

## Grade 8 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:** Understand the function of the school library media center, recognize other types of libraries, and use a variety of libraries to meet informational and personal needs.

<b>Library Awareness</b>	Date Achieved
1. Access the library facility in person and remotely when needed (e.g., via the Internet).	
2. Discuss search strategies and information retrieval methods with the library media specialist or library staff member as needed.	
3. Identify books and library materials to include in the school library media center.	
4. Participate in library media center activities and reading celebrations (e.g., Right to Read Week, Teen Read Week, School Library Media Month).	
<b>Lifelong Learning</b>	
5. Utilize public library for informational and personal needs.	

**Benchmark B:** Identify information needs, select school library media books and materials in a variety of formats, and demonstrate responsible use and ethical behavior when using library media materials.

	Date Achieved
1. Select appropriate library materials based on information, format and communication need.	
<b>Circulation</b>	
2. Demonstrate proper care of books and other library media center materials and use appropriate procedures when borrowing library material (e.g., follow check-out and check-in procedures and return materials on time).	

<b>Library Organization</b>	
3. Select appropriate reference tools to answer questions.	
4. Locate resources using a title, subject or author, keyword and advanced searches search in the library catalog.	
5. Understand that parents must sign the district Acceptable Use Policy (AUP) and that it sets the expectation for appropriate use of electronic resources and the Internet.	
6. Understand plagiarism and its ramifications.	
7. Discuss intellectual property, copyright and fair use.	
8. Recognize individual rights of others and practice tolerance.	

**Benchmark C:** Select literature by genre based on need and personal enjoyment.

<b>Reading Encouragement</b>	Date Achieved
1. Read for pleasure and information.	
2. Understand character traits and actions presented in reading material.	
3. Participate in choral speaking, creative dramatics and other literary enrichment activities.	
4. Identify authors who write books in different fictional genres and literary styles (e.g., classics, world literature, American literature).	
5. Read award-winning books and understand that the award is given for the writing of the book (e.g., Newbery, King, Wilder).	

**Benchmark D:** Evaluate the accuracy, authority, objectivity, currency, coverage and relevance of information and data sources.

<b>Evaluating Resources</b>	Date Achieved
1. Understand the structure and organization of information sources including keywords, subject directory or subject search in a library catalog.	
2. Demonstrate how to determine copyright issues when creating new products: <ul style="list-style-type: none"> <li>a. Ask permission to use articles, quotations and graphics;</li> <li>b. Credit information to be included in the product.</li> </ul>	
3. Examine two Web sites with opposing viewpoints and describe the objectivity and intent of the author (e.g., candidates in an election, controversial subjects).	
4. Evaluate the validity of information by comparing information from different sources for accuracy. (e.g., What makes the author an expert? Is information the same in multiple sources?)	

**Benchmark E:** Conduct research and follow a research process model that includes the following: develop essential question; identify resources; select, use and analyze information; synthesize and generate a product; and evaluate both process and product.

<b>Decide</b>	Date Achieved
1. Formulate an essential question to guide the research process.	
<b>Find</b>	
2. Identify and evaluate relevant information and select pertinent information found in each source.	
3. Expand search strategies by using Boolean logic.	
4. Narrow or broaden search topic/question according to how many resources are located.	
5. Seek information from a variety of viewpoints.	
<b>Use</b>	
6. Analyze information, finding connections that lead to a final information product.	
7. Demonstrate how to determine copyright issues when creating new products (e.g., permissions to use articles and graphics, credit information to be included).	
8. Use a teacher- or district-designated citation-style manual to credit sources used in work (e.g., MLA Style Manual, APA Guidelines).	
9. Examine diverse opinions and points-of-view to develop and modify individual point-of-view (e.g., view culture, background, historical context).	
10. Take notes, organize information into logical sequence, and create a draft product (e.g., report, research paper, presentation).	
11. Digitize information for archiving and future use (e.g., creating an electronic portfolio of curricular projects).	
<b>Check</b>	
12. Revise and edit the information product.	
13. Communicate, publish and disseminate findings to multiple audiences in a variety of formats (e.g., report, speech, presentation, Web site).	
14. Evaluate the final product for its adherence to project requirements. (e.g., Recognize weaknesses in process and product and find ways to improve.)	

## 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:** Use the online public access catalog to locate school library materials for classroom assignments and personal interests.

<b>Online Public Access Catalog</b>	Date Achieved
1. Perform advanced OPAC searches by using Boolean operators, keywords, and subject terms (e.g., "AND," "OR," "NOT").	
2. Select library materials based on descriptors and subject terms in the OPAC bibliographic record.	
3. Access the school library OPAC and other available OPACs remotely.	

**Benchmark B:** Develop search strategies, retrieve information in a variety of formats and evaluate the quality and appropriate use of Internet resources.

<b>Internet Concepts</b>	Date Achieved
1. Troubleshoot error messages in a Web browser (e.g., procedure to use when a page is not found to verify the address, use refresh and stop buttons).	
<b>Search Strategies</b>	
2. Incorporate Boolean operators in the search process for curricular needs (e.g., know the basic Boolean operators and use them in a search).	
3. Compare information found in searches done on different search engines, directory, search engine, meta engine; and discuss differences in how search engines select and provide information (e.g., results ranked by relevancy, popularity or paid placement).	
<b>Web Site Evaluation</b>	
4. Compare several Web sites on the same topic and evaluate the purpose of each site (e.g., use several sites for a specific curricular need and note whether the sites have similar or conflicting data).	

**Benchmark C:** Select, access and use appropriate electronic resources for a defined information need.

<b>Electronic Resources</b>	Date Achieved
1. Select research databases that align with identified information need (e.g., specialized databases on government, science, history, as needed for assignments).	
2. Locate and use advanced search features and appropriate tools such as Boolean operators ("AND," "OR," "NOT") and a thesaurus in an online database.	

## 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 to a specific audience for a specific purpose, and analyze the intended impact of media communications and messages when delivered and received by a specific audience.

<b>Communicating with Media</b>	Date Achieved
1. Assess the accuracy, relevancy and credibility of information presented in various print and nonprint media communications directed toward specific listeners, viewers and one's self.	
2. Assess the degree of impact information communicated and received has in informing, influencing or altering personal perception and viewpoint, and other listeners and viewers.	
<b>Media Messages</b>	
3. Assess the format and medium of choice for delivery of media communications and messages, based on audience characteristics (e.g., level of understanding, level of interest).	
4. Differentiate audience factors that influence reasons for the communication and delivery of information by individuals, groups, businesses and organizations (e.g., age, gender, ethnicity, geography, economics).	

**Benchmark B:** Analyze various combinations of media components and production techniques used to create and construct media communications for specific audiences and purposes.

<b>Media Elements</b>	Date Achieved
1. Distinguish between the design features and characteristics of consumer products, functional materials and public documents and presentations (e.g., brochures, newspapers, advertisements, newscasts).	

<p>2. Assess the use and relationship between various multimedia components, production techniques and medium formats chosen to alter fact and data and develop persuasive key viewpoints for specific listeners and viewers based on age, gender, ethnicity, geography and social economics.</p>	
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