

District Administrators: This is area must be addressed by all of your teachers, since the Librarian is not scheduled instructional periods with students.

Information Literacy/Library Media Course Content For 9th and 10th Grade

Course Content Identification Numbers:

The first symbol represents the grade level, the second symbol is the number of the state standard being addressed, the third number is the state benchmark being addressed and the decimal number is for the course content that addresses that specific standard and benchmark.

Example: 9-10 23.1 9-10 =grade level 2= standard 2 3=benchmark 1= the first course content skill

ACE Course Abilities for 9th and 10th Grades to be applied to Content Standards as appropriate to grade level:

Develop abilities in:

- A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

Information Literacy/Library Media Course Content For Grades 9-10

CONTENT STANDARD 1 - A student must identify the task and determine the resources needed.

ESSENTIAL VOCABULARY:

- | | | | |
|--|--|---|--|
| <input type="checkbox"/> validate, | <input type="checkbox"/> thesis statement, | <input type="checkbox"/> probing questions, | <input type="checkbox"/> task definition, |
| <input type="checkbox"/> essential question, | <input type="checkbox"/> detail, currency, | <input type="checkbox"/> primary/secondary sources, | <input type="checkbox"/> location and access |
| <input type="checkbox"/> RADCAB (relevance, appropriateness, authority and bias) | | | |

9-10 11.0 Define the problem.

- .1 Identify the topic
- .2 Recognize task-related vocabulary and keywords
- .3 Recognize the problem or task
- .4 Discuss the steps needed to solve the problem or task

9-10 12.0 Determine the nature and extent of information needed.

- .1 Compile a list of possible resources (e.g., print, nonprint and digital)
- .2 Develop and implement with guidance essential questions that go beyond facts (probing questions) into the problem

9-10 13.0 Evaluate and select appropriate resources.

- .1 Identify accurate information (Relevance, Appropriateness, Detail, Currency, Authority, Bias)
- .2 Evaluate all selected topic-related resources based on task criteria
- .3 Distinguish between and incorporate appropriate primary/secondary sources
- .4 Reevaluate the problem and resources, refine if needed
- .5 Select appropriate resources to solve the problem

Information Literacy/Library Media Course Content For Grades 9-10 (cont.)

CONTENT STANDARD 2 - A student must locate sources, use information, and present findings.

ESSENTIAL VOCABULARY:

- | | | |
|---|--|--|
| <input type="checkbox"/> free Web resources | <input type="checkbox"/> limiters/advanced search (e.g., Boolean, quotations, etc.) | <input type="checkbox"/> database |
| <input type="checkbox"/> search engines | <input type="checkbox"/> hand-chosen | <input type="checkbox"/> invisible web |
| <input type="checkbox"/> location and access | <input type="checkbox"/> domain | <input type="checkbox"/> URL |
| <input type="checkbox"/> information seeking strategies | <input type="checkbox"/> cross reference (e.g., see and see-also, related terms, related subjects) | <input type="checkbox"/> evaluative criteria |
| <input type="checkbox"/> divergent perspectives | <input type="checkbox"/> inference | <input type="checkbox"/> paraphrase |
| <input type="checkbox"/> direct quotation | <input type="checkbox"/> use of information | <input type="checkbox"/> graphic organizers |
| <input type="checkbox"/> outline | <input type="checkbox"/> synthesis | <input type="checkbox"/> summary |
| | | <input type="checkbox"/> note cards |

9-10 21.0 Locate multiple resources using a variety of search tools.

- .1 Utilize library/media facility
- .2 Participate in Library/Media orientation
- .3 Demonstrate ability to access and search available print and nonprint material including the library catalog (using advanced searches)
- .4 Demonstrate ability to access and search available digital resources
- .5 Differentiate between subscription and free Web resources
- .6 Navigate within a digital database
- .7 Narrow search results using limiters within a digital search
- .8 Perform an advanced search using search engine(s) and digital database(s)

9-10 22.0 Evaluate resources.

- .1 Follow criteria to evaluate resource for Accuracy, Relevance, Authority, Detail, Currency, Bias
- .2 Identify and discuss the domain within the URL
- .3 Follow evaluative criteria to match the resource to the task

9-10 23.0 Locate information within a wide variety of resources.

- .1 Sort within selected digital databases (e.g., relevance, date, publication, author)
- .2 Choose keywords to locate and cross reference information to match the task (e.g., index, table of contents, glossary)
- .3 Identify divergent perspectives during information gathering
- .4 Document location of information within resources

Information Literacy/Library Media Course Content For Grades 9-10 (cont.)

9-10 24.0 Extract information from a wide variety of resources needed to solve the problem.

- .1 Read, view and listen to make inferences
- .2 Gather information relevant to the formulated questions
- .3 Determine the correct usage of summaries, paraphrases and direct quotations, then replicate.
- .4 Cite each source
- .5 Assess information extracted to solve the problem

9-10 25.0 Organize and manage information from a wide variety of sources to solve the problem.

- .1 Sort and categorize gathered information (e.g., graphic organizers, note cards, outline)
- .2 Review and refine the gathered information

9-10 26.0 Create and defend a product that presents findings.

- .1 Choose the appropriate medium for presentation based on audience (e.g., oral, written, or digital)
- .2 Create original product
- .3 Evaluate the process, refine if needed
- .4 Present and defend the product

CONTENT STANDARD 3 - A student must evaluate the product and learning process.

ESSENTIAL VOCABULARY:

rubrics wikis blogs evaluation time management evaluation

9-10 31.0 Assess the quality and effectiveness of the product.

- .1 Use guidelines to self-assess the product
- .2 Use guidelines to compare self-assessment to teacher and peer evaluation (e.g., rubrics, wikis, blogs, class discussion)
- .3 Revise, edit, rewrite based on assessments (self, peer, teacher)

9-10 32.0 Evaluate the process in order to revise strategies.

- .1 Examine the strengths and weaknesses of the process
- .2 Evaluate time management throughout the process
- .3 Reflect on the process to make improvements

Information Literacy/Library Media Course Content For Grades 9-10 (cont.)

CONTENT STANDARD 4 - A student must use information safely, ethically and legally.

ESSENTIAL VOCABULARY:

- | | | |
|---|--|---|
| <input type="checkbox"/> acceptable use policy (district specified) | <input type="checkbox"/> netiquette | <input type="checkbox"/> location and access |
| <input type="checkbox"/> use of information | <input type="checkbox"/> citation | <input type="checkbox"/> parenthetical in-text citation |
| <input type="checkbox"/> credit intellectual property of others | <input type="checkbox"/> fair use | <input type="checkbox"/> creative commons |
| <input type="checkbox"/> plagiarism | <input type="checkbox"/> public domain | <input type="checkbox"/> task definition |
| <input type="checkbox"/> synthesis | <input type="checkbox"/> digital citizenship | <input type="checkbox"/> blended learning |
| <input type="checkbox"/> Web 2.0 | <input type="checkbox"/> face to face | |

9-10 41.0 Legally obtain, store and disseminate text, data, images or sounds.

- .1 Respect intellectual property
- .2 Adheres to acceptable use policies (e.g., technology/media, loan policies)
- .3 Demonstrate safe and ethical Internet use
- .4 Use information and technology responsibly

9-10 42.0 Follow copyright laws and fair use guidelines when using the intellectual property of others.

- .1 Use summarizing, paraphrasing and direct quotes correctly
- .2 Use in-text citation (e.g., parenthetical citation) correctly
- .3 Produce components for a citation source (e.g., MLA, APA)
- .4 Credit the intellectual property of others (e.g., video, music, website, audio, digital, artwork, photography, interview, presentations)
- .5 Generate creative commons (copyrights) for personal works
- .6 Adhere to copyright laws (e.g., fair use, creative commons, plagiarism, public domain)

9-10 43.0 Participate and collaborate in intellectual and social networks following safe and accepted practices.

- .1 State appropriate netiquette use guidelines in online settings (e.g., blogs, wikis, Web 2.0)
- .2 Apply appropriate netiquette use guidelines
- .3 Collaborate and participate effectively within a safe, social environment (e.g., face to face, blended learning)

Information Literacy/Library Media Course Content For Grades 9-10 (cont.)

CONTENT STANDARD 5 - A student must pursue personal interests through literature and other creative expressions.

ESSENTIAL VOCABULARY:

- | | | | |
|--|--|--|---|
| <input type="checkbox"/> task definition | <input type="checkbox"/> use of information | <input type="checkbox"/> synthesis | <input type="checkbox"/> public domain |
| <input type="checkbox"/> genre | <input type="checkbox"/> creative expression | <input type="checkbox"/> cultural expression | <input type="checkbox"/> cultural bias |
| <input type="checkbox"/> authenticity | <input type="checkbox"/> location and access | <input type="checkbox"/> intellectual freedom | <input type="checkbox"/> propaganda |
| <input type="checkbox"/> banned books | <input type="checkbox"/> challenged books | <input type="checkbox"/> Interlibrary loan (ILL) | <input type="checkbox"/> information seeking strategies |

9-10 51.0 Use and critique a variety of print and digital formats for pleasure and personal growth.

- .1 Explore a variety of formats based on personal interest
- .2 Compare and contrast different formats (e.g., digital, fiction, nonfiction)

9-10 52.0 Use and critique a variety of genres for pleasure and personal growth.

- .1 Self-select and critique literature in different genres

9-10 53.0 Evaluate multiple resources and other creative expressions from diverse cultures, including Montana American Indians (go to www.opi.mt.gov/IndianEd for model lessons).

- .1 Select a variety of materials representing diverse cultures and viewpoints, including Montana American Indians
- .2 Recognize and acknowledge cultural impact upon creative expression (e.g., art, tradition, religion, language)
- .3 Compare and contrast examples of diversity in cultural expression
- .4 Evaluate selected materials for cultural bias and authenticity

9-10 54.0 Access and use resources and information from all types of information environments to pursue personal and creative interests.

- .1 Explore and define Intellectual Freedom (e.g., banned books, propaganda, challenged books)
- .2 Access resources beyond the school library (e.g., online, digital, other libraries, interlibrary loan services, museums)

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Information Literacy/Library Media Course Content For 11th and 12th Grade

Course Content Identification Numbers:

The first symbol represents the grade level, the second symbol is the number of the state standard being addressed, the third number is the state benchmark being addressed and the decimal number is for the course content that addresses that specific standard and benchmark.

Example: 11-12 23.1 11-12=grade level 2= standard 2 3=benchmark 1= the first course content skill

ACE Course Abilities for 11th and 12th Grades to be applied to Content Standards as appropriate to grade level:

Develop abilities in:

- A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

Information Literacy/Library Media Course Content For Grades 11-12

CONTENT STANDARD 1 - A student must identify the task and determine the resources needed.

ESSENTIAL VOCABULARY:

- | | | | |
|--|---|-------------------------------------|--|
| <input type="checkbox"/> authenticate | <input type="checkbox"/> thesis statement | <input type="checkbox"/> intralocal | <input type="checkbox"/> interlocal |
| <input type="checkbox"/> probing questions | <input type="checkbox"/> task definition | | |
| <input type="checkbox"/> RADCAB (relevance, appropriateness, detail, currency, authority and bias) | | | <input type="checkbox"/> location and access |
| <input type="checkbox"/> primary/secondary sources | | | |

11-12 11.0 Define the problem.

- .1 Identify the topic
- .2 Recognize task-related vocabulary and keywords
- .3 Recognize the problem or task
- .4 Discuss the steps needed to solve the problem or task

11-12 12.0 Determine the nature and extent of information needed.

- .1 Compile a list of possible resources (e.g., Intralocal, Interlocal)
- .2 Develop & Implement independently essential questions which go beyond facts (probing questions) into the problem

11-12 13.0 Evaluate and select appropriate resources

- .1 Interpret information for relevance, appropriateness, detail, currency, authority and bias
- .2 Compare and contrast all selected topic-related resources
- .3 Incorporate primary and/or secondary sources appropriately
- .4 Reevaluate the problems and resources, refine if needed
- .5 Select appropriate resources to solve the problem

Information Literacy/Library Media Course Content For Grades 11-12 (cont.)

CONTENT STANDARD 2 - A student must locate sources, use information, and present findings.

ESSENTIAL VOCABULARY:

- | | | |
|---|--|--|
| <input type="checkbox"/> free Web resources | <input type="checkbox"/> limiters/advanced search (e.g., Boolean, quotations, etc.) | <input type="checkbox"/> database |
| <input type="checkbox"/> search engines | <input type="checkbox"/> hand-chosen | <input type="checkbox"/> invisible web |
| <input type="checkbox"/> domain | <input type="checkbox"/> URL | <input type="checkbox"/> evaluative criteria |
| <input type="checkbox"/> information seeking strategies | <input type="checkbox"/> cross-reference (e.g., see and see-also, related terms, related subjects) | <input type="checkbox"/> location and access |
| <input type="checkbox"/> divergent perspectives | <input type="checkbox"/> use of information | <input type="checkbox"/> synthesis |
| | <input type="checkbox"/> inference | <input type="checkbox"/> paraphrase |

11-12 21.0 Locate multiple resources using a variety of search tools.

- .1 Utilize library/media facility
- .2 Access and search available print and nonprint material including the library catalog (using advanced searches)
- .3 Access and search available digital resources
- .4 Use subscription databases and free Web resources
- .5 Narrow search results independently using limiters within a digital search
- .6 Perform advanced searches within digital resources (e.g., Web pages, digital collections, search engines, databases)

11-12 22.0 Evaluate resources.

- .1 Evaluate resource for Accuracy, Relevance, Authority, Detail, Currency, Bias
- .2 Evaluate and differentiate the domain within the URL

11-12 23.0 Locate information within a wide variety of resources.

- .1 Sort within digital databases (e.g., relevance, date, publication, author)
- .2 Use keywords to locate and cross-reference information to match the task (e.g., index, table of contents, glossary)
- .3 Identify and include divergent perspectives during information gathering
- .4 Document location of information within resources

11-12 24.0 Extract information from a wide variety of resources needed to solve the problem.

- .1 Read, view and listen to make inferences
- .2 Gather information relevant to the formulated questions
- .3 Summarize, paraphrase and/or directly quote facts and details relevant to the question (e.g., note taking)
- .4 Cite each source
- .5 Assess information extracted to solve the problem

Information Literacy/Library Media Course Content For Grades 11-12 (cont.)

11-12 25.0 Organize and manage information from a wide variety of sources to solve the problem.

- .1 Sort and categorize gathered information (e.g., graphic organizers, note cards, outline)
- .2 Review and refine the gathered information

11-12 26.0 Create and defend a product that presents findings.

- .1 Choose the appropriate medium for presentation based on audience (e.g., oral, written, or digital)
- .2 Create original product
- .3 Evaluate the process, refine if needed
- .4 Present and defend the product

CONTENT STANDARD 3 - A student must evaluate the product and learning process.

ESSENTIAL VOCABULARY:

- rubrics
- wikis
- blogs
- evaluation
- time management
- evaluation

11-12 31.0 Assess the quality and effectiveness of the product.

- .1 Self-assess the product
- .2 Compare self-assessment to teacher and peer evaluations (e.g., rubrics, wikis, blogs, class discussion)
- .3 Consider revision, editing, rewriting based on assessments (self, peer, teacher)

11-12 32.0 Evaluate the process in order to revise strategies.

- .1 Judge the strengths and weaknesses of the process
- .2 Evaluate time management throughout the process
- .3 Reflect on the process to make improvements

Information Literacy/Library Media Course Content For Grades 11-12 (cont.)

CONTENT STANDARD 4 - A student must use information safely, ethically and legally.

ESSENTIAL VOCABULARY:

- | | | | |
|---|--|---|-------------------------------------|
| <input type="checkbox"/> acceptable use policy (district specified) | <input type="checkbox"/> netiquette | <input type="checkbox"/> location and access | |
| <input type="checkbox"/> use of information | <input type="checkbox"/> citation | <input type="checkbox"/> parenthetical in-text citation | |
| <input type="checkbox"/> intellectual property | <input type="checkbox"/> fair use | <input type="checkbox"/> creative commons | <input type="checkbox"/> plagiarism |
| <input type="checkbox"/> public domain | <input type="checkbox"/> task definition | <input type="checkbox"/> synthesis | |
| <input type="checkbox"/> digital citizenship blended learning | <input type="checkbox"/> Web 2.0 | <input type="checkbox"/> face to face | |
| <input type="checkbox"/> task definition | | | |

11-12 41.0 Legally obtain, store and disseminate text, data, images or sounds.

- .1 Respect intellectual property
- .2 Adheres to acceptable use policies (e.g., technology/media, loan policies)
- .3 Use the Internet safely and ethically
- .4 Use and manipulate information and technology responsibly

11-12 42.0 Follow copyright laws and fair use guidelines when using the intellectual property of others.

- .1 Use summarizing, paraphrasing and direct quotes correctly
- .2 Use in-text citation (e.g., parenthetical citation) correctly
- .3 Produce components for a citation source (e.g., MLA, APA)
- .4 Credit the intellectual property of others (e.g., video, music, Website, audio, digital, artwork, photography, interview, presentations)
- .5 Generate creative commons (copyrights) for personal works
- .6 Adhere to copyright laws (e.g., fair use, creative commons, plagiarism, public domain)

11-12 43.0 Participate and collaborate in intellectual and social networks following safe and accepted practices.

- .1 Describes responsible digital citizenship
- .2 Demonstrates responsible digital citizenship
- .3 Participate in social networks appropriately (e.g., blogs, wikis, Web 2.0, face to face, blended learning)

Information Literacy/Library Media Course Content For Grades 11-12 (cont.)

CONTENT STANDARD 5 - A student must pursue personal interests through literature and other creative expressions.

ESSENTIAL VOCABULARY:

- | | | | |
|---|---|--|--|
| <input type="checkbox"/> task definition | <input type="checkbox"/> use of information | <input type="checkbox"/> synthesis | <input type="checkbox"/> public domain |
| <input type="checkbox"/> genre | <input type="checkbox"/> task definition | <input type="checkbox"/> use of information | |
| <input type="checkbox"/> creative expression | <input type="checkbox"/> cultural expression | <input type="checkbox"/> cultural bias | <input type="checkbox"/> authenticity |
| <input type="checkbox"/> location and access | <input type="checkbox"/> intellectual freedom | <input type="checkbox"/> propaganda | |
| <input type="checkbox"/> banned books | <input type="checkbox"/> challenged books | <input type="checkbox"/> interlibrary loan (ILL) | |
| <input type="checkbox"/> information seeking strategies | <input type="checkbox"/> location and access | | |

11-12 51.0 Use and critique a variety of print and digital formats for pleasure and personal growth.

- .1 Explore a variety of formats based on personal interest
- .2 Compare and contrast different formats (e.g., audio, digital, fiction, nonfiction)

11-12 52.0 Use and critique a variety of genres for pleasure and personal growth.

- .1 Self select and critique literature in different genres

11-12 53.0 Evaluate multiple resources and other creative expressions from diverse cultures, including Montana American Indians (go to www.opi.mt.gov/IndianEd for model lessons).

- .1 Select a variety of materials representing diverse cultures and viewpoints, including Montana American Indians
- .2 Recognize and acknowledge cultural impact upon creative expression (e.g., art, tradition, religion, language)
- .3 Compare and contrast examples of diversity in cultural expression
- .4 Evaluate selected materials for cultural bias and authenticity

11-12 54.0 Access and use resources and information from all types of information environments to pursue personal and creative interests

- .1 Interpret intellectual freedom (e.g., banned books, propaganda, challenged books)
- .2 Access resources beyond the school library (e.g., online, digital, other libraries, interlibrary loan services, museums)