

Grade 11 Library 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	Date Achieved
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).	
Literary Appreciation	
3. Identify authors and their literary works.	
4. Read a variety of award-winning material, from classic literature to best sellers.	
Responsible Use	
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.	
Lifelong Learning	
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.

Evaluating Resources	Date Achieved
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.

Decide	Date Achieved
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.	
Find	
3. Identify, evaluate and select relevant and pertinent information found in each source.	
Use	
4. Identify relevant facts, check for validity and record appropriate information keeping track of all sources.	
Check	
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.

Technology literacy skills include the 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 the strengths and limitations of the Internet, and evaluate the quality and appropriate use of Internet resources.

Search Strategies	Date Achieved
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).	
Web Site Evaluation	
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.

Electronic Resources	Date Achieved
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.

Search Strategies	Date Achieved
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).	
Evaluating Sources	
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.

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 messages that regard social, political, economical, aesthetic and ethical issues.

Media Messages	Date Achieved
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.

Media Elements	Date Achieved
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.

Communicating with Media	Date Achieved
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.	