English

Language Arts 7

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English Language Arts

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Introduction

> Words are like a giant box of jewels; they just sit there and glimmer. But take nine or ten of those shiny, agile gems from the box and string them together correctly and forcefully, just like cannonballs from a privateer, and sight your target and fire them steadily, cohesively, at exactly the right time, and they will sink any old, creaky argument like an anvil on a lily pad.
>
> Thomas Paine

Background

The Idaho State Department of Education gathered teams of exemplary educators from throughout the state to write courses of study related to Idaho Achievement Standards subject areas. In turn, all of the state's school districts received hard copies as well as online access in order to assist them incorporate the Standards as a more integral part of their curricula. Idaho teachers have appreciatively received the documents on compact disks.

The transitions that occur throughout elementary, middle school/junior high and the world of high school require significant growth and change for learners. Throughout students' educations, literature and writing processes introduce them to an increased demand for mature thinking skills. Involvement with literature builds upon previous reading experiences, but emphasizes a new set of life issues. Thematic years address relationships, beliefs and values, responsibility, and self-identity. Focusing on skills, each graduated course enlists a significantly greater reliance on the ability to write effectively and efficiently with consideration of audience and purpose.

Purpose

The intended purpose of each course of study is to align curriculum instruction and assessment with the Idaho Language Arts Achievement Standards. This document provides a framework to assist teachers prepare their students for the Idaho Standard Achievement Tests as well as for the Ninth Grade Direct Writing Assessment.

Idaho Achievement Standards

Standards provide widely agreed upon guidelines for what all students should learn and be able to do. They are useful in the development of curricular frameworks, course outlines, textbooks, professional development programs, and systems of assessment. The ultimate goal of social studies in Idaho is to develop the civic competence and civic participation of Idaho's youth, the citizens of today and tomorrow. Each of the *U.S. History I* instructional blocks is built upon the supporting Idaho Achievement standards; power standards are identified red. Teacher Resource: Idaho Achievement Standards available at www.sde.state.id.us.

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2004

Using This Document

This English Language Arts Course of Study provides a starting point for teachers whose districts have not yet formalized their own standards-based curriculum, as well as an additional support for those whose districts have developed and published a standards-based curriculum. Although the suggestions that follow form a framework that addresses all relevant Idaho standards, as course contributors, we are hopeful that teachers will incorporate their own professional training and experience to complete the course. The suggested activities represent alternative activities that may assist students achieve objectives. We encourage teachers to seek those activities that most capitalize on local resources or interests to implement or extend opportunities for students and to meet standards. We encourage teachers to identify additional activities and the standards they address for possible inclusion in a future revision or expansion of this guide.

Student Evaluation Philosophy

Assessment of student progress toward mastering individual standards should be on-going and imbedded within instructional blocks. Ideally, assessments should be formative in nature and assist to guide subsequent instruction. We encourage a variety of approaches to assess student progress: performance, portfolios, and traditional testing. At the completion of this course, an end-of-course summary assessment device can validate student achievement.

Foundations of Reading and Writing

T he student will understand and demonstrate the foundations of reading and writing. *The instructor will present this information at the start of the school year and build upon it throughout the remainder of the year.*

Objectives: Reading	Reference to Idaho Standards
1. Identify text elements: graphic elements, illustrations, and titles/subtitles.	734.01.a
2. Identify characters and setting.	734.01.b
3. Identify literal and inferential meanings.	734.01.b
4. Draw inferences and conclusions from grade-level texts.	734.01.f
5. Determine main idea within a text and identify relevant details and facts.	734.01.h
6. Describe characteristics of the following genres: fiction, nonfiction, poetry, biography/autobiography, legend, fable, myth and reference materials.	734.02.a
7. Draw upon prior experiences to connect to reading selections.	734.02.b
8. Demonstrate understanding of how reading can provide enrichment and information, as well as serve as a tool for lifelong learning.	734.02.e
9. Use questions to guide reading.	734.04.a

Objectives: Writing	Reference to Idaho Standards
1. Understand and apply steps of the writing process.	735.01.a

2. Use appropriate style and vocabulary for a particular audience.	735.01.c
3. Determine and apply rules and conventions for the following: punctuation, capitalization, spelling, and legibility.	735.02.a
4. Write paragraphs using topic sentences that are supported by details and examples.	735.02.c

Objectives: Communication	**Reference to Idaho Standards**
1. Listen for information and understanding.	736.01.a
2. Listen for sequencing.	736.03.b
3. Use courteous, attentive, and appropriate listening and responding behaviors.	737.03.b
4. Learn from a variety of visually-presented material.	738.01.a

Reading Standards

Standard: 734.01

Read a variety of traditional and electronic materials for information and understanding.

Content Knowledge and Skills:

a. Use decoding strategies and other visual information to fluently read and construct meaning from grade-level text.

b. Search purposefully for pertinent information.

f. Draw inferences and conclusions from grade-level text.

h. Determine main idea or essential message within a text and identify relevant details and facts.

Standard: 734.02

Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.

Content Knowledge and Skills:

a. Describe characteristics of the following genres: fiction, nonfiction, poetry, biography/autobiography, legend, fable, myth, and reference materials.

b. Activate and draw upon prior experiences to connect to reading selections.

e. Demonstrate an understanding of how reading can provide enrichment and information as well as serve as a tool for lifelong learning.

Standard: 734.04

Read to locate information from a variety of traditional, technical, and electronic sources.

Content Knowledge and Skills:

a. Use questions to guide reading.

Writing Standards

Standard: 735.01

Understand and use the writing process.

Content Knowledge and Skills:

a. Understand and apply steps of the writing process: brainstorm, draft, revise, edit/proofread, and publish.

c. Identify and use appropriate style and vocabulary for particular audience.

Standard: 735.02

Write and edit for correctness and clarity.

Content Knowledge and Skills:

a. Determine and apply rules and conventions.

c. Convey clear and focused main ideas that are appropriately supported by details and examples for selected topic, audience, and purpose.

Communication Standards

Standard: 736.01

Listen for information and understanding.

Content Knowledge and Skills:

a. Acquire and summarize information from a variety of electronic or live sources.

Standard: 736.03

Listen for critical analysis and evaluation.

Content Knowledge and Skills:

b. Listen for sequencing.

Standard: 737.03

Speak for critical analysis and evaluation.

Content Knowledge and Skills:

b. Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions.

Standard: 738.01

Viewing for information and understanding

Content Knowledge and Skills:

a. Identify a variety of visually-presented material: books, films, videos, internet.

Suggested Activities: Reading	**Content Standards**	**Technology Standards**
1. Direct students to cut out examples of graphic elements, illustrations, and titles/subtitles from magazines and mount them onto paper; label.	734.01.a	
2. Instruct students to take "T-graph" notes (*Step-Up to Writing*) on text elements.	734.01.a	
3. Assist students to make a poster/collage of a story's characters and/or setting.	734.01.b	
4. Direct students to fold paper in half lengthwise. On the left side, invite them to list facts from a story or content area text. On the right side, they will list inferences.	734.01.f	
5. Using a science or geography book, instruct students how to find the main idea; direct them to create a topic sentence or main idea from a major heading. Then, using a main idea organizer, direct them to complete information requested on the organizer.	734.01.h	
6. Invite a teacher or librarian to present book talks related to various genres.	734.02.a	
7. Direct students to review questions prior to reading a passage or text in order to provide a purpose for reading, as well as to improve comprehension.	734.04.a	

Suggested Activities: Writing	**Content Standards**	**Technology Standards**
1. Instruct students to practice each step of the writing process in isolation. For example, they may practice many forms of pre-writing, i.e. brainstorming, using a graphic organizer, concept mapping, outlining.	735.01.a	1.1.b
2. Provide practice writing to various audiences, i.e., best friend, parent, principal.	735.01.c	
3. Incorporate Daily Oral Language activities into instruction.	735.02.a	
4. Regularly incorporate district spelling curriculum.	735.02.a	

5. Provide paragraphs without topic sentences; direct students to write the missing topic sentences.   735.02.c

6. Provide topic sentences and invite students to provide details and examples.   735.02

Suggested Activities: Communication	**Content Standards**	**Technology Standards**
1. Read a short narrative to students and quiz them about specific details of story. After correcting their papers, discuss what they can do to improve; follow up with a second story and quiz.	736.01.a	
2. Read a short story to students; direct them to list the main events sequentially.	736.03.b	
3. Provide practice following teacher instructions to complete a task.	736.03.b	
4. Read "The Highwayman." Play the song and present the video to them (*Elements of Literature*, Holt).	738.01.a	3.1.b

Elements of Fiction and Expository Writing

The student will demonstrate proficiency in reading fiction and in writing expositorily. *Implement reading and writing strategies into all remaining blocks as well as infuse across the curriculum.*

Objectives: Reading	**Reference to Idaho Standards**
1. Use decoding strategies.	734.01.a
2. Search own background information to make meaning of text passages.	734.01.b
3. Use own background information, most important information (based on purpose), and information about characters and setting to make meaning of text passages.	734.01.b
4. Use prior knowledge and information in text to predict alternatives or probabilities.	734.01.c
5. Confirm or self-correct predictions.	734.01.e
6. Identify literary devices.	734.01.g
7. Relate various aspects of literature to reader's personal experience.	734.02.c
8. Identify author's purpose.	734.03.a
9. Analyze literature for characters, setting, point of view, plot structure, theme, conflict, and resolution.	734.03.b
10. Synthesize what has been read by connecting new information.	734.04.c

Objectives: Writing	**Reference to Idaho Standards**
1. Determine and apply rules for all eight parts of speech.	735.02.a
2. Use topic sentences, appropriate word choices, variety of sentence structures, transitions, paragraphing, indentation, and organization.	735.02.c
3. Choose tone voice, style, mood, and persona that are appropriate for various purposes, disciplines, and audiences.	735.02.c
4. Produce documents in appropriate formats to inform and explain.	735.03.b
5. Create a multiple-paragraph, expository essay.	735.03.c
6. Analyze purpose, ideas, style, structure, and effectiveness of writing.	735.05.a

Objectives: Communication	**Reference to Idaho Standards**
1. Clearly express opinions and judgments.	737.03.a
2. Critique, interpret, and evaluate non-print media.	738.03.b

Reading Standards

Standard: 734.01

Read a variety of traditional and electronic materials for information and understanding.

Content Knowledge and Skills:

a. Use decoding strategies and other visual information to fluently read and construct meaning from grade-level text:
   - Graphophonic sources (letter/sound)
   - Semantic sources (meaning/associations)
   - Lexical sources (word analyses)
   - Syntactic sources (structure of written language)
   - Text elements (graphic elements, illustrations, and titles/subtitles)

b. Search purposefully for particular information:
   - Search own background information to make meaning of text passages;
   - Based on purpose for reading, search for most important information;
   - In order to understand plot development in narratives, search for information about characters and setting.

c. On basis of prior knowledge and information in text, predict alternatives or probabilities in text:
   - Synthesize information from the text to anticipate outcomes;
   - Use connections between text-to-text, text-to-self, and text-to-world to anticipate new text.

e. Confirm or self-correct predictions in response to grade-level text.

g. Identify literary devices:
   - Mood
   - Tone
   - Style
   - Figurative language.

Standard: 734.02

Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.

Content Knowledge and Skills:

c. Relate social, cultural, and historical aspects of literature to reader's personal experience.

Standard: 734.03

Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.

Content Knowledge and Skills:

a. Identify author's purpose and describe how language, setting, and information support purpose within literary text.

b. Analyze literary text for the following story elements:

- Characters
- Setting
- Point of View
- Plot Structure
- Theme
- Conflict
- Resolution.

Standard: 734.04

Read to locate information from a variety of traditional, technical, and electronic sources.

Content Knowledge and Skills:

c. Synthesize what has been read:

- Identify main idea and supporting details; -Identify important information, patterns, and themes; -Connect new information with prior knowledge to enhance understanding and memory; -Ask new questions; -Use prior knowledge and text information to draw conclusions, make critical judgments, and form unique interpretations from text.

Writing Standards

Standard: 735.02

Write and edit for correctness and clarity.

Content Knowledge and Skills:

a. Determine and apply rules and conventions for the following:

- Eight parts of speech, dependent and independent clauses, and common phrases to include preposition, participle, and appositives; -Punctuation; -Capitalization; -Spelling; -Legibility.

c. Convey clear and focused main ideas that are appropriately supported with details and examples for selected topic, audience, and purpose.

- Use topic sentences, appropriate word choices, variety of sentence structures parallelism, transitions, paragraphing, indentation, organization, and documentation of sources; -Choose tone, voice, style, mood, and persona appropriate for various purposes, disciplines, and audiences.

Standard 735.03

Write to inform and explain

Content Knowledge and Skills:

b. Produce documents in appropriate format to inform and explain.

c. Create a multiple paragraph expository essay that includes the following:

- Introductory paragraph containing a thesis statement; -Three or more body paragraphs which include topic sentences and supporting details; -Conclusion which restates the thesis.

Standard 735.05

Write to critically analyze and evaluate.

Content Knowledge and Skills:

a. Analyze for the following elements:
    - Purpose
    - Ideas
    - Style
    - Structure
    - Effectiveness

Standard 737.03

Speak for critical analysis and evaluation.

Content Knowledge and Skills:

a. Clearly express opinions and judgments.

Standard 738.03

View media to engage in critical analysis and evaluation.

Content Knowledge and Skills:

b. Critique, interpret, and evaluate non-print media.

Suggested Activities: Reading	Content Standards	Technology Standards

1. Instruct students to read text orally to identify decoding difficulties. — 734.01.a

2. Create flip chart with prefixes, suffixes, and base words for student use and decoding practice. — 734.01.a

3. Make prefix and suffix flashcards for student practice. — 734.01.a

4. Create sets of sentences by typing the sentence in a larger font, cutting the words apart, and laminating them to create manipulatives. Students may work in pairs to recreate the sentence. Students can do a variety of activities that emphasize desired topics. — 734.01.a

5. Use a "KWL" chart to check knowledge: What I Know; What I Want to Know; and What I Learned. — 734.01.b

6. Direct students to preview the questions before reading a passage to establish purpose. — 734.01.b

7. Assist students to use graphic organizers to map plot. — 734.01.b

8. Instruct students to create Venn diagrams to understand characters. — 734.01.b

9. Read a story to students; stop at various locations and invite them to predict. — 734.01.e,c

10. Identify figurative language in books and stories i.e., *Walk Two Moons* and "The Notorious Jumping Frog of Calavaras County." — 734.01.g

11. Play two different versions of the same song and direct students to identify various tones, moods, and styles. — 734.01.g

12. Present a variety of essays and short stories. — 734.01.g

13. Direct students to read a piece of literature from a different culture, one in which they are unfamiliar with the background, and discuss concepts they do not understand (i.e., idioms, foods, biases, laws, and behaviors). — 734.02.c

	Content Standards	Technology Standards
14. Present paragraphs with various purposes and invite students to identify purposes.	734.03.b	
15. Introduce the different types of conflicts. Then, after reading various types of literature, direct students to list as many examples of each kind of conflict as possible.	734.03.b	

Suggested Activities: Writing

	Content Standards	Technology Standards
1. Offer a scenario in which the outcome will likely be rather embarrassing. Make a list of characters (i.e., the President, Grandpa, a punk, a four-year-old, etc.) and place them into an envelope. Direct students to write a response that is based on the character they draw from the envelope.	735.02.c	
2. Direct students to highlight the first two words of every sentence from a piece of their own writing. Check to see if the first two words are always the same. If so, revise for sentence variety.	735.02.c	
3. Direct students to count the number of words used in each sentence of their writing and add or remove words to vary sentence length.	735.02.c	
4. Practice writing to previously-used or suggested Direct Writing Assessment prompts.	735.03.c	
5. Using a teacher-generated rubric, invite students to conduct a peer analysis of each other's work to evaluate style, structure, effectiveness, ideas, and purpose.	735.05.a	

Suggested Activities: Communication

	Content Standards	Technology Standards
1. Provide opportunities for students to express opinions and judgments in peer analyses. *Model desired behaviors and format.*	737.03.a	
2. Watch a suspenseful twelve-minute movie clip and discuss the techniques that made it suspenseful. Students may then attempt to create the same level of suspense by recreating what they watched using words.	738.01.b	

Nonfiction/Technical Reading and Research/Technical Writing

The learner will explore elements of non-fiction for information, enjoyment, and to promote lifelong learning. He/She will also use understanding of non-fiction text to gather information and use as a basis for his/her writing.

Objectives: Reading	Reference to Idaho Standards
1. Establish purpose for reading for nonfiction.	734.01.b
2. Search for text structure (i.e., cause/effect, chronological order).	734.01.b
3. Use multiple sources for research.	734.01.d
4. Compare and contrast information from multiple sources.	734.03.c
5. Use personal or objective criteria to draw conclusions, make inferences, etc.	734.03.d
6. Distinguish between fact and opinion.	734.03.e
7. Organize new information.	734.04.b
8. Identify important information, patterns, and themes.	734.04.c
10. Read, understand, and apply technical information.	734.05.a
11. Identify and use comprehension strategies.	734.05.b
12. Apply knowledge of graphics, highlighting, and organizers.	734.05.c
13. Identify organization of technical texts.	734.05.d
14. Use technical information to create a product.	734.05.e

Objectives: Writing

Objectives: Communication

Reading Standards

Standard: 734.01

Read a variety of traditional and electronic materials for information and understanding.

Content Knowledge and Skills:

b. Search purposefully for particular information:
    - Search own background information to make meaning of text passages;
    - Based on purpose for reading, search for most important information;
    - In order to understand plot development in narratives, search for information about characters and setting.
d. Monitor and adjust a response based upon more than one source of information from grade-level text.

Standard: 734.03

Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.

Content Knowledge and Skills:

c. Compare and contrast information from multiple sources.
d. Use personal or objective criteria to do the following:
    - Draw conclusions; -Make inferences; -Determine meanings;
    - Form opinions; -Make judgments.
e. Distinguish between fact and opinion and identify cause and effect relationships within expository text.

Standard: 734.04

Read to locate information from a variety of traditional, technical, and electronic sources.

Content Knowledge and Skills:

b. Systematically organize new information from an expository text.
c. Synthesize what has been read:
    - Identify main idea and supporting details; -Identify important information, patterns, and themes; -Connect new information with prior knowledge to enhance understanding and memory; -Ask new questions; -Use prior knowledge and text information to draw conclusions, make critical judgments, and form unique interpretations from text.

Standard: 734.05

Read for technical information.

Content Knowledge and Skills:

a. Read, understand, and apply technical information.
b. Identify and use comprehension strategies to understand technical text.

c. Apply knowledge of the following elements to understand text:
- -Graphics
- Highlighting techniques
- Organizers

d. Identify organization of technical texts.

e. Apply technical information to complete texts.

Writing Standards

Standard: 735.02

Write and edit for correctness and clarity.

Content Knowledge and Skills:

a. Determine and apply rules and conventions for the following:
- Eight parts of speech, dependent and independent clauses, and common phrases to include preposition, participle, and appositives; -Punctuation; -Capitalization; -Spelling; -Legibility.

c. Convey clear and focused main ideas that are appropriately supported by details and examples for selected topic, audience, and purpose.
- Use topic sentences, appropriate word choices, variety of sentence structures, parallelism, transitions, paragraphing, indentation, organization, and documentation of sources; -Choose tone, voice, style, mood, and persona appropriate for various purposes, disciplines, and audiences.

Standard: 735.03

Write to inform and explain.

Content Knowledge and Skills:

a. Use facts, data, and processes from technical and non-technical materials to inform through writing.

b. Produce documents in appropriate format to inform and explain.

Standard: 735.06

Write to gather, synthesize, and communicate research findings.

Content Knowledge and Skills:

a. With teacher support, incorporate a variety of informational and technological resources to perform the following:
- Appropriately paraphrase, quote, and cite to avoid plagiarism
- Consider motives, credibility, and perspectives of authors when selecting resource materials
- Formulate thesis or focus and provide relevant support.

b. Present research findings.

Standard: 735.07

Write technical information.

Content Knowledge and Skills:

a. Locate specifically-named sources.

b. Produce a technical document.

Communication Standards

Standard: 736.02

Listen for literary response and expression.

Content Knowledge and Skills:

a. Respond to a variety of oral presentations.

b. Locate similarities and differences within a variety of oral presentations.

Standard: 737.01

Speak to share an understanding of information.

Content Knowledge and Skills:

b. Plan and deliver oral presentations that incorporate the following:
- Transitions
- Organization
- Support of main ideas
- Examples
- Response to questions and feedback
- Visual aids and appropriate technology

Standard: 738.01

Viewing for information and understanding.

Content Knowledge and Skills:

b. Use viewing skills to determine main idea and collect data.

Standard: 738.03

View media to engage in critical analysis and evaluation.

Content Knowledge and Skills:

c. Apply knowledge gathered from charts and graphs.

Standard: 738.04

Use a variety of resources to produce visuals that communicate through print and non-print media.

Content Knowledge and Skills:

a. Demonstrate understanding of graphics, pictures, color, motion, and music.

b. Apply technical skills to produce effective visuals.

Suggested Activities: Reading	**Content Standards**	**Technology Standards**
1. Using the following website, http://www.region15.org/curriculum/graphicorg.html, select a graphic organizer that matches your purpose; invite students to complete the organizer while reading.	734.01.b	
2. Design a scavenger hunt in library to guide students in locating information from various types of sources.	734.01.d	
3. Invite students to locate two online entries related to a given topic; compare authenticity of information.	734.03.c	3.1.b
4. Provide students with an article related to a current event. Based on the article, direct them to make inferences and draw final conclusions.	734.03.d	
5. Based on the Balderdash game, modify the rules to match the fact and opinion objectives.	734.03.e	
6. Using Inspiration Software or by hand, direct students to create a web and then convert the web into an outline. Check outlines for proper sequencing.	734.04.b	
7. In the *Write Traits Student Trait Book* (Great Source – sixth-grade), use pages 24-32 to introduce organizational patterns.	734.04.c	
8. Collect several travel brochures highlighting vacation destinations. In groups of three, invite students to read three different vacation package brochures and fill out a teacher-created worksheet to determine whether or not they have enough information to make a decision about which vacation gives them the greatest "bang for their buck."	734.05.a	
9. Bring instruction manuals or copies of manuals to class. Direct students to read for comprehension and focus on important or unknown words by highlighting them.	734.05.b	
10. Provide a menu from an elaborate, prestigious restaurant. Instruct students to scan the menu and highlight unfamiliar words and then locate actual definitions. As a follow-up, students may design their own menus, using some of their newly-learned terminology.	734.05.b	

Suggested Activities: Writing	**Content Standards**	**Technology Standards**
1. In addition to using teacher text, refer to the following website for additional information and practice quizzes: http://ccc.commnet.edu/grammar/.	735.02.a	
2. Provide a list of sources and relevant information. Students will then use the information to generate an accurate works-cited page.	735.02.c	
3. After becoming "experts" on certain topics, students will create a PowerPoint presentation to instruct the class about their topics. The last slide of the presentation will be a works-cited slide with accurately cited sources.	735.03.b	3.1.a
4. Direct students to write a literary response essay in which they develop a thesis statement and support it with evidence from the text.	735.04.b	
5. Provide a medium-length paragraph. Direct students to circle approximately ten key words and write them on a note card. Without looking at the original text, but using the key words on their note cards, students will write what they remember from the reading. They will then compare their paraphrases to the original and to each other's paraphrases.	735.06.a	
6. Direct students to write reports about such authors as Jack London or Will Hobbs and investigate the authors' backgrounds to determine motives for writing.	735.06.a	5.1.a
7. Provide students with several source cards. Direct them to attempt to locate the sources in the library and determine if there is enough information on the card to locate the source in the library.	735.07.a	6.1.a

Suggested Activities: Communication	**Content Standards**	**Technology Standards**
1. Use the information at http://www.4teachers.org to create a rubric that students can use to assess presentations presented by their peers.	736.02.a,b	2.2.b
2. Present the video, *Monsters are Due on Maple Street*, and direct the students to take notes and gather evidence to determine the main idea of the video.	738.01.b	

Interpretive Comprehension and Creative Writing

T he student will interpret various types of literature and arrive at appropriate conclusions. He/She will write creatively in a variety of formats, using effective word choices and figurative language.

Objectives: Reading	Reference to Idaho Standards
1. Identify literal and inferential meaning.	734.01.b
2. Search own background information to make meaning of text passages.	734.01.b
3. Based on purpose for reading, search for most important information.	734.01.b
4. Draw inferences and conclusions from literature.	734.01.f
5. Identify literary devices.	734.01.g
6. Describe characteristics of various genres.	734.02.a
7. Activate and draw upon prior experiences to connect to literature.	734.02.b
8. Relate reader's personal experience to literature.	734.02.c
9. Demonstrate an understanding of how reading can provide enrichment.	734.02.e
10. Describe how language, setting, and information support author's purpose.	734.03.a
11. Analyze literature for story elements.	734.03.b

12. Use personal criteria to draw conclusions.   734.03.d

13. Read for purpose of answering specific questions.   734.04.a

Objectives: Writing   **Reference to Idaho Standards**

1. Understand and apply steps of the writing process.   735.01.a

2. Write in a variety of formats.   735.01.b

3. Use appropriate style and vocabulary for a specific audience.   735.01.c

4. Incorporate a variety of descriptive elements.   735.02.b

5. Compose a response using ideas and techniques from a variety of literature and fine arts that represent many cultures and perspectives.   735.04.a

6. Write and publish original creative works.   735.04.c

7. Analyze for purpose, ideas, style, structure, and effectiveness.   735.05.a

Objectives: Communications   **Reference to Idaho Standards**

1. Make informed decisions about the purpose, content, organization, and delivery of verbal communication and nonverbal cues.   736.03.a

2. Use oral communication for various purposes and audiences.   737.01.a

3. Share interpretations of personal or literary works through oral interpretation, memorization, presentation and dramatic readings.   737.02.a

4. Memorize and present a selected poem.   737.02.b

5. Identify and evaluate relationships, ideas, and cultures.   737.02, 03.a

Reading Standards

Standard: 734.01

Read a variety of traditional and electronic materials for information and understanding.

Content Knowledge and Skills:

b. Search purposefully for particular information:
- Search own background information to make meaning of text passages;
- Based on purpose for reading, search for most important information;
- In order to understand plot development in narratives, search for information about characters and setting.

f. Draw inferences and conclusions from grade-level text.

g. Identify literary devices: -Mood, -Tone, -Style, -Figurative Language.

Standard: 734.02

Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.

Content Knowledge and Skills:

a. Describe characteristics of the following genres: fiction, nonfiction, poetry, biography/autobiography, legend, fable, myth, and reference materials.

b. Activate and draw upon prior experiences to connect to reading selections.

c. Relate social, cultural, and historical aspects of literature to reader's personal experience.

e. Demonstrate an understanding of how reading can provide enrichment and information as well as serve as a tool for lifelong learning.

Standard: 734.03

Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.

Content Knowledge and Skills:

a. Identify author's purpose and describe how language, setting, and information support purpose within a literary text.

b. Analyze literary text for the following elements:
- Characters
- Setting
- Point of View
- Plot structure
- Theme
- Conflict
- Resolution.

d. Use personal or objective criteria to do the following:
- Draw conclusions
- Make inferences
- Determine meanings
- Form opinions
- Make judgments

Standard: 734.04

Read to locate information from a variety of traditional, technical, and electronic sources.

Content Knowledge and Skills:

a. Use questions to guide reading:
- Identify type of information required to answer a specific question
- Use reasonable resources for answering questions
- Read for purpose of answering specific questions

Writing Standards

Standard: 735.01

Understand and use the writing process.

Content Knowledge and Skills:

a. Understand and apply the steps of the writing process:
- Brainstorm
- Draft
- Revise
- Edit/proofread
- Publish

b. Write in a variety of formats to record, generate, and reflect upon ideas.

c. Identify and use appropriate style and vocabulary for particular audience.

Standard: 735.02

Write and edit for correctness and clarity.

Content Knowledge and Skills:

b. Incorporate a variety of elements of writing:
- Alliteration
- Figurative Language
- Hyperbole
- Metaphor
- Personification
- Vocabulary

Standard: 735.04

Write for literary response and expression.

Content Knowledge and Skills:

a. Compose a response using ideas and techniques from a variety of literature and fine arts that represent many cultures and perspectives.

c. Write and publish original creative works that include figurative and descriptive language.

Standard: 735.05

Write to critically analyze and evaluate.

Content Knowledge and Skills:

a. Analyze for the following elements:
    * Purpose
    * Ideas
    * Style
    * Structure
    * Effectiveness

Communication Standards

Standard: 736.03

Listen for critical analysis and evaluation.

Content Knowledge and Skills:

a. Acquire and summarize information from a variety of electronic or live sources.

Standard: 737.01

Speak to share an understanding of information.

Content Knowledge and Skills:

a. Use age-appropriate oral communication for various purposes and audiences that appropriately incorporate:
    * A variety of word choices
    * Pronunciation
    * Inflection/modulation
    * Physical gestures
    * Eye contact
    * Posture

Standard: 737.02

Speak for literary response and expression.

Content Knowledge and Skills:

a. Share interpretations of personal or literary works through oral interpretation, memorization, presentation, and dramatic readings.

b. Memorize and present a selected poem.

Standard: 737.03

Speak for critical analysis and evaluation.

Content Knowledge and Skills:

a. Clearly express opinions and judgments.

Suggested Activities: Reading	**Content Standards**	**Technology Standards**
1. Provide a list of information from a story; invite students to decide if the information is literal or inferred.	734.01.b	
2. Using a piece of literature, such as *A Day No Pigs Would Die* by Robert Newton Peck, invite students to search for and list similes.	734.01.g	
3. Display pictures of various past, present, and future settings. Invite students to write short descriptions of the settings.	734.03.a	
4. Direct students to design their own graphic organizers to illustrate story elements.	734.03.b	
5. For writing or discussion purposes, ask students an open-ended (essential) question in relation to a piece of literature. For example, when reading *The Biography of Malcolm X*, ask: Is the Civil Rights Movement dead?	734.04.a	

Suggested Activities: Writing	**Content Standards**	**Technology Standards**
1. Direct students to write a personal narrative that demonstrates the writing process and shows evidence of pre-writing, drafting, revising, editing, and publishing.	735.01.a	3.1.c
2. Using the poem, "Highwayman," by Alfred Noyes, as a model, direct students to write a narrative poem.	735.01.b	
3. Instruct students to create a found poem from *Brian's Winter* by Gary Paulsen. As a variation, direct them to find words and phrases from magazines or newspapers to reflect a theme, setting, or character from *Brian's Winter*.	735.01.b	
4. Present the following scenario: A student receives an "F" on an important assignment – one in which he/she worked long and hard. Invite students to write from two assigned points of view: student to friend; student to teacher; or student to parent to dispute the grade received. The objective is to enable for students to see how voice changes, depending on the audience.	735.01.c	

5. Direct students to individually brainstorm their concepts   735.02.b
    of a dragon. Show pictures of different types of dragons,
    such as Chinese, European, and cartoon. Instruct them
    to refine the brainstorm and, using a bare-bones
    paragraph involving a knight and a dragon, add
    descriptive words and phrases to the paragraph.

APPENDIX A

Resources

Suggested Materials and Resources

State-approved seventh-grade anthologies for language arts
Writer's Inc. Skillbook
Write Source 2002
Writer's Inc.
All Write
Write Ahead
Write Traits Resources
Step-Up to Writing
Open-Ended Questioning, Robin Lee Harris Freedman, Dale Seymour Publications
Lessons that Change Writers, Nancy Atwell

Suggested Novels

So Far From the Bamboo Grove
Homeless Bird
The Bread Winner
The Invisible Man
"Monsters Are Due on Maple Street"
Brian's Winter
Holes
Bearstone
Walk Two Moons
Cold River
Wolf Rider
Ransom
One Fat Summer
Dragon Wings
Call of the Wild
Christmas Carol

Suggested Websites

http://www.GreatSource.com
http://www.region15.org/curriculum/graphicorg.html
http://cheriejohnson.tripod.com/ritti/writing.htm
http://ccc.commnet.edu/grammar/
http://www.4teachers.org

APPENDIX B

Lesson Plans

Prepositions

Objectives

Students will be able to do the following:

- Demonstrate understanding of prepositions.

Idaho Achievement Standards

735.02.a

Materials and Resources

Shoeboxes
Index cards
Construction paper
String or yarn
Toothpicks
Pipe Cleaners
Glue
Scissors
List of common prepostions

Procedure for Teaching

1. Divide students into groups of three or four. Give each group a shoebox, a list of common prepositions, and a few of the other materials as listed above.

2. Instruct students to represent each preposition from the list in some way on their boxes. For example, to represent "around," students could tie a piece of yarn "around" their box. To represent "through" students could run a pipe cleaner "through" their box.

3. Students must label each preposition representation on the box.

4. After the boxes are finished, invite groups to share how they determined how to represent the prepositions on the box.

Rules and Conventions

Objectives

Students will be able to do the following:

- Determine and apply rules and conventions for clauses and phrases.

Idaho Achievement Standards

735.05

Materials and Resources

Dogteam by Gary Paulson
Sentence Strips

Teacher Preparation

1. Divide the following passage from Gary Paulson's *Dogteam* omitting capital letters and end punctuation.

   Into the night / away from camp, away from people / away from houses and light / and noise and into only the one thing / into only winternight they fly / away and away and away

2. Write divided parts on sentence strips. (Laminate for longevity).

Activities

1. Hand out strips to six students. Direct students stand in front of the class.

2. Students with sentence strips will work together to organize strips into a logical, fluent sentence. (All other students will remain silent at this point).

3. After students with strips have made their final decision as to the certainy of the organization of the strips, seated students may offer their comments. Variation: students with strips move on direction of seated students to form the start of the activity.

Concluding Segment

Teacher confirms or corrects students' teamwork. Discuss aspects of capitalization, punctuation, and sentence fluency. Teacher reads *Dogteam* to students.

Among the Hidden

Objectives:

Students will be able to do the following:

- Make inferences and predictions;
- Write expository paragraphs.

Idaho Achievement Standards

734.01.f

734.01.c

735.02.c

Materials:

Students will need copies of the following handout.

Activities:

1. Provide each student with a copy of the opening paragraphs of the novel, *Among the Hidden*, without revealing its source. (Students who have read the novel will have an advantage with the inference and prediction.)

2. Read the opening orally to the students.

3. Invite them to complete the first page. After they have completed it within approximately five minutes, discuss their responses.

4. Review instructions for the writing assignment and provide adequate time to complete.

He saw the first tree shudder and fall, far off in the distance. Then he heard his mother call out the kitchen window: "Luke! Inside. Now."

He had never disobeyed the order to hide. Even as a toddler, barely able to walk in the backyard's tall grass, he had some how understood the fear in his mother's voice. But on this day, the day they began taking the woods away, he hesitated. He took one extra breath of the fresh air, scented with clover and honeysuckle and – coming from far away – pine smoke. He laid his hoe down gently, and savored one last moment of feeling warm soil beneath his bare feet. He reminded himself, "I will never be allowed outside again. Maybe never again as long as I live."

He turned and walked into the house, as silently as a shadow.

1. How old is Luke? _____ What gives you that impression? _____

_____

_____

_____

2. Where does he live? _____ What, in the paragraph, suggests that? _____

_____

_____

_____

3. Make a prediction of what this story is about. _____

_____

_____

_____

Think of an event that changed your life, or the life you someone you know, in a radical way (marriage, divorce, illness, moving, accident, etc.). Starting with a topic sentence, write a paragraph about this incident.

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Literary Responses

Objectives:

Students will be able to do the following:

- Read to locate information from a variety of traditional, technical, and electronic sources.

Idaho Achievement Standards

734.04.c

Materials:

Handout
Computer for each student

Preparation:

This assignment assumes students have read both of the following short stories: "Song of the Trees" and "The Smallest Dragonboy." An additional handout has been attached to assist the learning of "low-level" students.

Activities:

1. Distribute the assignment sheet and review specific requirements with students.
2. Direct students to complete a story map to help with the summary paragraph and to create a Venn diagram related to two main characters for the compare/contrast paragraph. (These can be run front-to-back as one hand out.)
3. Read several examples of Literary Response essays which follow the same format.
4. Provide students an opportunity to begin writing the essays. Assist as needed.

Literary Response Assignment

Directions:

1. Choose one of the following stories from our Elements of Literature textbook.

2. Read the story and take notes.

3. Complete the "Story Frame Summary" handout.

4. Complete the "Compare and Contrast" handout. Choose from among the following types of comparisons:

    a. The main character to yourself
    b. One character to another
    c. The story line to an event in your own life

"Song of the Trees"
By Mildred D. Taylor
Pgs. 29-40

Summary: A family in Mississippi during the depression struggles with survival, segregation, and protecting the land around them. **Main Characters:** Big Ma, Mama, Papa, Stacey, Cassie, Little Man, Christopher John, Mr. Anderson and Tom.

"The Smallest Dragon Boy"
By Anne McCaffrey
Pgs. 47-59

Summary: A young boy hopes to be chosen as a dragon rider, despite his small size and young age. **Main Characters:** Keevan, Beterli, Mende, K'last, Lessa and Heth.

Final Assignment:

Write a five-paragraph essay in response to the chosen story. The outline of the paper will be as follows:

Paragraph 1:   Lead and thesis
Paragraph 2:   Summary
Paragraph 3:   Compare/Contrast
Paragraph 4:   Evaluate and Critique
Paragraph 5:   Personal Thoughts and Review (Conclusion)

*Don't forget your colors! (Greens, Yellows, and Reds)

Literary Response Assignment

<u>Directions:</u> Using the paragraph we wrote together as a model, write a second paragraph about "The Smallest Dragon Boy."

"Song of the Trees"
By Mildred D. Taylor
Pgs. 29-40

Summary: A family in Mississippi during the depression struggles with survival, segregation, and protecting the land around them. **Main Characters:** Big Ma, Mama, Papa, Stacey, Cassie, Little Man, Christopher John, Mr. Anderson and Tom.

"The Smallest Dragon Boy"
By Anne McCaffrey
Pgs. 47-59

Summary: A young boy hopes to be chosen as a dragon rider, despite his small size and young age. **Main Characters:** Keevan, Beterli, Mende, K'last, Lessa and Heth.

Final Assignment:

You will be writing an eight-sentence paragraph in response to "The Smallest Dragon Boy." The outline of the paragraph will be as follows:

Sentence 1:   Thesis Statement (Start with an opener word from your blue bookmark.)
Sentence 2:   Summary (Start with a transition word from your blue bookmark.)
Sentence 3:   Explain or give more information about sentence 2.
Sentence 4:   Compare/Contrast (Start with a transition word from your blue bookmark.)
Sentence 5:   Explain or give more information about sentence 4.
Sentence 6:   Evaluate and Critique – Give your opinion (Start with a transition word.)
Sentence 7:   Explain or give more information about sentence 6.
Sentence 8**:**   Personal thoughts and Review – Conclusion (Start with a conclusion word, but make sure you summarize your thesis statement.)

*Don't forget your colors! (Greens, Yellows, and Reds)

After reading "Song of the Trees" by Mildred D. Taylor, it is clear that people sometimes have to take drastic action in order to maintain their self-worth. To begin, Mr. Anderson, a white lumberman, offers Cassie and her family an unfair sum of money for their trees. Papa, who is away trying to earn money for the family, returns just in time to save them. Next, Papa believes in hard work, not taking advantage of other people, and not being taken advantage of by others. Mr. Anderson, on the other hand, is greedy and willing to take advantage of others. Finally, even though it may have been easier to just sell the trees and get the money, Papa and his family would have lost their current sense of self-worth. Nobody likes to be backed into a corner and forced to do something they don't want to do. Clearly, there is no offer good enough, money or otherwise, that should compromise one's self-worth.

Creative Writing: The Color Poem

Objectives:

Students will be able to do the following:

- Write a 10-line poem derived from a list of color possibilities; the poem will incorporate figurative language such as simile and metaphor.

Idaho Achievement Standards

735.02.b

Idaho Technology Standards

3.1.a
3.1.c

Materials:

Hailstones and Halibut Bones, by Mary O'Neill
List of color possibilities for each student
Computer access

Activities:

1. Hand out a list of color possibilities. (See the following). Note the lesson could begin with students generating a list of colors; teacher can add to the list.

2. Read selected pages of the book *Hailstones and Halibut Bones*, stopping periodically to highlight similes and metaphors in the writing.

3. Students write a ten-line poem; each line must include a color and a simile or metaphor. (As a challenge, the teacher may instruct a specific placement of the color, i.e. the first word, the last word.)

4. Students write their poems.

5. Students share their writing.

6. Students will type and print their final copy. Note: It is attractive to highlight the mentioned color with that color, if possible, before printing.

Assessment:

Prepare final, formatted copy of a ten-line color poem for publication.

List of Color Possibilities

White	Ginger	Navy
Ashen	Red brown	Sapphire
Ash	Chocolate	Indigo
Sallow	Coffee	Green
Pasty	Tan	Emerald
Pallid	Russet	Jade
Ivory	Brunette	Olive
Beige	Tan	Lime
Red brown	Tanned	Bottle green
Rust	Sunburned	Sea green
Brown	Yellow	Teal
Manila	Fair	Purple
Camel	Blonde	Mauve
Red	Golden	Lilac
Crimson	Orange	Lavender
Scarlet	Lemon	Violet
Ruby	Ochre	Plum
Burgundy	Orange red	Wine
Cherry	Blue	Amethyst
Berry	Crystal blue	Grey
Reddish orange	Azure	Black
Carrot	Cobalt	Ebony

Parts of Speech

Objectives

Students will be able to do the following:

- Demonstrate their knowledge of the eight parts of speech.

Idaho Achievement Standards

735.02

Materials:

Construction paper
3x5 index cards

Activities:

1. Make signs on construction paper that are labeled with each part of speech (noun, pronoun, verb, adjective, adverb, conjunction, interjection). Post each sign on a different part of your classroom walls.

2. Using 3" x 5" cards, one card per student, write a word or phrase that can be used only as one part of speech. (It is best when you have an even number of each part of speech. For example, in a class set of 32, make four cards for each part of speech.) For variety, make several sets of cards.

3. Using another set of cards, write sentences with one word underlined in order that students see the part of speech in context. This allows use of words that can be more than one part of speech.

4. Give each student one card that is face down. Direct the students to turn their cards over at the same time and quickly move to stand next to the appropriate sign. Students hold the cards in front of them so that you can quickly walk around and check to be sure that everyone is in the correct place.

5. Collect the cards and redistribute them to students. Repeat the activity.

Evaluating Websites

Objectives

Students will be able to do the following:

- Use technology to locate, evaluate, and collect information from a variety of sources.

Idaho Achievement Standards

735.03

Idaho Technology Standards

5.1.b

Materials:

Assignment handout
Computer for each student

Activities:

1. Distribute a copy of the assignment.
2. Review the jobs, so each student will be aware of his/her duties.
3. Either assign students to groups of four, or allow students to choose their own groups.
4. Groups work together to evaluate the given websites.
5. When groups are finished, the class reviews the data and arrives at a consensus related to the value of the websites.

Evaluating Websites – Literary Response

Content Specialist:

- Does the site cover the topic comprehensively? Accurately?
- Can you understand what is being said? Is it written above or below your level of understanding?
- What is unique about this site? Does it offer something others do not?
- Are the links well-chosen? Sufficient?
- Currency: Can you determine the following: the date the information was created; the publication date; the date the material was last revised; are these dates meaningful in terms of the subject matter?
- Would you get better information in a book? An encyclopedia?
- Would you include this site in your bibliography?

Directions: As the content specialist, help your group evaluate the following websites. Rate the website on the attached chart using a scale of 1 to 5. After rating, list three good reasons why you gave it the rating you did, based on the criteria listed above.

http://www.si.umich.edu/CHICO/mummy/

1._____

2._____

3._____

http://www.newscientist.com/hottopics/cloning/

1._____

2._____

3._____

http://www.ammeinc.com/

1._____

2._____

3._____

http://members.aol.com/Ermine/index.html

1._____

2._____

3._____

http://www.pathguy.com/hamlet.htm

1._____

2._____

3._____

Evaluating Websites – Literary Response

Bias/Purpose Specialist

- Why was this site created? (to persuade, inform, explain, sell, parody, promote, other?)
- Is it a personal, commercial, government or organization site?
- Is there any bias? Is only one side of the argument presented? Is there a hidden message? Is it trying to persuade you or change your opinion? Does it appear that any information is purposely omitted? Is the bias useful to you in some way?
- Can you distinguish facts from opinion?
- Would you include this site in your bibliography?

Directions: As the bias/purpose specialist, help your group evaluate the following websites. Rate the website on the attached chart using a scale of 1 to 5. After rating, list 3 good reasons why you gave it the rating you did, based on the criteria listed above.

http://www.si.umich.edu/CHICO/mummy/
1._____

2._____

3._____

http://www.newscientist.com/hottopics/cloning/
1._____

2._____

3._____

http://www.ammeinc.com/
1._____

2._____

3._____

http://members.aol.com/Ermine/index.html
1._____

2._____

3._____

http://www.pathguy.com/hamlet.htm
1._____

2._____

3._____

Evaluating Websites – Literary Response

Usability/Design Specialist

- Is the site easy to navigate (user-friendly)?
- Is there a well-labeled contents area?
- Do all the design elements (graphics, art, buttons, etc.) enhance the message of the site? Is there consistency in the basic formats of each page? Are there any errors in spelling or grammar?
- Do the pages appear clean, uncluttered?
- Do the links on the site work?
- Would you include this site in your bibliography?

Directions: As the usability/design specialist, help your group evaluate the following websites. Rate the website on the attached chart using a scale of 1 to 5. After rating, list 3 good reasons why you gave it the rating you did, based on the criteria listed above.

http://www.si.umich.edu/CHICO/mummy/

1._____

2._____

3._____

http://www.newscientist.com/hottopics/cloning/

1._____

2._____

3._____

http://www.ammeinc.com/

1._____

2._____

3._____

http://members.aol.com/Ermine/index.html

1._____

2._____

3._____

http://www.pathguy.com/hamlet.htm

1._____

2._____

3._____

Evaluating Websites – Literary Response

Authority/Credibility Specialist

- Who is responsible for this site? Who sponsors it? Hint: Truncate each section of the URL back until you are able to find the sponsor.
- What are his/her credentials?
- Have the authors of the site cited their own sources? Are sources documented appropriately?
- What is the domain name? Does it end in .com, .gov, .edu, .org, .net? Is it a personal page?
- Is that a meaningful clue in evaluating the site? You can't always judge a web page by its suffix. Some commercial sites provide solid information. Some university sites offer less-than-serious personal pages to graduate students.
- Who else links to the site? You can perform a link check in Alta Vista or Google by entering "link:webaddress" in the search box. Is it linked to by reliable sites? What do other sites say about this one?
- Would you include this site in your bibliography?

Directions: As the authority/credibility specialist, help your group evaluate the following websites. Rate the website on the attached chart using a scale of 1 to 5. After rating, list three good reasons why you gave it the rating you did, based on the criteria listed above.

http://www.si.umich.edu/CHICO/mummy/
1._____

2._____

3._____

http://www.newscientist.com/hottopics/cloning/
1._____

2._____

3._____

http://www.ammeinc.com/
1._____

2._____

3._____

http://members.aol.com/Ermine/index.html
1._____

2._____

3._____

http://www.pathguy.com/hamlet.htm
1._____

2._____

3._____

Evaluating Websites – Task Assessment Form

Student/Student Group _____

Evaluator(s): _____Peer _____Teacher _____Self

Rubric for Evaluating Websites	
Standard	**Evaluation/Comments**
Student(s)worked effectively as a group to divide tasks and reach consensus.	1　　　2　　　3　　　4　　　5 Comments: _____ _____
Students(s) understood their roles as evaluators and their focused perspective is clear in their organizer(s).	1　　　2　　　3　　　4　　　5 Comments: _____ _____
Organizer was completed with accurate and relevant information. Student(s) displayed critical thought in examining the Websites.	1　　　2　　　3　　　4　　　5 Comments: _____ _____
Members of the group were involved in the discussion and defended their rankings of the Websites.	1　　　2　　　3　　　4　　　5 Comments: _____ _____

Evaluating Websites – Internet Sources

Goals of the Site

- What is the purpose of the site? To provide information? Advertise? Persuade?
- Are the goals of the site clearly indicated?
- Who is the intended audience?
- Is there a lot of flash and color and gimmicks to attract attention? Is that masking a lack of sound information or a blatant attempt to get you to do or buy something?

Accuracy of Information

- Is there documentation to indicate the source of the information? There may be a link to the original source of the information.
- Can you tell how well researched the information is?
- Are criteria for including information offered?
- Is there a bibliography or links to other useful sites? Has the author considered information on those sites or considered viewpoints represented there?
- Is the information current? When was it updated? (You can check at the bottom for a "last revised" date and/or notice if there are numerous dead links on the site.)
- Is there any indication of bias on the site?
- Does the site have any credentials such as being rated by a reputable rating group? If you see a high rating, is that because of the soundness of the content or the quality of the design? (An attractive page is not a reason for accepting its information as reliable.)

Read the preface

What does the author want to accomplish?

Browse through the table of contents and the index

This will give you an overview of the source. Is your topic covered in enough depth to be helpful? If you don't find your topic discussed, try searching for some synonyms in the index.

Is there a list of references or other citations that look as if they will lead you to related material that would be good sources?

Are you the intended audience? Consider the tone, style, level of information, and assumptions the author makes about the reader. Are they appropriate for your needs?
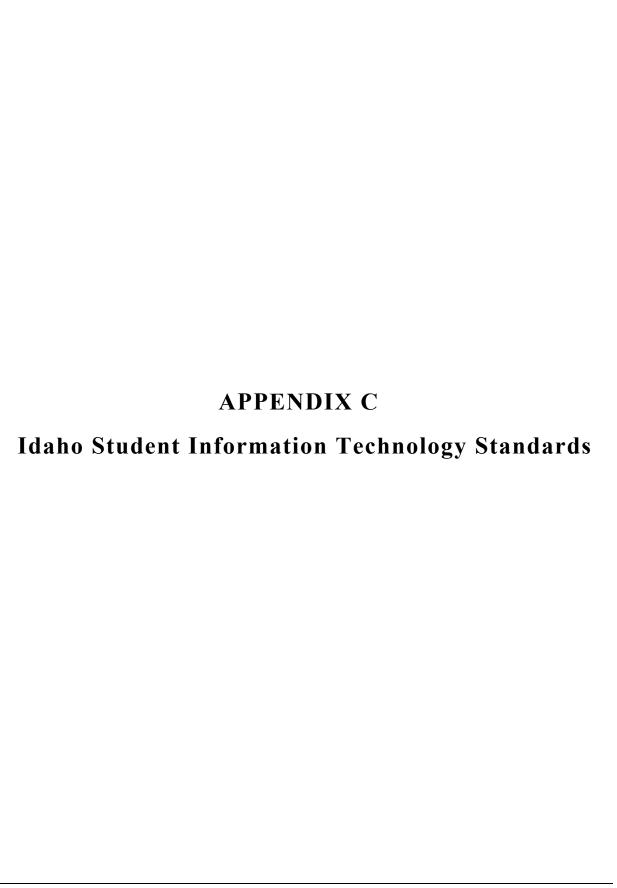
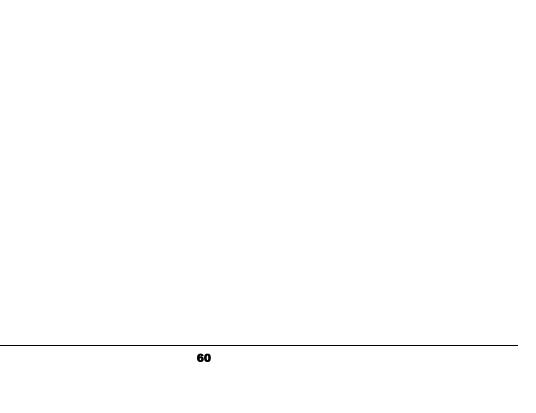*Try to determine if the content of the source is fact, opinion, or propaganda*

- If you think the source is offering facts, are the sources for those facts clearly indicated?
- Do you think there's enough evidence offered? Is the coverage comprehensive?
- (As you learn more and more about your topic, you will notice that this gets easier as you become more of an expert.)
- Is the language objective or emotional?
- Are there broad generalizations that overstate or oversimplify the matter?
- Does the author use a good mix of primary and secondary sources for information?

- If the source is opinion, does the author offer sound reasons for adopting that stance? (Consider again those questions about the author. Is this person reputable?)

Accuracy

- How timely is the source? Is source twenty years out of date? Some information becomes dated when new research is available, but other older sources of information can be quite sound fifty or 100 years later.
- Do some crosschecking. Can you find some of the same information given elsewhere?
- How credible is the author? If the document is anonymous, what do you know about the organization?
- Are there vague or sweeping generalizations that aren't backed up with evidence?
- Are arguments very one-sided with no acknowledgment of other viewpoints?

APPENDIX C

Idaho Student Information Technology Standards

Department of Education asked a statewide team to develop a draft copy of student information technology standards for eighth-grade students. The team consisted of the following:

Jean Bengfort, Coeur d'Alene School District

Johana Doyle, Moscow School District

Greg Eck, Lakeland School District

Bonnie Farmin, Kellogg School District

Jim Marconi, Boise School District

Pam Reidlen, Kamiah School District

Sue Smith, Soda Springs School District

Karen Vauk, Micron Technology

8th Grade Idaho Student Information Technology Standards (ISITS)
Kindergarten – 7th Grade Idaho Information Technology Benchmarks
DRAFT – 12/17/2003

The eighth grade was chosen because it is considered to be the culmination of the elementary/middle grades and sets the standard for a student entering his or her high school career. Therefore, the following standards are what we expect an eighth grader to know and be able to do in the area of technology.

This draft document has been approved by the Public Information Education Technology Committee and the Idaho Council for Technology in Learning (ICTL). It will be taken to the Office of the State Board of Education in Spring of 2004 for approval. If you have any questions or comments about the standards and/or content knowledge and skills, please feel free to contact Dawn Wilson at the Idaho State Department of Education via e-mail at dwilson@sde.state.id.us or 208-332-6971.

Technology Foundation Standards for all students

The Technology foundation standards for students are divided into six broad categories that were developed through the National Educational Technology Standards (NETS) project coordinated by the International Society for Technology in Education (ISTE). Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking sample applications. These standards and benchmarks are used as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.

Basic Operations and Concepts
Students demonstrate a sound understanding of the nature and operation of technology systems.
Students are proficient in the use of technology.

Social, Ethical, and Human Issues
Students understand the ethical, cultural, and societal issues related to technology.
Students practice responsible use of technology systems, information, and software.
Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

Technology Productivity Tools
Students use technology tools to enhance learning , increase productivity, and promote creativity.
Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.

Technology Communications Tools
Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

Technology Research Tools
Students use technology to locate, evaluate, and collect information from a variety of sources.
Students use technology tools to process data and report results.
Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.

Technology Problem-Solving and Decision-Making Tools
Students use technology resources for solving problems and making informed decisions.
Students employ technology in the development of strategies for solving problems in the real world.

Idaho Student Information Technology Standards Rationale

Students will live, learn and work in an increasingly complex, technology-driven society. These technology standards are designed to identify foundational skills and processes that students need in order to be productive and successful.

It is essential that computer and technology education be integrated in all grade level content standards. All educators share responsibility for student success.

The eighth grade was chosen because it is considered to be the culmination of the elementary/middle grades and sets the standard for a student entering his or her high school career. Therefore, the following standards are what we expect an eighth grader to know and be able to do in the area of technology.

STANDARD 1:

Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
Demonstrate a sound understanding of the basic nature and operation of technology systems.	Use developmentally appropriate and accurate technology terminology.
	Identify the appropriate technology device to complete a task.
	Make informed choices among technology systems, resources and services.
Demonstrate proficiency in the use of technology.	Demonstrate increasingly sophisticated operation of technology components.
	Apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

STANDARD 2:
Social, Ethical, and Human Issues

Standard The student will:	Content Knowledge and Skills:
Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	Demonstrate knowledge of current changes in technologies and the effect those changes have on the workplace and society.
	Demonstrate knowledge of legal and ethical issues when using technology, information sources, and consequences of misuse.
Practice responsible use of technology systems, information, and software.	Practice responsible use of technological devices and software.
	Demonstrate respect for others while using technology.
	Exhibit legal and ethical behaviors when using technology and information.

STANDARD 3:
Technology Productivity Tools

Standard The student will:	Content Knowledge and Skills:
Use technology tools to enhance learning, increase productivity, and promote creativity.	Use formatting capabilities of technology for communicating and illustrating.
	Use a variety of technology tools for data collection and analysis.
	Publish and present information using technology tools.
	Use technology tools to support analysis and modeling.

STANDARD 4:
Technology Communications Tools

Standard The student will:	Content Knowledge and Skills:
Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	Use telecommunications efficiently and effectively to access remote information and communicate with others in support of facilitated and independent learning.
	Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom.
	Collaboratively use telecommunications and online resources.

STANDARD 5:
Technology Research Tools

Standard The student will:	Content Knowledge and Skills:
Use technology to locate, evaluate, and collect information from a variety of sources.	Locate information from electronic resources.
	Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources.
Use technology tools to process data and report results.	Select appropriate technology tools for data analysis and reporting.

STANDARD 6:
Technology Problem-Solving and Decision Making Tools
Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a

cumulative (capstone) experience.

Standard The student will:	Content Knowledge and Skills:
Use technology resources for solving problems and making informed decisions.	Determine when technology is useful, select and use the appropriate tools, and technology resources to solve the problem, and report findings.

STANDARD 1:
Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
Demonstrate a sound understanding of the basic nature and operation of technology systems.	Use developmentally appropriate and accurate technology terminology.
	Identify the appropriate technology device to complete a task.
	Identify choices among technology systems, resources and services.
Demonstrate proficiency in the use of technology.	Demonstrate increasingly sophisticated operation of technology components.
	Apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

STANDARD 2:
Social, Ethical, and Human Issues

Standard The student will:	Content Knowledge and Skills:
Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	Demonstrate knowledge of current changes in technologies and the effect those changes have on the workplace and society.
	Demonstrate knowledge of legal and ethical issues when using technology, information sources, and consequences of misuse.
Practice responsible use of technology systems, information, and software.	Practice responsible use of technological devices and software.
	Demonstrate respect for others while using technology.
	Exhibit legal and ethical behaviors when using technology and information.

STANDARD 3:
Technology Productivity Tools

Standard The student will:	Content Knowledge and Skills:
Use technology tools to enhance learning, increase productivity, and promote creativity.	Use formatting capabilities of technology for communicating and illustrating.
	Use a variety of technology tools for data collection and analysis.
	Publish and present information using technology tools.
	Use technology tools to support analysis and modeling.

STANDARD 4:
Technology Communications Tools

Standard The student will:	Content Knowledge and Skills:
Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	Use telecommunications efficiently and effectively to access remote information and communicate with others in support of facilitated and independent learning.
	Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom.
	Collaboratively use telecommunications and online resources.

STANDARD 5:
Technology Research Tools

Standard The student will:	Content Knowledge and Skills:
Use technology to locate, evaluate, and collect information from a variety of sources.	Locate information from electronic resources.
	Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources
Use technology tools to process data and report results.	a. Select appropriate technology tools for data analysis and reporting.

STANDARD 6:
Technology Problem-Solving and Decision Making Tools
Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a

cumulative (capstone) experience.

Standard The student will:	Content Knowledge and Skills:
Use technology resources for solving problems and making informed decisions.	a. Determine when technology is useful, select and use the appropriate tools, and technology resources to solve the problem, and report findings.

6th Grade Idaho Student Information Technology Benchmarks
DRAFT – 12/17/2003

STANDARD 1:
Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
Demonstrate a sound understanding of the basic nature and operation of technology systems.	Use developmentally appropriate and accurate technology terminology.
	Identify the appropriate technology device to complete a task.
	Explore choices among technology systems, resources and services.
Demonstrate proficiency in the use of technology.	Demonstrate increasingly sophisticated operation of technology components.
	Apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

STANDARD 2:
Social, Ethical, and Human Issues

Standard The student will:	Content Knowledge and Skills:
Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	Demonstrate knowledge of current changes in technologies and the effect those changes have on the workplace and society.
	Demonstrate knowledge of legal and ethical issues when using technology, information sources, and consequences of misuse.
Practice responsible use of technology systems, information, and software.	Practice responsible use of technological devices and software.
	Demonstrate respect for others while using technology.
	Exhibit legal and ethical behaviors when using technology and information.

STANDARD 3:
Technology Productivity Tools

Standard The student will:	Content Knowledge and Skills:
Use technology tools to enhance learning, increase productivity, and promote creativity.	Use formatting capabilities of technology for communicating and illustrating.
	Use a variety of technology tools for data collection and analysis.
	Publish and present information using technology tools.
	Use technology tools to support analysis and modeling.

STANDARD 4:
Technology Communications Tools

Standard The student will:	Content Knowledge and Skills:
Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	Use telecommunications efficiently and effectively to access remote information and communicate with others in support of facilitated and independent learning.
	Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom.
	Collaboratively use telecommunications and online resources.

STANDARD 5:
Technology Research Tools

Standard The student will:	Content Knowledge and Skills:
Use technology to locate, evaluate, and collect information from a variety of sources.	Locate information from electronic resources.
	Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources
Use technology tools to process data and report results.	Select appropriate technology tools for data analysis and reporting.

STANDARD 6:
Technology Problem-Solving and Decision Making Tools
Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a

cumulative (capstone) experience.

Standard The student will:	Content Knowledge and Skills:
Use technology resources for solving problems and making informed decisions.	Determine when technology is useful, select and use the appropriate tools, and technology resources to solve the problem, and report findings.

5th Grade Idaho Student Information Technology Benchmarks
DRAFT – 12/17/2003

STANDARD 1:
Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
Demonstrate a sound understanding of the basic nature and operation of technology systems.	Use developmentally appropriate and accurate technology terminology.
	Identify the appropriate technology device to complete a task.
	N/A
Demonstrate proficiency in the use of technology.	Demonstrate increasingly sophisticated operation of technology components.
	Acquire and apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

STANDARD 2:
Social, Ethical, and Human Issues

Standard The student will:	Content Knowledge and Skills:
Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	Discuss common uses of technology in daily life and related advantages and disadvantages.
	Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use.
Practice responsible use of technology systems, information, and software.	Practice responsible use of technological devices and software.
	Demonstrate respect for others while using technology.
	Exhibit legal and ethical behaviors when using technology and information.

STANDARD 3:
Technology Productivity Tools

Standard The student will:	Content Knowledge and Skills:
Use technology tools to enhance learning, increase productivity, and promote creativity.	Use formatting capabilities of technology for communicating and illustrating.
	Use a variety of technology tools for data collection and analysis.
	Publish and present information using technology tools.
	Use technology tools to support analysis and modeling.

STANDARD 4:
Technology Communications Tools

Standard The student will:	Content Knowledge and Skills:
Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	Use telecommunications efficiently and effectively to access remote information and communicate with others in support of facilitated and independent learning.
	Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom.
	Collaboratively use telecommunications and online resources.

STANDARD 5:
Technology Research Tools

Standard The student will:	Content Knowledge and Skills:
Use technology to locate, evaluate, and collect information from a variety of sources.	Locate information from electronic resources.
	Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources
Use technology tools to process data and report results.	N/A

STANDARD 6:
Technology Problem-Solving and Decision Making Tools
Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a

cumulative (capstone) experience.

Standard The student will:	Content Knowledge and Skills:
Use technology resources for solving problems and making informed decisions.	N/A

STANDARD 1:
Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
Demonstrate a sound understanding of the basic nature and operation of technology systems.	Use developmentally appropriate and accurate technology terminology.
	Explore the appropriate technology device to complete a task.
	N/A
Demonstrate proficiency in the use of technology.	Demonstrate increasingly sophisticated operation of technology components.
	Acquire and apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

STANDARD 2:
Social, Ethical, and Human Issues

Standard The student will:	Content Knowledge and Skills:
Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	Discuss common uses of technology in daily life and related advantages and disadvantages.
	Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use.
Practice responsible use of technology systems, information, and software.	Practice responsible use of technological devices and software.
	Demonstrate respect for others while using technology.
	Exhibit legal and ethical behaviors when using technology and information.

STANDARD 3:
Technology Productivity Tools

Standard The student will:	Content Knowledge and Skills:
Use technology tools to enhance learning, increase productivity, and promote creativity.	Use formatting capabilities of technology for communicating and illustrating.
	Use a variety of technology tools for data collection and analysis.
	Publish and present information using technology tools.
	Use technology tools to support analysis and modeling.

STANDARD 4:
Technology Communications Tools

Standard The student will:	Content Knowledge and Skills:
Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	Use telecommunications efficiently and effectively to access remote information and communicate with others in support of facilitated and independent learning.
	Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom.
	Collaboratively use telecommunications and online resources.

STANDARD 5:
Technology Research Tools

Standard The student will:	Content Knowledge and Skills:
Use technology to locate, evaluate, and collect information from a variety of sources.	Locate information from electronic resources.
	Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources
Use technology tools to process data and report results.	N/A

STANDARD 6:
Technology Problem-Solving and Decision Making Tools
Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a

cumulative (capstone) experience.

Standard The student will:	Content Knowledge and Skills:
Use technology resources for solving problems and making informed decisions.	N/A

3rd Grade Idaho Student Information Technology Benchmarks
DRAFT – 12/17/2003

STANDARD 1:
Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
Demonstrate a sound understanding of the basic nature and operation of technology systems.	Use developmentally appropriate and accurate technology terminology.
	Explore the appropriate technology device to complete a task.
	N/A
Demonstrate proficiency in the use of technology.	Demonstrate functional operation of technology components.
	Acquire and apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

STANDARD 2:
Social, Ethical, and Human Issues

Standard The student will:	Content Knowledge and Skills:
Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	Discuss common uses of technology in daily life and related advantages and disadvantages.
	Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use.
Practice responsible use of technology systems, information, and software.	Practice responsible use of technological devices and software.
	Demonstrate respect for others while using technology.
	Discuss legal and ethical behaviors when using technology and information.

STANDARD 3:
Technology Productivity Tools

Standard The student will:	Content Knowledge and Skills:
Use technology tools to enhance learning, increase productivity, and promote creativity.	Use prescribed technology writing or drawing tools for communicating and illustrating.
	Use prescribed technology tools for data collection and analysis.
	Explore prescribed technology for publishing and presenting information.
	N/A

STANDARD 4:
Technology Communications Tools

Standard The student will:	Content Knowledge and Skills:
Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	Use telecommunications efficiently and effectively to access remote information and communicate with others in support of facilitated and independent learning.
	Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom.
	N/A

STANDARD 5:
Technology Research Tools

Standard The student will:	Content Knowledge and Skills:
Use technology to locate, evaluate, and collect information from a variety of sources.	Explore electronic information sources.
	Evaluate the accuracy and relevance of electronic information sources.
Use technology tools to process data and report results.	N/A

STANDARD 6:
Technology Problem-Solving and Decision Making Tools
Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a

cumulative (capstone) experience.

Standard The student will:	Content Knowledge and Skills:
Use technology resources for solving problems and making informed decisions.	N/A

2nd Grade Idaho Student Information Technology Benchmarks
DRAFT – 12/17/2003

STANDARD 1:
Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
Demonstrate a sound understanding of the basic nature and operation of technology systems.	Use developmentally appropriate and accurate technology terminology.
	N/A
	N/A
Demonstrate proficiency in the use of technology.	Demonstrate functional operation of technology components.
	Explore and acquire and apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

STANDARD 2:
Social, Ethical, and Human Issues

Standard The student will:	Content Knowledge and Skills:
Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	N/A
	Demonstrate an awareness and respect for the ethical use of technology.
Practice responsible use of technology systems, information, and software.	Practice responsible use of technological devices and software.
	Demonstrate respect for others while using technology.
	N/A

STANDARD 3:
Technology Productivity Tools

Standard The student will:	Content Knowledge and Skills:
Use technology tools to enhance learning, increase productivity, and promote creativity.	Use prescribed technology writing or drawing tools for communicating and illustrating.
	Use prescribed technology tools for data collection and analysis.
	Explore prescribed technology for publishing and presenting information.
	N/A

STANDARD 4:
Technology Communications Tools

Standard The student will:	Content Knowledge and Skills:
Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	Gather information and communicate with others using telecommunications, with support from teachers, family members or student partners.
	Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom.
	N/A

STANDARD 5:
Technology Research Tools

Standard The student will:	Content Knowledge and Skills:
Use technology to locate, evaluate, and collect information from a variety of sources.	Explore electronic information sources.
	N/A
Use technology tools to process data and report results.	N/A

STANDARD 6:
Technology Problem-Solving and Decision Making Tools
Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a

cumulative (capstone) experience.

Standard The student will:	Content Knowledge and Skills:
Use technology resources for solving problems and making informed decisions.	N/A

1st Grade Idaho Student Information Technology Benchmarks
DRAFT – 12/17/2003

STANDARD 1:
Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
Demonstrate a sound understanding of the basic nature and operation of technology systems.	Use developmentally appropriate and accurate technology terminology.
	N/A
	N/A
Demonstrate proficiency in the use of technology.	Demonstrate functional operation of technology components.
	Explore and acquire and apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

STANDARD 2:
Social, Ethical, and Human Issues

Standard The student will:	Content Knowledge and Skills:
Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	N/A
	Demonstrate an awareness and respect for the ethical use of technology.
Practice responsible use of technology systems, information, and software.	Practice responsible use of technological devices and software.
	Demonstrate respect for others while using technology.
	N/A

STANDARD 3:
Technology Productivity Tools

Standard The student will:	Content Knowledge and Skills:
Use technology tools to enhance learning, increase productivity, and promote creativity.	Use prescribed technology writing or drawing tools for communicating and illustrating.
	Use prescribed technology tools for data collection and analysis.
	Explore prescribed technology for publishing and presenting information.
	N/A

STANDARD 4:
Technology Communications Tools

Standard The student will:	Content Knowledge and Skills:
Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	Gather information and communicate with others using telecommunications, with support from teachers, family members or student partners.
	Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom.
	N/A

STANDARD 5:
Technology Research Tools

Standard The student will:	Content Knowledge and Skills:
Use technology to locate, evaluate, and collect information from a variety of sources.	Explore electronic information sources.
	N/A
Use technology tools to process data and report results.	N/A

STANDARD 6:
Technology Problem-Solving and Decision Making Tools
Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a cumulative (capstone) experience.

Standard The student will:	Content Knowledge and Skills:
Use technology resources for solving problems and making informed decisions.	N/A

1st Grade Idaho Student Information Technology Benchmarks
DRAFT – 12/17/2003

STANDARD 1:
Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
Demonstrate a sound understanding of the basic nature and operation of technology systems.	Use developmentally appropriate and accurate technology terminology.
	N/A
	N/A
Demonstrate proficiency in the use of technology.	Use input and output devices successfully to operate computers, VCRs, audio tapes and other technologies.
	Explore and acquire and apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

STANDARD 2:
Social, Ethical, and Human Issues

Standard The student will:	Content Knowledge and Skills:
Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	N/A
	Demonstrate an awareness and respect for the ethical use of technology.
Practice responsible use of technology systems, information, and software.	Practice responsible use of technological devices and software.
	Demonstrate respect for others while using technology.
	N/A

STANDARD 3:
Technology Productivity Tools

Standard The student will:	Content Knowledge and Skills:
Use technology tools to enhance learning, increase productivity, and promote creativity.	N/A
	N/A
	N/A
	N/A

STANDARD 4:
Technology Communications Tools

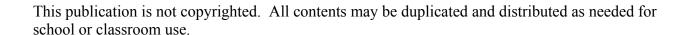| Standard The student will:	Content Knowledge and Skills:
Jse telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	N/A
	N/A
	N/A

STANDARD 5:
Technology Research Tools

Standard The student will:	Content Knowledge and Skills:
Use technology to locate, evaluate, and collect information from a variety of sources.	N/A
	N/A
Use technology tools to process data and report results.	N/A

STANDARD 6:
Technology Problem-Solving and Decision Making Tools
Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a

cumulative (capstone) experience.

Standard The student will:	Content Knowledge and Skills:
Use technology resources for solving problems and making informed decisions.	N/A