

# ODE SCHOOL LIBRARY GUIDELINES ~GRADE 11~

## **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. Access the library facility in person and remotely when needed.
- \_\_\_\_\_ 2. Locate resources using a title, subject or author, keyword and advanced searches search in the library catalog or with appropriate online resources (e.g., Boolean operators or limiters, copyright year or material type).
- \_\_\_\_\_ 3. Identify authors and their literary works.
- \_\_\_\_\_ 4. Read a variety of award-winning material, from classic literature to best sellers.
- \_\_\_\_\_ 5. Demonstrate an appreciation of intellectual property rights and awareness of intellectual property issues.
- \_\_\_\_\_ 6. Understand the importance of diverse information and access to information in a democratic society.
- \_\_\_\_\_ 7. Select types of libraries to use based on informational or personal needs.

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

- \_\_\_\_\_ 1. Seek and evaluate information to answer both personal and curricular needs.
- \_\_\_\_\_ 2. Evaluate information collected to answer both personal and curricular needs to determine its accuracy, authority, objectivity, currency and coverage.
- \_\_\_\_\_ 3. Determine valid information for an assignment from a variety of sources.

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

- \_\_\_\_\_ 1. Select essential questions for research and use a recognized or personally developed model to conduct independent research.
- \_\_\_\_\_ 2. Utilize basic and advanced search strategies to obtain topic-appropriate resources.
- \_\_\_\_\_ 3. Identify, evaluate and select relevant and pertinent information found in each source.
- \_\_\_\_\_ 4. Identify relevant facts, check for validity and record appropriate information keeping track of all sources.
- \_\_\_\_\_ 5. Analyze information and communicate in oral, written or other format.
- \_\_\_\_\_ 6. Respect copyright laws and guidelines, and use standard bibliographic format to list sources.
- \_\_\_\_\_ 7. Create and communicate findings through an appropriate format.
- \_\_\_\_\_ 8. Critique and revise the information product.
- \_\_\_\_\_ 9. Review the research process and product for efficiency and effectiveness.

## **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. Demonstrate the use of parentheses for nesting search terms to alter retrieval strategies through multiple Internet resources.
- \_\_\_\_\_ 2. Create a product on a specific curricular topic that includes annotated Web sites constructed according to a standard style manual (e.g., electronic pathfinder on careers).
- \_\_\_\_\_ 3. Develop a systematic approach to judge the value of the retrieved Web information.

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

- \_\_\_\_\_ 1. Modify a search through the use of different key words and other techniques specific to an electronic resource (e.g., online database, Web-based index).
- \_\_\_\_\_ 2. Integrate online subscription resources and other electronic media to meet needs for research and communication on a routine basis.
- \_\_\_\_\_ 3. Differentiate coverage of electronic resources to select information need.
- \_\_\_\_\_ 4. Support choices of free and fee-based Web information used to create a class project.

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

- \_\_\_\_\_ 1. Demonstrate the use of parentheses for nesting search terms to alter retrieval strategies through multiple Internet resources.
- \_\_\_\_\_ 2. Create a project on a specific curricular topic that includes annotated Web sites constructed according to a standard style manual (e.g., electronic pathfinder on careers).
- \_\_\_\_\_ 3. Develop a systematic approach to judge the value of the retrieved Web information.

**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. Assess information communicated, delivered and received by society as a whole.
- \_\_\_\_\_ 2. State reasons for media communications and delivery in support of 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.*

- \_\_\_\_\_ 1. Critique procedures and decision-making processes involved in the construction of media communications and messages, for results that impact social, economic, political, aesthetic and ethical issues, and society as a whole.
- \_\_\_\_\_ 2. Assess and consider the legal and ethical responsibilities involved in the construction and delivery of media communication and information.

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

- \_\_\_\_\_ 1. Assess influences of media communications on society as a whole and in the shaping of governmental, social and cultural norms.
- \_\_\_\_\_ 2. Assess media communications for complexities and discrepancies, as well as for accuracy, relevancy and credibility.
- \_\_\_\_\_ 3. Critique media communications and information products for alignment of content, context and projected values.