

Wisconsin's Model Academic Standards for Information and Technology Literacy

A. Media and Technology

Content Standard: Students in Wisconsin will select and use media and technology to access, organize, create, and communicate information for solving problems and constructing new knowledge, products, and systems.

A.1: Use common media and technology terminology and equipment

B-Beginning, D-Developing, S-Secure	K	1	2	3	4	5	6	7	8
Identify and define basic computer terminology (e.g., software, hardware, cursor, startup/shutdown, file, memory, etc.)	B	B	D	S	S				
Identify and explain the function of the components of a computer system (e.g., monitor, keyboard, CPU, mouse)	B	B	D	S	S				
Demonstrate proper care and correct use of media and equipment	B	B	D	S	S				
Demonstrate the correct use of input devices (e.g., mouse, keyboard) and output devices (e.g., printer, speakers)	B	B	D	S	S				
Develop touch keyboarding techniques using both hands			B	D	S				
Save and backup files on a computer hard drive, storage medium, or server		B	B	D	S				
Demonstrate the use of still and video cameras and scanners			B	D	S				
Solve problems using the basic four arithmetic functions of a calculator when appropriate		B	D	D	S				
Operate basic audio and video equipment to listen to and view media programs	B	B	D	S	S				
Identify and define computer and networking terms (e.g., modem, file server, client station, LAN, Internet/Intranet, data storage device)						B	D	D	S
Demonstrate the correct operation of a computer system on a network						B	D	D	S
Demonstrate touch keyboarding skills at acceptable speed and accuracy levels (suggested range 20-25 wpm)						B	D	D	S
Organize and backup files on a computer disk, drive, server, or other storage device						B	D	D	S
Recognize and solve routine computer hardware and software problems						B	D	D	S
Use basic content-specific tools (e.g., environmental probes, measurement sensors) to provide evidence/support in a class project						B	D	D	S
Scan, crop, and save a graphic using a scanner, digital camera, or other digitizing equipment						B	D	D	S
Use simple graphing calculator functions to solve a problem							B	D	S
Capture, edit, and combine video segments using a multimedia computer with editing software or a video editing system						B	D	D	S

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A.2: Identify and use common media formats									
B-Beginning, D-Developing, S-Secure	K	1	2	3	4	5	6	7	8
Identify the wide variety of current media formats (e.g., video programs, magazines, computer software, audio cassettes, CD-ROM and DVD, newspapers, books, the Internet)	B	B	D	S	S				
Recognize the common organizational characteristics of print media (e.g., title page, table of contents, copyright statement, index)		B	D	D	S				
Differentiate among the common types of computer software (e.g., drawing programs, utilities, word processing, simulations)		B	D	D	S				
Listen to and view common audio and video media	B	B	D	S	S				
Access information using common electronic reference sources (e.g., indexes, almanacs, on-line catalogs, encyclopedias)	B	B	D	D	S				
Describe the purpose and use of a virus detection program			B	D	S				
Demonstrate how to open and run a software program from a local storage device or network server	B	B	D	S	S				
Create, save, move, copy, retrieve, and delete electronic files		B	B	D	S				
Incorporate graphics, pictures, and sound into another document		B	B	D	S				
Describe the operating and file management software of a computer (e.g., desktop, file, window, folder, directory, pull-down menu, dialog box)						B	D	D	S
Identify the various organizational patterns used in different kinds of reference books						B	D	D	S
Define the basic types of learning software (e.g., drill and practice, tutorial, simulation)						B	D	D	S
Use electronic encyclopedias, almanacs, indexes, and catalogs to retrieve and select information						B	D	D	S
Describe the various applications of productivity software programs (e.g., word processing, database, spreadsheet, presentation, communication, drawing, desktop publishing)						B	D	D	S
Identify common integrated software packages or applications suites						B	D	D	S
Use a graphics program to create or modify detail to an image or picture						B	D	D	S

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A.3: Use a computer and productivity software to organize and create information									
B-Beginning, D-Developing, S-Secure	K	1	2	3	4	5	6	7	8
Identify and define basic word processing terminology (e.g., cursor, open, save, file, I-beam, window, document, cut, copy, paste)	B	B	D	S	S				
Produce a document using a word processing program	B	B	D	S	S				
Edit a word-processed document using a spell checker			B	D	S				
Demonstrate the text editing features of a word processing program (e.g., bold face, italics, underline, double spacing, different size and style of fonts) to produce a finished product		B	B	D	S				
Explore special formatting features (e.g., borders, shading, centering, justification) of a word processing program		B	B	D	S				
Identify a database and define basic database terms (e.g., file, record, field)			B	D	S				
Use a prepared database template to enter and edit data, and to locate records			B	D	S				
Identify a spreadsheet and explain basic spreadsheet terms (e.g., column, row, cell)			B	D	S				
Use a prepared spreadsheet template to enter and edit data, and to produce and interpret a simple graph or chart			B	D	S				
Explain the use of basic word processing functions (e.g., menu, tool bars, dialog boxes, radio buttons, spell checker, thesaurus, page layout, headers and footers, word count, tabs)						B	D	D	S
Use the spell checker and thesaurus functions of a word processing program						B	D	D	S
Move textual and graphics data from one document to another						B	D	D	S
Use graphics software to import pictures, images, and charts into documents						B	D	D	S
Use a graphical organizer program to construct outlines or webs that organize ideas and information						B	D	D	S
Compose a class report using advanced text formatting and layout styles (e.g., single and double spacing, different size and style of fonts, indents, headers and footers, pagination, table of contents, bibliography)						B	D	D	S
Classify collected data and construct a simple database by defining fields, entering and sorting data, and producing a report						B	D	D	S
Construct a simple spreadsheet, enter data, and interpret the information						B	D	D	S
Plot and use different types of charts and graphs (e.g., line, bar, stacked, scatter diagram, area, pie charts, pictogram) from a spreadsheet program						B	D	D	S
Incorporate database and spreadsheet information (e.g., charts, graphs, lists) in word-processed documents						B	D	D	S

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A.4: Use a computer and communications software to access and transmit information									
B-Beginning, D-Developing, S-Secure	K	1	2	3	4	5	6	7	8
Describe and explain an on-line information network			B	D	S				
Generate, send, retrieve, save, and organize electronic messages				B	B	D	D	D	S
Log on and view information from preselected sites on the Internet		B	D	D	S				
Use the functions of a web browser to navigate and save World Wide Web sites		B	D	D	S				
Identify and use simple search engines and directories			B	D	S				
Define basic on-line searching and Internet terminology (e.g., website, HTML, home page, hypertext link, bookmark, URL address)						B	D	D	S
Send an e-mail message with an attachment to several persons simultaneously							B	D	S
Access information using a modem or network connection to the Internet or other on-line information services						B	D	D	S
View, print, save, and open a document from the Internet or other on-line sources						B	D	D	S
Use basic search engines and directories to locate resources on a specific topic						B	D	D	S
Demonstrate efficient Internet navigation						B	D	D	S
Organize World Wide Web bookmarks by subject or topic						B	D	D	S

A.5: Use media and technology to create and present information									
B-Beginning, D-Developing, S-Secure	K	1	2	3	4	5	6	7	8
Use draw, paint or graphics software to create simple signs, posters, banners, charts, visuals, etc.	B	B	D	D	S				
Plan a multimedia production using an outline or storyboard			B	D	S				
Create and present a short video or hypermedia program			B	D	S				
Use draw, paint, or graphics software to create visuals that will enhance a class project or report						B	D	D	S
Design and produce a multimedia program						B	D	D	S
Plan and deliver a presentation using media and technology appropriate to topic, audience, purpose, or content						B	D	D	S

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A.6: Evaluate the use of media and technology in a production or presentation										
B-Beginning, D-Developing, S-Secure	K	1	2	3	4	5	6	7	8	
Identify the media and technology used			B	D	S					
Explain how well the media and technology contributed to its impact			B	D	S					
Identify simple criteria for judging the quality of a production or presentation			B	D	S					
Judge how well a particular production meets the identified criteria			B	D	S					
Suggest ways to improve future productions or presentations			B	D	S					
Determine the purpose of a specific production or presentation						B	D	D	S	
Describe the effectiveness of the media and technology used in a production or presentation						B	D	D	S	
Identify criteria for judging the technical quality of a production or presentation						B	D	D	S	
Judge how well the production or presentation meets identified criteria						B	D	D	S	
Recommend ways to improve future productions or presentations						B	D	D	S	

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B. Information and Inquiry

Content Standard: Students in Wisconsin will access, evaluate, and apply information efficiently and effectively from a variety of sources in print, nonprint, and electronic formats to meet personal and academic needs.

B.1: Define the need for information

B-Beginning, D-Developing, S-Secure	K	1	2	3	4	5	6	7	8
Identify the information problem or question to be resolved	B	B	D	D	S				
Determine what is already known about the information problem or question	B	B	D	S	S				
Formulate initial questions to define what additional information is needed	B	B	D	D	S				
Determine a specific focus for the information search questions		B	D	D	S				
Identify the information problem or question to be resolved						B	D	D	S
Relate what is already known to the information need						B	D	D	S
Formulate general and specific research questions using a variety of questioning skills						B	D	D	S
Revise and narrow the information questions to focus on the information need						B	D	D	S

B.2: Develop information seeking strategies

B-Beginning, D-Developing, S-Secure	K	1	2	3	4	5	6	7	8
Identify possible sources of information including print, nonprint, electronic, and human resources	B	B	D	D	S				
Evaluate possible sources based on currency, genre, and relevance to topic			B	D	S				
Select more than one resource when appropriate	B	B	D	D	S				
Identify keywords and phrases for each information source		B	D	D	S				
Recognize different ways to organize ideas, concepts, and phrases	B	B	D	D	S				
List steps to follow in carrying out the information search			B	D	S				
Identify relevant sources of information including print, nonprint, electronic, human, and community resources						B	D	D	S
Evaluate possible sources of information based on criteria of timeliness, genre, point of view, bias, and authority						B	D	D	S
Select multiple sources that reflect differing or supporting points of view						B	B	D	S
Identify and select key words and phrases for each source, recognizing that different sources use different terminology for similar concepts						B	D	D	S
Organize ideas, concepts, and phrases using webbing, outlines, trees, or other visual or graphic tools						B	D	S	S
Focus search strategies on matching information needs with available resources						B	D	D	S

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B.3: Locate and access information sources										
B-Beginning, D-Developing, S-Secure	K	1	2	3	4	5	6	7	8	
Recognize that materials in school library media center are organized in a systematic manner	B	B	D	D	S					
Locate materials using classification system of school library media center		B	D	D	S					
Identify and use printed or electronic catalogs to access materials in school library media center		B	D	D	S					
Search for information by key word, author, title, and topic or subject		B	D	D	S					
Use an encyclopedia, dictionary, almanac, and atlas in print or electronic formats			B	D	S					
Use the index or table of contents of a book, magazine, or reference set to locate specific information		B	D	D	S					
Locate information from preselected Internet sites and web pages		B	D	D	S					
Identify classification system used in school library media center, public library, and other local libraries						D	D	S	S	
Locate materials using classification system of school library media center and the public library						B	D	S	S	
Use an on-line catalog and other databases of print and electronic resources						B	D	D	S	
Recognize differences in searching bibliographic records, abstracts, or full text databases						B	D	D	S	
Search for information by subject, author, title, and key word						S	S	S	S	
Use Boolean operators with human or programmed guidance to narrow or broaden searches						B	D	D	S	
Use biographical dictionaries, thesauri, and other common reference tools in both print and electronic formats						B	D	S	S	
Use a search engine to locate appropriate Internet or Intranet resources						B	D	S	S	

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B.4: Evaluate and select information from a variety of print, nonprint and electronic formats										
B-Beginning, D-Developing, S-Secure	K	1	2	3	4	5	6	7	8	
Preview selected resources using table of contents, index, and other simple scanning strategies			B	D	S					
Differentiate between fiction and nonfiction resources	B	D	D	S	S					
Distinguish between fact and opinion		B	D	D	S					
Determine timeliness and validity of information sources			B	D	S					
Recognize that graphics and images can be used to convey a message	B	D	D	S	S					
Identify the sponsoring organization or author for all resources	B	B	D	D	S					
Choose resources appropriate to their interests, abilities, and information need		B	D	D	S					
Examine selected resources for pertinent information using previewing techniques to scan for major concepts and keywords						B	B	D	S	
Differentiate between primary and secondary sources						B	D	D	S	
Distinguish between fact and opinion, recognize point of view or bias						B	D	D	S	
Determine if information is timely, valid, accurate, comprehensive, and relevant						B	D	D	S	
Analyze and evaluate information presented in charts, graphs, and tables						B	D	S	S	
Locate indicators of authority for all sources of information						B	D	D	S	
Select resources in formats appropriate to content and information need and compatible with their own learning style						B	D	D	S	

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B.5: Record and organize information									
B-Beginning, D-Developing, S-Secure	K	1	2	3	4	5	6	7	8
Take notes or record information in their own words	B	B	D	D	S				
Record the sources of information as notes are taken			B	D	S				
Recognize the need to identify the author of any information copied verbatim			B	D	S				
Arrange notes to help answer the information problem or question			B	D	S				
Organize information using simple outlining techniques			B	D	S				
List basic bibliographic sources for information used			B	D	S				
Use note taking strategies including summarizing and paraphrasing						B	D	D	S
Record concise notes in a prescribed manner, including bibliographic information						B	D	D	S
Cite the source of specific quotations or visuals using footnotes, endnotes, or internal citation formats						B	B	D	S
Organize and compare information using graphic organizers, storyboarding, and other relational techniques						B	D	S	S
Organize information in a systematic manner appropriate to question, audience, and intended format of presentation						B	D	S	S
Record sources of information in a standardized bibliographic format						B	D	S	S

B.6.: Interpret and use information to solve or answer the question									
B-Beginning, D-Developing, S-Secure	K	1	2	3	4	5	6	7	8
Identify new information and integrate it with prior knowledge	B	B	B	D	S				
Determine if information is relevant to the information question		B	D	D	S				
Select information applicable to the information question			B	D	S				
Seek additional information if needed			B	D	S				
Apply the information gathered to solve the information problem or question		B	B	D	S				
Compare and integrate new information with prior knowledge						B	D	S	
Analyze information for relevance to the question						B	D	D	S
Analyze findings to determine need for additional information						B	D	D	S
Gather and synthesize additional information as needed						B	B	D	S
Draw conclusions to address the problem or question						B	D	S	S

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B.7: Communicate the results of research and inquiry in an appropriate format										
B-Beginning, D-Developing, S-Secure	K	1	2	3	4	5	6	7	8	
Identify the audience for the product or presentation		B	D	D	S					
Identify whether the purpose of the product or presentation is to inform, entertain, or persuade			B	D	S					
Recognize the three common types of communication or presentation modes (written, oral, and visual)		B	D	S	S					
Choose a presentation format (e.g., speech, paper, web page, video, hypermedia)			B	D	S					
Develop a product or presentation to communicate the results of the research			B	D	S					
Determine the audience and purpose for the product or presentation						B	D	S		
Identify possible communication or production formats						B	D	S		
Select a presentation format appropriate to the topic, audience, purpose, content, and technology available						B	D	S		
Develop original product or presentation which addresses information problem or question						B	D	D	S	

B.8: Evaluate the information product and process										
B-Beginning, D-Developing, S-Secure	K	1	2	3	4	5	6	7	8	
Review the criteria to be used in judging both the product (or presentation) and the process	B	B	B	D	S					
Determine how well the product or presentation meets the original information need based on the criteria			B	D	S					
Review the process based on the criteria			B	D	S					
Suggest ways in which the process and product can be improved		B	D	S						
Identify the criteria to be used in judging both the product (or presentation) and the process						B	B	D	S	
Determine how well research conclusions and product meet the original information need or question based on the identified criteria						B	B	D	S	
Assess the process based on identified criteria						B	B	D	S	
Summarize ways in which the process and product can be improved						B	D	D	S	

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C. Independent Learning

Content Standard: Students in Wisconsin will apply information and technology skills to issues of personal and academic interest by actively and independently seeking information; demonstrating critical and discriminating reading, listening, and viewing habits; and, striving for personal excellence in learning and career pursuits.

C.1: Pursue information related to various dimensions of personal well-being and academic success

B-beginning, D-developing, S-secure	K	1	2	3	4	5	6	7	8
Identify topics of interest and seek relevant information about them	B	B	B	D	D	S			
Recognize that information can be used to make decisions or satisfy personal interest			B	B	D	D	D	S	S
Recognize that accurate information is basic to sound decisions				B	B	B	D	D	S
Identify information appropriate for decision-making and personal interest			B	B	B	D	D	S	
Recognize that accurate and complete information is basic to sound decisions in both personal and academic life				B	B	D	D	S	

C.2: Appreciate and derive meaning from literature and other creative expressions of information

B-beginning, D-developing, S-secure	K	1	2	3	4	5	6	7	8
Choose fiction and other literature of personal interest	B	B	D	D	S				
Recognize that award winning books reflect literary and artistic excellence		B	B	D	D	S			
Relate literature and other creative expressions of information to personal experiences	B	B	D	D	S	S			
Compare their own interpretations of literature and share creative expressions of information with those of others				B	B	D	D	D	S
Recognize that reviews, and guidance from teachers, library media specialists, and others assist in the selection of appropriate literature and creative expressions of information			B	B	B	B	B	D	S
Identify and use personal criteria for choosing literature and other creative expressions of information	B	B	B	B	D	D	D	D	S
Relate literature and creative expressions of information to personal experiences	B	B	D	D	D	S			
Relate literature and other creative expressions of information to other literature or creative expressions of information						B	B	D	S
Define author and illustrator	B	B	D	D	S	S			

D. The Learning Community

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C.3: Use information, media, and technology in a responsible manner									
B-beginning, D-developing, S-secure	K	1	2	3	4	5	6	7	8
Choose materials at appropriate developmental levels			B	B	D	D	D	S	
Identify materials that reflect diverse perspectives						B	B	D	S
Differentiate among written, oral, and visual forms of literature				B	B	D	D	S	
Recognize that media can be constructed to convey specific messages, viewpoints, and values						B	B	D	S
Identify and select materials that reflect diverse perspectives						D	D	S	
Identify characteristics of common literary forms						B	B	D	S
Recognize how words, images, sounds, and illustrations can be constructed to convey specific messages, viewpoints, and values						D	D	S	

C.4: Demonstrate self-motivation and increasing responsibility for their learning									
B-beginning, D-developing, S-secure	K	1	2	3	4	5	6	7	8
Contribute to group or classroom decisions about learning objectives				B	B	D	D	D	S
Identify topics suitable for independent learning and in-depth exploration					B	B	D	D	S
Apply prescribed criteria for judging success of learning projects					B	B	D	D	S
Establish goals and determine steps for completing a project				B	B	B	D	D	S
Assess progress and quality of work			B	B	D	D	D	S	S
Participate in decisions about group and classroom projects and learning activities				B	B	D	D	D	S
Identify and select topics of personal interest to expand classroom learning projects						B	B	D	S
Recommend criteria for judging success of learning projects						B	B	D	S
Establish goals and develop a plan for completing projects on time and within the scope of the assignment						B	D	D	S
Evaluate progress and quality of personal learning						B	B	D	S
Establish personal goals in pursuit of individual interests, academic requirements, and career paths						B	B	D	S

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Content Standard: Students in Wisconsin will demonstrate the ability to work collaboratively in teams and groups, use information and technology in a responsible manner, respect in intellectual property rights, and recognize the importance of intellectual freedom and access to information in a democratic society.

D.1: Participate productively in workgroups or other collaborative learning environments

B-beginning, D-developing, S-secure	K	1	2	3	4	5	6	7	8
Share information and ideas with others			B	B	D	D	D	S	
Respect the ideas of others	B	B	B	B	B	B	D	D	S
Articulate workgroup goals and individual responsibilities within the group					B	B	B	D	C
Participate in the development of individual and workgroup tasks and priorities					B	B	B	D	S
Recognize that individual achievement is linked to the successful completion of workgroup projects					B	B	B	D	S
Complete workgroup projects to meet an established timeline					B	B	B	D	S
Review workgroup projects and suggest improvements					B	B	B	D	S
Collaborate with others to identify information needs and seek solutions						B	D	D	S
Demonstrate acceptance to new ideas and strategies from workgroup members						B	B	D	S
Determine workgroup goals and equitable distribution of individual or subgroup responsibilities and tasks						B	D	D	S
Plan for the efficient use and allocation of time						B	B	D	S
Complete workgroup projects on time					B	D	S		
Evaluate completed projects to determine how the workgroup could have functioned more efficiently and productively						B	B	D	S

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D.2: Use information, media, and technology in a responsible manner									
B-beginning, D-developing, S-secure	K	1	2	3	4	5	6	7	8
Return all borrowed materials on time	B	B	B	D	D	S			
Identify the school's rules on student use of the internet and other resources	B	B	B	D	D	S			
Demonstrate use of the Internet and other on-line sources consistent with the school's acceptable use policy	B	B	B	D	D	S			
Employ proper etiquette in all forms of communication				B	B	D	D	S	
Recognize that altering or destroying another person's program or file constitutes unacceptable behavior	B	B	B	B	B	D	D	S	
Differentiate between copying and summarizing				B	B	B	D	D	S
Recognize that using media and technology to defame another person or group constitutes unacceptable behavior						B	B	D	S
Recognize the need for privacy of personal information				B	B	D	D	S	
Describe and explain the school policy on technology and network use, media borrowing, and internet access						B	B	D	S
Demonstrate responsible use of the Internet and other electronic resources consistent with the schools acceptable use policy	B	B	B	B	B	D	S		
Recognize that using media and technology to defame or libel another person or group constitutes unacceptable behavior					B	B	D	S	
Identify and define the consequences of violations to the school's policies on media and technology use						B	B	D	S
Recognize the need for privacy and protection of personal information				B	B	D	S		

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D.3: Respect intellectual property rights									
B-beginning, D-developing, S-secure	K	1	2	3	4	5	6	7	8
Explain the concept of intellectual property rights						B	B	D	S
Describe how copyright protects the right of the author or producer to control the distribution, performance, display, or copying of original works			B	B	B	D	D	S	
Recognize that the copying of commercial or licensed media is a violation of the copyright law					B	B	B	D	S
Identify violations of the copyright law as a crime for which there are serious consequences					B	B	B	D	S
Explain why the use of all or parts of another person's works requires prior permission or citation					B	B	B	D	S
Recognize that a quoted work must be stated in the author's exact words						B	B	D	S
List sources quoted verbatim and visuals used in a presentation							B	D	S
Recognize that reports or articles they write must be put in their own words			B	B	D	D	D	S	
Define the purpose of copyright and copyright law						B	B	D	S
Identify what kinds of works of authorship can be copyrighted						B	B	D	S
Explain the concept of "fair use" as it pertains to the copyright law						B	B	D	S
Recognize that the "fair use" provisions may differ depending on the media format						B	B	D	S
Relate examples of copyright violation						B	B	D	S
Cite the sources for words which are quoted verbatim and for pictures, graphics, and audio or video segments which are used in a product or presentation						B	B	D	S
Explain and differentiate the purposes of a patent, trademark, and logo						B	B	D	S

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D.4: Recognize the importance of intellectual freedom and access to information in a democratic society									
B-beginning, D-developing, S-secure	K	1	2	3	4	5	6	7	8
Define the concept of intellectual freedom						B	B	D	S
Identify examples of censorship						B	B	D	S
Recognize the importance of free and open access to information for all citizens							B	D	S
Acknowledge the right of classmates to express opinions different from their own		B	B	B	D	D	D	S	S
Describe situations or conditions where information is repressed or restricted						B	B	D	S
Explain the concept of intellectual freedom						B	B	D	S
Identify examples and explain the implications of censorship in the United States and in other countries						B	B	D	S
Explain the importance of the principle of equitable access to information						B	B	D	S
Compare and contrast freedom of the press in different situations and geographic areas						B	B	D	S
Recognize that the free-flow of information contributes to an informed citizenry resulting in sound decisions for the common good						B	B	D	S