School Library Media State Curriculum

PreK-8
Accepted by the Maryland State Board of Education - 26 October 2010

Division of Instruction,
Instructional Technology
& School Library Media Program
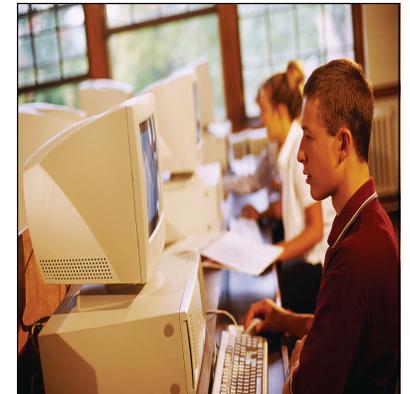
Rationale for Format and Content of
School Library Media State Curriculum

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Given the current realities of the teaching/learning environment in schools and the need to develop college and career ready high school graduates, it is more important than ever that students be grounded in information literacy. This should be viewed as a responsibility shared by all members of the learning community; i.e., media specialists, content area teachers, support staff, administrators, parents and students.

The challenge in creating an information literacy curriculum is to create a document that does the following:

- Uses language that communicates to educators beyond just school library media specialists
- Uses the format of the content area curriculum documents
- Can be applied to instruction at all grade levels Pre K – 12
- Captures the process of information literacy
- Incorporates the previous content of Information Power, Maryland School Library Media Learning Outcomes, and the American Association of School Librarians Standards for the 21st Century Learner (see attached matrix)
- Incorporates use of technology as presented in the *Maryland Technology Literacy Standards for Student*

The language used in the curriculum document addresses the component processes associated with becoming information literate. General applications, rather than technology or content specific ones, have been identified in order to facilitate integration across content areas and grade levels. For clarity, and to facilitate assessment, each goal is comprised of a single facet of the overall process. While this gives the appearance of steps to be followed in a linear sequence, it should be viewed more as a cyclical process, with facets being revisited as many times as necessary to successfully master a given task.

The format and terminology used in this document; (i.e., content standard, topic, indicator and objective) is patterned after the Maryland content area curriculum documents. By using the same format and generic expectations, indicators and objectives, it is intended to enhance the likelihood of the Information Literacy Curriculum being integrated into a wide range of content area instruction. An objective such as "Express different ways to organize information" or "Identify point of view or bias" has potential for application in all content area units of study. Specific instructional supports for the online instructional toolkit will serve as suggestions for how the related objectives might be accomplished.

Many of the content specific curriculum documents address discreet content to be covered at one specific grade level. In contrast the School Library Media Curriculum must address age appropriate applications of identical content for all grade levels Pre K – 12. The process of

interacting with information (locating, collecting, organizing, interpreting and sharing) <u>remains constant</u> whether students are in primary grades or high school. What does change is the level of expectation and the sophistication of resources used to produce final products. For this reason the curriculum is structured with shared Content standards, Topics and Indicators across grade levels and then paired with appropriate Objectives demonstrating increasing levels of expectation and independence as students progress through the grades.

The intent of the progression from PreK-12 is to move the students from guided instruction to independent information literacy. It is recognized that younger students need more guidance and that, as students mature, they are able to perform certain components of the information literacy process on their own. Since every student has different needs and a different learning path, the indicatior in the curriculum of "with guidance" is a general guideline, and each library media specialist will provide the appropriate amount of guidance for each student.

Information Power, the *Maryland School Library Media Learning Outcomes* and the *AASL Standards for the 21st Century Learner* are largely parallel documents providing guidelines for teaching students to interact with information in efficient and effective ways. The responsibility of School Library Media Specialists is three fold: 1) to develop students' appreciation of literature and reading; 2) to develop students' ability to use information efficiently and effectively to understand and communicate ideas; and 3) to develop students' ability to use technology as a tool for interacting with data, text and digital/sound files. The focus is on providing the necessary skills and strategies to design and implement assignments in the content areas that require students to interact with and use information in meaningful ways.

In the context of the School Library Media Curriculum, technology is viewed as a tool for interacting with information. References to specific programs, resources, formats or navigational skills are omitted in favor of more general statements related to developing the ability to evaluate, interpret, and generate information displayed in a variety of formats, both print and nonprint.   There are obvious opportunities to integrate use of technology while locating, collecting, organizing, interpreting and sharing information. Listing specific examples of technologies will tend to limit rather than expand the potential integration of technology across the grades and content areas – the inference is that no list will contain all potential links. It is important that the School Library Media Curriculum communicates the role of technology as a <u>tool</u> for interacting with (locating, collecting, organizing, interpreting and sharing) information in order to understand and communicate ideas rather than technology being viewed as an end in and of itself. As fast as technology changes identification of specific technologies, hardware or software, will soon become dated.

(Revised – IT&SLM, MSDE, 2010)

Maryland State Curriculum
School Library Media
Grades PK-8

1.0 Define and Refine Problem or Question: Students will be able to follow an inquiry process to define a problem, formulate questions, and refine either or both to meet a personal and/or assigned information need. (AASL 21st 1)

A. Follow an Inquiry Process

PK-1	2-3	4-5	6-8

1. Follow an inquiry process and connect the process to real life.
   a. With guidance, identify inquiry as a process.
 	
   b. With guidance, provide examples of how the process can be used in real life.
 	
   c. With guidance, follow the inquiry process used in the school for an assigned information need.
	1. Follow an inquiry process and connect the process to real life.
	   a. With guidance, identify the inquiry process used in the school.
	
	   b. With guidance, provide examples of how the process can be used in real life.
	
	   c. With guidance, follow the inquiry process used in the school for an assigned information need.
		1. Follow an inquiry process and connect the process to real life.
		   a. With guidance, identify the inquiry process used in the school.
		
		   b. With guidance, explain how the process can be used in real life.
		
		   c. With guidance, follow the inquiry process used in the school for an assigned information need.
			1. Follow an inquiry process and connect the process to real life.
			   a. Identify the inquiry process used in the school.
			
			   b. Explain how the process can be used to solve a personal information need.
			
			   c. Follow the inquiry process used in the school for an assigned information need.

B. Define a Problem, Formulate Questions, and Refine a Problem and/or Question

PK-1	2-3	4-5	6-8

1. Identify an assigned or personal information need.
   a. With guidance, identify an assigned information need. (PK-1)
 	
   b. With guidance, identify a personal information need. (PK-1)
	1. Identify an assigned or personal information need.
	   a. Identify an assigned information need.
	
	   b. Identify a personal information need.
		1. Identify an assigned or personal information need.
		   a. Identify an assigned information need.
		
		   b. Identify a personal information need.
			1. Identify an assigned or personal information need.
			   a. Identify an assigned information need.
			
			   b. Identify a personal information need.

2. Determine the scope of the information need.
    a. With guidance, use criteria to determine the scope of an information need. (K,1)
	2. Determine the scope of the information need.
	    a. With guidance, use criteria to determine the scope of an information need.
		2. Determine the scope of the information need.
		    a. With guidance, collaboratively create, refine, and use criteria to determine the scope of an information need.
			2. Determine the scope of the information need.
			    a. Create, refine, and use criteria to determine the scope of an information need.

3. Formulate and refine questions to meet an information need.
    a. With guidance, use prior knowledge to formulate and refine questions to meet an information need. (K,1)
	3. Formulate and refine questions to meet an information need.
	    a. With guidance, use prior knowledge to individually formulate and refine questions to meet an information need.
	
	    b. With guidance, identify which formulated questions are researchable.
		3. Formulate and refine questions to meet an information need.
		    a. Use prior knowledge to individually formulate and refine questions to meet an information need.
		
		    b. Collaboratively, identify which formulated questions are researchable.
			3. Formulate and refine questions to meet an information need.
			    a. Use prior knowledge to individually formulate and refine questions to meet an information need.
			
			    b. Use background information to refine researchable questions.

2.0 Locate and Evaluate Resources and Sources: Students will be able to follow an inquiry process to identify, locate, evaluate, and select resources and sources in a wide variety of formats to meet the information need in an ethical manner. (AASL 21st 1)

A. Locate and Evaluate Resources

PK-1	2-3	4-5	6-8
1. Identify resources to meet the information need. a. With guidance, explore and identify human, print, online, and multimedia resources. (K,1) b. With guidance, decide which resources best match an identified information need. (K,1)	**1. Identify resources to meet the information need.** a. With guidance, explore and identify human, print, online, and multimedia resources. b. With guidance, decide which resources best match an identified information need. c. With guidance, refine or revise researchable questions based on access to and availability of resources.	**1. Identify resources to meet the information need.** a. With guidance, explore and identify human, print, online, and multimedia resources. b. With guidance, decide which resources best match an identified information need. c. With guidance, refine or revise researchable questions based on access to and availability of resources.	**1. Identify resources to meet the information need.** a. With guidance, explore and identify human, print, online, and multimedia resources. b. With guidance, select resources based on subject, advantages and disadvantages of various formats, availability and ease of access, and the information need. c. With guidance, refine or revise researchable questions based on access to and availability of resources.
2. Use safe practices when online. a. Identify, review, and follow the district's Acceptable Use Policy and school-based computer use rules. b. With guidance, identify safe and unsafe online practices.	**2. Use safe practices when online.** a. Identify, review, and follow the district's Acceptable Use Policy and school-based computer use rules. b. With guidance, identify safe and unsafe online practices.	**2. Use safe practices when online.** a. Identify, review, and follow the district's Acceptable Use Policy and school-based computer use rules. b. With guidance, identify safe and unsafe online practices.	**2. Use safe practices when online.** a. Identify, review, and follow the district's Acceptable Use Policy and school-based computer use rules. b. Apply safe practices for both assignment-related and personal online searches.

B. Locate and Evaluate Sources

PK-1	2-3	4-5	6-8
1. Locate and select sources to meet the information need. a. With guidance, identify the sections of the media center and the attributes of the sources located within each section. (PK-1) b. With guidance, use the media center's catalog to locate sources to meet the information need. (1) d. With guidance, select print, online, and multimedia sources. (PK-1)	**1. Locate and select sources to meet the information need.** a. With guidance, identify the sections of the media center and the attributes of the sources located within each section. b. With guidance, use the media center's catalog to locate sources to meet the information need. c. With guidance, apply knowledge of search strategies to locate relevant sources. d. With guidance, select print, online, and multimedia sources.	**1. Locate and select sources to meet the information need.** a. Identify the sections of the media center and the attributes of the sources located within each section. b. Use the media center's catalog to locate sources to meet the information need. c. Apply knowledge of search strategies to locate relevant sources. d. Select print, online, and multimedia sources.	**1. Locate and select sources to meet the information need in an ethical manner.** a. With guidance, apply knowledge of catalogs, call numbers, pathfinders, links, and organizational structures (search strategies unique to various search engines and databases) to locate relevant sources. b. Choose a citation style appropriate to the subject for a preliminary source list. c. Select and record potential sources of print, online and multimedia resources and their locations.
2. Evaluate sources to meet the information need. b. With guidance, use text features effectively to select sources that meet the information need. (K,1)	**2. Evaluate sources to meet the information need.** a. With guidance, evaluate sources based on currency, authority, and relevance to select sources that best meet the information need. b. With guidance, use text features effectively to select sources that meet the information need. c. With guidance, defend selected sources.	**2. Evaluate sources to meet the information need.** a. With guidance, evaluate sources based on currency, authority, bias, and relevance to select sources that best meet the information need. b. With guidance, use text features effectively to select sources that meet the information need. c. With guidance, defend selected sources.	**2. Independently and collaboratively evaluate sources to meet the information need in an ethical manner.** a. Evaluate sources based on currency, authority, reliability, bias, point of view and relevance to select sources that best meet the information need. b. Use text features effectively to select sources that meet the information need. c. Defend selected sources.

3.0 Find, Generate, Record, and Organize Data/Information: Students will be able to follow an inquiry process to find, generate, record, and organize information relevant to the information need in an ethical manner. (AASL 21st 1)

A. Find Data/Information within a Variety of Sources

PK-1	2-3	4-5	6-8
1. Use specific sources to find information. a. With guidance, use keywords and text features to find information within a specific source. (K,1) b. With guidance, identify strategies (keywords, text features) that are used to find information within a specific source. (1) c. With guidance, use technology tools to find data/information within a specific source. (K,1)	**1. Use specific sources to find information.** a. With guidance, use keywords and text features to help find information within a specific source. b. With guidance, explain which strategies (keywords, text features) are used to find information within a specific source. c. With guidance, use technology tools to find data/information within a specific source.	**1. Use specific sources to find information.** a. Use keywords and text features that help find information within a specific source. b. Explain which strategies (keywords, text features) are used to find information within a specific source. c. With guidance, use technology tools to find data/information within a specific source.	**1. Use specific sources to find information.** a. Use keywords and text features to find information within a specific source. b. Explain which strategies (keywords, text features) are used to find information within a specific source and why. c. With guidance, use technology tools to find data/information within a specific source.
2. Evaluate the relevance of information within a specific source to meet the information need. a. With guidance, differentiate between fact and opinion within a specific source. (1) b. With guidance, confirm that the information found within a specific source matches the information need. (K,1)	**2. Evaluate the relevance of information within a specific source to meet the information need.** a. With guidance, differentiate between fact and opinion within a specific source. b. With guidance, confirm that the information found within a specific source matches the information need.	**2. Evaluate the relevance of information within a specific source to meet the information need.** a. Differentiate between fact and opinion within a specific source. b. Confirm that the information found within a specific source matches the information need.	**2. Evaluate the relevance of information within a specific source to meet the information need.** a. Differentiate between fact and opinion within a specific source. b. Confirm that the information found within a specific source matches the information need.

B. Generate New Data/Information in an Ethical Manner.

PK-1	2-3	4-5	6-8
1. Generate new data/information from interviews and/or surveys. a. With guidance, generate appropriate questions to meet the information need.	**1. Generate new data/information from interviews and/or surveys.** a. With guidance, generate appropriate questions to meet the information need. b. With guidance, generate information in an appropriate format (e.g., video or audio recording, notes, graphic organizer, table). c. With guidance, exhibit ethical behavior in generating information.	**1. Generate new data/information from interviews and/or surveys.** a. With guidance, generate appropriate questions to meet the information need. b. With guidance, generate information in an appropriate format (e.g., video or audio recording, notes, table, graphic organizer). c. With guidance, exhibit ethical behavior in generating information.	**1. Generate new data/information from observations, interviews, and/or surveys.** a. With guidance, generate effective criteria for observations and questions for interviews and surveys. b. Generate information in an appropriate format (video or audio recording, notes, table, spreadsheet, graphic organizer). c. Exhibit intellectual integrity and ethical behavior in generating information.

C. Record and Organize Data/Information

PK-1	2-3	4-5	6-8
1. Record data/information in a variety of formats. a. With guidance, explain why it is necessary to record data/information to meet the information need. (K,1) b. With guidance, express different ways to organize information. (e.g., alphabetically; numerical order; part to whole; compare and contrast; categorize). (1) c. With guidance, identify formats for organizing data/information. (K,1) d. With guidance, use keywords to identify relevant information. (K,1) e. With guidance, avoid plagiarism by correctly recording information word for word and keeping track of the source. (1) f. With guidance, use technology to record and organize data/information. (K,1)	**1. Record data/information in a variety of formats.** a. Explain why it is necessary to record data/information to meet the information need. b. Express different ways to organize information, (e.g., alphabetically; numerical order; parts to whole; compare and contrast; categorize). c. With guidance, identify appropriate formats for organizing data/information. d. With guidance, use keywords to identify relevant information. e. With guidance, avoid plagiarism by correctly recording information word for word and keeping track of the source. f. Use technology to record and organize data/information.	**1. Record data/information in a variety of formats.** a. Explain why a specific format is being used to record data/information to meet the information need. b. Identify significant characteristics of various organizational formats (e.g., alphabetical; chronological; part to whole; general to specific; main idea and supporting details; compare/contrast; cause and effect; categorizing). c. Determine an appropriate format to record and organize data/information. d. Use keywords to identify relevant information. e. Avoid plagiarism by correctly recording information word for word and keeping track of the source. f. Use technology to record and organize data/information.	**1. Record data/information in a variety of appropriate formats.** a. Explain why a specific format is being used to record data/information to meet the information need. b. Select and use an appropriate format (e.g., alphabetical, chronological, part to whole, general to specific, main idea and supporting details, compare/contrast, cause and effect, categorizing, data table) to record and organize data/information. c. Defend a format for organizing data/information. d. Use keywords to identify relevant information. e. Avoid plagiarism by correctly recording direct quotations and keeping track of sources used. f. Avoid plagiarism by correctly citing information sources using an accepted style. g. Use technology to record and organize data/information.

PK-1	2-3	4-5	6-8

2. Use an appropriate and accepted citation style to create a source list.
   a. With guidance, explain the idea of giving credit to sources of information. (K,1)
 	
   b. With guidance, identify the roles and responsibilities of authors, illustrators, and publishers. (K,1)
 	
   c. With guidance, create a modified class source list. (K,1)
	2. Use an appropriate and accepted citation style to create a source list.
	   a. Explain the purpose of giving credit to sources of information.
	
	   b. With guidance, identify the elements of a citation, given the type of source (book; print encyclopedia; online encyclopedia; Web site; database; periodicals).
	
	   c. With guidance, create a modified source list.
		2. Use an appropriate and accepted citation style to create a source list.
		   a. Explain the purpose of giving credit to sources of information.
		
		   b. Identify and define the components of a citation given the type of source (book; print encyclopedia; online encyclopedia; Web site; database; periodicals).
		
		   c. Create a source list using an accepted citation style.
		
		   d. With guidance, use technology to create a source list in an accepted citation style.
			2. Use an appropriate and accepted citation style to create a source list.
			   a. Explain the purpose of giving credit to sources of information.
			
			   b. Identify and define the components of a citation given the type of source (book; print encyclopedia; online encyclopedia; Web site; database; periodicals).
			
			   c. Create a source list using an accepted citation style.
			
			   d. Use technology to create a source list in an accepted citation style.

3. Revisit the information need.	**3. Revisit the information need.**
	   a. Reflect upon the need to revise research questions and, with guidance, refine research questions based on new information discovered in the inquiry process.
		3. Revisit the information need.
		   a. Reflect upon the need to revise research questions and, with guidance, refine research questions based on new information discovered in the inquiry process.
			4. Revisit the information need.
			   a. Reflect on and refine research questions, theses, hypotheses, or positions based on new information discovered in the inquiry process.

4.0 Interpret Recorded Data/Information: Students will be able to follow an inquiry process to interpret recorded data/information to create new understandings and knowledge related to the information need in an ethical manner. (AASL 21st 2)

A. Interpret Recorded Data/Information

PK-1	2-3	4-5	6-8
1. Evaluate and analyze the quality of recorded data/information to meet the information need.	**1. Evaluate and analyze the quality of recorded data/information to meet the information need.**	**1. Evaluate and analyze the quality of recorded data/information to meet the information need.**	**1. Evaluate and analyze the quality of recorded data/information to meet the information need.**
a. With guidance, identify the main idea of the recorded information. (K,1)	a. With guidance, identify the main idea of the recorded information.	a. Identify the main idea of the recorded information.	a. Identify the main idea of the recorded information.
b. With guidance, compare recorded information to prior knowledge and make personal connections. (1)	b. With guidance, compare recorded information to prior knowledge and make personal connections.	b. Compare recorded information to prior knowledge and make personal connections.	b. Compare recorded information to prior knowledge and make personal connections.
c. With guidance, evaluate recorded information for relevance and completeness. (1)	c. Evaluate recorded information for relevance and completeness.	c. Evaluate recorded information for relevance, completeness, and, with guidance, accuracy and discrepancies.	c. Evaluate and analyze recorded information for relevance, completeness, accuracy, and discrepancies.
	d. With guidance, check recorded data/information to ensure the information product will contain data/information from multiple sources.	d. Check recorded information to ensure the information product will contain data/information from multiple sources.	d. Analyze recorded data/information to ensure the information product will contain data/information from multiple sources.
	e. Find and record missing or additional data/information	e. Find and record missing or additional data/information.	e. Find and record missing or additional data/information.

PK-1	2-3	4-5	6-8
2. Apply critical thinking skills and problem-solving strategies to the recorded data/information to meet the information need.	**2. Apply critical thinking skills and problem-solving strategies to the recorded data/information to meet the information need.**	**2. Apply critical thinking skills and problem-solving strategies to the recorded data/information to meet the information need.**	**2. Apply critical thinking and problem-solving strategies to the recorded data/information to meet the information need.**
a. With guidance, determine whether the recorded data/information is fact or opinion and use it appropriately to meet an information need. (1)	a. With guidance, determine whether the recorded data/information is fact or opinion and use it appropriately to meet an information need.	a. Determine whether the recorded data/information is fact or opinion and use it appropriately to meet an information need.	a. Determine whether the recorded data/information is fact or opinion and use it appropriately to meet an information need.
b. With guidance, summarize the recorded data/information. (K,1)	b. With guidance, ethically and accurately summarize the recorded data/information.	b. Ethically and accurately summarize and paraphrase the recorded data/information.	b. Ethically and accurately summarize and paraphrase the recorded data/information.
c. With guidance, identify point of view within the recorded data/information. (K,1)	c. With guidance, identify point of view within the recorded data/information.	c. With guidance, identify point of view within the recorded data/information.	c. With guidance, identify point of view and bias within the recorded data/information.
d. With guidance, identify patterns within the recorded data/information to create categories. (K,1)	d. With guidance, identify and analyze patterns within the recorded data/information to create categories.	d. With guidance, identify and analyze patterns within the recorded data/information to create categories.	d. Identify and analyze patterns within the recorded data/information to create categories.
e. With guidance, make connections and inferences using prior knowledge and the recorded data/information. (K,1)	e. With guidance, make connections and inferences using prior knowledge and the recorded data/information.	e. With guidance, make connections and inferences using prior knowledge and the recorded data/information.	e. Make connections and inferences using prior knowledge and the recorded data/information.
	f. With guidance, use technology to support critical thinking skills and problem-solving strategies to meet the information need.	f. With guidance, use technology to support critical thinking skills and problem-solving strategies to meet the information need.	f. With guidance, use technology to support critical thinking skills and problem-solving strategies to meet the information need.
3. Apply ethical practices to the evaluation and analysis of the recorded data/information.	**3. Apply ethical practices to the evaluation and analysis of the recorded data/information.**	**3. Apply ethical practices to the evaluation and analysis of the recorded data/information.**	**3. Apply ethical practices to the evaluation and analysis of the recorded data/information.**
	a. Express how ideas, words, images, music (all forms of data/information) are intellectual property.	a. Explain why ideas, words, images, music (all forms of data/information) are intellectual property and must be cited in a source list.	a. Explain why ideas, words, images, music (all forms of data/information) are intellectual property and must be cited in a source list.

	b. With guidance, avoid plagiarism by citing all summarized and paraphrased recorded data/information.	b. With guidance, avoid plagiarism by citing all summarized and paraphrased recorded data/information.	b. Avoid plagiarism by citing all summarized and paraphrased recorded data/information.
		c. With guidance, identify possible alternative interpretations applicable to the recorded data/information.	c. Identify possible alternative interpretations applicable to the recorded data/information.

B. Create New Understandings and Knowledge

PK-1	2-3	4-5	6-8
1. From the recorded data/information, ethically create new understandings and knowledge related to the information need. a. With guidance, synthesize the recorded data/information from multiple sources. (K,1) b. With guidance, draw conclusions from the recorded data/information to create new understandings. (K,1)	**1. From the recorded data/information, ethically create new understandings and knowledge related to the information need.** a. With guidance, synthesize the recorded data/information from multiple sources. b. With guidance, draw conclusions from the recorded data/information to create new understandings. c. Reflect and decide on the order in which to organize or present the recorded data/information d. Explain the conclusions drawn from the recorded data/information.	**1. From the recorded data/information, ethically create new understandings and knowledge related to the information need.** a. With guidance, synthesize the recorded data/information from multiple sources. b. Draw conclusions from the recorded data/information to create new understandings. c. Reflect and decide on the order in which to organize or present the recorded data/information d. Defend the conclusions drawn from the recorded data/information.	**1. From the recorded data/information, ethically create new understandings and knowledge related to the information need.** a. Synthesize recorded data/information from multiple sources. b. Draw conclusions from the recorded data/information to create and articulate new understandings. c. Reflect and decide on the order in which to organize or present the recorded data/information. d. Defend conclusions drawn from the recorded data/information.

5.0 Share Findings/Conclusions: Students will be able to follow an inquiry process to share findings/conclusions in an appropriate format to support written, oral, and multimedia information products and evaluate the products and the processes in an ethical manner.

A. Share Findings/Conclusions

PK-1	2-3	4-5	6-8
1. Use a variety of formats to prepare the findings/conclusions of the information need for sharing. a. With guidance, organize and display findings/conclusions in a variety of formats, including the use of technology. (K,1) b. With guidance, design layouts that communicate content effectively for intended audiences. (K,1) d. With guidance, use technology to present findings/conclusions in a variety of formats. (K,1)	**1. Use a variety of formats to prepare the findings/conclusions of the information need for sharing.** a. With guidance, organize and display findings/conclusions in a variety of formats, including the use of technology. b. With guidance, design layouts that communicate content effectively for intended audiences. c. With guidance, apply appropriate design criteria, which includes universal design principles, to the content and layout of the information product. d. With guidance, use technology to present findings/conclusions in a variety of formats. e. With guidance, edit/review/revise/practice the presentation of the information product. f. With guidance, discuss and apply fair use copyright laws, and Creative Commons attributions.	**1. Use a variety of formats to prepare the findings/conclusions of the information need for sharing.** a. With guidance, organize and display findings/conclusions in a variety of formats, including the use of technology. b. With guidance, design layouts that communicate content effectively for intended audiences. c. With guidance, apply appropriate design criteria, which includes universal design principles, to the content and layout of the information product. d. With guidance, use technology to present findings/conclusions in a variety of formats. e. With guidance, edit/review/revise/practice the presentation of the information product. f. Discuss and apply fair use, copyright laws, and Creative Commons attributions.	**1. Use a variety of formats to prepare the findings/conclusions of the information need for sharing.** a. Organize and display findings/conclusions in a variety of formats, including the use of technology. b. Design layouts that communicate content effectively for intended audiences. c. Apply appropriate design criteria, which includes universal design principles, to the content and layout of the information product. d. Use technology to present findings/conclusions in a variety of formats. e. Edit/review/revise/practice the presentation of the information product. f. Apply fair use, copyright laws, and Creative Commons attributions.
2. Share findings/conclusions. a. Contribute to a learning community.	**2. Share findings/conclusions.** a. Contribute to a learning community. b. With guidance, practice digital etiquette when sharing findings and	**2. Share findings/conclusions.** a. Contribute to a learning community. b. With guidance, practice digital etiquette when sharing findings and	**2. Individually, collaboratively, and responsibly share findings/conclusions.** a. Contribute to a learning community. b. Practice digital etiquette when sharing findings and conclusions.

	conclusions.	conclusions.	
	c. With guidance, credit sources using an appropriate citation format as part of the information product.	c. With guidance, credit sources using an appropriate citation format as part of the information product.	c. Credit sources using an appropriate citation format as part of the information product.

B. Evaluate the Product and the Process

PK-1	2-3	4-5	6-8
1. Evaluate the inquiry process and the information product.	**1. Evaluate the inquiry process and the information product.** a. With guidance, use criteria for evaluating the information product.	**1. Evaluate the inquiry process and the information product.** a. With guidance, create and apply criteria for evaluating the information product.	**1. Evaluate the inquiry process and the information product.** a. With guidance, create and apply criteria for evaluating the information product.
	b. With guidance, use audience feedback and/or peer review to reflect on the information product and the learning experience.	b. With guidance, use audience feedback and/or peer review to reflect on the information product and the learning experience.	b. Use audience feedback and/or peer review to reflect on the information product and the learning process.
c. With guidance, reflect on the information need and new knowledge. (K,1)	c. Reflect on the information need and new knowledge.	c. Reflect on the information need and new knowledge.	c. Reflect on the information need, new knowledge, and the need for additional information.
	d. With guidance, respond to a directed reflection on the inquiry process and how to use it more effectively and efficiently.	d. Respond to a directed reflection on the inquiry process and how to use it more effectively and efficiently.	d. Reflect on the inquiry process and how to use it more effectively and efficiently.

6.0 Appreciate Literature and Life-long Learning: Students will be able to demonstrate an appreciation of literature and multimedia as a reflection of human experience and use the inquiry process for life-long learning. (AASL 21st 4)

A. Appreciate Literature and Multimedia

PK-1	2-3	4-5	6-8
1. Identify relationships between fiction and nonfiction literature and real life. a. With guidance, read, listen to, view, and discuss literature that reflects personal interests, provides imagined experiences, and validates individual concerns and real experiences. (PK-1) b. Make literature-to-self, literature-to-literature, and literature-to-multimedia connections, and, with guidance, make literature-to-world connections. (PK-1) i. With guidance, summarize the main idea in literature and/or multimedia. ii. With guidance, identify how various literary elements influence/inform the reader's experience of literature. c. With guidance, read, listen to, view, and integrate information from non-fiction to enhance comprehension of fiction. (PK-1) d. With guidance, use literature to answer questions or solve problems. (PK-1) e. With guidance, use literature to evaluate personal decisions. (PK-1)	**1. Identify relationships between fiction and nonfiction literature and real life.** a. With guidance, read, listen to, view, and discuss literature that reflects personal interests, provides imagined experiences, and validates individual concerns and real experiences. b. Make literature-to-self, literature-to-literature, and literature-to-multimedia connections, and, with guidance, make literature-to-world connections. i. With guidance, summarize the main idea in literature and/or multimedia. ii. With guidance, identify how various literary elements influence/inform the reader's experience of literature. c. With guidance, read, listen to, view, and integrate information from non-fiction to enhance comprehension of fiction. d. Use literature to answer questions or solve problems. e. Use literature to evaluate historical problems, current social events, and personal decisions.	**1. Identify relationships between fiction and nonfiction literature and real life.** a. With guidance, read, listen to, view, and discuss literature that reflects personal interests, provides imagined experiences, and validates individual concerns and real experiences. b. Make literature-to-self, literature-to-literature, literature-to-multimedia connections, and with guidance, make literature-to-world connections. i. Summarize the main idea in literature and/or multimedia. ii. Identify how various literary elements influence/inform the reader's experience of literature. c. Read, listen to, view, and integrate information from non-fiction to enhance comprehension of fiction. d. Use literature to answer questions or solve problems. e. Use literature to evaluate historical problems, current social events, and personal decisions.	**1. Identify relationships between fiction and nonfiction literature and real life.** a. Read, listen to, view, and discuss literature that reflects personal interests, provides imagined experiences, and validates individual concerns and real experiences. b. Make literature-to-self, literature-to-literature, literature-to-multimedia, and literature-to-world connections. i. Summarize the main idea in literature and/or multimedia. ii. Identify how various literary elements influence/inform the reader's experience of literature. c. Read, listen to, view, and integrate information from non-fiction to enhance comprehension of fiction. d. Use literature to answer questions, make decisions, or solve problems. e. Use literature to evaluate historical problems, current social events, and personal decisions.

PK-1	2-3	4-5	6-8
2. Select literature and/or multimedia from the library media center and other libraries for a personal and/or assigned need.	**2. Select literature and/or multimedia from the library media center and other libraries for a personal and/or assigned need.**	**2. Select literature and/or multimedia from the library media center and other libraries for a personal and/or assigned need.**	**3. Select literature and/or multimedia from the library media center and other libraries for a personal and/or assigned need.**
a. Follow circulation procedures and policies in the library media center. (PK-1)	a. Follow circulation procedures and policies in the library media center.	a. Follow circulation procedures and policies in the library media center and other libraries.	a. Follow circulation procedures and policies in the library media center and other libraries.
b. Locate and select literature and/or multimedia in a variety of genres. (PK-1)	b. Locate and select literature and/or multimedia in a variety of genres.	b. Locate and select literature and/or multimedia in a variety of genres.	b. Locate and select literature and/or multimedia in a variety of genres.

B. Demonstrate Life-long Learning Practices

PK-1	2-3	4-5	6-8
1. Connect literature and multimedia to learning.	**1. Connect literature and multimedia to learning.**	**1. Connect literature and multimedia to learning.**	**1. Connect literature and multimedia to learning.**
a. With guidance, explain the connection between reading, listening to, and viewing literature and/or multimedia and being successful in personal and academic pursuits/endeavors. (PK-1)	a. With guidance, explain the connection between reading, listening to, and viewing literature and/or multimedia and being successful in personal and academic pursuits/endeavors.	a. Explain the connection between reading, listening, and viewing literature and/or multimedia and being successful in personal and academic pursuits/endeavors.	a. Explain the connection between reading, listening, and viewing literature and/or multimedia and being successful in personal and academic pursuits/endeavors.
	b. With guidance, defend literature and/or multimedia choices.	b. Defend literature and/or multimedia choices.	b. Defend literature and/or multimedia choices.
	c. With guidance, explain why intellectual freedom is important.	c. With guidance, explain why intellectual freedom is important and how it can be preserved.	c. Explain why intellectual freedom is important and how it can be preserved.
d. With guidance, contribute to a learning community. (PK-1)	d. With guidance, contribute to a learning community.	d. With guidance, contribute to a learning community.	d. Contribute to a learning community.
	e. With guidance, adopt new technology or methodology to expand personal and academic pursuits/endeavors.	e. With guidance, adopt new technology or methodology to expand personal and academic pursuits/endeavors.	e. Adopt new technology or methodology to expand personal and academic pursuits/endeavors.

Glossary for the School Library Media State Curriculum

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Appreciate
Knowing or understanding the value of something or judging it with heightened perception or understanding.

Background Knowledge (Information)
An initial overview of a topic often gained through a general reading such as an encyclopedia entry or through an introductory lesson/lecture.

Class Source List
A list of sources created in a specific format with guidance by the whole class.

Collaboratively
Working with and in a peer group.

Creative Commons
Within the guidelines of a license, share, remix, and reuse intellectual property as opposed to copyright protection of intellectual property.
http://creativecommons.org/about/licenses/

Digital Etiquette
The conventional rules of personal behavior pertaining to courteous online practices. For example, considering sensitivities, multiculturalism, diversity, conventions, and tone.

Directed Reflection
Guided personal feedback.

Efficiently
Employing effective strategies to create a product, to include time management, following the inquiry process.

Ethically Find, Generate, Record and Organize (HS level)
Follow the inquiry process with intellectual integrity. For example, creating a source list rather than copying the works cited from a published source without reading the sources or making up sources; recording actual results rather than making them up; not taking information out of context, or misquoting information.

Fair Use Policy
The allowance for limited use of copyrighted material without requiring permission from the rights holders, such as for commentary, criticism, news reporting, research, teaching or scholarship. For example - using a single copy of up to 10% of a musical composition in print, sound, or multimedia form.
www.copyright.gov/fls/fl102.html

Find
To obtain information from within a source.

Independently
Without direct instruction or modeling by a teacher/media specialist.

Inquiry Process
Using a model to solve all kinds of problems, whether personal or academic:
- defining and refining a problem or question
- ethically locating and evaluating resources and sources
- ethically finding, generating, recording, and organizing data/information
- ethically interpreting recorded data/information to generate new knowledge
- ethically sharing findings/conclusions
- evaluating the product and process

Intellectual Integrity
To take pride in the work you do; to respect others' words and ideas; to give credit where credit is due.

Library
 A virtual or physical organized collection of information.

Literary Elements
Plot, setting, theme, character, problem/solution, etc.

Literature
Referring to Literary productions as a whole – can be fiction or nonfiction text. Might also refer to the body of books or writings that that encompass a particular subject.

Literature-to-literature
Comparing written texts.

Literature-to-multimedia
Comparing written text to images, films, music, etc.

Literature-to-self
Comparing written text to personal experiences.

Literature-to-world
Comparing written text to global events, past, present, and future.

Locate
Physically access a source, ie, the placement of a source within a library, on a shelf, in a database, or on the Internet.

Manipulate
To process, organize, or operate on mentally or logically; to handle with mental or intellectual skill or to adapt or change to suit one's purpose or advantage in the context of creating a new product.

Personal Need
An information need coming from the student rather than from an assignment. For example, a student needs to find a job or research where to go on vacation.

Plagiarism
Using the words, music, images or IDEAS of another person as your own. Specifically, putting an idea "into your own words" does not avoid plagiarism, nor does it make it one's own. Credit must still be given to the source.

Prior Knowledge
Information that a student knows before a lesson/instruction/research/exploration.

Refine
To clarify, improve, and polish a research question or information need throughout the inquiry process.

Resource
The broad category of information formats, such as encyclopedias, databases, atlases, Web sites, trade books, etc.

Scope
Ascertaining the breadth and depth of a topic (narrow/broad). The area covered by a given activity or subject.

Search Strategies
A method for finding information. For example, search terms, keywords, Dewey Decimal System, search engines, controlled vocabulary, free Language, subject headings, etc.

Source
A work, etc., supplying information or evidence (esp. of an original or primary character) as to some fact, event, or series of these. Could also be a person supplying information, an informant, a spokesman.

Sometimes used in the context of primary and secondary sources - primary source is when the information came from a witness or someone experiencing the event. A secondary source is when the person heard about it so the facts may not be true or might not. Sometimes also used when referring to primary and secondary source documents – example: a primary source document is the U.S. Constitution, a secondary source document would be someone writing an interpretation of what was meant by the writers of the Constitution.

Style
A method of citation, such as APA, MLA, Chicago Manual of Style, or Turabian.

Universal Design
Using principals to create information products that reduce barriers to accessing the content of the product.
http://www.cast.org/research/udl/index.html