Big Idea: Information Literacy: Effective school library media programs provide information literacy skills instruction.

Essential Learning: How do learners access, use and evaluate information resources efficiently and ethically based on academic and personal need?

Target 1
Investigate information through discovery, peer collaboration, and inquiry learning, practicing responsible and ethical behavior in the usage of information.

I can …

- *access* resources provided in the library media center.

- *evaluate* library materials and select formats and materials that meet my information need or personal preference.

- *locate* resources in the online library catalog using title, subject, author, keyword, or advanced searches.

- *explain* plagiarism and its ramifications.

- *discuss* intellectual property, copyright and fair use.

- *explain* the importance of information in a democratic society.

- *use* a variety of libraries *(*public, academic, government, specialty libraries) to meet my information goals.

Target 2
Determine and apply an evaluation process to all information resources for a project/topic.

I can …

- *define* the following terms that determine information validity: accuracy, authority, objectivity, currency, coverage.

- *determine* the authority for all resources.

- *identify* points of agreement and disagreement between sources.

- *identify* relevant facts and check facts for accuracy.

- *locate and use* information that is authoritative, accurate, objective, current and that adequately covers my topic.

Target 3
Apply a research process model to answer a research question or address an information need.

I can …

- *formulate* a well-developed research question.

- *create* a research strategy with basic and advanced search terms.

- *identify* the best resources and formats to answer my question.

- *locate and access* information by finding sources using library databases, the online catalog, and search engines.

- *use* information by reading, viewing, or listening to my resources, extracting the relevant information.

- *synthesize* and organize my information from multiple resources to create a draft.

- *evaluate* my information sources for authority, accuracy, objectivity, currency, and coverage.

- *judge* the effectiveness of my product and the efficiency of my process.

- *create, communicate, and save* my research in an appropriate format.

- *acknowledge* others' work by citing sources with a standard bibliographic format.

Target 4
Read a variety of literary material for academic need, personal interest, and lifelong interest.

I can …

- *distinguish* between non-fiction and fiction works.

- *appreciate* a variety of literature representing diverse viewpoints.

- *appreciate and participate* in library media activities and reading celebrations.

- *read* from a variety of formats to engage in lifelong learning.

Big Idea: Technology Literacy: Effective school library media programs provide technology literacy skills instruction in the use of library-based technologies.

Essential Learning: How can learners acquire skills for appropriate and ethical use of technology for information access, retrieval, and production via electronic resource networks and the Internet?

Target 1
Formulate a search strategy plan using advanced search techniques.

I can…

- *identify* appropriate keyword or subject terms to begin a search.

- *use* Boolean operators (AND, OR, NOT) to narrow or broaden a search.

- *use* truncation to broaden a search for information in the online catalog or library databases.

- *use* quotation marks to alter my search terms for more effective recall of information.

- *employ* advanced search functions to limit my search (by date, format, language, publication, title…).

- *implement* tips from the Help or Search Tips feature of a library web page, database, or search engine to more effectively search for information.

- *locate and access* the best resource, print or electronic, for my information need.

Target 2
Demonstrate an understanding of the strengths and limitations of the Internet.

I can…

- *differentiate* between free Internet resources and subscription (fee-based) databases.

- *demonstrate* the difference between general vs. specific subject area databases.

- *select* a specific database for an assignment and explain why it is the appropriate one to use.

- *identify and demonstrate* the advantages of using library databases over the free Internet for in-depth research**.**

- *search* the free Internet and subscription library databases to locate information to answer my research question or need.

Target 3
Evaluate the quality and appropriate use of Internet resources.

I can…

- *evaluate* any Internet resource or database for authority, accuracy, currency, coverage and objectivity.

Big Idea: Media Literacy: Effective school library media programs support the learning of media literacy skills in collaboration with teachers and technology specialists.

Essential Learning: How do learners demonstrate communication and critical thinking skills when accessing, interpreting, and evaluating information from a variety of media formats? Media-based resources include print and non-print materials that use image, text, language, sound and motion to convey informational communications and messages.

Target 1
Comprehend that media communications deliver information and messages that reflect social, political, economical, aesthetic, and ethical issues.

I can …
- *examine and evaluate* messages communicated, delivered, and received by society as a whole.

- *examine* the social, political, economical, aesthetic, and ethical functions and purposes (to inform, to persuade, to entertain, or to sell) embedded in media communications.

Target 2
Evaluate various media practices and techniques used in media communications that reflect social, political, economical, aesthetic, and ethical issues.

I can …
- *recognize* visual media genres (e.g. talk shows, newscasts, documentaries, commercials, billboards, web pages).

- *explain* which creative techniques in media messages are used to attract my attention.

- *explain* how different people might understand a message differently.

- *examine* values, lifestyles, and points of view that are presented in a media message as well as what may be omitted.

Target 3
Critique and evaluate the effectiveness of media communications.

I can …

- *examine* media communications for accuracy, relevancy, credibility, and appropriateness.

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

- *compare and contrast* the effectiveness of multimedia components and media formats used to produce and deliver media messages.

- *recognize* propaganda and rhetorical devices embedded in visual and text media components.

- *critique* media communications for the effectiveness of their intended message.

Target 4
Create media and consider the legal and ethical responsibilities involved in the construction and delivery.

I can …

- *use* appropriate design techniques for construction of media messages that address social, economic, political, aesthetic, and ethical issues.

- *employ and practice* ethical responsibility involved in constructing and delivering a media message.