

Ninth Grade

Guidelines

For

Library

2005

STUDENT GRADE LEVEL INSTRUCTIONAL GUIDELINES

INFORMATION LITERACY

Effective school library media programs provide information literacy skills instruction.

Information literacy is the ability to locate, process, evaluate and utilize information. School library media programs provide information resources in a variety of formats and readability levels. The school library media specialist teaches students how to access, use and evaluate information resources efficiently and ethically based on academic or personal need. This instruction should be correlated to specific academic content standards and taught as an integrated process.

Benchmark A: Investigate information through independent discovery, peer collaboration, and inquiry learning; read a variety of literary material for academic need, personal interest and lifelong learning; and practice responsible usage and ethical behavior when using library media center materials.

Library Awareness

1. Access additional resources provided in the high school library media center.
2. Evaluate library materials and select formats based on information need and personal preference (e.g., e-book, digital media, print).
3. Locate resources using a title, subject, author, keyword and advanced searched in the library catalog or with appropriate online resources (e.g., Boolean operators or limiters, copyright year or material type).
4. Select appropriate reference tools to answer questions.

Literary Appreciation

5. Participate in library media center activities and reading celebrations.

Responsible Use

6. Understand plagiarism and its ramifications.
7. Discuss intellectual property, copyright and fair use.
8. Discuss access to information in a democratic society.

Lifelong Learning

9. Utilize public library for informational and personal needs.
10. Access government libraries and information services.

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Benchmark B: Determine and apply an evaluative process to all information sources chosen for a project.

Evaluating Resources

1. Define terms which determine information validity:
 - a. Accuracy;
 - b. Authority;
 - c. Objectivity;
 - d. Currency;
 - e. Coverage.
2. Determine the author's authority for all-resources and identify points of agreement and disagreement among sources.

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Benchmark C: Apply a research process model to conduct research and meet information needs.

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|---------------|---|
| <i>Decide</i> | <ol style="list-style-type: none"> 1. Determine the essential questions and plan research strategies. 2. Utilize basic and advanced search strategies to obtain topic-appropriate resources. |
| <i>Find</i> | <ol style="list-style-type: none"> 3. Select and evaluate appropriateness of information from a variety of resources, including online research databases and Web sites to answer the essential questions. |
| <i>Use</i> | <ol style="list-style-type: none"> 4. Integrate copyrighted information into an information product, following appropriate use guidelines (e.g., quote using proper citation format, request permission for use). 5. Identify relevant facts, check facts for accuracy and record appropriate information. |
| <i>Check</i> | <ol style="list-style-type: none"> 6. Analyze the information gathered through note taking, organize information into logical sequence, and create a draft product (e.g., report, research paper, presentation). 7. Incorporate a list of sources used in a project using a standard bibliographic style manual (e.g., MLA and APA Style Manuals). 8. Create and communicate findings through an appropriate format. |
| <i>Check</i> | <ol style="list-style-type: none"> 9. Evaluate the research process and product as they apply to the information need (e.g., does the process reflect the actual information need?). |

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TECHNOLOGY LITERACY

Effective school library media programs provide technology literacy skills instruction in the use of library-based technologies.

Technology literacy skills include appropriate and ethical use of technology for information access, retrieval, production and dissemination via electronic resource networks and the Internet.

Benchmark A: Formulate advanced search strategies, demonstrating an understanding of strengths and limitations of the Internet, and evaluate the quality and appropriate use of Internet resources.

Search Strategies

1. Identify multiple directories and search engines matching curricular need (e.g., given an assignment, use knowledge of tools to pick an appropriate tool to search for information).
2. Construct search strategies focused on the retrieval of specific search results by incorporating Boolean operators (“AND,” “OR,” “NOT”) and adjacency/proximity techniques.
3. Compare and chart the search results from multiple Web sites to check for consistency of information (e.g., compare data on acid rain from more than one site).

Web Site Evaluation

4. Establish criteria for evaluating the information retrieved through Internet searching (e.g., author’s expertise, bias, coverage of topic, timeliness).

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TECHNOLOGY LITERACY (Cont.)

Benchmark B: Evaluate choices of electronic resources and determine their strengths and limitations.

Electronic Resources

1. Integrate search strategies within the electronic resource that targets retrieval for a specific information need (e.g., limit by date of publication, focus on specific format such as image, sound file).
2. Review strengths and weaknesses of various of electronic resources for research need (e.g., compare subject-specific magazine database to general online index of articles).
3. Demonstrate the difference between databases, directories, and database archives (e.g., free vs. fee-based, delivery mechanism—CD, DVD, Network, Internet, and general vs. specific discipline).
4. Select a specific database for an assignment and explain why it is the appropriate one to use (e.g., in researching a particular author, use a library database or biographical and critical information about writers).

Benchmark C: Utilize the Internet for research, classroom assignments and appropriate personal interests.

Search Strategies

1. Identify directories and search engines.
2. Construct search strategies focused on the retrieval of specific search results by incorporating Boolean operators “AND,” “OR,” “NOT” and adjacency/proximity techniques.
3. Compare and chart the search results from multiple Web sites to check for consistency of information (e.g., compare data on acid rain from more than one site).

Evaluating Sources

4. Establish criteria for evaluating the information retrieved through Internet searching (e.g., author’s expertise, bias, coverage of topic, timeliness).

STUDENT GRADE LEVEL INSTRUCTIONAL GUIDELINES

MEDIA LITERACY

Effective school library media programs support the learning of media literacy skills in collaboration with classroom teachers, technology integration specialists and technology coordinators.

Media literacy encompasses the use of communication competencies and critical thinking skills, including the ability to access, interpret, evaluate and communicate information delivered in a variety of medium formats. Media-based resources include print and nonprint materials that use image, text, language, sound and motion to convey informational communications and messages.

Benchmark A: Comprehend that media communications deliver information and message that regard social, political, economical, aesthetic and ethical issues.

Media Messages

1. Infer and summarize information communicated, delivered and received by society as a whole.
2. Identify factors that influence reasons for the communication and delivery of information regarding social, economic, political, aesthetic and ethical issues (e.g., debate, argument, advocacy, policy, positioning).

Benchmark B: Evaluate various media practices used to contribute to the effectiveness of media communications and their impact on social, political, economical and ethical issues.

Media Elements

1. Recognize the conventions of visual media genres (e.g., talk shows, newscasts, documentaries, commercials, advertisements, billboards, Web pages).
2. Determine why and how intent and use of multimedia components, organizational patterns, production techniques and medium formats inform or influence social, economic, political, aesthetic and ethical issues (e.g., editing, figurative language, sound devices, literary techniques, black and white footage, set design in social-cultural contexts, effective packaging).

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Benchmark C: Critique and evaluate the intended impact of media communications and messages when delivered and received by society as a whole.

- Communicating With Media*
1. Infer and state the influence of media communications on society as a whole and in the shaping of governmental, social and cultural norms.
 2. Examine media communications for accuracy, relevancy, credibility and appropriateness (e.g., validity of authority, objectivity, balanced coverage, publication date, testimonial, glittering generalities, emotional word repetition, bait and switch).
 3. Recognize propaganda and rhetorical devices embedded in visual and text media components.
 4. Examine media communications and information products for the alignment of content, context and projected values.