

# Library Media Curriculum

The Grosse Pointe  
Public School System

# Committee Membership

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# Mission Statement of the Library Media Department of the Grosse Pointe Public School System

The mission of the library media program is to ensure that students and staff are effective users of ideas and information.

This mission is accomplished by:

- Providing intellectual and physical access to materials in all formats,
- Providing instruction to foster competence and stimulate interest in reading, viewing and using information and ideas,
- Collaborating with other educators to design learning strategies to meet the needs of individual students,
- Inspiring appreciation and enjoyment of reading.

-Adapted from *Information Power: Guidelines for  
School Library Media Programs* (1988)  
as presented in *Information Literacy  
Standards for Student Learning* (1988)

The committee began its work in November of 1999. The first step was to review curricula from other districts. Next, we invited Dr. Carol Doll, a professor from the Library Science program at Wayne State University, to speak about the ideals and realities of library programs. We then sent an informal survey to staff at the building level to solicit program wants and needs. Based on information from this survey, the committee decided to use *Information Power*, an ALA publication, as a guide to begin our work. We proceeded to break into two subcommittees, elementary and secondary, to finish curriculum work.

<b>Curricular Area: Information Literacy</b>				
<b>Standard: The student who is information literate accesses information efficiently and effectively.</b>				
<b>Concepts and Skills:</b> The student	<b>Benchmarks:</b> The student	<b>Examples where library may support classroom curriculum and instruction</b>	<b>Evaluative Criteria</b>	<b>Example Activities for Direct Instruction</b>
Recognizes the need for information.	<ul style="list-style-type: none"> <li>Understands that one idea connects to other ideas as well as other issues that may be involved in the main issue. <b>CS</b></li> <li>Clearly states an information question. <b>CS</b></li> </ul>	<ul style="list-style-type: none"> <li>Language Arts Curriculum: Gr. 1 II B 5 Gr. 4 II A 2 Gr. 5 II A 6</li> <li>Social Studies Curriculum: Inquiry Strand</li> </ul>	<p><b>Basic:</b> Gives examples of situations in which additional information (beyond one's own knowledge) is needed to resolve an information problem or question.</p> <p><b>Proficient:</b> When faced with an information problem or question, determines whether additional information (beyond one's own knowledge) is needed to resolve it.</p> <p><b>Exemplary:</b> Assesses whether a range of information problems or questions can be resolved based on one's own knowledge or whether additional information is required.</p>	
Recognizes that accurate and comprehensive information is the basis for intelligent decision making.	<ul style="list-style-type: none"> <li>Understands that there is information on more than one side of an issue and remains open to other perspectives. <b>CS</b></li> <li>Judges the completeness of the information before making a decision. <b>CS</b></li> </ul>	<ul style="list-style-type: none"> <li>Language Arts Curriculum: Gr. 4 II B 4 Gr. 5 II B 3</li> <li>Social Studies Curriculum: Inquiry Strand</li> </ul>	<p><b>Basic:</b> Selects examples of accurate and inaccurate information and of complete and incomplete information for decision making.</p> <p><b>Proficient:</b> Explains the differences between accurate and inaccurate information for decision making.</p> <p><b>Exemplary:</b> Judges the quality of decisions in terms of the accuracy and completeness of the information on which they were based.</p>	

DI = Direct Instruction by library media specialist

CS = Benchmarks related to other curricula where library media specialist may provide classroom support

No grade level indicated = K-12 strand

<p>Formulates questions based on information needs.</p>	<ul style="list-style-type: none"> <li>Formulates a research question or thesis statement. <b>CS</b></li> <li>Uses alternate keywords to expand or refine a search. <b>Gr. 4-5 DI</b></li> <li>Changes and refines the question(s) as the research proceeds by developing essential questions that go beyond simple fact-finding and that promote thoughtful interpretation, synthesis, and presentation of newly found knowledge. <b>CS</b></li> </ul>	<ul style="list-style-type: none"> <li>Language Arts Curriculum: Gr. 3 II B 5 Gr. 4 II A 2 Gr. 5 II B 1</li> <li>Social Studies Curriculum: Inquiry Strand <ul style="list-style-type: none"> <li>Social Studies Curriculum: Inquiry Strand</li> </ul> </li> </ul>	<p><b>Basic:</b> States at least one broad question that will help in finding needed information.</p> <p><b>Proficient:</b> States both broad and specific questions that will help in finding needed information.</p> <p><b>Exemplary:</b> Revises, adds, and deletes questions as information needs change.</p>	<ul style="list-style-type: none"> <li>Fifth grade students researching weather topics for science brainstorm, in groups, different ways to search for their topic.</li> </ul>
<p>Identifies a variety of potential sources of information.</p>	<ul style="list-style-type: none"> <li>Uses the online catalog as a general index to the library media center. <b>Gr. 3-4 DI</b></li> <li>Identifies encyclopedias, almanacs, atlases, indexes, etc. in both print and non-print forms. <b>Gr. 5 DI</b></li> <li>Uses databases and Internet resources. <b>Gr. 5 DI</b></li> <li>Uses the online catalog to access materials in libraries using advanced searching techniques. <b>Gr. 6-8 DI</b></li> <li>Uses strategies for locating a variety of formats to satisfy information needs, including print, non-print, and electronic, as well as human resources of varying points of view and depths of coverage. <b>CS</b></li> <li>Differentiates between primary and secondary sources. <b>CS</b></li> </ul>	<ul style="list-style-type: none"> <li>Language Arts Curriculum: Gr. 3 II B 5 Gr. 4 II A 6 Gr. 5 II B 5 Gr. 8 II A 3 Gr. 9 II A 2</li> <li>Language Arts Curriculum: Gr. 5 I A 5</li> <li>Social Studies Curriculum: Inquiry Strand</li> <li>Technology Curriculum: Grades 4&amp;5</li> </ul>	<p><b>Basic:</b> Lists several sources of information and explains the kind of information found in each.</p> <p><b>Proficient:</b> Brainstorms a range of sources of information that will meet an information need.</p> <p><b>Exemplary:</b> Uses a full range of information sources to meet differing information needs.</p>	<ul style="list-style-type: none"> <li>Third grade students find non-fiction books about planets using the library's on-line catalog.</li> </ul>

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<p>Develops and uses successful strategies for locating information.</p>	<ul style="list-style-type: none"> <li>• Identifies distinct areas of the library media center and what materials are contained in the collections: reference, non-fiction, biography, etc. <b>Gr. 1-2 DI</b></li> <li>• Uses the table of contents and index to locate information. <b>Gr. 2 DI</b></li> <li>• Uses the system of organization for non-fiction materials to locate a book. <b>Gr. 4-5 DI</b></li> <li>• Identifies characteristics of a source (tables of abbreviations, map keys, special indexes, etc.) to determine how best to use it. <b>Gr. 5 DI</b></li> <li>• Uses an almanac and atlas as a source of information. <b>Gr. 6-8 DI</b></li> <li>• Uses an online periodical service to access an article and identify the citation. <b>Gr. 6-8 DI</b></li> <li>• Broadens or narrows a search as needed using keywords <b>Gr. 6-8 DI</b></li> <li>• Broadens or narrows a search using boolean operators. <b>Gr. 9-12 DI</b></li> <li>• Uses World Wide Web search engines and search directories. <b>Gr. 6-8 DI</b></li> <li>• Uses the World Wide Web to conduct an advance search on a topic. <b>Gr. 9-12 DI</b></li> <li>• Accesses a magazine article using a magazine index. <b>Gr. 9-12 DI</b></li> <li>• Accesses a newspaper article using a newspaper index. <b>Gr. 9-12 DI</b></li> </ul>	<ul style="list-style-type: none"> <li>• Social Studies Curriculum: U.S. History Strand</li> <li>• Technology Curriculum: Grades 4&amp;5</li> </ul>	<p><b>Basic:</b> Lists some ideas for how to identify and find needed information. <b>Proficient:</b> Explains and applies a plan to access needed information. <b>Exemplary:</b> Formulates and revises plans for accessing information for a range of needs and situations.</p>	<ul style="list-style-type: none"> <li>• Second graders go on a “Scavenger Hunt” in the library to locate different collections.</li> <li>• Social Studies, Grade 4: Students locate non-fiction materials on Michigan government and Michigan geography for reports.</li> </ul>
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<b>Curricular Area: Information Literacy</b>				
<b>Content Standard: The student who is information literate evaluates information critically and competently</b>				
<b>Concepts and Skills: The student</b>	<b>Benchmark: The student</b>	<b>Examples where library may support classroom curriculum and instruction</b>	<b>Evaluative Criteria</b>	<b>Example Activities</b>
Determines accuracy, relevance, and comprehensiveness.	<ul style="list-style-type: none"> <li>Identifies the authority and currency of both print and non-print sources to determine their relevance. <b>Gr. 4-5 DI</b></li> <li>Identifies the authority and currency of World Wide Web sites. <b>Gr. 6-8 DI</b></li> <li>Identifies the authority, comprehensiveness, accuracy and currency of World Wide Web sites. <b>Gr. 9-12 DI</b></li> <li>Realizes there will be conflicting statements in different sources. <b>CS</b></li> </ul>	<ul style="list-style-type: none"> <li>Science Curriculum: Grade 4</li> <li>Social Studies Curriculum: Inquiry Strand</li> </ul>	<p><b>Basic:</b> Defines or gives examples of the terms “accuracy,” “relevance,” and “comprehensiveness”.</p> <p><b>Proficient:</b> Compares and contrasts sources related to a topic to determine which are more accurate, relevant, and comprehensive.</p> <p><b>Exemplary:</b> Judges the accuracy, relevance, and completeness of sources and information in relation to a range of topics and information problems.</p>	<ul style="list-style-type: none"> <li>While researching information for a class assignment, students will be instructed on criteria used to evaluate the content of a web site and then apply the criteria to the web sites used.</li> </ul>
Distinguishes among fact, point of view, and opinion.	<ul style="list-style-type: none"> <li>Recognizes that a topic may be presented from different points of view. <b>CS</b></li> <li>Knows when facts must be used, when opinions can be used, and how the validity of opinions can be verified. <b>CS</b></li> <li>Determines how different points of view can influence the facts and opinions presented in controversial issues. <b>CS</b></li> </ul>	<ul style="list-style-type: none"> <li>Language Arts Curriculum: Gr. 4 II A 4 Gr. 5 II A 3</li> <li>Social Studies Curriculum: Inquiry Strand</li> </ul>	<p><b>Basic:</b> Recognizes fact, opinion, and point of view in various information sources and products.</p> <p><b>Proficient:</b> Explains how fact, opinion, and point of view are different from one another.</p> <p><b>Exemplary:</b> Assembles facts, opinions, and point of view as appropriate in one’s own work.</p>	

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Identifies inaccurate and misleading information.	<ul style="list-style-type: none"> <li>• Differentiates between misinterpreted or misstated facts and inaccuracies that are based on opinion. <b>CS</b></li> <li>• Identifies inaccuracies caused by leaving out or slanting information. <b>CS</b></li> <li>• Determines inaccuracies by gathering and comparing information from a wide range of sources. <b>CS</b></li> </ul>	<ul style="list-style-type: none"> <li>• Language Arts Curriculum: Gr. 6 II A 4 Gr. 7 II A 5 Gr. 8 II A 4 Gr. 9 II A 5</li> <li>• Social Studies Curriculum: U.S. History Strand</li> </ul>	<p><b>Basic:</b> Recognizes inaccurate or misleading information in information sources and products.</p> <p><b>Proficient:</b> Explains why inaccurate and misleading information can lead to faulty conclusions.</p> <p><b>Exemplary:</b> Judges and supports judgements of the degree of inaccuracy, bias, or misleading information in information sources and products.</p>	
Selects information appropriate to the problem or question at hand.	<ul style="list-style-type: none"> <li>• Determines which reference source to use when given an information problem or question. <b>Gr. 3-5 DI</b></li> <li>• Interprets charts, tables, and graphs. <b>CS</b></li> <li>• Selects the main ideas and supporting details that accurately and comprehensively to meet their specific information needs. <b>CS</b></li> <li>• Uses librarian to revise topics and search strategies as he/she uncovers information that may not fit with previous knowledge or that offers a new direction on that topic. <b>CS</b></li> </ul>	<ul style="list-style-type: none"> <li>• Language Arts Curriculum: Gr. 2 II A 9 Gr. 8 II A 3</li> <li>• Language Arts Curriculum: Gr. 1 II B 3 Gr. 9 II A 2</li> <li>• Social Studies Curriculum: Public Discourse Strand</li> </ul>	<p><b>Basic:</b> Recognizes information that is applicable to a specific information problem or question.</p> <p><b>Proficient:</b> Analyzes information from a variety of sources to determine its applicability to a specific information problem or question.</p> <p><b>Exemplary:</b> Integrates accurate, relevant, and comprehensive information to resolve an information problem or question.</p>	<ul style="list-style-type: none"> <li>• Fifth grade students decide whether to use an almanac or an encyclopedia to solve their information questions.</li> </ul>

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<b>Curricular Area: Information Literacy</b>				
<b>Content Standard: The student who is information literate uses information accurately and creatively.</b>				
<b>Concepts and Skills: The student</b>	<b>Benchmark: The student</b>	<b>Examples where library may support classroom curriculum and instruction</b>	<b>Evaluative Criteria</b>	<b>Example Activities</b>
Organizes information for practical application.	<ul style="list-style-type: none"> <li>Identifies the system of classification and organization used for various library collections. <b>Gr. 2-4, 6, 9 DI</b></li> <li>Understands the intended audience, the demands of the presentation format, and the essential ideas in the topic or issue being presented. <b>CS</b></li> </ul>	<ul style="list-style-type: none"> <li>Language Arts Curriculum: Gr. 1-9 IV A 1</li> </ul>	<p><b>Basic:</b> Describes several ways to organize information—for example, chronologically, topically, and hierarchically.</p> <p><b>Proficient:</b> Organizes information in different ways according to the information problem.</p> <p><b>Exemplary:</b> Organizes an information product that presents different types of information in the most effective ways.</p>	<ul style="list-style-type: none"> <li>Library Orientation at grades 6 and 9.</li> </ul>
Integrates new information into one's own knowledge.	<ul style="list-style-type: none"> <li>Draws conclusions by developing new ideas based on the information gathered and connecting new ideas with prior knowledge. <b>CS</b></li> </ul>	<ul style="list-style-type: none"> <li>Language Arts Curriculum: Gr. 2 I A 8</li> <li>Language Arts Curriculum: Gr. 5 I A 8</li> </ul>	<p><b>Basic:</b> Recognizes and understands new information and ideas.</p> <p><b>Proficient:</b> Draws conclusions by combining what is already known about a topic with new information.</p> <p><b>Exemplary:</b> Integrates one's own previous knowledge with information from a variety of sources to create new meaning.</p>	
Applies information in critical thinking and problem solving.	<ul style="list-style-type: none"> <li>State possible solutions based on information gathered. <b>CS</b></li> <li>Demonstrates knowledge of a variety of strategies for problem-solving. <b>CS</b></li> </ul>	<ul style="list-style-type: none"> <li>Social Studies Curriculum: Public Discourse Strand</li> </ul>	<p><b>Basic:</b> Identifies information that meets a particular information need.</p> <p><b>Proficient:</b> Uses information from a variety of sources to resolve an information problem or question.</p> <p><b>Exemplary:</b> Devises creative approaches to using information to resolve information problems or questions.</p>	

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<p>Produces and communicates information and ideas in appropriate formats.</p>	<ul style="list-style-type: none"> <li>• Provides information using applicable and appropriate information in the library media center to prepare and present information. <b>CS</b></li> <li>• Selects the format that most closely matches the needs of the intended audience. <b>CS</b></li> <li>• Matches the format to the nature and complexity of ideas being presented. <b>CS</b></li> </ul>	<ul style="list-style-type: none"> <li>• Language Arts Curriculum: Gr. K-9 IV</li> <li>• Technology Curriculum: Gr. 3-4 Desktop Publishing or Multimedia</li> </ul>	<p><b>Basic:</b> Names a variety of different formats for presenting different kinds of information.</p> <p><b>Proficient:</b> Chooses an appropriate format for presenting information bases on the information itself, the audience, and the nature of the information problem or question.</p> <p><b>Exemplary:</b> Chooses the most appropriate format for presenting information and justifies that choice.</p>	
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<b>Curricular Area: Independent Learning</b>				
<b>Content Standard: The student who is an independent learner pursues information related to personal interests.</b>				
<b>Concepts and Skills:</b> The student	<b>Benchmarks:</b> The student	<b>Examples where library may support classroom curriculum and instruction</b>	<b>Evaluative Criteria</b>	<b>Example Activities</b>
Seeks information related to various dimensions of personal well being such as career interests, community involvement, health matters, and recreational pursuits.	<ul style="list-style-type: none"> <li>• Uses the same criteria and strategies to locate and use information on personal topics as he/she uses for academic topics. <b>CS</b></li> <li>• Tests his/her understanding of information literacy strategies by using them for real-life purposes. <b>CS</b></li> </ul>	<ul style="list-style-type: none"> <li>• Language Arts Curriculum: Gr. 6 IV A 1 Gr. 7 IV A 1 Gr. 7 IV B 2 Gr. 8 IV A 1 Gr. 9-12, Elective Independent Studies</li> </ul>	<p><b>Basic:</b> Occasionally seeks information about aspects of personal interest or well being.</p> <p><b>Proficient:</b> Generally goes beyond one's own knowledge to seek information on aspects of personal interest or well being.</p> <p><b>Exemplary:</b> Explores a range of sources to find information on aspects of personal interest or well being.</p>	
Designs, develops, and evaluates information products and solutions related to personal interests.	<ul style="list-style-type: none"> <li>• Applies information problem-solving skills to decisions being made in his/her personal life. <b>CS</b></li> <li>• Responds to feedback when reflecting on how he/she can make changes in products and solutions. <b>CS</b></li> </ul>	<ul style="list-style-type: none"> <li>• Language Arts Curriculum: Gr. K-8 I E</li> <li>• Michigan Health Model: Gr. 5</li> </ul>	<p><b>Basic:</b> Organizes and presents basic information related to topics of personal interest.</p> <p><b>Proficient:</b> Creates information products and solutions related to topics of personal interest.</p> <p><b>Exemplary:</b> Judges the quality of one's own information products and solutions related to topics of personal interest.</p>	

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<b>Curricular Area: Independent Learning</b>				
Content Standard: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.				
<b>Concepts and Skills:</b> The student	<b>Benchmarks:</b> The student	<b>Examples where library may support classroom curriculum and instruction</b>	<b>Evaluative Criteria</b>	<b>Example Activities</b>
Is a competent and self-motivated reader.	<ul style="list-style-type: none"> <li>Determines if material is fiction or non-fiction. <b>Gr. K-1 DI</b></li> <li>Uses the system of organization for fiction materials to locate a book. <b>Gr. K-2 DI</b></li> <li>Identifies genres of fiction. <b>Gr. 5 DI</b></li> <li>Seeks a variety of information resources in different formats for information and personal enjoyment. <b>CS</b></li> </ul>	<ul style="list-style-type: none"> <li>Language Arts Curriculum: Gr. K I A 3 Gr. 1 I A 2 Gr. 2 I A 2 Gr. 3 I A 2 Gr. 4 I A 2 Gr. 5 I A 2 Gr. 6 I A 2 Gr. 7 I A 2 Gr. 8 I A 2 Gr. 9 I A 2</li> </ul>	<p><b>Basic:</b> Explains and discusses various examples of fiction.</p> <p><b>Proficient:</b> Chooses fiction and other kinds of literature to read and analyzes literary plots, themes, and characters.</p> <p><b>Exemplary:</b> Reads avidly and evaluates the strengths and weaknesses of the literature read.</p>	<ul style="list-style-type: none"> <li>Second grade students choose a fiction book for independent reading.</li> </ul>
Develops creative products in a variety of formats.	<ul style="list-style-type: none"> <li>Uses desktop publishing software to create a variety of publications. <b>CS</b></li> <li>Identifies and uses media that match the purpose of his/her communication to communicate ideas and emotions most effectively. <b>CS</b></li> </ul>	<ul style="list-style-type: none"> <li>Technology Curriculum: Grades 4&amp;5</li> <li>Technology Curriculum: Grades 6&amp;7</li> </ul>	<p><b>Basic:</b> Expresses information and ideas creatively in simple formats.</p> <p><b>Proficient:</b> Expresses information and ideas creatively in information products that combine several formats.</p> <p><b>Exemplary:</b> Expresses information and ideas creatively in unique products that integrate information in a variety of formats.</p>	

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<b>Curricular Area: Independent Learning</b>				
Content Standard: The student who is an independent learner strives for excellence in information seeking and knowledge generation.				
<b>Concepts and Skills:</b> The student	<b>Benchmarks:</b> The student	<b>Examples where library may support classroom curriculum and instruction</b>	<b>Evaluative Criteria</b>	<b>Example Activities</b>
Assesses the quality of the process and products of personal information seeking.	<ul style="list-style-type: none"> <li>Reflects on his/her own work and revises it based on feedback from others. <b>CS</b></li> <li>Revises his/her information-seeking strategies when appropriate. <b>CS</b></li> <li>Sets his/her own criteria and check the quality of his/her own work. <b>CS</b></li> </ul>	<ul style="list-style-type: none"> <li>Language Arts Curriculum: Gr. K II E 1 Gr. 1 II E 3 Gr. 2 II E 6 Gr. 3 II E 1 Gr. 4 II E 1 Gr. 5 II E 1 Gr. 6 II E 1 Gr. 7 II E 1 Gr. 8 II E 1 Gr. 9 II E 1</li> </ul>	<p><b>Basic:</b> Retraces the steps taken to find information and explains which were most useful for resolving an information problem or question.</p> <p><b>Proficient:</b> Accesses each step of the information-seeking process related to a specific information problem and accesses the result.</p> <p><b>Exemplary:</b> Evaluates the information-seeking process at each stage as it occurs and makes adjustments as necessary to improve both the process and the product.</p>	
Devises strategies for revising, improving, and updating self-generated knowledge.	<ul style="list-style-type: none"> <li>Modifies his/her work based on the specific task. <b>CS</b></li> <li>Uses peer review, reaction panels, focus groups, comparison with models, and trial and revision strategies. <b>CS</b></li> </ul>	<ul style="list-style-type: none"> <li>Language Arts Curriculum: Gr. K-12 II E 1-6</li> </ul>	<p><b>Basic:</b> Explains basic strategies for revising, improving, and updating work.</p> <p><b>Proficient:</b> Selects and applies appropriate strategies for revising, improving, and updating work.</p> <p><b>Exemplary:</b> Recognizes gaps in one's own knowledge and selects and applies appropriate strategies for filling them.</p>	

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<b>Curricular Area: Social Responsibility</b>				
Content Standard: 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.				
<b>Concepts and Skills:</b> The student	<b>Benchmarks:</b> The student	<b>Examples where library may support classroom curriculum and instruction</b>	<b>Evaluative Criteria</b>	<b>Example Activities</b>
Seeks information from diverse sources, contexts, disciplines, and cultures.	<ul style="list-style-type: none"> <li>Conducts an Internet search for information. <b>CS</b></li> <li>Evaluates sources of information. <b>CS</b></li> <li>Uses a variety of print and non-print sources. <b>CS</b></li> <li>Uses multiple sources to actively attend to the context surrounding information, such as asking whose opinion, what cultural background, and what historical context. <b>CS</b></li> </ul>	<ul style="list-style-type: none"> <li>Language Arts Curriculum: Gr. 3 II B 5 Gr. 5 II B 5 Gr. 6 II B 2 Gr. 7 II B 1 Gr. 8 II A 3</li> <li>Technology Curriculum: Grades 4&amp;5</li> </ul>	<p><b>Basic:</b> Identifies several appropriate sources for resolving an information problem or question.</p> <p><b>Proficient:</b> Uses a variety of sources covering diverse perspectives to resolve an information problem or question.</p> <p><b>Exemplary:</b> Seeks sources representing a variety of contexts, disciplines, and cultures and evaluates their usefulness for resolving an information problem or question.</p>	
Respects the principle of equitable access to information.	<ul style="list-style-type: none"> <li>Demonstrates a respect and care for library materials by handling them carefully and returning them on time. <b>Gr. K-1 DI</b></li> <li>Uses correct circulation procedures. <b>Gr. K-1 DI</b></li> </ul>		<p><b>Basic:</b> Explains why it's important for all classmates to have access to information, to information sources, and to information technology.</p> <p><b>Proficient:</b> Uses information, information sources, and information technology efficiently and respectfully so that they are available for others to use.</p> <p><b>Exemplary:</b> Proposes strategies for ensuring that classmates and others have equitable access to information, to information sources, and to information technologies.</p>	<ul style="list-style-type: none"> <li>Observe kindergarten and first grade students using correct circulation procedures.</li> </ul>

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<b>Curricular Area: Social Responsibility</b>				
Content Standard: 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.				
<b>Concepts and Skills:</b> The student	<b>Benchmarks:</b> The student	<b>Examples where library may support classroom curriculum and instruction</b>	<b>Evaluative Criteria</b>	<b>Example Activities</b>
Respects the principles of intellectual freedom.	<ul style="list-style-type: none"> <li>Exercises his/her rights to free expression. <b>CS</b></li> <li>Respects the ideas of others when working in groups. <b>CS</b></li> </ul>	<ul style="list-style-type: none"> <li>Social Studies Curriculum: Civics Strand, Core Democratic Values K-12</li> </ul>	<p><b>Basic:</b> Defines or gives examples of "intellectual freedom".</p> <p><b>Proficient:</b> Analyzes the situation (e.g., a challenge to a book or video in the library media center) in terms of its relationship to intellectual freedom.</p> <p><b>Exemplary:</b> Predicts what might happen if the principles of intellectual freedom were ignored in one's own community.</p>	
Respects intellectual property rights.	<ul style="list-style-type: none"> <li>Explains copyright law as it pertains to the use of resources. <b>Gr. 3-5, 6-8, 9-12 DI</b></li> <li>Understands the concept of "fair use" and applies it. <b>CS</b></li> <li>Recognizes and diligently avoids plagiarism. <b>CS</b></li> <li>Expresses conclusions in his/her own words. <b>CS</b></li> <li>Follows bibliographic form and cites all information sources used. <b>CS</b></li> </ul>	<ul style="list-style-type: none"> <li>Language Arts Curriculum: Gr. 8 II D 25 Gr. 9 II D 1</li> <li>Student Code of Conduct</li> <li>Technology Fair Use Policy</li> </ul>	<p><b>Basic:</b> Gives examples of what it means to respect intellectual property rights.</p> <p><b>Proficient:</b> Analyzes situations (e.g., the creation of a term paper or the development of a multimedia product) to determine the steps necessary to respect intellectual property rights.</p> <p><b>Exemplary:</b> Avoids plagiarism, cites sources properly, makes copies, and incorporates text and images only with appropriate clearance, etc., when creating information products.</p>	<ul style="list-style-type: none"> <li>Third grade lesson on bibliographies.</li> </ul>
Uses information technology responsibly.	<ul style="list-style-type: none"> <li>Demonstrates a respect and care for the electronic devices in the school. <b>CS</b></li> <li>Follows acceptable use policies and guidelines. <b>CS</b></li> </ul>	<ul style="list-style-type: none"> <li>School-wide Technology Fair Use Policy</li> </ul>	<p><b>Basic:</b> States the main points of school policy on using computing and communications hardware, software, and networks.</p> <p><b>Proficient:</b> Locates appropriate information efficiently with the school's computing and communications hardware, software, and networks.</p> <p><b>Exemplary:</b> Follows all school's guidelines related to the use of computing and communications hardware, software, and networks when resolving information problems or questions.</p>	

DI = Direct Instruction by library media specialist

CS = Benchmarks related to other curricula where library media specialist may provide classroom support

No grade level indicated = K-12 strand