

# **Twin Valley School District**

## **LIBRARY**

### **Scope and Sequence, K – 12**

**Board Approved May, 2004**

## Twin Valley School District Libraries

### *Information Literacy*

### *Scope And Sequence*

| <i>PA Standards</i> | <i>Information Power</i><br>(National Standards) | <b>Curriculum Objectives</b>   | K     | 1 | 2                             | 3   | 4 | 5 | 6 | 7 | 8 | 9 | 10  | 11 | 12 |
|---------------------|--|--|-------|---|-------------------------------|-----|---|---|---|---|---|---|-----|----|----|
|                     |  |  | 1.8 A |   | <b><i>Task Definition</i></b> |     |   |   |   |   |   |   |     |    |    |
|                     | 1.1  | TD 1 Define the Problem  |       |   |                               |     |   |   |   |   |   |   |     |    |    |
|                     | 1.3  | <ul style="list-style-type: none"> <li>Brainstorm information that is needed</li> </ul>                |       |   | I                             | I/R | R | R | R | R | X | X | X   | E  |    |
|                     | 4.1  | <ul style="list-style-type: none"> <li>Select and narrow or refine a research topic</li> </ul>         |       |   |                               |     |   |   |   | I | R | I | R   | X  |    |
|                     | 9.2  | <ul style="list-style-type: none"> <li>Formulate essential questions and subtopics</li> </ul>          | I     | R | R                             | R   | R | R | R | R | R | R | X   | E  |    |
|                     | 9.3  | <ul style="list-style-type: none"> <li>Form hypothesis related to the topic</li> </ul>                 |       |   |                               |     |   |   | I | R | R | R | R   | X  |    |
|                     |  | <ul style="list-style-type: none"> <li>Write a focused thesis statement</li> </ul>                     |       |   |                               |     |   |   |   |   |   |   | I/R | R  | X  |
|                     | 1.2  | TD 2 Identify the Information Needed   |       |   |                               |     |   |   |   |   |   |   |     |    |    |
|                     | 2.2  | <ul style="list-style-type: none"> <li>Identify the type of information needed</li> </ul>              | I     | R | R                             | R   | R | R | R | R | X | R | X   |    |    |
|                     | 2.3  | <ul style="list-style-type: none"> <li>Identify the amount and format of information needed</li> </ul> |       |   |                               |     |   |   | I | R | X | R | X   |    |    |
|                     | 7.1  | - Background/overview or in-depth  |       |   |                               |     |   |   | I | R | X | R | X   |    |    |

I – Introduce  
 R – Reinforce  
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| <b>PA Standards</b> | <b>Information Power (National Standards)</b> | <b>Curriculum Objectives</b>  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10  | 11 | 12 |
|---------------------|---|---|---|---|---|---|---|---|---|---|---|---|-----|----|----|
|                     |   | comprehensive   |   |   |   |   |   |   |   |   |   |   |     |    |    |
|                     |   | - Fact or opinion   |   |   |   |   |   |   |   |   | I | I | R   | X  |    |
|                     |   | - Primary or secondary  |   |   |   |   |   |   |   |   | I | I | R   | X  |    |
|                     |   | - Statistical, including graphs and charts  |   |   |   |   | I | R | R | R | R | R | R   | X  |    |
| 1.8 B               |   | <b>Information Seeking Strategies</b>   |   |   |   |   |   |   |   |   |   |   |     |    |    |
|                     | 1.4   | ISS 1 Brainstorm All Sources  |   |   |   |   |   |   |   |   |   |   |     |    |    |
|                     | 4.1   | <ul style="list-style-type: none"> <li>Determine the range of possible sources – print and non-print</li> </ul> |   |   | I | R | R | R | I | R | R | I | I/R | R  | X  |
|                     |   |   |   |   |   |   |   |   |   |   |   |   |     |    |    |
|                     | 2.1   | ISS 2 Select Best Sources   |   |   |   |   |   |   |   |   |   |   |     |    |    |
|                     | 2.2   | <ul style="list-style-type: none"> <li>Availability</li> </ul>  |   |   | I | R | R | R | R | X | X |   |     |    |    |
|                     | 2.3   | - Interlibrary loan   |   |   |   |   |   |   |   |   |   | I | I/R | X  | E  |
|                     | 5.2   | <ul style="list-style-type: none"> <li>Relevancy</li> </ul>   |   |   | I | R | R | R | R | R | X | R | R/X | X  |    |
|                     | 6.1   | <ul style="list-style-type: none"> <li>Readability</li> </ul>   |   |   | I | R | R | R | R | R | X | R | X/E |    |    |
|                     | 7.1   | <ul style="list-style-type: none"> <li>Format/Ease of use</li> </ul>  |   |   | I | R | R | R | R | R | X | R | X/E |    |    |

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| <b>PA Standards</b> | <b>Information Power (National Standards)</b> | <b>Curriculum Objectives</b>                                | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10  | 11 | 12 |
|---------------------|---|---|---|---|---|---|---|---|---|---|---|---|-----|----|----|
|                     |   | • Currency  |   |   |   |   |   |   |   |   | I | R | X   |    |    |
|                     |   | • Scope   |   |   |   |   |   |   |   |   | I | R | X   |    |    |
|                     |   | • Accuracy  |   |   |   |   |   |   |   |   | I | R | X   |    |    |
|                     |   | • Reliability   |   |   |   |   |   |   |   | I | R | R | X   |    |    |
|                     |   | • Fact/opinion  |   |   |   |   |   |   |   |   |   |   | I   | R  | X  |
|                     |   | • Primary/secondary sources                                 |   |   |   |   |   |   |   |   | I | R | R   | X  | E  |
|                     |   | • Statistical including graphs and charts                   |   |   |   |   | I | R | R | R | R | R | R   | X  |    |
|                     |   | <b>Location and Access</b>                                  |   |   |   |   |   |   |   |   |   |   |     |    |    |
| 1.8 B               | 1.5   | LA 1 Locate Sources (intellectually and physically)         |   |   |   |   |   |   |   |   |   |   |     |    |    |
|                     | 4.1   | • Online catalog (by title, author, subject, and key words) |   |   |   | I | R | R | R | X | X | R | X   | E  |    |
|                     | 7.1   | • Search Engines (key words and phrase searching)           |   |   |   |   |   |   |   | I | R | R | R   | X  |    |
|                     |   | • Online databases  |   |   |   | I | R | R | R | R | R | I | I/R | R  | X  |
|                     |   | - Phrase searching  |   |   |   |   |   |   | I | R | R | I | R   | R  | X  |

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| <b>PA Standards</b> | <b>Information Power (National Standards)</b> | <b>Curriculum Objectives</b>   | K | 1 | 2                   | 3 | 4 | 5 | 6 | 7 | 8 | 9   | 10  | 11 | 12 |
|---------------------|---|--|---|---|---------------------|---|---|---|---|---|---|-----|-----|----|----|
|                     |   |  |   |   | - Boolean searching |   |   |   |   |   |   | I   | R   | R  | R  |
|                     |   | - Truncation   |   |   |                     |   |   |   |   |   | I | I   | R   | X  |    |
|                     |   | - Advanced search techniques   |   |   |                     |   |   |   |   |   |   |     | I   | R  | X  |
|                     |   | • Use call numbers, shelf labels, and directional signs to locate materials on the shelf |   | I | R                   | R | R | R | I | R | X | I/R | R   | X  |    |
|                     |   | • Web sites  |   |   | I                   | R | R | R | R | R | X | E   |     |    |    |
|                     |   | • Nonfiction books   |   | I | R                   | R | R | R | R | R | R | R   | X   |    |    |
|                     |   | • General encyclopedias  |   |   |                     | I | R | R | R | X |   |     |     |    |    |
|                     |   | • Specialized reference sources  |   |   |                     |   | I | I | I | R | R | I   | I/R | R  | X  |
|                     |   | • Almanacs   |   |   |                     | I | R | R | R | R | R | R   | X   |    |    |
|                     |   | • Atlases and other geographical sources   |   |   |                     | I | R | R | R | R | R | R   | X   |    |    |
|                     |   | • Biographical resources   |   |   |                     |   |   |   | I | R | R | I   | R   | X  |    |
|                     |   | • General dictionary   |   |   |                     | I | R | R | X |   |   |     |     |    |    |
|                     |   | • Periodical articles  |   |   |                     |   | I | I | I | R | R | R   | X   |    |    |
|                     |   | • Primary sources  |   |   |                     |   |   |   |   |   | I | I/R | R   | X  |    |

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| <i>PA Standards</i> | <i>Information Power</i><br>(National Standards) | <b>Curriculum Objectives</b>   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------|--|--|---|---|---|---|---|---|---|---|---|---|----|----|----|
|                     |  | <ul style="list-style-type: none"> <li>Community and Interlibrary Loan</li> </ul>  |   |   |   |   |   |   |   |   |   | I | R  | R  | X  |
|                     | 1.5  | LA 2 Find Information Within Sources   |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                     |  | <ul style="list-style-type: none"> <li>Identify and use key words and guide words</li> </ul>   |   |   |   | I | R | R | R | R | X | X | E  |    |    |
|                     |  | <ul style="list-style-type: none"> <li>Identify and use table of contents and index</li> </ul>   |   | I | R | R | R | R | R | R | X | X | E  |    |    |
|                     |  | <ul style="list-style-type: none"> <li>Recognize and use cross references, see also references, and see references in a variety of media</li> </ul>  |   |   |   |   |   |   | R | R | R | R | R  | X  |    |
|                     |  | <b><i>Use of Information</i></b>   |   |   |   |   |   |   |   |   |   |   |    |    |    |
| 1.2 A               | 2.1  | UI 1 Engage (e.g. read, hear, view, touch)   |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                     | 2.2  | <ul style="list-style-type: none"> <li>Concepts of print which could include: graphs, charts, maps, fact boxes, pictures, captions, bold face print, italics, headings and subheadings, glossary, list of abbreviations, etc.</li> </ul> |   |   | I | R | R | R | R | R | R | R | R  | X  |    |
|                     | 2.3  | <ul style="list-style-type: none"> <li>Identify essential information within sources (skim and scan,</li> </ul>  |   |   |   | I | R | R | R | R | R | R | R  | X  |    |

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|---------------------|--|--|---|---|---|---|---|---|---|---|---|-----|----|----|----|---|
|                     | 2.4  | topic sentence)  |   |   |   |   |   |   |   |   |   |     |    |    |    |   |
|                     |  | <ul style="list-style-type: none"> <li>Distinguish between factual and unsubstantiated information</li> </ul>  |   |   |   |   |   |   |   |   | I | I/R | R  | X  |    |   |
|                     |  | <ul style="list-style-type: none"> <li>Distinguish between authoritative and biased information</li> </ul>   |   |   |   |   |   |   |   |   |   |     | I  | R  | R  | X |
| 1.2 B               | 5.2  | UI 2 Extract Relevant Information  |   |   |   |   |   |   |   |   |   |     |    |    |    |   |
|                     | 8.2  | <ul style="list-style-type: none"> <li>Paraphrase and take notes from sources using a structured format</li> </ul>   |   |   | I | R | R | R | I | R | R | R   | R  | R  | X  |   |
|                     |  | <ul style="list-style-type: none"> <li>Use information without plagiarizing</li> </ul>   |   |   | I | R | R | R | R | R | R | R   | R  | R  | X  |   |
|                     |  | <ul style="list-style-type: none"> <li>Document direct quotations to give proper credit</li> </ul>   |   |   |   |   |   |   |   |   | I | I   | R  | X  |    |   |
|                     |  | <ul style="list-style-type: none"> <li>Identify information to create a bibliographic citation</li> </ul>  |   |   |   |   |   | I | I | R | R | I   | R  | X  |    |   |
|                     |  | <ul style="list-style-type: none"> <li>Effectively use equipment such as computers, copiers, scanners, digital camera, etc. for information retrieval</li> </ul> |   |   |   | I | I | I | I | R | R | R   | X  |    |    |   |

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| <i>PA Standards</i> | <i>Information Power</i><br>(National Standards) | <b>Curriculum Objectives</b>  | K                | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------|--|---|------------------|---|---|---|---|---|---|---|---|---|----|----|----|
|                     |  |   | <i>Synthesis</i> |   |   |   |   |   |   |   |   |   |    |    |    |
| 1.8 C               | 3.1  | S 1 Organize information from multiple sources  |                  |   |   |   |   |   |   |   |   |   |    |    |    |
|                     | 3.2  | <ul style="list-style-type: none"> <li>Organize notes by topic headings</li> </ul>  |                  |   |   |   | I | R | R | R | X | I | R  | X  |    |
|                     | 3.3  | <ul style="list-style-type: none"> <li>Critically select and use the most applicable information from notes</li> </ul>  |                  |   |   |   |   |   |   |   | I | R | R  | X  |    |
|                     | 9.1  | <ul style="list-style-type: none"> <li>Make inferences and draw conclusions from notes</li> </ul>   |                  |   |   |   |   |   |   |   | I | R | R  | X  |    |
|                     | 9.2  | <ul style="list-style-type: none"> <li>Paraphrase relevant information from notes</li> </ul>  |                  |   |   |   | I | R | I | R | R | R | R  | X  |    |
|                     |  |   |                  |   |   |   |   |   |   |   |   |   |    |    |    |
|                     | 3.4  | S 2 Present the information   |                  |   |   |   |   |   |   |   |   |   |    |    |    |
|                     | 4.2  | <ul style="list-style-type: none"> <li>Use organized information following the teacher's guidelines to create a written, oral, or graphic presentation</li> </ul> |                  |   | I | R | R | R | I | R | X | I | R  | X  |    |
|                     | 5.3  | <ul style="list-style-type: none"> <li>Create bibliography/works cited in MLA format</li> </ul>   |                  |   |   |   |   |   | I | R | R | I | R  | X  |    |
|                     | 9.4  | <ul style="list-style-type: none"> <li>Effectively use information to defend a</li> </ul>   |                  |   |   |   |   |   |   | I | R | R | X  |    |    |

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|-------------------------|---|---|---|---|---|---|---|---|-----|---|---|---|----|----|----|
|                         |   | position on an issue  |   |   |   |   |   |   |     |   |   |   |    |    |    |
|                         |   | <b>Evaluation</b>   |   |   |   |   |   |   |     |   |   |   |    |    |    |
|                         | 4.2   | E 1 Judge your product (How effective were you?)  |   |   |   |   |   |   |     |   |   |   |    |    |    |
|                         | 6.1   | <ul style="list-style-type: none"> <li>Complete a self-assessment checklist for a project or assignment</li> </ul>                              |   |   |   |   |   |   |     | I | R | X |    |    |    |
|                         | 6.2   | <ul style="list-style-type: none"> <li>Evaluate the product in terms of both content and format as determined in the task definition</li> </ul> |   |   |   | I | R | R | I   | R | X |   |    |    |    |
|                         |   |   |   |   |   |   |   |   |     |   |   |   |    |    |    |
|                         | 6.1   | E 2 Judge your information problem-solving process (How efficient were you?)  |   |   |   |   |   |   |     |   |   |   |    |    |    |
|                         |   | <ul style="list-style-type: none"> <li>What did I do well and what do I need to do better next time?</li> </ul>                                 |   |   |   |   |   | I | I/R | I | R | X | E  |    |    |
| 1.1 A<br>1.2 A<br>1.3 F |   | <b>Independent Learning</b>   |   |   |   |   |   |   |     |   |   |   |    |    |    |
|                         | 4.1   | <ul style="list-style-type: none"> <li>Select books appropriate to interest and reading level</li> </ul>  | I | R | R | R | R | R | I   | R | R | R | X  | E  |    |

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|---------------------|---|--|---|---|-------------------------|---|---|---|---|---|---|---|----|----|----|--|
|                     |   |  |   |   | for independent reading |   |   |   |   |   |   |   |    |    |    |  |
|                     | 5.1<br>5.2<br>7.1                             | • Identify/recognize Caldecott Award books                       |   |   | I                       | R | X | X |   |   |   |   |    |    |    |  |
|                     |   | • Identify/recognize Newbery Award books                         |   |   |                         |   |   |   | I | R |   |   |    |    |    |  |
|                     |   | • Demonstrate an appreciation of the various genre of literature |   |   |                         |   | I | R | R | R | R | R | R  | X  | E  |  |
|                     |   | fantasy  |   |   |                         |   |   | I | R | I | R | R | R  | X  |    |  |
|                     |   | science fiction  |   |   |                         |   |   | I | R | I | R | R | R  | X  |    |  |
|                     |   | realistic fiction  |   |   |                         |   | I | R | R | I | R | R | R  | X  |    |  |
|                     |   | historical fiction   |   |   |                         |   |   |   | I | I | R | R | R  | X  |    |  |
|                     |   | mystery  |   |   |                         |   | I | R | R | I | R | R | R  | X  |    |  |
|                     |   | biography/autobiography  |   |   |                         |   | I | R | R | I | R | R | R  | X  |    |  |
|                     |   | traditional literature (folk tales, myths, legends)              |   |   |                         |   |   | I | R | R |   |   | R  | R  | X  |  |
|                     |   | poetry   |   |   |                         |   | I | R | R | R | R | R | R  | X  |    |  |
|                     |   | • Identify the purpose for reading a type of text                |   |   |                         |   | I | R | R | R | X |   |    |    |    |  |

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| <i>PA Standards</i> | <i>Information Power</i><br>(National Standards) | <b>Curriculum Objectives</b>                       | K | 1 | 2                                       | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------|--|--|---|---|---|---|---|---|---|---|---|---|----|----|----|
|                     |  |  |   |   | (literature/information) before reading |   |   |   |   |   |   |   |    |    |    |
|                     |  | • Identify and use parts of a book, including:     |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                     |  | Cover  | I | R | R                                       | X | X | X |   |   |   |   |    |    |    |
|                     |  | Blurb  |   |   |   |   | I | R | R | R | R | R | R  | X  |    |
|                     |  | Spine and call number                              | I | R | R                                       | R | R | R | I | R | R | R | X  |    |    |
|                     |  | Title page (title, author, illustrator, publisher) |   |   |   | I | R | R | X |   |   |   |    |    |    |
|                     |  | Back of title page(verso) - copyright information  |   |   |   | I | R | R | X |   |   |   |    |    |    |
|                     |  | Table of contents                                  |   |   | I                                       | R | R | R | R | R | R | R | R  | X  |    |
|                     |  | Glossary   |   |   | I                                       | R | R | R | R | R | R | R | R  | X  |    |
|                     |  | Index  |   |   | I                                       | R | R | R | R | X |   |   |    |    |    |
|                     |  | Appendices   |   |   |   |   |   |   |   |   |   |   | I  | R  | X  |
|                     |  | Bibliography/Further Rdg.                          |   |   |   |   |   |   |   |   |   |   | I  | R  | X  |
|                     |  | • Select from recommended reading lists            |   |   |   |   |   |   |   |   |   | I | R  | R  | X  |
|                     |  | • Use all sections of the library independently    |   |   | I                                       | R | R | R | I | R | X | I | R  | R  | X  |

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|---------------------|---|---|---|---|---|---|---|---|---|---|---|---|----|----|----|
|                     |   |   |   |   | <ul style="list-style-type: none"> <li>Continue to develop life-long learning skills</li> </ul> | R | R | R | R | R | R | R | R  | R  | R  |
|                     | 8.3   | Know and use basic computer terms related to the Internet to include:       |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                     |   | <ul style="list-style-type: none"> <li>Homepage</li> </ul>                  |   |   |   | I | R | R | R | X |   |   |    |    |    |
|                     |   | <ul style="list-style-type: none"> <li>URL (Web Address)</li> </ul>         |   |   |   | I | R | R | R | X |   |   |    |    |    |
|                     |   | <ul style="list-style-type: none"> <li>Hyperlink and links</li> </ul>       |   |   |   | I | R | R | R | X |   |   |    |    |    |
|                     |   | <ul style="list-style-type: none"> <li>World wide web</li> </ul>            |   |   |   | I | R | R | R | X |   |   |    |    |    |
|                     |   | <ul style="list-style-type: none"> <li>Bookmark or favorite</li> </ul>      |   |   |   | I | R | R |   |   |   | R | X  |    |    |
|                     |   | <ul style="list-style-type: none"> <li>Browser</li> </ul>                   |   |   |   | I | R | R | X |   |   | R | X  |    |    |
|                     |   | <ul style="list-style-type: none"> <li>Search Engine</li> </ul>             |   |   |   | I | R | R | I | R | X | E | E  |    |    |
|                     |   | <ul style="list-style-type: none"> <li>Quick Launch</li> </ul>              |   |   |   | I | R | R | I | R | X |   |    |    |    |
|                     |   | <ul style="list-style-type: none"> <li>Task Bar</li> </ul>                  |   |   |   | I | R | R | R | X |   |   |    |    |    |
|                     |   | <ul style="list-style-type: none"> <li>Minimize, Maximize, Close</li> </ul> |   |   |   | I | R | R | R | X |   |   |    |    |    |
|                     |   | <ul style="list-style-type: none"> <li>Tool Bars</li> </ul>                 |   |   |   | I | R | R | R | X |   |   |    |    |    |
|                     |   | <b>Social Responsibility</b>  |   |   |   |   |   |   |   |   |   |   |    |    |    |

I – Introduce  
R – Reinforce  
X – Expected Level of Achievement  
E – Enrich

| <b>PA Standards</b> | <b>Information Power (National Standards)</b> | <b>Curriculum Objectives</b>   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------|---|--|---|---|---|---|---|---|---|---|---|---|----|----|----|
|                     |   |  |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                     | 7.2   | <ul style="list-style-type: none"> <li>Demonstrate appropriate behavior when using library resources, including computers</li> </ul> | I | R | R | R | R | R | I | R | X | I | R  | X  |    |
|                     | 8.1   | <ul style="list-style-type: none"> <li>Demonstrate respect for others using library resources</li> </ul>                             | I | R | R | R | R | R | I | R | X | E |    |    |    |
|                     | 8.2   | <ul style="list-style-type: none"> <li>Demonstrate an understanding of library organization, facilities, and procedures</li> </ul>   | I | R | R | R | R | R | I | R | X | I | R  | X  | E  |
|                     | 8.3   | <ul style="list-style-type: none"> <li>Apply legal principles in regards to intellectual property and copyright</li> </ul>           |   |   | I | R | R | R | I | R | X | R | X  | E  |    |
|                     | 9.2   | <ul style="list-style-type: none"> <li>Demonstrate an understanding of the District's Acceptable Use Policy</li> </ul>               |   |   |   |   |   |   | R | R | R | R | X  |    |    |

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