

Make Your Library *Eclipse* All Others:

Collaboration Through Vertical and Horizontal Teaming in the Library Media Center

Using Edward and Bella's strategies:

1. Awareness: Know the library-media core, be familiar with other departments' cores
2. Understanding Needs: Use surveys, questioning, assessments, observations, data (CRT scores, etc.)
3. Communication: Communicate through e-mail, telephone calls, conversations, department meetings, meetings with school teams, district meetings
4. Making Connections:
Horizontal--English department, other departments, librarians at your level
Vertical--librarians (up and down from you vertically), English department
 - High school---college and jr. high
 - Jr. High—High school and elementary
 - Elementary---Jr. High
5. Collaboration (working together):
Horizontal: collaborative lesson plans, sharing lesson plans with other librarians at your level
Vertical: make a department or district plan for teaching skills from the core

Example: Horizontal teaming with English department to teach Standard 1, Objective 2:

Here's the way to "GIITTT"
great information from a nonfiction book:

Glossary

Index

Illustrations, including photos, graphs, charts, etc.

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Typeface

Topic Sentences and headings

LIBRARY-MEDIA CORE CURRICULUM

Philosophy

The Approach: Students learn best when:

- Emphasis is on the process of information problem solving as well as the final product.
- They realize information problem-solving skills are transferable from one discipline to another, from the school library media center to the classroom, to public and academic libraries, and to on-line services.
- They feel confident about using the learning and problem-solving styles best suited to them.
- They can pursue personal interests in information problem solving and recreational reading.

The Skills: The information problem-solving skills that students will need for lifelong learning include:

- The ability to use an information problem-solving process.
- The ability to use information from a variety of resources and formats.
- The ability to identify and pursue their personal, educational, and work-related interests.
- The ability to work as part of a team.
- The ability to communicate effectively and efficiently.
- The ability to use critical-thinking skills.

Context

Problem solving takes place in all disciplines. Information problem-solving skills are best taught as an integral part of the school curriculum. Successful integration of classroom and library media curricula implies close collaboration between classroom and library media teachers in planning, implementing, and evaluating instruction.

Collaboration Statement

Full collaboration between classroom teachers and library media teachers is essential to ensure that learners become effective users of ideas and information. Classroom and library media teachers will work together to help students learn to:

- Use the information problem-solving process.
- Develop complex-thinking skills.
- Apply effective reading, questioning, listening, writing, and other communication skills.
- Acquire, process, store, and present information using current technologies.
- Recognize and use a variety of information resources and formats.
- Appreciate reading for information, enrichment, and recreation.

Classroom teachers and library media teachers also will collaborate to:

- Create partnerships throughout the school for planning, teaching, and assessing integrated curriculum.
- Support a variety of learning styles and teach students to identify and pursue their own styles.
- Allow for personal interests in information problem-solving tasks.

Student Ethics

Throughout the information problem-solving process, students graduating from Utah State accredited high schools will:

- Practice ethical use of information and technologies.
- Recognize the need for equal access to materials and resources.
- Respect the principle of intellectual freedom.
- Acknowledge and respect the rights of others.
- Recognize copyright as a protection for the copyright holder as well as a means of sharing new ideas with society.
- Credit appropriate sources.
- Paraphrase instead of plagiarize.
- Follow guidelines and etiquette when using electronic information sources.
- Preserve the integrity of print, media, and electronic resources.
- Maintain the physical integrity of equipment and facilities.

Student Competencies

Students graduating from Utah State accredited high schools are able to:

- Apply the information problem-solving process to acquire and use information for solving personal, school, or work-related tasks.
- Use critical-thinking skills in information problem solving and recognize the transferability of such skills to other curricula and interest areas.
- Use effective questioning and listening skills in addition to reading, writing, and other communication skills.
- Use technology to acquire, process, store, and present information.
- Recognize and use a variety of information resources and formats.
- Identify and pursue personal learning styles.
- Read for information, enrichment, and recreation.

SECONDARY LANGUAGE ARTS CORE CURRICULUM ALIGNED WITH LIBRARY-MEDIA CORE

7th Grade--Standard 1 (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.

| Language Arts Core Curriculum | Library Media Core Curriculum |
|--|-------------------------------|
| Objective 2 --(Comprehension of Informational Text): Comprehend and evaluate informational text (i.e., textbooks, advertisements, posters). | Standards 3, 4 |
| a. Identify external text features to enhance comprehension (i.e., headings, subheadings, pictures, captions, bolded words, graphs, charts, and tables of contents). | Standard 3, Objective 2b |
| b. Comprehend text using internal text structures and their appropriate cue words and phrases (i.e., chronological, sequence, and description). | Standard 3, Objective 2c |
| c. Retell, paraphrase and summarize from informational text. | Standard 4, Objective 2d, e |
| d. Distinguish main idea and supporting details in text. | Standard 4, Objective 2a |

7th Grade—Standard 2 (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.

| Language Arts Core Curriculum | Library Media Core Curriculum |
|---|-------------------------------|
| Objective 1 --(Writing to Learn): Retell or summarize and make connections to clarify thinking through writing. | Standard 4 |
| b. Summarize essential information from literary or informational text. | Standard 4, Objective 2b, e |
| Objective 2 --(Extended Writing): Write to identify and reflect on feelings to recreate experiences. | Standards 1, 5 |
| a. Determine audience and purpose for extended writing. | Standard 1, Objective 1 |
| Objective 3 --(Revision and Editing): Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions. | Standard 5, Objective 1k, l |

7th Grade—Standard 3 (Inquiry, Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.

| Language Arts Core Curriculum | Library Media Core Curriculum |
|---|--|
| Objective 1 --(Processes of Inquiry): Use the process of inquiry to formulate questions and engage in gathering information. | Standards 1, 2, 3, 4 |
| a. Establish a purpose for inquiry | Standard 1, Objective 1 |
| b. Gather relevant information to answer questions | Standards 2, 3 |
| c. Validate the accuracy and relevance of information, discriminating between fact and opinion. | Standard 4, Objective 2a |
| d. Distinguish paraphrasing and summarizing from plagiarizing. | Standard 4, Objective 2b-e |
| Objective 2 --(Written Communication of Inquiry): Write to report information gathered from the process of inquiry | Standards 3, 4, 5 |
| a. Select an appropriate format to report information. | Standard 5, Objective 2 |
| b. Gather information on an idea or concept. | Standards 3, 4 |
| c. Report information using summarization. | Standard 4, Objective 2d,e |
| d. Use informal contextual citation. (Example: "Gary Paulsen says he gets his ideas from...") | Standard 4, Objective 2f |
| Objective 3 --(Oral Communication of Inquiry): Communicate ideas and information appropriately in classroom settings | Standards 1, 5, 6 |
| a. Determine the purpose for communication (e.g., to respond to writing, to obtain a result, to convey ideas or information, to seek validation). | Standard 1, Objective 1 |
| b. Use appropriate protocol for asking questions (e.g., turn taking, staying on topic, projecting adequately). | Standard 5, Objective 2 Standard 6, Objective 1 |
| c. Use appropriate protocol for responding to questions (e.g., respecting others' contributions, staying on topic, projecting adequately). | Standard 5, Objective 2 Standard 6, Objective 1 |
| d. Contribute constructively in classroom settings. | Standard 6, Objective 1 |

8th Grade--Standard 1 (Reading Comprehension): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.

| Language Arts Core Curriculum | Library Media Core Curriculum |
|--|-------------------------------|
| Objective 2 --(Comprehension of Informational Text): Comprehend and evaluate informational text (i.e., textbooks, biographies/autobiographies, persuasive essays, letters, graphs, charts). | Standards 3, 4 |
| a. Identify external text features to enhance comprehension (i.e., headings, subheadings, pictures, captions, sidebars, annotations, italics, bolded words, graphs, charts, and tables of contents). | Standard 3, Objective 2b |
| b. Comprehend text using internal text structures and their appropriate cue words and phrases (i.e., question/answer, comparison/contrast). | Standard 3, Objective 2c |
| c. Infer meaning from explicit information in text. | Standard 4, Objective 2a |
| d. Distinguish fact from opinion. | Standard 4, Objective 2a |

8th Grade—Standard 2 (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.

| Language Arts Core Curriculum | Library Media Core Curriculum |
|---|--|
| Objective 1 --(Writing to Learn): Evaluate information, interpret ideas, and demonstrate thinking through writing. | Standards 4, 5 |
| b. Organize events and ideas in order of importance. | Standard 4, Objective 2a Standard 5, Objective 1d |
| Objective 2 --(Extended Writing): Write to identify and reflect on feelings to recreate experiences. | Standard 1 |
| a. Determine audience and purpose for extended writing. | Standard 1, Objective 1a, |
| Objective 3 --(Revision and Editing): Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions. | Standard 5, Objective 1k, l |

8th Grade—Standard 3 (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.

| Language Arts Core Curriculum | Library Media Core Curriculum |
|---|---|
| Objective 1 --(Processes of Inquiry): Use the process of inquiry to focus thinking toward understanding an idea or concept. | Standards 1, 2, 3, 4 |
| a. Formulate text-supported, open-ended questions for inquiry (i.e., literal, interpretive inferential, evaluative). | Standard 1, Objective 1 Standard 4, Objective 1b |
| b. Choose information that best supports the focus of inquiry. | Standard 2, Objective 2 Standard 3, Objective 2 |
| c. Distinguish between reliable and unreliable sources of information. | Standard 4, Objective 2a |
| d. Distinguish primary from secondary sources. | Standard 4, Objective 2a |
| Objective 2 --(Written Communication of Inquiry): Write to demonstrate understanding of an idea or concept. | Standards 2, 3, 4, 5 |
| a. Select an appropriate format to demonstrate understanding. | Standard 5, Objective 2a |
| b. Gather information from more than one source. | Standards 2, 3, 4 |
| c. Report information by paraphrasing, summarizing, and/or quoting from sources. | Standard 5, Objective b, d, e |
| d. Use informal citation to support inquiry. | Standard 5, Objective 2b |
| Objective 3 --(Oral Communication of Inquiry): Participate in and report on small group learning activities. | Standards 1, 4, 5, 6 |
| a. Determine the purpose for small group learning activities (e.g., to respond to writing, to acquire information, to present ideas, to clarify understanding). | Standard 1, Objective 1 |
| b. Identify and assume responsibility for specific group tasks, including asking relevant questions. | Standard 4, Objective 1b |
| c. Respond appropriately to group members' questions and contributions. | Standard 5, Objective 2 Standard 6, Objective 1 |
| d. Present group reports. | Standard 5, Objective 2 |

9th Grade--Standard 1 (Reading Comprehension): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.

| Language Arts Core Curriculum | Library Media Core Curriculum |
|--|-------------------------------|
| Objective 2 --(Comprehension of Informational Text): Comprehend and evaluate informational text (i.e., web pages, newspapers, magazines, encyclopedias, maps, schedules). | Standards 3, 4, 5 |
| a. Analyze the purpose of external text features and structures in a variety of informational texts (e.g., textbooks, advertisements, posters, graphs, charts, maps, schedules, product instructions). | Standard 3, Objective 2b |
| b. Comprehend text using internal text structures and their appropriate cue words and phrases (i.e., cause/effect, problem/solution). | Standard 3, Objective 2c |
| c. Infer meaning from implicit information in text. | Standard 4, Objective 2d, e |
| d. Distinguish relevant from merely interesting information. | Standard 5, Objective 1b |

9th Grade—Standard 2 (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.

| Language Arts Core Curriculum | Library Media Core Curriculum |
|---|---|
| Objective 1 --(Writing to Learn): Compare multiple ideas and perspectives to extend thinking through writing. | Standards 4, 5 |
| b. Choose facts, events, or ideas and distinguish their differences or demonstrate their similarities. | Standard 4, Objective 2a, Standard 5, Objective 1d |
| Objective 2 --(Extended Writing): Write to persuade others. | Standards 1, 4, 5 |
| a. State a thesis that clearly takes a position. | Standard 1, Objective 1a, |
| b. Organize writing effectively using leads, details, transitions, conclusions, personal experience, facts, anecdotes, examples, and paraphrased ideas. | Standards 4, 5 |
| Objective 3 --(Revision and Editing): Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions. | Standard 5, Objective 1k, l |

9th Grade—Standard 3 (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.

| English Core Curriculum | Library Media Core Curriculum |
|---|--|
| Objective 1 --(Processes of Inquiry): Use the process of inquiry to examine multiple points of view. | Standards 1, 2, 3, 4, 5 |
| a. Formulate questions to evoke multiple, valid responses from different points of view. | Standard 1, Objective 1 Standard 4, Objective 1b |
| b. Gather information from multiple sources that reflect varied points of view. | Standard 2, Objective 2 Standard 3, Objective 2 |
| c. Analyze multiple points of view for credibility. | Standard 5, Objective 1d |
| d. Use primary and secondary sources. | Standard 4, Objective 2a |
| Objective 2 --(Written Communication of Inquiry): Write to analyze multiple points of view. | Standards 4, 5 |
| a. Select an appropriate format to analyze multiple points of view | Standard 5, Objective 2a, b |
| b. Compile and analyze information from multiple points of view. | Standard 4 Standard 5, Objective 1d |
| c. Report analysis of multiple points of view using paraphrase, summary, and/or quotations. | Standard 4, Objective 2b-f |
| d. Use informal and formal citations where appropriate, to support inquiry. | Standard 4, Objective 2f Standard 5, Objective 2b |
| Objective 3 --(Oral Communication of Inquiry): Conduct interviews to support inquiry. | Standards 1, 4, 5, 6 |
| a. Determine the purpose for interviews (e.g., to examine perspectives, to acquire information, to clarify understanding, to respond to writing). | Standard 1, Objective 1 |
| b. Ask probing questions to seek elaboration and clarification of ideas. | Standard 4, Objective 1 b, c, f |
| c. Make supportive statements to communicate agreement with or acceptance of others' ideas. | Standard 5, Objective 2 Standard 6, Objective 1 |
| d. Present interview results. | Standard 5, Objective 2 |

10th grade-Standard 1--(Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.

| Language Arts Core Curriculum | Library Media Core Curriculum |
|--|-------------------------------|
| Objective 2 --(Comprehension of Informational Text): Comprehend and evaluate informational text. | Standards 3, 4, 5 |
| a. Analyze the purpose of external text features and structures in a variety of electronic texts (e.g., e-mail, electronic newspapers, web pages). | Standard 3 |
| b. Analyze the function of multiple internal text structures in a single text. | Standard 3, Objective 2c |
| c. Use explicit and implicit information to arrive at conclusions. | Standard 5, Objective 1d |
| d. Evaluate text for reliability and accuracy. | Standard 4, Objective 2a |

10th grade--Standard 2 (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.

| Language Arts Core Curriculum | Library Media Core Curriculum |
|--|---------------------------------------|
| Objective 1 --(Writing to Learn): Interpret and analyze ideas and perspectives to clarify thinking through writing. | Standards 4, 5 |
| a. Analyze varied ideas and opposing opinions. | Standard 5, Objective 1d |
| b. Analyze facts, events, or ideas to create meaning. | Standard 5, Objective 1d |
| c. Identify and analyze assumptions and perceptions by examining connections between texts, between texts and self, and between texts and different world connections. | Standard 4, Objective 1c |
| Objective 2 --(Extended Writing): Write to persuade others. (Emphasize persuasive compositions. Students should use Evaluate and revise for: Adequate support of ideas the entire writing process to produce at least one extended piece per term. . .) | Standards 2,4,5 |
| a. Experiment with varied organizational patterns and forms of writing | Standard 5, Objective 1 |
| b. Support arguments with personal experience, detailed evidence, examples, and reasoning. | Standard 2 Standard 4, Objective 1 |
| Objective 3 --(Revision and Editing): Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions. | Standard 5 |
| a. Evaluate and revise for: adequate support of ideas | Standard 5, Objective 1k |

10th grade--Standard 3 (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.

| Language Arts Core Curriculum | Library Media Core Curriculum |
|--|--|
| Objective 1 --(Processes of Inquiry): Use the process of inquiry to problem-solve and deepen understanding. | Standards 1-4 |
| a. Formulate essential questions that expose problems and explore issues. | Standard 1, Objective 1 Standard 4, Objective 1b |
| b. Analyze information to determine relevance to essential question. | Standards 2, 3 |
| c. Evaluate the accuracy and relevance of information that reflects multiple points of view. | Standard 4, Objective 2a |
| Objective 2 --(Written Communication of Inquiry): Write to synthesize information to solve a problem or deepen understanding. | Standards 4, 5 |
| a. Select an appropriate format to synthesize information. | Standard 5, Objective 2a,b |
| b. Gather and synthesize information to solve a problem or deepen understanding. | Standard 5, Objective 2d |
| c. Support synthesis of information using paraphrase, summary, and/or quotations. | Standard 4, Objectives 2b-e |
| Objective 3 --(Oral Communication of Inquiry): Plan and present orally using techniques appropriate to audience and purpose. | Objectives 1, 5, 6 |
| a. Determine audience and purpose for oral presentations (e.g., to inform, to persuade, to entertain). | Standard 1, Objective 1 |
| b. Anticipate and prepare to respond to potential audience questions. | Standard 5, Objective 2c |
| c. Respond effectively to audience questions and feedback. | Standard 5, Objective 2c |
| d. Present orally using visual aids/technology for support. | Standard 5, Objective 1b Standard 6, Objective 2a |

11th Grade--Standard 1(Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.

| Language Arts Core Curriculum | Library Media Core Curriculum |
|--|--|
| Objective 1 --(Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues. | Standard 5 |
| c. Determine word meaning through contextual inference. | Standard 5, Objective 1d |
| Objective 2 --(Comprehension of Informational Text): Comprehend and evaluate informational text. | Standards 3-5 |
| a. Analyze the purpose of external text features and structures in a variety of printed texts. | Standard 3, Objective 2b |
| b. Evaluate the effectiveness of multiple internal text structures in a single text. | Standard 3, Objective 3c Standard 5, Objective 1d |
| c. Synthesize information from a variety of sources. | Standard 5, Objective 1 |
| d. Analyze multiple texts on the same topic for conflicting information. | Standard 4, Objective 2a |

11th Grade-Standard 2 (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.

| Language Arts Core Curriculum | Library Media Core Curriculum |
|---|---------------------------------------|
| Objective 1 --(Writing to Learn): Analyze and synthesize ideas and information to refine thinking through writing. | Standards 2, 4, 5 |
| a. Select an organizational pattern that suits the topic. | Standard 1, Objective 1a, 2b |
| b. Provide detailed evidence and examples to substantiate arguments. | Standard 2 Standard 4, Objective 1 |
| c. Support arguments with logic and text references. | Standard 4, Objective 1 |
| Objective 2 --(Extended Writing): Write to analyze literary text and explain informational text. | Standard 5 |
| Objective 3 --(Revision and Editing): Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions. | Standard 5 |
| a. Evaluate and revise for: Sufficiently developed key ideas and specific details that directly support and advance the thesis statement. | Standard 5, Objective 1k |

11th Grade-Standard 3 (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.

| Language Arts Core Curriculum | Library Media Core Curriculum |
|--|--|
| Objective 1 --(Processes of Inquiry): Use the process of inquiry to draw conclusions. | Standards 1-4 |
| a. Formulate questions that direct inquiry. | Standard 1, Objective 1 Standard 4, Objective 1b |
| b. Analyze information to determine relevance to essential question. | Standards 2, 3 |
| c. Evaluate the accuracy and relevance of information that reflects multiple points of view. | Standard 4, Objective 2a |
| Objective 2 --(Written Communication of Inquiry): Write to evaluate information and to make recommendations. | Standards 4, 5 |
| a. Select an appropriate format to evaluate and report research results. | Standard 5, Objective 2a, |
| b. Support evaluations and recommendations using paraphrase, summary, and/or quotations. | Standard 4, Objectives 2b-e |
| c. Use informal and formal citations, where appropriate, to support inquiry. | Standard 4, Objectives 2f |
| Objective 3 (Oral Communication of Inquiry): Make informative and persuasive presentations using visual aids/technology. | Standards 1, 4,5 |
| a. Determine the purpose for informative and persuasive presentations. | Standard 1, Objective 1 |
| b. Identify questions to be addressed in refutations. | Standard 4, Objective 1b Standard 5, Objective 1d, 2c |
| c. Refute counter-arguments. | Standard 5, Objective 1d, 2c |

12th Grade--Standard 1 (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.

| Language Arts Core Curriculum | Library Media Core Curriculum |
|---|---|
| Standard 1 --(Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text. | Standard 4, 5 |
| Objective 2 --(Comprehension of Informational Text): Comprehend and evaluate informational text. | |
| a. Evaluate the effectiveness of different text features in a variety of printed informational texts. | Standard 5, Objective 1d,f,g,h |
| b. Evaluate the effectiveness of diverse internal text structures in a variety of texts. | Standard 5, Objective 1d,f,g,h |
| c. Identify an author's implicit and stated assumptions about a subject based on the evidence in the text. | Standard 5d |
| d. Evaluate multiple texts on the same topic for reliability and accuracy. | Standard 4, Objective 2a Standard 5d |

12th Grade-Standard 2 (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.

| Language Arts Core Curriculum | Library Media Core Curriculum |
|--|--|
| Objective 1 --(Writing to Learn): Evaluate ideas and information to refine thinking through writing. | Standard 1, 4, 5 |
| a. Evaluate the merit of varied ideas and opposing opinions. | Standard 4, Objective 2a Standard 5, Objective 1d |
| b. Evaluate ideas and examine causes and effects. | Standard 4, Objective 2a Standard 5, Objective 1d |
| c. Evaluate connections between texts, between texts and self, and between texts and different world connections. | Standard 1, Objective 1c |
| Objective 2 -- (Extended Writing): Write to critique literary text and to evaluate informational text. | Standard 2 |
| a. Write in formal style and format | |
| b. Analyze information and systematically organize to support central ideas, concepts, and themes. | Standard 4, Objective 2 |
| Objective 3 --(Revision and Editing): Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency, and conventions. | Standard 5 |
| a. Evaluate and revise for: Limited topic and controlling idea providing focus for extended pieces. | Standard 5, Objective 1k |

12th Grade-Standard 3 (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.

| Language Arts Core Curriculum | Library Media Core Curriculum |
|--|--|
| Objective 1 --(Processes of Inquiry): Use the process of inquiry to explore, compile, and report research. | Standards 1, 4 |
| a. Address and analyze a question using different types of inquiry (e.g., experimentation, trial and error, survey, interview, and secondary source. | Standard 1, Objective 1 Standard 4, Objective 1 |
| b. Evaluate the reliability of the information with regard to context and bias. | Standard 4, Objective 2a |
| c. Make inferences and draw conclusions based on data or evidence. | |
| d. Evaluate, use, and cite primary and secondary sources. | |
| Objective 2 --(Written Communication of Inquiry): Write to evaluate and report research results. | Standards 1-4 |
| a. Select an appropriate format to evaluate information, determine results and make recommendations. | Standard 1, Objective 1f |
| b. Gather, evaluate, and organize research on a specific topic. | Standard 2, Objective 1 Standard 3 |
| c. Support main points using a variety of convincing and relevant information. | Standard 2, Objective 2a,b Standard 3 |
| d. Use informal and formal citations, where appropriate, to support inquiry. | Standard 4, Objective 2f |
| Objective 3 --(Oral Communication of Inquiry): Make oral presentations of research findings using visual media. Present information orally with poise and clear articulation. | Standards 1, 4,5 |
| a. Evaluate audience, purpose, and information to be conveyed. | Standard 1, Objective 1 |
| b. Anticipate and prepare to answer potential audience questions. | Standard 4, Objective 1b Standard 5, Objective 1d, 2c Standard 6, Objective 2a |
| c. Respond effectively to audience questions and feedback, refuting counter-arguments. | Standard 5, Objective 1d, 2c |
| d. Enhance presentation with visual media. | Standard 5, Objective 1b,d,f,g,h |