

Literacy in Science and Technical Subjects Common Core State Standards Disaggregated Template

Strand:	Reading for Literacy in Science and Technical Subjects	Anchor Standard:	Key Ideas and Details	Grade level:	11-12
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Number Sequence and Standard	Correlating ELA Standard
11-12.RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.	11-12.R.I.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Student Friendly Language
I can find and explain proof from the text to support my analysis of what the text said.
I can make inferences concerning text.
I can identify gaps, inconsistencies, and uncertainties in the information presented in the text.

Know (Factual)	Understand (Conceptual) Students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Context ● Inferences based on textual evidence ● Analytical process ● Ambiguity 	<p>Writing contains layers of meaning, some of which are obvious and some suggested.</p> <p>The reader supplies meaning through inference.</p> <p>Readers require verification of authenticity.</p> <p>The meaning of a text can be affected by what is said as well as what is unsaid.</p>	<p>Communicate understanding of literal meaning.</p> <p>Communicate understanding of inferential meaning.</p> <p>Identify and analyze ambiguity.</p>

Key Vocabulary:
inference, analysis, explicit language, citation, ambiguity
Relevance and Applications:
How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
Students need to be able to value evidence in support of text. Problem-solvers in any profession need to make accurate inferences about text including evaluations, contracts, diagnostic reports, and other informational processes and procedures.

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Number Sequence & Standard	Correlating ELA Standard
11-12.RST.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	11-12.RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Student Friendly Language:
<p>I can follow the development of the main ideas throughout the text.</p> <p>I can determine the central ideas and conclusions of a text.</p> <p>I can explain how the main ideas work together and affect each other.</p> <p>I can analyze how the main ideas create a deeper understanding of the text.</p> <p>I can identify several main ideas in a text.</p> <p>I can summarize and/or paraphrase the main ideas of the text in simpler but accurate terms without including personal opinions.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Interactive features of text • Strategies of organization (graphic organizers, outlines, topic sentences, etc.) 	<p>Informative text may contain multiple main ideas.</p> <p>Objective summaries do not include personal viewpoints.</p> <p>Multiple ideas interact throughout a text to provide a complex account.</p> <p>High quality informational texts have recognizable depth and texture.</p>	<p>Discuss the main ideas found in the text.</p> <p>Analyze how the main ideas interact with each other and create deeper understanding.</p> <p>Differentiate between objective information and opinion.</p> <p>Paraphrase text in simple, accurate terms without including personal opinions.</p>

Key Vocabulary:
objectivity, summary, paraphrase
<p>Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this?”</p>
<p>In order to be an informed citizen, you need to identify main ideas in other informational texts. ex. newspapers, magazine articles, technical manuals, directions.</p> <p>In order to be an informed citizen, you need to identify the objectivity of the author and the purpose for creating the informational text. ex. letters to the editor, news articles (especially during election years), electronic communication. You need to be able to accurately share information with others using words and phrases appropriate for your audience, for example, children, etc.</p>

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11-12.RST.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	11-12.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Student Friendly Language:
<p>I can explain how each step in the text relates to other subsequent steps.</p> <p>I can follow a multistep procedure when carrying out an experiment, taking measurements, or performing technical tasks.</p> <p>I can analyze the results of an experiment by reading the descriptions in the text.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Methods of organizational style 	<p>Authors choose purposeful sequence of events in a text</p>	<p>Explain why individuals in a text change.</p> <p>Explain the effect sequence of events has on the changes in individuals.</p> <p>Analyze complex ideas</p> <p>Analyze a procedure and explain its results based on text explanations</p>

Key Vocabulary:								
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">analyze</td> <td style="width: 50%;">complex</td> </tr> <tr> <td>sequence of events</td> <td>interact</td> </tr> <tr> <td>develop</td> <td>flashback</td> </tr> <tr> <td>foreshadowing</td> <td></td> </tr> </table>	analyze	complex	sequence of events	interact	develop	flashback	foreshadowing	
analyze	complex							
sequence of events	interact							
develop	flashback							
foreshadowing								
<p>Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>								
<p>Individuals and ideas change over time in the political arena, so in order to be a good citizen, one needs to understand why those changes occur. Reading for key ideas and details is important to understand magazine and newspaper articles, as well as instructions on how to build or make something. Being able to follow the sequence of events is important when reading biographies, autobiographies, and memoirs, as well as anything related to history, and scientific procedures and experiments.</p>								

Literacy in Science and Technical Subjects Common Core State Standards Disaggregated Template

Strand:	Reading for Literacy in Science and Technical Subjects	Anchor Standard:	Craft and Structure	Grade level:	11-12
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Number Sequence & Standard	Correlating ELA Standard
11-12.RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.	11-12.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No.10)

Student Friendly Language:
<p>I can explain the meaning of words and phrase I find in texts using context clues.</p> <p>I can determine the literal meaning of a word or phrase as used in informational text.</p> <p>I can identify and use scientific or technical language related to the topic.</p> <p>I can analyze the author’s word choice to determine his/her underlying meaning.</p> <p>I can determine literal and implied meaning of words and phrases as they are used in an informational text.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Authors refine meanings of key terms in their writing. ● Analysis of figurative, connotative, and technical word meanings adds to reader understanding of text. <ul style="list-style-type: none"> - Context clues - How to determine word meanings in context - The impact of scientific or technical language in a text - Literal meaning - Technical meaning - How to determine the difference between connotative and technical meanings - Tone 	<p>Words have different levels of meaning.</p> <p>Authors use rhetorical techniques to affect meaning.</p> <p>Writers of science and technical texts make purposeful choices to achieve an intended effect within informational texts.</p> <p>Knowing scientific or technical definitions enhances a reader’s understanding of the text.</p> <p>Author’s word choice affects meaning and tone of text.</p> <p>Readers of science and technical texts actively seek the meaning of unknown words to deepen their understanding of informational texts.</p>	<p>Determine meanings of words and phrases using context clues.</p> <p>Analyze the author’s purpose through the word choice.</p> <p>Trace and interpret the use of a term throughout the text.</p> <p>Read and reread sentences, words, tables, diagrams, and graphs to identify context clues to help unlock the meaning of unknown words/phrases.</p> <p>Determine the appropriate definition of words that have more than one meaning.</p> <p>Identify and use scientific language.</p> <p>Determine how an author uses words to convey meaning.</p> <p>Analyze how word choice affects tone.</p> <p>Compare technical meanings to connotative meanings.</p> <p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context.</p>

Key Vocabulary:

connotation	technical meaning	domain specific
analyze	interpret	
identify	context clues	
literal meaning	tone	

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

Throughout life, students will read a variety of online and printed texts including newspapers, magazines, documents/manuals, maps/atlasses, creative literary pieces, and textbooks.

Understanding an author’s language/printed symbols will allow students to recognize underlying intentions or biases of a writer in printed text as well as social media.

Critical reading is required for students to analyze the impact of word choice on an author’s message.

Understanding the underlying meaning of words and phrases in a scientific or technical text can increase meaning and credibility of the topic.

Negative consequences can result if a reader does not understand words or misinterprets tone.

Students need to understand the meanings of domain-specific words related to their discipline to eliminate miscommunication, to make educated decisions, to be successful in a career or in post-secondary education, to be productive citizens, and simply to enjoy reading.

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Number Sequence & Standard	Correlating ELA Standard
11-12.RST.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	11-12.RI.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Student Friendly Language:
<p>I can identify the difference between main ideas and details.</p> <p>I can identify the structure of an informational text.</p> <p>I can compare and contrast different text structures and how different structures can impact the meaning of the text.</p> <p>I can critique how well an author organizes his/her ideas.</p> <p>I can critique how an author uses details and examples to convince me that his/her ideas are reliable, believable, and interesting.</p> <p>I can evaluate if the way an author organizes his/her writing makes sense.</p> <p>I can support my evaluation of the effectiveness of the author's organization with specific examples from the text.</p> <p>I can assess the validity of an author's supporting points.</p>

Know (Factual)	Understand (Conceptual) Students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Types of evidence/supporting details (factual, logical, statistical, anecdotal) • Characteristics of text structures • Characteristics of writing structures (expository and persuasive) 	<p>The structure of author's exposition or argument impacts effectiveness of text.</p> <p>Types of evidence/supporting details (factual, logical, statistical, anecdotal) impact effectiveness of text.</p> <p>The choices the author makes during the writing process can determine or affect how a reader interprets the meaning of the text, or how a reader engages with the text.</p> <p>All effective writing has a purposeful organizational structure.</p>	<p>Identify an author's thesis statement and organizational structure in order to evaluate the coherence and unity of the work as a whole.</p> <p>Categorize types of supporting details in order to evaluate validity and reliability.</p> <p>Analyze effectiveness of pieces of writing based on whether chosen structure makes author's points clear, convincing, and engaging.</p> <p>Apply the concepts of unity, coherence, style and voice when revising original expository and persuasive pieces.</p>

Key Vocabulary:

analyze
evaluate
structure
evidence/supporting details
clarity
expository structures
persuasive structures
unity
validity
voice
coherence
hierarchies

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

Students can use these skills to evaluate the effectiveness of political flyers, posters, etc.

Students can use these skills to shape and improve their own arguments.

Students can use these skills for writing college entrance essays, scholarship essays, etc.

Students can understand more complex texts when they can identify structure: anything from reading and comprehending a newspaper or a technical manual, to a job application, etc.

In order to differentiate between biased and objective arguments, students need to understand more than one style of organization.

By evaluating expository and argumentative mentor texts in a school setting, students will be better able to shape and clarify their own arguments- whether formal or informal, written or oral, and they will be better able to evaluate oral and written texts that they encounter in the real world and in the media.

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Number Sequence & Standard	Correlating ELA Standard
11-12.RST.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	11-12.R.I.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Student Friendly Language:
<p>I can identify the purpose and audience in a text</p> <p>I can identify the point of view used in a text.</p> <p>I can identify and understand an author’s main argument and claims in a text.</p> <p>I can evaluate the truth of the claims made by the author in an argument.</p> <p>I can evaluate the contexts (historical, social, political, cultural) in which an argument is presented.</p> <p>I can evaluate the organization of the argument.</p> <p>I can evaluate the evidence used to support the main argument.</p> <p>I can identify stylistic elements (tone, figurative language, imagery, diction, etc.) used to build an argument.</p> <p>I can analyze the author’s purpose in providing an explanation.</p> <p>I can analyze the author’s purpose in describing a procedure.</p> <p>I can analyze the author’s purpose in discussing an experiment in a text.</p> <p>I can identify important issues that remain unresolved in the text.</p>

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Point-of-view changes according to purpose. ● Rhetorical strategies are used to develop arguments. ● Main arguments ● Claims 	<p>An author deliberately chooses a point of view from which to relate his message</p> <p>An author’s choice of point of view influences the tone of the message</p> <p>An author’s purpose influences the style with which a message is told</p> <p>An author uses persuasive techniques to build an argument.</p> <p>An author’s choice of medium influences the reader’s perception of an argument (i.e., musical background, pictures or photographs).</p>	<p>Select the correct point of view (first person, second person, third person, third person objective, limited or omniscient).</p> <p>Explain how point of view influences the main argument (claim).</p> <p>Explain the author’s purpose and/or broader intentions.</p> <p>Analyze the author’s purpose and point of view, using examples of stylistic elements and persuasive methods which build the argument.</p> <p>Evaluate how the organization of the argument influences the audience.</p> <p>Evaluate how the medium of the argument (visual effects, auditory effects, language, genre) influences the audience.</p> <p>Judge the effectiveness of the sources evidence used to support the argument.</p>

Key Vocabulary:

rhetoric
argument
tone
diction
first person point of view
third person (limited, objective, omniscient) point of view
media
context
perspective
authority
audience
genre
claim

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

Educated citizens often read editorials to gain perspective on controversial issues. A good reader is able to identify techniques being used by the author to manipulate and persuade. In making choices, for example, purchasing a vehicle or voting for a candidate in a local or national election, good readers also need to sort emotional from factual information in order to make good choices.

A reader of science and technical text should read the text with consideration of the author’s bias.

**Literacy in Science and Technical Subjects Common Core State Standards
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Strand:	Reading for Literacy in Science and Technical Subjects	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	11-12
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Number Sequence & Standard	Correlating ELA Standard
11-12.RST.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Student Friendly Language:
<p>I can use multimedia sources to solve problems and answer questions.</p> <p>I can use different forms of information to solve problems and to answer questions.</p> <p>I can evaluate the credibility of different sources.</p> <p>I can investigate a topic or problem using different sources or media formats.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Integrate multiple sources • Evaluate multiple sources • media or other formats provide information • credibility of sources • compare/contrast multiple sources • Media formats (visual, oral, quantitative) • Media types (print and digital sources: audio, video, live, multimedia, documentary) 	<p>Different mediums can produce different accounts of the same event.</p> <p>Various accounts of the same event should be examined for the most effective answer to a question.</p> <p>Different accounts of the same event may be subjective.</p> <p>In order to answer a question or solve a problem objectively, one must consult various sources.</p> <p>Proficient readers and viewers access and evaluate information from a variety of text/media sources to answer questions and solve problems.</p>	<p>Compare different accounts of the same event.</p> <p>Evaluate the effectiveness of sources to solve problems.</p> <p>Evaluate the effectiveness of sources needed to answer questions</p> <p>Integrate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</p>

Key Vocabulary:

quantitatively
credibility of sources
integrate
evaluate

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

It is important in today’s world to be able to understand the various points of view used by news outlets. Finding and evaluating multiple sources of information could also be important in the workplace when it is necessary to create bids or proposals.

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Number Sequence & Standard	Correlating ELA Standard
11-12.RST.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	11-12.RI.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and argument in works of public advocacy (e.g., The Federalist, presidential addresses).

Student Friendly Language:
<p>I can analyze technical text, verifying the data when possible and confirming or challenging decisions utilizing other sources of information.</p> <p>I can question whether or not evidence offered proves an author's primary point.</p> <p>I can identify premises as well as false statements and valid claims.</p> <p>I can dissect and make sense of claims, reasons, and arguments in various technical texts.</p> <p>I can verify data by comparing various resources and challenging conclusions between science or technical texts with other sources of information.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Argument—pathos, ethos or logos-based ● Valid vs. invalid claims ● Fallacious reasoning (propaganda, bandwagon, red herring) 	<p>A variety of logical arguments can arrive at different and possibly conflicting conclusions on the same topic.</p> <p>Authors hold implicit/explicit assumptions and beliefs about subject.</p> <p>Authors can use invalid reasoning, irrelevant evidence, and false statements to support their arguments and claims to promote their ideas or agenda.</p> <p>An author's reasoning can be evaluated by analyzing the manipulation of language, as well as the quality, credibility, relevance and validity of evidence.</p> <p>Proficient readers of science and engineering text(s) evaluate the reasons and evidence that authors use to support their arguments and specific claims in informational text(s).</p>	<p>Evaluate reasoning (inductive or deductive argument).</p> <p>Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroboration or challenging conclusions with other sources of information.</p>

Key Vocabulary:

premise
seminal documents
fallacious
corroborating
delineate
dissect
verify
hypotheses
data
analysis
conclusions

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

I have to learn this because analyzing science and other technical texts, (rather than simply accepting or rejecting what is presented without thought) is critical to participation in a democratic society. Evaluation requires the ability to understand the context of a piece and provides opportunities to deliberate, judge, and to reflect on various pieces of text.

When presented with information based on an individual or groups' hypotheses, analysis of data, or conclusions, I will need to be able to evaluate the validity and credibility of the claims. I can then make my own decisions regarding the topic.

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Number Sequence & Standard	Correlating ELA Standard
11-12.RST.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	11-12.RI.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Student Friendly Language:
<p>I can read, understand, and explain, various texts, experiments, and simulations.</p> <p>I can identify and explain the author's purpose(s) in documents.</p> <p>I can identify and explain the rhetorical features in documents.</p> <p>I can synthesize (combine various components into a new whole) information from a range of sources to better understand a process, phenomenon, or concept.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Scientists and engineer's viewpoint/focus/attitude/bias ● Scientist and engineer's perspective (background) ● Scientist and engineer's strategies for shaping presentations (e.g., collecting and interpreting data and research collected) ● Fact vs. interpretation 	<p>Authors of scientific and engineering texts make choices about what to include and how to present information and key details on topics depending on their purpose and evidence.</p> <p>Readers of scientific and engineering texts include information based on evidence.</p>	<p>Analyze themes, purpose, and the impact of scientific literature.</p> <p>Plan and conduct experiments.</p> <p>Compare and contrast information from various sources.</p> <p>Identify the scientist or engineer positions in the text.</p> <p>Describe how the scientists or engineer's choices reflect their viewpoints, attitudes, positions, or biases based on scientific evidence.</p> <p>Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.</p>

Key Vocabulary/Concepts: “Things the teacher should know”

author’s purpose rhetorical devices synthesize phenomenon

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

Historical documents and literature influence the social structure of the people and the ever-changing impact of politics in our city, state, country, and global communities, which are becoming more and more interconnected as technology evolves. It is important as people look to documents such as the Bill of Rights and how that affects their inalienable rights.

People need to be able to analyze information from a variety of sources to determine the overall message, the validity of the information, and how it affects us or causes us to act. Science and technology have had a major impact on society including the way we work, our housing, clothes, and food, methods of transportation, and indeed, even the length and quality of life itself. Being an effective consumer of scientific and technical information will allow for various improved human conditions.