

## Grade 12 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.

<b>Library Awareness</b>	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 in the library catalog (e.g., Boolean operators and/or limiters such as copyright or material type).	
<b>Literary Appreciation</b>	
3. Identify authors and their literary works.	
4. Read a variety of award-winning material for educational and personal enjoyment.	
<b>Responsible Use</b>	
5. Observe intellectual property rights and copyright restrictions.	
6. Respect the principles of intellectual freedom and intellectual property rights.	
<b>Lifelong Learning</b>	
7. Continue to use the public library after graduation and throughout life for informational and personal needs.	
8. Use a variety of libraries for academic achievement and lifelong learning after graduation (e.g., university libraries, career/work-related libraries).	

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

<b>Evaluating Resources</b>	Date Achieved
1. Evaluate information collected to answer both personal and curricular needs to determine its accuracy, authority, objectivity, currency and coverage.	
2. Acknowledge intellectual property in using information sources.	
3. Determine and apply an evaluative process to all information sources chosen for a project.	

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

<b>Decide</b>	Date Achieved
1. Derive a personally developed research model to conduct independent research.	
<b>Find</b>	
2. Refine the information question to focus the research process, modifying the question as necessary to broaden or narrow the inquiry.	
<b>Use</b>	
3. Critique information sources to determine if different points of view are included.	
4. Integrate multiple information sources in the research process.	
5. Create a product to communicate information, representing a personal point of view based on findings.	
<b>Check</b>	
6. Adhere to copyright and intellectual property laws and guidelines when creating new products (e.g., standard bibliographic format, permissions to use information created by others).	
7. Archive final product in an accessible format for future use.	

## 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.

<b>Search Strategies</b>	Date Achieved
1. Synthesize search results retrieved from a variety of Internet resources to create an information product for a targeted audience.	
2. Incorporate defined field searching by initiating a search string identifying the desired field of information to be retrieved (e.g., search author or title).	
<b>Web Site Evaluation</b>	
3. Critique research retrieved through the Internet for authority, accuracy, objectivity, currency, coverage and relevancy.	

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

<b>Electronic Resources</b>	Date Achieved
1. Research information from electronic archives (e.g., listserv archives, Web log sites).	
2. Use a variety of technology resources for curriculum and personal information needs (e.g., streaming video, CD/DVD, subscription database).	
3. Evaluate technology resources and determine strengths and weaknesses for curricular or personal needs.	
4. Select appropriate tool, online resource or Web.	

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

<b>Search Strategies</b>	Date Achieved
1. Incorporate defined field searching by initiating a search string identifying the desired field of information to be retrieved (e.g., search author or title).	
2. Create a stand-alone system for tracking Internet resources for personal and academic needs (e.g., postsecondary institutions of interest).	
<b>Evaluating Sources</b>	
3. Synthesize search results retrieved from a variety of Internet resources to create an information product for a targeted audience.	
4. Critique research retrieved through the Internet for authority, accuracy, objectivity, currency, coverage and relevancy.	

## 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. Examine and evaluate information communicated, delivered and received by society as a whole.	
2. Analyze and critique social, economic, political, aesthetic and ethical functions and purposes embedded in media communications.	

**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. Employ as appropriate Universal Design principles for construction of media communications, messages and products that address social, economic, political, aesthetic and ethical issues.	
2. Employ and practice legal and ethical responsibilities involved in the construction and delivery of media communications and information that address social, economic, political, aesthetic and ethical issues.	

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

<b>Communicating with Media</b>	Date Achieved
1. Analyze the influences of media communications on society as a whole and in the shaping of governmental, social and cultural norms.	
2. Critique media communications for complexities and discrepancies, accuracy, relevancy and credibility.	
3. Evaluate media communications and information products for alignment of content, context and projected values.	