

K-12 Information Literacy/Library Media Curriculum Guide

Ronan Public Schools

Adopted 2017

K-12 Committee Members

Joan Graham	District Curriculum Coordinator
Gay Speckert	Pablo Elementary
Heather Holmlund	Ronan High School
Janey Salomon	Ronan Middle School
Whitney DuMont	K. William Harvey Elementary

BOARD OF TRUSTEES

Bob Cornwell, Chairman
Tom Anderson, Vice Chair
Mark Cheff, Trustee
Darrell Clairmont, Trustee
Kevin Detwiler, Trustee
Jack Duffey, Trustee
Rich Janssen, Trustee

SUPERINTENDENT OF SCHOOLS

Mr. Mark Johnston

ADMINISTRATIVE TEAM

Ted Madden, K. W. Harvey Elementary School Principal

Mike Ellis, K. W. Harvey Elementary Assistant Principal

Ryan Fisher, Pablo Elementary School Principal

Kevin Kenelty, Ronan High School Principal

Frank Jobe, Ronan High School Assistant Principal

Sandra Beal, Ronan Middle School Principal

Ryan Wells, Ronan Middle School Assistant Principal

Sunny Real Bird, Indian Education Coordinator

Charity Cheff, Special Services Director

Joan Graham, District Curriculum Coordinator

RONAN PUBLIC SCHOOLS

Mission Statement:

School District No. 30 is a public education institution serving a diverse community. We provide an equitable learning opportunity in a safe environment for all students. We exist to educate and empower students for present and future individual achievement and contribution to their community and society.

The primary objective of School District No. 30 libraries is to implement, enrich, and support the educational programs of the school and community, providing access to a wide range of materials in a variety of formats on all levels of difficulty with diversity of appeal and different points of view.

Introduction

Ronan School District presents the 2017 K-12 Information Literacy/Library Media curriculum which was developed from the Montana State Standards for Information Literacy/Library Media adopted by the Montana Board of Public Education in July 2008. The Montana state standards define the basic content and skills benchmarks at the end of the 4th grade, 8th grade, and 12th grade (upon graduation). Local school districts in Montana have the local responsibility to utilize these benchmarks to define what students will know, will understand, and will be able to do in a particular curricular area.

Beginning in the fall of 2016, district committee members representing K-12 Library Staff started developing this document. The state standards and benchmarks constitute the established goals and essential questions are posted to help guide the learning process and student thinking and the desired outcomes define what students will know, will understand, and will be able to do as a result of the curriculum.

The new Montana Standards for Information Literacy/Library Media was developed around the national Big6 Framework (Eisenberg & Berkowitz 1987) for identifying, obtaining, evaluating and using information in the 21st Century. The steps of the Big6 Model are infused into the standards and help to provide all Ronan School District teaching staff and students with direction, purpose and strategies to become information literate. The Big6 Model will be utilized in the Ronan School District.

Kindergarten - 4th Grade

Content Standard 1 - The student will identify the task and determine the resources needed.

Goal: S1.1 Define and Analyze the parts of the problem to be solved.

Essential Questions:

- What is my current task? What is my teacher asking me to do? What do I need to do?
- What are some keywords I need to search or questions I need to answer?
- What information will I need?

Students will know...

1. Identify the topic, problem or task.
2. Recognize task-related vocabulary and keywords.
3. Select the problem or task.

Students will understand...

1. How to broaden or narrow scope of the topic.
2. Discuss the steps needed to solve the problem or task.

Students will be able to...

1. Determine the scope by broadening and narrowing the topic.
2. Describe task.
3. Select appropriate keyword to investigate.
4. Define the information problem.

Benchmark End of Grade 4

S1.1 Student will define the problem

Goal: S 1.2. Identify the types of information needed.

Essential Questions:

- What are all the possible sources to check?
- What are the best sources of information for this task?

<p>Students will know...</p> <ol style="list-style-type: none"> 1. Identify possible sources of information. 	<p>Students will understand...</p> <ol style="list-style-type: none"> 1. Distinguish the purpose of each source. 2. Differentiate between print and non-print sources. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Construct a list of possible resources (e.g. reference materials, newspapers, age appropriate websites, nonfiction books, personal interviews, audio files, video files, community resources, databases).
---	--	---

Benchmark End of Grade 4

S1.2 Students will identify types of information needed

Goal: S1.3. Evaluate and select appropriate resources.

Essential Questions:

- What are all the possible sources to check?
- What are the best sources of information for this task?

<p>Students will know...</p> <ol style="list-style-type: none"> 1. Identify current resources. 2. Identify point of view and bias in resources. 3. Determine relevant resources to 	<p>Students will understand...</p> <ol style="list-style-type: none"> 1. Appraise validity, authority and usefulness of resources. 2. Match resources with assignment expectations. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Select the best resources. 2. Select appropriate resources.
---	---	--

solve the problem or task.	3. Judge the relevance of the sources.	
Benchmark End of Grade 4		
S1.3 Students will choose from a range of resources		

Content Standard 2 - The student will locate sources, use information, and present findings.		
Goal: S2.1. Locate multiple resources using search tools.		
Essential Questions: <ul style="list-style-type: none"> ● How do I find the sources I need? ● Where can I find the information in the source? 		
<p>Students will know...</p> <ol style="list-style-type: none"> 1. Differentiate between fiction and nonfiction. 2. Identify different sections of the library. 3. Explain what a call number is. 4. Recognize that the library catalog is a database. 5. Locate information on the catalog screen. 6. Recognize various search techniques. 	<p>Students will understand...</p> <ol style="list-style-type: none"> 1. Distinguish the different sections of the library. 2. Interpret call numbers. 3. Give examples of different resources and their uses. 4. Search techniques needed to locate information in print and non-print. 5. The arrangement of the library 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Select resources using search techniques (e.g., keywords, Boolean/limiter, phrase, title, author, subject). 2. Choose resources using a library catalog and/or database. 3. Find resources using a call number. 4. Demonstrate use of various resources.

<p>7. Locate data on the internet.</p>	<p>catalog, or database.</p> <p>6. Dewey Decimal and Fiction system of shelving books.</p> <p>7. The Internet requires key</p> <p>8. words and advance search methods.</p>	
--	--	--

Benchmark End of Grade 4

S 2.1 Students will locate a resource needed to solve the problem

Goal: S2.2. Evaluate the resources.

Essential Questions:

- How do I know my source is useful and accurate?

<p>Students will know...</p> <ol style="list-style-type: none"> 1. Recognize that sources must be evaluated based on set criteria. 2. Identify essential vocabulary. 3. Recognize various sources 4. of information. 5. Determine currency of resources by referring to copyright date. 	<p>Students will understand...</p> <ol style="list-style-type: none"> 1. Give examples of useful resources. 2. Discriminate between current and noncurrent resources. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Determine if the resource is useful (relevant, appropriate, detailed, current, authority, biased).
--	---	--

Benchmark End of Grade 4

S 2.2 Students will evaluate resources

Goal: S2.3. Locate information within multiple resources.

Essential Questions:

- How do I find the information within the source?

Students will know...

1. Recognize the difference between print and non-print resources.
2. Identify parts of book based on essential vocabulary.
3. Different sources employ various paths to locate facts.

Students will understand...

1. Interpret the title page and copyright page.
2. Locate and distinguish between the table of
3. contents, index, and glossary.
4. Skim and /or scan for information.
5. Interrelate alphabetical
6. order with indexes and guide words.

Students will be able to...

1. Utilize index, table of contents, and glossary if applicable.
2. Use guide words, captions, bold words, and headings.
3. Use search techniques (e.g. keywords, Boolean/Limiter).

Benchmark End of Grade 4

S 2.3 Students will locate information within the resource

Goal: S2.4. Extract information from multiple resources needed to solve problems.

Essential Questions:

- How will I organize my information?
- How do I cite my sources?
- What information do I need to cite my sources?

Students will

Students will

Students will

<p>know...</p> <ol style="list-style-type: none"> 1. Recognize main ideas and details. 2. Identify headings and subheadings. 3. Research questions provide a focus. 	<p>understand...</p> <ol style="list-style-type: none"> 1. Construct meaning from text by reading for purpose. 2. Demonstrate active listening. 3. Recognize and utilize contextual clues. 4. Compile information based on research questions (note taking, graphic organizers, etc.). 	<p>be able to...</p> <ol style="list-style-type: none"> 1. Summarize information. 2. Cite sources (e.g. title, author, copyright year, publisher and city published, page number).
--	--	--

Benchmark End of Grade 4

S 2.4 Students will extract information from resources needed to solve the problem

Goal: S2.5 Organize and manage information to solve problems.

Essential Questions:

- How should I organize my information for my project?

<p>Students will know...</p> <ol style="list-style-type: none"> 1. Recognize organizational tools. 2. Identify essential vocabulary. 	<p>Students will understand...</p> <ol style="list-style-type: none"> 1. Refine extracted information. 2. Data can be manipulated into different formats such as databases, 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Organize and generate a product.
--	---	--

	spreadsheets, word processing, graphic organizers, PowerPoint, and electronic gadgets.	
--	--	--

Benchmark end of 4th Grade

S 2.5 Students will organize information to solve the problem

Goal: S2.6 Create a product that presents findings.

Essential Questions:

- How should I create and present my information in my project?

<p>Students will know...</p> <ol style="list-style-type: none"> 1. Recognize essential vocabulary. 2. Identify various methods of presentations. 	<p>Students will understand...</p> <ol style="list-style-type: none"> 1. Interpret assignment expectations. 2. Organize from multiple sources. 3. Discriminate between different methods of presenting information. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Design original product following established guidelines. 2. Present information to designated audience.
--	--	---

Benchmark End of Grade 4

S2.6 Students will create a product that presents findings

Content Standard 3 - The student will evaluate the product and the learning process.

Goal: S3.1. Assess the quality and effectiveness of the product.

Essential Questions:

- How did I meet the project requirements?
- How can I make my project better?

Students will know...

1. Restate assignment objectives.
2. Recognize product criteria.

Students will understand...

1. How to interpret a rubric.
2. Improvements may need to be made to meet criteria.
3. How to identify areas for improvement.

Students will be able to...

1. Compare final product to criteria.
2. Judge final product (e.g., self, teacher, and peers).
3. Generate ideas for improvement of the product.

Benchmark End of Grade 4

S 3.1 Students will assess the quality of the product

Goal: S3.2. Describe the process and evaluate how it met the need for information.

Essential Questions:

- Which stages of the research process did I do well? Why?
- Which stages of the research process do I need to improve on?
- What will I do differently next time?

Students will Know...

1. The steps of the process.
2. Match product parts.
3. Revisions might be necessary.

Students will understand...

1. Summarize the steps of the process.
2. Parts of product may need to be modified to meet the process.

Students will be able to...

1. Describe how well the process worked.
2. Determine whether the prescribed process was followed.

Benchmark End of Grade 4

S 3.2 Students will describe the process

Content Standard 4 - The student will use information safely, ethically and legally.

Goal: S4.1. Legally obtain and use information; store and disseminate text, data, images or sounds.

Essential Questions:

- What are the district/school guidelines for responsible use of computers and technology?

Students will know...

1. Know that rules exist for ownership of materials.

Students will understand...

1. Explain copyright and fair use guidelines.
2. There are consequences of misusing copyrighted works.

Students will be able to...

1. Follow district/school guidelines for responsible use of information resources (e.g., acceptable use policy, checkout policies and library rules).
2. Comply with district technology use policies.

Benchmark End of Grade 4

S 4.1 Students will legally obtain and use information

Goal: S4.2. Identify the owner of ideas and information, and appropriately credit their ideas and works.*

Essential Questions:

- Why is it important to cite sources?

<ul style="list-style-type: none"> ● How do I cite my sources? ● What information do I need to cite my sources? 		
<p>Students will know...</p> <ol style="list-style-type: none"> 1. Various formats for citations are available for documentation. 2. Note taking consists of paraphrasing and summarizing the information. 3. Locate source information. 4. Recognize title page. 5. Definition of Plagiarism. 	<p>Students will understand...</p> <ol style="list-style-type: none"> 1. Explain concept of plagiarism. 2. Copyright laws are to be followed. 3. Information cannot be copied word for word without proper citation. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Cite sources appropriately for print, non-print, and media resources (e.g. title, author, copyright, publisher, place of publication, page number).
Benchmark End of Grade 4		
S 4.2 Students will identify the owner of ideas and information		

<p>Goal: S4.3. Participate and collaborate in intellectual and social networks following safe and accepted practices.</p>		
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How should I respond appropriately online to others? ● How do I evaluate Internet sites and their information for safety purposes? 		
<p>Students will know...</p> <ol style="list-style-type: none"> 1. How to locate the Internet. 	<p>Students will understand...</p> <ol style="list-style-type: none"> 1. Explain the need for Internet safety. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Interact appropriately in social situations.

<ol style="list-style-type: none"> 2. How to locate various appropriate Web Sites. 3. Appropriate online behavior on social networking websites and chat rooms 4. Cyberbullying awareness and appropriate response. 5. Personal safety skills when using any form of electronic communications. 	<ol style="list-style-type: none"> 2. Explain appropriate online behavior (according to district/school guidelines). 3. How to distinguish between different Internet sites for safety purposes. 4. That the practice of “Hacking” is unethical and illegal. 	<ol style="list-style-type: none"> 2. Evaluate appropriate information to share online.
---	---	--

Benchmark End of Grade 4

S 4.3 Students will participate and collaborate in intellectually and social network following safe and accepted practices

<p>Content Standard 5 - The student will pursue personal interests through literature and other creative expressions.</p>		
<p>Goal: S5.1. Use and respond to a variety of print and digital formats for pleasure and personal growth.</p>		
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What materials interest me and why? 		
<p>Students will know...</p>	<p>Students will understand...</p>	<p>Students will be able to...</p>

<p>1. Identify personal interests.</p>	<p>1. Identify available resources related to interests. (e.g., print, non-print, database, online references, indexes).</p>	<p>1. Locate a variety of personal interest materials.</p>
--	--	--

Benchmark End of Grade 4

S 5.1 Students use a variety of print and digital formats for pleasure and personal growth

Goal: S5.2. Use and respond to a variety of genres for pleasure and personal growth.

- Essential Questions:
- What is genre?
 - What are the various genre categories?
 - What types of genre interest me?

<p>Students will know...</p> <ol style="list-style-type: none"> 1. Define types of genres in own words (e.g., fairy tales, folktales, mystery, etc.). 2. Identify award winning literature (e.g. Caldecott, Newbery, Treasure State, Young Reader's Choice, Coretta Scott King, etc.). 	<p>Students will understand...</p> <ol style="list-style-type: none"> 1. Locate and select materials from a variety of genres. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Appraise genre based on personal interest.
--	---	--

Benchmark End of Grade 4

S 5.2 Students will use a variety of genres for pleasure and personal growth

Goal: S5.3. Analyze and respond to multiple resources and creative expressions from diverse cultures, including Montana American Indians.

Essential Questions:

- What is culture?
- What are the characteristics that comprise a culture?
- What cultures am I related to?
- How do various cultures compare and contrast with each other?

Students will know...

1. Identify different cultures and the characteristics that comprise them, including those of Montana American Indians.
2. Recognize cultural bias.
3. Recognize historical bias.

Students will understand...

1. Identify & locate available cultural resources, including those of Montana American Indians (e.g., print, non-print, database, online references, indexes, community resources).

Students will be able to...

1. Compare and contrast a variety of cultural materials, including those of Montana American Indians.

Benchmark End of Grade 4

S 5.3 Students will access and understand multiple resources from diverse cultures, including Montana American Indians

Goal: S5.4 Access and use libraries and other information environment to find information for personal use and to make connections to resources beyond the school library.

<p>Essential Questions:</p> <ul style="list-style-type: none"> • What resources are available in my community? • How do I access and use the resources in my community? 		
<p>Students will know...</p> <ol style="list-style-type: none"> 1. Locate library catalog. 2. Identify search terms. 3. Identify search strategies. 	<p>Students will understand...</p> <ol style="list-style-type: none"> 1. Generalize similarities in various resources community. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Locate & use community resources (e.g., school library, public library, museum, community members). 2. Access online & electronic resources. 3. Compare and contrast 4. Community resources.
<p>Benchmark End of Grade 4</p>		
<p>S 5.4 Students will access libraries to seek information for personal interest</p>		

<p>5th Grade - 8th Grade</p>	
<p>Content Standard 1: The student will identify the task and determine the resources needed</p>	
<p>Grade Level: 5th</p>	
<p>Goal: S1.1 Define the problem</p>	
<p>Essential Learning Expectations</p> <ul style="list-style-type: none"> • Identify the topic • recognize task-related vocabulary and keywords • recognize the problem or task • discuss the steps needed to solve the problem or task 	

<p>Essential Vocabulary</p> <ul style="list-style-type: none"> • Topic • Keywords
<p>Goal: S1.2 Identify information resources needed</p>
<p>Essential Learning Expectations</p> <ul style="list-style-type: none"> • List possible resources needed to solve the problem or task (examples include: reference materials, websites, dictionary, encyclopedia, audio or video files, databases) • Identify useful resources <p>Essential Vocabulary</p> <ul style="list-style-type: none"> • Atlas • Dictionary • Encyclopedia • Task definition • databases
<p>Goal: S1.3 Evaluate and select appropriate resources</p>
<p>Essential Learning Expectation</p> <ul style="list-style-type: none"> • Identify the copyright date to determine the currency of resources • Identify point of view in resources • Identify and select useful resources <p>Essential Vocabulary</p> <ul style="list-style-type: none"> • Copyright • Location and access

Content Standard 2: The student will locate sources, use information, and present findings

Grade Level: **5th**

<p>Goal: S2.1 Locate Multiple resources using search tools</p>
<p>Essential Learning Expectations</p> <ul style="list-style-type: none"> • Use available search tools to locate resources • Use search techniques to locate resources (e.g. keywords, phrase, title, author, subject) • Locate resources (e.g. call number, URL, link) <p>Essential Vocabulary</p> <ul style="list-style-type: none"> • Fiction/non-fiction • Periodicals • Biography • Dictionary • Encyclopedia • Atlas • Thesaurus • Almanac • Online Databases

Goal: S2.2 Evaluate Resources

Essential Learning Expectations

- Identify point of view in resources with assistance
- Identify usefulness of resources

Essential Vocabulary

- Point of View
- Relevant
- Appropriate
- Detail
- Currency
- Authority
- Bias

Goal: S2.3 Locate Information within multiple resources

Essential Learning Expectation

- Identify topic keywords
- Use both print and digital indexes
- Use glossaries and tables of contents
- Locate keywords by skimming and scanning
- Record location of information within resources

Essential Vocabulary

- Subject directory
- Database
- Glossaries
- Tables of contents

Goal: S2.4 Extract information from multiple resources needed to solve the problem

Essential Learning Expectation

- Read, listen and view with guided purpose to accomplish task
- Locate and summarize relevant information
- Use teacher provided notetaking method to transfer information
- Cite each source

Essential Vocabulary

- Guided purpose
- summarize
- Credit sources
- Use of information

Goal: S2.5 Organize and manage information to solve the problem

Essential Learning Expectation

- Transfer information into a prescribed format to accomplish task (e.g. outlines, graphic organizers, note cards)

Essential Vocabulary

- Graphic organizer
- outline/note card organization

<ul style="list-style-type: none"> • (sequence, alphabetical, chronological, cause/effect)
Goal: S2.6 Create a product that presents findings
Essential Learning Expectation <ul style="list-style-type: none"> • Identify audience • Construct an original product that meets task criteria • Present final product in assigned format Essential Vocabulary <ul style="list-style-type: none"> • synthesis

Content Standard 3: a student will evaluate the product and learning process

Grade Level: **5th**

Goal: S3.1 Assess the quality and effectiveness of the product
Essential Learning Expectations <ul style="list-style-type: none"> • Identify product's strengths and weaknesses according to task criteria • Critique final product (e.g., self, teacher, peers) • Identify areas for improvement of the product Essential Vocabulary <ul style="list-style-type: none"> • Evaluation
Goal: S3.2 Evaluate how the process met the need for information
Essential Learning Expectations <ul style="list-style-type: none"> • Summarize the steps of the process • Describe how well the process worked • Determine whether the prescribed process was followed • Discuss areas for improvement in the process Essential Vocabulary <ul style="list-style-type: none"> • Evaluation
Goal: S1.3 Evaluate and select appropriate resources
Essential Learning Expectation <ul style="list-style-type: none"> • Identify the copyright date to determine the currency of resources • Identify point of view in resources • Identify and select useful resources Essential Vocabulary <ul style="list-style-type: none"> • Copyright • Location and access

Content Standard 4: The student will use information safely, ethically and legally.

Grade Level: **5th**

Goal: S4.1 Legally obtain, store and disseminate text, data, images or sounds
Essential Learning Expectations <ul style="list-style-type: none"> • Define intellectual property as the works of others

<ul style="list-style-type: none"> Recognize plagiarism and copyright <p>Essential Vocabulary</p> <ul style="list-style-type: none"> Intellectual property Plagiarism copyright
<p>Goal: S4.2 Appropriately credits ideas and works of others</p>
<p>Essential Learning Expectations</p> <ul style="list-style-type: none"> Use paraphrasing and summarizing correctly Produce components for an assigned citation format Credit the intellectual property of others (e.g., video, music, website, audio, digital, artwork, photography, interview, presentations) Adhere to copyright laws (e.g., fair use, creative commons, plagiarism, public domain) <p>Essential Vocabulary</p> <ul style="list-style-type: none"> Cite Task definition synthesis
<p>Goal: S4.3 Participate and collaborate in intellectual and social networks following safe and accepted practices</p>
<p>Essential Learning Expectation</p> <ul style="list-style-type: none"> Recognize concept of netiquette (e.g., cyberbullying, data vandalism, e-mail, online manners and protocol) Follow Acceptable Use Policy (AUP) Use netiquette in supervised online settings Collaborates and participates effectively within a safe, social environment (e.g., group work, public spaces, face-to-face) <p>Essential Vocabulary</p> <ul style="list-style-type: none"> netiquette Cyber bullying Data vandalism Acceptable Use Policy

<p>Content Standard 5: The student will pursue personal interests through literature and other creative expression</p> <p>Grade Level: 5th</p>
<p>Goal: S5.1 Use and respond to a variety of print and digital formats for pleasure and personal growth</p>
<p>Essential Learning Expectations</p> <ul style="list-style-type: none"> Express areas of interest Explore various formats Locate and select resources in interest areas Express opinion on selected resources
<p>Goal: S5.2 Use and respond to a variety of genres for pleasure and personal growth</p>
<p>Essential Learning Expectations</p>

<ul style="list-style-type: none"> • Recognize the characteristics of various genres • Select resources in assigned genres • Describe preferred genres <p>Essential Vocabulary</p> <ul style="list-style-type: none"> • genre
<p>Goal: S5.3 Analyze and respond to multiple resources and creative expressions from diverse cultures, including Montana American Indians</p>
<p>Essential Learning Expectation</p> <ul style="list-style-type: none"> • Recognize author's point of view • Recognize the diversity of cultural expression <p>Essential Vocabulary</p> <ul style="list-style-type: none"> • Cultural expression
<p>Goal: S5.4 Access and use libraries and other information environments to find information for personal use and to make connections to resources beyond the school library</p>
<p>Essential Learning Expectation</p> <ul style="list-style-type: none"> • Access inter local and/or intra local resources (e.g., public libraries, other school libraries) • Locate and use available community resources (e.g., presentations, guest speakers, museums, community members, organizations, government resources) • Access and use assigned digital resources

Content Standard 1: The student will identify the task and determine the resources needed

Grade Level: **6th**

<p>Goal: S1.1 Define the problem</p>
<p>Essential Learning Expectations</p> <ul style="list-style-type: none"> • Identify the topic • recognize task-related vocabulary and keywords • recognize the problem or task • discuss the steps needed to solve the problem or task <p>Essential Vocabulary</p> <ul style="list-style-type: none"> • Keywords
<p>Goal: S1.2 Identify information resources needed</p>
<p>Essential Learning Expectations</p> <ul style="list-style-type: none"> • List possible resources needed to solve the problem or task (examples include: reference materials, websites, dictionary, encyclopedia, audio or video files, databases) • Define primary and secondary sources • Identify useful resources <p>Essential Vocabulary</p> <ul style="list-style-type: none"> • Nonprint sources

- Primary sources
- Secondary sources

Goal: S1.3 Evaluate and select appropriate resources

Essential Learning Expectation

- Determine the currency of resources
- Identify point of view in resources
- Judge authority and usefulness of resources
- Select the best resources

Essential Vocabulary

- Authority
- Point of view
- currency
- Location and access

Content Standard 2: The student will locate sources, use information, and present findings

Grade Level: **6th**

Goal: S2.1 Locate Multiple resources using search tools

Essential Learning Expectations

- Utilize library/media facility
- Use a variety of available search tools and methods to locate resources (e.g. library catalog, indexes, search engines, subject directory, digital databases, library personnel)
- Use search techniques to locate resources (e.g. keywords, Boolean/limiters, phrase, title, author and subject)
- Locate resources (e.g., call number, URL, link)

Essential Vocabulary

- Library catalog
- Subject directory
- Boolean search
- fiction/nonfiction
- Periodicals
- Biography
- Dictionary
- Encyclopedia
- Atlas
- Thesaurus
- Almanac
- Databases
- URL

Goal: S2.2 Evaluate Resources

Essential Learning Expectations

- Identify point of view in resources
- Judge usefulness of resources (relevant, appropriate, detail, currency,

- authority and bias)
- Essential Vocabulary
- Relevant
 - Appropriate
 - Detail
 - Currency
 - Authority
 - Bias
 - Information seeking strategies

Goal: S2.3 Locate Information within multiple resources

- Essential Learning Expectation
- Use glossaries and table of contents
 - Use print indexes
 - Recognize and use digital indexes (e.g., subject directory)
 - Identify keywords and keyword phrases by skimming and scanning
 - Record location of information within resources
- Essential Vocabulary
- Keyword phrase
 - skimming/scanning
 - Subject directory
 - Digital indexes

Goal: S2.4 Extract information from multiple resources needed to solve the problem

- Essential Learning Expectation
- Read, listen and view with guided purpose to accomplish task
 - Locate, summarize and paraphrase relevant information
 - Cite each source
 - Use note taking to transfer information
- Essential Vocabulary
- Read with guided purpose
 - summarize/paraphrase
 - Use of information

Goal: S2.5 Organize and manage information to solve the problem

- Essential Learning Expectation
- Transfer information into a prescribed format to accomplish task (e.g. outlines, graphic organizers, note cards)
- Essential Vocabulary
- Graphic organizer
 - outline/note card organization
 - (sequence, alphabetical, chronological, cause/effect)

Goal: S2.6 Create a product that presents findings

- Essential Learning Expectation
- Identify audience
 - Construct an original product that meets task criteria
 - Present final product in assigned format

Essential Vocabulary

- synthesis

Content Standard 3: a student will evaluate the product and learning process

Grade Level: **6th**

Goal: S3.1 Assess the quality and effectiveness of the product

Essential Learning Expectations

- Describe product's strengths and weaknesses according to task criteria
- Critique final product (e.g., self, teacher, peers)
- Identify areas for improvement of the product

Essential Vocabulary

- Evaluation

Goal: S3.2 Evaluate how the process met the need for information

Essential Learning Expectations

- Examine task completion process (e.g., self-regulation, time management, etc)
- Identify areas for improvement in the process

Essential Vocabulary

- Evaluation - self and peer
- Self-regulation
- Time management

Content Standard 4: The student will use information safely, ethically and legally.

Grade Level: **6th**

Goal: S4.1 Legally obtain, store and disseminate text, data, images or sounds

Essential Learning Expectations

- Recognize the elements that comprise intellectual property
- Recognize current laws and policies regarding information use (e.g., plagiarism, copyright, creative commons, fair use, public domain)

Essential Vocabulary

- Intellectual property
- Plagiarism
- Copyright
- Creative commons
- Fair use
- Public domain

Goal: S4.2 Appropriately credits ideas and works of others

Essential Learning Expectations

- Use paraphrasing and summarizing correctly
- Produce components for an assigned citation format

- Credit the intellectual property of others (e.g., video, music, website, audio, digital, artwork, photography, interview, presentations)
- Adhere to copyright laws (e.g., fair use, creative commons, plagiarism, public domain)

Essential Vocabulary

- Cite
- Task definition
- Use of information
- synthesis

Goal: S4.3 Participate and collaborate in intellectual and social networks following safe and accepted practices

Essential Learning Expectation

- Use appropriate netiquette in supervised online settings (e.g., cyberbullying, data vandalism, online manners and protocol)
- Follow Acceptable Use Policy (AUP)
- Identify safe practices in social network and online settings
- Collaborates and participates effectively within a safe, social environment (e.g., group work, public spaces, face-to-face)

Essential Vocabulary

- netiquette
- Cyber bullying
- Data vandalism
- Acceptable Use Policy

Content Standard 5: The student will pursue personal interests through literature and other creative expression

Grade Level: **6th**

Goal: S5.1 Use and respond to a variety of print and digital formats for pleasure and personal growth

Essential Learning Expectations

- Express areas of interest
- Explore various formats
- Locate and select resources in interest areas
- Express opinion on selected resources

Goal: S5.2 Use and respond to a variety of genres for pleasure and personal growth

Essential Learning Expectations

- Recognize the characteristics of various genres
- Select resources in assigned genres
- Explain preferred genres

Essential Vocabulary

- genre

Goal: S5.3 Analyze and respond to multiple resources and creative expressions

<p>from diverse cultures, including Montana American Indians</p> <p>Essential Learning Expectation</p> <ul style="list-style-type: none"> ● Recognize that culture impacts creative expression (e.g., religion, family, nationality) ● Identify an author’s cultural bias ● Recognize the diversity of cultural expression <p>Essential Vocabulary</p> <ul style="list-style-type: none"> ● Creative expression ● Cultural bias ● Cultural ties
<p>Goal: S5.4 Access and use libraries and other information environments to find information for personal use and to make connections to resources beyond the school library</p>
<p>Essential Learning Expectation</p> <ul style="list-style-type: none"> ● Access inter local and/or intra local resources (e.g., public libraries, other school libraries) ● Locate and use available community resources (e.g., presentations, guest speakers, museums, community members, organizations, government resources) ● Access and use assigned digital resources

<p>Content Standard 1: The student will identify the task and determine the resources needed</p> <p>Grade Level: 7th</p>
<p>Goal: S1.1 Define the problem</p> <p>Essential Learning Expectations</p> <ul style="list-style-type: none"> ● Identify the topic ● recognize task-related vocabulary and keywords ● recognize the problem or task ● discuss the steps needed to solve the problem or task <p>Essential Vocabulary</p> <ul style="list-style-type: none"> ● Keywords ● Paraphrase
<p>Goal: S1.2 Identify information resources needed</p> <p>Essential Learning Expectations</p> <ul style="list-style-type: none"> ● List possible resources to solve the problem or task (examples include: reference materials, websites, dictionary, encyclopedia, audio or video files, databases) ● use primary and secondary sources

- Identify useful resources
- Essential Vocabulary
- Nonprint sources/print sources
 - Primary sources
 - Secondary sources

Goal: S1.3 Evaluate and select appropriate resources

- Essential Learning Expectation
- Identify appropriately current resources
 - Identify point of view and bias in resources
 - Appraise authority and usefulness of resources
 - Select the best resources
- Essential Vocabulary
- Authority
 - Bias
 - Point of view
 - Appropriately current
 - Location and access

Content Standard 2: The student will locate sources, use information, and present findings

Grade Level: **7th**

Goal: S2.1 Locate Multiple resources using search tools

- Essential Learning Expectations
- Utilize library/media facility
 - Use a variety of available search tools and methods to locate resources (e.g. library catalog, indexes, search engines, subject directory, digital databases, library personnel)
 - Use search techniques to locate resources (e.g. keywords, Boolean/limiters, phrase, title, author and subject)
 - Locate resources (e.g., call number, URL, link)
- Essential Vocabulary
- Subject directory
 - Boolean search
 - database
 - URL
 - link
 - Location and access

Goal: S2.2 Evaluate Resources

- Essential Learning Expectations
- Identify point of view and bias in resources
 - Judge usefulness of resources (relevant, appropriate, detail, currency, authority and bias)
- Essential Vocabulary
- Relevant
 - Appropriate

- Detail
- Currency
- Authority
- Bias
- Information seeking strategies

Goal: S2.3 Locate Information within multiple resources

Essential Learning Expectation

- Use glossaries and table of contents
- Use print and digital indexes
- Identify keywords and keyword phrases by skimming and scanning
- Record location of information within resources

Essential Vocabulary

- Keyword phrase
- skimming/scanning
- Subject directory
- Information seeking strategies

Goal: S2.4 Extract information from multiple resources needed to solve the problem

Essential Learning Expectation

- Read, listen and view with purpose to accomplish task
- summarize and paraphrase relevant information
- Cite each source
- Use note taking to transfer information

Essential Vocabulary

- Read with purpose
- summarize/paraphrase
- Use of information

Goal: S2.5 Organize and manage information to solve the problem

Essential Learning Expectation

- Arrange information into a format to accomplish task (e.g. outlines, graphic organizers, note cards)

Essential Vocabulary

- Graphic organizer
- outline/note card organization
- (sequence, alphabetical, chronological, cause/effect)

Goal: S2.6 Create a product that presents findings

Essential Learning Expectation

- Construct a product that meets task criteria and is audience appropriate
- Present final product in appropriate format

Essential Vocabulary

- synthesis

Content Standard 3: a student will evaluate the product and learning process

Grade Level: 7th

Goal: S3.1 Assess the quality and effectiveness of the product

Essential Learning Expectations

- Evaluate product's strengths and weaknesses according to task criteria
- Critique final product (e.g., self, teacher, peers)
- Identify areas for improvement of the product

Essential Vocabulary

- Evaluation

Goal: S3.2 Evaluate how the process met the need for information

Essential Learning Expectations

- Examine task completion process (e.g., self-regulation, time management, etc)
- Identify areas for improvement in the process

Essential Vocabulary

- Evaluation - self and peer
- Self-regulation
- Time management

Content Standard 4: The student will use information safely, ethically and legally.

Grade Level: 7th

Goal: S4.1 Legally obtain, store and disseminate text, data, images or sounds

Essential Learning Expectations

- Recognize the elements that comprise intellectual property
- Recognize current laws and policies regarding information use (e.g., plagiarism, copyright, creative commons, fair use, public domain)

Essential Vocabulary

- Intellectual property
- Plagiarism
- Copyright
- Creative commons
- Fair use
- Public domain

Goal: S4.2 Appropriately credits ideas and works of others

Essential Learning Expectations

- Use paraphrasing and summarizing correctly
- Produce components for an assigned citation format (MLA, APA)
- Credit the intellectual property of others (e.g., video, music, website, audio, digital, artwork, photography, interview, presentations)
- Adhere to copyright laws (e.g., fair use, creative commons, plagiarism, public domain)

Essential Vocabulary

- Cite
- MLA/APA

- Task definition
- Use of information
- synthesis

Goal: S4.3 Participate and collaborate in intellectual and social networks following safe and accepted practices

Essential Learning Expectation

- Use appropriate netiquette in various online settings (e.g., cyberbullying, data vandalism, online manners and protocol)
- Follow Acceptable Use Policy (AUP)
- Describe safe practices in social network and online settings
- Collaborates and participate effectively within a safe, social environment (e.g., group work, public spaces, face-to-face)

Essential Vocabulary

- netiquette
- Cyber bullying
- Data vandalism
- Acceptable Use Policy
- Social network

Content Standard 5: The student will pursue personal interests through literature and other creative expression

Grade Level: **7th**

Goal: S5.1 Use and respond to a variety of print and digital formats for pleasure and personal growth

Essential Learning Expectations

- Express areas of interest
- Explore a variety of formats with guidance
- Locate and select a variety of resources in interest areas
- Express and defend opinion on selected resources

Goal: S5.2 Use and respond to a variety of genres for pleasure and personal growth

Essential Learning Expectations

- Compare and contrast the characteristics of various genres
- Select resources in various genres
- Explain and justify preferred genre

Essential Vocabulary

- genre

Goal: S5.3 Analyze and respond to multiple resources and creative expressions from diverse cultures, including Montana American Indians

Essential Learning Expectation

- Explore how the elements of culture impact creative expression (e.g., religion, family, nationality)
- Recognize an author's cultural bias with guidance
- Recognize the diversity of cultural expression

<p>Essential Vocabulary</p> <ul style="list-style-type: none"> • Creative expression • Cultural bias
<p>Goal: S5.4 Access and use libraries and other information environments to find information for personal use and to make connections to resources beyond the school library</p>
<p>Essential Learning Expectation</p> <ul style="list-style-type: none"> • Access and use inter local and/or intra local resources (e.g., public libraries, other school libraries) • Locate and use community resources (e.g., presentations, guest speakers, museums, community members, organizations, government resources) • Access and use a variety of available digital resources

<p>Content Standard 1: The student will identify the task and determine the resources needed Grade Level: 8th</p>
<p>Goal: S1.1 Define the problem</p>
<p>Essential Learning Expectations</p> <ul style="list-style-type: none"> • Identify the topic • recognize task-related vocabulary and keywords • recognize the problem or task • discuss the steps needed to solve the problem or task <p>Essential Vocabulary</p> <ul style="list-style-type: none"> • Keywords • Paraphrase
<p>Benchmark - End of Grade 8</p>
<p>S1.1 Student will analyze the parts of the problem to be solved</p>
<p>Goal: S1.2 Identify information resources needed</p>
<p>Essential Learning Expectations</p> <ul style="list-style-type: none"> • Identify a variety of resources (e.g., reference materials, websites, dictionary, encyclopedia, audio or video files, databases) • use primary and secondary sources • Identify and defend usefulness of resources selected <p>Essential Vocabulary</p> <ul style="list-style-type: none"> • Nonprint sources/print sources • Primary sources • Secondary sources
<p>Benchmark - End of Grade 8</p>
<p>S1.2 Student will identify information resources needed</p>

Goal: S1.3 Evaluate and select appropriate resources

Essential Learning Expectation

- Identify appropriately current resources
- Identify point of view and bias in resources
- Appraise validity, authority and usefulness of resources
- Select the best resources

Essential Vocabulary

- Validity
- Authority
- Bias
- Point of view
- Appropriately current
- Location and access

Benchmark - End of Grade 8

S1.3 Student will evaluate and select appropriate resources

Content Standard 2: The student will locate sources, use information, and present findings

Grade Level: **8th**

Goal: S2.1 Locate Multiple resources using search tools

Essential Learning Expectations

- Utilize library/media facility
- Use multiple search tools and methods (e.g. library catalog, indexes, search engines, subject directory, digital databases, library personnel)
- Use a variety of search techniques to locate resources
- Locate a variety of resources

Essential Vocabulary

- Subject directory
- Boolean search
- database
- URL
- link
- Location and access

Benchmark - End of Grade 8

S2.1 Student will locate multiple resources using search tools

Goal: S2.2 Evaluate Resources

Essential Learning Expectations

- Identify point of view and bias in resources
- Judge usefulness of resources (relevant, appropriate, detail, currency, authority and bias)

Essential Vocabulary

- Point of View
- Validity
- Relevant

- Appropriate
- Detail
- Currency
- Authority
- Bias
- Information seeking strategies

Benchmark - End of Grade 8

S2.2 Student will evaluate resources

Goal: S2.3 Locate Information within multiple resources

Essential Learning Expectation

- Use glossaries and table of contents
- Use multiple print and digital indexes
- Identify keywords and keyword phrases by skimming and scanning
- Record location of information within resources

Essential Vocabulary

- Keyword phrase
- skimming/scanning
- Subject directory
- Information seeking strategies

Benchmark - End of Grade 8

S2.3 Student will locate information within multiple resources

Goal: S2.4 Extract information from multiple resources needed to solve the problem

Essential Learning Expectation

- Read, listen and view with purpose to accomplish task
- Recognize the differences between summarizing and paraphrasing and /or direct quotation
- Cite each source
- Transfer information through note taking

Essential Vocabulary

- Read with purpose
- summarize/paraphrase
- Direct quotation
- Use of information

Benchmark - End of Grade 8

S2.4 Student will extract information from multiple resources needed to solve the problem

Goal: S2.5 Organize and manage information to solve the problem

Essential Learning Expectation

- Arrange information into a format to accomplish task (e.g. outlines, graphic organizers)

Essential Vocabulary

- Graphic organizer
- outline/note card organization

Benchmark - End of Grade 8
S2.5 Student will organize and manage information to solve the problem
Goal: S2.6 Create a product that presents findings
Essential Learning Expectation <ul style="list-style-type: none"> • Design and create an original product appropriate to task criteria and audience • Present final product in appropriate format Essential Vocabulary <ul style="list-style-type: none"> • synthesis
Benchmark - End of Grade 8
S2.6 Student will create a product that presents findings

Content Standard 3: a student will evaluate the product and learning process
Grade Level: 8th
Goal: S3.1 Assess the quality and effectiveness of the product
Essential Learning Expectations <ul style="list-style-type: none"> • Self-evaluate product's strengths and weaknesses according to task criteria • Use guidelines to compare self-evaluation to teacher and peer evaluations • Identify areas for improving the product Essential Vocabulary <ul style="list-style-type: none"> • Evaluation
Benchmark - End of Grade 8
S3.1 Student will assess the quality and effectiveness of the product
Goal: S3.2 Evaluate how the process met the need for information
Essential Learning Expectations <ul style="list-style-type: none"> • Appraise task completion process (e.g., self-regulation, time management, etc) • Identify areas for improvement in the process Essential Vocabulary <ul style="list-style-type: none"> • Evaluation - self and peer • Self-regulation • Time management
Benchmark - End of Grade 8
S3.2 Student will evaluate how the process met the need for information

Content Standard 4: The student will use information safely, ethically and legally.
Grade Level: 8th
Goal: S4.1 Legally obtain, store and disseminate text, data, images or sounds

Essential Learning Expectations

- Explain the concept of intellectual property
- Recognize, identify and apply current laws and policies regarding information use (e.g., plagiarism, copyright, creative commons, fair use, public domain)

Essential Vocabulary

- Plagiarism
- Copyright
- Creative commons
- Fair use
- Public domain

Benchmark - End of Grade 8

S4.1 Student will legally obtain, store and disseminate text, data, images or sounds

Goal: S4.2 Appropriately credits ideas and works of others

Essential Learning Expectations

- Use summarizing, paraphrasing and direct quotes correctly
- Use in-text citation (e.g., parenthetical citation) correctly
- Produce components for a citation source (MLA, APA)
- Credit the intellectual property of others (e.g., video, music, website, audio, digital, artwork, photography, interview, presentations)
- Adhere to copyright laws (e.g., fair use, creative commons, plagiarism, public domain)

Essential Vocabulary

- Cite (MLA/APA)
- In-text citation
- Parenthetical citation
- Public Domain

Benchmark - End of Grade 8

S4.2 Student will appropriately credit ideas and works of others

Goal: S4.3 Participate and collaborate in intellectual and social networks following safe and accepted practices

Essential Learning Expectation

- Use appropriate netiquette in various online settings (e.g., cyberbullying, data vandalism, online manners and protocol)
- Follow Acceptable Use Policy (AUP)
- Describe safe practices in social network and online settings
- Collaborates and participate effectively within a safe, social environment (e.g., group work, public spaces, face-to-face)

Essential Vocabulary

- netiquette
- Cyber bullying
- Data vandalism
- Acceptable Use Policy
- Social network

Benchmark - End of Grade 8

S4.3 Student will participate and collaborate in intellectual and social networks following safe and accepted practices

Content Standard 5: The student will pursue personal interests through literature and other creative expression

Grade Level: **8th**

Goal: S5.1 Use and respond to a variety of print and digital formats for pleasure and personal growth

Essential Learning Expectations

- Express and justify areas of interest
- Experiment with a variety of formats
- Locate and select a variety of resources in interest areas
- Express and defend opinion on selected resources

Benchmark - End of Grade 8

S5.1 Student will use and respond to a variety of print and digital formats for pleasure and personal growth

Goal: S5.2 Use and respond to a variety of genres for pleasure and personal growth

Essential Learning Expectations

- Compare and contrast the characteristics of various genres
- Select resources in various genres
- Explain and justify preferred genre

Essential Vocabulary

- genre

Benchmark - End of Grade 8

S5.2 Student will use and respond to a variety of genres for pleasure and personal growth

Goal: S5.3 Analyze and respond to multiple resources and creative expressions from diverse cultures, including Montana American Indians

Essential Learning Expectation

- Explore how culture impacts creative expression
- Recognize an author's cultural bias
- Compare and contrast the diversity of cultural expression

Benchmark - End of Grade 8

S5.3 Student will analyze and respond to multiple resources and creative expressions from diverse cultures, including Montana American Indians

Goal: S5.4 Access and use libraries and other information environments to find information for personal use and to make connections to resources beyond the school library

Essential Learning Expectation

- Access and use inter local and/or intra local resources (e.g., public libraries, other school libraries)

- Locate and use community resources (e.g., presentations, guest speakers, museums, community members, organizations, government resources)
- Access and use a variety of digital resources

Benchmark - End of Grade 8

S5.4 Student will access and use libraries and other information environments to find information for personal use and to make connections to resources beyond the school library.

9th Grade - 12 Grade High School

Content Standard 1: A student must identify the task and determine the resources needed

Grade Levels: **9-10**

Goal: S1.1 Define the problem

Essential Learning Expectations

- Identify the topic
- Recognize task-related vocabulary and keywords
- Recognize the problem or task
- Discuss the steps

Essential Vocabulary

- validate

Goal: S1.2 Determine the nature and extent of information needed

Essential Learning Expectations

- Compile a list of possible resources (e.g., print, nonprint and digital)
- Develop essential questions which go beyond facts (probing questions) into the problem

Essential Vocabulary

- probing questions
- task definition

Goal: S1.3 Evaluate and select appropriate resources

Essential Learning Expectation

- Identify accurate information (Relevance, Appropriateness, Detail, Currency, Authority, Bias)
- Evaluate all selected topic-related resources based on task criteria
- Distinguish between and incorporate appropriate primary/secondary sources
- Reevaluate the problem and resources, refine if needed
- Select appropriate resources to solve the problem

Essential Vocabulary

- RADCAB (relevance, appropriateness, detail, currency, authority and bias)
- primary/secondary sources
- location
- access

Content Standard 2: A student must locate sources, use information, and present findings

Grade Levels: **9-10**

Goal: S2.1 Locate multiple resources using a variety of search tools

Essential Learning Expectations

- Utilize library/media facility
- Participate in Library/Media orientation
- Demonstrate ability to access and search available print and nonprint material including the library catalog (using advanced searches)
- Demonstrate ability to access and search available digital resources
- Differentiate between subscription and free Web resources
- Navigate within a digital database
- Narrow search results using limiters within a digital search
- Perform an advanced search using search engine(s) and digital database(s)

Essential Vocabulary

- free Web resources
- limiters/advanced search (e.g., Boolean, quotations, etc.)
- database
- search engines
- location
- access

Goal: S2.2 Evaluate resources

Essential Learning Expectations

- Follow criteria to evaluate resource for Accuracy, Relevance, Authority, Detail, Currency, Bias
- Identify and discuss the domain within the URL
- Follow evaluative criteria to match the resource to the task

Essential Vocabulary

- domain
- URL
- evaluative criteria
- information seeking strategies

Goal: S2.3 Locate information within a wide variety of resources

Essential Learning Expectation

- Sort within selected digital databases (e.g., relevance, date, publication, author)
- Choose keywords to locate and cross reference information to match the task (e.g., index, table of contents, glossary)

- Identify divergent perspectives during information gathering
- Record location of information within resources

Essential Vocabulary

- cross reference (e.g., see and see-also, related terms, related subjects)
- divergent perspectives
- information seeking strategies

Goal: S2.4 Extract information from a wide variety of resources needed to solve the problem

Essential Learning Expectations

- Read, view and listen to make inferences
- Gather information relevant to the formulated questions
- Determine the correct usage of summaries, paraphrases and direct quotations, then replicate
- Cite each source
- Assess information extracted to solve the problem

Essential Vocabulary

- Inference
- paraphrase
- summary
- direct quotation
- use of information

Goal: S2.5 Organize and manage information from a wide variety of sources to solve the problem

Essential Learning Expectations

- Sort and categorize gathered information (e.g., graphic organizers, note cards, outline)
- Review and refine the gathered information

Essential Vocabulary

- graphic organizers
- note cards
- outline
- synthesis

Goal: S2.6 Create and defend a product that presents findings

Essential Learning Expectations

- Choose the appropriate medium for presentation based on audience (e.g., oral, written, or digital)
- Create original product
- Evaluate the process, refine if needed
- Present and defend the product

Essential Vocabulary

- synthesis

Content Standard 3: A student must evaluate the product and learning process

Grade Levels: **9-10**

Goal: S3.1 Assess the quality and effectiveness of the product

Essential Learning Expectations

- Use guidelines to self-assess the product
- Use guidelines to compare self-assessment to teacher and peer evaluation (e.g., rubrics, wikis, blogs, class discussion)
- Revise, edit, rewrite based on assessments (self, peer, teacher)

Essential Vocabulary

- rubrics
- wikis
- blogs
- evaluation

Goal: S3.2 Evaluate the process in order to revise strategies

Essential Learning Expectations

- Examine the strengths and weaknesses of the process
- Evaluate time management throughout the process
- Reflect on the process to make improvements

Essential Vocabulary

- time management
- evaluation

Content Standard 4: A student must use information safely, ethically and legally

Grade Levels: **9-10**

Goal: S4.1 Legally obtain, store and disseminate text, data, images or sounds

Essential Learning Expectations

- Respect intellectual property
- Adheres to acceptable use policies (e.g., technology/media, loan policies)
- Demonstrate safe and ethical Internet use
- Use information and technology responsibly

Essential Vocabulary

- acceptable use policy (district specified)
- netiquette
- location and access
- use of information

Goal: S4.2 Follow copyright laws and fair use guidelines when using the intellectual property of others

Essential Learning Expectations

- Use summarizing, paraphrasing and direct quotes correctly
- Use in-text citation (e.g., parenthetical citation) correctly
- Produce components for a citation source (e.g., MLA, APA)
- Credit the intellectual property of others (e.g., video, music, website, audio, digital, artwork, photography, interview, presentations)
- Adhere to copyright laws (e.g., fair use, creative commons, plagiarism, public domain)

Essential Vocabulary

- citation
- parenthetical citation
- intellectual property
- air use
- creative commons
- plagiarism
- public domain
- task definition
- use of information
- synthesis

Goal: S4.3 Participate and collaborate in intellectual and social networks following safe and accepted practices

Essential Learning Expectation

- Apply netiquette guidelines in online settings (e.g., blogs, wikis, Web 2.0)
- Collaborate and participate effectively within a safe, social environment (e.g., face to face, blended learning)

Essential Vocabulary

- digital citizenship
- blended learning
- Web 2.0
- face to face
- task definition
- use of information
- synthesis

Content Standard 5: A student must pursue personal interests through literature and other creative expressions

Grade Levels: **9-10**

Goal: S5.1 Use and critique a variety of print and digital formats for pleasure and personal growth

Essential Learning Expectations

- Explore a variety of formats based on personal interest
- Compare and contrast different formats (e.g., playaways, audio, digital, fiction, nonfiction)

Essential Vocabulary

- task definition
- use of information
- synthesis

Goal: S5.2 Use and critique a variety of genres for pleasure and personal growth

Essential Learning Expectations

- Self-select and critique literature in different genres

Essential Vocabulary

- genre
- task definition

- use of information
- synthesis

Goal: S5.3 Evaluate multiple resources and other creative expressions from diverse cultures, including Montana American Indians

Essential Learning Expectation

- Select a variety of materials representing diverse cultures and viewpoints, including Montana American Indians
- Recognize and acknowledge cultural impact upon creative expression (e.g., art, tradition, religion, language)
- Compare and contrast examples of diversity in cultural expression
- Evaluate selected materials for cultural bias and authenticity

Essential Vocabulary

- creative expression
- cultural expression
- cultural bias
- authenticity
- location and access
- use of information

Goal: S5.4 Access and use resources and information from all types of information environments to pursue personal and creative interests

Essential Learning Expectation

- Explore and define Intellectual Freedom (e.g., banned books, propaganda, challenged books)
- Access resources beyond the school library (e.g., online, digital, other libraries, interlibrary loan services, museums)

Essential Vocabulary

- intellectual freedom
- propaganda
- banned books
- challenged books interlibrary loan (ILL)
- information seeking strategies
- location and access
- use of information
- synthesis

Content Standard 1: A student must identify the task and determine the resources needed

Grade Levels: **11-12**

Goal: S1.1 Define the problem

Essential Learning Expectations

- Identify the topic
- Recognize task-related vocabulary and keywords
- Recognize the problem or task
- Discuss the steps needed to solve the problem or task

Essential Vocabulary

- authenticate

Benchmark Upon Graduation

S 1.1 Students will evaluate the purpose and scope of the problem

Goal: S1.2 Determine the nature and extent of information needed

Essential Learning Expectations

- Compile a list of possible resources (e.g., Intralocal, Interlocal)
- Implement essential questions which go beyond facts (probing questions) into the problem

Essential Vocabulary

- intralocal
- Interlocal
- probing questions
- task definition

Benchmark Upon Graduation

S 1.2 Students will determine the nature and extent of information needed

Goal: S1.3 Evaluate and select appropriate resources

Essential Learning Expectation

- Interpret information for relevance, appropriateness, detail, currency, authority and bias
- Compare and contrast all selected topic-related resources
- Incorporate primary and/or secondary sources appropriately
- Reevaluate the problems and resources, refine if needed
- Select appropriate resources to solve the problem

Essential Vocabulary

- RADCAB (relevance, appropriateness, detail, currency, authority and bias)
- primary/secondary sources
- location
- access

Benchmark Upon Graduation

S 1.3 Students will evaluate and select appropriate resources

Content Standard 2: A student must locate sources, use information, and present findings

Grade Levels: **11-12**

Goal: S2.1 Locate multiple resources using a variety of search tools

Essential Learning Expectations

- Utilize library/media facility
- Access and search available print and nonprint material including the library catalog (using advanced searches)
- Access and search available digital resources
- Use subscription databases and free Web resources

- Narrow search results independently using limiters within a digital search
- Perform advanced searches within digital resources (e.g., Web pages, digital collections, search engines, databases)

Essential Vocabulary

- free Web resources
- limiters/advanced search (e.g., Boolean, quotations, etc.)
- database
- search engines
- location
- access

Benchmark Upon Graduation

S 2.1 Students will locate multiple resources using a variety of search tools

Goal: S2.2 Evaluate resources

Essential Learning Expectations

- Evaluate resource for Accuracy, Relevance, Authority, Detail, Currency, Bias
- Evaluate and differentiate the domain within the URL

Essential Vocabulary

- domain
- URL
- evaluative criteria
- information seeking strategies

Benchmark Upon Graduation

S 2.2 Students will evaluate resources

Goal: S2.3 Locate information within a wide variety of resources

Essential Learning Expectation

- Sort within selected digital databases (e.g., relevance, date, publication, author)
- Use keywords to locate and cross reference information to match the task (e.g., index, table of contents, glossary)
- Identify and include divergent perspectives during information gathering
- Document location of information within resources

Essential Vocabulary

- cross reference (e.g., see and see-also, related terms, related subjects)
- divergent perspectives
- information seeking strategies

Benchmark Upon Graduation

S 2.3 Students will locate information within a wide variety of resources

Goal: S2.4 Extract information from a wide variety of resources needed to solve the problem

Essential Learning Expectations

- Read, view and listen to make inferences
- Gather information relevant to the formulated questions
- Summarize, paraphrase and/or directly quote facts and details relevant

- to the question (e.g., note taking)
- Cite each source
- Assess information extracted to solve the problem

Essential Vocabulary

- Inference
- paraphrase
- use of information

Benchmark Upon Graduation

S 2.4 Students will extract information from a wide variety of resources needed to solve the problem

Goal: S2.5 Organize and manage information from a wide variety of sources to solve the problem

Essential Learning Expectations

- Sort and categorize gathered information (e.g., graphic organizers, note cards, outline)
- Review and refine the gathered information

Essential Vocabulary

- graphic organizers
- note cards
- outline
- synthesis

Benchmark Upon Graduation

S 2.5 Students will organize and manage information from a wide variety of sources to solve the problem

Goal: S2.6 Create and defend a product that presents findings

Essential Learning Expectations

- Choose the appropriate medium for presentation based on audience (e.g., oral, written, or digital)
- Create original product
- Evaluate the process, refine if needed
- Present and defend the product

Essential Vocabulary

- synthesis

Benchmark Upon Graduation

S 2.6 Students will create and defend a product that presents findings

Content Standard 3: A student must evaluate the product and learning process

Grade Levels: **11-12**

Goal: S3.1 Assess the quality and effectiveness of the product

Essential Learning Expectations

- Self-assess the product
- Compare self-assessment to teacher and peer evaluations (e.g., rubrics,

wikis, blogs, class discussion)

- Consider revising, editing, rewriting based on assessments (self, peer, teacher)

Essential Vocabulary

- rubrics
- wikis
- blogs
- evaluation

Benchmark Upon Graduation

S 3.1 Students will assess the quality and effectiveness of the product

Goal: S3.2 Evaluate the process in order to revise strategies

Essential Learning Expectations

- Judge the strengths and weaknesses of the process
- Evaluate time management throughout the process
- Reflect on the process to make improvements

Essential Vocabulary

- time management
- evaluation

Benchmark Upon Graduation

S 3.2 Students will evaluate the process in order to revise strategies

Content Standard 4: A student must use information safely, ethically and legally

Grade Levels: **11-12**

Goal: S4.1 Legally obtain, store and disseminate text, data, images or sounds

Essential Learning Expectations

- Respect intellectual property
- Adheres to acceptable use policies (e.g., technology/media, loan policies)
- Use the Internet safely and ethically
- Use and manipulate information and technology responsibly

Essential Vocabulary

- acceptable use policy (district specified)
- netiquette
- location and access
- use of information

Benchmark Upon Graduation

S 4.1 Students will legally obtain, store and disseminate text, data, images or sounds

Goal: S4.2 Follow copyright laws and fair use guidelines when using the intellectual property of others

Essential Learning Expectations

- Use summarizing, paraphrasing and direct quotes correctly

- Use in-text citation (e.g., parenthetical citation) correctly
- Produce components for a citation source (e.g., MLA, APA)
- Credit the intellectual property of others (e.g., video, music, website, audio, digital, artwork, photography, interview, presentations)
- Adhere to copyright laws (e.g., fair use, creative commons, plagiarism, public domain)

Essential Vocabulary

- citation
- parenthetical citation
- intellectual property
- fair use
- creative commons
- plagiarism
- public domain
- task definition
- use of information
- synthesis

Benchmark Upon Graduation

S 4.2 Students will follow copyright laws and fair use guidelines when using the intellectual property of others

Goal: S4.3 Participate and collaborate in intellectual and social networks following safe and accepted practices

Essential Learning Expectation

- Exhibits responsible digital citizenship
- Participate in social networks appropriately (e.g., blogs, wikis, Web 2.0, face to face, blended learning)

Essential Vocabulary

- digital citizenship
- blended learning
- Web 2.0
- face to face
- task definition
- use of information
- synthesis

Benchmark Upon Graduation

S 4.3 Students will participate and collaborate in intellectual and social networks following safe and accepted practices

Content Standard 5: A student must pursue personal interests through literature and other creative expressions

Grade Levels: **11-12**

Goal: S5.1 Use and critique a variety of print and digital formats for pleasure and personal growth

Essential Learning Expectations

- Explore a variety of formats based on personal interest
- Compare and contrast different formats (e.g., playaways, audio, digital, fiction, nonfiction)

Essential Vocabulary

- task definition
- use of information
- synthesis

Benchmark Upon Graduation

S 5.1 Students will use and critique a variety of print and digital formats for pleasure and personal growth

Goal: S5.2 Use and critique a variety of genres for pleasure and personal growth

Essential Learning Expectations

- Self-select and critique literature in different genres

Essential Vocabulary

- genre
- task definition
- use of information
- synthesis

Benchmark Upon Graduation

S 5.2 Students will use and critique a variety of genres form pleasure and personal growth

Goal: S5.3 Evaluate multiple resources and other creative expressions from diverse cultures, including Montana American Indians

Essential Learning Expectation

- Select a variety of materials representing diverse cultures and viewpoints, including Montana American Indians
- Recognize and acknowledge cultural impact upon creative expression (e.g., art, tradition, religion, language)
- Compare and contrast examples of diversity in cultural expression
- Evaluate selected materials for cultural bias and authenticity

Essential Vocabulary

- creative expression
- cultural expression
- cultural bias
- authenticity
- location and access
- use of information

Benchmark Upon Graduation

S 5.3 Students will evaluate multiple resources and other creative expressions from diverse cultures, including Montana American Indians

Goal: S5.4 Access and use resources and information from all types of

information environments to pursue personal and creative interests

Essential Learning Expectation

- Explore and define intellectual freedom (e.g., banned books, propaganda, challenged books)
- Access resources beyond the school library (e.g., online, digital, other libraries, interlibrary loan services, museums)

Essential Vocabulary

- intellectual freedom
- propaganda
- banned books
- challenged books interlibrary loan (ILL)
- information seeking strategies
- location and access
- use of information
- synthesis

Benchmark Upon Graduation

S 5.4 Students will access and use resources and information from all types of information environments to pursue personal and creative interests

Mission Statement:

School District No. 30 is a public education institution serving a diverse community. We provide an equitable learning opportunity in a safe environment for all students. We exist to educate and empower students for present and future individual achievement and contribution to their community and society.

The primary objective of School District No. 30 libraries is to implement, enrich, and support the educational programs of the school and community, providing access to a wide range of materials in a variety of formats on all levels of difficulty with diversity of appeal and different points of view.

Library's Role in the Community and District

The library's role is to have a wide selection of appropriate material available to students, staff and patrons.

Purpose of the Policy

The purpose of the Collection Development Policy is to guide library media specialist in the selection of materials. Its primary objective is to ensure that School District No. 30 libraries provide for the informational, recreational, and educational needs of the school and community. This policy is flexible and broad in scope and will be reviewed as needed.

Community and User Groups Defined

Ronan School District No. 30 is located in Montana. It is located in central Lake County, thirteen miles south of the county seat in Polson, Montana. The Ronan Pablo School District is located in the heart of the Flathead Indian Reservation and home to the Salish Kootenai and Pend d'Oreille Native American tribes.

Users:

- Students
- Faculty/Staff
- Community

Patrons Needs and Services/Programs Defined

Our school library media programs offer a full range of instructional and information resources to meet the diverse needs of our patrons. The collections are developed in collaboration with staff to meet the developmental, cultural, and learning needs of our students. Our libraries are heavily curriculum oriented and provide material for students and staff within our district. Both traditional and electronic resources serve the full range of students and all members of the learning community. Collections are maintained and evaluated to provide appropriate, up-to-date materials.

The responsibility of each library media center is:

- To provide materials that will enrich and support the curriculum taking into consideration the varied interests, abilities, and levels of the patrons served.
- To provide materials that will stimulate growth in factual knowledge, literary application, aesthetic values, and ethical standards.
- To provide a background of information enabling patrons to make intelligent judgments in their daily life.
- To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical analysis of all media.
- To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our heritage.
- To select material in a variety of formats, delivered by a variety of technologies.
- To provide patrons with the opportunity to learn information access skills for currently available technologies.
- To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality to assure a comprehensive collection appropriate for the users of the library media center.

Brief Statement Describing the Collection:

Our school library media programs offer a full range of instructional and information resources to meet the diverse needs of our patrons. Collections are developed in collaboration with staff to reflect the development, cultural, and learning needs of all students. Both traditional and electronic resources serve the full range of students and all members of the learning community. Collections are maintained and evaluated to provide appropriate, up-to-date materials.

Various buildings provide a combination of materials and services to our patrons including:

Books

- Nonfiction
- Fiction
- Easy
- Audio Books
- Biography
- Short Story Collections
- Reference

- Professional
- Montana

AV Materials

- Videocassette
- Audio books
- DVDs
- Overhead projectors
- TV/VCR/DVD players on cart

Technology

- Computer terminals for patron access
- Databases
- Chromebooks
- iPads
- iPods
- Promethean Boards
- Projection Screen/Projector

Cooperative Collection Management and Inter-library Loan

Ronan School District No. 30 libraries actively borrow and loan materials among the four building libraries. This policy enhances and supplements all collections, avoiding some duplication of materials. The libraries provide community access to individual collections in response to community needs.

General Priorities, Limitations and Policies

Collection Responsibilities and Selection Procedures

The Board reaffirms the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and express in the Library Bill of Rights, endorsed by the American Association of School Librarians in 1996.

The Superintendent is responsible for selection of library materials. Ultimate responsibility for the selection of library materials rests with the Board.

The Board, acting through the Superintendent, thereby delegates the authority for the selection of library materials to the principal in each of the schools. The principal further delegates that authority to the library media specialist in the school

Selection of Library Media Center Materials (Procedure)

The selection of the library material is a professional task conducted by the Library Media Specialist. The selection should be based on:

- Needs of the curriculum and requests from administrators and teachers.
- Needs of individual students and requests by parents and students.
- Provision of a wide range of materials at all levels of difficulty, with a diversity of appeal and presentation of different points of view.
- Provision of materials that are accurate and objective.
- Provision of materials that are relevant to today's world.
- Provision of materials that represent artistic, historic and literary qualities.
- Provision of materials appropriate for the age maturity level of the students using libraries.

In selecting library materials, the Library Media Specialist will evaluate the existing collection; assess curricula needs; examine materials and consult reputable, professionally prepared selection aids. The following aids may be used in the selection of materials, but are not limited to:

- American Library Association publications
- Junior Library Guild
- Oyate
- Follett Titlewave
- School Library Journal

Gift Policy

The library media center will accept gifts with the understanding that they must meet the criteria established in the policy on Selection of Library Materials and the suitability and need within each building's collections.

Materials donated become the property of the library media center and will not be returned. It is then to the discretion of the Library Media Specialist as to the housing and maintenance of these items.

Upon request, a receipt for gifts, without appraisal of value, will be provided to the donor, with a copy sent to the District Office.

Collection Maintenance

When materials no longer meet the criteria for selection, they shall be weeded. Please refer to the district's weeding policy.

Complaints and Censorship

Ronan School District No. 30 Uniform Grievance Procedure-4310, 4310P, 4310F

Weeding Guidelines

Maintenance Policy

The school librarian will repair materials and equipment to the best of their ability on a continual basis. They will do any basic troubleshooting with equipment when necessary.

Weeding the Collection

When materials no longer meet the needs of the school library, they will be weeded. Weeding is a necessary aspect of selection, which requires organized and methodical action. The school librarian alone will be responsible for weeding the collection. Informal weeding is a continuous, ongoing process that will occur in the library during circulation of materials. However, formal weeding will be completed annually according to the following rotation schedule:

Dewey Classification	Subject or Format	Frequency	Age
000	General Works, Encyclopedias	Every 3 years	3-10 years
100	Philosophy/Psychology	Every 5 years	10 years
200	Religion, Mythology	Every 5 years	2-15 years
300	Social Sciences, Folklore	Every 5 years	5-10 years
400	Language	Every 5 years	10 years
500	Pure Sciences	Every 5 years	5-10 years
600	Applied Sciences/Technology	Every 3 years	5 years
700	The Arts, Crafts, Photography	Every 5 years	5-15 years
800	Literature	Every 5 years	Flexible
900	Geography and History	Every 5 years	10-15 years

920	Biography	Every 5 years	NA
E	Easy/Everyone	Every 3 years	NA
Fic	Fiction	Every 3 years	NA
Ref	Reference Materials	Every 5 years	5 years
	Maps and Globes	Every 5 years	10 years
	Technology	Every 5 years	NA

Criteria for weeding the collection will be based on the CREW method, a systematic 10-step weeding process outlined by the Texas State Library & Archives Commission. Furthermore, the school librarian will use MUSTIE criteria when deciding if an item should be removed from the collection.

Continuous Review Evaluation Weeding	Misleading (See Appendix XX; Multicultural Education) Ugly Superseded Trivial Irrelevant Elsewhere
---	---

Certain materials will not be weeded, regardless of the above rotation schedule. Such items include but are not limited to, school yearbooks and local or state history materials.

Discarding the materials

Weeded materials will be removed from the district catalog, and discarded in compliance with Montana Code Annotated 20-6-604. Discarded materials will be clearly marked. When the decision to sell or dispose of library materials is made, the Board will adopt a resolution because it is or is about to become abandoned, obsolete, undesirable, or unsuitable for the school purposes of the District. The Board will publish a notice of the resolution in the newspaper of general circulation in Rosebud County. The resolution may not become effective for fourteen days after notice is published.

Inventory of the Collection

A complete annual inventory of school library materials and equipment will be completed annually. The following is a brief, step-by-step outline of the inventory process conducted annually.

1. Putting all books and materials in proper order on the shelves.
2. Running a report of the inventory to show which items are unaccounted for.
3. Attempting to locate the missing items.
4. Printing out a final report which will be kept on record in the library and school offices.
5. Lost and overdue books are recorded with the secretary and if fines or books are collected, they are returned to that buildings library.

The school librarian is the responsible party for making sure the inventory is current, accurate, and completed properly.

Sources

Boon, Belinda. "Using the CREW Method to Enhance Public and School Library Collections."
Journal of Access Services 6.3 (2009): 324-36. Web. 23 Oct. 2014. Retrieved fr