer operating systems exist which effects which software can run on each (e.g. DOS, Mac OS, Windows, Linux).

A.8.5.   Understand that computer applications are written in programming language (e.g. HTML, BASIC, etc.).

A.8.6.   Explain that computer applications save data files in their own proprietary format.

A.8.7.   Understand that some data files can be shared across computer platforms.

TWELFTH GRADE
Performance Standards

By the end of **grade twelve**, students will:

A.12.1.   Continue previously introduced performance standards (See grid for specific content and performance standards).

B. Content Standard II
Students in the Middleton-Cross Plains Area School District will understand the importance of ethical and responsible use of technology in society.

FIFTH GRADE
Performance Standards

By the end of **grade five**, students will:

B.5.1.   Identify computers as tools for storing and accessing information.

B.5.2.   Recognize that altering or destroying another person's files or computer directory is unacceptable behavior.

B.5.3.   Differentiate between copying and summarizing information.

B.5.4.   Recognize there are legal and ethical issues related to computers and technology (e.g. copyright laws, privacy, security, plagiarism, computer viruses, computer hacking).

B.5.5.   Cite the source for quotes, web pages, copyrighted pictures, graphics, and music.

EIGHTH GRADE
Performance Standards

By the end of **grade eight**, students will:

B.8.1.   Continue previously introduced performance standards.

B.8.2.   Recognize that technology impacts individuals and society (e.g. new products and processes for society are developed through technology; technological changes are often accompanied by social, political, and economic changes; technology is influenced by social needs, attitudes, values and limitations, and cultural backgrounds and beliefs).

B.8.3.   Recognize that technology continues to change and evolve.

B.8.4.   Identify the variety of ways computers are used in the work place.

B.8.5.   Identify career opportunities in the field of technology.

TWELFTH GRADE
Performance Standards

By the end of **grade twelve**, students will:

B.12.1.   Continue previously introduced performance standards (see grid for specific content and performance standards).

C. Content Standard III

Students in the Middleton-Cross Plains Area School District will use a variety of media and software applications to process and communicate information, enhance creative expression and problem solve.

SECOND GRADE
Performance Standards

By the end of **grade two**, students will:

C.2.1.   Use software and other technology resources appropriate to subject area and grade level.

C.2.2.   Use painting and drawing tools.

C.2.3.   Identify different media formats (e.g. video, audio).

FIFTH GRADE
Performance Standards

By the end of **grade five**, students will:

C.5.1.   Continue previously introduced performance standards.

C.5.2.   Know basic uses among computer software programs (e.g. word processors, spreadsheets, databases, and content specific software).

C.5.3.   Create a document using a word processing program.

C.5.4.   Identify computer terms used with software applications (e.g. cursor, open, save, print, copy, paste).

C.5.5.   Use a word processing program to select and/or change font, size, color and style.

C.5.6.   Use a word processing program to open a document, enter information, save/save as a file, wrap, scroll and print text.

C.5.7.   Use a word processing program to edit a document, check spelling and save changes.

C.5.8.   Cut and/or copy information to the clipboard and paste into a new or existing document.

C.5.9.   Use a word processing program to facilitate composing, editing, and proofing a document.

C.5.10.   Use a word processing program to create a document which demonstrates the use of columns, centering, setting tabs, adjusting margins, line spacing and justification.

C.5.11.   Use selection tools (e.g. lasso, rectangle, oval) to copy and move a graphic.

C.5.12.   Import and position graphics into a document.

C.5.13.   Flip and rotate graphics and/or text.

C.5.14.   Identify spreadsheet terms: row, column, cell, formula and calculate.

C.5.15.   Use a spreadsheet to enter and edit data and explain the results of the changes.

C.5.16.   Create a graph using data from a spreadsheet.

C.5.17.   Use basic spreadsheet formulas and functions (e.g. addition, subtraction, multiplication, division, sum and average).

C.5.18.   Identify database terms (e.g. database, layout/form, record, field/category, sort/arrange, select/search, report and list).

C.5.19.   Use a database to find, sort, and/or query records.

C.5.20.   Create a database.

C.5.21.   Modify a database using different layouts.

C.5.22.   Scan, crop, and save a graphic created with a scanner, digital camera or other digitizing equipment.

C.5.23.   Use graphic organizer to develop an outline.

C.5.24.   Create a multimedia presentation.

C.5.25.   Understand the operation of a web browser (e.g. back, forward, refresh).

C.5.26.   Identify the wide variety of current media formats (e.g. indexes, almanacs, catalogs, encyclopedias, other databases).

C.5.27.   Identify simple criteria for judging the quality of a production or presentation.

EIGHTH GRADE
Performance Standards

By the end of **grade eight**, students will:

C.8.1.   Continue previously introduced performance standards.

C.8.2.   Use a word processing program to insert a header, footer and page number.

C.8.3.   Create a web page.

TWELFTH GRADE
Performance Standards

By the end of **grade twelve**, students will:

C.12.1.   Continue previously introduced performance standards (see grid for specific content and performance standards).

D. Content Standard IV
Students in the Middleton-Cross Plains Area School District will demonstrate competence in using different electronic information resources.

SECOND GRADE
Performance Standards

By the end of **grade two**, students will:

D.2.1.   Identify the electronic library catalog as a source of information.

FIFTH GRADE
Performance Standards

D.5.1.   Continue previously introduced performance standards.

D.5.2.   Describe and explain an online information service .

D.5.3.   Use appropriate electronic sources to meet curricular or personal needs (e.g. online library catalogs, the Internet, online data bases and electronic encyclopedias).

D.5.4.   Use effective search strategies when using the library automation system or the Internet. (e.g. subject, author, title, keyword searches).

D.5.5.   Use a web browser to access a bookmarked web site and locate information.

D.5.6.   Enter an assigned URL (Uniform Resource Locator) address.

D.5.7.   Find content area information using an appropriate search engine.

D.5.8.   Determine the timeliness and validity of the information source.

D.5.9.   Use appropriate research tools (e.g. sometimes print media is better than the Internet).

EIGHTH GRADE
Performance Standards

By the end of **grade eight**, students will:

D.8.1.   Continue previously introduced performance standards.

D.8.2.   Explain what email and instant messaging (IM) are and how they can be used.

D.8.3.   Use effective search strategies (Boolean, specify search engine criteria, modify search engine preferences).

TWELFTH GRADE
Performance Standards

By the end of **grade twelve**, students will:

D.12.1.   Continue previously introduced performance standards (see grid for specific content and performance standards).

E. Content Standard V
Students in the Middleton-Cross Plains Area School District will access, evaluate, and apply information efficiently and effectively from a variety of sources in print, nonprint, and electronic formats to meet personal and academic needs.

SECOND GRADE
Performance Standards

By the end of grade two, students will:

E.2.1. Define the need for information
- Identify the information problem or question to be resolved.
- Determine what is already known about the information problem or question.
- Formulate initial questions to define what additional information is needed.

E.2.2. Develop information-seeking strategies
- Identify possible sources of information including print, nonprint, electronic and human resources.

E.2.3. Locate and access information sources

- Recognize that materials in the school library media center are organized in a systematic manner.
- Locate materials using the classification system of the school library media center.
- Identify and use printed or electronic catalogs to access materials in the school library media center.
- Search for information by keyword.
- Use an encyclopedia and dictionary.
- Use the index or table of contents of a book, magazine or reference set to locate specific information.

E.2.4. Evaluate and select information from a variety of print, nonprint and electronic formats
- Differentiate between fiction and non-fiction resources.
- Identify the sponsoring organization or author for all resources.
- Choose resources appropriate to their interests, abilities and information needs.

E.2.5. Identify new information and integrate it with prior knowledge

FIFTH GRADE
Performance Standards

By the end of grade five, students will:

E.5.1. Define the need for information
- Determine a specific focus for the information search questions.

E.5.2. Develop information-seeking strategies
- Evaluate possible sources based on currency, genre and relevance to topic.
- Select more than one resource when appropriate.
- Identify keywords and phrases for each information source.
- List steps to follow in carrying out the information search.

E.5.3. Evaluate and select information from a variety of print, nonprint and electronic formats
- Search for information by keyword, author, title and topic or subject.
- Use encyclopedias, dictionaries, almanacs and atlases in print or electronic formats.
- Preview selected resources using table of contents, index and other simple scanning strategies.
- Distinguish between fact and opinion.

- Determine timeliness and validity of information sources (e.g. copyright dates and current web sites).
- Recognize that graphics and images can be used to convey a message.

E.5.4. Record and organize information
- Take notes or record information in their own words.
- Record the sources of information as notes are taken.
- Recognize the need to identify the author of any information copied verbatim.
- Arrange notes to help answer the information problem or question.
- List basic bibliographic sources for information used.

E.5.5. Interpret and use information to solve the problem or answer the question
- Determine if information is relevant to the question.
- Select information applicable to the question.
- Seek additional information if needed.
- Apply the information gathered to solve the problem or question.

EIGHT GRADE
Performance Standards

By the end of grade eight, students will:

E.8.1. Define the need for information
- Relate what is already known to the information need.
- Formulate general and specific research questions using a variety of questioning skills.
- Revise and narrow the information questions to focus on the information need.
- State the information problem or question in clear and concise terms.

E.8.2. Develop information-seeking strategies
- Identify relevant sources of information including print, nonprint, electronic, human and community resources.
- Evaluate possible sources of information based on criteria of timeliness, genre, point of view, bias and authority.
- Select multiple sources that reflect differing or supporting points of view.
- Identify and select keywords and phrases for each source, recognizing that different sources use different terminology for similar concepts.
- Organize ideas, concepts and phrases using webbing, outlines, trees or other visual or graphic tools.
- Focus search strategies on matching information needs with available resources.

E.8.3. Locate and access information sources
- Identify the classification system used in the school library media center, public library and other local libraries.
- Locate materials using the classification system of the school library media center and the public library.
- Use an online catalog and other databases of print and electronic resources.
- Recognize differences in searching bibliographic records, abstracts or full text databases.
- Search for information by subject, author, title and keyword.
- Use biographical dictionaries, thesauri and other common reference tools in both print and electronic formats.
- Use a search engine to locate appropriate Internet resources.

E.8.4. Evaluate and select information from a variety of print, nonprint and electronic formats
- Examine selected resources for pertinent information using previewing techniques to scan for major concepts and keywords.
- Differentiate between primary and secondary sources.
- Distinguish between fact and opinion; recognize point of view or bias.
- Determine if information is timely, valid, accurate, comprehensive and relevant.
- Analyze and evaluate information presented in charts, graphs and tables.
- Locate indicators of authority for all sources of information.
- Select resources in formats appropriate to content and information need and compatible with their own learning style.

E.8.5. Record and organize information
- Use notetaking strategies including summarizing and paraphrasing.
- Record concise notes in a prescribed manner, including bibliographic information.
- Cite the source of specific quotations or visuals using footnotes, endnotes or internal citation formats.
- Organize and compare information using graphic organizers, storyboarding and other relational techniques.
- Organize information in a systematic manner appropriate to question, audience and intended format of presentation.
- Record sources of information in a standardized bibliographic format.

E.8.6. Interpret and use information to solve the problem or answer the question
- Compare and integrate new information with prior knowledge.
- Analyze information for relevance to the question.
- Analyze findings to determine need for additional information.
- Gather and synthesize additional information as needed.

- Draw conclusions to address the problem or question.

E.8.7. Communicate the results of research and inquiry in an appropriate format
- Determine the audience and purpose for the product or presentation.
- Identify possible communications or production formats.
- Select the presentation format appropriate to the topic, audience, purpose, content, and technology available.

E.8.8. Evaluate the information product and process
- Identify the criteria to be used in judging both the product (or presentation) and the process.
- Determine how well research conclusions and product meet the original information need or question based on the identified criteria.

TWELFTH GRADE
Performance Standards

By the end of grade twelve, students will:

E.12.1. Define the need for information
- Relate prior knowledge to the problem or question.
- Develop specific research questions or a thesis statement based on the nature, purpose and scope of project.
- Conduct a preliminary search to determine if the research questions or thesis statement is clear and searchable; refine and revise if necessary.
- Conduct a preliminary search to determine if the research questions or thesis statement is clear and searchable; refine and revise if necessary.

E.12.2. Develop information-seeking strategies
- Identify a full range of appropriate and available information from local, national and global sources.
- Determine and apply evaluative criteria to prioritizing potential sources.
- Pursue a variety of resources reflecting differing points of view, cultures and disciplines.
- Identify and evaluate keywords, concepts, subject headings and descriptors for each information source.
- Organize ideas, concepts and issues in a manner appropriate to the subject and purpose.
- Develop a plan to obtain needed information using a variety of research and investigative strategies (e.g., interviews, questionnaires, experiments, surveys).

E.12.3. Locate and access information sources

- Describe the common organizational patterns in different kinds of print media.
- Identify the different classification systems used in local school, public and post- secondary libraries and resource agencies.
- Locate information using the classification system and catalog in use at a variety of libraries and resource agencies.
- Use increasingly complex organizational features of print and electronic resources such as cumulative and cross-database indexes.
- Use different search strategies for bibliographic citations, abstracts and full-text resources in electronic formats.
- Construct effective electronic and manual searches using keywords, phrases, Boolean logic and limiters.
- Determine when to use general or specialized print and electronic reference tools.
- Compare, evaluate and select appropriate Internet search engines and directories.

E.12.4. Evaluate and select information from a variety of print, nonprint and electronic formats
- Select information clearly related to the problem or question.
- Evaluate information for stereotyping, prejudice and misrepresentation.
- Distinguish among fact, opinion, point of view and inference.
- Determine if sources are authoritative, valid, reliable, accurate, relevant and comprehensive.
- Evaluate graphic images for misleading presentation and manipulated data.
- Determine authorship for all resources and identify points of agreement and disagreement among sources.
- Select information in formats and genre most appropriate to content.

E.12.5. Record and organize information
- Use data-gathering strategies that include summarizing, paraphrasing, comparing and quoting.
- Follow standardized notetaking processes and compile bibliographic information in an approved format.
- Credit sources for all quotations, visuals, major ideas and specific facts or data using accepted citation formats.
- Analyze and relate information using a variety of relational techniques.
- Organize information in systematic manner for unity, coherence, clarity and emphasis.
- Compile a bibliography in a format stipulated by an accepted manual of style.

E.12.6. Interpret and use information to solve the problem or answer the question

- Interpret new information to formulate ideas which address the question or problem using comparison, evaluation, inference and generalization skills.
- Synthesize new ideas, evidence and prior knowledge to address the problem or question.
- Draw conclusions and support them with credible evidence.

F. Content Standard VI

Students in the Middleton-Cross Plains Area School District will apply information and technology skills to issues of personal and academic interest by actively and independently seeking information; demonstrating critical and discriminating reading, listening, and viewing habits; and, striving for personal excellence in learning and career pursuits.

SECOND GRADE
Performance Standards

By the end of grade two, students will:

F.2.1. Pursue information related to various dimensions of personal well-being and academic success
- Identify topics of interest and seek relevant information about them.
- Recognize that information can be used to make decisions or satisfy personal interest.
- Recognize that accurate information is basic to sound decisions.

F.2.2. Appreciate and derive meaning from literature and other creative expressions of information
- Choose fiction and other literature of personal interest.
- Recognize that award winning books reflect literary and artistic excellence.
- Relate literature and other creative expressions of information to personal experiences.
- Compare their own interpretations of literature and other creative expressions of information with those of others.

F.2.3. Develop competence and selectivity in reading, listening and viewing
- Choose materials at appropriate developmental levels.
- Identify materials that reflect diverse perspectives.
- Differentiate among written, oral and visual forms of literature.

F.2.4. Demonstrate self-motivation and increasing responsibility for their learning
- Contribute to group or classroom decisions about learning objectives.

FIFTH GRADE
Performance Standards

By the end of grade five, students will:

F.5.1. Develop competence and selectivity in reading, listening and viewing
- Recognize that media can be constructed to convey specific messages, viewpoints and values.

EIGHTH GRADE
Performance Standards

By the end of grade eight, students will:

F.8.1. Pursue information related to various dimensions of personal well-being and academic success
- Identify topics of interest and seek relevant information about them.
- Identify information appropriate for decision-making and personal interest.
- Recognize that accurate and complete information is basic to sound decisions in both personal and academic pursuits.

F.8.2. Appreciate and derive meaning from literature and other creative expressions of information
- Recognize that reviews, evaluations, and guidance from teachers, library media specialists and others assist in the selection of appropriate literature and creative expressions of information.
- Identify and use personal criteria for choosing literature and other creative expressions of information.
- Relate literature and creative expressions of information to personal experiences.
- Relate literature and creative expressions of information to other literature or creative expressions of information.

F.8.3. Develop competence and selectivity in reading, listening and viewing
- Choose materials at appropriate developmental levels.
- Identify and select materials that reflect diverse perspectives.
- Identify characteristics of common literary forms.

F.8.4. Demonstrate self-motivation and increasing responsibility for their learning
- Participate in decisions about group and classroom projects and learning objectives.
- Identify and select topics of personal interest to expand classroom leaning projects.
- Recommend criteria for judging success of learning projects.

- Establish goals and develop a plan for completing projects on time and within the scope of the assignment.
- Evaluate progress and quality of personal learning.
- Establish personal goals in pursuit of individual interests, academic requirements and career paths.

TWELFTH GRADE
Performance Standards

By the end of grade twelve, students will:

F.12.1. Pursue information related to various dimensions of personal well-being and academic success
- Identify topics of interest and seek relevant information about them.
- Evaluate information for decision-making and personal interest.
- Recognize that accurate and complete information is essential to sound decisions in personal, academic and career pursuits.

F.12.2. Appreciate and derive meaning from literature and other creative expressions of information
- Recognize that core lists of classics and recommended titles for precollege reading provide for a well-rounded literary background.
- Apply personal criteria for choosing literature and other creative expressions of information.
- Relate literature and other creative expressions of information to personal experiences.
- Compare and contrast examples of literature and creative expressions of information with other examples of literature and creative expressions of information.

F.12.3. Develop competence and selectivity in reading, listening and viewing
- Choose materials at appropriate developmental levels.
- Identify and select materials that reflect diverse perspectives.
- Contrast characteristics of common literary forms.
- Evaluate how words, images, sounds and illustrations are constructed to convey specific messages, viewpoints and values to shape attitudes and influence action.

F.12.4. Demonstrate self-motivation and increasing responsibility for their learning
- Identify topics for independent study to meet individual learning needs and interests.
- Recognize gaps in personal knowledge and apply strategies for addressing them.
- Evaluate progress and quality of personal learning.

- Articulate personal goals in pursuit of individual interests, academic requirements and career paths.

G. Content Standard VII

Students in the Middleton-Cross Plains Areas School District will demonstrate the ability to work collaboratively in teams or groups, use information and technology in a responsible manner, respect intellectual property rights, and recognize the importance of intellectual freedom and access to information in a democratic society.

SECOND GRADE
Performance Standards

By the end of grade two, students will:

G.2.1. Participate productively in workgroups or other collaborative learning environments
- Share information and ideas with others.
- Respect the ideas of others.

G.2.2. Use information, media and technology in a responsible manner
- Recognize the importance of returning all borrowed materials on time.
- Identify the school's rules on student use of the Internet and other resources.
- Demonstrate use of the Internet and other on-line sources consistent with the school's acceptable use policy.
- Employ proper etiquette in all forms of communication.
- Recognize the need for privacy of personal information.

FIFTH GRADE
Performance Standards

G.5.1. Participate productively in workgroups or other collaborative learning environments
- Articulate workgroup goals and individual responsibilities within the group.
- Participate in the development of individual and workgroup tasks and priorities.
- Recognize that individual achievement is linked to the successful completion of workgroup projects.

G.5.2. Use information, media and technology in a responsible manner
- Recognize that altering or destroying another person's program or file constitutes unacceptable behavior.
- Differentiate between copying and summarizing.

- Recognize that using media and technology to defame another person or group constitutes unacceptable behavior.

G.5.3. Respect intellectual property rights
- Describe how copyright protects the right of an author or producer to control the distribution, performance, display or copying of original works.
- Recognize that the copying of commercial or licensed media can be a violation of copyright law.
- Identify violations of the copyright law as a crime for which there are serious consequences.
- Explain why the use of all or parts of another person's work requires prior permission or citation.
- Recognize that a quoted work must be stated in the author's exact words.
- List sources quoted verbatim and visuals used in a presentation.
- Recognize that reports or articles they write must be put in their own words.

G.5.4. Recognize the importance of intellectual freedom and access to information in a democratic society
- Acknowledge the right of classmates to express opinions different from their own.

EIGHTH GRADE
Performance Standards

By the end of grade eight, students will:

G.8.1. Participate productively in workgroups or other collaborative learning environments
- Collaborate with others to identify information needs and seek solutions.
- Demonstrate acceptance to new ideas and strategies from workgroup members.
- Determine workgroup goals and equitable distribution of individual or subgroup responsibilities and tasks.
- Plan for the efficient use and allocation of time.
- Complete workgroup projects on time.
- Evaluate completed projects to determine how the workgroup could have functioned more efficiently and productively.

G.8.2. Use information, media and technology in a responsible manner
- Describe and explain the school policy on technology and network use, media borrowing and Internet access.
- Demonstrate responsible use of the Internet and other electronic resources consistent with the school's acceptable use policy.

- Recognize that using media and technology to defame or libel another person or group constitutes unacceptable behavior.
- Identify and define the consequences of violations to the school's policy on media and technology use.
- Recognize the need for privacy and protection of personal information.

G.8.3. Respect intellectual property rights
- Define the purpose of copyright and copyright law.
- Identify what kinds of works of authorship can be copyrighted.
- Explain the concept of "fair use" as it pertains to the copyright law.
- Recognize that the "fair use" provisions may differ depending on the media format.
- Relate examples of copyright violations.
- Cite the source for words which are quoted verbatim and for pictures, graphics, and audio and video segments which are used in a product or presentation.
- Explain and differentiate the purposes of a patent, trademark and logo.

G.8.4. Recognize the importance of intellectual freedom and access to information in a democratic society
- Explain the concept of intellectual freedom.
- Identify examples and explain the implications of censorship in the United States and in other countries.
- Explain the importance of the principle of equitable access to information.
- Compare and contrast freedom of the press in different situations and geographic areas.
- Recognize that the free-flow of information contributes to an informed citizenry resulting in sound decisions for the common good.

TWELFTH GRADE
Performance Standards

By the end of grade twelve, students will:

G.12.1.Use information, media and technology in a responsible manner
- Assess the need for different information policies and user agreements in a variety of settings (e.g., private employer, university, government agency).
- Demonstrate use of the Internet and other resources consistent with acceptable use policies.
- Recognize that using media and technology to defame, libel or misrepresent another person or group constitutes unacceptable behavior.
- Identify and define consequences of violations to the school's policies on media and technology use.

- Recognize the need for privacy of certain data files or documents.

G.12.2. Respect intellectual property rights
- Explain the difference between copyright and copyright registration.
- Explain why "fair use" is permitted for educational purposes but not in "for profit" situations.
- Distinguish among freeware, shareware and commercial software.
- Recognize the legal consequences of plagiarism and the need for personal authenticity in their work.
- Explain conditions under which permission must be obtained for the use of copyrighted materials.
- Describe how to correspond with authors, publishers and producers to obtain permission to use copyrighted materials in their work.