

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"> I can evaluate information gathered from various formats. 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"> I can explain how the information gathered is directly related to the research task. 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"> I can define the terms summarize, paraphrase and quote. 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"> I can explain the importance of citing sources. I can explain that there are different citation styles. I can create a works cited page. I can correctly create a citation for each source used in the final project. 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"> I can identify gathered information that addresses the task. I can sort through gathered information to collect the most relevant research. 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"> I can organize gathered information for a final product. 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"> I can analyze the collected information to refine the final product. 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"> I can differentiate between presentation mediums for specific audiences. 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> <ol style="list-style-type: none">I can explain that respecting intellectual property means to cite sources.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> <ol style="list-style-type: none">I can explain why acceptable use policies are important.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> <ol style="list-style-type: none">I can describe safe and ethical practices for using the Internet.I can list the consequences of sharing personal information on the Internet.I can demonstrate safe and ethical Internet use.
Library.9-10.4.LO.1.D	<p><u>Use information and technology responsibly.</u></p> <ol style="list-style-type: none">I can collect information online keeping intellectual property in mind.I can use technology appropriately.I can defend the choice of information collected based on intellectual property rights.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> <ol style="list-style-type: none">I can differentiate between summarizing, paraphrasing, and using direct quotes.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> <ol style="list-style-type: none">I can explain that the use of others' ideas requires in-text citations.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> <ol style="list-style-type: none">I can explain that citations need to follow a specific format (e.g. MLA, APA).I can list the information needed to create a citation.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> <ol style="list-style-type: none">I can explain that all ideas fall under intellectual property guidelines.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> <ol style="list-style-type: none">I can explain the importance of copyright laws.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.