

ODE SCHOOL LIBRARY GUIDELINES ~GRADE 10~

INFORMATION LITERACY—Effective school library media programs provide information literacy skills instruction.

***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.*

- _____ 1. Select library materials and equipment based on information or personal need and recommend items to include 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 searches in the library catalog or with appropriate online resources (e.g., Boolean operators or limiters, copyright year, or material type).
- _____ 4. Make meaningful connections between classroom learning, information skills and real-life situations.
- _____ 5. Read for pleasure and information.
- _____ 6. Understand complex forms of literary expression.
- _____ 7. Explore works of authors who write in different fictional genres and literary styles.
- _____ 8. Read a variety of award-winning material, from classic literature to best sellers (e.g., the Michael Printz Award).
- _____ 9. Demonstrate an appreciation of intellectual property rights and awareness of intellectual property issues.
- _____ 10. Understand the importance of diverse information and access to information in a democratic society.
- _____ 11. Utilize public library for information and personal needs.
- _____ 12. Access academic (college and university) libraries for advanced information on an academic subject.

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

- _____ 1. Examine information for its accuracy and relevance to an information need (e.g., for a report on pollution, find information from sources that have correct and current information related to the topic).
- _____ 2. Identify relevant facts, check facts for accuracy and record appropriate information (e.g., follow a standard procedure to check information sources used in a project).
- _____ 3. Select appropriate information on two sides of an issue (e.g., identify the authors of each information source and their expertise and/or bias).

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

- _____ 1. Select the essential question to be examined by the research.
- _____ 2. Utilize basic and advanced search strategies to obtain topic-appropriate resources.
- _____ 3. Evaluate information, select relevant and pertinent information found in each source and maintain accurate records of sources used.
- _____ 4. Organize and analyze information through note taking and finding connections that lead to a final product.
- _____ 5. Follow copyright laws and guidelines, using standard bibliographic format to list sources.
- _____ 6. Create and communicate findings through an appropriate format.
- _____ 7. Review and evaluate the research process and resources used to determine how the process might be improved.
- _____ 8. Evaluate the research product for ways to improve the communication of information.

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

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

- _____ 1. Construct an effective search strategy to retrieve relevant information through multiple search engines, directories and Internet resources.
- _____ 2. Employ a systematic approach to judge the validity of Web information matched against the defined information need (e.g., researching an author through the Web requires finding biographical information plus criticisms of the author's works).
- _____ 3. Examine the information retrieved through Internet searching for authenticity of information, bias, currency, relevance and appropriateness.

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

- _____ 1. Choose a topic, then identify appropriate electronic resources to use, citing the name and date of the resource medium database or archive collection.
- _____ 2. Research and critique information in different types of subscription (fee-based) electronic resources to locate information for a curricular need.
- _____ 3. Investigate tools within electronic resources to generate search strategies (e.g., use a thesaurus to identify subject terms for improved retrieval of information).

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

- _____ 1. Construct an effective search strategy to retrieve relevant information through multiple search engines, directories and Internet resources.
- _____ 2. Narrow or broaden the search strategy by modifying the keywords entered in the original search strategy.
- _____ 3. Employ a systematic approach to judge the validity of a Web information match against the defined information need (e.g., researching an author through the Web requires finding biographical information plus criticisms of the author's works).
- _____ 4. Examine the information retrieved through Internet searching for authenticity of information, bias, currency, relevance and appropriateness.

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.

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

- _____ 1. Examine the social, economic, political, aesthetic and ethical functions and purposes embedded in media communications.
- _____ 2. Compare and contrast the effectiveness of multimedia components and medium formats used to produce and deliver various communications and information for social, economic, political, aesthetic and ethical issues.

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.

- _____ 1. Discuss manipulation of the rules and expectations for media genres to affect and influence social, economic, political, aesthetic and ethical issues, and society as a whole.
- _____ 2. Assess procedures and decision-making processes involved in the construction of various media communications and messages, and the degree to which the results impact social, economic, political, aesthetic and ethical issues, and society as a whole.
- _____ 3. Demonstrate how use of multimedia components, organizational patterns, production techniques and medium formats to 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).

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

- _____ 1. Summarize and state the pros and cons of media communications on society as a whole and in the shaping of governmental, social and cultural norms.
- _____ 2. Assess media communications for bias, fallacious reasoning, unsupported inferences, propaganda, rhetoric, stereotyping, accuracy, relevancy and credibility.