Title page-Library Media Curriculum

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ACKNOWLEDGEMENT

In June of 2004, a committee of staff and administrators was formed to develop a Media Curriculum with a K-12 continuum. The committee members combined their unique competencies and interests in a joint effort to develop this curriculum, which is the result of the interactions and idea exchanges among the committee members, from teachers and administrators within the school system.

The curriculum should assist staff in determining the expected concept and performance level at the various grades. It is not designed to restrict or limit the creativity or imagination of the teachers. The guide serves as a springboard for the development of additional concepts and masters of skills, depending on the ability and interests of each student.

Program Description

Van Buren School's library media program supports the development of a community of learners that is centered on the student and information literacy. Information literacy is defined as the ability to access, evaluate, and use information forma variety of sources for problems solving, decision-making and research.

This project was successfully completed because of the dedication and consistent efforts of the committee members who participated in this project.

Vickie Shepard
Verna Canaday
Shelly Huffman
Marsha Harward
Dr. Karen Stinson

We are grateful to these committee members, and support and compliment their fine efforts.

FREEDOM TO TEACH, TO LEARN, AND TO EXPRESS IDEAS IN THE PUBLIC SCHOOLS

The freedom to teach, to learn, and to express ideas without fear of censorship are fundamental rights held by public school teachers and students as well as all other citizens. These freedoms, expressed and guaranteed in the First Amendment to the U.S. Constitution, must be preserved in the teaching/learning process in a society of diverse beliefs and viewpoints and shared freedoms. Public schools must promote an atmosphere of free inquiry and a view of subject matter reflecting a broad range of ideas so that students are prepared for responsible citizenship. However, criticism of educational resources and teaching methods and the advocacy of additional educational resources are also essential First Amendment rights of students, faculty, parents, and other members of the community.

Public school personnel should:

1. Select curriculum, teaching methods, resources, and materials appropriate to the education objectives and the maturity and skill levels of the students based on their professional competence as educators and according to established school board policies and procedures. However, teachers should not be allowed to indoctrinate students with their own personal views.

2. Provide students with access to a broad range of ideas and viewpoints.

3. Encourage students to become decision makers, to exercise freedom of thought, and to make independent judgments through the examination and evaluation of relevant information, evidence, facts, and differing viewpoints.

4. Support students' rights to present their ideas even if some people might find the ideas objectionable.

5. Discuss issues, including those viewed by some as controversial, since such discussion is essential to students' development of critical thinking and other skills which prepare them for full participation as citizens in a democratic society.

Individuals or groups outside the public schools should not be allowed to:

1. Use the public schools to indoctrinate students with particular viewpoints or beliefs.

2. Determine which viewpoints will be presented or avoided in public schools.

3. Require the disciplining of professional staff for including issues or resources considered controversial in their classes if the reasons for including them are educationally sound.

Date of Adoption: August 13, 1986

Date of Review: March 14, 2001

Date of Revision: _____

FORWARD

The purpose of this guide is to assist teachers in the organization and instruction of media in the Van Buren Community School District.

This guide provides direction for teachers of grades kindergarten through twelfth and is adaptable for individual and class needs. It is, however, important that teachers follow the suggested Standards and Benchmarks of lesson content to ensure systematic and comprehensive instruction concepts and skills.

Committee members established basic agreement on the philosophy and goals of Science in our schools system.

This guide, prepared by classroom teachers, for use by classroom teachers, provides Standards and Benchmarks for instruction which reflects a sense of wonder and appreciation for the gifts within and around us.

Mission:

- Van Buren Community Schools' library media program ensures that students and staff are effective users of ideas and information throughout life. This goal is accomplished by
- Providing intellectual and physical access to materials in all formats
- Providing instruction to foster competences and stimulate interest in reading, viewing, and using information and ideas.
- Collaboration with other educators to design earning strategies to meet the needs of individual students
- Help all students achieve information literacy by developing the effective cognitive strategies for selecting, retrieving, analyzing, evaluation, synthesizing, creating, and communicating information in all formats and in all content areas of the curriculum.
- Provide learning experiences that encourage students and others to become discriminating consumers of information in all content areas of the curriculum.
- Provide leadership, collaboration, and assistance to teachers and others in applying principles of instructional design for the use of technology for teaching and learning.
- Provide a diversity of experiences, opinions, and social and cultural perspectives.
- Support the concept that intellectual freedom and access to information are prerequisites to effective and responsible citizenship in a democracy.
- Provide physical access to information through
    - ❖ Carefully selected and systematically organized local collection of diverse learning resources that represent a wide range of subjects, levels of difficulty, and formats.
    - ❖ A systematic procedure for acquiring information and materials from outside the library media center and the school through such mechanisms as an electronic networks, interlibrary loan, and cooperative agreements with other information agencies.
    - ❖ Instruction in using a range of equipment for accessing local and remote information in any format.

DIVISION V
MEDIA PROGRAM

281-12.5(256) Media program. The following media program standards shall be met by schools and school districts for accreditation with the start of the 1989-1999 school year.

    12.5(2) *Media program.* The media program shall include experiences designed to develop healthy emotional and social habits and growth in the language arts and communication skills, as well as a capacity for the completion individual tasks, and protect and increase physical well-being with attention given to experiences relating to the development of life skills and human growth and development. A media teacher shall be license/certificated to teach in media. An accredited nonpublic school must meet the requirements of this subsection only if the nonpublic school offers a media program.

Broad Content Goal

As a result of their learning, Van Buren Community Schools' students will appreciate the value of literature and other creative expressions of information and will access, evaluate, and use information for a variety of sources for lifelong research, problem solving, and decision-making.

EDUCATIONAL PHILOSOPHY

The Board of Directors of the Van Buren Community School District is committed to the operation of schools whose purpose is to serve by assisting each learner to develop into a mature individual and contributing member of society. The goals of education and the goals of democracy are fundamentally the same. The board believes the nature of learning is a continuous experience throughout the life of each individual. This experience is influenced by a variety of factors including the environment surrounding the learner. The Board also believes, and recognizes, the stages of development associated with growth. It is believed all have the capability of learning given appropriate opportunity.

The Board of Directors recognizes the guardianship of public education is a trust and an obligation. Consequently, the Board believes that a desirable learning atmosphere must be provided which includes the following: (1) Appropriate facilities; (2) Competent staff; (3) Appropriate educational and instructional materials; (4) Assurance of safety; (5) Recognition of individual dignity and worth; (6) A scope of educational experiences to challenge each student; and (7) Periodic review, revision, and evaluation.

The Board further believes the scope of educational experience should meet the needs of varied learners and include experience should meet the needs of varied learners and include experiences that encompass the intellect and associated basic and developmental skills, as well as aesthetic, physical, civic, social, vocational, multicultural, and technological awareness.

EDUCATIONAL EQUITY POLICY

1. It is the policy of Van Buren Community School District to provide equal educational and employment opportunities and not to illegally discriminate on the basis of gender, race, national race, creed, age, marital status or disability in its educational programs, activities or its employment and personnel policies.

2. This district shall provide program activities, a curriculum and instructional resources which will reflect the racial and cultural diversity present in the United States and the variety of careers, roles and life styles open to both men and women in our society. One of the objectives of the district's programs, curriculum, services and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of gender, race, ethnicity, religion, age, marital status and disability. The curriculum, programs and services shall foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties and responsibilities of each individual as a member of a pluralistic society.

3. It is the policy of this district to affirmatively recruit women and men, members of diverse racial/ethnic groups and persons with disabilities for job categories where they are underrepresented. A fair and supportive environment will be provided for all students and employees regardless of their gender, race, national origin, creed, age, marital status or disability. Harassment of sexual nature or with demeaning intent related to race, national origin, gender, disability, age or religion, made from one employee to another, from an employee to a student or vice versa, and from one student to another is a violation of this policy.

4. Inquiries regarding compliance of equity policies may be directed to the following:
Title IX – High School Principal; Title VI and Section 504 – Associate Superintendent, Van Buren Jr/Sr. High School, 503 Henry Street, Keosauqua, Iowa 52565, 319-293-3334, to the Director of the Iowa Civil Rights Commission, Des Moines, Iowa, or to the Director of the Region VII Office of Civil Rights, Department of Education, Kansas City, Missouri.

5. The Affirmative Action Coordinator for the district shall be the Superintendent. The Educational Equity Coordinator for the district will be the Associate Superintendent. Inquiries concerning a grievance procedure should be addressed to either coordinator.

Federal and state regulations require that the non-discrimination policy, the identity of the designated local coordinator and notification about the existence of the grievance procedure be disseminated to employees, students and parents on an annual or ongoing basis. This notification must be included in major annual or general publications such as:

Student Handbooks	*School Newsletters*	*Teacher Handbooks*
Local Newspapers	*Employee (Staff) Handbooks*	*Employment Application Forms*
Registration Handbook	*Program Brochures & Publications*	

Agreement forms with labor organizations and businesses which hold professional agreements with the school or agency.

Date of Adoption: May 9, 1990

Date of Review: August 14, 2002

Date of Revision: September 16, 2002

A PHILOSOPHY OF MEDIA

Media education is the link between media and society. Its ultimate goal is to DEVELOP MEDIA LITERATE CITIZENS who understand the impact, and uses the knowledge and processes of media to solve problems and improve life within the limits of the total environment. Media education is any set of activities that develop media literacy.

A new generation of media literate citizens is needed to cope with out media and technological society and to deal with a complex set of technical and ethical questions. It is recommended that all students receive and appropriate education in media to develop the intellectual skills that are basic to critical observation, problem resolution, decision-making, and valuing.

The study of media offers a KNOWLEDGE OD NATURAL PHENOMENA that uniquely rests upon the notion that humans can test and understand the orderly nature of the universe. Fundamental to MEDIA AS A PART OF THEIR BASIC LEARNING, these processes are best developed through a well-articulated media program that include experimentation and manipulation of materials.

Media activities built upon each individual's natural curiosity allows for self-motivation. This involvement can result in personal gain for students who discover and develop a confidence in their own ability to make the decisions that can form a basis for COMPREHENDING THE IMPACT of media and technology on the individual, cultural and society.

In addition to the development of logical thought and personal growth, research indicates that involvement with activities in media facilities growth in other curricular areas. The media curriculum should further reading readiness, the motivation to learn, and the ability to acquire oral and written communication skills.

RATIONALE

Media education is essential in the total education process. We live in a media and technological society; therefore media must occupy a place of prominence in the total curriculum.

Media education is the study of processes of investigation, the knowledge such investigations provide, and the impact and use of such knowledge upon the individual society. The media curriculum reflects a balance of these components

EDUCATIONAL OBJECTIVES

I. OUR FRAME OF REFERENCE

We believe that the school as a public institution should provide insofar as possible:

1. A well-qualified and efficient corps of teachers.

2. A physical plant and equipment adequate to meet the needs of every learner.

3. Experiences for effective learning.

4. An educational leadership which leads to continuous improvement of the school.

We believe there is a common set of skills, knowledge, and attitudes essential to the total development of all Van Buren students. These learning's have intrinsic value, independent of a student's background, for the fulfillment of future aspirations. We further believe that these skills, knowledge and attitudes constitute a set of expectations that all students can achieve regardless of diverse learning rates and styles. Such achievement will help students create and attain meaningful goals and engage in life long learning.

The skills and competencies, later listed, establish a vision of what a Van Buren High School graduate should know and be able to do within the identified areas. Recognizing that students begin their schooling at different levels of readiness, and some have developmental handicaps, the listed skills and competencies are not meant to define minimum competencies but set a standard for an educated citizen that is essential to becoming a productive and contributing member of society.

II. SKILLS AND COMPETENCIES Reading

As a result of education in grades K-1 2, each student should be able to:

* identify and comprehend the main and subordinate ideas, details and facts in written work and summarize the ideas in his/her own words;
* identify, comprehend and infer comparisons, contrasts, sequences and conclusions in written work;
* recognize different purposes and methods of writing, identify a writer's point of view and tone, and interpret a writer's meaning inferentially as well as literally;
* set purposes, ask questions and make predictions prior to and during reading and draw conclusions from reading;
* make critical judgments about written work including separating fact from opinion, recognizing propaganda, stereotypes and statements of bias, recognizing inconsistency and judging the validity of evidence and sufficiency of support;
* vary his/her reading speed and method based on the type of material and the purpose for reading;
* use the feature of books and other reference materials, such as table of contents, preface, introduction, titles and subtitles, index, glossary, appendix and bibliography.

Writing

As a result of education in gradesK-12, each student should be able to

* write standard English sentences with correct sentence structure, verb forms,

punctuation, capitalization, possessives, plural forms, word choice and spelling;

* select, organize and relate ideas and develop them in coherent paragraphs;
* organize sentences and paragraphs into a variety of forms and produce writing of an appropriate length using a variety of composition types;
* use varying language, information, style and format appropriate to the purpose and the selected audience;
* conceive ideas and select and use detailed examples, illustrations, evidence and logic to develop the topic;
* gather information form primary and secondary sources; write a report using that information; quote, paraphrase and summarize accurately, and cite sources properly;
* improve his or her own writing by restructuring, correcting errors and rewriting.

Speaking and Listening

As a result of education in grades K- 12, each student should be able to

* engage critically and constructively in an oral exchange of ideas;
* ask and answer questions correctly and concisely;
* understand spoken instructions and give spoken instructions to others;
* distinguish relevant from irrelevant information and the intent from the details of an oral message;
* identify and comprehend the main and subordinate ideas in speeches, discussions, audio and video presentations, and report accurately what has been presented;
* comprehend verbal and nonverbal presentations at the literal, inferential and evaluative levels;
* deliver oral presentations using a coherent sequence of thought, clarity of presentation, suitable vocabulary and length, and nonverbal communication appropriate for the purpose and audience.

Mathematics

As a result of education in gradesK-12, each student should be able to

* add, subtract, multiply and divide using whole numbers, decimals, fractions and integers;
* make and use measurements in both traditional and metric units to measure lengths, areas, volumes, weights, temperatures and times;
* use ratios, proportions and percents, powers and roots;
* understand spatial relationships and the basic concepts of geometry;
* make estimates and approximations, and judge the reasonableness of results;
* understand the basic concepts of probability and statistics;
* organize data into tables, charts and graphs, and read and interpret data presented in these forms;
* formulate and solve problems in mathematical terms.

Reasoning

As a result of education in grades K-12, each student should be able to:

* recognize and use inductive and deductive reasoning, recognize fallacies and examine arguments from various points of view;
* draw reasonable conclusions from information found in various sources, and defend his/her conclusions rationally;
* formulate and test predictions and hypotheses based on appropriate data;

* comprehend, develop and use concepts and generalizations;
* identify cause and effect relationships;
* identify and formulate problems;
* gather, analyze, synthesize and evaluate information pertinent to the problem;
* develop alternative solutions to problems, weight relative risks and benefits, make logical decisions and verify results;
* use critical and creative thinking skills to respond to unanticipated situations and recurring problems.

Studying

As a result of education in grades K-1 2, each student should be able to

* set learning goals and priorities consistent with stated objectives and progress made, and allocate the time necessary to achieve them.
* determine what is needed to accomplish a task and establish habits conducive to learning independently or with others;
* follow a schedule that accounts for both short- and long-term project accomplishment;
* locate and use a variety of sources of information including print and nonprint materials, computers and other technologies, interview and direct observations;
* reader listens to specific information and takes effective and efficient notes.

Technological Literacy

As a result of education in gradesK-12, each student should be able to:

* identify and design techniques for recognizing and solving problems in science, including the development of hypotheses and the design of experiments to test them - the gathering of data, presenting them in appropriate formats, and drawing inferences based upon the results;
* use observation and analysis of similarities and differences in the study of natural phenomena;
* demonstrate the ability to work with laboratory measuring, manipulating and sensing devices;
* understand the implications of existing and emerging technologies on our society and our quality of life; including personal, academic and work environments;
* recognize the potential and the limitations of science and technology in solving societal problems.

III. ATTRIBUTES AND ATTITUDES

A positive self-image and self-esteem are crucial to learning. These attributes determine goals, behaviors and responses to others. Furthermore, people depend on and influence one another. Therefore, it is important that students take responsibility for their lives and set appropriate goals for themselves. In doing so, they develop lifelong attitudes.

The family and societal forces other than schools play major roles in fostering student growth, and schools can provide a supportive climate for that growth. While it is inappropriate for schools to accept the sole or even primary responsibility for developing these attributes and attitudes, it is also inappropriate to deny the critical importance of these factors as preconditions to learning, as consequences of the teaching of all disciplines, and as desired out comes for all students.

Positive Self-Concept

As a result of education in gradesK-12, each student should be able to:

* appreciate his/her worth as a unique and capable individual and exhibit self esteem;
* develop a sense of personal effectiveness and a belief in his/her ability to shape his/her future;
* develop and understanding of his/her strengths and weaknesses and the ability to maximize strengths and rectify or compensate for weaknesses.

Motivation and Persistence

As a result of education in grades K-1 2, each student should be able to:

* experience the pride of accomplishment that results from hard work and persistence;
* act through a desire to succeed rather than a fear of failure, while recognizing that failure is part of everyone's experience
* strive toward and take the risks necessary for accomplishing tasks and fulfilling personal ambitions.

Responsibility and Self-Reliance

As a result of education in gradesK-12, each student should be able to:

* assume the primary responsibility for identifying his/her needs and setting reasonable goals;
* initiate actions and assume responsibility for the consequences of those actions;
* demonstrate dependability;
* demonstrate self-control.

Intellectual Curiosity

As a result of education in gradesK-12, each student should be able to:

* demonstrate a questioning attitude, open-mindedness and curiosity;
* demonstrate independence of thought necessary for leadership and creativity;
* pursue lifelong learning.

Interpersonal Relations

As a result of education in grades K-1 2, each student should be able to:

* develop productive and satisfying relationships with others based upon mutual respect;
* develop a sensitivity to and an understanding of the needs, opinions, concerns and customs of others;
* participate actively in reaching group decisions;
* appreciate the roles and responsibilities of parents, children and families.

Sense of Community

As a result of education in grades K-12, each student should be able to:

* develop a sense of belonging to a group larger than friends, family and coworkers;

* develop an understanding of the importance of each individual to the improvement of the quality of life for all in the community;
* examine and assess the values, standards and traditions of the community;
* understand and appreciate his/her own historical and ethnic heritage as well as that of others represented within the larger community.

Moral and Ethical Values

As a result of education in grades K-1 2, each student should be able to:

* recognize the necessity for moral and ethical conduct in a society;
* recognize that values affect choices and conflicts;
* develop personal criteria for making informed moral judgments and ethical decisions.

Date of Adoption: <u>March 13, 1991</u>

Date Reviewed: <u>August 11, 1999</u>

Date Revised: <u>November 8, 1995</u>

MEDIA STANDARDS AND BENCHMARKS
Information Literacy Standards for Student Learning

Information Literacy

Standard 1: The student who is information literate will access information efficiently and effectively.
Standard 2: The student who is information literate evaluates information critically and competently.
Standard 3: The Student who is information literate uses information accurately and creatively.

Independent Learning

Standard 4; The student who is an independent learner is information literate and pursues information related to personal interests.
Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.
Standard 6: The student who is an independent learner is information literate is information literate and strives for excellence in information seeking and knowledge generation.

Social Responsibility

Standard 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.
Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.
Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

K-12 Media Curriculum Overview and Evaluation

A. Media and Technology

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

B. Information and Inquiry

Students will access, evaluate, and apply information efficiently from a variety of sources in print, non-print, and electronic formats to meet personal and academic needs.

C. Independent Learning

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

D. The Learning Community

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

Van Buren Community Schools: Library Media Curriculum

The library media center is an active, technology rich learning environment with array of information resources. The school library media specialist focuses on the process of learning rather than dissemination of information.

Role of Media Specialist

The role of the library media specialist has expanded to multiple roles in order to support the teaching-learning process. The library media specialist's roles are categorized into four specific areas.

Teacher:
The library media specialist collaborates with students and other members of the learning community to analyze and information needs, to locate and use resources that will meet those needs, and to understand and communicate the information the resources provide.

Instructional Partner:
The library media specialist joins with teachers and others it identify links across student information needs, curricular content, learning outcomes, and a wide variety of print, non-print, and electronic information resources.

Information Specialist:

The library media specialist provides leadership and expertise in acquiring and evaluating information resources in all formats; in bringing an awareness of information issues into collaborative relationships with teachers, administrators, students, and others; and in modeling for students and others strategies for locating, accessing, and evaluating information within and beyond the library media center.

Program Administrator:

The library media specialist works collaboratively with members of the learning community to define the policies of the library media program and to guide and direct all the activities related to it.

Excerpted from Chapter 1, "The Vision," of Information Power: Building Partnerships for Learning. (1998) The American Library Association and Association for Educational Communications Technology.

Kindergarten Learner Objectives

Media and Technology

- Use common media and technology terminology

- Use basic media terminology (e.g. picture book, cover, title, checkout)

- Use basic computer terminology (e.g. keyboard, mouse, barcode)

Locate and use common media formats

- Locate and use a variety of media formats (e.g. magazines, computer software, audio cassettes, CD-ROM, books)

- Recognize the common organizational characteristics of print media (e.g. title page, page numbers, illustrations)

- Listen to selections of literature and folklore (e.g. nursery rhymes, poems, ABC and number book, predictable books, Caldecott books)

- View audiovisual presentations of children's literature.

Information and Inquiry

Recognize the need for information

- Determine what is known, what is to be discovered, and where to find the answers

Locate and access information sources

- Locate the library media center, locate easy, fiction, reading, listening, and viewing areas, locate circulation desk, locate sources of information, location answers to questions, share answers or products.

Review information and the process

- Determine if answer was found; decide if the product was complete.

Independent Learning

Pursue information related to various dimensions of personal well being and academic success.

- Identify topics of interest and seek relevant information about them, recognize that information can be used to make decisions or satisfy personal interest.

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

- Choose easy fiction and other literature of personal interest; relate literature and other creative expressions of information to personal experiences.

Develop competence and selectivity in reading, listening, and viewing.

- Choose materials at appropriate developmental levels. Differentiate among written, oral, and visual forms of literature.

Demonstrate self-motivation and increasing responsibility for personal learning.

- Contribute to group or classroom decisions about learning objectives.

The Learning Community

Participate productively in groups or other collaborative learning environments.

- Share information and ideas with others; listen to the ideas of others.

Use information, media, and technology in a responsible manner.

- Return all borrowed materials on time, identify the school's rules on student use of resources, exhibit self-control, demonstrate how to use and care for books.

First Grade Learner Objectives

Media and Technology

Use common media and technology terminology

- Use basic media terminology (e.g. picture books, cover, title, author, illustrator, illustrations, fiction, non-fiction, table of contents, checkout)

- Use basic technology terminology (e.g. keyboard, mouse, monitor, CD-ROM, barcode, Online card catalog)

Locate and use common media formats

- Locate and use a variety of media formats (e.g. magazines, computer software, audio cassettes, CD-ROM, video programs, books), Recognize the common organizational characteristics of print media (e.g. title page, page numbers, illustrations, table of contents, chapters), listen to selections of literature and folklore (e.g. nursery rhymes, poems, ABC and number books, predictable books, Caldecott books)

- View audio visual presentations of children's literature, identify and locate dictionaries.

Information and Inquiry

Recognize the need for information.

- Determine what is known, determine what is to be discovered, determine where to find answers.

Locate and access information sources

- Locate the library media center, locate easy fiction, reading, listening and viewing areas, locate circulation desk, locate sources of information, locate answers to questions, take notes and record information in students' own words, share the answers or products.

Review the information and the process

- Determine if the answer was found; decide if the product was complete.

Independent Learning

Pursue information related to various dimensions of personal well being and academic success.

- Identify topics of interest and seek relevant information about them, recognize that information can be used to make decisions or satisfy personal interest.

Appreciate and derive meaning from literature and other creative expressions of information

- Choose easy fiction and other literature of personal interest; relate literature and other creative expressions of information to personal experiences.

Develop competence and selectivity in reading, listening, and viewing

- Choose materials at appropriate developmental levels; differentiate among written, oral, and visual forms of literature.

Demonstrate self-motivation and increasing responsibility for personal learning.

- Contribute to group or classroom decisions about learning objectives.

The Learning Community

Participate productively in groups or other collaborative learning environments.

- Share information and ideas with others; listen to the ideas of others

Use information, media and technology in a responsible manner

- Return all borrowed materials on time, identify the school's rules on student use of resources, exhibit self-control, demonstrate how to use and care for books and other media.

Second Grade Learner Objectives

Media and Technology

Use common media and technology terminology

- Use basic media terminology (e.g. spine, title, author, illustrator, illustrations, table of contents, index, title page, call number, fiction, non-fiction), use basic technology terminology (e.g. monitor, CD-ROM, barcode, Online card catalog, Internet, World Wide Web, search)

Locate and u se common media formats

- Locate and use a variety of media formats (e.g. magazines, computer software, audio cassettes, CD-ROM, video programs, books), Recognize the common organizational characteristics of print media (e.g. title page, page numbers, illustrations, table of contents, chapters), listen to

selections of literature and folklore (e.g. poems, predictable books, Caldecott books), view audio visual presentations of children's literature, identify and locate dictionaries and encyclopedias, locate books and other materials using the call number.

Information and Inquiry

Recognize the need for information

- Determine what is known, determine what is to be discovered, determine where to find the answers.

Locate and access information sources

- Locate fiction, non-fiction, reading, listening and viewing areas, locate the sources of the information (e.g. audio cassette, book, video tape), locate the answers to questions, distinguish between fact and opinion, recognize that graphics and images can convey a message, take notes and record information in the student's own words, share the answers or products.

Review the information and the process

- Determine if the answer was found; decide if the product was complete.

Independent Learning

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

- Identify topics of interest and seek relevant information about them, recognize that information can be used to make decisions or satisfy personal interest.

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

- Choose easy fiction and other literature of personal interest; relate literature and other creative expressions of information to personal experiences.

Develop competence and selectivity in reading, listening, and viewing

- Choose materials at appropriate developmental levels; differentiate among written, oral, and visual forms of literature.

Demonstrate self-motivation and increasing responsibility for their learning

- Contribute to group or classroom decision about learning objectives.

The Learning Community

Participate productively in groups or other collaborative learning environments

- Share information and ideas with others, listen to ideas of others.

Use information, media, and technology in a responsible manner

- Return all borrowed materials on time, identify the school's rules on student use of resources, exhibit self-control, demonstrate how to use and care for books and other media.

3rd Grade Learner Objectives

Media and Technology

Use common media and technology terminology

- Define and use basic media terminology (e.g. spine, title, author, illustrator, illustrations, table of contents, index, glossary, title page, call number, fiction, non-fiction), define and use basic technology terminology (e.g. monitor, CD-ROM, barcode, online public access catalog, internet, world wide web, search, website)

Locate and use common media formats

- Locate and use a variety of media formats (e.g. magazines, computer software, audio cassettes, CD-ROM, video programs, books, Internet), recognize the common organizational characteristics of print media (e.g. title page, page numbers, illustrations, table of contents, copyright statement, chapters), listen to selections of literature and folklore (e.g. poems, predictable books, Caldecott books), identify and locate indexes to information sources (e.g. OPAC, search engines), Identify and locate types of atlases, dictionaries, and encyclopedias, locate books and other materials using the call number.

Use computer and communications software to access and transmit information.

- Use online info network, log on and view information from pre-selected sites on the internet, use functions of a web browser to navigate and create a bookmark, identify and use simple search engines and directories.

Information and Inquiry

Recognize the need for information

- Identify the information problem or question to be resolved, determine what is known about the information problem or question, formulate initial question to determine what additional information is needed, determine where answers will be found.

Locate and access information sources

- Locate the sources of the information (e.g. audio cassette, book, video tape), recognize that materials in the media center are organized in a systematic manner, locate materials using the classification system of the school library media center, select more than one resource when appropriate, search for information by keyword, locate the answers to questions, distinguish between fact and opinion, recognize that graphics and images can convey a message, identify the sponsoring organization or author for all resources, take notes and record information in their own words, list basic bibliographic sources for information used, development a product to communicate the result of the research, share the answers of the product.

Review the information and the process

- Determine if the answer was found, decide if the product was complete, and suggest ways in which the process and product can be improved.

Independent Learning

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

- Identify topics of interest and seek relevant information about them, recognize that information can be used to make decisions or satisfy personal interest.

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

- Choose fiction and other literature of personal interest, recognize that award-winning books reflect literary and artistic excellence, relate literature and other creative expressions of information to personal experiences.

Develop competence and selectivity in reading, listening, and viewing

- Choose materials at appropriate developmental levels; differentiate among written, oral, and visual forms of literature.

Demonstrate self-motivation and increasing responsibility for personal learning.

- Contribute to group or classroom decisions about learning objectives, identify topics suitable for independent learning or in-depth exploration, and assess progress and quality of work.

The Learning Community

Participate productively in groups or other collaborative learning environments.

- Share the information and ideas with others, respect the ideas of others

Use information, media, and technology in a responsible manner.

- Return all borrowed materials on time, identify the school's rules on student use of the Internet and other resources, demonstrate use of the Internet and other on-line sources consistent with the school's acceptable use policy, differentiate between copying and summarizing, recognize the need for privacy and personal information, exhibit self control, demonstrate how to use and care for books and other media.

Respect intellectual property rights

- Recognize that the copying of commercial or licensed media is a violation of the copyright law, identify violations of the copyright law, as a crime for which there are serious consequences, recognize that reports or articles written by the students must be in their words.

Recognize the importance of intellectual freedom and access to information in a democratic society.

- Acknowledge the right of classmate to express opinions different from their own, describe situations or conditions where information is repressed of restricted.

Fourth Grade Learner Objectives

Media and Technology

Use common media and technology terminology

- Identify and define basic computer terminology (e.g. software, hardware, cursor, startup/ shutdown, storage medium, file, memory), define and use the following terms: copyright, publisher, periodical, and biography, define, compare, and use a table of contents, index, bibliography, and glossary.

Identify, locate, and use common media formats

- Identify and locate a wide variety of media formats (e.g. video, magazines, computer software, audio cassettes, CD-ROM, and DVD, newspapers, books, and the Internet), recognize the common organizational characteristics of print media (e.g. title page, table of contents, copyright statement, index), listen to and view common audio and video media, access information using common electronic reference sources (e.g. indexes, almanacs, online catalogs, and encyclopedias), identify and locate indexed to information sources (e.g. catalog system, guide to magazine articles, guide to non-print holdings, identify and locate different types of atlases, almanacs, dictionaries, encyclopedias, databases (electronic and print), locate books and other materials using the call number.

Use computer and communications software to access and transmit information

- Describe and explain an online information network, log on and view information from pre-selected sites on the internet, use the functions of a web browser to navigate and create bookmarks, identify and use simple search engines and directories.

Information and Inquiry

Define the need for information

- Identify the information problem or question to be resolved, determine what is already known about the information problem or question, formulate initial questions to define what additional information is needed.

Develop information seeking strategies

- Identify possible sources of information including print, non-print, electronic, and human resources, evaluate possible sources based on timeliness, genre, and relevance to topic, select more than one resource when appropriate, identify keywords and phrases for each information source, recognize different ways to organize ideas, concepts and phrases, list steps to follow in carrying out the information search.

Locate and access information sources

- Recognize that materials in the school library media center are organized in a systematic manner, locate materials using the classification system of the school library media center, identify and use print or electronic catalogs to access materials in the school library media center, search for information by keyword, author, title, and topic or subject, use an encyclopedia, dictionary, almanac, and atlas in print and electronic formats, use the index or table of contents of a book, magazine, or reference set to locate specific information, locate information from pre-selected Internet sites and web pages.

Evaluate and select information from a variety of print, non-print, and electronic formats

- Preview selected resources using table of contents, index, and other simple scanning strategies, differentiate between fiction and non-fiction resources, distinguish between fact and opinion, determine timeliness and validity of information sources, recognize that graphics and images can be used to convey a message, identify the sponsoring organization or author for all resources, choose resources appropriate to personal interests, abilities, and information needs.

Record and organize information

- Take notes or record information in their own words, record the sources of information as notes are taken, recognize the need to identify the author of any information copied verbatim, arrange notes to help answer the information problem or question, organize information using simple outlining techniques, list basic bibliographic sources for information used.

Interpret and use information to solve the problem or answer the question

- Identify new information and integrate it with prior knowledge, determine if information is relevant to the information question, select information applicable to the information question, seek additional information if needed, apply the information gathered to solve the information problem or question.

Communicate the results of research and inquiry in an appropriate format

- Identify the audience for the product or presentation, identify whether the purpose of the product presentation is to inform, entertain, or persuade, recognize the three common types of communication or presentation modes (written, oral, visual), choose a presentation format (e.g. speech, paper, web page, video, hypermedia), develop a product or presentation to communicate the results of the research.

Evaluate the information product and process

- Review the criteria to be used in judging both the product (or presentation) and the process, determine how well the product or presentation meets the original information need based on the criteria, review the process and product based on the criteria, suggest ways in which the process and product can be improved.

Independent Learning

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

- Identify topics of interest and seek relevant information about them, recognize that information can be used to make decisions or satisfy personal interest, recognize that accurate information is basic to sound decisions.

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

- Choose fiction and other literature of personal interest, recognize that award-winning books reflect literary and artistic excellence, relate literature and other creative expressions of information to personal experiences, compare their own interpretations of literature and other creative expressions of information with those of others.

Develop competence and selectivity in reading, listening, and viewing.

- Choose materials at appropriate developmental levels, identify materials which reflect diverse perspectives, differentiate among written, oral, and visual formats of literature, recognize that media can be constructed to convey specific messages, viewpoints, and values.

Demonstrate self-motivation and increasing responsibility for their learning

- Contribute to group or classroom decisions about learning objectives, identify topics suitable for independent learning or in-depth exploration, apply prescribed criteria for judging success of learning projects, establish goals and determine steps for completing a project, assess progress and quality of work.

Learning Community

Participate productively in groups or other collaborative learning environments

- Share information and ideas with others, respect ideas of others, articulate group goals and individual responsibilities within the group, participate in the development of individual and group tasks and priorities, recognize that individual achievement is linked to the successful completion of group projects, complete group projects to meet an established timeline, review group projects and suggest improvements.

Use information, media, and technology in a responsible manner

- Return all borrowed materials on time, identify the school's rules on student use of the Internet and other resources, demonstrate use of the Internet and other online sources consistent with the district's acceptable use policy, exhibit self controlled conduct, recognize that altering or destroying another person's program or file constitutes unacceptable behavior, differentiate between copying and summarizing, recognize that using media and technology to defame another person or group constitutes unacceptable behavior, recognize the need for privacy of personal information, demonstrate how to use and care for books.

Respect intellectual property rights

- Explain the concept of intellectual property rights, understand how copyrights protects the rights of an author or producer to control the distribution, performance, display, or copying of original works, recognize that the copying of commercial or licensed media is a violation of the copyright law, identify violations of the copyright law as a crime for which there are serious consequences, explain why the use of all or parts of another person's work requires prior permission or citation, recognize that a quoted work must be stated in the author's exact words, list sources quoted verbatim and visuals used in the presentation, recognize that reports or articles written by the students must be in their words.

Recognize the importance of intellectual freedom and access to information in a democratic society.

- Define the concept of intellectual freedom, identify examples of censorship, recognize the importance of free and open access to information for all citizens, acknowledge the right of classmates to express opinions different from their own, describe situations or conditions where information is repressed or restricted.

Fifth and Sixth Grades Learner Objectives

Media and Technology

Use common media and technology terminology

- Define and use media terminology (e.g. cross references, tracings, guide words, annotations, subtitle, foreword, preface, chapter headings, appendix, volume, guide words, glossary, title page, verso page, publisher, title copyright date, index, bibliography), identify and define computer and networking terms, define basic online searching and Internet terminology (e.g. books, atlases, dictionaries, and magazines), identify the various organizational patterns used in reference books (e.g. web site, HTML, home page, hypertext link, bookmark, URL, Boolean operators)

Identify, locate, and use common media formats

- Identify location in the media center for various technologies (e.g. computer lab, equipment room, OPAC), Identify location in the media center for various information media (e.g. books, atlases, dictionaries, magazines), Identify the various organizational patterns used in reference books (e.g. alphabetical, numerical, chronological, topical)

Use a computer and software to organize and create information

- Explain the use of basic word processing functions (e.g. menu, tool bars, dialog boxes, radio buttons, spell checker, thesaurus, page layout, tabs), use the spell checker and thesaurus function s of a word processing program, use graphics software to import pictures, images, and charts into documents, use electronic spreadsheets to organize numerical information, use electronic presentation software (or other techniques) to organize pictorial information.

Use computer and communications software to access and transmit information

- Access outside sources using a modem or network connection to the Internet or other online information services, identify and use basic search engines and directories, demonstrate efficient internet navigation, use telecommunications software (e.g. Netscape)

Use media and technology to create and present information

- Produce a product using media and technology appropriate to topic, audience, purpose, or content (e.g. HyperCard, video production, research paper)

Evaluate the use of media and technology in a production or presentation

- Determine the purpose of a specific production or presentation; judge how well the production or presentation meets identified criteria, recommended ways to improve future productions or presentations.

Information and Inquiry

Define the need for information

- Identify the information need, relate needed information to what is already known (prior knowledge), formulate general and specific research questions, and revise the information questions to focus on the information need.

Develop information seeking strategies

- Identify potential resources including print, non-print, electronic, and human resources, evaluate possible sources of information in terms of appropriateness (availability, relevance, and ease of use), identify keywords and phrases from information questions, list synonyms, alternate spellings, or truncations, develop a search strategy, which includes the continuous evaluation of the research process and the information gathered, understand cross-referencing.

Locate and access information sources

- Identify the classification system used in the school library media center, comprehends the purpose and arrangement of the Dewey Decimal System and can locate materials using this system, understand that the card catalog is an index of the school library media center materials, identify information on the card catalog (e.g. title, author, call number, subject, status), demonstrate an understanding of the circulation and distribution systems, recognizes the arrangement and location of materials in the media center, search for information by subject,

author, title, and keyword, use an encyclopedia, dictionary, almanac, and atlas in print or electronic formats, locate information within print and non-print materials using the table of contents, indexes, glossaries, appendixes, and menus, use location skills including alphabetizing skills and searching with keyword search terms, use a search engine to locate appropriate internet resources.

Evaluate and select information from a variety of print, non-print, and electronic formats

- Preview potential resources for pertinent information, differentiate between fiction and non-fiction resources, recognize differences between fact and opinion, recognize that graphics and images can be used to convey a message, determine if information is valid, accurate, comprehensive, and relevant, locate indicators of authority for all sources of information, select resources appropriate to their abilities and information need.

Record and organize information

- Take notes using one or more of the following note-taking methods (e.g. note cards, photocopy, and highlighting, cut-and-paste, downloading, and uploading), use note taking strategies including summarizing and paraphrasing, record the sources of information as the notes are taken, organize information using simple outlining techniques, create, revise, and refine drafts, list basic bibliographic sources for information used.

Interpret and use information

- Integrate new information with prior knowledge, determine if information is relevant to the information need, determine if there is a need for additional information and seek additional information, read, interpret, and use information presented in charts, graphs, and tables, apply the information gathered to the information need.

Communicate the results of research and inquiry in an appropriate format

- Choose a presentation format for the topic, audience, purpose, content, and technology available (e.g. speech, paper, video, hypermedia), cite sources used (bibliography), respect copyright rules (plagiarism), produce/ present the results.

Evaluate the information product and process

- Review the criteria to be used in judging both the product (or presentation) and the process, compare products with criteria from the original task definition, review the process based on the criteria, suggest ways in which the process and product can be improved.

Independent Learning

Pursue information related to various dimensions of personal well being and academic success

- Identify topics of interest and seek relevant information about them, identify information appropriate for decision-making and personal interest, recognize that accurate and complete information is basic to sound decisions in both personal and academic pursuits.

Appreciate and derive meaning from literature

- Recognize that reviews, evaluations, and guidance from teachers, library media specialists, and others assist in the selection of appropriate literature (and creative expressions of information), identify and use personal criteria for choosing literature, select and read from a variety of literary forms/ genres for both pleasure and required reading (e.g. historical fiction, realistic fiction, adventure, poetry), select and read books of merit (e.g. Newberry honor & medal books and other award winning books), share reading experiences, select and read books by favorite authors and illustrators, compare and contrast information in literature with real-life situations.

Develop competence and selectivity in reading, listening, and viewing

- Choose materials appropriate to reading ability and interest, recognize cultural diversity in literature, differentiate among written, oral, and visual forms of literature, recognize that media can be constructed to convey specific messages, viewpoints, and values.

Demonstrate self-motivation and increasing responsibility for their learning.

- Contribute to decisions about group and classroom projects and learning objectives, identify and select topics of personal interest to expand classroom learning projects, apply prescribed criteria for judging success of learning projects, establish goals and develop a plan for completing

projects on time, evaluate progress and quality of personal learning, establish personal goals in pursuit of individual interests and academic requirements.

The Learning Communities

Participate productively in groups or other collaborative learning environments

- Collaborate with others to identify the information need, demonstrate acceptance to new ideas and strategies from group members, determine group goals and equitable distribution of responsibilities and tasks, participate in the development of individual and group tasks and priorities, complete group projects on time, evaluate completed projects to determine how the group could have functioned more efficiently and productively.

Use information, media, and technology in a responsible manner.

- Demonstrate proper library conduct, demonstrate rights and responsibilities for borrowing and returning information, describe and explain the school policy on technology and network use, resource circulation, and Internet access, demonstrate responsible use of the Internet and other electronic resources consistent with the school's acceptable use policy, identify and define the consequences of violations to the district's policies on media and technology use, recognize the need for privacy and protection of personal information, demonstrate proper use of media center materials, equipment and facilities.

Respect intellectual property rights

- Identify ethical and legal terminology (e.g. copyright, plagiarism, censorship, bibliography), understand what a copyright is and how to correctly use copyrighted items, relate examples of copyright violations, recognize that copying is a violation of the copyright law, for which there are serious consequences, credit copyrighted sources of information (including citations from the Internet) using an approved format.

Recognize the importance of intellectual freedom and access to information in a democratic society.

- Define the concept of intellectual freedom, understand and respect the rights of all people to have freedom of access to information, identify issues related to censorship, respect the library as an institution and its purpose to provide free and equal access to resources, understand the role libraries play in information literacy.

Seventh and Eight Grade Learner Objectives

Media and Technology

Use common media and technology terminology

- Define and use the following media terminology (e.g. Reader's Guide, citation, abstract, and full-text), identify and define computer and networking terms, define basic online searching and Internet terminology (e.g. Web sites, HTML, home page, hypertext link, bookmark, URL, Boolean operators)

Identify, locate and use common media files

- Identify location in the media center for various technologies (e.g. computer lab, equipment room, OPAC), Identify location in the media center for various information media (e.g. books, atlases, dictionaries, magazines), identify the various organizational patterns used in reference books (e.g. alphabetical, numerical, chronological, topical, single, or multi volume indexes)

Use computer and software to organize and create information

- Operate a word processing program, use spell checker and thesaurus functions of word processing program, use graphics software to import pictures, images, and charts into documents, use electronic spreadsheets to organize numerical information, use electronic presentation software (or other techniques) to organize pictorial information.

Use computer and communications software to access and transmit information

- Access outside sources using a modem or network connection to the Internet or other online information services, choose most appropriate search engines and directories to locate specific

resources, demonstrate efficient Internet navigation, view, print, save, and open a document from the Internet or other on-line sources, organize world wide web bookmarks by subject or topic, use telecommunications software (e.g. Netscape)

Use media and technology to create and present information

- Produce a product or presentation using media and technology appropriate to topic, audience, purpose, or content (e.g. HyperCard, video production, research paper)

Evaluate the use of media and technology in a production or presentation

- Determine the purpose of a specific production or presentation, evaluate the appropriateness and effectiveness of the media and technology used, judge how well the production or presentation meets identified criteria, and recommend ways to improve future productions or presentations.

Information and Inquiry

Define the need for information

- Identify the information need, relate needed information to what is already known (prior knowledge), formulate general and specific research questions, analyze tasks in terms of information needed, considering amount, format, location, and type, revise the information questions to focus on the information need.

Develop information seeking strategies

- Identify relevant resources including print, non-print, electronic, human, and community resources, evaluate potential sources of information in terms of appropriateness (availability, relevance, and ease of use), identify and select keywords, phrases, concepts, and subject headings from information questions, understand the difference between keyword and subject searching, utilizes cross-referencing to locate information, applies a search strategy, which includes the continuous evaluation of the research process and the information gathered.

Locate and access information sources

- Identify the classification system used in the school library media center, comprehends the purpose and arrangement of the Dewey Decimal System and can locate materials using this system, understand that the card catalog is an index of the school library media center materials, identify information on the card catalog (e.g. title, author, call number, subject status), demonstrate an understanding of the circulation and distribution systems, recognizes the arrangement and location of materials in the media center, search for information by subject, author, title, and keyword, locate information within print and non-print materials using the table of contents, indexes, glossaries, appendixes and menus, use location skills including alphabetizing skills, searching with keyword search terms, narrowing or broadening keywords, truncation, and Boolean searching, distinguish when to use general or specialized print and electronic reference tools, use bibliographies to identify additional information, use a magazine index (print or electronic) to locate magazine (periodical) articles, recognize differences in searching bibliographic citations, abstracts, or full-text databases, use Boolean logic for online systems, select a search engine to locate appropriate Internet resources.

Evaluate and select information from a variety of print, non-print, and electronic formats

- Examine potential resources for pertinent information using previewing techniques, understand the difference between primary and secondary sources, recognize the difference between fact and opinion in research sources, evaluate for differing points of view and absence of bias and prejudice, determine if information is valid, accurate, comprehensive, and relevant, locate indicators of authority for all sources of information, select resources appropriate to content and information need, analyze and evaluate information presented in charts, graphs, and tables.

Record and organize information

- Use a variety of note-taking methods (e.g. note cards, photocopy, and high-lighting, cut and paste, downloading and uploading), use note taking strategies including summarizing and paraphrasing (PARAPHRASE NOT PLAGIARIZE), record notes in a prescribed manner including bibliographic information, use word-processing programs to organize textual

information, use electronic spreadsheets to organize textual information, use electronic presentation programs (or other techniques) to organize pictorial information, organize information (e.g. outlining, graphic organizers), create, revise, and refine drafts, identify and locate necessary elements of a bibliographic citation, record sources of information in an accepted citation format.

Interpret and use information

- Compare and integrate new information with prior knowledge, identify information for relevance to the information need, analyze findings to determine need for additional information, gather and synthesize additional information as needed, interpret and use information presented in charts, graphs, and tables, compare and contrast information from several resources, apply the information gathered to the information need, select an appropriate format for the topic, audience, purpose, content, and technology available, cite sources used according to an accepted citation format, respect copyright rules (plagiarism), produce/ present the information using an appropriate format (e.g. electronic, print, media, hypermedia)

Evaluate the information product and process

- Identify the criteria to be used in judging both the product (or presentation) and the process, compare the product with criteria from the original task definition, assess the process for efficiency, assess the process for efficiency, assess the product for effectiveness, determine if the format is appropriate, determine if the sources are appropriate, accurate, and legally used and cited, suggest ways in which the process and product could be improved next time (strength and weaknesses)

Independent Learning

Pursue information to various dimensions of personal well being and academic success

- Identify topics of interest and seek relevant information about them, identify information appropriate for decision-making and personal interest, recognize that accurate and complete information is basic to sound decisions in both personal and academic pursuits.

Appreciate and derive meaning from literature

- Recognize that reviews, evaluations, and guidance from teachers, library media specialists, and others assist in the selection of appropriate literature (and creative expressions of information), identify and use personal criteria for choosing literature, select and read from a variety of literary forms/ genres for both pleasure and required reading (e.g. historical fiction, realistic fiction, adventure, poetry, fantasy, science fiction, mythology), read and appreciate books of merit (e.g. Newberry honor and medal books and other award winning books), share reading experiences, select and read books by favorite authors and illustrators, compare and contrast information in literature with real-life situations.

Develop competence and selectivity in reading, literature, and viewing

- Choose materials appropriate to reading ability and interest identify and select materials that reflect diverse perspectives, identify characteristics of common literary forms, and recognize how words, images, sounds, and illustrations can be constructed to convey specific messages, viewpoints, and values.

Demonstrate and self-motivation and increasing responsibility for their learning

- Participate in decisions about group and classroom projects and learning objectives, identify and select topics of personal interest to expand classroom learning projects, apply prescribed criteria for judging success of learning projects, establish goals and develop a plan for completing projects on time, evaluate progress and quality of personal learning, establish personal goals in pursuit of individual interests, academic requirements, and career paths.

The Learning Community

Participate productively in groups or other collaborative learning environments

- Collaborate with others to identify information needs, demonstrate acceptance to new ideas and strategies from group members, determine group goals and equitable distribution of responsibilities and task, participate in the development of individual and group tasks and priorities, complete group projects on time, evaluate completed projects to determine how the group could have functioned more efficiently and productively.

Use information, media, and technology in a responsible manner.

- Demonstrate proper library conduct, demonstrate rights and responsibilities for borrowing and returning information, describe and explain the school policy on technology and network use, media borrowing, and Internet access, demonstrate responsible use of the Internet and other electronic resources consistent with school's acceptable use policy, demonstrate personal safety procedures in regards to the Internet, demonstrate proper use of media center materials, equipment and facilities.

Respect intellectual property rights

- Describe how copyright protects the right of an author or producer, recognize that the copying of media is a violation of the copyright law, apply copyright and fair use regulations, credit copyrighted sources of information (including citations from the Internet) using an appropriate format.

Recognize the importance of intellectual freedom and access to information in a democratic society.

- Understand the concept of intellectual freedom, understand and respect the rights of all people to have freedom of access to information, understand issues related to censorship, respect the library as an institution and its purpose to provide free and equal access to resources, understand the role libraries play in information literacy.

9-12th Grade Learner Objectives

Media and Technology

Use common media and technology terminology and equipment.

- Define and use media terminology (e.g. index, citation, abstract, primary sources, secondary sources, descriptors, fair use, copyright), identify and define on-line and telecommunications terminology or concepts (e.g. distance learning, desktop conferencing, downlink, teleconference, virtual reality, bandwidth, satellite dish, databases, toolbar, multimedia, file servers, Novell login, search engines), define and use on-line searching and Internet terminology (website, bookmark, Boolean operator, URL, browsers), use technology to produce a short video program (e.g. digital camera, ELMO presentation stand, VCR, camcorder, multimedia computer, video editing system), identify common graphic, video, and sound file formats (e.g. JPEG, GIF, MPEG, QuickTime, WAV), use desktop or video conferencing equipment.

Identify, locate, and use common media formats

- Identify location in media center for various technologies (e.g. multimedia lab, equipment room, distance learning lab, monitors, online catalog, identify location in the media center for various information media (e.g. books, indexes, periodicals, vertical files, atlases, dictionaries, workroom), describe the common organizational patterns in different types of print media, identify examples of agents, expert systems, artificial intelligence (e.g. search engines, grammar/ spell checker, voice recognition, translators), recognize that ideas are produced in a variety of formats, identify characteristics and advantages of various media formats for a specific task.

Use technology and productivity software to organize and create information

- Establish a clear purpose for information, use computer and graphical organizer software to generate modifiable flow charts, project time lines, organizations charts/ webs, or calendar, use an integrated program or applications suite to complete a class assignment, manipulate graphic objects in a word processing program (e.g. select, move, modify, delete, duplicate, arrange), proofread and edit a document using the spell, thesaurus, and grammar checking functions of a word processing program, use desktop publishing and graphics software to produce page layouts in different formats (e.g. brochure, tri-fold, newsletter), analyze data from a database and present conclusions in a document or report , construct a spreadsheet, enter data into cells, use

mathematical functions to manipulate/ process data, generate a chart or graph, and interpret results.

Use technology and telecommunications software to access and transmit information

- Make selective and discriminating use of media and technology to meet specific information needs, choose most appropriate search engines and directories to locate specific resources on the Internet or other on-line services, establish access to primary sources and other experts for class reports or projects, participate in an on-line discussion group or listserv appropriate to a content area, use desktop conferencing, e-mail, or groupware to communicate with others, regarding assignments or class projects.

Use media and technology to create and present information

- Determine presentation vehicle based on appropriateness to topic, audience, purpose, or content (e.g. research paper, video, PowerPoint, use draw, paint, graphics, or presentation software to visually communicate ideas or concepts, produce a multimedia program using text, graphics, moving images, and sounds, develop a document or file for inclusion into a website or web page, participate in a desktop conferencing session to present and share information with others.

Evaluate the use of media and technology in a production or presentation

- Determine the purpose of a specific production or presentation, evaluate the appropriateness and effectiveness of the media and technology used, determine criteria for judging the delivery, pacing, focus, and technical quality of the production or presentation, judge how well the productions or presentation meets specific criteria, specify ways to improve future productions of presentations.

Information and Inquiry

Define the need for information

- State the information problem or question in clear and concise terms, relate the prior knowledge to the problem or question, develop specific research questions or a thesis statement based on the

nature, purpose and scope of project, conduct a preliminary search to determine if the research question or thesis statement is clear and searchable; refine and revise if necessary.

Develop information seeking strategies

- Identify a full range of appropriate and available information from local, national, and global sources, determine and apply evaluative criteria to prioritizing potential sources, pursue a variety of resources reflecting differing points of view, cultures, and disciplines, identify and evaluate keywords, concepts, subject headings, and descriptors for each information sources, organize ideas, concepts and issues in a manner appropriate to the subject and purpose, develop a plan to obtain needed information using a variety of research and investigative strategies (e.g. interviews, questionnaires, experiments, surveys)

Locate and access information sources

- Identify the different classifications systems used in local school, public, and post-secondary libraries, and resource agencies, locate information using the classification system and catalog in use at a variety of libraries and resource agencies, use increasingly complex organizational features of print and electronic resources in electronic formats, construct effective electronic and manual searches using keywords, phrases, Boolean logic, and limiters, determine when to use general or specialized print and electronic reference tools, compare, evaluate, and select appropriate Internet search engines and directories.

Evaluate and select information from a variety of print, non-print and electronic formats.

- Select information clearly related to the problem or question, evaluate information for stereotyping, prejudice, misrepresentation, and point of view, distinguish among fact, opinion, and inference, determine if sources are authoritative, valid reliable, accurate, relevant, and comprehensive, evaluate graphic images for misleading presentation and manipulated data disagreement among sources, select information formats and genre most appropriate to content.

Record and organize information

- Use data gathering strategies that include summarizing, paraphrasing, comparing and quoting, follow standardized note taking processes and compile bibliographic information in an approved format, credit sources for all quotations, visuals, major ideas, and specific facts of data using accepted citation formats, analyze and relate information using a variety of relational techniques (e.g. graphic organizers, database reports, spreadsheet charts, graphs), organize information in a systematic manner for unity, coherence, clarity, and emphasis, compile a bibliography in a format stipulated by an accepted manual of style.

Interpret and use information to solve the problem or answer the question

- Interpret new information to formulate ideas which address the question or problem using comparison, evaluation, inference, and generalization skills, synthesize new ideas, evidence, and prior knowledge to address the problem or question, draw conclusions and support them with credible evidence.

Communicate the results of research and inquiry in an appropriate format

- Determine the audience and purpose for communicating the information, compare strengths and weaknesses of possible methods of products, select the most appropriate format for the product or presentation, develop a product or presentation that utilizes the strengths of the medium and supports the conclusions drawn in the research effort.

Evaluate the information product and process

- Establish the criteria to be used in judging both the product (or presentation) and the process, assess how well the research conclusions and product satisfy the defined information need, critique the process and identify steps, which need further study, skill development, or practice, evaluate how the research question or problem, search strategy, resources, and interpretations could have been expanded or modified.

Independent Learning

Pursue information related to various dimensions of personal well being and academic success

- Identify topics of interest and seek relevant information about them, evaluate information for decision-making and personal interest, recognize that accurate and complete information is essential to sound decisions in personal, academic, and career pursuits.

Appreciate and derive meaning from literature and other creative expressions of information

- Recognize that core lists of classics and recommended titles for pre-college reading provide for a well-rounded literary background, apply personal criteria for choosing literature and other creative expressions of information, apply personal criteria for choosing literature and other creative expressions of information, relate literature and other creative expressions of information to personal experiences, compare and contrast examples of literature and creative expressions of information with other examples of literature and creative expressions of information.

Develop competence and selectivity in reading, listening, and viewing

- Choose materials at appropriate developmental levels, identify and select materials that reflect diverse perspectives, contrast characteristics of common literary forms, evaluate how words, images, sounds, and illustrations, are constructed to convey specific messages, viewpoints, and values to shape attitudes and influence action.

Demonstrate self-motivation and increasing responsibility for their learning

- Make decisions about group and classroom projects and learning objectives, identify topics for independent study to meet individual learning needs and interests, develop and apply criteria for judging success of learning projects, establish goals, plans, budgets, and timelines for completing a project, recognize gaps in personal knowledge and apply strategies for addressing them, evaluate progress and quality of personal learning, articulate personal goals in pursuit of individual interest, academic requirements, and career paths.

The Learning Community

Participate productively in groups or other collaborative learning environments

- Collaborate with others to design and develop information products and solutions, incorporate effective group processes and shared decision-making in project development, specify and detail group goals and individual and subgroup responsibilities, finalize group strategies, resources, budget and timeline, allocate time for a project based on an inventory of the responsibilities of group members, complete specific projects within a timeline and budget, critique completed projects and group processes for further improvement.

Use information, media, and technology in a responsible manner

- Return all borrowed materials on time; assess the need for different information policies and user agreements in a variety of settings (e.g. private employer, university, government agency), demonstrate use of the Internet and other resources consistent with acceptable use policies, recognize that using media or technology to defame, libel, or misrepresent another person or group constitutes unacceptable behavior, identify and define consequences of violations to the school's policies on media and technology use, recognize the need for privacy of certain data files or documents.

Respect intellectual property rights

- Explain the difference between copyright and copyright registration, explain why "fair use" is permitted for educational purposed but not permitted in "for profit" situations, distinguish among freeware, shareware, and commercial software, recognize the legal consequences of plagiarism and the need for personal authenticity in their work, explain conditions under which permission must be obtained for the use of copyrighted materials, describe how to correspond with authors, publishers, or producers to obtain permission to use copyrighted materials in their work.

Recognize the importance of intellectual freedom and access to information in a democratic society

- Summarize how the basic principles of democracy relate to intellectual freedom, distinguish between intellectual freedom as it related to children versus adults, investigate specific censorship situation (e.g. challenge to a book or magazine in a local library), recommend strategies for ensuring that others have equitable access to information, media resources, and

technology, project what conditions might result if intellectual freedom was ignored in their

community or in the United States.