

Bruce Guadalupe Elementary School  
Bruce Guadalupe Middle School

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Library Media Program Curriculum  
Kdg. – 8<sup>th</sup> Grade



**What a school thinks about its library is a measure of what it thinks about education.**

- Harold Howe, former U.S. Commissioner of Education

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## Strands

### Kdg – 5<sup>th</sup> Grade

- A. **Orientation**: The students will be familiar with the LMC procedures and the proper care and responsibility of materials, hardware, and facilities.
- B. **Locate Information**: Students will identify and locate different types of information resources in the LMC.
- C. **Choose, Use, and Present Information**: Students will select and use a variety of print and electronic resources to meet their reading and information needs.
- D. **Evaluate Resources**: Students will evaluate a wide variety of books and other materials.
- E. **Evaluate and Appreciate Literature**: The students will evaluate and appreciate children's literature.

### 6<sup>th</sup> – 8<sup>th</sup> Grade

- A. **Orientation**: The students will be familiar with the LMC procedures and the proper care and responsibility of materials, hardware, and facilities.
- B. **Locate Information**: Students will access, evaluate, and apply information efficiently from a variety of sources of print, nonprint, and electronic formats to meet personal and academic needs.
- C. **Choose, Use, and Present Information**: Students will select and use a variety of print and electronic resources to meet their reading and information needs.
- D. **Independent Learning**: Students will apply information and technology skills to issues of personal academic interest by actively and independently seeking information; demonstrating critical and discriminating reading, listening, and viewing habits, and striving for personal excellence in learning and career pursuits.
- E. **Ethical Use of Information**: Students will use information and technology in a responsible manner, respect intellectual property rights, and recognize the importance of intellectual freedom and access to information in a democratic society.

# **I. Kindergarten Objectives**

## **A. Orientation**

- a. Identify librarian and library aide
- b. Check out and return materials with assistance
- c. Memorize patron number
- d. Show proper library behavior and respect
- e. Students will show responsibility when checking out and returning materials

## **B. Locate Information**

- a. Find age appropriate materials to meet leisure reading needs
- b. Recognize left to right and top to bottom shelving arrangement
- c. Understand that materials are kept in a logical order
- d. Use shelf markers to keep books in sequence when browsing
- e. Name the cover, spine, and pages of a book

## **C. Choose, Use, and Present Information**

- a. Remember information from books and other materials
- b. Students will be familiar with the use of the public library
- c. Understand the difference between fact and fiction
- d. Be able to re-tell or act out part of a story

## **D. Evaluate Resources**

- a. Understand the difference between authors and illustrators
- b. Distinguish between the role of author or illustrator
- c. Be familiar with the different styles of various authors and illustrators

## **E. Appreciate Literature**

- a. Be aware of Caldecott Medal, Pura Bulphe, and other award-winning books

- b. Compare various illustrations, designs, and book forms
- c. Develop an visual appreciation for the artistic design of a book
- d. Use visual clues in understanding material
- e. Be familiar with poems, cultural tales, rhymes, fairy tales, etc.
- f. Discern between fiction and nonfiction titles
- g. Develop listening skills when being read stories in various formats
- h. Change visual images into information or a chronological story
- i. Participate in collaborative storytelling

## **II. 1st Grade Objectives**

### **A. Orientation**

- a. Identify librarian and library aide
- b. Check out and return materials with assistance
- c. Memorize patron number
- d. Show proper library behavior and respect
- e. Students will show responsibility when checking out and returning materials

### **B. Locate Information**

- a. Find appropriate fiction to meet student needs
- b. Recognize author letter alphabetization of books
- c. Understand that materials are kept in a logical order
- d. Use shelf markers to keep books in sequence when browsing
- e. Alphabetize words at student reading level
- f. Recognize that call numbers relate to specific areas of the library
- g. Recognize left to right and top to bottom shelving arrangement
- h. Using an author's last name, locate fiction and picture books

### **C. Choose, Use and Present Information**

- a. Name the cover, spine, and pages of a book
- b. Identify the information on a title page
- c. Find the information on the left hand page of an open book page
- d. Students will be familiar with the use of the public library
- e. Use the Five Finger Rule for a "Just Right" book

### **D. Evaluate Resources**

- a. Compare, contrast, and classify information while identify similarities and differences in topics
- b. Introduction to reference materials as a method of finding information

- c. Understand that there are many information sources in a range of formats
- d. Understand the difference between fact and fiction
- e. Understand the difference between authors and illustrators
- f. Distinguish between the role of author or illustrator
- g. Be familiar with the different styles of various authors and illustrators

#### **E. Appreciate Literature**

- a. Be aware of Caldecott Medal, Pura Bulpore, and other award-winning books
- b. Compare various illustrations, designs, and book forms
- c. Develop an visual appreciation for the artistic design of a book
- d. Realize the differences of medium and style
- e. Use visual clues to recognize the differences in fiction and non-fiction materials
- f. Be familiar with poems, cultural tales, rhymes, fairy tales, etc.
- g. Discern between fiction and nonfiction titles
- h. Develop listening skills when being read stories in various formats
- i. Develop language skills with stories and other multimedia
- j. Change visual images into information or a chronological story
- k. Participate in collaborative storytelling

### **III. 2nd Grade Objectives**

#### **A. Orientation**

- a. Identify librarian and library aide
- b. Check out and return materials with assistance
- c. Memorize patron number
- d. Show proper library behavior and respect
- e. Students will show responsibility when checking out and returning materials

#### **B. Locate Information**

- a. Find appropriate fiction and non-fiction to meet student needs
- b. Recognize author letter alphabetization of fiction books and number order for non-fiction books
- c. Understand that materials are kept in a logical order
- d. Use shelf markers to keep books in sequence when browsing
- e. Alphabetize words at student reading level
- f. Recognize that call numbers relate to specific areas of the library
- g. Recognize left to right and top to bottom shelving arrangement
- h. Using an author's last name, locate fiction and picture books
- i. Find non-fiction books on interested subjects
- j. Identify the OPAC as a tool to help locate materials in the library
- k. Locate the subject and call number on the OPAC

#### **C. Choose, Use and Present Information**

- a. Name the cover, spine, and pages of a book
- b. Identify the information on a title page
- c. Find the information on the left hand page of an open book page
- d. Recognize a book jacket and its purpose
- e. Identify and interpret the dedication in a book
- f. Identify the parts of other multimedia formats

- g. Use the Five Finger Rule for “Just Right” books

#### **D. Evaluate Resources**

- a. Collect the correct materials specific to a topic / subject
- b. Use various resources to meet the information needs of a specific topic / subject
- c. Students will be familiar with the use of the public library
- d. Understand that there are various information resources in different formats
- e. Understand the difference between fact and fiction

#### **E. Evaluate and Appreciate Literature**

- a. Understand the difference between authors and illustrators
- b. Distinguish between the role of author or illustrator
- c. Be familiar with the different styles of various authors and illustrators
- d. Be aware of Caldecott Medal, Pura Bulpred, and other award-winning books
- e. Compare various illustrations, designs, and book forms
- f. Develop an visual appreciation for the artistic design of a book
- g. Realize the differences of medium and style
- h. Use visual clues to recognize the differences in fiction and non-fiction materials
- i. Recollect information based on print and nonprint materials
- j. Be familiar with poems, cultural tales, rhymes, fairy tales, etc.
- k. Identify factual picture books
- l. Discern between picture books, grade level fiction, and non-fiction titles
- m. Develop listening skills when being read stories in various formats
- n. Develop language skills with stories and other multimedia
- o. Change visual images into information or a chronological story
- p. Participate in collaborative storytelling



- q. Convey information verbally using main ideas, characters, setting, plot, and sequence

## IV. 3<sup>rd</sup> Grade Objectives

### A. Orientation

- a. Follow appropriate procedures for checking out materials
- b. Demonstrate proper care of materials
- c. Request assistance of LMC staff after independent effort
- d. Demonstrate consideration of others while in LMC
- e. Observes LMC rules
- f. Demonstrate previous grade level skills

### B. Locate Information

- a. Review parts of a book including: cover, spine, title page, jacket, index, call number, table of contents, glossary, bibliography, appendix, dedication, the left hand page of an open book, & copyright
- b. Identify and locate reference materials such as general encyclopedias, (print and online), specialized encyclopedias, and dictionaries
- c. Identify and located magazine section
- d. Identify and locate the automated catalog system or OPAC
- e. Identify and locate catalog access points (author, call number, subject, title)
- f. Locate books and other materials using the call number.
  - i. Understand that fiction is arranged alphabetically by the first three letters of the author's last name
  - ii. Understand that non-fiction books are arranged on the shelf by the Dewey Decimal System

### C. Choose, Use, and Present Information

- a. Use the automated catalog system to find books and other materials.
  - i. Demonstrate ability to locate materials by using the author, title, call number, or subject access points independently
  - ii. Demonstrate ability to locate the title, author, pages, call number, availability of an item by its record in the automated catalog

- b. Select and use appropriate sources of information; e.g., general encyclopedias, specialized encyclopedias, dictionaries, online resources, etc.
- c. Demonstrate an understanding of an encyclopedia index, alphabetical order of the volumes, arrangement of information within an article, etc.
- d. Understands the use of guidewords and headings with subheadings to locate information in reference sources
- e. Use a variety of encyclopedia resources when independently seeking information about a topic
- f. Compile a brief bibliography
- g. Be aware of copyright when writing reports
- h. Identifies keywords in a search question, topic sentence, etc.
- i. Select and use magazines independently
- j. Use the Five Finger Rule for “Just Right” books

**D. Evaluate Resources**

- a. Evaluate whether a fiction book, nonfiction book, or electronic resource is appropriate for a specific need
- b. Evaluate books and other materials for information needs.

**E. Evaluate and Appreciate Literature**

- a. Discriminate between fiction and non-fiction books
- b. Listen to literature and folklore presentations
- c. Read a wide variety of books that reflect personal interest
- d. Recall story elements; e.g., theme, style, prediction, setting, sequence.
- e. Identify various literary forms such as mystery, humor, poetry, historical fiction, folklore, etc.
- f. Respond to literature through drama, art, writing experiences
- g. Recognize universal themes in literature understanding and appreciating cultural similarities and differences
- h. Appreciate Newbery/Caldecott, Pura Belpré, and other distinguished

award winners

- i. Recognize well-known authors and illustrators
- j. Compare, contrast, and appreciate a variety of illustration mediums, designs, styles, and artistic attributes
- k. Develop increasingly sophisticated skills in decoding and understanding visual messages
- l. Use book jacket blurb to help select materials to meet their informational needs

## V. 4<sup>th</sup> Grade Objectives

### A. Orientation

- a. Follow appropriate procedures for checking out materials
- b. Demonstrate increasing personal responsibility for LMC materials, hardware, and facilities
- c. Request assistance of LMC staff after independent effort
- d. Demonstrate consideration of others while in LMC
- e. Demonstrate knowledge of emergency evacuation procedures.
- f. Observes LMC rules
- g. Demonstrate previous grade level skills

### B. Locate Information

- a. Identify and locate indexes in a variety of information resources
- b. Identify and locate different types of dictionaries such as biographical, geographical, and unabridged
- c. Identify and locate different types of encyclopedias, such as general, specialized, electronic, subject-oriented
- d. Locate books and other materials independently using the automated catalog system or OPAC
- e. Identify and locate catalog access points (author, title, subject, call number, series, and keyword)
- f. Refine ability to locate books and other materials using the call number
- g. Identify and locate individual biographies
- h. Understand the ten main classes of the Dewey Decimal System, that it can be divided and subdivided into more specific subjects
- i. Uses table of contents and indexes independently

### C. Choose, Use, and Present Information

- a. Identify key words in an information question
- b. Utilizes a simple search strategy to locate information on a specific subject

- c. Use techniques for developing alternate search terms
- d. Select and utilize the indexes in a variety of print and electronic resources
- e. Select and utilize appropriate reference sources, e.g., books, dictionaries, and general and specialized encyclopedias
- f. Demonstrate ability to locate materials by using the author, title, call number, series, subject and keyword access points independently
- g. Select and utilize individual biographies for information needs
- h. Select non-fiction materials independently using the Dewey Decimal System
- i. Compiles a more extensive bibliography
- j. Understands that reference sources are meant to be referred to not read all the way through
- k. Uses an encyclopedia article as a source of maps, charts, photographs, graphs, diagrams, captions, and tables
- l. Extend previous knowledge of copyright laws as they pertain to print and electronic resources
- m. Use guide words, headings and sub-headings to locate information in an encyclopedia
- n. Read periodicals for enjoyment and information

**D. Evaluate Resources**

- a. Evaluate and select a wide variety of materials commensurate with individual reading ability and interest
- b. Evaluate and select a variety of materials for information needs
- c. Evaluate sources of information for usefulness and accuracy
- d. Compare and contrast information from several resources

## **E. Evaluate and Appreciate Literature**

- a. Recognize and read a variety of literary forms, e.g. mysteries, realistic fiction, historical fiction, biography, science fiction, etc.
- b. Recognizes some Wisconsin authors and their works
- c. Recognizes the significance of award-winning books
- d. Recognizes well-known authors of children's literature
- e. Recognizes universal themes in literature understanding and appreciating cultural similarities and differences

## VI. 5<sup>th</sup> Grade Objectives

### A. Orientation

- a. Follow appropriate procedures for checking out materials
- b. Demonstrate increasing personal responsibility for LMC materials, hardware, and facilities
- c. Request assistance of LMC staff after independent effort.
- d. Demonstrate consideration of others while in LMC
- e. Demonstrate knowledge of emergency evacuation procedures.
- f. Observes LMC rules
- g. Demonstrate previous grade level skills
- h. Work with peers in cooperative groups

### B. Locate Information

- a. Identify and locate indexes in a variety of information resources
- b. Identify and locate different types of almanacs
- c. Identify and locate different types of atlases
- d. Identify and locate different types of dictionaries such as biographical, geographical, unabridged, thesaurus
- e. Identify and locate different types of encyclopedias, such as general, specialized, electronic, subject-oriented
- f. Locate books and other materials independently using the automated catalog system or OPAC
- g. Identify and locate catalog access points (author, title, subject, call number, series, Boolean keyword)
- h. Refine ability to locate books and other materials using the call number
- i. Identify and locate individual biographies.
- j. Expand their understanding of the ten main classes of the Dewey Decimal System
- k. Locates and identifies books of various literary forms



### **C. Choose, Use, and Present Information**

- a. Gather information independently using search strategies to locate appropriate materials related to a specific topic
- b. Select and utilize the indexes in a variety of print and electronic resources
- c. Select and utilize appropriate reference sources; e.g., books, dictionaries, encyclopedias, periodicals
- d. Knows that almanacs are used for statistical information
- e. Knows that atlases and geographical dictionaries are books of current and historical maps
- f. Understand the abbreviations used in a wide variety of reference resources
- g. Demonstrate ability to locate materials by using the author, title, call number, series, subject and keyword access points independently
- h. Knows that biographical books are arranged by the last name of the biography, not by the author's last name
- i. Select non-fiction materials independently using the Dewey Decimal System
- j. Compiles a more extensive bibliography to include Internet and other types of resources
- k. Understands that reference sources are meant to be referred to not read all the way through
- l. Uses an encyclopedia article as a source of maps, charts, photographs, graphs, diagrams, captions, and tables
- m. Extend previous knowledge of copyright laws as they pertain to print and electronic resources

### **D. Evaluate Resources**

- a. Evaluate and select a wide variety of materials commensurate with individual reading ability and interest
- b. Evaluate and select a variety of materials for information needs

- c. Evaluate sources of information for usefulness, appropriateness and accuracy including Internet web sites
- d. Compare and contrast information from several resources
- e. View and respond to television productions using evaluation skills

**E. Evaluate and Appreciate Literature**

- a. Recognize and read a variety of forms, e.g. mysteries, realistic fiction, historical fiction, biography, science fiction, fantasy, etc.
- b. Recognize the significance of award-winning books
- c. Recognize well-known authors of children's literature
- d. Recognize universal themes in literature understanding and appreciating cultural similarities and differences
- e. Uses the parts of a book to determine the subject, format, appropriateness for use, as well as to document information
- f. Choose fiction and nonfiction materials at appropriate reading levels, developing author preferences

## VII. 6<sup>th</sup> Grade Objectives

### A. Orientation

- a. Follow appropriate procedures for checking out materials
- b. Demonstrate personal responsibility for LMC materials, hardware and facilities
- c. Request assistance of LMC staff after independent effort
- d. Demonstrate proper library etiquette for sharing materials
- e. Demonstrate knowledge of emergency evacuation procedures
- f. Observe LMC rules for proper behavior
- g. Identify LMC services such as copying and reserve

### B. Locate Information

- a. Define the need for information
  - i. Identify the information problem or question to be resolved;
  - ii. Relate what is already known to the information need;
  - iii. Formulate general and specific research questions using a variety of questioning skills
  - iv. Revise and narrow the information questions to focus on the information need
- b. Develop information seeking strategies
  - i. Identify relevant sources of information including print, nonprint, electronic, human, and community resources
  - ii. Evaluate possible sources of information based on the criteria of currency, genre, point of view, bias, and authority
  - iii. Select multiple sources that reflect differing or supporting point of view
  - iv. Identify and select keywords and phrases for each source; recognizing that different sources use different terminology for

similar concepts

- v. Organize ideas, concepts and phrases using webbing, outlines, or other graphic tools
- vi. Focus search strategies on matching information needs with available resources

c. Locate and access information sources

- i. Identify the classification system used in the LMC and public library
- ii. Locate materials using the classification systems of the LMC
- iii. Use an on-line catalog and other databases of print and electronic resources
- iv. Search for information by subject, author, title, and keyword
- v. Use Boolean operators with human or programmed guidance to narrow or broaden searches
- vi. Use almanacs, biographical dictionaries, thesauri, and other common reference tools in both print and electronic formats
- vii. Use a search engine to locate appropriate Internet or Intranet resources

**C. Choose, Use and Present Information**

- a. Evaluate and select information from a variety of print, nonprint, and electronic formats
  - i. Examine selected resources for pertinent information using previewing techniques to scan for major concepts and keywords
  - ii. Distinguish between fact and opinion; recognize point of view or bias
  - iii. Determine information is timely, valid, accurate, comprehensive, and relevant
  - iv. Analyze and evaluate information presented in charts, graphs,

and table

- v. Locate indicators of authority for all sources of information
  - vi. Select resources in formats appropriate to content and information need and compatible with their own learning style
- b. Record and organize information
- i. Use notetaking strategies including summarizing and paraphrasing
  - ii. Record concise notes in a prescribed manner, including bibliographic information
  - iii. Cite the source of specific quotations or visuals using footnotes, endnotes, or internal citation formats
  - iv. Organize and compare information using graphic organizers, storyboarding, and other relational techniques
  - v. Organize information in a systematic manner appropriate to question, audience, and intended format of presentation
  - vi. Record sources of information in a standardized bibliographic format
- c. Interpret and use information to solve the problem or answer the question
- i. Compare and integrate new information with prior knowledge
  - ii. Analyze information for relevance to the question
  - iii. Analyze findings to determine need for additional information
  - iv. Gather and synthesize additional information as needed
  - v. Draw conclusions to address the problem or question
- d. Communicate the results of research and inquiry in an appropriate format
- i. Determine the audience and purpose for the product or presentation
  - ii. Identify possible communication or production formats
  - iii. Select a presentation format appropriate to the topic, audience,

purpose, content, and technology available

- iv. Develop an original product of presentation which addresses the information problem or question
- e. Evaluate the information product and process
  - i. Identify the criteria to be used in judging both the product (or presentation) and the process
  - ii. Determine how well research conclusions and product meet the original information need of question based on the identified criteria
  - iii. Assess the process based identified criteria
  - iv. Summarize ways in which the process and product can be improved

#### **D. Independent Learning**

- a. Pursue information related to various dimensions of personal well-being and academic success
  - i. Identify topics of interest and seek relevant information about them
  - ii. Identify information appropriate for decision-making and personal interest
  - iii. Recognize that accurate and complete information is basic to sound decisions in both person and academic pursuits
- b. Appreciate and derive meaning from literature and other creative expressions of information
  - i. Recognize that reviews, evaluations, and guidance from teachers, librarians, and others assist in the selection of appropriate literature and creative expressions of information
  - ii. Identify and use personal criteria for choosing literature and other creative expression of information
  - iii. Relate literature and creative expressions of information in personal experience
  - iv. Relate literature and creative expressions of information to

other literature

- c. Develop competence and selectivity in reading, listening, and viewing
  - i. Choose materials at appropriate developmental levels
  - ii. Identify and select materials that reflect diverse perspectives
  - iii. Identify characteristics of common literary genres
  - iv. Recognize how words, images, sounds, and illustrations can be constructed to convey specific messages, view points, and values
- d. Demonstrate self-motivating and increasing responsibility for learning
  - i. Participate in decisions about group and classroom projects and learning objectives
  - ii. Identify and select topics of personal interest to expand classroom learning projects
  - iii. Recommend criteria for judging success of learning projects
  - iv. Establish goals and develop a plan for completing projects on time and within the scope of the assignment
  - v. Evaluate progress and quality of personal learning
  - vi. Establish personal goals in pursuit of individual interests, academic requirements, and career paths

#### **E. Ethical Use of Information**

- a. Use information, media, and technology in a responsible manner
  - i. Describe and explain the school policy on technology and network use, media borrowing, and Internet access
  - ii. Demonstrate responsible use of the Internet and other electronic resources consistent with the school's acceptable use policy
  - iii. Recognize that using media and technology to defame or libel another person or group constitutes unacceptable behavior
  - iv. Identify and define the consequences of violations to the

school's policies on media and technology use

- v. Recognize the need for privacy and protection of personal information
- b. Respect intellectual property rights
- i. Define the purpose of copyright and copyright law
  - ii. Identify what kinds of works of authorship can be copyrighted
  - iii. Explain the concept "fair use" as it pertains to the copyright law
  - iv. Recognize that the "fair use" provisions may differ depending on the media format
  - v. Relate examples of copyright violations
  - vi. Cite the source for words which are quoted verbatim and for pictures, graphics, and audio or video segments which are used in a product of presentation
  - vii. Explain and differentiate the purposes of a patent, trademark, and logo
- c. Recognize the importance of intellectual freedom and access to information in a democratic society
- i. Explain the concept of intellectual freedom
  - ii. Identify examples and explain the implications of censorship in the United States and in other countries
  - iii. Explain the importance of the principal of equitable access to information
  - iv. Compare and contrast freedom of the press in different situations and geographic areas
  - v. Recognize that the free-flow of information contributes to an informed
  - vi. Citizenry resulting in sound decisions for the common good



## VIII. 7<sup>th</sup> Grade Objectives

### A. Orientation

- a. Follow appropriate procedures for checking out materials
- b. Demonstrate personal responsibility for LMC materials, hardware and facilities
- c. Request assistance of LMC staff after independent effort
- d. Demonstrate proper library etiquette for sharing materials
- e. Demonstrate knowledge of emergency evacuation procedures
- f. Observe LMC rules for proper behavior
- g. Identify LMC services such as copying and reserve

### B. Locate Information

- a. Define the need for information
  - i. Identify the information problem or question to be resolved
  - ii. Relate what is already known to the information need
  - iii. Formulate general and specific research questions using a variety of questioning skills
  - iv. Revise and narrow the information questions to focus on the information need
- b. Develop information seeking strategies
  - i. Identify relevant sources of information including print, nonprint, electronic, human, and community resources
  - ii. Evaluate possible sources of information based on the criteria of currency, genre, point of view, bias, and authority
  - iii. Select multiple sources that reflect differing or supporting point of view
  - iv. Identify and select keywords and phrases for each source recognizing that different sources use different terminology for similar concepts
  - v. Organize ideas, concepts and phrases using webbing, outlines, or

other graphic tools

- vi. Focus search strategies on matching information needs with available resources

c. Locate and access information sources

- i. Identify the classification system used on the LMC and public library
- ii. Locate materials using the classification systems of the LMC
- iii. Use an on-line catalog and other databases of print and electronic resources
- iv. Recognize differences in searching bibliographic records, abstracts, or full text databases
- v. Search for information by subject, author, title, and keyword
- vi. Use Boolean operators with human or programmed guidance to narrow or broaden searches
- vii. Use biographical dictionaries, thesauri, and other common reference tools in both print and electronic formats
- viii. Use a search engine to locate appropriate Internet or Intranet resources

**C. Choose, Use, and Present Information**

- a. Evaluate and select information from a variety of print, nonprint, and electronic formats
  - i. Examine selected resources for pertinent information using previewing techniques to scan for major concepts and keywords
  - ii. Differentiate between primary and secondary sources
  - iii. Distinguish between fact and opinion, recognize point of view or bias
  - iv. Determine if information is timely, valid, accurate, comprehensive, and relevant
  - v. Analyze and evaluate information present in charts, graphs, and

table

- vi. Locate indicators of authority for all sources of information
  - vii. Select resources in formats appropriate to content and information need and compatible with their own learning style
- b. Record and organize information
- i. Use notetaking strategies including summarizing and paraphrasing
  - ii. Record concise notes in a prescribed manner, including bibliographic information
  - iii. Cite the source of specific quotations or visuals using footnotes, endnotes, or internal citation formats
  - iv. Organize and compare information using graphic organizers, storyboarding, and other related techniques
  - v. Organize information in a systematic manner appropriate to question, audience, and intended format of presentation
  - vi. Record sources of information in a standardized bibliographic format
- c. Interpret and use information to solve a problem with prior knowledge
- i. Compare and integrate new information with prior knowledge
  - ii. Analyze information for relevance to the question
  - iii. Analyze findings to determine need for additional information
  - iv. Gather and synthesize additional information as needed
  - v. Draw conclusions to address the problem or question
- d. Communicate the results of research and inquiry in an appropriate format
- i. Determine the audience and purpose for the produce or presentation
  - ii. Identify possible communication or production formats
  - iii. Select a presentation format appropriate to the topic, audience, purpose, content, and technology available

- iv. Develop an original product of presentation which addresses the information problem or question
- e. Evaluate the information product and process
  - i. Identify the criteria to be used in judging both the product (or presentation and the process
  - ii. Determine how well research conclusions and product meet the original information need of question based on the identified criteria
  - iii. Assess the process based identified criteria
  - iv. Summarize ways in which the process and product can be improved

#### **D. Independent Learning**

- a. Pursue information related to various dimensions of personal well-being and academic success
  - i. Identify topics of interest and seek relevant information about them
  - ii. Identify information appropriate for decision-making and personal interest
  - iii. Recognize that accurate and complete information is basic to sound decisions in both person and academic pursuits
- b. Appreciate and derive meaning from literature and other creative expressions of information
  - i. Recognize that reviews, evaluations, and guidance from teachers, librarians, and others assist in the selection of appropriate literature and creative expressions of information
  - ii. Identify and use personal criteria for choosing literature and other creative expression of information
  - iii. Relate literature and creative expressions of information to personal experience
  - iv. Relate literature and creative expressions of information to other literature

- c. Develop competence and selectivity in reading, listening, and viewing
  - i. Choose materials at appropriate developmental levels
  - ii. Identify and select materials that reflect diverse perspectives
  - iii. Identify characteristics of common literary genres
  - iv. Recognize how words, images, sounds, and illustrations can be constructed to convey specific messages, viewpoints, and values
- d. Demonstrate self-motivating and increasing responsibility for their learning
  - i. Participate in decisions about group and classroom projects and learning objectives
  - ii. Identify and select topics of personal interest to expand classroom learning projects
  - iii. Recommend criteria for judging success of learning projects
  - iv. Establish goals and develop a plan for completing projects on time and within the scope of the assignment
  - v. Evaluate progress and quality of personal learning
  - vi. Establish personal goals in pursuit of individual interests, academic requirements, and career paths

**E. Ethical Use of Information**

- a. Use information, media, and technology in a responsible manner
  - i. Describe and explain the school policy on technology and network use, media borrowing, and Internet access
  - ii. Demonstrate responsible use of the Internet and other resources consistent with the school's acceptable use policy
  - iii. Recognize that using media and technology to defame or libel another person or group constitutes unacceptable behavior
  - iv. Identify and define the consequences of violations to the school's policies on media and technology use

- v. Recognize the need for privacy and protection of personal information
- b. Respect intellectual property rights
  - i. Define the purpose of copyright and copyright law
  - ii. Identify what kinds of works of authorship can be copyrighted
  - iii. Explain the concept of “fair use” as it pertains to the copyright law
  - iv. Recognize that the “fair use” provisions may differ depending on the media format
  - v. Relate examples of copyright violations
  - vi. Cite the source for words which are quoted verbatim and for pictures, graphics, and audio video segments which are used in a product of presentation
  - vii. Explain and differentiate the purposes of a patent, trademark, and logo
- c. Recognize the importance of intellectual freedom and access to information in a democratic society
  - i. Explain the concept of intellectual freedom
  - ii. Identify examples and explain the implications of censorship in the United States and in other countries
  - iii. Explain the importance of the principle of equitable access to information
  - iv. Compare and contrast freedom of the press in different situations and geographic areas
  - v. Recognize that the free-flow of information contributes to an informed citizenry resulting in sound decisions for the common good

## **IX. 8<sup>th</sup> Grade Objectives**

### **A. Orientation**

- a. Follow appropriate procedures for checking out materials
- b. Demonstrate personal responsibility for LMC materials, hardware and facilities
- c. Request assistance of LMC staff after independent effort
- d. Demonstrate proper library etiquette for sharing materials
- e. Demonstrate knowledge of emergency evacuation procedures
- f. Observe LMC rules for proper behavior
- g. Identify LMC services such as copying and reserve

### **B. Locate Information**

- a. Define the need for information
  - i. Identify the information problem or question to be resolved
  - ii. Relate what is already known to the information need
  - iii. Formulate general and specific research questions using a variety of questioning skills
  - iv. Revise and narrow the information questions to focus on the information need
- b. Develop information seeking strategies
  - i. Identify relevant sources of information including print, nonprint, electronic, human, and community resources
  - ii. Evaluate possible sources of information based on the criteria of currency, genre, point of view, bias, and authority
  - iii. Select multiple sources that reflect differing or supporting point of view
  - iv. Identify and select keywords and phrases for each source

recognizing that different sources use different terminology for similar concepts

- v. Organize ideas, concepts and phrases using webbing, outlines, or other graphic tools
- vi. Focus search strategies on matching information needs with available resources

c. Locate and access information sources

- i. Identify the classification system used on the LMC and public library
- ii. Locate materials using the classification systems of the LMC
- iii. Use an on-line catalog and other databases of print and electronic resources
- iv. Recognize differences in searching bibliographic records, abstracts, or full text databases
- v. Search for information by subject, author, title, and keyword
- vi. Use Boolean operators with human or programmed guidance to narrow or broaden searches
- vii. Use biographical dictionaries, thesauri, and other common reference tools in both print and electronic formats
- viii. Use a search engine to locate appropriate Internet or Intranet resources

**C. Choose, Use, and Present Information**

- a. Evaluate and select information from a variety of print, nonprint, and electronic formats
  - i. Examine selected resources for pertinent information using previewing techniques to scan for major concepts and keywords
  - ii. Differentiate between primary and secondary sources
  - iii. Distinguish between fact and opinion, recognize point of view or bias



- iv. Determine if information is timely, valid, accurate, comprehensive, and relevant
  - v. Analyze and evaluate information present in charts, graphs, and table
  - vi. Locate indicators of authority for all sources of information
  - vii. Select resources in formats appropriate to content and information need and compatible with their own learning style
- b. Record and organize information
- i. Use notetaking strategies including summarizing and paraphrasing
  - ii. Record concise notes in a prescribed manner, including bibliographic information
  - iii. Cite the source of specific quotations or visuals using footnotes, endnotes, or internal citation formats
  - iv. Organize and compare information using graphic organizers, storyboarding, and other related techniques
  - v. Organize information in a systematic manner appropriate to question, audience, and intended format of presentation
  - vi. Record sources of information in a standardized bibliographic format
- c. Interpret and use information to solve the problem or answer the question
- i. Compare and integrate new information with prior knowledge
  - ii. Analyze information for relevance to the question
  - iii. Analyze findings to determine need for additional information
  - iv. Gather and synthesize additional information as needed
  - v. Draw conclusions to address the problem or question
- d. Communicate the results of research and inquiry in an appropriate format
- i. Determine the audience and purpose for the produce or presentation
  - ii. Identify possible communication or production formats

- iii. Select a presentation format appropriate to the topic, audience, purpose, content, and technology available
  - iv. Develop an original product of presentation which addresses the information problem or question
- e. Evaluate the information product and process
- i. Identify the criteria to be used in judging both the product (or presentation and the process)
  - ii. Determine how well research conclusions and product meet the original information need of question based on the identified criteria
  - iii. Assess the process based identified criteria
  - iv. Summarize ways in which the process and product can be improved

#### **D. Independent Learning**

- a. Pursue information related to various to various dimensions of personal well-being and academic success
  - i. Identify topics of interest and seek relevant information about them
  - ii. Identify information appropriate for decision-making and personal interest
  - iii. Recognize that accurate and complete information is basic to sound decisions in both person and academic pursuits
- b. Appreciate and derive meaning from literature and other creative expressions of information
  - i. Recognize that reviews, evaluations, and guidance from teachers, librarians, and others assist in the selection of appropriate literature and creative expressions of information
  - ii. Identify and use personal criteria for choosing literature and other creative expression of information
  - iii. Relate literature and creative expressions of information to personal experience

- iv. Relate literature and creative expressions of information to other literature
- c. Develop competence and selectivity in reading, listening, and viewing
  - i. Choose materials at appropriate developmental levels
  - ii. Identify and select materials that reflect diverse perspectives
  - iii. Identify characteristics of common literary genres
  - iv. Recognize how words, images, sounds, and illustrations can be constructed to convey specific messages, viewpoints, and values
- d. Demonstrate self-motivating and increasing responsibility for their learning
  - i. Participate in decisions about group and classroom projects and learning objectives
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