

Beaverton School District Library and Information Literacy High School Learning Targets

HS.1 Reading Engagement

- HS.1.1 Use a variety of techniques to seek out and find new reading materials for personal enjoyment or information needs
- HS.1.2 Make varied connections to respond to literature, enhance the study of other subjects and apply ideas to own life
- HS.1.3 Use a variety of sources and formats to share reading recommendations, opinions, and experiences
- HS.1.4 Select and read a wide variety of texts for academic needs, to enrich understanding of real-world concepts and for personal exploration and enjoyment
- HS.1.5 Recognize and evaluate the author's point of view and how it affects the text and consider other perspectives

HS.2 Social Responsibility

- HS.2.1 Model and advocate for safe and ethical online behavior among peers and recognize, report and counteract cyberbullying
- HS.2.2 Analyze the consequences and costs of the unethical use of information and technology and identify ways to address these behaviors
- HS.2.3 Seek and use many sources in a variety of formats to obtain balanced and complex information, effectively fill information needs and make informed decisions
- HS.2.4 Articulate the importance of intellectual freedom to a democratic society and uphold the rights of others
- HS.2.5 Model appropriate actions, behavior and volume in the library and assist others
- HS.2.6 Recognize that equitable access to information depends on student responsibility in handling library materials appropriately, returning them on time, and resolving lost or damaged materials

HS.3 Information Literacy

HS.3.1 Information Literacy - Question

- HS.3.1.a Determine the extent and type of information needed and the intended audience for final product independently
- HS.3.1.b Identify prior knowledge to organize ideas and independently recognize the need for more information
- HS.3.1.c Write the essential research question and formulate basic thesis statement independently
- HS.3.1.d Develop subtopics and formulate supporting questions independently

HS.3.2 Information Literacy - Plan

- HS.3.2.a Select a format independently that will effectively and creatively communicate the information to the intended audience
- HS.3.2.b Use preliminary research and resources to clarify meaning and direction of the research task and if necessary, redefine the research question independently
- HS.3.2.c Consider and prioritize possible sources independently based on strengths, quality and relevance in answering research questions
- HS.3.2.d Develop a list of keywords and synonyms and use advanced search strategies independently
- HS.3.2.e Devise a research plan and time management strategy to meet deadlines

Beaverton School District

Library and Information Literacy

High School Learning Targets

HS.3.3 Information Literacy - Gather

- HS.3.3.a Locate and access a variety of sources in different formats independently
- HS.3.3.b Use skim and scan strategies independently to effectively determine relevant information
- HS.3.3.c Evaluate the accuracy and reliability of information by comparing multiple sources and analyzing them for point of view and bias
- HS.3.3.d Select effective note-taking and information-organizing techniques to record information and essential citation details while accessing print or electronic resources
- HS.3.3.e Identify and request information from reliable sources to support the research plan and questions

HS.3.4 Information Literacy - Sort

- HS.3.4.a Analyze information gathered to ensure that it answers the research questions and is accurate, relevant, and comprehensive
- HS.3.4.b Select and use a system for organizing relevant information that works best for the particular content, purpose of the task and to match personal learning style
- HS.3.4.c Review and prioritize organized information to determine what is most useful in answering the research questions, delete extraneous information and brainstorm strategies for answering remaining research questions
- HS.3.4.d Review research process plan and revise the questions, resources, and/or strategies as needed

HS.3.5 Information Literacy - Share

- HS.3.5.a Create a final product that combines existing information with original thought to produce new insights and ideas
- HS.3.5.b Design and develop a final product that effectively presents complex ideas and original conclusions, addresses the essential research question and presents a well-defined thesis
- HS.3.5.c Use effective presentation techniques to clearly communicate information and ideas to different audiences
- HS.3.5.d Create a precise works cited document to clearly and completely indicate the original sources of all information in the final product and include in-text citation of sources

HS.3.6 Information Literacy - Review

- HS.3.6.a Evaluate the research process using established criteria and self-selected goals and identify strategies for improvement
- HS.3.6.b Evaluate the product using established criteria and self-selected goals and identify areas for improvement
- HS.3.6.c Use self-reflection and evaluation skills, individually and in groups, to assess research process and product and respond constructively