

CURRICULUM MAP (rev 4/08)

Grade Level: 9-12

Subject: Library

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p>INFORMATION LITERACY: Information literacy is the ability to locate, evaluate and use information. The Cornwall Central High School library media center provides 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.</p> <p>Benchmark A: Investigate information through independent discovery, peer collaboration, and inquiry learning; read a variety of literary material for academic need, personal interest and lifelong learning; and practice responsible usage and ethical behavior when using library media center materials.</p> <p>Grade 9</p> <ol style="list-style-type: none"> 1. Access additional resources provided in the high school library media center. 2. Evaluate library materials and select formats based on information need and personal preference (book, digital or other media). 3. Locate resources using a title, author, subject, keyword, or an advanced search in the library catalog or with an appropriate online resource. 4. Select appropriate reference tools to answer questions. 5. Understand plagiarism, intellectual property, copyright and fair use and its ramifications. 6. Utilize other school libraries or the public library for informational and personal needs. <p>Grade 10</p> <ol style="list-style-type: none"> 1. Select library materials based on information or personal need and recommend items from the high school library media center. 2. Evaluate library materials and select formats based on informational need and personal preference (e.g., e-book, digital media, print). 3. Locate sources using a title, subject or author, keyword and advanced searches in the Library catalog or with appropriate online resources (e.g., Boolean operators or limiters, copyright year, or material type). 4. Read for pleasure and information. 5. Explore works of authors who write in different fictional genres and literary styles. 6. Read a variety of award-winning material, from classic literature to best sellers. 7. Demonstrate an appreciation of intellectual property rights, and awareness of intellectual property issues. <p>Understand the importance of diverse information and access to information in a democratic society.</p>			

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8. Utilize other school libraries or the public library for information and personal needs.

Grade 11

1. Access the library facility in person and remotely when needed.
2. Locate resources using a title, subject, author, keyword and advanced searches in the library catalog or with appropriate online resources (e.g., Boolean operators or limiters, copyright year of material type).
3. Identify authors and their literary works.
4. Read a variety of award-winning material, such as the Michael Printz Award, from classic literature to best-sellers.
5. Demonstrate an appreciation of intellectual property rights and awareness of intellectual property issues.
6. Understand the importance of diverse information and access to information in a democratic society.

Grade 12

1. Access the library facility in person and remotely when needed.
2. Locate resources using a title, subject, author, keyword and advanced searches in the library catalog or with appropriate online resources.
3. Identify authors and their literary works.
4. Read a variety of award-winning material for educational and personal enjoyment.
5. Respect the principles of intellectual freedom, intellectual property rights and copyright restrictions.
6. Use a variety of libraries for academic achievement and lifelong learning after graduation (e.g., university libraries, career/work-related libraries and public libraries).

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

Grade 9

1. Define terms which determine information validity: accuracy, authority, objectivity, currency, and coverage.
2. Determine the author's authority for all resources and identify points of agreement and disagreement among sources.

Grade 10

1. Examine information for its accuracy and relevance to an information need (e.g., for a report on pollution, find information from sources that have correct and current information related to the topic).
2. Identify relevant facts, check facts for accuracy and record appropriate information (e.g., follow a standard procedure to check information sources

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used in a project).

3. Select appropriate information on two sides of an issue (e.g., identify the authors of each information source and their expertise/bias).

Grade 11

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

Grade 12

1. Evaluate information collected to answer both personal and curricular needs to determine its accuracy, authority, objectivity, currency and coverage.
2. Acknowledge intellectual property in using information sources.

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

Grade 9

1. Determine the essential questions and plan research strategies.
2. Utilize basic and advanced search strategies to obtain topic-appropriate resources.
3. Select and evaluate appropriateness of information from a variety of resources, including online research databases and Web sites to answer the essential questions.
4. Integrate copyrighted information into an information product, following appropriate use guidelines (quote using proper citation format or request permission for use).
5. Identify relevant facts, check facts for accuracy and record appropriate information.
6. Analyze the information gathered through note taking, organize information into a logical sequence, and create a draft product (report, research paper, presentation).
7. Incorporate a list of sources used in a project using a standard bibliographic style manual (MLA, APA Style manuals).
8. Create and communicate findings through an appropriate format.
9. Evaluate the research process and products as they apply to the information need.

Grade 10

1. Select the essential question to be examined by the research.
2. Utilize basic and advance search strategies to obtain topic-appropriate resources.
3. Evaluate information, select relevant and pertinent information found in each source and maintain accurate records of sources used.
4. Organize and analyze information through note taking and finding connections

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that lead to a final product.

5. Follow copyright laws and guidelines, using standard bibliographic format to list sources.
6. Create and communicate findings through an appropriate format.
7. Evaluate the research process and product for ways to improve the communication of information.

Grade 11

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

Grade 12

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

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TECHNOLOGY LITERACY: 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: Demonstrate an understanding of the strengths and limitations of the Internet, and evaluate the quality and appropriate use of Internet resources.

Grade 9

1. Construct search strategies focused on the retrieval of specific search results, incorporating Boolean operators “and,” “or,” and “not.”
2. Compare the search results from multiple Web sites to check for consistency of information.
3. Establish criteria for evaluating the information retrieved through Internet searching (author’s expertise, bias, coverage of topic, timeliness, etc.)

Grade 10

1. Construct an effective search strategy to retrieve relevant information through multiple search engines, directories, and Internet resources.
2. Employ a systematic approach to judge the validity of Web information matched against the defined information need (e.g., researching an author through the Web requires finding bibliographic information plus criticisms of the author’s works).
3. Examine the information retrieved through Internet searching for authenticity of information, bias, currency, relevance and appropriateness.

Grade 11

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

Grade 12

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

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

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1. Review strengths and weaknesses of various types of electronic resources for research need.
2. Select a specific database or group of databases for an assignment.

Grade 10

1. Choose a topic, then identify appropriate electronic resources to use, cite resources used.
2. Investigate tools within electronic resources to generate search strategies (e.g., use subject terms from databases to improve retrieval of information).

Grade 11

1. Narrow or broaden a search through the use of different key words and other techniques specific to an electronic resource (e.g., online database).
2. Integrate online subscription resources and other electronic media to meet needs for research.

Grade 12

1. Use a variety of technology resources for curriculum and personal information needs (e.g., streaming video, CD/DVD, subscription database).
2. Evaluate technology resources and determine strengths and weaknesses for curricular or personal needs.
3. Select appropriate tool, online resource or Web.

MEDIA LITERACY: Media literacy encompasses the use of communication 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 materials that use image, text, language, sound and motion to convey information.

Benchmark A: Evaluate various media practices used to contribute to the effectiveness of media communications and their impact on social, political, economic and ethical issues.

Grade 9

1. Recognize the conventions of visual media genres (talk shows, newscasts, documentaries, commercials, advertisements, billboards, Web pages).
2. Compare and contrast the effectiveness of multimedia components and medium formats used to produce and deliver various communications and information for social, economic, political, aesthetic and ethical issues.

Grade 10

1. Examine the social, economic, political, aesthetic and ethical functions and purposes embedded in media communications.
2. Discuss manipulation of the rules and expectations for media genres to affect and influence social, economic, political, aesthetic and ethical issues, and

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society as a whole.

3. Demonstrate how use of multimedia components, organizational patterns, production techniques and medium formats to inform of influence social, economic, political, aesthetic and ethical issues (e.g., editing, figurative language, sound devices, literary techniques, black and white footage, set design in social-cultural contexts, effective packaging).

Grade 11

1. Critique procedures and decision-making progress involved in the construction of media communications and messages, for results that impact social, economic, political, aesthetic and ethical issues, and society as a whole.
2. Assess and consider the legal and ethical responsibilities involved in the construction and delivery of media communication and information.
3. State reasons for media communications and delivery in support of social, economic, political, aesthetic and ethical issues (e.g., debate, argument, advocacy, policy, positioning).

Grade 12

1. Analyze and critique social, economic, political, aesthetic and ethical functions embedded in media communications.
2. Employ and practice legal and ethical responsibilities involved in the construction and delivery of media information that address social, economic, political, aesthetic and ethical issues.

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

Grade 9

1. State the influence of media communications on society as a whole and in the shaping of governmental, social and cultural norms.
2. Examine media communications for accuracy, relevancy, credibility and appropriateness (e.g., validity of authority, objectivity, balanced coverage, publication date, testimonial, glittering generalities, emotional word repetition, bait and switch).
3. Recognize propaganda embedded in visual and text media components.
4. Examine media communications and information products for the alignment of content, context and projected values.

Grade 10

1. Summarize and state the pros and cons of media communications on society as a whole and in the shaping of governmental, social and cultural norms.
2. Assess media communications for bias, fallacious reasoning, unsupported inferences, propaganda, rhetoric, stereotyping, accuracy, relevancy and credibility.

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<p>Grade 11</p> <ol style="list-style-type: none">1. Assess the influence of media communications on society as a whole and in the shaping of governmental, social and cultural norms.2. Assess media communications for complexities and discrepancies, as well as for accuracy, relevancy and credibility.3. Critique media communications and information products for alignment of content, context and projected values. <p>Grade 12</p> <ol style="list-style-type: none">1. Analyze the influence of media communications on society as a whole and in the shaping of governmental, social and cultural norms.2. Critique media communications for complexities and discrepancies, accuracy, relevancy and credibility.3. Evaluate media communications and information products for alignment of content, context and projected values.			
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