

GRADES 9-10

Library Media Standards, Benchmarks, and Learning Targets

STANDARD 1: A Student must identify the task and determine the resources needed.

Benchmark 1: Define the problem.

Grades 9-10 Learning Target(s)

Library.9-10.1.DP.1.A	<u>Develop a range of questions.</u> <ol style="list-style-type: none"> a. I can state the problem. b. I can develop research questions to answer the problem.
Library.9-10.1.DP.1.B	<u>Formulate keywords within the problem.</u> <ol style="list-style-type: none"> a. I can identify multiple keywords to solve the problem. b. I can produce a list of potential keywords to solve the problem.
Library.9-10.1.DP.1.C	<u>Validate usefulness of keywords.</u> <ol style="list-style-type: none"> a. I can use keywords in a search. b. I can evaluate the effectiveness of the keywords used in a search. c. I can choose keywords that will produce desired results.
Library.9-10.1.DP.1.D	<u>Narrow/broaden the topic based on initial results.</u> <ol style="list-style-type: none"> a. I can determine that my topic fits the requirements of the task. b. I can narrow or broaden my topic based on initial research results.
Library.9-10.1.DP.1.E	<u>Use prior and background knowledge.</u> <ol style="list-style-type: none"> a. I can identify resources related to my background to help solve the task. b. I can list resources from prior experiences.
Library.9-10.1.DP.1.F	<u>Assess need for more or less information.</u> <ol style="list-style-type: none"> a. I can determine if the information effectively addresses the task. b. I can justify the resources used to solve the task.

Benchmark 2: Determine the nature and extent of information needed.

Grades 9-10 Learning Target(s)

Library.9-10.1.DN.2.A	<u>Compile a list of possible resources (e.g., print, nonprint, and digital).</u> <ol style="list-style-type: none"> a. I can describe the various resources available in and outside the library. b. I can access the available resources in and outside the library.
Library.9-10.1.DN.2.B	<u>Develop essential questions which go beyond facts (probing questions) into the problem.</u> <ol style="list-style-type: none"> a. I can develop big picture questions related to my topic. b. I can list questions for a deeper understanding of the topic.

Benchmark 3: Evaluate and select appropriate resources.

Grades 9-10 Learning Target(s)

Library.9-10.1.ER.3.A	<u>Identify accurate information (relevance, appropriateness, detail, currency, authority, bias).</u> <ol style="list-style-type: none"> a. I can define the terms: relevance, appropriateness, detail, currency, authority,
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	<p>and bias (RADCAB).</p> <p>b. I can analyze the information based on RADCAB criteria.</p>
Library.9-10.1.ER.3.B	<p><u>Evaluate all selected topic-related resources based on task criteria.</u></p> <p>a. I can state the task criteria.</p> <p>b. I can list the selected resources which fulfill the task criteria.</p>
Library.9-10.1.ER.3.C	<p><u>Distinguish between and incorporate appropriate primary/secondary sources.</u></p> <p>a. I can define the terms primary and secondary resources.</p> <p>b. I can locate primary and secondary resources.</p>
Library.9-10.1.ER.3.D	<p><u>Reevaluate the problem and resources, refine if needed.</u></p> <p>a. I can determine if the gathered resources answer the problem.</p> <p>b. I can refine or restate the problem if needed, based on gathered resources.</p> <p>c. I can gather more appropriate resources to answer the problem.</p>
Library.9-10.1.ER.3.E	<p><u>Select appropriate resources to solve the problem.</u></p> <p>a. I can recognize appropriate resources.</p> <p>b. I can select and incorporate appropriate resources to solve the problem.</p>
STANDARD 2: A student must locate sources, use information, and present findings.	
Benchmark 1: Locate multiple resources using a variety of search tools.	
Grades 9-10 Learning Target(s)	
Library.9-10.2.LR.1.A	<p><u>Utilize library facility.</u></p> <p>a. I can describe the print and non-print resources that are available in the library.</p> <p>b. I can utilize print and non-print resources in and out of the library.</p> <p>c. I can locate the print and non-print resources that are available in the library.</p>
Library.9-10.2.LR.1.B	<p><u>Participate in Library/Media orientation.</u></p> <p>a. I can describe resources and services available in the library.</p> <p>b. I can locate and use resources and services available in the library.</p>
Library.9-10.2.LR.1.C	<p><u>Demonstrate ability to access and search available print and nonprint material including the library catalog (using advanced searches).</u></p> <p>a. I can describe and access the various print and non-print resources available in the library.</p> <p>b. I can use the online catalog, subscription databases, the free web, and print resources.</p>
Library.9-10.2.LR.1.D	<p><u>Demonstrate ability to access and search available digital resources.</u></p> <p>a. I can list available online resources.</p> <p>b. I can access and search online resources.</p>
Library.9-10.2.LR.1.E	<p><u>Differentiate between subscription and free Web resources.</u></p> <p>a. I can define the terms subscription database and free web.</p> <p>b. I can explain the difference between subscription databases and the free web.</p>
Library.9-10.2.LR.1.F	<p><u>Navigate within a digital database.</u></p> <p>a. I can list search tools within databases.</p>

	<ul style="list-style-type: none"> b. I can locate specific appropriate resources using databases.
Library.9-10.2.LR.1.G	<u>Narrow search results using limiters within a digital search.</u> <ul style="list-style-type: none"> a. I can explain how to limit a search. b. I can narrow a search based on limiters or advanced search features.
Library.9-10.2.LR.1.H	<u>Perform an advanced search using search engine(s) and digital database(s).</u> <ul style="list-style-type: none"> a. I can describe various advanced search features of digital resources. b. I can locate the advanced search features in digital resources. c. I can successfully locate resources using the advanced search features.
Benchmark 2: Evaluate resources.	
Grades 9-10 Learning Target(s)	
Library.9-10.2.ER.2.A	<u>Follow criteria to evaluate resource for accuracy, relevance, authority, detail, currency, bias.</u> <ul style="list-style-type: none"> a. I can explain that there is a set of criteria to evaluate resources (RADCAB). b. I can defend the choice of selected resources according to the evaluative criteria.
Library.9-10.2.ER.2.B	<u>Identify and discuss the domain within the URL.</u> <ul style="list-style-type: none"> a. I can define different types of domains. b. I can identify a domain within a specific URL.
Library.9-10.2.ER.2.C	<u>Follow evaluative criteria to match the resource to the task.</u> <ul style="list-style-type: none"> a. I can identify both the task and the evaluative criteria. b. I can explain how the selected resource fits the task, based on the criteria.
Benchmark 3: Locate information within a wide variety of resources.	
Grades 9-10 Learning Target(s)	
Library.9-10.2.LI.3.A	<u>Sort within selected digital databases (e.g., relevance, date, publication, author).</u> <ul style="list-style-type: none"> a. I can explain the purpose of sorting results within a digital resource. b. I can successfully sort search results according to features within the digital resource.
Library.9-10.2.LI.3.B	<u>Choose keywords to locate and cross reference information to match the task (e.g., index, table of contents, glossary).</u> <ul style="list-style-type: none"> a. I can list keywords related to the task. b. I can refine keywords related to the task. c. I can use keywords to locate relevant information in a resource.
Library.9-10.2.LI.3.C	<u>Identify divergent perspectives during information gathering.</u> <ul style="list-style-type: none"> a. I can recognize divergent perspectives. b. I can identify divergent perspectives within a resource.
Library.9-10.2.LI.3.D	<u>Record location of information within resources.</u> <ul style="list-style-type: none"> a. I can identify specific information within multiple resources that addresses the task. b. I can record specific information from multiple resources that addresses the task.
Benchmark 4: Extract information from a wide variety of resources needed to solve the problem.	

Grades 9-10 Learning Target(s)	
Library.9-10.2.EI.4.A	<u>Read, view, and listen to make inferences.</u> <ol style="list-style-type: none"> a. I can evaluate information gathered from various formats. b. I can formulate inferences based on gathered information.
Library.9-10.2.EI.4.B	<u>Gather information relevant to the formulated questions.</u> <ol style="list-style-type: none"> a. I can explain how the information gathered is directly related to the research task. b. I can distinguish between relevant and non-relevant information within a resource.
Library.9-10.2.EI.4.C	<u>Determine the correct usage of summaries, paraphrases, and direct quotations, then replicate.</u> <ol style="list-style-type: none"> a. I can define the terms summarize, paraphrase and quote. b. I can correctly summarize, paraphrase and quote information within the final product.
Library.9-10.2.EI.4.D	<u>Cite each source.</u> <ol style="list-style-type: none"> a. I can explain the importance of citing sources. b. I can explain that there are different citation styles. c. I can create a works cited page. d. I can correctly create a citation for each source used in the final project. e. I can correctly incorporate in-text citations into the final project.
Library.9-10.2.EI.4.E	<u>Assess information extracted to solve the problem.</u> <ol style="list-style-type: none"> a. I can identify gathered information that addresses the task. b. I can sort through gathered information to collect the most relevant research. c. I can justify the use of gathered information within the final product.
Benchmark 5: Organize and manage information from a wide variety of sources to solve the problem.	
Grades 9-10 Learning Target(s)	
Library.9-10.2.OI.5.A	<u>Sort and categorize gathered information (e.g., graphic organizers, note cards, outline).</u> <ol style="list-style-type: none"> a. I can organize gathered information for a final product. b. I can use note cards, graphic organizers and outlines to sort and categorize gathered information.
Library.9-10.2.OI.5.B	<u>Review and refine the gathered information.</u> <ol style="list-style-type: none"> a. I can analyze the collected information to refine the final product. b. I can identify the pertinent information from the collected sources to include in the final product.
Benchmark 6: Create and defend a product that presents findings.	
Grades 9-10 Learning Target(s)	
Library.9-10.2.CP.6.A	<u>Choose the appropriate medium for presentation based on audience (e.g., oral, written, or digital).</u> <ol style="list-style-type: none"> a. I can differentiate between presentation mediums for specific audiences. b. I can select the appropriate medium (e.g. oral, written, or digital) for the final

	product.
Library.9-10.2.CP.6.B	<u>Create original product.</u> <ol style="list-style-type: none"> I can explain the importance of an original product. I can design an original product.
Library.9-10.2.CP.6.C	<u>Evaluate the process, refine if needed.</u> <ol style="list-style-type: none"> I can apply the research model to the process. I can explain that some steps in the research model may need to be repeated. I can identify the steps in the research model.
Library.9-10.2.CP.6.D	<u>Present and defend the product.</u> <ol style="list-style-type: none"> I can explain the content used in the final product. I can present the final product. I can answer questions about the final product.

STANDARD 3: A Student must evaluate the product and learning process.

Benchmark 1: Assess the quality and effectiveness of the product.

Grades 9-10 Learning Target(s)

Library.9-10.3.AQ.1.A	<u>Use guidelines to self-assess the product.</u> <ol style="list-style-type: none"> I can evaluate the final product. I can define an evaluation guideline such as a rubric. I can use evaluation guidelines to assess the final product.
Library.9-10.3.AQ.1.B	<u>Use guidelines to compare self-assessment to teacher and peer evaluation (e.g., rubrics, wikis, blogs, class discussion).</u> <ol style="list-style-type: none"> I can compare a self assessment to the assessments by peers and teachers. I can explain the difference between self assessment and assessments by peers and teachers.
Library.9-10.3.AQ.1.C	<u>Revise, edit, rewrite based on assessments (self, peer, teacher).</u> <ol style="list-style-type: none"> I can reconstruct the final product based on assessments. I can revise, edit, and rewrite elements of the final product based on assessments.

Benchmark 2: Evaluate the process in order to revise strategies.

Grades 9-10 Learning Target(s)

Library.9-10.3.EP.2.A	<u>Examine the strengths and weaknesses of the process.</u> <ol style="list-style-type: none"> I can identify strengths and weaknesses of the learning process. I can list the strengths and weaknesses of the learning process.
Library.9-10.3.EP.2.B	<u>Evaluate time management throughout the process.</u> <ol style="list-style-type: none"> I can explain the importance of a time management for creating a product. I can create a timeline for the process.
Library.9-10.3.EP.2.C	<u>Reflect on the process to make improvements.</u> <ol style="list-style-type: none"> I can evaluate the strategies used in the process. I can create a list of strategies to use in the future.

STANDARD 4: A student must use information safely, ethically, and legally.

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

Grades 9-10 Learning Target(s)

Library.9-10.4.LO.1.A	<p><u>Respect intellectual property.</u></p> <ul style="list-style-type: none">a. I can explain that respecting intellectual property means to cite sources.b. I can cite my sources.
Library.9-10.4.LO.1.B	<p><u>Adhere to acceptable use policies (e.g., technology/media, loan policies).</u></p> <ul style="list-style-type: none">a. I can explain why acceptable use policies are important.b. I can list the terms of the acceptable use policy.
Library.9-10.4.LO.1.C	<p><u>Demonstrate safe and ethical Internet use.</u></p> <ul style="list-style-type: none">a. I can describe safe and ethical practices for using the Internet.b. I can list the consequences of sharing personal information on the Internet.c. I can demonstrate safe and ethical Internet use.
Library.9-10.4.LO.1.D	<p><u>Use information and technology responsibly.</u></p> <ul style="list-style-type: none">a. I can collect information online keeping intellectual property in mind.b. I can use technology appropriately.c. I can defend the choice of information collected based on intellectual property rights.d. I can demonstrate responsible technology use.

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

Grades 9-10 Learning Target(s)

Library.9-10.4.FC.2.A	<p><u>Use summarizing, paraphrasing and direct quotes correctly.</u></p> <ul style="list-style-type: none">a. I can differentiate between summarizing, paraphrasing, and using direct quotes.b. I can summarize, paraphrase, or use direct quotes in the final product.
Library.9-10.4.FC.2.B	<p><u>Use in-text citation (e.g., parenthetical citation) correctly.</u></p> <ul style="list-style-type: none">a. I can explain that the use of others' ideas requires in-text citations.b. I can insert in-text citations in the final product.
Library.9-10.4.FC.2.C	<p><u>Produce components for a citation source (e.g., MLA, APA).</u></p> <ul style="list-style-type: none">a. I can explain that citations need to follow a specific format (e.g. MLA, APA).b. I can list the information needed to create a citation.c. I can create a proper citation using a specified format.
Library.9-10.4.FC.2.D	<p><u>Credit the intellectual property of others (e.g., video, music, website, audio, digital, artwork, photography, interview, presentations).</u></p> <ul style="list-style-type: none">a. I can explain that all ideas fall under intellectual property guidelines.b. I can correctly cite the intellectual property of others.
Library.9-10.4.FC.2.E	<p><u>Adhere to copyright laws (e.g., fair use, creative commons, plagiarism, public domain).</u></p> <ul style="list-style-type: none">a. I can explain the importance of copyright laws.b. I can define the terms: fair use, creative commons, plagiarism, and public

	<p>domain.</p> <p>c. I can defend the use of others' ideas in terms of copyright compliance.</p>
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Benchmark 3: Participate and collaborate in intellectual and social networks following safe and accepted practices.

Grades 9-10 Learning Target(s)

Library.9-10.4.PC.3.A	<p><u>Apply netiquette guidelines in online settings (e.g., blogs, wikis, Web 2.0).</u></p> <p>a. I can define netiquette guidelines.</p> <p>b. I can explain why netiquette guidelines are important.</p> <p>c. I can demonstrate appropriate online behavior.</p>
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Library.9-10.4.PC.3.B	<p><u>Collaborate and participate effectively within a safe, social environment (e.g., face to face, blended learning).</u></p> <p>a. I can define online social environments.</p> <p>b. I can describe safe ways to collaborate in face-to-face and online learning environments.</p> <p>c. I can list online social environments.</p> <p>d. I can contribute appropriate ideas in both face-to-face and online learning environments.</p>
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STANDARD 5: A student must pursue personal interests through literature and other creative expressions.

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

Grades 9-10 Learning Target(s)

Library.9-10.5.VP.1.A	<p><u>Explore a variety of formats based on personal interest.</u></p> <p>a. I can describe formats available to pursue personal interests.</p> <p>b. I can use a variety of formats to pursue personal interests.</p>
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Library.9-10.5.VP.1.B	<p><u>Compare and contrast different formats (e.g., playaways, audio, digital, fiction, nonfiction).</u></p> <p>a. I can define different formats such as digital, audio, print.</p> <p>b. I can defend the choice of a particular format to pursue personal interests.</p>
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Benchmark 2: Use and critique to a variety of genres for pleasure and personal growth.

Grades 9-10 Learning Target(s)

Library.9-10.5.VG.2.A	<p><u>Self-select and critique literature in different genres.</u></p> <p>a. I can define different genres.</p> <p>b. I can locate and select a variety of genres to meet personal interests.</p>
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Benchmark 3: Evaluate multiple resources and creative expressions from diverse cultures, including Montana American Indians.

Grades 9-10 Learning Target(s)

Library.9-10.5.DC.3.A	<p><u>Select a variety of materials representing diverse cultures and viewpoints, including Montana American Indians.</u></p> <p>a. I can explain the importance of exploring alternatives viewpoints.</p>
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	<ul style="list-style-type: none"> b. I can choose to select from a variety of materials that represent alternative viewpoints.
Library.9-10.5.DC.3.B	<p><u>Recognize and acknowledge cultural impact upon creative expression (e.g., art, tradition, religion, language).</u></p> <ul style="list-style-type: none"> a. I can explain the importance of cultural diversity. b. I can list characteristics found in culturally diverse materials.
Library.9-10.5.DC.3.C	<p><u>Compare and contrast examples of diversity in cultural expression.</u></p> <ul style="list-style-type: none"> a. I can distinguish between culturally diverse expressions. b. I can state characteristics of culturally diverse expressions.
Library.9-10.5.DC.3.D	<p><u>Evaluate selected materials for cultural perspective and authenticity.</u></p> <ul style="list-style-type: none"> a. I can analyze materials for cultural perspective and authenticity. b. I can justify my choices of creative expressions based on authenticity.
Benchmark 4: Access and use resources and information from all types of information environments to pursue personal and creative interests.	
Grades 9-10 Learning Target(s)	
Library.9-10.5.PI.4.A	<p><u>Explore and define Intellectual Freedom (e.g., banned books, propaganda, challenged books).</u></p> <ul style="list-style-type: none"> a. I can define Intellectual Freedom. b. I can explain why Intellectual Freedom is important. c. I can state the difference between impartial information and propaganda. I can choose to read a challenged or banned book. d. I can choose materials for personal growth.
Library.9-10.5.PI.4.B	<p><u>Access resources beyond the school library (e.g., online, digital, other libraries, interlibrary loan services, museums).</u></p> <ul style="list-style-type: none"> a. I can explain the importance of using materials beyond the school library's collection. b. I can list and access resources beyond the school library to meet personal interest.