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
Understand the services of libraries.

I can …

- *use* various strategies to find information appropriate for my needs in school and public libraries.

Target 2
Identify information needs, select school library media books and materials in a variety of formats, and demonstrate responsible use and ethical behavior when using library media materials.

I can …

- *demonstrate* rules for using the school library (sign in/out; borrowing procedures, behavior).

- *locate* resources using a title, subject, author, keyword, call number search and using an advanced search with Boolean operators AND, OR and NOT, to help me broaden or narrow my search in the library catalog.

- *use* electronic resources (search engines, websites, subscription databases).

- *understand* that my parents and I signed the district Acceptable Use Policy(AUP)/Internet Agreement Form and that it sets the expectation for appropriate use of school materials.

- *understand* copyright and the need to ask permission to use articles, graphics, music, etc.

Target 3
Select literature by genre based on need and personal enjoyment.

I can …

- *read* for pleasure and information, selecting books from various genres (e.g. historical fiction, realistic fiction, fantasy, non-fiction, poetry, etc.).

- *discuss* the significance of book awards (Newberry, King, Printz).

Target 4
Evaluate the accuracy, authority, objectivity, currency, coverage and relevance of information and data sources.

I can …

- *compare* multiple sources (online encyclopedia, websites, subscription databases, print sources) to check accuracy of information.

- *evaluate* the authority of an online information source to determine the author's qualifications as an expert.

- *evaluate* the quality of an information source for currency and depth of coverage.

- *understand* the differences between primary and secondary sources.

- *identify* important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, graphic organizers, etc.).

- *identify* cultural diversity, differing opinions, and points of view/bias within an information source.

- *use* quotations in my note-taking to support central ideas.

- *create* a bibliography to acknowledge my sources (e.g. citing a book, subscription database article, and webpage) using a formal bibliographic style such as MLA.

- *evaluate* the information seeking process and discuss the quality of the product created for the project.

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
Use the online library catalog to locate school library materials for classroom assignments and personal interests.

I can …

- *use* the author, title, subject, and keyword features of the online library catalog to locate school library materials.

- *conduct* online library catalog searches using Boolean logic (e.g. AND, OR, and NOT).

- *identify* information about library materials in the bibliographic records (e.g. publication date, summary, call number, availability) found in the online library catalog.

- *access* online catalogs from other libraries via the Internet (e.g. public library catalog).

Target 2
Develop search strategies, retrieve information in a variety of formats, and evaluate the quality and appropriate use of Internet resources.

I can …

- *choose* between a web browser (Internet Explorer, Firefox, Safari, etc.), search engines (Google, Yahoo, AskJeeves, etc.), and a webpage.

- *analyze* information on various websites through:
    a. author's credentials/expertise/accuracy (authority)
    b. depth of coverage (scope)
    c. bias/point of view (objectivity)
    d. currency of information
    e. domains (.org, .edu, .com, .gov, etc.)
    f. logic of argumentation or presentation.

- *report* elements of a web site that make it effective (e.g. describe why the web site is appropriate for the particular information needed).

- *troubleshoot* error messages in a web browser (e.g. force quit, refresh/stop, verification of web address).

Target 3
Select, access, and use appropriate electronic resources for a defined information need.

I can …

- *select* appropriate keywords to improve my Internet search results.

- *select* research databases that align with identified information need (e.g. specialized databases on government, science, history).

- *examine* information in different types of subscription (fee-based) databases for a curricular need (e.g. online encyclopedia, online subject dictionaries, magazine index, picture archive).

- *choose* a subscription database article in PDF or HTML format based on my information needs.

Big Idea: Media Literacy: Effective school library media programs support the learning of media literacy skills in collaboration with classroom 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
Media communications deliver information to specific audiences for specific purposes and can be analyzed for the impact of the message received by those specific audiences.

(Content of message)

I can …

- *explain* why print and non-print media communications may be directed toward specific listeners and viewers.

- *identify* examples of exaggerated claim, faulty reasoning, bias, and stereotyping found in print and non-print.

- *analyze* the impact of various multimedia practices used to influence and persuade the audience (e.g. exaggerated claims, subliminal text, close-ups, time lapse, repetition).

- *list* the reasons for the communication and delivery of information by specific individuals or groups (e.g. domains, age, gender, ethnicity, geography, social economics).

Target 2
Analyze various combinations of media components and production techniques used to create and construct communications for specific audiences and purposes.

(Delivery of message)

I can …

- *choose* the appropriate media format (e.g. brochures, newspapers, advertisements, newscasts) based on the intended audience.

- *use* appropriate design elements (font size, colors, language choice, graphics, sound, special effects) that affect the message for the intended audience.