Miami-Dade County Public Schools
giving our students the world

COMPONENT	OBJECTIVES	COMPETENCY
I Lifelong Reading	1. Selects reading as a lifelong activity 2. Reads and evaluates award-winning materials (i.e., Pulitzer Prize, Nobel Prize for Literature) 3. Appreciates the importance of literary elements 4. Appreciates various genres of literature 5. Enjoys and appreciates quality literature through listening, viewing, and reading 6. Uses literature to broaden perspective regarding cultural and ethnic diversity 7. Selects and uses materials appropriate to interests, purposes, and abilities (i.e., recommended reading lists, periodicals) 8. Uses community resources for informational and recreational needs (i.e., public and university libraries, national and regional networks)	A. The student will choose reading as a recreational activity. B. The student will regularly use materials for curricular needs and personal interests from various school, community, and electronic resources. C. The student will regularly use libraries as a source of ideas and information for lifelong enjoyment and learning.
II Social Responsibility	1. Respects the rights of others to equitable access to information 2. Understands the concept of intellectual property rights 3. Understands and respects the concept of intellectual freedom 4. Develops skills necessary to work with others	A. The student will return books on time and in good condition. B. The student will credit intellectual property owners. C. The student will recognize intellectual freedom violations. D. The student will collaborate with others to solve an information problem.

COMPONENT	OBJECTIVES	COMPETENCY
III Pre-Search Strategies	1. Formulates information problem (i.e., brainstorming, browsing, webbing, KWHL) 2. Creates a search plan (narrow/broaden search scope, develop rough outline for notetaking) 3. Understands and uses search terminology and techniques (i.e., Boolean logic operators, alternative terms, proximity operators, keyword searches)	A. After refining the information question, the student will outline a research plan. B. The student will use strategies to conduct a search using district-purchased databases and the Internet.
IV Research	1. Understands the structure and organization of information resources (i.e., electronic catalog, specialized reference sources, online databases, Internet) 2. Access and uses appropriate print, nonprint, and electronic resources to gather information (i.e., graphs, diagrams, periodicals, government documents, literary criticisms, online databases, Internet resources) 3. Selects the appropriate type of source to answer a question (encyclopedia, dictionary, almanac, atlas, biographical resource, specialized dictionary)	A. The student will locate information using multiple resources.
V Application	1. Examines resources for timeliness, authoritativeness, relevancy, stereotyping, bias, propaganda, and contrasting points of view 2. Develops and applies personal and evaluative criteria for selecting relevant resources 3. Compiles, analyzes, and organizes information to answer the search question, recording bibliographic data (i.e., Power Notes, Notecards, two column notes, graphic organizer, outlining, word processor)	A. The student will retrieve and analyze facts relevant to answer a search topic. B. Using an appropriate organizer, the student will take notes and collect bibliographic data.

COMPONENT	OBJECTIVES	COMPETENCY
VI Communication	1. Understands the techniques necessary to produce a project 2. Selects and uses appropriate equipment and accessories 3. Reorganizes information and ideas (i.e., outlining) 4. Presents information and ideas, including a bibliography (i.e., word processed or multimedia reports; research papers; web pages; video productions; oral presentations; dramatizations; debate) 5. Evaluates the search process and product	A. The student will demonstrate safe operation and care of equipment. B. The student will convey information in written, oral, or visual format using appropriate technology.