

GRADES 11-12

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 11-12 Learning Target(s)

Library.11-12.1.DP.1.A	<p><u>Develop and refine a range of questions.</u></p> <ul style="list-style-type: none"> a. I can state the problem. b. I can develop and refine research questions to answer the question.
Library.11-12.1.DP.1.B	<p><u>Formulate and authenticate keywords within the problem.</u></p> <ul 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. c. I can verify keywords that will produce desired results.
Library.11-12.1.DP.1.C	<p><u>Assess whether the topic is too narrow/broad and adjust accordingly.</u></p> <ul style="list-style-type: none"> a. I can express the need to adjust a topic based on the requirements of the task. b. I can justify the reasoning for narrowing or broadening the topic based on initial research results.
Library.11-12.1.DP.1.D	<p><u>Interpret prior and background knowledge.</u></p> <ul style="list-style-type: none"> a. I can analyze resources related to my background to help solve the task. b. I can incorporate resources from prior experiences to help solve the task.
Library.11-12.1.DP.1.E	<p><u>Appraise depth of complexity of the problem.</u></p> <ul style="list-style-type: none"> a. I can determine if the information effectively addresses the task. b. I can adjust the thesis as necessary based on gathered information.

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

Grades 11-12 Learning Target(s)

Library.11-12.1.DN.2.A	<p><u>Compile a list of possible resources (e.g., Intralocal, Interlocal).</u></p> <ul style="list-style-type: none"> a. I can describe the various resources available in and outside the library. b. I can access the most appropriate resources in and outside the library.
Library.11-12.1.DN.2.B	<p><u>Implement essential questions which go beyond facts (probing questions) into the problem.</u></p> <ul 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. c. I can investigate resources based on the list of questions developed.

Benchmark 3: Evaluate and select appropriate resources.

Grades 11-12 Learning Target(s)

Library.11-12.1.ER.3.A	<p><u>Interpret information for relevance, appropriateness, detail, currency, authority, and bias.</u></p> <ul style="list-style-type: none"> a. I can define the terms: relevance, appropriateness, detail, currency, authority, and bias (RAD CAB). b. I can justify the information based on RAD CAB criteria.
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Library.11-12.1.ER.3.B	<p><u>Compare and contrast all selected topic-related resources.</u></p> <ol style="list-style-type: none"> I can identify the similarities and differences among the resources. I can list the similarities and differences among the resources.
Library.11-12.1.ER.3.C	<p><u>Incorporate primary and/or secondary sources appropriately.</u></p> <ol style="list-style-type: none"> I can define the terms primary and secondary resources. I can locate primary and secondary resources. I can collect primary and secondary resources.
Library.11-12.1.ER.3.D	<p><u>Reevaluate the problems and resources, refine if needed.</u></p> <ol style="list-style-type: none"> I can determine if the gathered resources answer the problem. I can refine or restate the problem if needed based on gathered resources. I can gather more appropriate resources to answer the problem.
Library.11-12.1.ER.3.E	<p><u>Select appropriate resources to solve the problem.</u></p> <ol style="list-style-type: none"> I can recognize appropriate resources. I can select and incorporate appropriate resources to solve the problem.

STANDARD 2: A student must locate sources, use information, and present findings.

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

Grades 11-12 Learning Target(s)

Library.11-12.2.LR.1.A	<p><u>Utilize library facility.</u></p> <ol style="list-style-type: none"> I can describe the print and non-print resources that are available in the library. I can utilize print and non-print resources in and out of the library. I can locate the print and non-print resources that are available in the library.
Library.11-12.2.LR.1.B	<p><u>Access and search available print and nonprint material including the library catalog (using advanced searches).</u></p> <ol style="list-style-type: none"> I can describe and access the various print and non-print resources available in the library. I can use the online catalog, subscription databases, the free web, and print resources.
Library.11-12.2.LR.1.C	<p><u>Access and search available digital resources.</u></p> <ol style="list-style-type: none"> I can list available online resources. I can access and search online resources.
Library.11-12.2.LR.1.D	<p><u>Use subscription databases and free Web resources.</u></p> <ol style="list-style-type: none"> I can access subscription databases and free web. I can locate appropriate resources using subscription databases and the free web.
Library.11-12.2.LR.1.E	<p><u>Narrow search results independently using limiters within a digital search.</u></p> <ol style="list-style-type: none"> I can explain how to limit a search. I can independently narrow the search based on limiters or advanced search features.
Library.11-12.2.LR.1.F	<p><u>Perform advanced searches within digital resources (e.g., Web pages, digital collections, search engines, databases).</u></p> <ol style="list-style-type: none"> I can describe various advanced search features of digital resources.

	<ul style="list-style-type: none"> b. I can locate the advanced search feature on digital resources. c. I can successful locate digital resources using the advanced search feature.
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Benchmark 2: Evaluate resources.

Grades 11-12 Learning Target(s)

Library.11-12.2.ER.2.A	<u>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.
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Library.11-12.2.ER.2.B	<u>Evaluate and differentiate 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. c. I can justify the use of a particular URL based on its domain.
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Benchmark 3: Locate information within a wide variety of resources.

Grades 11-12 Learning Target(s)

Library.11-12.2.LI.3.A	<u>Sort within 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 successful sort search results according to features within the digital resource.
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Library.11-12.2.LI.3.B	<u>Use 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.
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Library.11-12.2.LI.3.C	<u>Identify and include 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. c. I can include divergent perspectives while gathering information.
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Library.11-12.2.LI.3.D	<u>Document location of information within resources.</u> <ul style="list-style-type: none"> a. I can explain not all information within a document is relevant to the task. b. I can select information within a document that is relevant to the task.
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Benchmark 4: Extract information from a wide variety of resources needed to solve the problem.

Grades 11-12 Learning Target(s)

Library.11-12.2.EI.4.A	<u>Read, view, and listen to make inferences.</u> <ul style="list-style-type: none"> a. I can evaluate information gathered from various formats. b. I can formulate inferences based on gathered information.
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Library.11-12.2.EI.4.B	<u>Gather information relevant to the formulated questions.</u> <ul 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.
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Library.11-12.2.EI.4.C	<p><u>Summarize, paraphrase, and/or directly quote facts and details relevant to the question (e.g., note taking).</u></p> <ol style="list-style-type: none"> I can recognize when to summarize, paraphrase, or quote information. I can correctly summarize, paraphrase, or quote information within the final product.
Library.11-12.2.EI.4.D	<p><u>Cite each source.</u></p> <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.11-12.2.EI.4.E	<p><u>Assess information extracted to solve the problem.</u></p> <ol style="list-style-type: none"> I can interpret gathered information to address the task. I can sort through gathered information to select 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 11-12 Learning Target(s)	
Library.11-12.2.OI.5.A	<p><u>Sort and categorize gathered information (e.g., graphic organizers, note cards, outline).</u></p> <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.11-12.2.OI.5.B	<p><u>Review and refine the gathered information.</u></p> <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 project.
Benchmark 6: Create and defend a product that presents findings.	
Grades 11-12 Learning Target(s)	
Library.11-12.2.CP.6.A	<p><u>Choose the appropriate medium for presentation based on audience (e.g., oral, written, or digital).</u></p> <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.11-12.2.CP.6.B	<p><u>Create original product.</u></p> <ol style="list-style-type: none"> I can explain the importance of an original product. I can design an original product.
Library.11-12.2.CP.6.C	<p><u>Evaluate the process, refine if needed.</u></p> <ol style="list-style-type: none"> I can explain that some steps in the research model may need to be repeated. I can apply the research model to the process. I can identify the steps in the research model.
Library.11-	<p><u>Present and defend the product.</u></p>

12.2.CP.6.D	<ul style="list-style-type: none"> a. I can explain the content of the final product. b. I can present the final product. c. I can answer questions about the final product.
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STANDARD 3: A Student must evaluate the product and learning process.

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

Grades 11-12 Learning Target(s)

Library.11-12.3.AQ.1.A	<p><u>Self-assess the product.</u></p> <ul style="list-style-type: none"> a. I can evaluate the final product. b. I can define an evaluation guideline, such as a rubric. c. I can use evaluation guidelines to assess the final product.
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Library.11-12.3.AQ.1.B	<p><u>Compare self-assessment to teacher and peer evaluations (e.g., rubrics, wikis, blogs, class discussion).</u></p> <ul style="list-style-type: none"> a. I compare a self-assessment to the assessments of peers and teachers. b. I can explain the difference between self-assessment and assessments by peers and teachers.
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Library.11-12.3.AQ.1.C	<p><u>Consider revision, editing, rewriting based on assessments (self, peer, teacher).</u></p> <ul style="list-style-type: none"> a. I can reconstruct the final product based on assessments. b. I can revise, edit, and rewrite elements of the final product based on assessments.
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Benchmark 2: Evaluate the process in order to revise strategies.

Grades 11-12 Learning Target(s)

Library.11-12.3.EP.2.A	<p><u>Judge the strengths and weaknesses of the process.</u></p> <ul style="list-style-type: none"> a. I can determine which strategies will be beneficially to future projects. b. I can identify the strengths and weaknesses of the learning process. c. I can list the strengths and weaknesses of the learning process.
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Library.11-12.3.EP.2.B	<p><u>Evaluate time management throughout the process.</u></p> <ul style="list-style-type: none"> a. I can explain the importance of time management in creating a product. b. I can create a timeline for the process.
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Library.11-12.3.EP.2.C	<p><u>Reflect on the process to make improvements.</u></p> <ul style="list-style-type: none"> a. I can evaluate the strategies used in the process. b. I can create a list of strategies to use in the future.
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STANDARD 4: A student must use information safely, ethically, and legally.

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

Grades 11-12 Learning Target(s)

Library.11-12.4.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 sources.
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Library.11-	<p><u>Adhere to acceptable use policies (e.g., technology/media, loan policies).</u></p>
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12.4.LO.1.B	<ul style="list-style-type: none"> a. I can explain why an acceptable use policy is important. b. I can list the terms of the acceptable use policy.
Library.11-12.4.LO.1.C	<p><u>Use the Internet safely and ethically.</u></p> <ul style="list-style-type: none"> a. I can describe safe and ethical practices when 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.11-12.4.LO.1.D	<p><u>Use and manipulate 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 identify when information needs to be altered. d. I can defend the choice of information collected based on intellectual property rights. e. I can demonstrate responsible technology use. f. I can find images that can be legally altered.

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

Grades 11-12 Learning Target(s)

Library.11-12.4.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.11-12.4.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.11-12.4.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.11-12.4.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 guidelines. b. I can correctly cite the intellectual property of others.
Library.11-12.4.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 domain. c. I can defend the use of others' ideas in terms of copyright compliance.

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

Grades 11-12 Learning Target(s)

Library.11-	<u>Exhibit responsible digital citizenship.</u>
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12.4.PC.3.A	<ul style="list-style-type: none"> a. I can define digital citizenship. b. I can explain why it's important to be a good digital citizen. c. I can demonstrate appropriate online behavior.
Library.11-12.4.PC.3.B	<p><u>Participate in social networks appropriately (e.g., blogs, wikis, Web 2.0, face to face, blended learning).</u></p> <ul style="list-style-type: none"> a. I can define online social environments. b. I can describe safe ways to collaborate online. c. I can contribute appropriate ideas in a social network (e.g. blogs, wikis, Web 2.0, face to face, and blended learning). d. I can list online social environments.

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 11-12 Learning Target(s)

Library.11-12.5.VP.1.A	<p><u>Explore a variety of formats based on personal interest.</u></p> <ul style="list-style-type: none"> a. I can describe formats available to pursue personal interests. b. I can use a variety of formats to pursue personal interests.
Library.11-12.5.VP.1.B	<p><u>Compare and contrast different formats (e.g., audio, digital, fiction, nonfiction).</u></p> <ul style="list-style-type: none"> a. I can define different formats such as digital, audio, print. b. I can defend the choice of a particular format to pursue personal interest.

Benchmark 2: Use and critique to a variety of genres for pleasure and personal growth.

Grades 11-12 Learning Target(s)

Library.11-12.5.VG.2.A	<p><u>Self select and critique literature in different genres.</u></p> <ul style="list-style-type: none"> a. I can define different genres. b. I can locate and select a variety of genres to meet personal interests.
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Benchmark 3: Evaluate multiple resources and creative expressions from diverse cultures, including Montana American Indians.

Grades 11-12 Learning Target(s)

Library.11-12.5.DC.3.A	<p><u>Select a variety of materials representing diverse cultures and viewpoints, including Montana American Indians - Grade 11, 12.</u></p> <ul style="list-style-type: none"> a. I can explain the importance of exploring alternative viewpoints. b. I can choose to select from a variety of materials that represent alternative viewpoints.
Library.11-12.5.DC.3.A	<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.11-12.5.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.11-12.5.DC.3.D	<p><u>Evaluate selected materials for cultural perspective and authenticity.</u></p> <p>a. I can analyze materials for cultural perspective and authenticity.</p> <p>b. I can justify my choices of creative expressions based on authenticity.</p>
Benchmark 4: Access and use resources and information from all types of information environments to pursue personal and creative interests.	
Grades 11-12 Learning Target(s)	
Library.11-12.5.PI.4.A	<p><u>Explore and discuss intellectual freedom (e.g., banned books, propaganda, challenged books).</u></p> <p>a. I can define Intellectual Freedom.</p> <p>b. I can explain why Intellectual Freedom is important.</p> <p>c. I can state the difference between impartial information and propaganda.</p> <p>d. I can choose to read a challenged or banned book.</p> <p>e. I can choose materials for personal growth.</p>
Library.11-12.5.PI.4.B	<p><u>Access resources beyond the school library (e.g., online, digital, other libraries, interlibrary loan services, museums).</u></p> <p>a. I can explain the importance of using materials beyond the school library's collection.</p> <p>b. I can list and access resources beyond the school library to meet personal interest.</p>