LIBRARY/MEDIA CURRICULUM GUIDE
K-12
2006

Lucia D. McQuaide, Superintendent
Kathy McClernon, Director of Curriculum and Instruction
Jeri Rod, Director of School Assessment
Office of Catholic Schools
Catholic Diocese of Columbus

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LIBRARY CURRICULUM GUIDE

Introduction
The Library/Media Curriculum Guide is meant to be fully integrated into the curriculum. Skills should be incorporated into all curricular areas including religion (theology). The media specialist in collaboration with the classroom teachers shares the responsibility for teaching these skills where they are appropriate in ongoing classroom activities.

The benchmarks and grade level indicators are derived from the Academic Content Standards for Student Learning. Skills should be taught in a collaborative, integrated, systematic way. Students should be assessed collaboratively on the application of these skills across the curriculum. A variety of assessment strategies may be used. Some examples are locally constructed materials, performance tasks and student products.

Program Philosophy
According to the *Ohio Research Study: Student Achievement through Ohio School Libraries*, *2003*, research indicates that effective school library programs support and increase student achievement. Thus, the Library/Media Program plays a vital role in a student's intellectual development. The library/media specialist is a teacher, instructional partner, information specialist, and program administrator. Within the context of a Catholic educational curriculum, the library/media program provides appropriate activities to foster a love and appreciation for reading and learning. Critical learning skills are developed as the students locate, analyze, interpret, evaluate and communicate information. The program integrates a wide range of media formats and technologies to provide information literacy skills needed for lifelong learning. In agreement with American Association of School Librarians, Information Power, and the Ohio Department of Education, the Diocesan Library/Media Specialists advocate the practice of flexible scheduling (or modified flexible scheduling) as an excellent means of providing services to the school community.

Program Mission
The mission of the library/media program is to ensure that students are effective users of information, and to prepare students to apply information and media literacy skills for lifelong learning:
- by providing intellectual and physical access to materials in all formats,
- by providing and supporting instruction to promote interest in reading, and
- by collaborating with other stakeholders to design teaching strategies to meet the needs of all students.

Program Guidelines
The Diocesan Office of Catholic Schools for the Diocese of Columbus has adapted the Ohio Department of Education's guidelines for effective school library media programs. These guidelines represent a standards-based education approach to school library programs.

The library guidelines express both programmatic and instructional components. The programmatic guidelines identify the conditions necessary to establish quality library programs. Instructional guidelines define what students should know and be able to do as a result of an effective school library media program. These programs are integrated in the Catholic school curriculum.

Diocesan Library Guidelines for Effective School Library Media Programs *
Library management programs support the mission and continuous improvement plan of the school.
Collection development and curriculum support and enhance the curriculum and are an integral part of teaching and learning.
Literacy and reading support, promote, and encourage reading for academic achievement, lifelong learning, and leisure pursuits.
Literacy-based technology provides, integrates, and utilizes a technology rich environment to support teaching and learning.
Information Literacy provides information literacy skills instruction.
Media Literacy supports the learning of media literacy skills in collaboration with classroom teachers, technology integration specialists, and technology coordinators.

*Adapted from the Ohio Department of Education's Academic Content Standards K-12 Guidelines Library.

CODE

The skills in the scope and sequence have been coded as follows:

I indicates **Introduce** the skill or concept at this grade level.

D indicates **Develop** the skill by reviewing, extending, and treating it in greater depth than the previous year(s).

M indicates **Master** or **Maintain** the skill: The student will be able to perform the skill or demonstrate an understanding of the concept at an acceptable level.

Library Media Curriculum Guide Committee

Nancy Beverage	St. Paul Elementary School
Penny Forker	Bishop Watterson High School
Jennifer Garnica	Holy Spirit Elementary School
Leslie Jordan	St. Timothy Elementary School
Jessica Klinker	Immaculate Conception Elementary School
Toni Koontz	St. Charles Preparatory School
Antoinette Miller	St. Cecilia Elementary School
Patricia Moore	Bishop Ready High School
Deb Mosko	St. Brigid Elementary School
Patty Obyc	St. Michael Elementary School
Mychal Pittman	St. Matthew Elementary School
Sister Mary Riley	St. Matthias Elementary School
Terry Ross	St. Mary, Delaware, Elementary School
Marty Schlindler	St. Catharine Elementary School
Karen Thompson	St. Andrew Elementary School
Connie Welch	Our Lady of Perpetual Help Elementary School
Georgianna Van Sykle	Bishop Watterson High School
Elizabeth Ann Yeary	St. Pius X Elementary School
Kathleen Mc Clernon	Office of Catholic Schools
Jeri Rod	Office of Catholic Schools

I.   Content Standard: The student will access information efficiently and effectively.

The student will	K-2	3-5	6-8	9-12
A. recognize the need for information	I	D	M	M
B. recognize that accurate and comprehensive information is the basis for intelligent decision-making	I	D	M	M
C. formulate questions based on information needs	I	D	M	M
D. identify a variety of potential sources of information:				
1. parts of a book	I	D/M	M	M
2. card/on line catalog		I	M	M
3. fiction and nonfiction	I	D	M	M
4. Dewey Decimal System		I	M	M
5. general and specific reference sources	I	D	M	M
6. types of libraries		I	D	M
7. community resources	I	D	D	M
E. develop and use successful strategies for locating information	I	D	M	M
F. use Catholic ethics to respect intellectual property rights.		I	D	M

II.   Content Standard: The student will develop media literacy.

The student will	K-2	3-5	6-8	9-12
A. comprehend media information	I	D	D	M
B. understand and interpret messages of media	I	D	D	M
C. analyze media messages	I	D	D	M
D. evaluate media messages	I	D	D	M
E. recognize the basis of media messages in light of our Catholic faith.			I/D	M

Kindergarten – LIBRARY GUIDELINES

Standard I: <u>INFORMATION LITERACY</u>—Effective school library media programs provide information literacy skills instruction.

Benchmark A: Locate the school library media center, recognize library staff members and participate in library activities.

_____1. Locate the school library media center and recognize library staff members.

_____2. Identify items found in the library media center (e.g., books, magazines, computers).

_____3. Understand that many activities take place in the library media center (e.g., reading, movies, puppet plays, storytelling, studying, exploring).

_____4. Know that there is a library in the community—public library—that students may visit with their parents.

Benchmark B: Recognize that the school library media center has a variety of books and materials that may be used and borrowed, and understand the importance of proper care of these materials.

_____1. Explore areas of the library media center with assistance from library media staff and classroom teachers (e.g., easy books, story area, listening centers, computer lab).

_____2. Select books with guidance from the library media staff and classroom teacher.

_____3. Checkout books with help from the library media staff and classroom teacher.

_____4. Know that books may be taken home but must be returned.

_____5. Discuss proper care of library books.

Benchmark C: Understand that library books and materials are housed in specific areas of the library media center.

_____1. Know that storybooks are in the easy book section.

_____2. Know that the library catalog gives access to information about all of the books and materials in the school library media center.

Benchmark D: Read and listen to stories for schoolwork and personal enjoyment.

_____1. Listen to stories read by library media center staff.

_____2. Look at books and read for pleasure.

_____3. Use picture clues to help understand reading material.

_____4. Know that there are many types of books (e.g., story books, rhyming books, counting books).

Benchmark E: Understand what information is and use a process to find information.

_____1. Identify what information is and recognize that it can be represented in a variety of ways (e.g., numbers, words, pictures, sounds).

_____2. Decide what information is needed.

_____3. Find the information with the assistance of the teacher or librarian (e.g., using books or observations).

_____4. Use the information by sharing ideas and experiences.

Benchmark F: Understand the school library materials may be provided in electronic formats that are organized in a system and that access to the system may be provided electronically.

_____1. Know that the school library has technology-based resources (e.g., computer, television, sound devices).

_____2. View/listen to multimedia library resources (e.g., listening station, video, DVD).

_____3. Understand directions for using library technology.

Standard II: <u>MEDIA LITERACY</u>—Effective school library media programs support the learning of media literacy skills in collaboration with classroom teachers, technology integration specialists and technology coordinators.

Benchmark A: Explore the intended effect of media communications and messages when delivered and received for personal and various other purposes.

_____1. List personal reasons for creating media communications and messages (e.g., tell a story, to ask for something, to make someone happy).

_____2. View familiar information in everyday messages (e.g., birthday greeting, holiday greeting, toy advertisement, road sign, warning label).

Benchmark B: Distinguish between a variety of elements used to create and construct media communications for personal and various other purposes.

_____1.   Recognize a variety of print and non-print formats used in the delivery of media messages (e.g., book,   television, film, radio, CD-ROM, DVD, e-mail, web pages, photographs, charts, and graphs).*LA

Grade 1 – LIBRARY GUIDELINES

Standard I: INFORMATION LITERACY—Effective school library media programs provide information literacy skills instruction.

Benchmark A: Locate the school library media center, recognize library staff members and participate in library activities.

Locate the school library media center and recognize library staff members by name.

_____1. Discuss the roles of the library media center staff members and compare them to classroom teachers (e.g., the librarian helps me find books and information.).

_____2. Understand that the library media center has materials that everyone may use.

_____3. Participate in library media center activities (e.g., story time, readers theatre).

_____4. Know that the public library has books and materials that students may use and borrow.

Benchmark B: Recognize that the school library media center has a variety of books and materials that may be used and borrowed, and understand the importance of proper care of these materials.

_____1. Browse areas of the library media center with assistance from library media staff and classroom teachers (e.g., easy books, story area, listening centers, computer lab).

_____2. Look at easy books and select books to checkout.

_____3. Know how to checkout books.

_____4. Know when to return books and where to put them.

_____5. Discuss proper care of library books and materials.

Benchmark C: Understand that library books and materials are housed in specific areas of the library media center.

_____1. Know that books are placed in order on the bookshelves.

_____2. Know that some books are true and others are make-believe (e.g., nonfiction and fiction).*LA

_____3. Use the library catalog to find books, with teacher or librarian assistance.

Benchmark D: Read and listen to stories for schoolwork and personal enjoyment.

_____1. Listen to stories read by library media center staff.

_____2. Look at books and read for pleasure.*LA

_____3. Use picture clues to help understand reading material. *LA

_____4. Know that there are many types of books (e.g., story books, rhyming books, counting books).

Benchmark E: Understand what information is and use a process to find information.

_____1. Talk about the difference between factual information and fiction (e.g., what is real and what is pretend or make-believe). *LA

_____2. Decide what information is needed (e.g., brainstorm needs by deciding what you already know, what you need to know, and what you want to learn).

_____3. Find information about the topic by using library materials.*LA,SS

_____4. Use the information and communicate findings orally, visually or in writing.*LA,SS

_____5. Check work by discussing the process used to find the information.

Benchmark F: Understand the school library materials may be provided in electronic formats that are organized in a system and that access to the system may be provided electronically.

_____1. Use library computers, software and multimedia materials with help.

Benchmark G: Apply basic Internet browser and navigation skills to search for information on the Internet.

_____1. Use teacher- or librarian-selected web sites to find information or learn new things.*LA

_____2. Use browser tools and buttons:
　　a. Forward and back button;
　　b. Home button;
　　c. Choose a link from the bookmarks or favorites list.

Standard II: MEDIA LITERACY—Effective school library media programs support the learning of media literacy skills in collaboration with classroom teachers, technology integration specialists and technology coordinators.

Benchmark A: Explore the intended effect of media communications and messages when delivered and received for personal and various other purposes.

_____1. Ask and answer questions about why people communicate through media (e.g., recognize the reason for the message).

_____2. Recognize familiar information in messages communicated through media (e.g., use context clues and graphic symbols that help to understand the purpose, function and important idea in media communications). *LA

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Benchmark B: **Distinguish between a variety of elements used to create and construct media communications for personal and various other purposes.**

_____1. Recognize printed text, symbols, shapes and other graphics used in media communications. *LA
_____2. Identify a variety of sounds, voice tones and facial expressions used to convey emotion. *LA
_____3. Explain how clothing and costume are used to convey factual and fictional information.

Key to using this document:

- Items in bold with Roman numerals are standards.

- Bolded statements after each standard are state benchmarks for the grade span.

- Items in regular print are grade level indicators.

- Items with an asterisk correlate to other courses of study (LA-language arts, SS-social studies, SCI- science).

Grade 2 – LIBRARY GUIDELINES

Standard I: <u>INFORMATION LITERACY</u>—Effective school library media programs provide information literacy skills instruction.

Benchmark A: Locate the school library media center, recognize library staff members and participate in library activities.

_____1. Visit the library media center when needed for classroom projects or personal reading.
_____2. Understand the roles of various library media center staff members (e.g., what does the librarian do?).
_____3. Participate in library media center activities and reading celebrations (e.g., story time, Children's Book Week, Read Across America Day).
_____4. Know that the public library has many activities for students (e.g., book clubs, guest speakers, summer reading programs).

Benchmark B: Recognize that the school library media center has a variety of books and materials that may be used and borrowed, and understand the importance of proper care of these materials.

_____1. Know that library media center materials are provided in several formats (e.g., print, non-print, audio, video, multimedia).
_____2. Locate sections of the library media center based on need or activity (e.g., story area, listening centers, computer lab).
_____3. Select books and other library media materials to borrow.
_____4. Use correct procedure to checkout books and materials.
_____5. Return books and materials on time.

_____6. Demonstrate proper care of books and other library media center materials.

Benchmark C: Understand that library books and materials are housed in specific areas of the library media center.

_____1. Understand that easy books are arranged alphabetically by the author's last name.
_____2. Understand that nonfiction books are arranged on the shelf by numbers.
_____3. Know the difference between easy books, chapter or fiction books and nonfiction books.
_____4. Explore library media center materials using the library catalog, with assistance.

Benchmark D: Read and listen to stories for schoolwork and personal enjoyment.

_____1. Listen to books read aloud, explore library materials and read for pleasure.*LA
_____2. Discuss characters and retell events and facts presented in the reading material.*LA
_____3. Participate in literary-enrichment activities (e.g., choral speaking, creative dramatics and other library enrichment activities).*LA
_____4. Identify simple literary styles (e.g., standard, rhyming, alliteration).*LA
_____5. Read Caldecott Award books and understand that the book award is given for the best book illustrations.

Benchmark E: Understand what information is and use a process to find information.

_____1. Tell about the purposes of information use (e.g., information is helpful in solving problems).
_____2. Distinguish between fact and fiction (e.g., discuss and compare fact-based documents about a topic with stories about the same topic).*LA
_____3. Ask questions to investigate problems or topics (e.g., use brainstorming or graphic organizers to decide what information is needed about the topic).*LA, SS, SCI
_____4. Find information about a question using library resources.*LA, SS, SCI
_____5. Use information to communicate findings orally, visually or in writing and draw conclusions about findings.*LA, SS, SCI
_____6. Check the work and explain the process used to find information.

Benchmark F: Understand the school library materials may be provided in electronic formats that are organized in a system and that access to the system may be provided electronically.

_____1. Log on to library network/computer system with assistance (e.g., know username and password).
_____2. Explore the online public access catalog with assistance (e.g., locate OPAC icon, open OPAC, browse entries).

Grade 2 – LIBRARY GUIDELINES

Benchmark G: *Apply basic Internet browser and navigation skills to search for information on the Internet.*

_____1. Demonstrate the use of browser elements including the toolbar, buttons, favorites or bookmarks, and tell their function.
_____2. Access the school web page site.
_____3. Search for information in an online encyclopedia using a topical search (e.g., choose from a list of topics moving from broad—animals to more specific—panda).*LA

Standard II: <u>MEDIA LITERACY</u>—Effective school library media programs support the learning of media literacy skills in collaboration with classroom teachers, technology integration specialists and technology coordinators.

Benchmark A: *Explore the intended effect of media communications and messages when delivered and received for personal and various other purposes.*

_____1. Discuss how various elements of print and non-print medium formats are used to gain the attention of various audiences, and affect their feelings and thoughts (e.g., size, color, shape, sound and voice, and motion).
_____2. Ask and answer questions concerning the purpose and function of print and non-print media communications created by a variety of people (e.g., why, who, where, when and how).

Benchmark B: *Distinguish between a variety of elements used to create and construct media communications for personal and various other purposes.*

_____1. Identify various media communications and messages in print and non-print formats (e.g., newspaper, television news broadcast, commercial, radio announcements).*LA
_____2. Sort and label a variety of sounds, voice tones and facial expressions used to illustrate emotion (e.g., loud, soft, silent, happy, whiny, sad, angry).
_____3. Identify characteristics of motion and movement (e.g., fast, slow, smooth, jerky).

Grade 3 – LIBRARY GUIDELINES

Standard I: <u>INFORMATION LITERACY</u>—Effective school library media programs provide information literacy skills instruction.

Benchmark A: Access the library media center facility, staff and resources whenever an academic or personal information need arises, and demonstrate appropriate use of library materials.

_____1. Visit the library media center for academic or personal information needs.

_____2. Ask the library media specialist or a library staff member for assistance, as needed.

_____3. Explore all areas of the library media center (e.g., biography section, reference section, multimedia production center).

_____4. Describe various formats of library media center materials (e.g., print, non-print, audio, video).

_____5. Use correct procedures to check library books and materials out and in.

_____6. Return books and materials on time.

_____7. Use proper care of books and library media center materials appropriately.

_____8. Understand that when students visit the public library, the public librarian will assist them with information needs.

Benchmark B: Understand that school library books and materials are organized in a system, and use the system to locate items.

_____1. Understand that easy books and fiction books are organized on a shelf alphabetically by the author's last name.

_____2. Understand that information books are arranged on the shelf according to their subject using the Dewey Decimal System.

_____3. Know the difference between easy books, chapter books, fiction books and nonfiction books.

_____4. Locate resources using a title, subject and/or author search in the library catalog.

Benchmark C: Explore and use various forms of literature for schoolwork and personal enjoyment.

_____1. Listen to stories read by library media center staff.*LA

_____2. Discuss characters, plot, setting and themes in reading material.*LA

_____3. Participate in choral speaking, creative dramatics and other literary enrichment activities.*LA

_____4. Understand that books may be written in a series.

_____5. Read for pleasure and information.*LA

_____6. Read award-winning books and understand that the award is given for the writing of the book (e.g., Newbery, King, Wilder).

Benchmark D: Describe types of information including facts, opinions, primary/secondary sources; and formats of information including number, text, sound, visual, multimedia; and use information for a purpose.

_____1. Distinguish between the concepts of information (organized data and facts) and data (raw facts and figures) and identify examples of each.

_____2. Recognize that information gathering is based on a need (e.g., gather information to learn more about a topic or gather information to answer questions).

_____3. Identify primary source information— first-hand information about a person, place or event, and secondary source information second-hand information by another person about a person, place, thing or event (e.g., primary sources such as diaries, letters, objects and photographs; and secondary sources such as textbooks, biographies).*SS

Benchmark E: Apply a research process to decide what information is needed, find sources, use information and check sources according to Catholic ethical behavior.

_____1. Brainstorm available resources and/or possible keywords to use as search terms.*LA

_____2. Develop a plan for gathering information.*LA, SS, SCI

_____3. Locate materials in library.*LA

_____4. Summarize and draw conclusions about information gathered.*LA, SS, SCI

_____5. Take simple notes and organize information into a logical sequence.*LA, SS, SCI

_____6. Make a list of resources used.*LA

_____7. Communicate findings orally, visually or in writing and draw conclusions about findings.*LA, SS, SCI

_____8. Discuss copyright.*LA

_____9. Evaluate the research project.*LA

Grade 3 – LIBRARY GUIDELINES

Benchmark F: Use the online public access catalog or card catalog to locate school library materials for classroom assignments and personal interests.

_____1. Use the author, title and subject search features of the OPAC or card catalog to locate school library materials.

_____2. Understand that each item in the OPAC or card catalog has a bibliographic record which contains information about that item (e.g., age, summary, location, availability).

_____3. Understand that call numbers and call letters identified on the bibliographic record in the OPAC or card catalog indicate the physical location of the material.

Benchmark G: _Use the internet to find, use and evaluate information._

_____1. Know the function of the toolbar and buttons, favorites/bookmarks, history.

_____2. Type a simple search term in a pre-selected search engine to find information.

_____3. Review the home page of a pre-selected web site.

_____4. Read the list of results from a simple search and select one of the results to review.

_____5. Access the school web page.

Standard II: <u>MEDIA LITERACY</u>—Effective school library media programs support the learning of media literacy skills in collaboration with classroom teachers, technology integration specialists and technology coordinators.

Benchmark A: Explain the intended effect of media communications and messages when delivered and received by various audiences and for various purposes.

_____1. Know the formats and characteristics of familiar media and discuss how formats are used to gain attention of the audience (e.g., host/hostess, contestant, consumer, audience).

_____2. List and label the various ways in which people are presented and represented through costume and setting in a variety of media communications delivered and received.

_____3. Recognize what type of information is delivered through a specific media message and chosen format (e.g., informational, recreational, personal greeting).

Benchmark B: Examine a variety of elements and components used to create and construct media communications for various audiences and for various purposes.

_____1. List and describe the various visual elements and techniques used to design and construct a central idea in print and non-print media documents and presentations (e.g., color, graphic symbol, sound and motion, camera angles, light and shadow).

_____2. Identify the roles of various people who help create a print or non-print media communications, messages and mediums (e.g., writer, artist, editor).

Grade 4 – LIBRARY GUIDELINES

Standard I: <u>INFORMATION LITERACY</u>—Effective school library media programs provide information literacy skills instruction.

Benchmark A: Access the library media center facility, staff and resources whenever an academic or personal information need arises, and demonstrate appropriate use of library materials.

_____1.   Describe information needs to the library media specialist or library staff member and ask for assistance, as needed.

_____2.   Identify materials and equipment housed in various sections of the library media center and describe their purpose.

_____3.   Access library media center materials based on format (e.g., print, non-print, audio, video).

_____4.   Use a variety of library material formats to answer questions.

_____5.   Follow proper procedure for checking library books and materials out and in, and return materials on time.

_____6.   Demonstrate proper care of books and library media materials.

_____7.   Understand the differences between the school library media center and the public library.

Benchmark B: Understand that school library books and materials are organized in a system, and use the system to locate items.

_____1.   Locate easy and fiction books on the shelf using call numbers.

_____2.   Locate information using call numbers.

_____3.   Understand that biography books are arranged on the shelf alphabetically by the last name of the person they are about.

_____4.   Understand that reference books are nonfiction books that may be used to find answers (e.g., dictionary, encyclopedia, almanac).

_____5.   Know that reference materials are available in a variety of formats (e.g., print, electronic, online).

_____6.   Locate resources using a title, subject and/or author search in the library catalog.

Benchmark C: Explore and use various forms of literature for schoolwork and personal enjoyment.

_____1.   Listen to stories, books and other informational items read by library media center staff.

_____2.   Identify simple fictional genres (e.g., fantasy, mystery, historical fiction, science fiction).*LA

_____3.   Read for pleasure and information and identify characters, plot, setting and themes in reading material.*LA

_____4.   Read award-winning books and understand that the award is given for the writing of the book (e.g., Newbery, King, Wilder).

Benchmark D: Describe types of information including facts, opinions, primary/secondary sources; and formats of information including number, text, sound, visual, multimedia; and use information for a purpose.

_____1.   Collect information (organized data and facts) and data (raw facts and figures) and identify answers to questions (e.g., locate data in a newspaper article, identify information on a sign).*LA, MATH, SS

_____2.   Discuss and define the difference between fact and opinion (e.g., fact: the cafeteria served pizza today; opinion: the pizza was good).*LA, SS, SCI

_____3.   Identify ways information can be presented (e.g., text, visual information on a map, information displayed in pictures or as graphics).

_____4.   Use primary source material to describe a person, place, thing or event (e.g., oral history, diary entries, photos, news articles, video files).*SS

_____5.   Use the following reference sources to find information:*LA, SS, SCI
   a.   Dictionary (e.g., keywords, entry, parts of speech, definition);
   b.   Encyclopedia (e.g. keywords, entry, charts and graphs);
   c.   Maps (e.g., locate cities, states, countries).

Benchmark E: Apply a research process to decide what information is needed, find sources, use information and check sources according to ethical Catholic behavior.

_____1.   Identify a topic and questions for research.*LA, SS, SCI

_____2.   Brainstorm possible keywords or resources.*LA

_____3.   Develop a search strategy that uses appropriate and available resources.*LA, SS, SCI

_____4.   Explore a variety of resources such as school, public or community resources.*LA, SS, SCI

_____5.   Summarize and draw conclusions about information gathered.*LA, SS, SCI

_____6.   Take simple notes and organize information into a logical sequence.*LA, SS, SCI

Grade 4 – LIBRARY GUIDELINES

_____7. Make a list of resources used.*LA, SS, SCI

_____8. Discuss copyright.*LA

_____9. Discuss plagarism.

_____10. Communicate findings orally, visually or in writing and draw conclusions about findings.*LA, SS, SCI

_____11. Evaluate the research project.*LA

Benchmark F: Use the online public access catalog or card catalog to locate school library materials for classroom assignments and personal interests.

_____1. Search the OPAC or card catalog by author, title, subject and keyword.

_____2. Read the OPAC or card catalog bibliographic record and identify components (e.g., age, summary, location, availability).

_____3. Identify the call numbers/letters of an item by reading the bibliographic record, then locate the physical item in the library.

_____4. Determine the status/availability of the item by viewing the record in the OPAC or card catalog (e.g., see if the item is checked out).

Benchmark G: Use the Internet to find, use and evaluate information.

_____1. Choose a search engine designed for students to locate information on the internet.

_____2. Type a simple search term in a search engine to find facts and answer questions.

_____3. Read the list of results from a search engine to locate potential web sites relevant to the search topic.

_____4. Choose a web site and examine the information for facts by identifying information on the web site: author, title, date produced, special features, products, services, or resources.

Standard II: MEDIA LITERACY—Effective school library media programs support the learning of media literacy skills in collaboration with classroom teachers, technology integration specialists and technology coordinators.

Benchmark A: Explain the intended effect of media communications and messages when delivered and received by various audiences and for various purposes.

_____1. Interpret how an author's and/or artist's intent and choice of visual and text components in media communications and formats appeal to feelings and senses, suggest mood and meaning and influence audience understanding.*LA

_____2. Differentiate between fact and opinion and relevant and irrelevant information found in media communications.*LA, SS

_____3. List reasons for the communication and delivery of information by individuals, groups, businesses and organizations.*LA

Benchmark B: Examine a variety of elements and components used to create and construct media communications for various audiences and for various purposes.

_____1. Apply and demonstrate how various text elements and organizational structures are used to construct and support a central idea of print and non-print media documents and presentations (e.g., boldface and italic text fonts, text size, cause and effect, chronological sequence).*LA

_____2. Explore the roles of various people and careers involved in the construction of media communications, messages and mediums (e.g., director, producer, actor, writer, illustrator, photographer).

Grade 5 – LIBRARY GUIDELINES

Standard I: <u>INFORMATION LITERACY</u>—Effective school library media programs provide information literacy skills instruction.

Benchmark A: Access the library media center facility, staff and resources whenever an academic or personal information need arises, and demonstrate appropriate use of library materials.

_____1. Access the library collection when needed.

_____2. Describe information needs to the library media specialist or library staff member and develop strategies to fulfill the need.

_____3. Select library media center materials based on format and need (e.g., print, non-print, audio, video).

_____4. Use a variety of library material formats to answer questions and solve problems.

_____5. Follow circulation procedures.

_____6. Participate in library activities appropriately and demonstrate responsible use of library materials.

_____7. Suggest ways to participate in library media center activities and reading celebrations.

_____8. Access the public library online when needed.

Benchmark B: Understand that school library books and materials are organized in a system, and use the system to locate items.

_____1. Locate easy, fiction, biography and information books on the shelf using call numbers/letters.

_____2. Recognize Dewey Decimal Classification headings and become familiar with books found in categories (e.g., sports books are in the 700s).

_____3. Know that reference materials are available in a variety of formats (e.g., print, electronic, online).

_____4. Search the library catalog by title, subject, author or keyword to locate library materials and needed information.

Benchmark C: Explore and use various forms of literature for schoolwork and personal enjoyment.

_____1. Read for pleasure and information and discuss the impact that plot, theme and events have on characters in reading material.*LA

_____2. Identify simple fictional genres (e.g., fantasy, mystery, historical fiction, science fiction).*LA

_____3. Read award-winning books and understand that the award is given for the writing of the book (e.g., Newbery, King, Wilder).

Benchmark D: Describe types of information including facts, opinions, primary/secondary sources; and formats of information including number, text, sound, visual, multimedia; and use information for a purpose.

_____1. Develop a systematic plan for organizing information using a basic organizing concept (e.g., subject, chronology, date).*LA, SS, SCI

_____2. Choose a variety of formats for presenting information (e.g., pictures, texts, slides).

_____3. Distinguish between relevant and irrelevant information in an information source (e.g., information matches question to be answered, facts apply to the topic).*LA, SS, SCI

_____4. Apply primary and secondary sources to investigate a person, place, thing or event, and identify each source as primary or secondary.*SS

_____5. Locate information in reference sources, including:
   a. Subject-specific dictionaries and encyclopedias (e.g., animals, authors, presidents, science, space);
   b. Atlas/globe;
   c. Almanac;
   d. Thesaurus. *LA, SS, SCI

Benchmark E: Apply a research process to decide what information is needed, find sources, use information and check sources according to ethical Catholic behavior.

_____1. Generate a topic, assigned or personal interest, and develop open-ended questions for research.*LA, SS, SCI

_____2. Brainstorm possible keywords or resources.

_____3. Develop a search strategy that uses appropriate and available resources including narrowing or broadening the search topic/question.*LA, SS, SCI

_____4. Explore a variety of resources such as school, public or community resources. *LA, SS, SCI

_____5. Use peer-evaluation techniques and authentic assessments to analyze information.

_____6. Skim, take notes, paraphrase and organize information using graphic organizers, flowcharts, venn diagrams.*LA, SS, SCI

_____7. Create a list of resources using a simple bibliographic format. *LA, SS, SCI

_____8. Discuss copyright.*LA

_____9. Discuss plagiarism.

Grade 5 – LIBRARY GUIDELINES

_____10. Communicate findings orally, visually or in writing and draw conclusions about findings.*LA, SS, SCI

_____11. Evaluate a research project.*LA

Benchmark F: Use the online public access catalog or card catalog to locate school library materials for classroom assignments and personal interests.

_____1. Locate and retrieve library materials by searching the OPAC or card catalog.

_____2. Select an item of interest by reading the summary located in the bibliographic record.

_____3. Describe various components of the OPAC bibliographic record or card catalog.

_____4. Place materials on hold through the OPAC if available.

_____5. Access the OPAC remotely via username and password (e.g., login to the OPAC from the classroom or from home) if available.

G: Use the internet to find, use and evaluate information.

_____1. Explain the elements and meaning of a web site URL.

_____2. Type a pre-selected URL into the address line of a web browser to access a search engine and web directory.

_____3. Perform a search in an age-appropriate search engine by typing in one or more search terms.

_____4. Read list of results from the search and select potentially relevant web sites.

_____5. Identify information on the web site, (e.g. URL extensions, author, title, date produced, etc.).

_____6. Examine the information from the web for author's expertise, accuracy and bias.

Standard II: MEDIA LITERACY—Effective school library media programs support the learning of media literacy skills in collaboration with classroom teachers, technology integration specialists and technology coordinators.

Benchmark A: Explain the intended effect of media communications and messages when delivered and received by various audiences and for various purposes.

_____1. Explain how multimedia visual and text components, production techniques, language choice, and facts and opinion are used in various combinations to shape listener, viewer and audience perception.

_____2. Summarize an author's and/or artist's intent based on the choice and use of multimedia components to appeal to feelings and senses, suggest mood and meaning and inform or influence audience understanding.

_____3. Identify the intent behind the communication and delivery of information by individuals, groups, businesses and organizations.

Benchmark B: Examine a variety of elements and components used to create and construct media communications for various audiences and for various purposes.

_____1. Employ "use and function" of the various text elements and organizational structure used to construct and support a central idea of print or non-print media documents and presentations (e.g., font characteristics, paragraph alignment, figurative language).

_____2. Examine through simulation the roles of various people and careers involved in the construction of a media message, e.g., director, producer, actor, illustrator, photographer).

Grade 6 – LIBRARY GUIDELINES

Standard I: <u>INFORMATION LITERACY</u>—**Effective school library media programs provide information literacy skills instruction.**
Benchmark A: *Understand the function of the school library media center, recognize other types of libraries, and use a variety of libraries to meet informational and personal needs.*

_____1. Describe information needs to the library media specialist or library staff member and develop strategies to fulfill the need.
_____2. Recommend books and library materials to include in the school library media center.
_____3. Understand that public library items may be placed on hold, reserved or ordered to meet information needs.
_____4. Recognize intellectual freedom (right to read) is guaranteed and necessary in a democratic society.
_____5. Participate in library media center activities and reading celebrations (e.g., Right to Read Week, Teen Read Week, School Library Media Month, Catholic Schools Week).

Benchmark B: Identify information needs, select school library media books and materials in a variety of formats, and demonstrate responsible use and Catholic ethical behavior when using library media materials.

_____1. Select library media center materials based on information need.*LA, SS,SCI
_____2. Use a variety of library material formats as part of the research-process (e.g., print, non-print, electronic, video, audio).*LA
_____3. Follow appropriate procedures when borrowing library material (e.g., follow check-out and check-in procedures and return materials on time).

_____4. Locate fiction books alphabetically by author and information books by call letters/numbers.
_____5. Understand the function of the library reference collection.
_____6. Locate resources using a title, subject or author and keyword search in the library catalog.
_____7. Understand the concept of intellectual property (e.g., author's ownership of work and plagiarism).
_____8. Demonstrate awareness of cultural diversities, differing opinions and points of view. *SS

Benchmark C: Select literature by genre based on need and personal enjoyment.

_____1. Read for pleasure and information.*LA
_____2. Compare the actions of and consequences that events had on characters in reading material.*LA
_____3. Participate in choral speaking, creative dramatics and other literary enrichment activities.*LA
_____4. Select books from favorite genre and series.*LA
_____5. Read award-winning books and understand that the award is given for the writing of the book (e.g., Newbery, King, Wilder).

Benchmark D: Evaluate the accuracy, authority, objectivity, currency, coverage and relevance of information and data sources.

_____1. Identify main ideas and supporting facts to select relevant information to answer questions.*LA

_____2. Determine that information located can be used legally and choose appropriately (e.g., locate copyright information for print and graphic information and check for copyright restrictions).
_____3. Check copyright and publication dates to determine currency of information.
_____4. Investigate the authority of an online information source to determine the author's qualification to be an expert about a topic (e.g., famous scientist versus a sixth-grader's web site, well-known organization versus personal web site).

Benchmark E: Conduct research and follow a research process model that includes the following: develop essential question; identify resources; select, use and analyze information; synthesize and generate a product; and evaluate both process and product.

_____1. Generate questions to be answered or a position to be supported when given a topic (e.g., thesis statement).*LA, SS, SCI
_____2. Brainstorm potential resources and identify possible keywords to use as search terms.
_____3. Narrow or broaden search topic/question according to how many resources are located.
_____4. Seek information from a variety of viewpoints.
_____5. Understand how to access electronic resources at school and from home.
_____6. Explore a variety of resources such as school, public or community resources.
_____7. Use peer-evaluation techniques and authentic assessments to analyze information.

Grade 6 – LIBRARY GUIDELINES

_____7. List information sources used in a school-adopted or teacher-prescribed format (e.g., Modern Language Association, American Psychological Association).*LA, SS, SCI

_____8. Communicate findings orally, visually or in writing and draw conclusions about findings.*LA, SS, SCI

_____9. Evaluate the information seeking process and discuss the quality of the product created for the project.

Benchmark F: Use the online or card catalog to locate school library materials for classroom assignments and personal interests.

_____1. Use the author, title, subject and keyword search features to locate school library materials.

_____2. Understand the difference between the subject and keyword search.

_____3. Use the online catalog or card catalog to determine call letters/numbers for library materials (e.g., use to locate library material, identify call letters/numbers and retrieve the material from library).

Develop search strategies, retrieve information in a variety of formats and evaluate the quality and appropriate use of Internet resources.

_____1. Explain the function of a web browser.

_____2. Incorporate place searching when searching for information using assigned directories and search engines.

_____3. Use phrase searching in appropriate search engines to improve results.

_____4. Evaluate web information for author's expertise, accuracy of information, parameters of coverage, currency of information.

_____5. Explain the difference between a subscription and free internet.

Standard II: <u>MEDIA LITERACY</u>—Effective school library media programs support the learning of media literacy skills in collaboration with classroom teachers, technology integration specialists and technology coordinators.

Benchmark A: Comprehend that media communications deliver information and messages to a specific audience for a specific purpose, and analyze the intended impact of media communications and messages when delivered and received by a specific audience.

_____1. Discuss why print and non-print media communications are directed toward specific listeners and viewers.*LA

_____2. List various multimedia practices used in communications and messages to influence and persuade thought, feeling, behavior and key viewpoints of specific listeners and viewers (e.g., exaggerated claims, subliminal text, close-ups, time lapse, repetition).

_____3. Recognize examples of opinion, bias and stereotyping found in print and non-print media communications created by students and by others.

Benchmark B: Analyze various combinations of media components and production techniques used to create and construct media communications for specific audiences and purposes.

_____1. Explore why various physical combinations of media components, production techniques and medium formats are chosen and utilized in construction of media communications for specific audiences (e.g., visual design, text structures, language choice, sound and motion, and production special effects).

Grade 7 – LIBRARY GUIDELINES

Standard I: <u>INFORMATION LITERACY</u>—Effective school library media programs provide information literacy skills instruction.

Benchmark A: Understand the function of the school library media center, recognize other types of libraries, and use a variety of libraries to meet informational and personal needs.

_____1. Discuss search strategies and information retrieval methods with the library media specialist or library staff member as needed.

_____2. Understand the importance for everyone to have access to information sources.

_____3. Recommend books and library materials to include in the school library media center.

_____4. Participate in library media center activities and reading celebrations (e.g., Right to Read Week, Teen Read Week, School Library Media Month).

_____5. Recognize the concepts of intellectual property and freedom.

_____6. Know that public libraries have a variety of sections or departments that provide materials (e.g., children's department, young adult section, local history section, genealogy department).

_____7. Understand there are many types of libraries that serve a variety of purposes (e.g., school, public, academic, government).

Benchmark B: Identify information needs, select school library media books and materials in a variety of formats, and demonstrate responsible use and Catholic ethical behavior when using library media materials.

_____1. Evaluate library materials and select formats based on information need (e.g.,print, non-print, audio, video, abstracts, full text).

_____2. Follow appropriate procedures when borrowing library material (e.g., follow check-out and check-in Procedures and return materials on time).

_____3. Locate fiction and nonfiction books by call letters/numbers.

_____4. Use the library reference collection to find answers.

_____5. Locate resources using a title, subject or author, keyword and advanced searches in the library catalog.

_____6. Demonstrate awareness of cultural diversities, differing opinions and points of view when using materials.

_____7. Understand plagiarism and its legal and moral ramifications.

_____8. Discuss intellectual property, copyright and fair use in its legal and moral context.

Benchmark C: Select literature by genre based on need and personal enjoyment.

_____1. Read for pleasure and information.*LA

_____2. Compare the actions of and consequences that events had on characters in reading material. *LA

_____3. Participate in choral speaking, creative dramatics and other literary enrichment activities. *LA

_____4. Explore books by authors who write in different fictional genres and literary styles (e.g., prose, dialect). *LA

_____5. Read award-winning books and understand that the award is given for the writing of the book (e.g., Newbery, King, Wilder).

Benchmark D: Evaluate the accuracy, authority, objectivity, currency, coverage and relevance of information and data sources.

_____1. Distinguish when current copyright dates of sources are important in answering an information need (e.g., science information on cloning, results of an election). *LA, SCI, SS

_____2. Assess the objectivity (the ability of an author to present information without bias) of a source when using information. *LA, SS, SCI

_____3. Compare multiple sources (online encyclopedia, Web site, online magazine database, print source) to check accuracy of information. (e.g. Do facts match on each site?) *LA, SS, SCI

_____4. Determine if a given source has all the information needed (coverage) for a question or project (e.g., general encyclopedia with a subject overview, magazine article highlighting specific issue).

_____5. Chart information gathered from multiple sources to determine facts to be used in a project. *LA, SCI, SS

Benchmark E: Conduct research and follow a research process model that includes the following: develop essential question; identify resources; select, use and analyze information; synthesize and generate a product; and evaluate both process and product.

_____1. Develop open-ended research questions about a defined information need. *LA, SCI, SS

_____2. Select and evaluate relevant information about a specific topic in several sources. *LA, SCI, SS

Grade 7 – LIBRARY GUIDELINES

_____3. Select information from different types of subscription resources (fee-based, pay-to-use) to meet an information need (e.g., magazine database, picture archive, online encyclopedia). *LA, SCI, SS

_____4. Compile information learned about a topic from a variety of sources. *LA, SCI, SS

_____5. Create information products to share information using different formats (e.g., print, audio recording, digital, video, slide show). *LA, SCI, SS

_____6. Identify primary and secondary source material and discuss differences. *LA, SS

_____7. Take notes, organize information into logical sequence and create a draft product (e.g., report, research paper, presentation). *LA, SS, SCI

_____8. Critically evaluate the quality of the information resource (e.g., authority, accuracy, currency, objectivity).

_____9. Evaluate how information was found and assess the quality of the information product.

Benchmark F: Use the online catalog or card catalog to locate school library materials for classroom assignments and personal interests.

_____1. Conduct OPAC searches using Boolean logic (e.g., "AND," "OR," "NOT").

_____2. Identify information about library materials in the OPAC bibliographic record (e.g., publication date, summary, location, availability).

_____3. Login to the OPAC remotely via username and password (e.g., login to the OPAC from the classroom or from home).

_____4. Access OPACs from other libraries via the Internet (e.g., public library catalog).

Benchmark G: Develop search strategies, retrieve information in a variety of formats and evaluate the quality and appropriate use of Internet resources.

_____1. Use Boolean operators in the search process (e.g., use Boolean logic to expand a search and to limit a search "AND," "NOT").

_____2. Compare information found in searches done on different types of Internet resources (e.g., meta engine, directory, search engine).

_____3. Report elements of a Web site that make it effective (e.g., describe why the Web site is appropriate for the particular information needed).

_____4. Evaluate web information for author's expertise, accuracy of information presented, parameters of coverage and currency of information.

Benchmark H: Select, access and use appropriate electronic resources for a defined information need.

_____1. Compare search results through the use of different keywords (e.g., search for conservation information using "garbage" and search again using "waste disposal").

_____2. Examine information in different types of databases to locate information for a curricular need (e.g., online encyclopedia, online subject dictionaries, magazine index, picture archive).

Standard II: <u>MEDIA LITERACY</u>—Effective school library media programs support the learning of media literacy skills in collaboration with classroom teachers, technology integration specialists and technology coordinators.

Benchmark A: Comprehend that media communications deliver information and messages to specific audience for a specific purpose, and analyze the intended impact of media communications and messages when delivered and received by a specific audience..

_____1. Analyze the adequacy and accuracy of facts and details in media communications directed toward specific listeners, viewers and one's self.

_____2. Analyze how multimedia practices shape and alter personal perceptions and viewpoints of specific listeners and viewers, and the degree of impact.

_____3. Recognize fallacious reasoning, misleading concepts, persuasive hype, bias and stereotyping found in the construction and delivery of specific media created by students and by others.

_____4. Classify reasons for the communication and delivery of information by individuals, groups, businesses and organizations.

Benchmark B: Analyze various combinations of media components and production techniques used to create and construct media communications for specific audiences and purposes.

_____1. Compare and contrast the various physical combinations of media components, production techniques and medium formats utilized in the construction of media communications for specific audiences (e.g., visual design, text structures, language choice, sound and motion, and production special effects).

_____2. Analyze information found in graphic representations to see if it is aligned with the original intent of the author, artist or producer.

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- **Items in bold with Roman numerals are standards.**

- **Bolded statements after each standard are state benchmarks for the grade span.**

-**Items in regular print are grade level indicators.**

- **Items with an asterisk correlate to other courses of study (LA-language arts, SS-social studies, SCI-science).**

Grade 8 – LIBRARY GUIDELINES

Standard I: <u>INFORMATION LITERACY</u>—Effective school library media programs provide information literacy skills instruction.

Benchmark A: Understand the function of the school library media center, recognize other types of libraries, and use a variety of libraries to meet informational and personal needs.

_____1. Access the library facility in person and remotely when needed (e.g., via the Internet).

_____2. Discuss search strategies and information retrieval methods with the library media specialist or library staff member as needed.

_____3. Recommend books and library materials to include in the school library media center.

_____4. Participate in library media center activities and reading celebrations (e.g., Right to Read Week, Teen Read Week, School Library media Month, Catholic Schools Week).

_____5. Understand the importance for everyone to have access to information sources.

_____6. Utilize public library for informational and personal needs.

_____7. Recognize intellectual freedom as part of a democratic society, e.g. Right to Read, Banned Books Week.

Benchmark B: Identify information needs, select school library media books and materials in a variety of formats, and demonstrate responsible use and Catholic ethical behavior when using library media materials.

_____1. Evaluate and select appropriate library materials based on information, format and communication need, e.g. abstracts, full texts, print, non-print, video, etc.

_____2. Follow appropriate procedures when borrowing library materials (e.g., follow check-out and check-in procedures and return materials on time).

_____3. Select appropriate reference tools to answer questions.

_____4. Locate resources using a title, subject or author, keyword and advanced searches search in the library catalog.

_____5. Understand plagiarism and its legal and moral ramifications.

_____6. Discuss intellectual property, copyright and fair use in its legal and moral context.

Benchmark C: Select literature by genre based on need and personal enjoyment.

_____1. Read for pleasure and information. *LA

_____2. Understand character traits and actions presented in reading material. *LA

_____3. Participate in choral speaking, creative dramatics and other literary enrichment activities. *LA

_____4. Identify authors who write books in different fictional genres and literary styles (e.g., classics, world literature, American literature). *LA

_____5. Read award-winning books and understand that the award is given for the writing of the book (e.g., Newbery, Printz, King, Wilder).

Benchmark D: Evaluate the accuracy, authority, objectivity, currency, coverage and relevance of information and data sources.

_____1. Understand the structure and organization of information sources including keywords, subject directory or subject search in a library catalog.

_____2. Demonstrate how to determine copyright issues when creating new products:
   a. ask permission to use articles, quotations and graphics;
   b. credit information to be included in the product.

_____3. Examine two Web sites with opposing viewpoints and describe the objectivity and intent of the author (e.g., candidates in an election, controversial subjects).

_____4. Evaluate the validity of information by comparing information from different sources for accuracy. (e.g., what makes the author an expert? Is information the same in multiple sources?)

Benchmark E: Conduct research and follow a research process model that includes the following: develop essential question; identify resources; select, use and analyze information; synthesize and generate a product; and evaluate both process and product.

_____1. Formulate an essential question to guide the research process.*LA, SCI, SS

_____2. Identify and evaluate relevant information and select pertinent information found in each source.*LA, SCI, SS

_____3. Expand search strategies by using Boolean logic.

_____4. Narrow or broaden search topic/question according to how many resources are located.

_____5. Seek information from a variety of viewpoints and distinguish between fact, point of view, and opinion. *LA, SS

_____6. Analyze information, finding connections that lead to a final information product. * LA, SCI, SS

_____7. Demonstrate how to determine copyright issues when creating new products (e.g., permissions to use articles and graphics, credit information to be included).

_____8. Use a teacher- or school-designated citation-style manual to credit sources used in work (e.g., MLA Style Manual, APA Guidelines). * LA, SS, SCI

_____9. Examine diverse opinions and points-of-view to develop and modify individual point-of-view (e.g., view culture, background, historical context).

_____10. Take notes, organize information into logical sequence, and create a draft product (e.g., report, research paper, presentation). *LA, SS, SCI

_____11. Digitize information for archiving and future use (e.g., creating an electronic portfolio of curricular projects).

_____12. Revise and edit the information product. *LA

_____13. Communicate, publish and disseminate findings to multiple audiences in a variety of formats (e.g., report, speech, presentation, web site). *LA, SCI, SS

_____14. Evaluate the final product for its adherence to project requirements. (e.g., Recognize weaknesses in process and product and find ways to improve). *LA, SS, SCI

Benchmark F: Use the online public access catalog to locate school library materials for classroom assignments and personal interests.

_____1. Perform advanced OPAC searches by using Boolean operators, keywords, and subject terms (e.g., "AND," "OR," "NOT").

_____2. Select library materials based on descriptors and subject terms in the OPAC bibliographic record.

_____3. Access the school library OPAC and other available OPACs remotely.

Benchmark G: Develop search strategies, retrieve information in a variety of formats and evaluate the quality and appropriate use of Internet resources.

_____1. Troubleshoot error messages in a Web browser (e.g., procedure to use when a page is not found to verify the address, use refresh and stop buttons).

_____2. Incorporate Boolean operators in the search process for curricular needs (e.g., know the basic Boolean operators and use them in a search).

_____3. Compare information found in searches done on different search engines, directory, search engine, meta engine; and discuss differences in how search engines select and provide information (e.g., results ranked by relevancy, popularity or paid placement).

_____4. Compare several Web sites on the same topic and evaluate the purpose of each site (e.g., use several sites for a specific curricular need and note whether the sites have similar or conflicting data).

_____5. Evaluate web information for author's expertise, accuracy of information presented, parameters of coverage, currency of information.

Benchmark H: Select, access and use appropriate electronic resources for a defined information need.

_____1. Locate and use advanced search features and appropriate tools such as Boolean operators ("AND," "OR," "NOT") and a thesaurus in an online database.

_____2. Select research databases that align with information need (e.g., specialized databases on government, science, history, as needed for assignments).

Standard II: MEDIA LITERACY—Effective school library media programs support the learning of media literacy skills in collaboration with classroom teachers, technology integration specialists and technology coordinators.

Benchmark A: Comprehend that media communications deliver information and messages to a specific audience for a specific purpose, and analyze the intended impact of media communications and messages when delivered and received by a specific audience.

_____1. Assess the accuracy, relevancy and credibility of information presented in various print and non-print media communications directed toward specific listeners, viewers and one's self.*LA, SS, SCI

_____2. Assess the degree of impact information communicated and received has in informing, influencing or altering personal perception and viewpoint, and other listeners and viewers.

_____3. Assess the format and medium of choice for delivery of media communications and messages, based on audience characteristics (e.g., level of understanding, level of interest).

_____4. Differentiate audience factors that influence reasons for the communication and delivery of information by individuals, groups, businesses and organizations (e.g., age, gender, ethnicity, geography, economics).

Benchmark B: Analyze various combinations of media components and production techniques used to create and construct media communications for specific audiences and purposes.

_____1. Distinguish between the design features and characteristics of consumer products, functional materials and public documents and presentations (e.g., brochures, newspapers, advertisements, newscasts).

_____2. Assess the use and relationship between various multimedia components, production techniques and medium formats chosen to alter fact and data and develop persuasive key viewpoints for specific listeners and viewers based on age, gender, ethnicity, geography and social economics.

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Grade 9 – LIBRARY GUIDELINES

Standard I: <u>INFORMATION LITERACY</u>—Effective school library media programs provide information literacy skills instruction.

Benchmark A: Investigate information through independent discovery, peer collaboration, and inquiry learning; read a variety of literary material for academic need, personal interest and lifelong learning; and practice responsible usage and Catholic ethical behavior when using library media center materials.

_____1. Access additional resources provided in the high school library media center.

_____2. Evaluate library materials and select formats based on information need and personal preference (e.g., e-book, digital media, print).

_____3. Locate resources using a title, subject, author, keyword and advanced searches in the library catalog or with appropriate online resources (e.g., Boolean operators or limiters, copyright year or material type).

_____4. Select appropriate reference tools to answer questions.

_____5. Participate in library media center activities and reading celebrations.

_____6. Understand plagiarism and its ramifications.

_____7. Discuss intellectual property, copyright and fair use.

_____8. Discuss access to information in a democratic society.

_____9. Utilize public library for informational and personal needs.

_____10. Access government libraries and information services.

Benchmark B: Determine and apply an evaluative process to all information sources chosen for a project.

_____1. Define terms which determine information validity:
   a. Accuracy;
   b. Authority;
   c. Objectivity;
   d. Timeliness;
   e. Coverage;

_____2. Determine the author's authority for all resources and identify points of agreement and disagreement among sources.

Benchmark C: Apply a research process model to conduct research and meet information needs.

_____1. Determine the essential questions and plan research strategies. *LA, SCI, SS

_____2. Utilize basic and advanced search strategies to obtain topic-appropriate resources.

_____3. Select and evaluate appropriateness of information from a variety of resources, including online research databases and web sites to answer the essential questions. *LA, SS, SCI

_____4. Integrate copyrighted information into an information product, following appropriate use guidelines (e.g., quote using proper citation format, request permission for use).

_____5. Identify relevant facts, check facts for accuracy and record appropriate information.

_____6. Analyze the information gathered through note taking, organize information into a logical sequence, and create a draft product (e.g., report, research paper, presentation). *LA

_____7. Incorporate a list of sources used in a project using a standard bibliographic style manual (e.g., MLA and APA Style Manuals). *LA, SS, SCI

Benchmark D: Formulate advanced search strategies, demonstrating an understanding of the strengths and limitations of the Internet, and evaluate the quality and appropriate use of Internet resources.

_____1. Identify multiple directories and search engines matching curricular need (e.g., given an assignment, use knowledge of tools to pick an appropriate tool to search for information).

_____2. Construct search strategies focused on the retrieval of specific search results by incorporating Boolean operators ("AND," "OR," "NOT") and adjacency/proximity techniques.

_____3. Establish criteria for evaluating the information retrieved through Internet searching (e.g., author's expertise, bias, coverage of topic, timeliness).

Benchmark E: Evaluate choices of electronic resources and determine their strengths and limitations.

_____1. Integrate search strategies within the electronic resource that targets retrieval for a specific information need (e.g., limit by date of publication, focus on specific format such as image, sound file).

_____2. Review strengths and weaknesses of various types of electronic resources for research need (e.g., compare subject-specific magazine database to general online index of articles).

Grade 9 – LIBRARY GUIDELINES

_____3. A specific database for an assignment and explain why it is the appropriate one to use (e.g., in researching a particular author, use a literary database of biographical and critical information about writers).

Benchmark F: Utilize the Internet for research, classroom assignments and appropriate personal interests.

_____1. Identify directories and search engines.
_____2. Construct search strategies focused on the retrieval of specific search results by incorporating Boolean operators "AND," "OR," "NOT" and adjacency/proximity techniques.
_____3. Compare and chart the search results from multiple Web sites to check for consistency of information (e.g., compare data on acid rain from more than one site).
_____4. Establish criteria for evaluating the information retrieved through Internet searching (e.g., author's expertise, bias, coverage of topic, timeliness).

Standard II: <u>MEDIA LITERACY</u>—Effective school library media programs support the learning of media literacy skills in collaboration with classroom teachers, technology integration specialists and technology coordinators.

Benchmark A: Comprehend that media communications deliver information and messages that regard social, political, economical, aesthetic and ethical issues.

_____1. Infer and summarize information communicated, delivered and received by society as a whole.

Benchmark B: Evaluate various media practices used to contribute to the effectiveness of media communications and their impact on social, political, economical and ethical issues.

_____1. Recognize the conventions of visual media genres (e.g., talk shows, newscasts, documentaries, commercials, advertisements, billboards, Web pages).
_____2. Determine why and how intent and use of multimedia components, organizational patterns, production techniques and medium formats inform or influence social, economic, political, aesthetic and ethical issues (e.g., editing, figurative language, sound devices, literary techniques, black and white footage, set design in social-cultural contexts, effective packaging).

Benchmark C: Critique and evaluate the intended impact of media communications and messages when delivered and received by society as a whole.

_____1. Infer and state the influence of media communications on society as a whole and in the shaping of governmental, social and cultural norms. *SS
_____2. Examine media communications for accuracy, relevancy, credibility and appropriateness (e.g., validity of authority, objectivity, balanced coverage, publication date, testimonial, glittering generalities,

emotional word repetition, bait and switch). *LA, SS, SCI
_____3. Examine media communications and information products for the alignment of content, context and projected values.

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Grade 10 – LIBRARY GUIDELINES

Standard I: <u>INFORMATION LITERACY</u>—Effective school library media programs provide information literacy skills instruction.

Benchmark A: Investigate information through independent discovery, peer collaboration, and inquiry learning; read a variety of literary material for academic need, personal interest and lifelong learning; and practice responsible usage and Catholic ethical behavior when using library media center materials.

_____1. Select library materials and equipment based on information or personal need and recommend items to include in the high school library media center.

_____2. Evaluate library materials and select formats based on information need and personal preference (e.g., e-book, digital media, print).

_____3. Locate resources using a title, subject, author, keyword and advanced searches in the library catalog or with appropriate online resources (e.g., Boolean operators or limiters, copyright year, or material type).

_____4. Make meaningful connections between classroom learning, information skills and real-life situations.

_____5. Read for pleasure and information. *LA

_____6. Understand complex forms of literary expression.

_____7. Explore works of authors who write in different fictional genres and literary styles. *LA

_____8. Read a variety of ward-winning material, from classic literature to best sellers (e.g., the Michael Printz Award).

_____9. Demonstrate an appreciation of intellectual property rights and awareness of intellectual property issues.

_____10. Understand the importance of diverse information and access to information in a democratic society.

_____11. Utilize public library for information and personal needs.

_____12. Access academic (college and university) libraries for advanced information on an academic subject.

Benchmark B: Determine and apply an evaluative process to all information sources chosen for a project.

_____1. Examine information for its accuracy and relevance to an information need (e.g., for a report on pollution, find information from sources that have correct and current information related to the topic).

_____2. Identify relevant facts, check facts for accuracy and record appropriate information (e.g., follow a standard procedure to check information sources used in a project).

_____3. Select appropriate information on two sides of an issue (e.g., identify the authors of each information source and their expertise and/or bias).

Benchmark C: Apply a research process model to conduct research and meet information needs.

_____1. Select the essential question to be examined by the research. *LA, SCI, SS

_____2. Utilize basic and advanced search strategies to obtain topic-appropriate resources.

_____3. Evaluate information, select relevant and pertinent information found in each source and maintain accurate records of sources used.

_____4. Organize and analyze information through note taking and finding connections that lead to a final product. *LA, SS, SCI

_____5. Follow copyright laws and guidelines, using standard bibliographic format to list sources. *LA, SS, SCI

_____6. Create and communicate findings through an appropriate format. *LA, SCI, SS

_____7. Review and evaluate the research process and resources used to determine how the process might be improved.

_____8. Evaluate the research product for ways to improve the communication of information. *LA, SS, SCI

Benchmark D: Formulate advanced search strategies, demonstrating an understanding of the strengths and limitations of the Internet, and evaluate the quality and appropriate use of Internet resources.

_____1. Construct an effective search strategy to retrieve relevant information through multiple search engines, directories and Internet resources.

_____2. Employ a systematic approach to judge the validity of Web information matched against the defined information need (e.g., researching an author through the Web requires finding biographical information plus criticisms of the author's works).

_____3. Examine the information retrieved through Internet searching for authenticity of information, bias, timeliness, relevance and appropriateness.

Benchmark E: Evaluate choices of electronic resources and determine their strengths and limitations.

_____1. Choose a topic, then identify appropriate electronic resources to use, citing the name and date of the resource medium database or archive collection.

_____2. Research and critique information in different types of subscription (fee-based) electronic resources to locate information for a curricular need.

_____3. Investigate tools within electronic resources to generate search strategies (e.g., use a thesaurus to identify subject terms for improved retrieval of information).

Benchmark F: Utilize the Internet for research, classroom assignments and appropriate personal interests.

_____1. Construct an effective search strategy to retrieve relevant information through multiple search engines, directories and Internet resources.

_____2. Narrow or broaden the search strategy by modifying the keywords entered in the original search strategy.

_____3. Employ a systematic approach to judge the validity of a Web information match against the defined information need (e.g., researching an author through the web requires finding biographical information plus criticisms of the author's works).

_____4. Examine the information retrieved through Internet searching for authenticity of information, bias, timeliness, relevance and appropriateness.

Standard II: <u>MEDIA LITERACY</u>—Effective school library media programs support the learning of media literacy skills in collaboration with classroom teachers, technology integration specialists and technology coordinators.

Benchmark A: Comprehend that media communications deliver information and messages that regard social, political, economical, aesthetic and ethical issues.

_____1. Examine the social, economic, political, aesthetic and ethical functions and purposes embedded in media communications. *SS

_____2. Compare and contrast the effectiveness of multimedia components and medium formats used to produce and deliver various communications and information for social, economic, political, aesthetic and ethical issues.

Benchmark B: Evaluate various media practices used to contribute to the effectiveness of media communications and their impact on social, political, economical and ethical issues.

_____1. Discuss manipulation of the rules and expectations for media genres to affect and influence social, economic, political, aesthetic and ethical issues, and society as a whole.

_____2. Assess procedures and decision-making processes involved in the construction of various media communications and messages, and the degree to which the results impact social, economic, political, aesthetic and ethical issues, and society as a whole.

_____3. Demonstrate how use of multimedia components, organizational patterns, production techniques and medium formats to inform or influence social, economic, political, aesthetic and ethical issues (e.g., editing, figurative language, sound devices, literary techniques, black and white footage, set design in social-cultural contexts, effective packaging).

Benchmark C: Critique and evaluate the intended impact of media communications and messages when delivered and received by society as a whole.

_____1. Summarize and state the pros and cons of media communications on society as a whole and in the shaping of governmental, social and cultural norms.

_____2. Assess media communications for bias, fallacious reasoning, unsupported inferences, propaganda, rhetoric, stereotyping, accuracy, relevancy and credibility. *LA, SS

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Grade 11 – LIBRARY GUIDELINES

Standard I: <u>INFORMATION LITERACY</u>—Effective school library media programs provide information literacy skills instruction.

Benchmark A: Investigate information through independent discovery, peer collaboration, and inquiry learning; read a variety of literary material for academic need, personal interest and lifelong learning; and practice responsible usage and ethical behavior when using library media center materials.

_____1. Access the library facility in person and remotely when needed.
_____2. Locate resources using a title, subject or author, keyword and advanced searches in the library catalog or with appropriate online resources (e.g., Boolean operators or limiters, copyright year or material type).
_____3. Identify authors and their literary works. *LA
_____4. Read a variety of award-winning material, from classic literature to best sellers.*LA
_____5. Demonstrate an appreciation of intellectual property rights and awareness of intellectual property issues.
_____6. Understand the importance of diverse information and access to information in a democratic society.

Benchmark B: Determine and apply an evaluative process to all information sources chosen for a project.

_____1. Seek and evaluate information to answer both personal and curricular needs.*LA

_____2. Evaluate information collected to answer both personal and curricular needs to determine its accuracy, authority, objectivity, timeliness, and coverage. *LA
_____3. Determine valid information for an assignment from a variety of sources.

Benchmark C: Apply a research process model to conduct research and meet information needs.

_____1. Select essential questions for research and use a recognized or personally developed model to conduct independent research in a particular discipline.*LA
_____2. Utilize basic and advanced search strategies to obtain topic-appropriate resources.
_____3. Identify, evaluate and select relevant and pertinent information found in each source.*LA, SS, SCI
_____4. Identify relevant facts, check for validity and record appropriate information keeping track of all sources.*LA, SS, SCI
_____5. Analyze information and communicate in oral, written or other format.*LA, SS, SCI
_____6. Respect copyright laws and guidelines.
_____7. Use standard bibliographic format to list sources.*LA, SS, SCI
_____8. Create and communicate findings through an appropriate format.*LA, SS, SCI
_____9. Critique and revise the information product.*LA, SS, SCI
_____10. Review the research process and product for efficiency and effectiveness.

Benchmark D: Formulate advanced search strategies, demonstrating an understanding of the strengths and limitations of the Internet, and evaluate the quality and appropriate use of Internet resources.

_____1. Demonstrate the use of parentheses for nesting search terms to alter retrieval strategies through multiple Internet resources.
_____2. Create a product on a specific curricular topic in a specific discipline that includes annotated web sites constructed according to a standard style manual (e.g., electronic pathfinder on careers).
_____3. Develop a systematic approach to judge the value of the retrieved Web information.

Benchmark E: Evaluate choices of electronic resources and determine their strengths and limitations.

_____1. Modify a search through the use of different key words and other techniques specific to an electronic resource (e.g., gated database, Web-based index).
_____2. Integrate online subscription resources and other electronic media to meet needs for research and communication on a routine basis.
_____3. Differentiate coverage of electronic resources to select information need.
_____4. Support choices of free and fee-based web information used to create a class project.

Grade 11 – LIBRARY GUIDELINES

Benchmark F: Utilize the Internet for research, classroom assignments and appropriate personal interests.

    _____1. Demonstrate the use of parentheses for nesting search terms to alter retrieval strategies through multiple Internet resources.

    _____2. Create a project on a specific curricular topic that includes annotated web sites constructed according to a standard style manual (e.g., electronic pathfinder on careers).

    _____3. Develop a systematic approach to judge the value of the retrieved Web information.

Standard II: MEDIA LITERACY—Effective school library media programs support the learning of media literacy skills in collaboration with classroom teachers, technology integration specialists and technology coordinators.

Benchmark A: Comprehend that media communications deliver information and messages that regard social, political, economical, aesthetic and ethical issues

    _____1. Assess information communicated, delivered and received by society as a whole.

Benchmark B: Evaluate various media used to contribute to the effectiveness of communications and its impact on social, political, economical and ethical issues.

    _____1. Critique procedures and decision-making processes involved in the construction of media communications and messages, for results that impact social, economic, political, aesthetic and ethical issues, and society as a whole.

    _____2. Assess and consider the legal and ethical responsibilities involved in the construction and delivery of media communication and information.

Benchmark C: Critique and evaluate the intended impact of media communications and messages when delivered and received by society as a whole.

    _____1. Assess influences of media communications on society as a whole and in the shaping of governmental, social and cultural norms.*SS

    _____2. Assess media communications for complexities and discrepancies, as well as for accuracy, relevancy and credibility.*LA, SS, SCI

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Grade 12 – LIBRARY GUIDELINES

Standard I: <u>INFORMATION LITERACY</u>—**Effective school library media programs provide information literacy skills instruction.**

Benchmark A: Investigate information through independent discovery, peer collaboration, and inquiry learning; read a variety of literary material for academic need, personal interest and lifelong learning; and practice responsible usage and ethical behavior when using library media center materials.

_____1. Access the library facility in person and remotely when needed.

_____2. Locate resources using a title, subject, or author, keyword and advanced searches in the library catalog (e.g., Boolean operators and/or limiters such as copyright or material type).

_____3. Identify authors and their literary works.*LA

_____4. Read a variety of award-winning material for educational and personal enjoyment.*LA

_____5. Observe intellectual property rights and copyright restrictions.

_____6. Respect the principles of intellectual freedom and intellectual property rights.

Benchmark B: Determine and apply an evaluative process to all information sources chosen for a project.

_____1. Evaluate information collected to answer both personal and curricular needs to determine its accuracy, authority, objectivity, currency and coverage.*LA, SS, SCI

_____2. Acknowledge intellectual property in using information sources. Determine and apply an evaluative process to all information sources chosen for a project.*LA, SS, SCI

Benchmark C: Apply a research process model to conduct research and meet information needs.

_____1. Derive a personally developed research model to conduct independent research.*LA, SS, SCI

_____2. Refine the information question to focus the research process, modifying the question as necessary to broaden or narrow the inquiry.*LA, SS, SCI

_____3. Critique information sources to determine if different points of view are included.*LA, SS, SCI

_____4. Integrate multiple information sources in the research process.*LA, SS, SCI

_____5. Adhere to copyright and intellectual property laws and guidelines when creating new products (e.g., standard bibliographic format, permissions to use information created by others).*LA, SS, SCI

Benchmark D: Formulate advanced search strategies, demonstrating an understanding of the strengths and limitations of the Internet, and evaluate the quality and appropriate use of Internet resources.

_____1. Synthesize search results retrieved from a variety of Internet resources to create an information product for a targeted audience.*LA, SS, SCI

_____2. Incorporate defined field searching by initiating a search string identifying the desired field of information to be retrieved (e.g., search author or title).

_____3. Develop a systematic approach to critiquing research retrieved through the Internet for authority, accuracy, objectivity, timeliness, coverage and relevancy.

Benchmark E: Evaluate choices of electronic resources and determine their strengths and limitations.

_____1. Research information from electronic archives (e.g., gated databases).

_____2. Use a variety of technology resources for curriculum and personal information needs (e.g., streaming video, CD/DVD, subscription database).

_____3. Evaluate technology resources and determine strengths and weaknesses for curricular or personal needs.

_____4. Select appropriate tool, online resource or Web.

Benchmark F: Utilize the Internet for research, classroom assignments and appropriate personal interests.

_____1. Incorporate defined field searching by initiating a search string identifying the desired field of information to be retrieved (e.g., search author or title).

_____2. Synthesize search results retrieved from a variety of Internet resources to create an information product for a targeted audience.

_____3. Critique research retrieved through the Internet for authority, accuracy, objectivity, timeliness, coverage, and relevancy.

Standard II: <u>MEDIA LITERACY</u>—Effective school library media programs support the learning of media literacy skills in collaboration with classroom teachers, technology integration specialists and technology coordinators.

Benchmark A: Comprehend that media communications deliver information and messages that regard social, political, economical, aesthetic and ethical issues.

    _____1.   Examine and evaluate information communicated, delivered and received by society as a whole.

Benchmark B: Evaluate various media practices used to contribute to the effectiveness of media communications and their impact on social, political, economic and ethical issues.

    _____1.   Construct media communications, messages and products that address social, economic, political, aesthetic and ethical issues.*LA, SS, SCI

    _____2.   Employ and practice legal and ethical responsibilities involved in the construction and delivery of media communications and information that address social, economic, political, aesthetic and ethical issues.*LA, SS, SCI

Benchmark C: Critique and evaluate the intended impact of media communications and messages when delivered and received by society as a whole.

    _____1.   Analyze the influences of media communications on society as a whole and in the shaping of governmental, social and cultural norms.*LA, SS

    _____2.   Critique media communications for complexities and discrepancies, accuracy, relevancy, and credibility.*LA, SS. SCI

    _____3.   Evaluate media communications and information products for alignment of content, context and projected values.*LA, SS, SCI

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Professional Resources for Library Media

<u>**Books**</u>

Delpit, L., & Dowdy, J.K. (2002). *The Skin that We Speak: Thoughts on Language and Culture in the Classroom*. New York: The New Press.

Donelson, K., & Nilsen, A.P. (2005) *Literature for Today's Young Adults*. Boston: Allyn and Bacon.

Finn, P.J. (1999). Literacy with an Attitude: *Educating Working-Class Children in Their Own Self-Interest*. Albany: State University of New York Press.

Fox, D.L., & Short, K.G. (2003). Stories Matter: *The Complexity of Cultural Authenticity in Children's Literature.* Urbana, Illinois: National Council of Teachers of English.

Harvery, S. (1998). Non-Fiction Matters: *Reading, Writing and Research in Grades 3-8*. Portland, Maine: Stenhouse Publishers.

Sima, J., & Cordi, K. (2003). *Raising Voices: Creating Youth Storytelling Groups and Troupes.* Westport, Connecticut: Libraries Unlimited.

Soutes, A. O. (1999). *Young Adult Literature & the New Literary Theories*. New York: Teachers College, Columbia University.

Taylor, P., & Lejeune, J. (2004). *Consider the sources: Finding Reliable Information on the Internet.* Fort Atkinson: Upstart Books.

Periodicals

Library Sparks
School Library Journal
Video Librarian

Web Sites

American Library Association	ala.org
Broddart	broddart.com
Catholic Library Association	http://www.cathla.org/
Columbus Public Library	cml.org
Demco Media	demcomedia.com
Follett	follett.com
Gale Resources	gale.com
Horn Book	http://www.hbook.com/
Highsmith	highsmith.com
Info Ohio	infohio.org
Ohio Department of Education	http://www.ode.state.oh.us/
Ohio Educational Library Media Association	oelma.org
Voice of Youth Association	voya.org