



*Forward Thinking, High Achieving.*

# INFORMATION LITERACY/ LIBRARY MEDIA CURRICULUM

This document was developed by the Missoula County Public Schools Curriculum Consortium, which includes Missoula County Public Schools District #1, Hellgate Elementary School District #4, and Target Range School District #23.

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## Table of Contents

Library Media Curriculum Review Committee.....	4
Mission, Vision.....	5
Strategies, Guiding Principles.....	7
MCPS Five Measurable Goals, Professional Development, Technology .....	8
Assessment, Meeting Diverse Student Needs.....	9
Indian Education For All .....	10
Teaching About Controversial Issues .....	12
Standards for the 21 <sup>st</sup> Century Learner .....	13
Library Media .....	14
Certified School Library Media Specialists & School Libraries Are Vital .....	15
Kindergarten Library Media Standards, Benchmarks, Learning Targets .....	16
Grade 1 Library Media Standards, Benchmarks, Learning Targets .....	22
Grade 2 Library Media Standards, Benchmarks, Learning Targets .....	28
Grade 3 Library Media Standards, Benchmarks, Learning Targets .....	34
Grade 4 Library Media Standards, Benchmarks, Learning Targets .....	40
Grade 5 Library Media Standards, Benchmarks, Learning Targets .....	46
Grade 6 Library Media Standards, Benchmarks, Learning Targets .....	54
Grade 7 Library Media Standards, Benchmarks, Learning Targets .....	62
Grade 8 Library Media Standards, Benchmarks, Learning Targets .....	70
Grades 9-10 Library Media Standards, Benchmarks, Learning Targets .....	78
Grades 11-12 Library Media Standards, Benchmarks, Learning Targets .....	86
Appendix I: MCPS Comprehension Strategies.....	95
Appendix II: Information Literacy/Library Media Glossary .....	96
Appendix III: Bloom's Taxonomy Adaptation for Active Learning.....	100
Appendix IV: K-5 Library Vocabulary List .....	101
Appendix V: Library Bill of Rights .....	102
Appendix VI: Selection of Library Media Materials, Board Policy 2310.....	103
Appendix VII: Board Procedure 2310P for Selection of Library Media Center Materials .....	105
Appendix VIII: Loan of Library Media, Board Policy 2309 .....	107

Appendix IX: Copyright, Board Policy 2312 .....	108
Appendix X: Board Procedure 2312P for Copyright Compliance .....	109
Appendix XI: Dealing with Challenged Educational Resources, Board Policy 2313 .....	111
Appendix XII: Board Procedure 2313P for Dealing with Challenged Educational Resources...	112

## **Library-Media Curriculum Review Committee**

<b>Teacher Librarian</b>	<b>Grade</b>	<b>Building</b>
Brennan, Lisa	K-8	Target Range Elementary
Cordell, Peggy	9-12	Hellgate High School
Crerar, Jillian	9-12	Sentinel High School
Gillhouse, Brenda	6-8	Meadow Hill Middle School
Greil, Mary	K-5	Chief Charlo Elementary
Hahn, Sydney	K-5	Lewis & Clark Elementary
Lawrence, Junell	9-12	Big Sky/Willard High School
Marne, Pat	K-5	Russell Elementary
Meek, Rebecca	K-8	Target Range Elementary
Monlux, Carole	K-5	Paxson Elementary
Murray, Gretchen	6-8	Washington Middle School
Nokleby, Michele	K-5	Hawthorne Elementary
Peterson, Nancy	K-5	Franklin Elementary
Watts, Linda	K-5	Hellgate Elementary
Williams, Elaine	K-5	Cold Springs Elementary
Hainline, Julie	K-12	Administration
Vaneps, Alanna	K-12	Administration
Matt Clausen	K-12	Administration

## **MISSION**

At Missoula County Public Schools (MCPS), our mission is to ensure that each student achieves his/her full and unique potential.

## **VISION**

The MCPS Board of Trustees represents all citizens of the District in their stewardship of Missoula County Public Schools. To this end, the Strategic Plan includes the following vision that describes what the Board of Trustees strives to provide.

### **MCPS Learning Environment**

MCPS is a non-judgmental, inclusive, personalized, adaptable, learning environment where individual talents are identified and explored and children are fully challenged in small learning communities with adults who care. Children are celebrated and “membership” in the school is facilitated for every child. Children have stimulating interdependent and independent learning experiences and learning is related to the outside world at all grade levels. A climate of respect exists, and rules and policies are in place, understood, and consistently applied within buildings and across the District. District high schools continue to be evaluated with movement toward a model that addresses identified issues; meets the District’s vision and goals; assures equity and challenge regarding class and program opportunities regardless of building attended; encourages active involvement of all students; facilitates the flexibility (scheduling) to accommodate the diverse needs of today’s high school students; and works collaboratively with families, teachers, and counselors to successfully transition students from “feeder” Districts.

### **MCPS Educators**

Educators at MCPS are experts in their fields, critical thinkers, problem-solvers, and planners who are actively involved in accomplishing District goals and strategies. Educators’ enthusiasm, nurturing, and love for working with children are demonstrated by efforts to meet the needs and goals of individual children and their learning styles. MCPS educators creatively stimulate and challenge students with the result being children who discover they can do more than they ever imagined. All staff members successfully communicate and are competent in behavior management strategies. They value opportunities to work collaboratively to increase their individual depth and breadth of knowledge about learning as well as subject matter. MCPS educators mirror local diversity and work to understand the local community and its educational values and goals. Professional development is aligned with District vision and goals, curriculum, and assessment data. MCPS educators are publicly recognized for creative, successful strategies and their ability to teach.

## **MCPS Instruction**

MCPS offers a variety of “whole child” instructional programs, practices, and literatures that are integrated rather than compartmentalized – curriculum content to content, building to building, and throughout the K-12 system. Decisions are made based on instructional goals, and best practices and processes in education are embraced. Teaching plans, aligned to learning targets, guide all classrooms. Technology is used appropriately. A number of assessment tools are used in addition to current required “testing”.

## **MCPS Facilities**

All MCPS facilities are safe, clean and inviting; age-appropriate; in good repair; wired for technology and “wireless” for information access; handicapped accessible; family-friendly; and have space for all activities. Wherever possible, buildings are designed and operated to address societal goals such as energy conservation and recycling. At the same time, the District recognizes the importance of buildings that are historical community assets. MCPS exhibits stewardship and responsible planning regarding facilities through a facilities master plan. It works carefully with the community regarding use and disposition of school buildings and appraises the real and long term value of District assets before making decisions. The District recognizes that budget and size are not the only influencing factors regarding the opening and closing of buildings and reconfiguring attendance boundaries. Facilities are considered vehicles for public education and the District uses public services to support them.

## **MCPS Community**

MCPS is committed to implementation of an active model for genuine community partnership and ongoing evaluation of the success of that model. Through that partnership, the District develops understanding of the needs and desires of the community regarding its public schools and charges the community with active involvement. MCPS provides access to information and facilitates two-way communication and ongoing conversations among students, educators, parents, the Board and the general public. The District’s Strategic Plan is a dynamic document and timelines and benchmarks for achieving its desired ends are shared, discussed, and monitored with the community. The District facilitates attachment and involvement and capitalizes on volunteer expertise in the community. Active involvement with stakeholders (i.e., families/parents, students, teachers, counselors, etc.) from “feeder” districts, internal and external to MCPS, results in a smooth transition for students and their families.

## **STRATEGIES**

In support of achieving the vision and goals described in the 2007-2012 Strategic Plan, MCPS actively applies the following broad strategies:

- Use planned and sequential “building blocks” in development and delivery of curriculum from kindergarten through twelfth grade.
- Use assessment and instruction to challenge students to meet their individual potential.
- Analyze student achievement data frequently. Provide specific interventions when learning problems are identified.
- Encourage parent and adult involvement in support of academic and activity programs.
- Use school/community partnerships to better understand the needs and desires of the community regarding its public schools.

## **GUIDING PRINCIPLES**

The MCPS Board of Trustees, elected by the community, has an obligation to safeguard the public’s trust in public education, and our decisions and actions should reflect that obligation. District dollars should be used effectively and efficiently to achieve positive results for students.

The MCPS Board of Trustees bases its decisions and actions on the following set of guiding principles.

- We believe the District has a responsibility to provide students with a safe, motivating, innovative learning environment.
- We believe that all children, regardless of differences, deserve to be fully challenged and equipped to meet their individual potential.
- We believe that K-12 education should address the “whole child” and that holistic education leads to: A value for academic knowledge and competency; an appreciation for one’s broader community; a world view; and life-long love for learning.
- We believe that instructional competency and educational best practices in the classroom are critical factors in reaching individual student potential.
- We believe that physical and emotional health and wellness are important contributing factors to achieving the individual and collective goals of students and staff.
- We believe that a professional and supportive working environment is essential.
- We believe parent and adult involvement support, strengthen, and expand learning.
- We believe that a public school district has a responsibility to build community; develop partnership and cohesiveness in the community; and challenge the community to be everything it can be.

*(Finalized by the MCPS Board of Trustees, August, 2007.)*

## **MISSOULA COUNTY PUBLIC SCHOOLS**

### **FIVE MEASURABLE DISTRICT GOALS**

- Achievement and graduation for all students, regardless of their circumstances and abilities.
- Refine and implement a quality supervision and evaluation program for all staff.
- Define and implement a quality professional development program that encompasses best practices and supports the needs of all staff.
- Restructure the organization to become more efficient, effective and accountable to support the goals of the District.
- Cultivate and enhance staff, student, parent, business and community involvement.

### **PROFESSIONAL DEVELOPMENT**

In 2008, the Missoula County Public Schools Board of Trustees approved the district goals above in order to address the needs of 21<sup>st</sup> Century learners. One of the goals focuses on professional development “to provide staff with best practices and the expertise to make a difference for all students regardless of their circumstances.”

*(Superintendent, Dr. Alex Apostle’s, message August, 2008.)*

Ongoing, job-embedded professional development builds a foundation of teacher excellence, a critical component to improving student achievement. Teachers must have not only an extensive knowledge of Career and Technical Education content, but must also possess a deep understanding of how students learn. Appropriate content and pedagogical preparation enables teachers to design lessons and implement curriculum using research proven practices and strategies in an environment where all students have an opportunity to succeed.

### **TECHNOLOGY**

The integration of curriculum and technology is essential to prepare today’s students for participation in a viable democratic society. Therefore, the MCPS Library Media Curriculum Committee views technology as integral to all curricula. In this document, technology may refer to the instruments and techniques for investigations, inquiry, and analysis, as well as to technological literacy, knowledge of technologies and the associated costs, risks, and benefits to society.



## **ASSESSMENT**

It is the charge of the School Library Media Specialist to provide intellectual access to information through learning activities that are integrated into the curriculum. It is our goal to help all students achieve information literacy by developing effective cognitive strategies for selecting, retrieving, analyzing, evaluating, synthesizing, creating, and communicating information in all formats and in all content areas of the curriculum. Our assessment piece will focus on constructing effective models as collaborative teaching partners in assessment; interpreting statistical evidence of student learning, and examining the viability of student-driven assessment.

Assessment means finding out what students know and are able to do. It is intended to improve teaching and learning. Information gathered through formative assessment assists teachers during instructional planning to determine students' prior knowledge, provide feedback to students during instruction, make decisions on how to modify instruction, and identify strengths and weaknesses. Through instruction, a variety of data is collected to provide evidence of achievement and success to students, families, and the community. Principles of effective assessment are as follows:

1. Treat assessment as an integral part of curriculum and instruction.
2. Direct assessments toward essential learning.
3. Set high standards for teaching and learning.
4. Clarify learning targets early.
5. Assess student performance through authentic tasks.
6. Collect multiple indicators of learning.
7. Provide ample opportunities for students to learn.

*(Adapted from Walter Parker, Science in Elementary Education, Upper Saddle River, NJ: Pearson, 2005.)*

## **MEETING DIVERSE STUDENT NEEDS**

Students with diverse needs--those with unique abilities and/or disabilities--will have differentiated opportunities to achieve learning targets, benchmarks, and standards at rates and in manners consistent with their needs. Accommodations and modifications will be implemented to ensure that all students have the opportunity to meet established learning goals and to gain full access to the curriculum.

The needs of struggling learners will be met in a variety of ways in the classroom both through informal intervention and formally prescribed intervention, as necessary.

Gifted students and students of high ability require, at times, differentiated instruction and additional challenge beyond what the standard curriculum can provide. These provisions can include but are not limited to: more challenging content or assignments, critical and higher level thinking skills, instructional grouping, extension activities, and independent research.

Students at all ability levels benefit as they explore concepts in depth through inquiry-based learning.

## **INDIAN EDUCATION FOR ALL**

Missoula County Public Schools is committed to developing for all students an understanding of American and Montana Indian people and their histories, fostering respect for their cultures. In view of the unique role of the American Indian peoples in the development of the United States and the experience of Montana tribes in particular, their history and culture will be integrated wherever appropriate in the instruction of MCPS students, in accordance with the state constitution, statutes, and curriculum standards.

### ***ESSENTIAL UNDERSTANDINGS REGARDING MONTANA INDIANS***

1. There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories, and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.
2. There is great diversity among individual American Indians as identity is developed, defined, and redefined by many entities, organizations, and people. There is a continuum of Indian identity ranging from assimilated to traditional and this is unique to each individual. There is no generic American Indian.
3. The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has their own oral history beginning with their genesis that is a valid as written histories. These histories pre-date the “discovery” of North America.
4. Reservations are land that have been reserved by the tribes for their own use through treaties and was not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:
  - a. That both parties to treaties were sovereign powers.
  - b. Those Indian tribes had some form of transferable title to the land.
  - c. That acquisition of Indian lands was solely a government matter not to be left to individual colonists.
5. There were many federal policies put into place throughout American history that have impacted Indian people and shape who they are today. Much of Indian history can be related through several major federal policy periods.
6. History is a story most often related through the subjective experience of the teller. Histories are being rediscovered and revised. History told from an Indian perspective conflicts with what most of mainstream history tells us.
7. Under the American legal system, Indian tribes have sovereign powers separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.

## Missoula County Public Schools

### INSTRUCTION

2450

#### Recognition of American Indian Peoples' Culture and Heritage in the Curriculum Process

The Board fully supports Article X of the Montana Constitution and is actively committed to develop for all students an understanding of American and Montana Indian people and their histories, as well as foster respect for their respective cultures.

Because of the unique position and place in American history, the American Indian peoples' role in the development of the United States, with emphasis on the experience of the Montana Tribes, shall be included wherever appropriate in the instruction of Missoula County Public School students, in accordance with the state Constitution and state standards. Instructions concerning the historic and current roles of Indian people shall be delivered in a respectful, informative, and sensitive manner. When the social studies curriculum and other curricula are updated according to the District's curriculum cycle, the written curriculum shall reflect this policy. Staff development will be provided pertinent to curriculum implementation.

*NOTE: The District has nondiscriminatory policies in effect, which may be referenced.*

Legal Reference: Art. X, Sec. 1(2), Montana Constitution §§ 20-1-501, et seq.,  
MCA Recognition of American Indian cultural heritage - legislative intent

10.55.603 ARM	Curriculum Development and Assessment
10.55.701 ARM	Board of Trustees
10.55.803 ARM	Learner Access

#### Policy History:

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Revised at C&I Committee, 5/2/00

Adopted on: October 10, 2000

Adopted on: January 14, 2003 (Policy recodified in Series 2000 adoption)

## **TEACHING ABOUT CONTROVERSIAL ISSUES**

### **Missoula County Public Schools**

#### **INSTRUCTION**

2330

##### **Academic Freedom**

The Board recognizes and supports Academic Freedom as necessary for an environment conducive to the free exchange of ideas and learning.

Academic Freedom is the view that if teachers are to promote the growth of knowledge, they require the freedom to teach and conduct inquiry without fear of sanction or reprisals should they present an unpopular or controversial idea.

Teachers shall help students learn to objectively and respectfully examine differences of opinion, analyze and evaluate facts and their sources, and form their own reasoned judgments about the relative value of competing perspectives.

The Board directs the teaching staff to:

- Refrain from using one's classroom position to promote one's own ideology or any partisan point of view.
- Ensure that issues presented pertain to course objectives.
- Provide students opportunities to develop critical thinking: that is the ability to detect propaganda and to distinguish between fact, opinion and misinformation.
- Respect each student's right to form, choose, hold and/or change an opinion or belief.
- Create an environment in which students are free to form judgments independently.

Any person may file complaints pursuant to this policy through Board Policy 4310P, the uniform grievance procedure.

This policy may not be used to challenge educational materials themselves. Please see:

BP 2313 Dealing with Challenged Educational Resources

BP 2313P Procedure for Dealing with Challenged Educational Resources

Legal Reference: Article X, Sec. 8, Montana Constitution - School district trustees  
§ 20-3-324(16) and (17), MCA Powers and duties

##### **Policy History:**

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Posted for public comment until: July 22, 2009

Adopted on second reading: August 11, 2009

## **STANDARDS FOR THE 21<sup>ST</sup> CENTURY LEARNER**

### **Common Beliefs:**

#### **Reading is a window to the world.**

Reading is a foundational skill for learning, personal growth, and enjoyment. The degree to which students can read and understand text in all formats (e.g. picture, video, print) and all contexts is a key indicator of success in school and in life. As a lifelong learning skill, reading goes beyond decoding and comprehension to interpretation and development of new understandings.

#### **Inquiry provides a framework for learning.**

To become independent learners, students must gain not only the skills but also the disposition to use those skills, along with an understanding of their own responsibilities and self-assessment strategies. Combined, these four elements build a learner who can thrive in a complex information environment.

#### **Ethical behavior in the use of information must be taught.**

In this increasingly global world of information, students must be taught to seek diverse perspectives, gather and use information ethically, and use social tools responsible and safely.

#### **Technology skills are crucial for future employment needs.**

Today's students need to develop information skills that will enable them to use technology as an important tool for learning, both now and in the future.

#### **Equitable access is a key component for education.**

All children deserve equitable access to books and reading, to information, and to information technology in an environment that is safe and conducive to learning.

#### **The definition of information literacy has become more complex as resources and technologies have changed.**

Information literacy has progressed from the simple definition of using reference resources to find information. Multiple literacies, including digital, visual, textual, and technological, have now joined information literacy as crucial skills for this century.

#### **The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.**

The amount of information available to our learners necessitates that each individual acquire the skills to select, evaluate, and use information appropriately and effectively.

#### **Learning has a social context.**

Learning is enhanced by opportunities to share and learn with others. Students need to develop skills in sharing knowledge and learning with others, both in face-to-face situations and through technology.

#### **School libraries are essential to the development of learning skills.**

School libraries provide equitable physical and intellectual access to the resources and tools required for learning in a warm, stimulating, and safe environment. School librarians collaborate with others to provide instruction, learning strategies, and practice in using the essential learning skills needed in the 21<sup>st</sup> century.

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## **LIBRARY MEDIA**

Teacher librarians play an essential role in the implementation of all curricula. They are important instructional partners and consultants in supporting and expanding existing curricula. As information specialists, teacher librarians work collaboratively with students, teachers, administrators, and parents to:

- Provide knowledge of availability and suitability of information resources to support the implementation of Montana and MCPS Standards. This is particularly relevant with the Indian Education for All Law.
- Partner in educating students, developing curricula, and integrating resources into teaching and learning.
- Serve as an expert in organizing, synthesizing, and communicating information. Acquisition, organization, and dissemination of resources to support the curricular areas through the library media center are cost-effective methods for the entire school district.
- Teach and integrate literature and information skills into the curriculum. They plan and teach collaboratively based on the needs of the student.

*(Adapted from ALA statements, and School Libraries Work!, Scholastic Library Publishing, c2008.)*

Information literacy is the ability to recognize when information is needed and then locate, evaluate, and effectively use the information. (Adapted from ACRL)

All Missoula County Public School students require equitable access to a variety of resources, encompassing the breadth of human conversations and creations for academic achievement and personal growth. By learning to access and evaluate information they gain an appreciation and respect for diverse ideas and creative expressions. By using information literacy skills in all aspects of learning, students become empowered and engaged lifelong learners. To thrive in the 21<sup>st</sup> Century, students must employ a process of inquiry that can be adapted to any information need. By learning strategies to manage and ethically use information, Missoula County Public School students open the door to the world in all its diversity. Library media specialists, in collaboration with other classroom and content area teachers, empower all students to become information literate.

**CERTIFIED SCHOOL LIBRARY MEDIA SPECIALISTS**  
**AND SCHOOL LIBRARIES ARE VITAL**  
**TO HIGH ACHIEVING SCHOOLS**

Direct correlation can be made between student achievement and school library programs led by library media specialists whose dual teaching certification uniquely qualifies them to...

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- Provide leadership in the school for achieving school Mission, Objectives, and Strategies
- Provide intellectual and physical access to information in print and media resources
- Provide intellectual and physical access to information technologies, either local or Web-based
- Collaborate with teachers to provide resources and activities for course, unit, and lesson integration
- Assist teachers and students to search out their information needs, critically evaluate the materials they locate, and use technological means to synthesize their findings into new knowledge
- Teach information skills
- Organize and maintain a collection of valuable resources
- Manage information
- Promote reading advocacy by matching students and books
- Provide resources and activities to promote student achievement
- Provide resources and activities for students that are meaningful now and in the future
- Maintain a supportive and nurturing environment, in the library and network environment, to increase student satisfaction and achievement.

*Woolls, Blanche. (2004). The School Library Media Manager, 3<sup>rd</sup> Edition.  
Westport, CT: Libraries Unlimited*

# KINDERGARTEN

## 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.**

<b>Kindergarten Learning Target(s)</b>	
<b>Library.K.1.DP.1.A</b>	Listen and retell the problem or task. a. With prompting and support, I know how to listen and retell the problem or task. b. With prompting and support, I can tell my teacher what I heard about the problem or task.
<b>Library.K.1.DP.1.B</b>	Retell keywords. a. With prompting and support, I know how to use keywords. b. With prompting and support, I can use keywords to help me retell the story.
<b>Library.K.1.DP.1.C</b>	Listen and retell the topic. a. With prompting and support, I know how to listen and retell the topic of my task. b. With prompting and support, I can to listen and name the topic of my task.
<b>Library.K.1.DP.1.D</b>	Listen to the steps needed to solve the problem or task. a. With prompting and support, I know how to listen to the steps to solve the problem or task. b. With prompting and support, I can retell the steps needed to solve the problem or task with help.

**Benchmark 2: Identify the types of information needed.**

<b>Kindergarten Learning Target(s)</b>	
<b>Library.K.1.IT.2.A</b>	Explore possible resources (print, nonprint, digital, community resources). a. With prompting and support, I know that there are print, nonprint, digital, and community resources. b. With prompting and support, I can use print to help me learn. c. With prompting and support, I can use nonprint to help me learn. d. With prompting and support, I can use digital resources to help me learn. e. With prompting and support, I can learn information from community members.

**Benchmark 3: Choose from a range of resources.**

<b>Kindergarten Learning Target(s)</b>	
<b>Library.K.1.RR.3.A</b>	Choose resources from a limited selection. a. With prompting and support, I know how to choose from materials given



	<p>to me.</p> <p>b. With prompting and support, I can choose an item or items from the materials given to me.</p>
<b>STANDARD 2: A student must locate sources, use information, and present findings</b>	
<b>Benchmark 1: Locate a resource needed to solve the problem.</b>	
<b>Kindergarten Learning Target(s)</b>	
<b>Library.K.2.LR.1.A</b>	<p>Recognize the library personnel.</p> <p>a. I know the name of my librarian.</p> <p>b. I can state the name of my librarian.</p>
<b>Library.K.2.LR.1.B</b>	<p>Locate basic sections in the library (e.g., fiction, nonfiction, periodicals)</p> <p>a. I know where the different sections of the library are located.</p> <p>b. I can find books from different sections of the library.</p>
<b>Benchmark 2: Evaluate resources.</b>	
<b>Kindergarten Learning Target(s)</b>	
<b>Library.K.2.ER.2.A</b>	<p>Explore fiction and nonfiction resources.</p> <p>a. With prompting and support, I know how to find fiction and nonfiction.</p> <p>b. With prompting and support, I can find fiction and nonfiction books.</p>
<b>Benchmark 3: Locate information with the source.</b>	
<b>Kindergarten Learning Target(s)</b>	
<b>Library.K.2.LI.3.A</b>	<p>Discuss parts of a book (e.g. author, illustrator, spine, title page).</p> <p>a. I know the different parts of a book.</p> <p>b. I can tell the author of a book.</p> <p>c. I can tell that an author writes a book.</p> <p>d. I can tell the illustrator of a book.</p> <p>e. I can tell that an illustrator makes the pictures in a book.</p> <p>f. I can find the spine of a book.</p> <p>g. I can find the cover of a book.</p> <p>h. I can show the location of the bar code on a book.</p>
<b>Library.K.2.LI.3.B</b>	<p>View and listen for information.</p> <p>a. I know how to listen for information from a book that is being read to me.</p> <p>b. I know how to look at the illustrations in a book to help me understand the information.</p> <p>c. I can share the information I heard.</p> <p>d. I can tell what I saw in the illustrations.</p>
<b>Benchmark 4: Extract information from resources needed to solve problems.</b>	
<b>Kindergarten Learning Target(s)</b>	
<b>Library.K.2.EI.4.A</b>	<p>Demonstrate active listening.</p> <p>a. I know how to actively listen.</p>

	b. I can share what I have heard.
<b>Library.K.2.EI.4.B</b>	Explore main ideas. a. I know how to tell the main idea. b. I can retell the main idea.
<b>Library.K.2.EI.4.C</b>	Recognize picture clues. a. I know how to recognize picture clues. b. I can recognize picture clues that help me understand a story.
<b>Library.K.2.EI.4.D</b>	Listen and view for purpose. a. I know how to listen and view when given a purpose. b. I can listen and view with purpose when asked.
<b>Library.K.2.EI.4.E</b>	Listen and identify relevant information (e.g., main idea, details). a. I know how to listen and decide what the important ideas are. b. I can listen for important ideas.
<b>Library.K.2.EI.4.F</b>	Retell key information. a. I know how to retell important information. b. I can retell the important information I have heard.
<b>Library.K.2.EI.4.G</b>	Credit sources. a. I know that information comes from different sources. b. I can tell you where I got my information.
<b>Benchmark 5: Organize information to solve problems.</b>	
<b>Kindergarten Learning Target(s)</b>	
<b>Library.K.2.OI.5.A</b>	Sequence information. a. I know how to sequence information b. I can retell the information in order.
<b>Benchmark 6: Create a product that presents findings.</b>	
<b>Kindergarten Learning Target(s)</b>	
<b>Library.K.2.CP.6.A</b>	Design original work following established guidelines. a. I know how to design something original from the information I have found. b. I can design something original from the information I have found.
<b>STANDARD 3: A Student must evaluate the product and learning process.</b>	
<b>Benchmark 1: Assess the quality of the product.</b>	
<b>Kindergarten Learning Target(s)</b>	
<b>Library.K.3.AQ.1.A</b>	Compare product to criteria. a. I know how to compare my product with a given criteria. b. I can do what I was supposed to do.
<b>Library.K.3.AQ.1.B</b>	Reflect on final product.

	<ul style="list-style-type: none"> <li>a. I know how to look over my final product to check for mistakes.</li> <li>b. I can look over my final product to see if there is something I should change.</li> </ul>
<b>Library.K.3.AQ.1.C</b>	<p>Explore ideas for improvement of the product.</p> <ul style="list-style-type: none"> <li>a. I know how to redo my product if needed.</li> <li>b. I can improve my product if needed.</li> </ul>
<b>Benchmark 2: Describe the process.</b>	
<b>Kindergarten Learning Target(s)</b>	
<b>Library.K.3.DS.2.A</b>	<p>Retell the steps that were used.</p> <ul style="list-style-type: none"> <li>a. I know how to retell the steps I used in my product.</li> <li>b. I can retell the steps I used to make my product.</li> </ul>
<b>Library.K.3.DS.2.B</b>	<p>Discuss how well the process worked.</p> <ul style="list-style-type: none"> <li>a. I know how to tell if the steps worked.</li> <li>b. I can tell if the steps worked when I made my product.</li> </ul>
<b>STANDARD 4: A student must use information safely, ethically, and legally.</b>	
<b>Benchmark 1: Legally obtain and use information.</b>	
<b>Kindergarten Learning Target(s)</b>	
<b>Library.K.4.LO.1.A</b>	<p>Define ownership.</p> <ul style="list-style-type: none"> <li>a. I know that ownership means that the words and pictures in books belong to the person who made it.</li> <li>b. I can tell that the words and pictures in books belong to the person who wrote the words or drew the pictures.</li> </ul>
<b>Library.K.4.LO.1.B</b>	<p>Discuss the concept of intellectual property.</p> <ul style="list-style-type: none"> <li>a. I know that intellectual property protects a person's idea.</li> <li>b. I can tell that we should not copy other people's ideas because they belong to them.</li> </ul>
<b>Library.K.4.LO.1.C</b>	<p>Follow school guidelines for responsible use of information resources (e.g., acceptable use policy, checkout policies and library rules).</p> <ul style="list-style-type: none"> <li>a. I know that there are rules to follow in the library.</li> <li>b. I know that there are rules to follow when I use the computer.</li> <li>c. I can follow the library rules.</li> <li>d. I can follow the rules for using a school computer. The rules are in the AUP (Acceptable Use Policy).</li> </ul>
<b>Library.K.4.LO.1.D</b>	<p>Comply with district technology use policy.</p> <ul style="list-style-type: none"> <li>a. I know the online rules and how to follow them.</li> <li>b. I can demonstrate that I know the online rules and how to follow them.</li> </ul>
<b>Benchmark 2: Identify the owner of ideas and information.</b>	
<b>Kindergarten Learning Target(s)</b>	

<b>Library.K.4.IO.2.A</b>	Recognize that an idea has an owner. a. I know that ideas belong to someone. b. I can tell that an idea has an owner.
<b>Library.K.4.IO.2.B</b>	Recognize that information comes from a source. a. I know that information comes from different sources. b. I can tell the source of my information.
<b>Library.K.4.IO.2.C</b>	Credit sources (format e.g., book, person, digital resource). a. With prompting and support, I know how to tell where I get my information. b. With prompting and support, I can show the book where I got my information. c. With prompting and support, I can tell about the person that I got my information from. d. With prompting and support, I can show the digital resource where I got my information.
<b>Benchmark 3: Participate and collaborate in intellectual and social networks following safe and effective practices.</b>	
<b>Kindergarten Learning Target(s)</b>	
<b>Library.K.4.PC.3.A</b>	Interact appropriately in school situations (e.g., blended learning, etc.). a. I know how to use information in the right manner. b. I can follow the rules that I have been given for using information.
<b>Library.K.4.PC.3.B</b>	Explain the need for Internet safety. a. I know the importance of internet safety. b. I can practice internet safety.
<b>Library.K.4.PC.3.C</b>	Explain appropriate online behavior. a. I know the rules of appropriate online behavior. b. I can tell the online behavior rules.
<b>STANDARD 5: A student must pursue personal interests through literature and other creative expressions.</b>	
<b>Benchmark 1: Use a variety of digital and print formats for pleasure and personal growth.</b>	
<b>Kindergarten Learning Target(s)</b>	
<b>Library.K.5.VP.1.A</b>	Identify personal interests. a. I know how to tell what literature I like. b. I can pick my favorite literature when given a choice.
<b>Library.K.5.VP.1.B</b>	Locate personal interest print materials using call numbers. a. I know how to locate materials I'm interested in by location which includes call numbers. b. I can locate a book of personal interest by using call numbers.
<b>Library.K.5.VP.1.C</b>	Explore a variety of available resources related to interest.

	<ul style="list-style-type: none"> <li>a. I can look at books I am interested in.</li> <li>b. I can share a book I like.</li> </ul>
<b>Benchmark 2: Use a variety of genres for pleasure and personal growth.</b>	
<b>Kindergarten Learning Target(s)</b>	
<b>Library.K.5.VG.2.A</b>	Discover types of genres (e.g., fairy tales, folktales, mysteries, etc.). <ul style="list-style-type: none"> <li>a. I know that there are different types of books.</li> <li>b. I can tell the difference between a fairy tale and a mystery.</li> </ul>
<b>Library.K.5.VG.2.B</b>	Respond to materials from a variety of genres. <ul style="list-style-type: none"> <li>a. I can tell what kind of books I like.</li> <li>b. I can share the books I like with others.</li> </ul>
<b>Library.K.5.VG.2.C</b>	Explore award winning literature (e.g., Caldecott, Treasure State, etc.) <ul style="list-style-type: none"> <li>a. I know about the Caldecott and Treasure State awards.</li> <li>b. I can tell why a book receives the Caldecott and Treasure State Awards.</li> </ul>
<b>Library.K.5.VG.2.D</b>	Explore a variety of genres for pleasure. <ul style="list-style-type: none"> <li>a. I know that there are all kinds of books in the library that interest me.</li> <li>b. I can find a book in the library that is of interest to me.</li> </ul>
<b>Benchmark 3: Access and understand multiple resources from diverse cultures including Montana American Indians.</b>	
<b>Kindergarten Learning Target(s)</b>	
<b>Library.K.5.DC.3.A</b>	View and listen to available cultural resources (e.g., print, nonprint, database, online references, indexes, community). <ul style="list-style-type: none"> <li>a. I can view and listen to multicultural materials.</li> <li>b. With prompting and support, I can retell a multicultural story that I have heard or listened to.</li> </ul>
<b>Library.K.5.DC.3.B</b>	View and listen to a variety of cultural materials (including Montana American Indians). <ul style="list-style-type: none"> <li>a. I can view and listen to multicultural materials including Montana American Indians.</li> <li>b. With prompting and support, I can retell a multicultural story (including Montana American Indians) that I have viewed and listened to.</li> </ul>
<b>Benchmark 4: Access libraries to seek information for personal interest.</b>	
<b>Kindergarten Learning Target(s)</b>	
<b>Library.K.5.PI.4.A</b>	Explore community resources (e.g., school library, public library, college library, museum, community members, etc.). <ul style="list-style-type: none"> <li>a. I know that there are other places and people that have information.</li> <li>b. With prompting and support, I can tell that there are other places to get information.</li> </ul>

# GRADE 1

## 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.**

Grade 1 Learning Target(s)	
<b>Library.1.1.DP.1.A</b>	Listen and retell the problem or task. a. I know how to listen and retell the problem or task. b. I can tell my teacher what I heard about the problem or task.
<b>Library.1.1.DP.1.B</b>	Retell keywords. a. With prompting and support, I know how to use keywords. b. With prompting and support, I can use keywords to help me retell the story.
<b>Library.1.1.DP.1.C</b>	Listen and retell the topic. a. With prompting and support, I know how to listen and retell the topic of my task. b. With prompting and support, I can listen and name the topic of my task.
<b>Library.1.1.DP.1.D</b>	Listen and retell the steps needed to solve the problem or task. a. With prompting and support, I can listen and retell the steps related to the problem or task. b. With prompting and support, I can retell the steps needed to solve the problem or task with help.

**Benchmark 2: Identify the types of information needed.**

Grade 1 Learning Target(s)	
<b>Library.1.1.IT.2.A</b>	Explore possible resources (print, nonprint, digital, community resources). a. With prompting and support, I know that there are print, nonprint, digital, and community resources. b. With prompting and support, I can use print to help me learn. c. With prompting and support, I can use nonprint to help me learn. d. With prompting and support, I can use digital resources to help me learn. e. With prompting and support, I can learn information from community members.

**Benchmark 3: Choose from a range of resources.**

Grade 1 Learning Target(s)	
<b>Library.1.1.RR.3.A</b>	Choose resources from a limited selection. a. With prompting and support, I know how to choose from materials given to me. b. With prompting and support, I can choose an item or items from the materials given to me.

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

**Benchmark 1: Locate a resource needed to solve the problem.**

<b>Grade 1 Learning Target(s)</b>	
<b>Library.1.2.LR.1.A</b>	Locate major sections in the library (e.g., fiction, nonfiction, biography, reference, periodicals). a. I know how to find the major sections in the library. b. I can find books from the major sections of the library.
<b>Library.1.2.LR.1.B</b>	Locate fiction resources using call number. a. With prompting and support, I know how to use a call number to locate fiction books. b. With prompting and support, I can find a fiction book using a call number.
<b>Benchmark 2: Evaluate resources.</b>	
<b>Grade 1 Learning Target(s)</b>	
<b>Library.1.2.ER.2.A</b>	Explore fiction and nonfiction resources. a. With prompting and support, I know how to find fiction and nonfiction. b. With prompting and support, I can find fiction and nonfiction books.
<b>Benchmark 3: Locate information with the source.</b>	
<b>Grade 1 Learning Target(s)</b>	
<b>Library.1.2.LI.3.A</b>	Discuss parts of a book (e.g. spine, spine label, title page, copyright). a. I know the different parts of a book. b. I can tell the author of a book. c. I can tell the illustrator of a book. d. I can find the spine of a book. e. I can find the call number on the spine label. f. I can find the cover of a book. g. I can show the location of the barcode on a book. h. I can find the title page of a book. i. I can locate the table of contents.
<b>Library.1.2.LI.3.B</b>	View and listen for information. a. I know how to listen for information from a book that is being read to me. b. I know how to look at the illustrations in a book to help me understand the information. c. I can share the information I heard. d. I can tell what I saw in the illustrations.
<b>Library.1.2.LI.3.C</b>	Explore text using guide words/captions/bold words/headings. a. With prompting and support, I know what guide words, captions, bold words, and headings look like. b. With prompting and support, I can find guide words, captions, bold words, and headings.
<b>Benchmark 4: Extract information from resources needed to solve problems.</b>	
<b>Grade 1 Learning Target(s)</b>	

<b>Library.1.2.EI.4.A</b>	Demonstrate active listening. a. I know how to actively listen. b. I can share what I have heard.
<b>Library.1.2.EI.4.B</b>	Discuss main ideas and details. a. I know how to discuss main ideas and details. b. I can retell the main idea and details.
<b>Library.1.2.EI.4.C</b>	Discuss contextual clues. a. I know how to recognize context clues. b. I can recognize context clues that help me understand a story.
<b>Library.1.2.EI.4.D</b>	Read and listen for purpose. a. I know how to read and listen for a purpose. b. I can read with a purpose in mind. c. I can listen with a purpose in mind.
<b>Library.1.2.EI.4.E</b>	Listen and identify relevant information (e.g., main idea, details). a. I know how to listen and decide what the important ideas are. b. I can listen for important ideas.
<b>Library.1.2.EI.4.F</b>	Retell relevant information. a. I know how to tell if information is important. b. With prompting and support, I can share the important information from my reading.
<b>Library.1.2.EI.4.G</b>	Credit sources. a. I know that information comes from different sources. b. I can tell you where I got my information.
<b>Benchmark 5: Organize information to solve problems.</b>	
<b>Grade 1 Learning Target(s)</b>	
<b>Library.1.2.OI.5.A</b>	Sequence and sort information. a. I know how to sequence information. b. I know how to sort information. c. I can retell the information in order. d. I can sort the information in order.
<b>Benchmark 6: Create a product that presents findings.</b>	
<b>Grade 1 Learning Target(s)</b>	
<b>Library.1.2.CP.6.A</b>	Design original work following established guidelines. a. I know how to design something original from the information I have found. b. I can design something original from the information I have found.
<b>STANDARD 3: A Student must evaluate the product and learning process.</b>	
<b>Benchmark 1: Assess the quality of the product.</b>	
<b>Grade 1 Learning Target(s)</b>	



<b>Library.1.3.AQ.1.A</b>	Compare product to criteria. a. I know how to compare my product with a given criteria. b. I can do what I was supposed to do.
<b>Library.1.3.AQ.1.B</b>	Reflect on final product. a. I know how to look over my final product to check for mistakes. b. I can look over my final product to see if there is something I should change.
<b>Library.1.3.AQ.1.C</b>	Discuss ideas for improvement of the product. a. I know how to talk about how to redo my product if needed. b. I can improve my product if needed.

**Benchmark 2: Describe the process.**

**Grade 1 Learning Target(s)**

<b>Library.1.3.DS.2.A</b>	Discuss the steps that were used. a. I know how to discuss the steps I used in my product. b. I can discuss the steps I used to make my product.
<b>Library.1.3.DS.2.B</b>	Discuss how well the process worked. a. I know how to tell if the steps worked. b. I can tell if the steps worked when I made my product.

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

**Benchmark 1: Legally obtain and use information.**

**Grade 1 Learning Target(s)**

<b>Library.1.4.LO.1.A</b>	Define ownership. a. I know that ownership means that the words and pictures in books belong to the person who made it. b. I can tell that the words and pictures in books belong to the person who wrote the words or drew the pictures.
<b>Library.1.4.LO.1.B</b>	Discuss the concept of intellectual property. a. I know that intellectual property protects a person's idea. b. I can tell that we should not copy other people's ideas because they belong to them.
<b>Library.1.4.LO.1.C</b>	Follow school guidelines for responsible use of information resources (e.g., acceptable use policy, checkout policies and library rules). a. I know that there are rules to follow in the library. b. I know that there are rules to follow when I use the computer. c. I can follow the library rules. d. I can follow the rules for using a school computer. The rules are in the AUP (Acceptable Use Policy).
<b>Library.1.4.LO.1.D</b>	Comply with district technology use policy. a. I know the online rules and how to follow them. b. I can demonstrate that I know the online rules and how to follow them.

**Benchmark 2: Identify the owner of ideas and information.**

<b>Grade 1 Learning Target(s)</b>	
<b>Library.1.4.IO.2.A</b>	Recognize that an idea has an owner. a. I know that ideas belong to someone. b. I can tell that an idea has an owner.
<b>Library.1.4.IO.2.B</b>	Recognize that information comes from a source. a. I know that information comes from different sources. b. I can tell the source of my information.
<b>Library.1.4.IO.2.C</b>	Credit sources (format e.g., title/author). a. With prompting and support I know how to credit the sources of my information. b. With prompting and support I can tell the title and the author of my source.
<b>Benchmark 3: Participate and collaborate in intellectual and social networks following safe and effective practices.</b>	
<b>Grade 1 Learning Target(s)</b>	
<b>Library.1.4.PC.3.A</b>	Interact appropriately in school situations (e.g., blended learning, etc.). a. I know how to use information in the right manner. b. I can follow the rules that I have been given for using information.
<b>Library.1.4.PC.3.B</b>	Explain the need for Internet safety. a. I know the importance of internet safety. b. I can practice internet safety.
<b>Library.1.4.PC.3.C</b>	Explain appropriate online behavior. a. I know the rules of appropriate online behavior. b. I can tell the online behavior rules.
<b>Library.1.4.PC.3.D</b>	Comply with district acceptable use policy. a. I know the basic meaning of acceptable use. b. I can follow the acceptable use guidelines.
<b>STANDARD 5: A student must pursue personal interests through literature and other creative expressions.</b>	
<b>Benchmark 1: Use a variety of digital and print formats for pleasure and personal growth.</b>	
<b>Grade 1 Learning Target(s)</b>	
<b>Library.1.5.VP.1.A</b>	Identify personal interests. a. I know how to tell what literature I like. b. I can pick my favorite literature when given a choice.
<b>Library.1.5.VP.1.B</b>	Locate personal interest print materials according to physical location. a. I know that print materials are found in various places. b. With prompting and support, I can locate the print materials I want.
<b>Library.1.5.VG.1.C</b>	Explore a variety of available resources related to interest. a. I can look at books I am interested in. b. I can share a book I like.

**Benchmark 2: Use a variety of genres for pleasure and personal growth.****Grade 1 Learning Target(s)**

<b>Library.1.5.VG.2.A</b>	Discover types of genres (e.g., fairy tales, folktales, mysteries, etc.). a. I know that there are different types of books. b. I can tell the difference between a fairy tale and a mystery.
<b>Library.1.5.VG.2.B</b>	Respond to materials from a variety of genres. a. I can tell what kind of books I like. b. I am able to share the books I like with others.
<b>Library.1.5.VG.2.C</b>	Explore award winning literature (e.g., Caldecott, Treasure State, etc.) a. I know about the Caldecott and Treasure State awards. b. I can tell why a book receives the Caldecott and Treasure State Awards.
<b>Library.1.5.DC.2.D</b>	Explore a variety of genres for pleasure. a. I know that there are all kinds of books in the library that interest me. b. I can find a book in the library that is of interest to me.

**Benchmark 3: Access and understand multiple resources from diverse cultures including Montana American Indians.****Grade 1 Learning Target(s)**

<b>Library.1.5.DC.3.A</b>	View and listen to available cultural resources (e.g., print, nonprint, database, online references, indexes, community). a. I can view and listen to different kinds of materials about different people. b. With prompting and support, I can view and listen to materials about different people.
<b>Library.1.5.PI.3.B</b>	View and listen to a variety of cultural materials (including Montana American Indians). a. I can view and listen to multicultural materials including Montana American Indians. b. With prompting and support, I can retell a multicultural story (including Montana American Indians) that I have viewed and listened to.

**Benchmark 4: Access libraries to seek information for personal interest.****Grade 1 Learning Target(s)**

<b>Library.1.5.PI.4.A</b>	Explore online and electronic libraries and resources (e.g., ILL, e-books, etc.). a. I can find information I am interested in by looking in various places. b. With prompting and support, I can tell the place where I found the information for personal interest.
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## GRADE 2

### 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.**

Grade 2 Learning Target(s)	
<b>Library.2.1.DP.1.A</b>	Identify topic. a. I can name my topic. b. I can state my topic.
<b>Library.2.1.DP.1.B</b>	Identify one or two keywords. a. I can identify one or more keywords. b. I can state keywords to use to help me search for information.
<b>Library.2.1.DP.1.C</b>	Recognize the problem or task. a. I can recognize the problem or task. b. I can describe my problem or task.
<b>Library.2.1.DP.1.D</b>	Retell the steps needed to solve the problem or task. a. I can retell the steps needed to solve the problem or task. b. I can list the steps needed to solve the problem or task.

**Benchmark 2: Identify the types of information needed.**

Grade 2 Learning Target(s)	
<b>Library.2.1.IT.2.A</b>	Discuss possible resources (print, nonprint, digital, community resources). a. I know that there are print, nonprint, digital, and community resources. b. I can use print resources to help me learn. c. I can use nonprint resources to help me learn. d. I can use digital resources to help me learn e. I can learn information from community members.

**Benchmark 3: Choose from a range of resources.**

Grade 2 Learning Target(s)	
<b>Library.2.1.RR.3.A</b>	Choose resources from a limited selection. a. With prompting and support, I know how to choose from materials given to me. b. With prompting and support, I can choose an item or items from the materials given to me.

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

**Benchmark 1: Locate a resource needed to solve the problem.**

Grade 2 Learning Target(s)	
<b>Library.2.2.LR.1.A</b>	Locate major sections in the library (e.g., fiction, nonfiction, biography, reference,

	<p>periodicals).</p> <ol style="list-style-type: none"> <li>I know how to find the major sections in the library.</li> <li>I can find books from the major sections of the library.</li> </ol>
<b>Library.2.2.LR.1.B</b>	<p>Locate resources using a library catalog and/or database.</p> <ol style="list-style-type: none"> <li>I know that a library catalog can be used to locate resources.</li> <li>I can ask for help using the library catalog to help me locate books.</li> </ol>
<b>Library.2.2.ER.1.C</b>	<p>Locate resources using a call number.</p> <ol style="list-style-type: none"> <li>I know I can locate materials using a call number.</li> <li>I can locate materials using a call number.</li> </ol>
<b>Benchmark 2: Evaluate resources.</b>	
<b>Grade 2 Learning Target(s)</b>	
<b>Library.2.2.LI.2.A</b>	<p>Compare fiction and nonfiction resources.</p> <ol style="list-style-type: none"> <li>I know the difference between fiction and nonfiction.</li> <li>I can find a fiction or nonfiction book.</li> <li>I can explain the difference between a fiction and nonfiction book.</li> </ol>
<b>Benchmark 3: Locate information with the source.</b>	
<b>Grade 2 Learning Target(s)</b>	
<b>Library.2.2.LI.3.A</b>	<p>Identify parts of a book (e.g., spine, spine label, title page, copyright).</p> <ol style="list-style-type: none"> <li>I know the different parts of a book.</li> <li>I can find the spine of a book.</li> <li>I can find the call number on the spine label of a book.</li> <li>I can locate the title page.</li> <li>I can identify and read the information on the title page.</li> <li>I can locate the copyright date of the book.</li> </ol>
<b>Library.2.2.EI.3.B</b>	<p>Read, view, and listen for information.</p> <ol style="list-style-type: none"> <li>I know how to read for information</li> <li>I know how to listen for information.</li> <li>I know how to use illustrations to help me understand the information.</li> <li>I can read for information.</li> <li>I can listen for information</li> <li>I can use the illustrations to help me understand the information.</li> </ol>
<b>Library.2.2.EI.3.C</b>	<p>Recognize guide words/captions/bold words/headings.</p> <ol style="list-style-type: none"> <li>With prompting and support, I know how to recognize guide words, captions, bold words, and headings.</li> <li>With prompting and support, I can recognize guide words.</li> <li>I can find a caption.</li> <li>I can find a bold word.</li> <li>With prompting and support, I can recognize headings.</li> </ol>
<b>Benchmark 4: Extract information from resources needed to solve problems.</b>	
<b>Grade 2 Learning Target(s)</b>	

<b>Library.2.2.EI.4.A</b>	Demonstrate active listening. a. I know how to actively listen. b. I can share what I have heard.
<b>Library.2.2.EI.4.B</b>	Identify main ideas and details. a. I know how to ask and answer questions using main ideas and details. b. I can ask and answer questions to demonstrate understanding of a text.
<b>Library.2.2.EI.4.C</b>	Recognize contextual clues. a. I know how to recognize context clues. b. I can recognize context clues when I read.
<b>Library.2.2.EI.4.D</b>	Construct meaning from text by reading for purpose. a. I know how to read so that I can understand what I am reading. b. I can understand what I read.
<b>Library.2.2.EI.4.E</b>	Summarize information using appropriate tools (e.g., graphic organizer, etc.). a. With prompting and support, I know how to summarize. b. With prompting and support, I can use different tools to summarize information.
<b>Library.2.2.EI.4.F</b>	Credit sources. a. I know that information comes from different sources. b. I can tell you where I got my information.
<b>Benchmark 5: Organize information to solve problems.</b>	
<b>Grade 2 Learning Target(s)</b>	
<b>Library.2.2.OI.5.A</b>	Organize information (e.g., graphic organizer, sort notes, etc.). a. I know how to organize information using various organizers (graphic organizers). b. I can use graphic organizers, notes, etc. to help me organize my information.
<b>Benchmark 6: Create a product that presents findings.</b>	
<b>Grade 2 Learning Target(s)</b>	
<b>Library.2.2.CP.6.A</b>	Design original work following established guidelines. a. I know how to design something original from the information I have found. b. I can design something original from the information I have found.
<b>STANDARD 3: A Student must evaluate the product and learning process.</b>	
<b>Benchmark 1: Assess the quality of the product.</b>	
<b>Grade 2 Learning Target(s)</b>	
<b>Library.2.3.AQ.1.A</b>	Compare product to criteria. a. I know how to compare my product with a given criteria. b. I can do what I was supposed to do.
<b>Library.2.3.AQ.1.B</b>	Judge final product. a. I know when my product is complete.

	b. I can judge how I did on my product.
<b>Library.2.3.AQ.1.C</b>	Generate ideas for improvement of the product. a. I know how to list ideas for improving my product. b. I can list any ideas needed to improve my product.
<b>Benchmark 2: Describe the process.</b>	
<b>Grade 2 Learning Target(s)</b>	
<b>Library.2.3.DS.2.A</b>	Explain the steps that were used in his/her own words. a. I know how to explain in my own words the steps that I used to make my product. b. I can explain in my own words the steps I used to make my product.
<b>Library.2.3.DS.2.B</b>	Describe how well the process worked. a. I know how to tell if the steps of the process worked. b. I can tell how well the steps of the process worked for my product.
<b>STANDARD 4: A student must use information safely, ethically, and legally.</b>	
<b>Benchmark 1: Legally obtain and use information.</b>	
<b>Grade 2 Learning Target(s)</b>	
<b>Library.2.4.LO.1.A</b>	Discuss the concept of intellectual property. a. I know what intellectual property protects a person's idea. b. I can tell that we should not copy other people's ideas because they belong to them.
<b>Library.2.4.LO.1.B</b>	Follow copyright and fair use guidelines. a. I know how to follow copyright. b. I can understand that I can not copy someone else's work.
<b>Library.2.4.LO.1.C</b>	Follow school guidelines for responsible use of information resources (e.g., acceptable use policy, checkout policies and library rules). a. I know that there are rules to follow in the library. b. I know that there are rules to follow when I use the computer. c. I can follow the library rules. d. I can follow the rules for using a school computer. The rules are in the AUP (Acceptable Use Policy).
<b>Benchmark 2: Identify the owner of ideas and information.</b>	
<b>Grade 2 Learning Target(s)</b>	
<b>Library.2.4.IO.2.A</b>	Discuss concept of plagiarism. a. I know the meaning of plagiarism. b. I can tell that plagiarism is the stealing of someone else's work.
<b>Library.2.4.IO.2.B</b>	Credit sources (e.g., title, author) a. With prompting and support I know how to credit the sources of my information.

	b. With prompting and support I can tell the title and the author of my source.
<b>Benchmark 3: Participate and collaborate in intellectual and social networks following safe and effective practices.</b>	
<b>Grade 2 Learning Target(s)</b>	
<b>Library.2.4.PC.3.A</b>	Interact appropriately in social situations (e.g., blended learning, etc.). a. I know what interacting appropriately with others means. b. I can interact appropriately with my peers and others.
<b>Library.2.4.PC.3.B</b>	Discuss Internet safety and distinguish between safe/non-safe sites. a. I know what it means to be safe on the internet. b. I can determine safe internet sites from sites that are not safe.
<b>Library.2.4.PC.3.C</b>	Display appropriate online behavior. a. I know what it means to be safe online. b. I can display safe online behavior.
<b>Library.2.4.PC.3.D</b>	Comply with district technology use policy. a. I know the online rules and how to follow them. b. I can demonstrate that I know the online rules and how to follow them.
<b>STANDARD 5: A student must pursue personal interests through literature and other creative expressions.</b>	
<b>Benchmark 1: Use a variety of digital and print formats for pleasure and personal growth.</b>	
<b>Grade 2 Learning Target(s)</b>	
<b>Library.2.5.VP.1.A</b>	Identify personal interests. a. I know how to tell what literature I like. b. I can pick my favorite literature when given a choice.
<b>Library.2.5.VP.1.B</b>	Locate personal interest print materials using call numbers. a. I know how to locate materials I'm interested in by location which includes call numbers. b. I can locate a book of personal interest by using call numbers.
<b>Library.2.5.VP.1.C</b>	Explore a variety of available resources related to interest. a. I can look at books I am interested in. b. I can share a book I like.
<b>Benchmark 2: Use a variety of genres for pleasure and personal growth.</b>	
<b>Grade 2 Learning Target(s)</b>	
<b>Library.2.5.VG.2.A</b>	Recognize types of genres (e.g., fairy tales, folktales, mysteries, etc.). a. I know that there are many different genres of literature. b. I can distinguish and explain the difference between the various genres.
<b>Library.2.5.VG.2.B</b>	Locate and select materials from a variety of genres. a. I know how to locate different types of literature based on my personal interests.



	b. I can select and locate literature according to my personal interests.
<b>Library.2.5.VG.2.C</b>	Explore award winning literature (e.g., Caldecott, Treasure State, etc.). a. I know about the Caldecott and Treasure State awards. b. I can tell why a book receives the Caldecott and Treasure State Awards.
<b>Library.2.5.VG.2.D</b>	Explore a variety of genres for pleasure. a. I know that there are all kinds of books in the library that interest me. b. I can find a book in the library that is of interest to me.
<b>Benchmark 3: Access and understand multiple resources from diverse cultures including Montana American Indians.</b>	
<b>Grade 2 Learning Target(s)</b>	
<b>Library.2.5.DC.3.A</b>	Examine available cultural resources (e.g., print, nonprint, database, online references, do, review indexes, community). a. I know that there are many places to locate multicultural resources. b. I can share where I found a multicultural resource of personal interest.
<b>Library.2.5.DC.3.B</b>	Examine a variety of cultural resources (including Montana American Indian resources). a. I know that there are a large variety of cultural resources available including Montana American Indian resources. b. I can locate cultural resources including those about Montana American Indians.
<b>Benchmark 4: Access libraries to seek information for personal interest.</b>	
<b>Grade 2 Learning Target(s)</b>	
<b>Library.2.5.PI.4.A</b>	Locate and use community resources (e.g., school library, public library, college library, museum, community members, etc.). a. I know what community resources are available. b. I can identify and use community resources for my own personal interests.
<b>Library.2.5.PI.4.B</b>	Explore online and electronic libraries and resources (e.g., ILL, e-books, etc.). a. I can find information I am interested in by looking in various places. b. With prompting and support, I can tell the place where I found the information for personal interest.

## GRADE 3

### 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.**

Grade 3 Learning Target(s)	
<b>Library.3.1.DP.1.A</b>	Identify the topic. a. I can identify the topic. b. I can state my topic.
<b>Library.3.1.DP.1.B</b>	Recognize task-related vocabulary and keywords. a. I can use keywords and recognize task- related vocabulary. b. I can state keywords to use to help me search for information.
<b>Library.3.1.DP.1.C</b>	Recognize the problem or task. a. I can recognize the problem or task. b. I can describe my problem or task.
<b>Library.3.1.DP.1.D</b>	Discuss the steps needed to solve the problem or task. a. I can state the steps needed to solve the problem or task. b. I can discuss the steps I will use to solve the problem or task.

**Benchmark 2: Identify the types of information needed.**

Grade 3 Learning Target(s)	
<b>Library.3.1.IT.2.A</b>	Discuss and identify possible resources (print, nonprint, digital, community resources). a. I know that there are print, nonprint, digital, and community resources. b. I can use print resources to help me learn. c. I can use nonprint resources to help me learn. d. I can use digital resources to help me learn. e. I can learn information from community members. f. I can use these resources to help me find information.

**Benchmark 3: Choose from a range of resources.**

Grade 3 Learning Target(s)	
<b>Library.3.1.RR.3.A</b>	Determine relevant resources to solve the problem or task. a. I understand which materials are needed to complete my problem or task b. I can determine which materials I will need to complete the problem or task.

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

**Benchmark 1: Locate a resource needed to solve the problem.**

Grade 3 Learning Target(s)	
<b>Library.3.1.2.LR.1.A</b>	Locate resources using search techniques (e.g., keywords, Boolean/limiter, phrase, title, author, subject).

	<ul style="list-style-type: none"> <li>a. I know how to use the library catalog to locate sources using keywords, title, author, and subject.</li> <li>b. I can use keywords to search the library catalog to find materials.</li> <li>c. I can use the title of a book to search the library catalog to find materials.</li> <li>d. I can use an author's name to search the library catalog to find materials.</li> <li>e. I can use a subject to search the library catalog to find materials.</li> </ul>
<b>Library.3.2.LR.1.B</b>	<p>Locate resources using a library catalog and/or database.</p> <ul style="list-style-type: none"> <li>a. I know that a library catalog can be used to locate resources.</li> <li>b. I can ask for help using the library catalog to help me locate books.</li> </ul>
<b>Library.3.2.LR.1.C</b>	<p>Locate resources using a call number.</p> <ul style="list-style-type: none"> <li>a. I know I can locate materials using a call number.</li> <li>b. I can locate materials using a call number.</li> </ul>
<b>Benchmark 2: Evaluate resources.</b>	
<b>Grade 3 Learning Target(s)</b>	
<b>Library.3.2.ER.2.A</b>	<p>Discuss if the resource is useful (relevant, appropriate, detailed, current, authority, biased).</p> <ul style="list-style-type: none"> <li>a. I know when my resource is useful</li> <li>b. I know when my resource is appropriate.</li> <li>c. I know when my resource is current.</li> <li>d. I can find the useful information in my resource.</li> <li>e. I can find the appropriate information in my resource.</li> <li>f. I can tell if my resource is current by using the copyright date.</li> </ul>
<b>Benchmark 3: Locate information with the source.</b>	
<b>Grade 3 Learning Target(s)</b>	
<b>Library.3.2.LI.3.A</b>	<p>Identify index/table of contents/glossary.</p> <ul style="list-style-type: none"> <li>a. I know how to locate and identify an index, table of contents, and glossary.</li> <li>b. I can demonstrate that I can use an index.</li> <li>c. I can demonstrate that I can use a table of contents.</li> <li>d. I can demonstrate that I can use a glossary.</li> </ul>
<b>Library.3.2.LI.3.B</b>	<p>Read, view, or listen for information.</p> <ul style="list-style-type: none"> <li>a. I know how to use a resource to read, view or listen for information.</li> <li>b. I can use a resource to read for information.</li> <li>c. I can use a resource to view information.</li> <li>d. I can listen for information when using a certain resource.</li> </ul>
<b>Library.3.2.LI.3.C</b>	<p>Use guide words/captions, bold words/headings.</p> <ul style="list-style-type: none"> <li>a. I know how to use guide words, captions, bold words, and headings.</li> <li>b. I can use guide words.</li> <li>c. I can use captions to help me understand print.</li> <li>d. I can use bold words to help me understand print.</li> <li>e. I can use headings to help me understand print.</li> </ul>

**Benchmark 4: Extract information from resources needed to solve problems.**

<b>Grade 3 Learning Target(s)</b>	
<b>Library.3.2.EI.4.A</b>	Demonstrate active listening. a. I know how to actively listen. b. I can share what I have heard.
<b>Library.3.2.EI.4.B</b>	Recognize main ideas/details. a. I know how to recognize main ideas and details. b. I can state a main idea from my reading. c. I can state details from my reading.
<b>Library.3.2.EI.4.C</b>	Recognize and utilize contextual clues. a. I know how to recognize and use context clues. b. I can use context clues to help in my understanding as I read.
<b>Library.3.2.EI.4.D</b>	Construct meaning from text by reading for purpose. a. I know how to read so that I can understand what I am reading. b. I can understand what I read.
<b>Library.3.2.EI.4.E</b>	Identify relevant information (e.g., through note taking, graphic organizers, etc.). a. I know how to identify and record relevant information. b. I can identify, organize, and record relevant information by taking notes, using graphic organizers, etc.
<b>Library.3.2.EI.4.F</b>	Summarize information. a. I know how to summarize information from my resources. b. I can present a summary of the information from my resources.
<b>Library.3.2.EI.4.G</b>	Cite sources (e.g., title/author/copyright). a. I know how to cite the sources of my information. b. I can list the title, author, and copyright from my source.

**Benchmark 5: Organize information to solve problems.**

<b>Grade 3 Learning Target(s)</b>	
<b>Library.3.2.OI.5.A</b>	Organize information (e.g., graphic organizer, sort notes, etc.). a. I know how to organize information using various organizers (graphic organizers). b. I can use graphic organizers, notes, etc. to help me organize my information.

**Benchmark 6: Create a product that presents findings.**

<b>Grade 3 Learning Target(s)</b>	
<b>Library.3.2.CP.6.A</b>	Design original work following established guidelines. a. I know how to design something original from the information I have found. b. I can design something original from the information I have found.

**STANDARD 3: A Student must evaluate the product and learning process.****Benchmark 1: Assess the quality of the product.**

<b>Grade 3 Learning Target(s)</b>	
<b>Library.3.3.AQ.1.A</b>	Compare product to criteria. a. I know how to compare my product with a given criteria. b. I can do what I was supposed to do.
<b>Library.3.3.AQ.1.B</b>	Judge final product (e.g., self, teacher, peers). a. I know when my product is complete. b. I can judge my final product based on the criteria I have been given.
<b>Library.3.3.AQ.1.C</b>	Generate ideas for improvement of the product. a. I know how to list ideas for improving my product. b. I can list any ideas needed to improve my product.
<b>Benchmark 2: Describe the process.</b>	
<b>Grade 3 Learning Target(s)</b>	
<b>Library.3.3.DS.2.A</b>	Summarize the steps of the process. a. I know how to summarize the steps of the process. b. I can list the steps of the process that I used to develop my product.
<b>Library.3.3.DS.2.B</b>	Describe how well the process worked. a. I know how to tell if the steps of the process worked. b. I can tell how well the steps of the process worked for my product.
<b>STANDARD 4: A student must use information safely, ethically, and legally.</b>	
<b>Benchmark 1: Legally obtain and use information.</b>	
<b>Grade 3 Learning Target(s)</b>	
<b>Library.3.4.LO.1.A</b>	Discuss the concept of intellectual property. a. I know that intellectual property protects a person's idea. b. I can tell that we should not copy other people's ideas because they belong to them.
<b>Library.3.4.LO.1.B</b>	Follow copyright and fair use guidelines. a. I know how to follow copyright. b. I can understand that I can not copy someone else's work.
<b>Library.3.4.LO.1.C</b>	Follow school guidelines for responsible use of information resources (e.g., acceptable use policy, checkout policies and library rules). a. I know that there are rules to follow in the library. b. I know that there are rules to follow when I use the computer. c. I can follow the library rules. d. I can follow the rules for using a school computer. The rules are in the AUP (Acceptable Use Policy).
<b>Benchmark 2: Identify the owner of ideas and information.</b>	
<b>Grade 3 Learning Target(s)</b>	
<b>Library.3.4.IO.2.A</b>	Define concept of plagiarism.

	<ul style="list-style-type: none"> <li>a. I know how to define the concept of plagiarism.</li> <li>b. I can tell that plagiarism is the stealing of someone else's work.</li> </ul>
<b>Library.3.4.IO.2.B</b>	Cite sources (e.g., title/author/copyright). <ul style="list-style-type: none"> <li>a. I know how to cite the sources of my information.</li> <li>b. I can tell where I got my information to include the title, author, and copyright.</li> </ul>

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

<b>Grade 3 Learning Target(s)</b>	
<b>Library.3.4.PC.3.A</b>	Interact appropriately in social situations (e.g., blended learning, etc.). <ul style="list-style-type: none"> <li>a. I know what interacting appropriately with others means.</li> <li>b. I can interact appropriately with my peers and other individuals.</li> </ul>
<b>Library.3.4.PC.3.B</b>	Discuss Internet safety and distinguish between safe/non-safe sites. <ul style="list-style-type: none"> <li>a. I know how to distinguish between safe/non-safe sites on the internet.</li> <li>b. I can determine whether an internet site is safe or not.</li> </ul>
<b>Library.3.4.PC.3.C</b>	Display appropriate online behavior. <ul style="list-style-type: none"> <li>a. I know what it means to be safe online.</li> <li>b. I can display safe online behavior.</li> </ul>
<b>Library.3.4.PC.3.D</b>	Comply with district technology use policy. <ul style="list-style-type: none"> <li>a. I know the online rules and how to follow them.</li> <li>b. I can demonstrate that I know the online rules and how to follow them.</li> </ul>

**STANDARD 5: A student must pursue personal interests through literature and other creative expressions.**

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

<b>Grade 3 Learning Target(s)</b>	
<b>Library.3.5.VP.1.A</b>	Identify personal interests. <ul style="list-style-type: none"> <li>a. I know how to tell what literature I like.</li> <li>b. I can pick my favorite literature when given a choice.</li> </ul>
<b>Library.3.5.VP.1.B</b>	Locate personal interest print materials using call numbers. <ul style="list-style-type: none"> <li>a. I know how to locate materials I'm interested in by location which includes call numbers.</li> <li>b. I can locate a book of personal interest by using call numbers.</li> </ul>
<b>Library.3.5.VP.1.C</b>	Identify available resources related to interest. <ul style="list-style-type: none"> <li>a. I know that there are many resources that meet my interests.</li> <li>b. I can name the sources of where I found the resources that met my personal interest.</li> </ul>

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

<b>Grade 3 Learning Target(s)</b>
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<b>Library.3.5.VG.2.A</b>	Recognize types of genres (e.g., fairy tales, folktales, mysteries, etc.). a. I know that there are many different genres of literature. b. I can distinguish and explain the difference between the various genres.
<b>Library.3.5.VG.2.B</b>	Locate and select materials from a variety of genres. a. I know how to locate different types of literature based on my personal interests. b. I can select and locate literature according to my personal interests.
<b>Library.3.5.VG.2.C</b>	Explore award winning literature (e.g., Caldecott, Newbery, Treasure State, Young Reader's Choice, Coretta Scott King, etc.). a. I know that there are many awards given to works of literature. b. I can find an award winning book based on my personal interests.
<b>Library.3.5.VG.2.D</b>	Correlate personal interest to a genre. a. I know which genre is my favorite. b. I can locate the genre of my personal interest and explain why it is my favorite.
<b>Benchmark 3: Access and understand multiple resources from diverse cultures including Montana American Indians.</b>	
<b>Grade 3 Learning Target(s)</b>	
<b>Library.3.5.DC.3.A</b>	Examine available cultural resources. a. I know when a resource I have selected is cultural. b. I can determine the specific culture of a selected resource.
<b>Library.3.5.DC.3.B</b>	Examine a variety of cultural materials (including Montana American Indians). a. I know how to examine cultural materials including those about Montana American Indians. b. I can select a specific cultural resource including ones about Montana American Indians.
<b>Benchmark 4: Access libraries to seek information for personal interest.</b>	
<b>Grade 3 Learning Target(s)</b>	
<b>Library.3.5.PI.4.A</b>	Locate and use community resources (e.g., school library, public library, college library, museum, community members, etc.). a. I know what community resources are available. b. I can identify and use community resources for my own personal interests.
<b>Library.3.5.PI.4.B</b>	Access online and electronic libraries and resources (e.g., ILL, e-books, etc.). a. I can access online catalogs and other electronic resources for personal interest. b. I know how to demonstrate the use of all online resources.

## GRADE 4

### 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.**

Grade 4 Learning Target(s)	
<b>Library.4.1.DP.1.A</b>	Identify the topic. a. I can identify the topic. b. I can state my topic.
<b>Library.4.1.DP.1.B</b>	Restate the problem or task in their own words. a. I can restate the problem or task using keywords. b. I can use keywords to search for information for my task.
<b>Library.4.1.DP.1.C</b>	Use task related vocabulary and keywords. a. I can use related vocabulary and keywords for my task. b. I can understand and use the keywords related to my task.
<b>Library.4.1.DP.1.D</b>	Formulate questions or steps needed to solve the problem or task. a. I can identify my topic and formulate questions or the steps needed to solve the problem. b. I can identify my topic. c. I can formulate and state my questions or steps needed to solve the problem.

**Benchmark 2: Identify the types of information needed.**

Grade 4 Learning Target(s)	
<b>Library.4.1.IT.2.A</b>	Construct a list of possible resources. a. I know the appropriate resources to solve the problem or task. b. I can identify the appropriate resources to solve the problem or task. c. I can list the appropriate resources needed to solve the problem or task. d. I can locate the appropriate resources needed to solve the problem or task.

**Benchmark 3: Choose from a range of resources.**

Grade 4 Learning Target(s)	
<b>Library.4.1.RR.3.A</b>	Determine relevant resources to solve the problem or task. a. I understand which materials are needed to complete my problem or task b. I can determine which materials I will need to complete the problem or task.

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

**Benchmark 1: Locate a resource needed to solve the problem.**

Grade 4 Learning Target(s)	
<b>Library.4.2.LR.1.A</b>	Locate resources using search techniques (e.g., keywords, Boolean/limiter, phrase, title, author, subject).



	<ul style="list-style-type: none"> <li>a. I know how to use the library catalog to locate sources using keywords, title, author, and subject.</li> <li>b. I can use keywords to search the library catalog to find materials.</li> <li>c. I can use the title of a book to search the library catalog to find materials.</li> <li>d. I can use an author's name to search the library catalog to find materials.</li> <li>e. I can use a subject to search the library catalog to find materials.</li> </ul>
<b>Library.4.2.LR.1.B</b>	Locate resources using a library catalog and/or database. <ul style="list-style-type: none"> <li>a. I know that a library catalog can be used to locate resources.</li> <li>b. I can ask for help using the library catalog to help me locate books.</li> </ul>
<b>Library.4.2.LR.1.C</b>	Locate resources using a call number. <ul style="list-style-type: none"> <li>a. I know I can locate materials using a call number.</li> <li>b. I can locate materials using a call number.</li> </ul>
<b>Benchmark 2: Evaluate resources.</b>	
<b>Grade 4 Learning Target(s)</b>	
<b>Library.4.2.ER.2.A</b>	Determine if the resource is useful (relevant, appropriate, detailed, current, authority, biased). <ul style="list-style-type: none"> <li>a. I know when my resource is useful.</li> <li>b. I know when my resource is appropriate.</li> <li>c. I know when my resource is current.</li> <li>d. I can determine if the information in my resource is useful.</li> <li>e. I can find the appropriate information in my resource.</li> <li>f. I can tell if my resource is current by finding the copyright date.</li> </ul>
<b>Benchmark 3: Locate information with the source.</b>	
<b>Grade 4 Learning Target(s)</b>	
<b>Library.4.2.LI.3.A</b>	Utilize index/table of contents/glossary, if applicable. <ul style="list-style-type: none"> <li>a. I know how to use the index, table of contents, and glossary.</li> <li>b. I can use the index.</li> <li>c. I can use the table of contents.</li> <li>d. I can use the glossary.</li> </ul>
<b>Library.4.2.LI.3.B</b>	Skim and/or scan for information. <ul style="list-style-type: none"> <li>a. I know how to scan for information.</li> <li>b. I can demonstrate that I am able to scan text.</li> </ul>
<b>Library.4.2.LI.3.C</b>	Use guide words/captions/bold words/headings. <ul style="list-style-type: none"> <li>a. I know how to use guide words, captions, bold words, and headings.</li> <li>b. I can demonstrate that I can use guide words.</li> <li>c. I can demonstrate that I can use captions to help me understand text.</li> <li>d. I can demonstrate that I can use bold words to help me understand text.</li> <li>e. I can demonstrate that I can use headings to help me understand text.</li> </ul>
<b>Benchmark 4: Extract information from resources needed to solve problems.</b>	
<b>Grade 4 Learning Target(s)</b>	

<b>Library.4.2.EI.4.A</b>	Demonstrate active listening. a. I know how to actively listen. b. I can share what I have heard.
<b>Library.4.2.EI.4.B</b>	Recognize main ideas/details. a. I know how to recognize main ideas and details. b. I can state a main idea from my reading. c. I can state details from my reading.
<b>Library.4.2.EI.4.C</b>	Recognize and utilize contextual clues. a. I know how to recognize and use context clues. b. I can use context clues to help in my understanding as I read.
<b>Library.4.2.EI.4.D</b>	Construct meaning from text by reading for purpose. a. I know how to read so that I can understand what I am reading. b. I can understand what I read.
<b>Library.4.2.EI.4.E</b>	Compile information (note taking, graphic organizers, etc.). a. I know how to gather and record relevant information. b. I can identify, gather, organize, and record relevant information by taking notes, using graphic organizers, etc.
<b>Library.4.2.EI.4.F</b>	Summarize information. a. I know how to summarize information from my resources. b. I can present a summary of the information from my resources.
<b>Library.4.2.EI.4.G</b>	Cite sources (e.g., title/author/copyright). a. I know how to cite the sources of my information. b. I can list the title, author, and copyright from my source.
<b>Benchmark 5: Organize information to solve problems.</b>	
<b>Grade 4 Learning Target(s)</b>	
<b>Library.4.2.OI.5.A</b>	Organize and select relevant information (e.g., graphic organizer, sort notes, etc.). a. I know how organize and select relevant information using graphic organizers and notes. b. I can use graphic organizers and notes to organize and select my information.
<b>Benchmark 6: Create a product that presents findings.</b>	
<b>Grade 4 Learning Target(s)</b>	
<b>Library.4.2.CP.6.A</b>	Design original work following established guidelines. a. I know how to design something original from the information I have found. b. I can design something original from the information I have found.
<b>STANDARD 3: A Student must evaluate the product and learning process.</b>	
<b>Benchmark 1: Assess the quality of the product.</b>	
<b>Grade 4 Learning Target(s)</b>	
<b>Library.4.3.AQ.1.A</b>	Compare product to criteria.

	<ul style="list-style-type: none"> <li>a. I know how to compare my product with a given criteria.</li> <li>b. I can do what I was supposed to do.</li> </ul>
<b>Library.4.3.AQ.1.B</b>	<p>Judge final product (e.g., self, teacher, peers).</p> <ul style="list-style-type: none"> <li>a. I know when my product is complete.</li> <li>b. I can judge my final product based on the criteria I have been given.</li> </ul>
<b>Library.4.3.AQ.1.C</b>	<p>Generate ideas for improvement of the product.</p> <ul style="list-style-type: none"> <li>a. I know how to list ideas for improving my product.</li> <li>b. I can list any ideas needed to improve my product.</li> </ul>
<b>Benchmark 2: Describe the process.</b>	
<b>Grade 4 Learning Target(s)</b>	
<b>Library.4.3.DS.2.A</b>	<p>Summarize the steps of the process.</p> <ul style="list-style-type: none"> <li>a. I know how to summarize the steps of the process.</li> <li>b. I can list the steps of the process that I used to develop my product.</li> </ul>
<b>Library.4.3.DS.2.B</b>	<p>Determine whether the prescribed process was followed.</p> <ul style="list-style-type: none"> <li>a. I know how to determine if I followed the process.</li> <li>b. I can review the process and determine if it was followed.</li> </ul>
<b>Library.4.3.DS.2.C</b>	<p>Describe how well the process worked.</p> <ul style="list-style-type: none"> <li>a. I know how to tell if the steps of the process worked.</li> <li>b. I can tell how well the steps of the process worked for my product.</li> </ul>
<b>STANDARD 4: A student must use information safely, ethically, and legally.</b>	
<b>Benchmark 1: Legally obtain and use information.</b>	
<b>Grade 4 Learning Target(s)</b>	
<b>Library.4.4.LO.1.A</b>	<p>Respect the concept of intellectual property by following copyright and fair use guidelines.</p> <ul style="list-style-type: none"> <li>a. I know how to respect copyright and fair use guidelines.</li> <li>b. I can follow the copyright laws.</li> <li>c. I can follow the fair use guidelines.</li> </ul>
<b>Library.4.4.LO.1.B</b>	<p>Follow school guidelines for responsible use of information resources (e.g., acceptable use policy, checkout policies and library rules).</p> <ul style="list-style-type: none"> <li>a. I know that there are rules to follow in the library.</li> <li>b. I know that there are rules to follow when I use the computer.</li> <li>c. I can follow the library rules.</li> <li>d. I can follow the rules for using a school computer. The rules are in the AUP (Acceptable Use Policy).</li> </ul>
<b>Benchmark 2: Identify the owner of ideas and information.</b>	
<b>Grade 4 Learning Target(s)</b>	
<b>Library.4.4.IO.2.A</b>	<p>Explain concept of plagiarism.</p> <ul style="list-style-type: none"> <li>a. I know how to explain the concept of plagiarism.</li> <li>b. I can explain that plagiarism is the stealing of someone else's work.</li> </ul>

<b>Library.4.4.IO.2.B</b>	<p>Credit sources for print and nonprint resources (e.g., title/author/copyright).</p> <ul style="list-style-type: none"> <li>a. I know how to give credit for the resources I have used.</li> <li>b. I can tell where I got the information to include title, author, and copyright from print and nonprint sources.</li> </ul>
<b>Benchmark 3: Participate and collaborate in intellectual and social networks following safe and effective practices.</b>	
<b>Grade 4 Learning Target(s)</b>	
<b>Library.4.4.PC.3.A</b>	<p>Interact appropriately in social situations (e.g., blended learning, etc.).</p> <ul style="list-style-type: none"> <li>a. I know what interacting appropriately with others means.</li> <li>b. I can interact appropriately with my peers and others.</li> </ul>
<b>Library.4.4.PC.3.B</b>	<p>Explain the need for internet safety.</p> <ul style="list-style-type: none"> <li>a. I know the importance of internet safety.</li> <li>b. I know how to practice internet safety.</li> </ul>
<b>Library.4.4.PC.3.C</b>	<p>Display appropriate online behavior.</p> <ul style="list-style-type: none"> <li>a. I know what it looks like to display appropriate online behavior.</li> <li>b. I can display appropriate online behavior.</li> </ul>
<b>Library.4.4.PC.3.D</b>	<p>Comply with district technology use policy.</p> <ul style="list-style-type: none"> <li>a. I know the online rules and how to follow them.</li> <li>b. I can demonstrate that I know the online rules and how to follow them.</li> </ul>
<b>STANDARD 5: A student must pursue personal interests through literature and other creative expressions.</b>	
<b>Benchmark 1: Use a variety of digital and print formats for pleasure and personal growth.</b>	
<b>Grade 4 Learning Target(s)</b>	
<b>Library.4.5.VP.1.A</b>	<p>Identify personal interests.</p> <ul style="list-style-type: none"> <li>a. I know how to tell what literature I like.</li> <li>b. I can pick my favorite literature when given a choice.</li> </ul>
<b>Library.4.5.VP.1.B</b>	<p>Locate personal interest print materials using call numbers.</p> <ul style="list-style-type: none"> <li>a. I know how to locate materials I'm interested in by location which includes call numbers.</li> <li>b. I can locate a book of personal interest by using call numbers.</li> </ul>
<b>Library.4.5.VP.1.C</b>	<p>Identify available resources related to interest (e.g., print, nonprint, database, online references, indexes).</p> <ul style="list-style-type: none"> <li>a. I know how to pursue my personal interests through literature and other creative expressions.</li> <li>b. I can identify my areas of literary interests.</li> </ul>
<b>Benchmark 2: Use a variety of genres for pleasure and personal growth.</b>	
<b>Grade 4 Learning Target(s)</b>	
<b>Library.4.5.VG.2.A</b>	<p>Define types of genres in own words (e.g., fairy tales, folktales, mystery, etc.).</p>

	<ul style="list-style-type: none"> <li>a. I can define the various genres when asked.</li> <li>b. I can define and distinguish the difference in the various genres of literature.</li> </ul>
<b>Library.4.5.VG.2.B</b>	<p>Locate and select materials from a variety of genres.</p> <ul style="list-style-type: none"> <li>a. I know how to locate different types of literature based on my personal interests.</li> <li>b. I can select and locate literature according to my personal interests.</li> </ul>
<b>Library.4.5.VG.2.C</b>	<p>Identify award winning literature (e.g., Caldecott, Newbery, Treasure State, Young Reader's Choice, Coretta Scott King, etc.).</p> <ul style="list-style-type: none"> <li>a. I can tell the criteria necessary for a book to receive an award.</li> <li>b. I can locate award winning books and explain why they received the particular award.</li> </ul>
<b>Library.4.5.VG.2.D</b>	<p>Correlate personal interest to a genre.</p> <ul style="list-style-type: none"> <li>a. I know my favorite genre.</li> <li>b. I can express why a particular genre is my favorite.</li> </ul>
<b>Benchmark 3: Access and understand multiple resources from diverse cultures including Montana American Indians.</b>	
<b>Grade 4 Learning Target(s)</b>	
<b>Library.4.5.DC.3.A</b>	<p>Identify and locate available cultural resources (e.g., print, nonprint, database, online references, indexes, community).</p> <ul style="list-style-type: none"> <li>a. I can use all available resources to pursue my personal interests.</li> <li>b. I can identify and locate both print and nonprint resources based on my personal interests.</li> </ul>
<b>Library.4.5.DC.3.B</b>	<p>Compare and contrast a variety of cultural materials (including Montana American Indians).</p> <ul style="list-style-type: none"> <li>a. I can compare and contrast a variety of multicultural materials including materials about Montana American Indians.</li> <li>b. I can compare and contrast through the written or spoken word a variety of multicultural materials which includes Montana American Indians.</li> </ul>
<b>Benchmark 4: Access libraries to seek information for personal interest.</b>	
<b>Grade 4 Learning Target(s)</b>	
<b>Library.4.5.PI.4.A</b>	<p>Locate and use community resources (e.g., school library, public library, college library, museum, community members, etc.).</p> <ul style="list-style-type: none"> <li>a. I know what community resources are available.</li> <li>b. I can identify and use community resources for my own personal interests.</li> </ul>
<b>Library.4.5.PI.4.B</b>	<p>Access online and electronic libraries and resources (e.g., ILL, e-books, etc.).</p> <ul style="list-style-type: none"> <li>a. I can access online catalogs and other electronic resources for personal interest.</li> <li>b. I know how to demonstrate the use of all online resources.</li> </ul>

## GRADE 5

### 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.**

Grade 5 Learning Target(s)	
<b>Library.5.1.DP.1.A</b>	Formulate questions or steps needed to solve the problem or task. a. I can identify my topic and formulate questions or the steps needed to solve the problem. b. I can identify my topic. c. I can formulate and state my questions or steps needed to solve the problem.
<b>Library.5.1.DP.1.B</b>	Summarize task. a. I know what my task is. b. I can list the resources needed to complete my task.
<b>Library.5.1.DP.1.C</b>	Broaden or narrow topic. a. I can broaden or narrow my topic to fit the task. b. I can take my ideas and choose a topic for which there is available information.
<b>Library.5.1.DP.1.D</b>	List keywords from topic. a. I can identify the keywords for my topic. b. I will develop a list a keywords for my topic.
<b>Library.5.1.DP.1.E</b>	List information requirements of the task. a. I can describe the requirements of the task. b. I can list the steps required for the task.

**Benchmark 2: Identify the types of information needed.**

Grade 5 Learning Target(s)	
<b>Library.5.1.IT.2.A</b>	List possible resources to solve the problem or task (e.g., reference materials, newspapers, age appropriate Web sites, nonfiction books, personal interviews, audio files, video files, community resources, databases). a. I know the appropriate resources I need to solve the problem or task. b. I can identify the appropriate resources needed to solve the problem or task. c. I can list the appropriate resources needed to solve the problem or task. d. I can locate the appropriate resources needed to solve the problem or task.
<b>Library.5.1.IT.2.B</b>	Identify useful resources. a. I know how to select useful resources to use for my problem or task. b. I can determine which resources are most useful to me as I complete the problem or task.

**Benchmark 3: Evaluate and select appropriate resources.**

Grade 5 Learning Target(s)
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<b>Library.5.1.ER.3.A</b>	Identify the copyright date to determine the currency of resources. a. I know how to locate the copyright date of my resource. b. I can analyze the copyright date to determine if the resource is appropriate.
<b>Library.5.1.ER.3.B</b>	Identify point of view in resources. a. I know that resources are written from different points of view. b. I can explain the point of view from which my resource is written.
<b>Library.5.1.ER.3.C</b>	Identify and select useful resources. a. I know how to choose and select useful resources. b. I can determine what resources I need to solve the problem or task. c. I can locate the resources I need to solve the problem or task.
<b>STANDARD 2: A student must locate sources, use information, and present findings.</b>	
<b>Benchmark 1: Locate multiple resources using search tools.</b>	
<b>Grade 5 Learning Target(s)</b>	
<b>Library.5.2.LR.1.A</b>	Use available search tools to locate resources (e.g., library catalog, indexes, search engines, subject directory, digital databases, library personnel). a. I know how to locate what I need using search tools. b. I can demonstrate that I can use the appropriate search tools to locate sources, use information, and present findings.
<b>Library.5.2.LR.1.B</b>	Use search techniques to locate resources (e.g., keywords, Boolean, phrase, title, author, and subject). a. I know how to use the library catalog to locate sources using keywords, title, author, and subject. b. I can use keywords to search the library catalog to find materials. c. I can use the title of a book to search the library catalog to find materials. d. I can use an author's name to search the library catalog to find materials. e. I can use a subject to search the library catalog to find materials.
<b>Library.5.2.LR.1.C</b>	Locate resources (e.g., call number, URL, link). a. I know how to use call numbers, URL's and links to find resources. b. I can locate materials using a call number. c. I can locate information using a URL. d. I can locate information using a link.
<b>Benchmark 2: Evaluate resources.</b>	
<b>Grade 5 Learning Target(s)</b>	
<b>Library.5.2.ER.2.A</b>	Identify point of view in resources. a. I know how to identify the point of view of my resource. b. I can state the point of view of my resource. c. With prompting and support, I can analyze if the point of view is biased.
<b>Library.5.2.ER.2.B</b>	Identify usefulness of resources (relevant, appropriate, detail, currently, authority, and bias). a. I know when my resource is relevant.

	<ul style="list-style-type: none"> <li>b. I know when my resource is appropriate.</li> <li>c. I know when my resource is detailed.</li> <li>d. I know when my resource is current.</li> <li>e. I can determine if the information in my resource is relevant.</li> <li>f. I can find the appropriate information in my resource.</li> <li>g. I can determine if my resource provides detail.</li> <li>h. I can judge if my resource is current by finding the copyright date.</li> </ul>
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**Benchmark 3: Locate information within multiple resources.**

<b>Grade 5 Learning Target(s)</b>	
<b>Library.5.2.LI.3.A</b>	Identify topic keywords. <ul style="list-style-type: none"> <li>a. I know how to identify and use topic keywords.</li> <li>b. I can identify keywords.</li> <li>c. I can demonstrate that I am able to use keywords.</li> </ul>
<b>Library.5.2.LI.3.B</b>	Use print indexes. <ul style="list-style-type: none"> <li>a. I know how to find and use print indexes.</li> <li>b. I can demonstrate that I am able to find a print index.</li> <li>c. I can demonstrate that I am able to use a print index.</li> </ul>
<b>Library.5.2.LI.3.C</b>	Recognize and use digital indexes (e.g., subject directory). <ul style="list-style-type: none"> <li>a. I know how to use digital indexes within a subject directory or search engine (KidsClick, Yahoo!igans! Kidsconnect).</li> <li>b. I can search for information using a variety of subject directories or search engines.</li> </ul>
<b>Library.5.2.LI.3.D</b>	Use glossaries and tables of contents. <ul style="list-style-type: none"> <li>a. I know how to use glossary and a table of contents.</li> <li>b. I can locate a glossary and demonstrate how to use it.</li> <li>c. I can locate a table of contents and demonstrate how to use it.</li> </ul>
<b>Library.5.2.LI.3.E</b>	Locate keywords by skimming and scanning. <ul style="list-style-type: none"> <li>a. I know how to scan.</li> <li>b. I can demonstrate how to find information by scanning.</li> </ul>
<b>Library.5.2.LI.3.F</b>	Record location of information within resources. <ul style="list-style-type: none"> <li>a. I know how to record the source of my information.</li> <li>b. With prompting and support, I can record the source of my information.</li> </ul>

**Benchmark 4: Extract information from resources needed to solve the problem.**

<b>Grade 5 Learning Target(s)</b>	
<b>Library.5.2.EI.4.A</b>	Read, listen, and view with guided purpose to accomplish task. <ul style="list-style-type: none"> <li>a. I know how to read, listen, and view with a purpose in mind.</li> <li>b. I can read for a specific purpose.</li> <li>c. I can listen for a specific purpose.</li> <li>d. I can view for a specific purpose.</li> </ul>
<b>Library.5.2.EI.4.B</b>	Locate and summarize relevant information.



	<ul style="list-style-type: none"> <li>a. I know how to locate and summarize relevant information.</li> <li>b. I can locate relevant information.</li> <li>c. I can summarize relevant information and present my findings.</li> </ul>
<b>Library.5.2.EI.4.C</b>	Use teacher provided note taking method to transfer information. <ul style="list-style-type: none"> <li>a. I know how to use the note taking method I have been taught by my teacher.</li> <li>b. I can take notes using the teacher provided method to present my findings.</li> </ul>
<b>Library.5.2.EI.4.D</b>	Cite each source. <ul style="list-style-type: none"> <li>a. I know how to cite sources of my information.</li> <li>b. I can write a simple bibliographic entry for each of my sources.</li> </ul>
<b>Benchmark 5: Organize and manage information to solve the problem.</b>	
<b>Grade 5 Learning Target(s)</b>	
<b>Library.5.2.OI.5.A</b>	Transfer information into a prescribed format to accomplish task (e.g., outlines, graphic organizers, note cards). <ul style="list-style-type: none"> <li>a. I know how to transfer my information into a format by using an outline, graphic organizer or notes.</li> <li>b. I can record my information using the format I have been given.</li> </ul>
<b>Benchmark 6: Create a product that presents findings.</b>	
<b>Grade 5 Learning Target(s)</b>	
<b>Library.5.2.CP.6.A</b>	Identify audience. <ul style="list-style-type: none"> <li>a. I know how to identify my audience.</li> <li>b. I can present my information to the identified audience.</li> </ul>
<b>Library.5.2.CP.6.B</b>	construct an original product that meets task criteria. <ul style="list-style-type: none"> <li>a. I know how to construct an original product that meets the task criteria.</li> <li>b. I can use the information I have gathered to construct an original product that meets the task criteria.</li> </ul>
<b>Library.5.2.CP.6.C</b>	Present final product in assigned format. <ul style="list-style-type: none"> <li>a. I know how to present a final product using the assigned format.</li> <li>b. I can present a final product using the assigned format.</li> </ul>
<b>STANDARD 3: A Student must evaluate the product and learning process.</b>	
<b>Benchmark 1: Assess the quality and effectiveness of the product.</b>	
<b>Grade 5 Learning Target(s)</b>	
<b>Library.5.3.AQ.1.A</b>	Identify product's strengths and weaknesses according to task criteria. <ul style="list-style-type: none"> <li>a. I know how to identify the product's strengths and weaknesses according to the task criteria.</li> <li>b. I can list any strengths and weaknesses of my product based on the task criteria.</li> </ul>
<b>Library.5.3.AQ.1.B</b>	Critique final product (e.g., self, teacher, peers). <ul style="list-style-type: none"> <li>a. I know how to evaluate the final product.</li> </ul>

	b. I can evaluate a final product.
<b>Library.5.3.AQ.1.C</b>	Identify areas for improvement of the product. a. I know how to look for areas that need improvement within a product. b. I can improve my final product as needed.
<b>Benchmark 2: Evaluate how the process met the need for information.</b>	
<b>Grade 5 Learning Target(s)</b>	
<b>Library.5.3.EP.2.A</b>	Summarize the steps of the process. a. I know how to summarize the steps of the process. b. I can list the steps of the process that I used to develop my product.
<b>Library.5.3.EP.2.B</b>	Describe how well the process worked. a. I know how to tell if the steps of the process worked. b. I can tell how well the steps of the process worked for my product.
<b>Library.5.3.EP.2.C</b>	Determine whether the prescribed process was followed. a. I know how to determine if I followed the process. b. I can review the process and determine if it was followed.
<b>Library.5.3.EP.2.D</b>	Discuss areas for improvement in the process. a. I know how to discuss ways I can improve the process for my product. b. I can discuss ways to improve my product if needed.
<b>STANDARD 4: A student must use information safely, ethically, and legally.</b>	
<b>Benchmark 1: Legally obtain, store, and disseminate text, data, images, or sounds.</b>	
<b>Grade 5 Learning Target(s)</b>	
<b>Library.5.4.LO.1.A</b>	Define intellectual property as the works of others. a. I know how to define intellectual property as the works of others. b. I can explain that intellectual property is defined as being the works of others.
<b>Library.5.4.LO.1.B</b>	Recognize plagiarism and copyright. a. I know how to follow plagiarism and copyright guidelines. b. I can follow plagiarism guidelines because I do not steal the work of others. c. I can follow copyright law because I do not steal ideas or break the law.
<b>Benchmark 2: Appropriately credit ideas and works of others.</b>	
<b>Grade 5 Learning Target(s)</b>	
<b>Library.5.4.CI.2.A</b>	Use paraphrasing and summarizing correctly. a. I know how paraphrase and summarize. b. I can demonstrate how to paraphrase. c. I can demonstrate how to summarize.
<b>Library.5.4.CI.2.B</b>	Produce components for an assigned citation format. a. I know how to produce a citation based on the format I have been given. b. I can write a citation using the format that I have been given.

<b>Library.5.4.CI.2.C</b>	Credit the intellectual property of others (e.g., video, music, website, audio, digital, artwork, photography, interview, presentations). a. I know how to credit the intellectual property of others. b. I can give credit to the originator of the material.
<b>Library.5.4.CI.2.D</b>	Adhere to copyright laws (e.g., fair use, creative commons, plagiarism, public domain). a. I know how to use information safely, ethically, and legally. b. I can follow copyright guidelines, which means that I obtain, store and share text, data, images and sounds without breaking the law.
<b>Benchmark 3: Participate and collaborate in intellectual and social networks following safe and accepted practices.</b>	
<b>Grade 5 Learning Target(s)</b>	
<b>Library.5.4.PC.3.A</b>	Recognize concept of netiquette (e.g., cyber bullying data vandalism, e-mail, online manners and protocol). a. I know what the concept of netiquette means. b. I can follow the appropriate netiquette protocol.
<b>Library.5.4.PC.3.B</b>	Follow Acceptable Use Policy (AUP). a. I know the rules of the AUP that I must follow. b. I can follow the AUP that has been established by my district.
<b>Library.5.4.PC.3.C</b>	Use netiquette in supervised online settings. a. I know how to observe the rules of netiquette when I am being supervised in online settings. b. I can and do follow the netiquette rules in online settings.
<b>Library.5.4.PC.3.D</b>	Collaborate and participate effectively within a safe, social environment (e.g., group work, public spaces, face-to-face). a. I know how to participate effectively and safely in a social environment. b. I can follow the established rules for a safe social environment.
<b>STANDARD 5: A student must pursue personal interests through literature and other creative expressions.</b>	
<b>Benchmark 1: Use and respond to a variety of print and digital formats for pleasure and personal growth.</b>	
<b>Grade 5 Learning Target(s)</b>	
<b>Library.5.5.VP.1.A</b>	Express ideas of interest. a. I know how to pursue my personal interests and express my ideas of interest. b. I can express my literary areas of interest.
<b>Library.5.5.VP.1.B</b>	Explore various formats. a. I can pursue my personal literary interests by exploring various formats. b. I can demonstrate the use of various literary formats as they relate to my personal interests.
<b>Library.5.5.VP.1.C</b>	Locate and select resources in interest areas.

	<ul style="list-style-type: none"> <li>a. I know how to identify and locate what I am interested in.</li> <li>b. I can find books and other resources on areas of interest.</li> </ul>
<b>Library.5.5.VP.1.D</b>	<p>Express opinion on selected resources.</p> <ul style="list-style-type: none"> <li>a. I know how to express my opinion on literature that I like.</li> <li>b. I can state why I like a particular resource that I selected.</li> </ul>
<b>Benchmark 2: Use and respond to a variety of genres for pleasure and personal growth.</b>	
<b>Grade 5 Learning Target(s)</b>	
<b>Library.5.5.VG.2.A</b>	<p>Recognize the characteristics of various genres.</p> <ul style="list-style-type: none"> <li>a. I know the characteristics of the different genres.</li> <li>b. I can identify a genre by its characteristics.</li> </ul>
<b>Library.5.5.VG.2.B</b>	<p>Select resources in assigned genres.</p> <ul style="list-style-type: none"> <li>a. I know how to select resources in an assigned genre.</li> <li>b. I can select genre assigned resources.</li> </ul>
<b>Library.5.5.VG.2.C</b>	<p>Describe preferred genre.</p> <ul style="list-style-type: none"> <li>a. I know how to describe the various genres.</li> <li>b. I can when asked to describe my preferred genre and why I like it.</li> </ul>
<b>Benchmark 3: Analyze and respond to multiple resources and creative expressions from diverse cultures, including Montana American Indians.</b>	
<b>Grade 5 Learning Target(s)</b>	
<b>Library.5.5.DC.3.A</b>	<p>Recognize author's point of view.</p> <ul style="list-style-type: none"> <li>a. I can explain point of view.</li> <li>b. I can tell the point of view of an author.</li> </ul>
<b>Library.5.5.DC.3.B</b>	<p>Recognize the diversity of cultural expression.</p> <ul style="list-style-type: none"> <li>a. I can recognize cultural diversity in literature.</li> <li>b. I can express in writing the cultural diversity in literature including literature about Montana American Indians.</li> </ul>
<b>Benchmark 4: Access and use libraries and other information environments for personal use and to make connections beyond the school library.</b>	
<b>Grade 5 Learning Target(s)</b>	
<b>Library.5.5.PI.4.A</b>	<p>Access interlocal and/or intralocal resources (e.g., public libraries, other school libraries, bookmobile, infomobile, inter-library loan).</p> <ul style="list-style-type: none"> <li>a. I know what other sources of information are available in order to pursue my personal literary interests.</li> <li>b. I can demonstrate how to access information from other sources as I pursue my personal literary interests (e.g. public libraries, ILL, etc.).</li> </ul>
<b>Library.5.5.PI.4.B</b>	<p>Locate and use available community resources (e.g., presentations, guest speakers, museums, community members, organizations, government resources).</p> <ul style="list-style-type: none"> <li>a. I know the community resources that are available for my use.</li> <li>b. I can demonstrate how to use available community resources to pursue my</li> </ul>

<b>Library.5.5.PI.4.C</b>	<p>personal interests through literature.</p> <p>Access and use assigned digital resources.</p> <ul style="list-style-type: none"> <li>a. I know how to access and use digital resources</li> <li>b. I can access and use digital resources as assigned.</li> </ul>
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## GRADE 6

### 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.**

#### Grade 6 Learning Target(s)

<b>Library.6.1.DP.1.A</b>	Formulate questions or steps needed to solve the problem or task. a. I know what my task is and how to formulate questions or the steps to solve the problem or task. b. I can identify my topic and formulate the questions or steps to solve the problem.
<b>Library.6.1.DP.1.B</b>	Summarize task. a. I know how to summarize my task. b. I can restate my task using my own words.
<b>Library.6.1.DP.1.C</b>	Broaden or narrow topic. a. I know how to narrow or broaden my topic as needed to complete my task. b. I can narrow or broaden my topic as necessary to complete my task.
<b>Library.6.1.DP.1.D</b>	Identify keywords. a. I know how to identify the keywords of my topic. b. I can recognize keywords for my topic.
<b>Library.6.1.DP.1.E</b>	List information requirements of the task. a. I know what information is needed for my topic and what is required to complete my task. b. I can list the requirements of the task.

**Benchmark 2: Identify the types of information needed.**

#### Grade 6 Learning Target(s)

<b>Library.6.1.IT.2.A</b>	List possible resources to solve the problem or task (e.g., encyclopedias, maps, atlas, almanacs, periodicals, newspapers, Web sites, nonfiction books, personal interviews, audio files, video files, community resources, databases) a. I know a variety of possible print and non-print resources available to complete my task. b. I can list a variety of possible print and non-print resources available to complete my task.
<b>Library.6.1.IT.2.B</b>	Define primary and secondary sources. a. I know how to define primary and secondary sources available for my topic. b. I can describe primary and secondary resources for research of my topic.
<b>Library.6.1.IT.2.C</b>	Identify useful resources. a. I know how to identify resources to complete my research task. b. I can identify and locate useful resource tools for my task.

<b>Benchmark 3: Evaluate and select appropriate resources.</b>	
<b>Grade 6 Learning Target(s)</b>	
<b>Library.6.1.ER.3.A</b>	Determine the currency of resources. <ul style="list-style-type: none"> <li>a. I know my task and how to determine if sources are up to date.</li> <li>b. I can recognize up to date resources needed to complete my task.</li> </ul>
<b>Library.6.1.ER.3.B</b>	Identify point of view in resources. <ul style="list-style-type: none"> <li>a. I know my task and how to identify point of view in resources</li> <li>b. I can distinguish point of view in my task resources.</li> </ul>
<b>Library.6.1.ER.3.C</b>	Judge authority and usefulness of resources. <ul style="list-style-type: none"> <li>a. I know how to judge authority and usefulness of resources for my task.</li> <li>b. I can assess authority and usefulness of resources needed for my task.</li> </ul>
<b>Library.6.1.ER.3.D</b>	Select the best resources. <ul style="list-style-type: none"> <li>• I know how to choose the best resources to fulfill requirements for my task.</li> <li>• I can choose the best resources to fulfill the requirements for my task.</li> </ul>
<b>STANDARD 2: A student must locate sources, use information, and present findings.</b>	
<b>Benchmark 1: Locate multiple resources using search tools.</b>	
<b>Grade 6 Learning Target(s)</b>	
<b>Library.6.2.LR.1.A</b>	Utilize library facility. <ul style="list-style-type: none"> <li>a. I know what types of resources are available through the library.</li> <li>b. I can access library resources both inside and away from school.</li> </ul>
<b>Library.6.2.LR.1.B</b>	Use a variety of available search tools and methods to locate resources (e.g., library catalog, indexes, search engines, subject directory, Boolean searches, digital databases, library personnel). <ul style="list-style-type: none"> <li>a. I know how to locate and present information using available search tools and methods, both print and non-print.</li> <li>b. I can locate and present information through a variety of available search tools and methods, including print and non-print.</li> </ul>
<b>Library.6.2.LR.1.C</b>	Use search techniques to locate resources (e.g., keywords, Boolean/limiters, phrase, title, author, and subject). <ul style="list-style-type: none"> <li>a. I know how to use search techniques to locate resources.</li> <li>b. I can use search techniques (such as using keywords, search limiters, phrase, title, author and subject) to locate resources.</li> </ul>
<b>Library.6.2.LR.1.D</b>	Locate resources (e.g., call number, URL, link) <ul style="list-style-type: none"> <li>a. I know how to locate resources using tools such as call number, URL, and links.</li> <li>b. I can find print and non-print resources using call numbers, URLs, links, etc.</li> </ul>
<b>Benchmark 2: Evaluate resources.</b>	
<b>Grade 6 Learning Target(s)</b>	

<b>Library.6.2.ER.2.A</b>	Identify point of view in resources. a. I know how to determine point of view in my resources. b. I can distinguish point of view in my resources.
<b>Library.6.2.ER.2.B</b>	Judge usefulness of resources (relevant, appropriate, detail, currency, authority, and bias). a. I know the criteria to appraise the relevance, appropriateness et al of my resources. b. I can judge the usefulness of my resources.

**Benchmark 3: Locate information within multiple resources.**

**Grade 6 Learning Target(s)**

<b>Library.6.2.LI.3.A</b>	Use glossaries and tables of contents. a. I know how to use a glossary and a table of contents. b. I can locate a glossary and demonstrate how to use it. c. I can locate a table of contents and demonstrate how to use it.
<b>Library.6.2.LI.3.B</b>	Use print indexes. a. I know how to access and use print indexes. b. I can demonstrate the use of print indexes.
<b>Library.6.2.LI.3.C</b>	Recognize and use digital indexes (e.g., subject directory). a. I know how to recognize and use digital indexes, such as subject directories. b. I can recognize and use digital indexes, such as subject directories.
<b>Library.6.2.LI.3.D</b>	Identify keywords and keyword phrases by skimming and scanning. a. I know how to pull out keywords and important phrases through the technique of skimming and scanning. b. I can identify keywords and key phrases when skimming and scanning my resources.
<b>Library.6.2.LI.3.E</b>	Record location of information within resources. a. I know how to record the source and location of my information. b. I can record the source and location of my information.

**Benchmark 4: Extract information from resources needed to solve the problem.**

**Grade 6 Learning Target(s)**

<b>Library.6.2.EI.4.A</b>	Read, listen, and view with guided purpose to accomplish task. a. I know read, listen and view with the guided purpose of accomplishing my task. b. I can read, listen and view resources with a guided specific purpose in mind.
<b>Library.6.2.EI.4.B</b>	Locate, summarize, and paraphrase relevant information. a. I know how to locate, summarize and/or paraphrase important information. b. I can locate, summarize and/or paraphrase important information for my task.
<b>Library.6.2.EI.4.C</b>	Cite each source. a. I know how to cite sources of my information. b. I can write a bibliographic entry for each of my sources.



<b>Library.6.2.EI.4.D</b>	<p>Use note taking to transfer information.</p> <ul style="list-style-type: none"> <li>a. I know how to take effective notes to collect necessary information for my task.</li> <li>b. I can compose effective notes from my resources.</li> </ul>
<b>Benchmark 5: Organize and manage information to solve the problem.</b>	
<b>Grade 6 Learning Target(s)</b>	
<b>Library.6.2.OI.5.A</b>	<p>Transfer information into a prescribed format to accomplish task (e.g., outlines, graphic organizers, note cards).</p> <ul style="list-style-type: none"> <li>a. I know how to transfer my information into a format to accomplish my task.</li> <li>b. I can transfer my information into the appropriate format to accomplish my task.</li> </ul>
<b>Benchmark 6: Create a product that presents findings.</b>	
<b>Grade 6 Learning Target(s)</b>	
<b>Library.6.2.CP.6.A</b>	<p>Identify audience.</p> <ul style="list-style-type: none"> <li>a. I know how to identify my audience.</li> <li>b. I can present my information to the identified audience.</li> </ul>
<b>Library.6.2.CP.6.B</b>	<p>Construct an original product that meets task criteria.</p> <ul style="list-style-type: none"> <li>a. I know how to construct an original product appropriate to task criteria.</li> <li>b. I can construct an original product appropriate to task criteria.</li> </ul>
<b>Library.6.2.CP.6.C</b>	<p>Present final product in assigned format.</p> <ul style="list-style-type: none"> <li>a. I know how to present my final product in the assigned format.</li> <li>b. I can present my final product in the assigned format.</li> </ul>
<b>STANDARD 3: A Student must evaluate the product and learning process.</b>	
<b>Benchmark 1: Assess the quality and effectiveness of the product.</b>	
<b>Grade 6 Learning Target(s)</b>	
<b>Library.6.3.AQ.1.A</b>	<p>Describe product's strengths and weaknesses according to task criteria.</p> <ul style="list-style-type: none"> <li>a. I know how to describe my product's strengths and weaknesses according to the task criteria.</li> <li>b. I can describe my product's strengths and weaknesses according to the task criteria.</li> </ul>
<b>Library.6.3.AQ.1.B</b>	<p>Critique final product (e.g., self, teacher, peers).</p> <ul style="list-style-type: none"> <li>a. I know how to use peers, teachers, and my own judgment to evaluate my final product and the steps leading to its completion.</li> <li>b. I can use peers, teachers, and my own judgment to evaluate my final product and the steps leading to its completion.</li> </ul>
<b>Library.6.3.AQ.1.C</b>	<p>Identify areas for improvement in the product.</p> <ul style="list-style-type: none"> <li>a. I know how to identify areas for improving my product.</li> <li>b. I can identify areas for improving my product.</li> </ul>

<b>Benchmark 2: Evaluate how the process met the need for information.</b>	
<b>Grade 6 Learning Target(s)</b>	
<b>Library.6.3.EP.2.A</b>	Examine task completion process (e.g., self-regulation, time management, etc.). a. I know how to manage myself to complete my task on time. b. I can manage myself to complete my task on time.
<b>Library.6.3.EP.2.B</b>	Identify areas for improvement in the process. a. I know how to identify areas needing improvement in my process. b. I can identify areas needing improvement in my process.
<b>STANDARD 4: A student must use information safely, ethically, and legally.</b>	
<b>Benchmark 1: Legally obtain, store, and disseminate text, data, images, or sounds.</b>	
<b>Grade 6 Learning Target(s)</b>	
<b>Library.6.4.LO.1.A</b>	Recognize the elements that comprise intellectual property. a. I know how to recognize intellectual property. b. I can point out elements of intellectual property.
<b>Library.6.4.LO.1.B</b>	Recognize current laws and policies regarding information use (e.g., plagiarism, copyright, creative commons, fair use, public domain). a. I know how to recognize current laws and policies regarding information use, including copyright, creative commons, fair use, public domain, and plagiarism. b. I can recognize current laws and policies regarding information use, including copyright, creative commons, fair use, public domain and plagiarism.
<b>Benchmark 2: Appropriately credit ideas and works of others.</b>	
<b>Grade 6 Learning Target(s)</b>	
<b>Library.6.4.CI.2.A</b>	Use paraphrasing and summarizing correctly. a. I know how to use summarizing and paraphrasing correctly. b. I can use summarizing and paraphrasing correctly.
<b>Library.6.4.CI.2.B</b>	Produce components for an assigned citation format. a. I know how to produce the pieces of an assigned format for citation. b. I can produce pieces of an assigned citation format.
<b>Library.6.4.CI.2.C</b>	Credit the intellectual property of others (e.g., video, music, website, audio, digital, artwork, photography, interview, presentations). a. I know how to credit the intellectual property of others. b. I can give credit to the originator of the material.
<b>Library.6.4.CI.2.D</b>	Adhere to copyright laws (e.g., fair use, creative commons, plagiarism, public domain). a. I know how to use information safely, ethically, and legally. b. I can follow copyright guidelines, which means that I obtain, store and share text, data, images and sounds without breaking the law.
<b>Benchmark 3: Participate and collaborate in intellectual and social networks following safe and accepted</b>	

practices.	
<b>Grade 6 Learning Target(s)</b>	
<b>Library.6.4.PC.3.A</b>	Use appropriate netiquette in supervised online settings (e.g., cyber bullying, data vandalism, online manners and protocol. a. I know how to use appropriate netiquette in supervised online settings. b. I can use appropriate netiquette in supervised online settings.
<b>Library.6.4.PC.3.B</b>	Follow Acceptable Use Policy (AUP). a. I know the rules of the AUP that I must follow. b. I can follow the AUP that has been established by my district.
<b>Library.6.4.PC.3.C</b>	Identify safe practices in social network and online settings. a. I know how to identify safe practices in social network and online settings. b. I can identify safe practices in social network and online settings.
<b>Library.6.4.PC.3.D</b>	Collaborates and participates effectively within a safe, social environment (e.g., group work, public spaces, face to face). a. I know how to collaborate and participate effectively within a safe, social environment. b. I can collaborate and participate effectively within a safe, social environment.
<b>STANDARD 5: A student must pursue personal interests through literature and other creative expressions.</b>	
<b>Benchmark 1: Use and respond to a variety of print and digital formats for pleasure and personal growth.</b>	
<b>Grade 6 Learning Target(s)</b>	
<b>Library.6.5.VP.1.A</b>	Express areas of interest. a. I know how to express my areas of interest. b. I can express my areas of interest.
<b>Library.6.5.VP.1.B</b>	Locate and select resources in interest areas. a. I know how to locate and select resources in my interest areas. b. I can locate and select resources in my interest areas.
<b>Library.6.5.VP.1.C</b>	Explore various formats. a. I know how to explore various formats in literature and other creative expressions for my personal interests. b. I can explore various formats in literature and other creative expressions for my personal interests.
<b>Library.6.5.VP.1.D</b>	Express opinion on selected resources. a. I know how to express my opinion on resources based on my interests. b. I can express my opinion on resources based on my interests.
<b>Benchmark 2: Use and respond to a variety of genres for pleasure and personal growth.</b>	
<b>Grade 6 Learning Target(s)</b>	

<b>Library.6.5.VG.2.A</b>	<p>Recognize the characteristics of various genres.</p> <ul style="list-style-type: none"> <li>a. I know how to recognize the characteristics of various genres within my personal interests.</li> <li>b. I can recognize the characteristics of various genres within my personal interests.</li> </ul>
<b>Library.6.5.VG.2.B</b>	<p>Select resources in assigned genres.</p> <ul style="list-style-type: none"> <li>a. I know how to select resources in assigned genres matching my interests.</li> <li>b. I can select resources in assigned genres matching my interests.</li> </ul>
<b>Library.6.5.VG.2.C</b>	<p>Explain preferred genre.</p> <ul style="list-style-type: none"> <li>a. I know how to explain my favorite genre for my personal interest and growth.</li> <li>b. I can explain my favorite genre in my personal interests and growth.</li> </ul>
<b>Benchmark 3: Analyze and respond to multiple resources and creative expressions from diverse cultures, including Montana American Indians.</b>	
<b>Grade 6 Learning Target(s)</b>	
<b>Library.6.5.DC.3.A</b>	<p>Recognize that culture impacts creative expression (e.g., religion, family, nationality).</p> <ul style="list-style-type: none"> <li>a. I know how to recognize cultural impacts of creative expression through literature and other formats.</li> <li>b. I can recognize how culture impacts creative expression through literature and other formats.</li> </ul>
<b>Library.6.5.DC.3.B</b>	<p>Identify an author's cultural perspective.</p> <ul style="list-style-type: none"> <li>a. I know how to point out an author's cultural perspective in my personal choices for literature and other creative expressions.</li> <li>b. I can point out an author's cultural perspective in my personal choices for literature and other creative expressions.</li> </ul>
<b>Library.6.5.DC.3.C</b>	<p>Recognize the diversity of cultural expression.</p> <ul style="list-style-type: none"> <li>a. I know how to recognize the diversity of cultural expression in my personal choices of literature and other creative expressions.</li> <li>b. I can recognize the diversity of cultural expression in my personal choices of literature and other creative expressions.</li> </ul>
<b>Benchmark 4: Access and use libraries and other information environments for personal use and to make connections beyond the school library.</b>	
<b>Grade 6 Learning Target(s)</b>	
<b>Library.6.5.PI.4.A</b>	<p>Access and use available digital resources.</p> <ul style="list-style-type: none"> <li>a. I know how to access and use available digital resources for my own personal interests and growth.</li> <li>b. I can access and use available digital resources for my own personal interests and growth.</li> </ul>
<b>Library.6.5.PI.4.B</b>	<p>Locate and use available community resources (e.g., presentations, guest speakers, museums, community members, organizations, government resources).</p> <ul style="list-style-type: none"> <li>a. I know how to locate and use available community resources in order to pursue</li> </ul>

<p><b>Library.6.5.PI.4.C</b></p>	<p>my personal interests.</p> <p>b. I can locate and use available community resources in order to pursue my personal interests.</p> <p>Access interlocal and/or intralocal resources (e.g., public libraries, other school libraries, bookmobile, infomobile, inter-library loan).</p> <p>a. I know how to access and use resources from both in and out of my school library that suits my personal needs.</p> <p>b. I can access and use resources from both in and out of my school library that suits my personal needs.</p>
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## GRADE 7

### 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.**

#### Grade 7 Learning Target(s)

<b>Library.7.1.DP.1.A</b>	Formulate steps needed to solve the problem or task. a. I know what my task is and how to formulate the steps to solve the problem or task. b. I can identify my topic and formulate the steps to solve the problem.
<b>Library.7.1.DP.1.B</b>	Paraphrase task. a. I know how to paraphrase my task. b. I can restate my task using my own words.
<b>Library.7.1.DP.1.C</b>	Broaden or narrow topic. a. I can broaden or narrow my topic to fit the task. b. I can take my ideas and choose a topic for which there is available information.
<b>Library.7.1.DP.1.D</b>	Identify keywords. a. I know how to identify the keywords of my topic. b. I can recognize keywords for my topic.
<b>Library.7.1.DP.1.E</b>	List information requirements of the task. a. I know what information is needed for my topic and what is required to complete my task. b. I can list the requirements of the task.

**Benchmark 2: Identify the types of information needed.**

#### Grade 7 Learning Target(s)

<b>Library.7.1.IT.2.A</b>	Identify possible resources to solve the problem or task (e.g., encyclopedias, maps, atlas, almanacs, periodicals, newspapers, Web sites, nonfiction books, personal interviews, audio files, video files, community resources, databases). a. I know a variety of possible print and non-print resources available to complete my task. b. I can list a variety of possible print and non-print resources available to complete my task.
<b>Library.7.1.IT.2.B</b>	Use primary and secondary sources. a. I know how to use primary and secondary sources available for my topic. b. I can incorporate primary and secondary resources into my research for my topic.
<b>Library.7.1.IT.2.C</b>	Identify useful resources. a. I know how to identify resources to complete my research task. b. I can identify and locate useful resource tools for my task.

<b>Benchmark 3: Evaluate and select appropriate resources.</b>	
<b>Grade 7 Learning Target(s)</b>	
<b>Library.7.1.ER.3.A</b>	Identify appropriately current resources. a. I know my task and how to identify appropriately current resources. b. I can recognize relevant and up to date resources to complete my task.
<b>Library.7.1.ER.3.B</b>	Identify point of view and bias in resources. a. I know my task and how to identify point of view and bias in resources b. I can distinguish point of view and bias in my task resources.
<b>Library.7.1.ER.3.C</b>	Appraise authority and usefulness of resources. a. I know how to appraise authority and usefulness of resources for my task. b. I can assess authority and usefulness of resources needed for my task
<b>Library.7.1.ER.3.D</b>	Select the best resources. a. I know how to choose the best resources to fulfill requirements for my task. b. I can select the best resources for completing my task.
<b>STANDARD 2: A student must locate sources, use information, and present findings.</b>	
<b>Benchmark 1: Locate multiple resources using search tools.</b>	
<b>Grade 7 Learning Target(s)</b>	
<b>Library.7.2.LR.1.A</b>	Utilize library facility. a. I know what types of resources are available through the library. b. I can access library resources both inside and away from school.
<b>Library.7.2.LR.1.B</b>	Use a variety of available search tools and methods (e.g., library catalog, indexes, search engines, subject directory, Boolean searches, digital databases, library personnel). a. I know how to locate and present information using available search tools and methods, both print and non-print. b. I can locate and present information through a variety of available search tools and methods, including print and non-print.
<b>Library.7.2.LR.1.C</b>	Use search techniques to locate resources (e.g., keywords, Boolean/limiters, phrase, title, author and subject). a. I know how to use search techniques to locate resources. b. I can use search techniques (such as using keywords, search limiters, phrase, title, author and subject) to locate resources.
<b>Library.7.2.LR.1.D</b>	Locate resources (e.g., call number, URL, link). a. I know how to locate resources such as call number, URL, link. b. I can find print and non-print resources using call numbers, URLs, links, etc.
<b>Benchmark 2: Evaluate resources.</b>	
<b>Grade 7 Learning Target(s)</b>	
<b>Library.7.2.ER.2.A</b>	Identify point of view and bias in resources. a. I know how to ascertain perspective and prejudices in my resources.

	b. I can distinguish prejudice and perspective in my resources.
<b>Library.7.2.ER.2.B</b>	Judge usefulness of resources (relevant, appropriate, detail, currency, authority, and bias). a. I know the criteria to appraise the relevance, appropriateness et al of my resources. b. I can judge the usefulness of my resources.
<b>Benchmark 3: Locate information within multiple resources.</b>	
<b>Grade 7 Learning Target(s)</b>	
<b>Library.7.2.LI.3.A</b>	Use glossaries and tables of contents. a. I know how to use a glossary and a table of contents. b. I can locate a glossary and demonstrate how to use it. c. I can locate a table of contents and demonstrate how to use it.
<b>Library.7.2.LI.3.B</b>	Use print and digital indexes (e.g., subject directory). a. I know how to access and use print and non-print indexes. b. I can demonstrate the use of indexes, both print and non-print.
<b>Library.7.2.LI.3.C</b>	Identify keywords and keyword phrases by skimming and scanning. a. I know how to pull out keywords and important phrases through the technique of skimming and scanning. b. I can identify keywords and key phrases when skimming and scanning my resources.
<b>Library.7.2.LI.3.D</b>	Record location of information within resources. a. I know how to record the source and location of my information. b. I can record the source and location of my information.
<b>Benchmark 4: Extract information from resources needed to solve the problem.</b>	
<b>Grade 7 Learning Target(s)</b>	
<b>Library.7.2.EI.4.A</b>	Read, listen, and view with purpose to accomplish task. a. I know read, listen and view with the purpose of accomplishing my task. b. I can read, listen and view resources with a specific purpose in mind.
<b>Library.7.2.EI.4.B</b>	Summarize and paraphrase relevant information. a. I know how to summarize and/or paraphrase important information. b. I can summarize and/or paraphrase important information for my task.
<b>Library.7.2.EI.4.C</b>	Cite each source. a. I know how to cite sources of my information. b. I can write a bibliographic entry for each of my sources.
<b>Library.7.2.EI.4.D</b>	Use note taking to transfer information. a. I know how to take effective notes to collect necessary information for my task. b. I can compose effective notes from my resources.
<b>Benchmark 5: Organize and manage information to solve the problem.</b>	



<b>Grade 7 Learning Target(s)</b>	
<b>Library.7.2.OI.5.A</b>	Arrange information into a format to accomplish task (e.g., outlines, graphic organizers). <ol style="list-style-type: none"> <li>I know how to structure my information into a format to accomplish my task.</li> <li>I can arrange my information into the appropriate format to accomplish my task.</li> </ol>
<b>Benchmark 6: Create a product that presents findings.</b>	
<b>Grade 7 Learning Target(s)</b>	
<b>Library.7.2.CP.6.A</b>	Construct a product that meets task criteria and is audience appropriate. <ol style="list-style-type: none"> <li>I know how to construct a product appropriate to task criteria and audience.</li> <li>I can construct a product appropriate to task criteria and audience.</li> </ol>
<b>Library.7.2.CP.6.B</b>	Present final product in appropriate format. <ol style="list-style-type: none"> <li>I know how to present my final product in an appropriate format.</li> <li>I can present my final product in the appropriate format.</li> </ol>
<b>STANDARD 3: A Student must evaluate the product and learning process.</b>	
<b>Benchmark 1: Assess the quality and effectiveness of the product.</b>	
<b>Grade 7 Learning Target(s)</b>	
<b>Library.7.3.AQ.1.A</b>	Evaluate product's strengths and weaknesses according to task criteria. <ol style="list-style-type: none"> <li>I know how to evaluate my product's strengths and weaknesses according to the task criteria.</li> <li>I can evaluate my product's strengths and weaknesses according to the task criteria.</li> </ol>
<b>Library.7.3.AQ.1.B</b>	Criteria final product (e.g., self, teacher, peers). <ol style="list-style-type: none"> <li>I know how to use set criteria to compare my evaluation to my teacher's and peers' evaluations.</li> <li>I can use assigned criteria to compare my evaluation to my teacher and peers' evaluations.</li> </ol>
<b>Library.7.3.AQ.1.C</b>	Identify areas for improvement of the product. <ol style="list-style-type: none"> <li>I know how to identify areas for improving my product.</li> <li>I can identify areas for improving my product.</li> </ol>
<b>Benchmark 2: Evaluate how the process met the need for information.</b>	
<b>Grade 7 Learning Target(s)</b>	
<b>Library.7.3.EP.2.A</b>	Examine task completion process (e.g., self-regulation, time management, etc.). <ol style="list-style-type: none"> <li>I know how to manage myself to complete my task on time.</li> <li>I can manage myself to complete my task on time.</li> </ol>
<b>Library.7.3.EP.2.B</b>	Identify areas for improvement in the process. <ol style="list-style-type: none"> <li>I know how to identify areas needing improvement in my process.</li> <li>I can identify areas needing improvement in my process.</li> </ol>
<b>STANDARD 4: A student must use information safely, ethically, and legally.</b>	

**Benchmark 1: Legally obtain, store, and disseminate text, data, images, or sounds.****Grade 7 Learning Target(s)**

<b>Library.7.4.LO.1.A</b>	Recognize the elements that comprise intellectual property. a. I know what constitutes intellectual property. b. I can recognize the elements of intellectual property.
<b>Library.7.4.LO.1.B</b>	Recognize current laws and policies regarding information use (e.g., plagiarism, copyright, creative commons, fair use, public domain). a. I know how to recognize current laws and policies regarding information use, including copyright, creative commons, fair use, public domain, and plagiarism. b. I can recognize current laws and policies regarding information use, including copyright, creative commons, fair use, public domain and plagiarism.

**Benchmark 2: Appropriately credit ideas and works of others.****Grade 7 Learning Target(s)**

<b>Library.7.4.CI.2.A</b>	Use paraphrasing and summarizing correctly. a. I know how to use summarizing and paraphrasing correctly. b. I can correctly use summarizing and paraphrasing.
<b>Library.7.4.CI.2.B</b>	Produce components for a citation format (e.g., MLA, APA). a. I know how to produce components for a citation format. b. I can produce components for a citation format.
<b>Library.7.4.CI.2.C</b>	Credit the intellectual property of others (e.g., video, music, website, audio, digital, artwork, photography, interview, presentations). a. I know how to credit the intellectual property of others. b. I can give credit to the originator of the material.
<b>Library.7.4.CI.2.D</b>	Adhere to copyright laws (e.g., fair use, creative commons, plagiarism, public domain). a. I know how to use information safely, ethically, and legally. b. I can follow copyright guidelines, which means that I obtain, store and share text, data, images and sounds without breaking the law.

**Benchmark 3: Participate and collaborate in intellectual and social networks following safe and accepted practices.****Grade 7 Learning Target(s)**

<b>Library.7.4.PC.3.A</b>	Use appropriate netiquette in various online settings (e.g., cyber bullying, data vandalism, online manners and protocol). a. I know how to use appropriate netiquette in various online settings. b. I can use appropriate netiquette in various online settings.
<b>Library.7.4.PC.3.B</b>	Follow Acceptable Use Policy (AUP). a. I know the rules of the AUP that I must follow. b. I can follow the AUP that has been established by my district.
<b>Library.7.4.PC.3.C</b>	Describe safe practices in social network and online settings.

	<ul style="list-style-type: none"> <li>a. I know safe practices in social network and online settings.</li> <li>b. I can describe safe practices in social network and online settings.</li> </ul>
<b>Library.7.4.PC.3.D</b>	<p>Collaborate and participate effectively within a safe, social environment (e.g., group work, public spaces, face to face).</p> <ul style="list-style-type: none"> <li>a. I know how to collaborate and participate effectively within a safe, social environment.</li> <li>b. I can collaborate and participate effectively within a safe, social environment.</li> </ul>
<b>STANDARD 5: A student must pursue personal interests through literature and other creative expressions.</b>	
<b>Benchmark 1: Use and respond to a variety of print and digital formats for pleasure and personal growth.</b>	
<b>Grade 7 Learning Target(s)</b>	
<b>Library.7.5.VP.1.A</b>	<p>Express areas of interest.</p> <ul style="list-style-type: none"> <li>a. I know how to express my areas of interest.</li> <li>b. I can express my areas of interest.</li> </ul>
<b>Library.7.5.VP.1.B</b>	<p>Locate and select a variety of resources in interest areas.</p> <ul style="list-style-type: none"> <li>a. I know how to locate and select a variety of resources in my interest areas.</li> <li>b. I can locate and select a variety of resources in my interest areas.</li> </ul>
<b>Library.7.5.VP.1.C</b>	<p>Explore a variety of formats with guidance.</p> <ul style="list-style-type: none"> <li>a. I know how to experiment with a variety of formats (with guidance) in literature and other creative expressions for my personal interests.</li> <li>b. I can experiment with a variety of formats with guidance in literature and other creative expressions for my personal interests.</li> </ul>
<b>Library.7.5.VP.1.D</b>	<p>Express and defend opinion on selected resource.</p> <ul style="list-style-type: none"> <li>a. I know how to express and defend my opinion on resources based on my interests.</li> <li>b. I can express and defend my opinion on resources based on my interests.</li> </ul>
<b>Benchmark 2: Use and respond to a variety of genres for pleasure and personal growth.</b>	
<b>Grade 7 Learning Target(s)</b>	
<b>Library.7.5.VG.2.A</b>	<p>Compare and contrast the characteristics of various genres.</p> <ul style="list-style-type: none"> <li>a. I know how to compare and contrast the characteristics of various genres within my personal interests.</li> <li>b. I can compare and contrast the characteristics of various genres within my personal interests.</li> </ul>
<b>Library.7.5.VG.2.B</b>	<p>Select resources in various genres.</p> <ul style="list-style-type: none"> <li>a. I know how to select resources in a variety of genres matching my interests.</li> <li>b. I can select resources in a variety of genres matching my interests.</li> </ul>
<b>Library.7.5.VG.2.C</b>	<p>Explain and justify preferred genre.</p> <ul style="list-style-type: none"> <li>a. I know how to explain and justify my preferred genre for my personal interest</li> </ul>

	<p>and growth.</p> <p>b. I can explain and justify my preferred genre in my personal interests and growth.</p>
<b>Benchmark 3: Analyze and respond to multiple resources and creative expressions from diverse cultures, including Montana American Indians.</b>	
<b>Grade 7 Learning Target(s)</b>	
<b>Library.7.5.DC.3.A</b>	<p>Explore how the elements of culture impact creative expression (e.g., religion, family, nationality).</p> <p>a. I know how to explore cultural impacts on creative expression through literature and other formats in my own personal interests.</p> <p>b. I can explore cultural impacts on creative expression through literature and other formats in my own personal interests.</p>
<b>Library.7.5.DC.3.B</b>	<p>Recognize an author's cultural perspective.</p> <p>a. I know how to recognize an author's cultural perspective in my personal choices for literature and other creative expressions.</p> <p>b. I can recognize an author's cultural perspective in my personal choices for literature and other creative expressions.</p>
<b>Library.7.5.DC.3.C</b>	<p>Recognize the diversity of cultural expression.</p> <p>a. I know how to recognize the diversity of cultural expression in my personal choices of literature and other creative expressions.</p> <p>b. I can recognize the diversity of cultural expression in my personal choices of literature and other creative expressions.</p>
<b>Benchmark 4: Access and use libraries and other information environments for personal use and to make connections beyond the school library.</b>	
<b>Grade 7 Learning Target(s)</b>	
<b>Library.7.5.PI.4.A</b>	<p>Access and use a variety of available digital resources.</p> <p>a. I know how to access and use a variety of digital resources for my own personal interests and growth.</p> <p>b. I can access and use a variety of digital resources for my own personal interests and growth.</p>
<b>Library.7.5.PI.4.B</b>	<p>Locate and use community resources (e.g., museums, community members, organizations, government resources).</p> <p>a. I know how to locate and use community resources in order to pursue my personal interests.</p> <p>b. I can locate and use community resources in order to pursue my personal interests.</p>
<b>Library.7.5.PI.4.C</b>	<p>Access and use interlocal and/or intralocal resources (e.g., public libraries, other school libraries, bookmobile, infomobile, interlibrary loan).</p> <p>a. I know how to access and use resources from both in and out of my school library that suits my personal needs.</p> <p>b. I can access and use resources from both in and out of my school library that</p>

suits my personal needs.

## GRADE 8

### 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.**

#### Grade 8 Learning Target(s)

<b>Library.8.1.DP.1.A</b>	Formulate steps needed to solve the problem or task. a. I know what my task is and how to formulate the steps to solve the problem or task. b. I can identify my topic and formulate the steps to solve the problem.
<b>Library.8.1.DP.1.B</b>	Paraphrase task. a. I know how to paraphrase my task. b. I can restate my task using my own words.
<b>Library.8.1.DP.1.C</b>	Broaden or narrow topic. a. I can broaden or narrow my topic to fit the task. b. I can take my ideas and choose a topic for which there is available information.
<b>Library.8.1.DP.1.D</b>	Identify or generate keywords. a. I know how to determine the keywords of my topic. b. I can generate keywords for my topic.
<b>Library.8.1.DP.1.E</b>	Confirm usefulness of keywords. a. I know how to determine effective keywords on my topic. b. I can use select and modify keywords to find the most relevant information for my topic.
<b>Library.8.1.DP.1.F</b>	Identify, list, and interpret information requirements of the task. a. I know what information is needed for my topic and what is required to complete my task. b. I can identify, list and interpret the requirements of the task.

**Benchmark 2: Identify the types of information needed.**

#### Grade 8 Learning Target(s)

<b>Library.8.1.IT.2.A</b>	Identify a variety of resources (e.g., encyclopedias, maps, atlas, almanacs, periodicals, newspapers, Web sites, nonfiction books, personal interview, audio files, video files, community resources, databases). a. I know a variety of print and non print resources available to complete my task. b. I can list a variety of print and non print resources available to complete my task.
<b>Library.8.1.IT.2.B</b>	Use primary and secondary sources. a. I know how to use primary and secondary sources available for my topic. b. I can incorporate primary and secondary resources into my research for my topic.

<b>Library.8.1.IT.2.C</b>	Identify and defend usefulness of resources selected. <ol style="list-style-type: none"> <li>I know how to identify resources to complete my research task.</li> <li>I know how to justify the usefulness of my resources.</li> <li>I can identify and locate useful resource tools for my task.</li> <li>I can justify the usefulness of my resources.</li> </ol>
<b>Benchmark 3: Evaluate and select appropriate resources.</b>	
<b>Grade 8 Learning Target(s)</b>	
<b>Library.8.1.ER.3.A</b>	Identify appropriately current resources. <ol style="list-style-type: none"> <li>I know my task and how to identify appropriately current resources.</li> <li>I can recognize relevant and up to date resources to complete my task.</li> </ol>
<b>Library.8.1.ER.3.B</b>	Identify point of view and bias in resources. <ol style="list-style-type: none"> <li>I know my task and how to identify point of view and bias in resources.</li> <li>I can distinguish point of view and bias in my task resources.</li> </ol>
<b>Library.8.1.ER.3.C</b>	Appraise validity, authority, and usefulness of resources. <ol style="list-style-type: none"> <li>I know how to appraise validity, authority, and usefulness of resources for my task.</li> <li>I can assess validity, authority and usefulness of resources needed for my task.</li> </ol>
<b>Library.8.1.ER.3.D</b>	Select the best resources. <ol style="list-style-type: none"> <li>I know how to choose the best resources to fulfill requirements for my task.</li> <li>I can select the best resources for completing my task.</li> </ol>
<b>STANDARD 2: A student must locate sources, use information, and present findings.</b>	
<b>Benchmark 1: Locate multiple resources using search tools.</b>	
<b>Grade 8 Learning Target(s)</b>	
<b>Library.8.2.LR.1.A</b>	Utilize library facility. <ol style="list-style-type: none"> <li>I know what types of resources are available through the library.</li> <li>I can access library resources both inside and away from school.</li> </ol>
<b>Library.8.2.LR.1.B</b>	Use multiple search tools and methods (e.g., library catalog, indexes, search engines, subject directory, Boolean searches, digital databases, library personnel). <ol style="list-style-type: none"> <li>I know how to locate and present information using various search tools and methods, both print and non-print.</li> <li>I can locate and present information through a variety of search tools and methods, including print and non-print.</li> </ol>
<b>Library.8.2.LR.1.C</b>	Use a variety of search techniques to locate resources. <ol style="list-style-type: none"> <li>I know how to use different search techniques to locate resources.</li> <li>I can use a variety of search techniques (such as using keywords, search limiters, phrase, title, author and subject) to locate resources.</li> </ol>
<b>Library.8.2.LR.1.D</b>	Locate a variety of resources. <ol style="list-style-type: none"> <li>I know how to locate various types of resources such as call number, URL, link.</li> </ol>

	b. I can find a variety of print and non-print resources using call numbers, URLs, links, etc.
<b>Benchmark 2: Evaluate resources.</b>	
<b>Grade 8 Learning Target(s)</b>	
<b>Library.8.2.ER.2.A</b>	Identify point of view and bias in resources. a. I know how to ascertain perspective and prejudices in my resources. b. I can distinguish prejudice and perspective in my resources.
<b>Library.8.2.ER.2.B</b>	Judge usefulness of resources (relevant, appropriate, detail, currency, authority, and bias). a. I know the criteria to appraise the relevance, appropriateness et al of my resources. b. I can judge the usefulness of my resources.
<b>Benchmark 3: Locate information within multiple resources.</b>	
<b>Grade 8 Learning Target(s)</b>	
<b>Library.8.2.LI.3.A</b>	Use glossaries and tables of contents. a. I know how to use a glossary and a table of contents. b. I can locate a glossary and demonstrate how to use it. c. I can locate a table of contents and demonstrate how to use it.
<b>Library.8.2.LI.3.B</b>	Use multiple print and digital indexes. a. I know how to access and use a variety of print and non-print indexes. b. I can demonstrate the use of various indexes, both print and non-print.
<b>Library.8.2.LI.3.C</b>	Identify keywords and keyword phrases by skimming and scanning. a. I know how to pull out keywords and important phrases through the technique of skimming and scanning. b. I can identify keywords and key phrases when skimming and scanning my resources.
<b>Library.8.2.LI.3.D</b>	Record location of information within resources. a. I know how to record the source of my information. b. I can record the source of my information.
<b>Benchmark 4: Extract information from resources needed to solve the problem.</b>	
<b>Grade 8 Learning Target(s)</b>	
<b>Library.8.2.EI.4.A</b>	Read, listen and view with purpose to accomplish task. a. I know read, listen and view with the purpose of accomplishing my task. b. I can read, listen and view resources with a specific purpose in mind.
<b>Library.8.2.EI.4.B</b>	Recognize the differences between summarizing, paraphrasing and/or direct quotation. a. I know how to distinguish the differences among summarizing, paraphrasing and/or direct quotations. b. I can distinguish the differences among summarizing, paraphrasing and/or direct quotations.



<b>Library.8.2.EI.4.C</b>	Cite each source. <ul style="list-style-type: none"> <li>a. I know how to cite sources of my information.</li> <li>b. I can write a bibliographic entry for each of my sources.</li> </ul>
<b>Library.8.2.EI.4.D</b>	Transfer information through note taking. <ul style="list-style-type: none"> <li>a. I know how to take effective notes to collect necessary information for my task.</li> <li>b. I can compose effective notes from my resources.</li> </ul>
<b>Benchmark 5: Organize and manage information to solve the problem.</b>	
<b>Grade 8 Learning Target(s)</b>	
<b>Library.8.2.OI.5.A</b>	Arrange information into a format to accomplish the task (e.g., outlines, graphic organizers). <ul style="list-style-type: none"> <li>a. I know how to structure my information into a format to accomplish my task.</li> <li>b. I can arrange my information into the appropriate format to accomplish my task.</li> </ul>
<b>Benchmark 6: Create a product that presents findings.</b>	
<b>Grade 8 Learning Target(s)</b>	
<b>Library.8.2.CP.6.A</b>	Design and create an original product appropriate to task criteria and audience. <ul style="list-style-type: none"> <li>a. I know how to design and produce an original product appropriate to task criteria and audience.</li> <li>b. I can design and create an original product appropriate to task criteria and audience.</li> </ul>
<b>Library.8.2.CP.6.B</b>	Present final product in appropriate format. <ul style="list-style-type: none"> <li>a. I know how to present my final product in an appropriate format.</li> <li>b. I can present my final product in the appropriate format.</li> </ul>
<b>STANDARD 3: A Student must evaluate the product and learning process.</b>	
<b>Benchmark 1: Assess the quality and effectiveness of the product.</b>	
<b>Grade 8 Learning Target(s)</b>	
<b>Library.8.3.AQ.1.A</b>	Self-evaluate product's strengths and weaknesses according to task criteria. <ul style="list-style-type: none"> <li>a. I know how to evaluate my product's strengths and weaknesses according to the task criteria.</li> <li>b. I can evaluate my product's strengths and weaknesses according to the task criteria.</li> </ul>
<b>Library.8.3.AQ.1.B</b>	Use guidelines to compare self-evaluation to teacher and peer evaluations. <ul style="list-style-type: none"> <li>a. I know how to use guidelines to compare my evaluation to my teacher's and peers' evaluations.</li> <li>b. I can use guidelines to compare my evaluation to my teacher and peers' evaluations.</li> </ul>
<b>Library.8.3.AQ.1.C</b>	Identify areas for improving the product. <ul style="list-style-type: none"> <li>a. I know how to identify areas for improving my product.</li> </ul>

	b. I can identify areas for improving my product.
<b>Benchmark 2: Evaluate how the process met the need for information.</b>	
<b>Grade 8 Learning Target(s)</b>	
<b>Library.8.3.EP.2.A</b>	Appraise task completion process (e.g., self-regulation, time management, etc.). a. I know how to manage myself to complete my task on time. b. I can manage myself to complete my task on time.
<b>Library.8.3.EP.2.B</b>	Identify areas for improvement in the process. a. I know how to identify areas needing improvement in my process. b. I can identify areas needing improvement in my process.
<b>STANDARD 4: A student must use information safely, ethically, and legally.</b>	
<b>Benchmark 1: Legally obtain, store, and disseminate text, data, images, or sounds.</b>	
<b>Grade 8 Learning Target(s)</b>	
<b>Library.8.4.LO.1.A</b>	Explain the concept of intellectual property. a. I know the concept of intellectual property. b. I can explain the concept of intellectual property.
<b>Library.8.4.LO.1.B</b>	Recognize, identify, and apply current laws and policies regarding information use (e.g., plagiarism, copyright, creative commons, fair use, public domain). a. I know how to recognize, identify, and apply current laws and policies regarding information use, including copyright, creative commons, fair use, public domain, and plagiarism. b. I can recognize, identify, and apply current laws and policies regarding information use, including copyright, creative commons, fair use, public domain and plagiarism.
<b>Benchmark 2: Appropriately credit ideas and works of others.</b>	
<b>Grade 8 Learning Target(s)</b>	
<b>Library.8.4.CI.2.A</b>	Use summarizing, paraphrasing, and direct quotes correctly. a. I know how to use summarizing, paraphrasing, and direct quotes correctly. b. I can use summarizing, paraphrasing, and direct quotes correctly.
<b>Library.8.4.CI.2.B</b>	Use in-text citation (e.g., parenthetical citation) correctly. a. I know how to use in-text citations correctly. b. I can use in-text citations correctly.
<b>Library.8.4.CI.2.C</b>	Produce components for a citation source (e.g., MLA, APA). a. I know how to produce components for a citation source. b. I can produce components for a citation source.
<b>Library.8.4.CI.2.D</b>	Credit the intellectual property of others (e.g., video, music, website, audio, digital, artwork, photography, interview, presentations). a. I know how to credit the intellectual property of others. b. I can give credit to the originator of the material.

<b>Library.8.4.CI.2.E</b>	<p>Adhere to copyright laws (e.g., fair use, creative commons, plagiarism, public domain).</p> <ul style="list-style-type: none"> <li>a. I know how to use information safely, ethically, and legally.</li> <li>b. I can follow copyright guidelines, which means that I obtain, store and share text, data, images and sounds without breaking the law.</li> </ul>
<b>Benchmark 3: Participate and collaborate in intellectual and social networks following safe and accepted practices.</b>	
<b>Grade 8 Learning Target(s)</b>	
<b>Library.8.4.PC.3.A</b>	<p>Use appropriate netiquette in various online settings (e.g., cyber bullying, data vandalism, online manners and protocol).</p> <ul style="list-style-type: none"> <li>a. I know how to use appropriate netiquette in various online settings.</li> <li>b. I can use appropriate netiquette in various online settings.</li> </ul>
<b>Library.8.4.PC.3.B</b>	<p>Follow Acceptable Use Policy (AUP).</p> <ul style="list-style-type: none"> <li>a. I know the rules of the AUP that I must follow.</li> <li>b. I can follow the AUP that has been established by my district.</li> </ul>
<b>Library.8.4.PC.3.C</b>	<p>Describe safe practices in social network and online settings.</p> <ul style="list-style-type: none"> <li>a. I know safe practices in social network and online settings.</li> <li>b. I can describe safe practices in social network and online settings.</li> </ul>
<b>Library.8.4.PC.3.D</b>	<p>Collaborate and participate effectively within a safe, social environment (e.g., group work, public spaces, face to face).</p> <ul style="list-style-type: none"> <li>a. I know how to collaborate and participate effectively within a safe, social environment.</li> <li>b. I can collaborate and participate effectively within a safe, social environment.</li> </ul>
<b>STANDARD 5: A student must pursue personal interests through literature and other creative expressions.</b>	
<b>Benchmark 1: Use and respond to a variety of print and digital formats for pleasure and personal growth.</b>	
<b>Grade 8 Learning Target(s)</b>	
<b>Library.8.5.VP.1.A</b>	<p>Express and justify areas of interest.</p> <ul style="list-style-type: none"> <li>a. I know how to express and justify my areas of interest.</li> <li>b. I can express and justify my areas of interest.</li> </ul>
<b>Library.8.5.VP.1.B</b>	<p>Locate and select a variety of resources in interest areas.</p> <ul style="list-style-type: none"> <li>a. I know how to locate and select a variety of resources in my interest areas.</li> <li>b. I can locate and select a variety of resources in my interest areas.</li> </ul>
<b>Library.8.5.VP.1.C</b>	<p>Experiment with a variety of formats.</p> <ul style="list-style-type: none"> <li>a. I know how to experiment with a variety of formats in literature and other creative expressions for my personal interests.</li> <li>b. I can experiment with a variety of formats in literature and other creative expressions for my personal interests.</li> </ul>
<b>Library.8.5.VP.1.D</b>	Express and defend opinion on selected resources.

	<ul style="list-style-type: none"> <li>a. I know how to express and defend my opinion on resources based on my interests.</li> <li>b. I can express and defend my opinion on resources based on my interests.</li> </ul>
<b>Benchmark 2: Use and respond to a variety of genres for pleasure and personal growth.</b>	
<b>Grade 8 Learning Target(s)</b>	
<b>Library.8.5.VG.2.A</b>	<p>Compare and contrast the characteristics of various genres.</p> <ul style="list-style-type: none"> <li>a. I know how to compare and contrast the characteristics of various genres within my personal interests.</li> <li>b. I can compare and contrast the characteristics of various genres within my personal interests.</li> </ul>
<b>Library.8.5.VG.2.B</b>	<p>Select resources in various genres.</p> <ul style="list-style-type: none"> <li>a. I know how to select resources in a variety of genres matching my interests.</li> <li>b. I can select resources in a variety of genres matching my interests.</li> </ul>
<b>Library.8.5.VG.2.C</b>	<p>Explain and justify preferred genre.</p> <ul style="list-style-type: none"> <li>a. I know how to explain and justify my preferred genre for my personal interest and growth.</li> <li>b. I can explain and justify my preferred genre in my personal interests and growth.</li> </ul>
<b>Benchmark 3: Analyze and respond to multiple resources and creative expressions from diverse cultures, including Montana American Indians.</b>	
<b>Grade 8 Learning Target(s)</b>	
<b>Library.8.5.DC.3.A</b>	<p>Explain how culture impacts creative expression.</p> <ul style="list-style-type: none"> <li>a. I know how to explain how culture impacts creative expression through literature and other formats.</li> <li>b. I can explain how culture impacts creative expression through literature and other formats.</li> </ul>
<b>Library.8.5.DC.3.B</b>	<p>Recognize an author's cultural perspective.</p> <ul style="list-style-type: none"> <li>a. I know how to recognize an author's cultural perspective in my personal choices for literature and other creative expressions.</li> <li>b. I can recognize an author's cultural perspective in my personal choices for literature and other creative expressions.</li> </ul>
<b>Library.8.5.DC.3.C</b>	<p>Compare and contrast the diversity of cultural expression.</p> <ul style="list-style-type: none"> <li>a. I know how to compare and contrast the diversity of cultural expression in my personal choices of literature and other creative expressions.</li> <li>b. I can compare and contrast the diversity of cultural expression in my personal choices of literature and other creative expressions.</li> </ul>
<b>Benchmark 4: Access and use libraries and other information environments for personal use and to make connections beyond the school library.</b>	
<b>Grade 8 Learning Target(s)</b>	

<b>Library.8.5.PI.4.A</b>	<p>Access and use a variety of digital resources.</p> <ul style="list-style-type: none"> <li>a. I know how to access and use a variety of digital resources for my own personal interests and growth.</li> <li>b. I can access and use a variety of digital resources for my own personal interests and growth.</li> </ul>
<b>Library.8.5.PI.4.B</b>	<p>Locate and use community resources (e.g., museums, community members, organizations, government resources).</p> <ul style="list-style-type: none"> <li>a. I know how to locate and use community resources in order to pursue my personal interests.</li> <li>b. I can locate and use community resources in order to pursue my personal interests.</li> </ul>
<b>Library.8.5.PI.4.C</b>	<p>Access and use interlocal and/or intralocal resources (e.g., public libraries, other school libraries, bookmobile, infomobile, interlibrary loan).</p> <ul style="list-style-type: none"> <li>a. I know how to access and use resources from both in and out of my school library that suits my personal needs.</li> <li>b. I can access and use resources from both in and out of my school library that suits my personal needs.</li> </ul>

## 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)

<b>Library.9-10.1.DP.1.A</b>	Develop a range of questions. a. I can state the problem. b. I can develop research questions to answer the problem.
<b>Library.9-10.1.DP.1.B</b>	Formulate keywords within the problem. a. I can identify multiple keywords to solve the problem. b. I can produce a list of potential keywords to solve the problem.
<b>Library.9-10.1.DP.1.C</b>	Validate usefulness of keywords. 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.
<b>Library.9-10.1.DP.1.D</b>	Narrow/broaden the topic based on initial results. 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.
<b>Library.9-10.1.DP.1.E</b>	Use prior and background knowledge. a. I can identify resources related to my background to help solve the task. b. I can list resources from prior experiences.
<b>Library.9-10.1.DP.1.F</b>	Assess need for more or less information. 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)

<b>Library.9-10.1.DN.2.A</b>	Compile a list of possible resources (e.g., print, nonprint, and digital). 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.
<b>Library.9-10.1.DN.2.B</b>	Develop essential questions which go beyond facts (probing questions) into the problem. 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)

<b>Library.9-10.1.ER.3.A</b>	Identify accurate information (relevance, appropriateness, detail, currency, authority, bias). 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>
<b>Library.9-10.1.ER.3.B</b>	<p>Evaluate all selected topic-related resources based on task criteria.</p> <p>a. I can state the task criteria.</p> <p>b. I can list the selected resources which fulfill the task criteria.</p>
<b>Library.9-10.1.ER.3.C</b>	<p>Distinguish between and incorporate appropriate primary/secondary sources.</p> <p>a. I can define the terms primary and secondary resources.</p> <p>b. I can locate primary and secondary resources.</p>
<b>Library.9-10.1.ER.3.D</b>	<p>Reevaluate the problem and resources, refine if needed.</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>
<b>Library.9-10.1.ER.3.E</b>	<p>Select appropriate resources to solve the problem.</p> <p>a. I can recognize appropriate resources.</p> <p>b. I can select and incorporate appropriate resources to solve the problem.</p>
<b>STANDARD 2: A student must locate sources, use information, and present findings.</b>	
<b>Benchmark 1: Locate multiple resources using a variety of search tools.</b>	
<b>Grades 9-10 Learning Target(s)</b>	
<b>Library.9-10.2.LR.1.A</b>	<p>Utilize library facility.</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>
<b>Library.9-10.2.LR.1.B</b>	<p>Participate in Library/Media orientation.</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>
<b>Library.9-10.2.LR.1.C</b>	<p>Demonstrate ability to access and search available print and nonprint material including the library catalog (using advanced searches).</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>
<b>Library.9-10.2.LR.1.D</b>	<p>Demonstrate ability to access and search available digital resources.</p> <p>a. I can list available online resources.</p> <p>b. I can access and search online resources.</p>
<b>Library.9-10.2.LR.1.E</b>	<p>Differentiate between subscription and free Web resources.</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>
<b>Library.9-10.2.LR.1.F</b>	<p>Navigate within a digital database.</p> <p>a. I can list search tools within databases.</p>

	b. I can locate specific appropriate resources using databases.
<b>Library.9-10.2.LR.1.G</b>	Narrow search results using limiters within a digital search. a. I can explain how to limit a search. b. I can narrow a search based on limiters or advanced search features.
<b>Library.9-10.2.LR.1.H</b>	Perform an advanced search using search engine(s) and digital database(s). 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.
<b>Benchmark 2: Evaluate resources.</b>	
<b>Grades 9-10 Learning Target(s)</b>	
<b>Library.9-10.2.ER.2.A</b>	Follow criteria to evaluate resource for accuracy, relevance, authority, detail, currency, bias. 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.
<b>Library.9-10.2.ER.2.B</b>	Identify and discuss the domain within the URL. a. I can define different types of domains. b. I can identify a domain within a specific URL.
<b>Library.9-10.2.ER.2.C</b>	Follow evaluative criteria to match the resource to the task. 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.
<b>Benchmark 3: Locate information within a wide variety of resources.</b>	
<b>Grades 9-10 Learning Target(s)</b>	
<b>Library.9-10.2.LI.3.A</b>	Sort within selected digital databases (e.g., relevance, date, publication, author). 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.
<b>Library.9-10.2.LI.3.B</b>	Choose keywords to locate and cross reference information to match the task (e.g., index, table of contents, glossary). 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.
<b>Library.9-10.2.LI.3.C</b>	Identify divergent perspectives during information gathering. a. I can recognize divergent perspectives. b. I can identify divergent perspectives within a resource.
<b>Library.9-10.2.LI.3.D</b>	Record location of information within resources. 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.
<b>Benchmark 4: Extract information from a wide variety of resources needed to solve the problem.</b>	



<b>Grades 9-10 Learning Target(s)</b>	
<b>Library.9-10.2.EI.4.A</b>	Read, view, and listen to make inferences. a. I can evaluate information gathered from various formats. b. I can formulate inferences based on gathered information.
<b>Library.9-10.2.EI.4.B</b>	Gather information relevant to the formulated questions. 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.
<b>Library.9-10.2.EI.4.C</b>	Determine the correct usage of summaries, paraphrases, and direct quotations, then replicate. a. I can define the terms summarize, paraphrase and quote. b. I can correctly summarize, paraphrase and quote information within the final product.
<b>Library.9-10.2.EI.4.D</b>	Cite each source. 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.
<b>Library.9-10.2.EI.4.E</b>	Assess information extracted to solve the problem. 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.
<b>Benchmark 5: Organize and manage information from a wide variety of sources to solve the problem.</b>	
<b>Grades 9-10 Learning Target(s)</b>	
<b>Library.9-10.2.OI.5.A</b>	Sort and categorize gathered information (e.g., graphic organizers, note cards, outline). 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.
<b>Library.9-10.2.OI.5.B</b>	Review and refine the gathered information. 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.
<b>Benchmark 6: Create and defend a product that presents findings.</b>	
<b>Grades 9-10 Learning Target(s)</b>	
<b>Library.9-10.2.CP.6.A</b>	Choose the appropriate medium for presentation based on audience (e.g., oral, written, or digital). 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.
<b>Library.9-10.2.CP.6.B</b>	Create original product. a. I can explain the importance of an original product. b. I can design an original product.
<b>Library.9-10.2.CP.6.C</b>	Evaluate the process, refine if needed. a. I can apply the research model to the process. b. I can explain that some steps in the research model may need to be repeated. c. I can identify the steps in the research model.
<b>Library.9-10.2.CP.6.D</b>	Present and defend the product. a. I can explain the content used in the final product. b. I can present the final product. c. I can answer questions about the final product.
<b>STANDARD 3: A Student must evaluate the product and learning process.</b>	
<b>Benchmark 1: Assess the quality and effectiveness of the product.</b>	
<b>Grades 9-10 Learning Target(s)</b>	
<b>Library.9-10.3.AQ.1.A</b>	Use guidelines to self-assess the product. 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.
<b>Library.9-10.3.AQ.1.B</b>	Use guidelines to compare self-assessment to teacher and peer evaluation (e.g., rubrics, wikis, blogs, class discussion). a. I can compare a self assessment to the assessments by peers and teachers. b. I can explain the difference between self assessment and assessments by peers and teachers.
<b>Library.9-10.3.AQ.1.C</b>	Revise, edit, rewrite based on assessments (self, peer, teacher). 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.
<b>Benchmark 2: Evaluate the process in order to revise strategies.</b>	
<b>Grades 9-10 Learning Target(s)</b>	
<b>Library.9-10.3.EP.2.A</b>	Examine the strengths and weaknesses of the process. a. I can identify strengths and weaknesses of the learning process. b. I can list the strengths and weaknesses of the learning process.
<b>Library.9-10.3.EP.2.B</b>	Evaluate time management throughout the process. a. I can explain the importance of a time management for creating a product. b. I can create a timeline for the process.
<b>Library.9-10.3.EP.2.C</b>	Reflect on the process to make improvements. a. I can evaluate the strategies used in the process. b. 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)**

<b>Library.9-10.4.LO.1.A</b>	Respect intellectual property. a. I can explain that respecting intellectual property means to cite sources. b. I can cite my sources.
<b>Library.9-10.4.LO.1.B</b>	Adhere to acceptable use policies (e.g., technology/media, loan policies). a. I can explain why acceptable use policies are important. b. I can list the terms of the acceptable use policy.
<b>Library.9-10.4.LO.1.C</b>	Demonstrate safe and ethical Internet use. 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.
<b>Library.9-10.4.LO.1.D</b>	Use information and technology responsibly. 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)**

<b>Library.9-10.4.FC.2.A</b>	Use summarizing, paraphrasing and direct quotes correctly. a. I can differentiate between summarizing, paraphrasing, and using direct quotes. b. I can summarize, paraphrase, or use direct quotes in the final product.
<b>Library.9-10.4.FC.2.B</b>	Use in-text citation (e.g., parenthetical citation) correctly. 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.
<b>Library.9-10.4.FC.2.C</b>	Produce components for a citation source (e.g., MLA, APA). 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.
<b>Library.9-10.4.FC.2.D</b>	Credit the intellectual property of others (e.g., video, music, website, audio, digital, artwork, photography, interview, presentations). a. I can explain that all ideas fall under intellectual property guidelines. b. I can correctly cite the intellectual property of others.
<b>Library.9-10.4.FC.2.E</b>	Adhere to copyright laws (e.g., fair use, creative commons, plagiarism, public domain). 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>
<b>Benchmark 3: Participate and collaborate in intellectual and social networks following safe and accepted practices.</b>	
<b>Grades 9-10 Learning Target(s)</b>	
<b>Library.9-10.4.PC.3.A</b>	<p>Apply netiquette guidelines in online settings (e.g., blogs, wikis, Web 2.0).</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>
<b>Library.9-10.4.PC.3.B</b>	<p>Collaborate and participate effectively within a safe, social environment (e.g., face to face, blended learning).</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>
<b>STANDARD 5: A student must pursue personal interests through literature and other creative expressions.</b>	
<b>Benchmark 1: Use and critique to a variety of print and digital formats for pleasure and personal growth.</b>	
<b>Grades 9-10 Learning Target(s)</b>	
<b>Library.9-10.5.VP.1.A</b>	<p>Explore a variety of formats based on personal interest.</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>
<b>Library.9-10.5.VP.1.B</b>	<p>Compare and contrast different formats (e.g., playaways, audio, digital, fiction, nonfiction).</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>
<b>Benchmark 2: Use and critique to a variety of genres for pleasure and personal growth.</b>	
<b>Grades 9-10 Learning Target(s)</b>	
<b>Library.9-10.5.VG.2.A</b>	<p>Self-select and critique literature in different genres.</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>
<b>Benchmark 3: Evaluate multiple resources and creative expressions from diverse cultures, including Montana American Indians.</b>	
<b>Grades 9-10 Learning Target(s)</b>	
<b>Library.9-10.5.DC.3.A</b>	<p>Select a variety of materials representing diverse cultures and viewpoints, including Montana American Indians.</p> <p>a. I can explain the importance of exploring alternatives viewpoints.</p>

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

## 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)

<b>Library.11-12.1.DP.1.A</b>	Develop and refine a range of questions. a. I can state the problem. b. I can develop and refine research questions to answer the question.
<b>Library.11-12.1.DP.1.B</b>	Formulate and authenticate keywords within the problem. 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.
<b>Library.11-12.1.DP.1.C</b>	Assess whether the topic is too narrow/broad and adjust accordingly. 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.
<b>Library.11-12.1.DP.1.D</b>	Interpret prior and background knowledge. 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.
<b>Library.11-12.1.DP.1.E</b>	Appraise depth of complexity of the problem. 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)

<b>Library.11-12.1.DN.2.A</b>	Compile a list of possible resources (e.g., Intralocal, Interlocal). 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.
<b>Library.11-12.1.DN.2.B</b>	Implement essential questions which go beyond facts (probing questions) into the problem. 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)

<b>Library.11-12.1.ER.3.A</b>	Interpret information for relevance, appropriateness, detail, currency, authority, and bias. a. I can define the terms: relevance, appropriateness, detail, currency, authority, and bias (RADCAB). b. I can justify the information based on RADCAB criteria.
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<b>Library.11-12.1.ER.3.B</b>	<p>Compare and contrast all selected topic-related resources.</p> <ol style="list-style-type: none"> <li>I can identify the similarities and differences among the resources.</li> <li>I can list the similarities and differences among the resources.</li> </ol>
<b>Library.11-12.1.ER.3.C</b>	<p>Incorporate primary and/or secondary sources appropriately.</p> <ol style="list-style-type: none"> <li>I can define the terms primary and secondary resources.</li> <li>I can locate primary and secondary resources.</li> <li>I can collect primary and secondary resources.</li> </ol>
<b>Library.11-12.1.ER.3.D</b>	<p>Reevaluate the problems and resources, refine if needed.</p> <ol style="list-style-type: none"> <li>I can determine if the gathered resources answer the problem.</li> <li>I can refine or restate the problem if needed based on gathered resources.</li> <li>I can gather more appropriate resources to answer the problem.</li> </ol>
<b>Library.11-12.1.ER.3.E</b>	<p>Select appropriate resources to solve the problem.</p> <ol style="list-style-type: none"> <li>I can recognize appropriate resources.</li> <li>I can select and incorporate appropriate resources to solve the problem.</li> </ol>
<b>STANDARD 2: A student must locate sources, use information, and present findings.</b>	
<b>Benchmark 1: Locate multiple resources using a variety of search tools.</b>	
<b>Grades 11-12 Learning Target(s)</b>	
<b>Library.11-12.2.LR.1.A</b>	<p>Utilize library facility.</p> <ol style="list-style-type: none"> <li>I can describe the print and non-print resources that are available in the library.</li> <li>I can utilize print and non-print resources in and out of the library.</li> <li>I can locate the print and non-print resources that are available in the library.</li> </ol>
<b>Library.11-12.2.LR.1.B</b>	<p>Access and search available print and nonprint material including the library catalog (using advanced searches).</p> <ol style="list-style-type: none"> <li>I can describe and access the various print and non-print resources available in the library.</li> <li>I can use the online catalog, subscription databases, the free web, and print resources.</li> </ol>
<b>Library.11-12.2.LR.1.C</b>	<p>Access and search available digital resources.</p> <ol style="list-style-type: none"> <li>I can list available online resources.</li> <li>I can access and search online resources.</li> </ol>
<b>Library.11-12.2.LR.1.D</b>	<p>Use subscription databases and free Web resources.</p> <ol style="list-style-type: none"> <li>I can access subscription databases and free web.</li> <li>I can locate appropriate resources using subscription databases and the free web.</li> </ol>
<b>Library.11-12.2.LR.1.E</b>	<p>Narrow search results independently using limiters within a digital search.</p> <ol style="list-style-type: none"> <li>I can explain how to limit a search.</li> <li>I can independently narrow the search based on limiters or advanced search features.</li> </ol>
<b>Library.11-12.2.LR.1.F</b>	<p>Perform advanced searches within digital resources (e.g., Web pages, digital collections, search engines, databases).</p> <ol style="list-style-type: none"> <li>I can describe various advanced search features of digital resources.</li> </ol>

	<ul style="list-style-type: none"> <li>b. I can locate the advanced search feature on digital resources.</li> <li>c. I can successful locate digital resources using the advanced search feature.</li> </ul>
<b>Benchmark 2: Evaluate resources.</b>	
<b>Grades 11-12 Learning Target(s)</b>	
<b>Library.11-12.2.ER.2.A</b>	<p>Evaluate resource for accuracy, relevance, authority, detail, currency, bias.</p> <ul style="list-style-type: none"> <li>a. I can explain that there is a set of criteria to evaluate resources (RADCAB).</li> <li>b. I can defend the choice of selected resources according to the evaluative criteria.</li> </ul>
<b>Library.11-12.2.ER.2.B</b>	<p>Evaluate and differentiate the domain within the URL.</p> <ul style="list-style-type: none"> <li>a. I can define different types of domains.</li> <li>b. I can identify a domain within a specific URL.</li> <li>c. I can justify the use of a particular URL based on its domain.</li> </ul>
<b>Benchmark 3: Locate information within a wide variety of resources.</b>	
<b>Grades 11-12 Learning Target(s)</b>	
<b>Library.11-12.2.LI.3.A</b>	<p>Sort within digital databases (e.g., relevance, date, publication, author).</p> <ul style="list-style-type: none"> <li>a. I can explain the purpose of sorting results within a digital resource.</li> <li>b. I can successful sort search results according to features within the digital resource.</li> </ul>
<b>Library.11-12.2.LI.3.B</b>	<p>Use keywords to locate and cross-reference information to match the task (e.g., index, table of contents, glossary).</p> <ul style="list-style-type: none"> <li>a. I can list keywords related to the task.</li> <li>b. I can refine keywords related to the task.</li> <li>c. I can use keywords to locate relevant information in a resource.</li> </ul>
<b>Library.11-12.2.LI.3.C</b>	<p>Identify and include divergent perspectives during information gathering.</p> <ul style="list-style-type: none"> <li>a. I can recognize divergent perspectives.</li> <li>b. I can identify divergent perspectives within a resource.</li> <li>c. I can include divergent perspectives while gathering information.</li> </ul>
<b>Library.11-12.2.LI.3.D</b>	<p>Document location of information within resources.</p> <ul style="list-style-type: none"> <li>a. I can explain not all information within a document is relevant to the task.</li> <li>b. I can select information within a document that is relevant to the task.</li> </ul>
<b>Benchmark 4: Extract information from a wide variety of resources needed to solve the problem.</b>	
<b>Grades 11-12 Learning Target(s)</b>	
<b>Library.11-12.2.EI.4.A</b>	<p>Read, view, and listen to make inferences.</p> <ul style="list-style-type: none"> <li>a. I can evaluate information gathered from various formats.</li> <li>b. I can formulate inferences based on gathered information.</li> </ul>
<b>Library.11-12.2.EI.4.B</b>	<p>Gather information relevant to the formulated questions.</p> <ul style="list-style-type: none"> <li>a. I can explain how the information gathered is directly related to the research task.</li> <li>b. I can distinguish between relevant and non-relevant information within a resource.</li> </ul>



<b>Library.11-12.2.EI.4.C</b>	Summarize, paraphrase, and/or directly quote facts and details relevant to the question (e.g., note taking). <ul style="list-style-type: none"> <li>a. I can recognize when to summarize, paraphrase, or quote information.</li> <li>b. I can correctly summarize, paraphrase, or quote information within the final product.</li> </ul>
<b>Library.11-12.2.EI.4.D</b>	Cite each source. <ul style="list-style-type: none"> <li>a. I can explain the importance of citing sources.</li> <li>b. I can explain that there are different citation styles.</li> <li>c. I can create a works cited page.</li> <li>d. I can correctly create a citation for each source used in the final project.</li> <li>e. I can correctly incorporate in-text citations into the final project.</li> </ul>
<b>Library.11-12.2.EI.4.E</b>	Assess information extracted to solve the problem. <ul style="list-style-type: none"> <li>a. I can interpret gathered information to address the task.</li> <li>b. I can sort through gathered information to select the most relevant research.</li> <li>c. I can justify the use of gathered information within the final product.</li> </ul>
<b>Benchmark 5: Organize and manage information from a wide variety of sources to solve the problem.</b>	
<b>Grades 11-12 Learning Target(s)</b>	
<b>Library.11-12.2.OI.5.A</b>	Sort and categorize gathered information (e.g., graphic organizers, note cards, outline). <ul style="list-style-type: none"> <li>a. I can organize gathered information for a final product.</li> <li>b. I can use note cards, graphic organizers and outlines to sort and categorize gathered information.</li> </ul>
<b>Library.11-12.2.OI.5.B</b>	Review and refine the gathered information. <ul style="list-style-type: none"> <li>a. I can analyze the collected information to refine the final product.</li> <li>b. I can identify the pertinent information from the collected sources to include in the final project.</li> </ul>
<b>Benchmark 6: Create and defend a product that presents findings.</b>	
<b>Grades 11-12 Learning Target(s)</b>	
<b>Library.11-12.2.CP.6.A</b>	Choose the appropriate medium for presentation based on audience (e.g., oral, written, or digital). <ul style="list-style-type: none"> <li>a. I can differentiate between presentation mediums for specific audiences.</li> <li>b. I can select the appropriate medium (e.g. oral, written, or digital) for the final product.</li> </ul>
<b>Library.11-12.2.CP.6.B</b>	Create original product. <ul style="list-style-type: none"> <li>a. I can explain the importance of an original product.</li> <li>b. I can design an original product.</li> </ul>
<b>Library.11-12.2.CP.6.C</b>	Evaluate the process, refine if needed. <ul style="list-style-type: none"> <li>a. I can explain that some steps in the research model may need to be repeated.</li> <li>b. I can apply the research model to the process.</li> <li>c. I can identify the steps in the research model.</li> </ul>
<b>Library.11-</b>	Present and defend the product.

<b>12.2.CP.6.D</b>	<ul style="list-style-type: none"> <li>a. I can explain the content of the final product.</li> <li>b. I can present the final product.</li> <li>c. I can answer questions about the final product.</li> </ul>
<b>STANDARD 3: A Student must evaluate the product and learning process.</b>	
<b>Benchmark 1: Assess the quality and effectiveness of the product.</b>	
<b>Grades 11-12 Learning Target(s)</b>	
<b>Library.11-12.3.AQ.1.A</b>	<p>Self-assess the product.</p> <ul style="list-style-type: none"> <li>a. I can evaluate the final product.</li> <li>b. I can define an evaluation guideline, such as a rubric.</li> <li>c. I can use evaluation guidelines to assess the final product.</li> </ul>
<b>Library.11-12.3.AQ.1.B</b>	<p>Compare self-assessment to teacher and peer evaluations (e.g., rubrics, wikis, blogs, class discussion).</p> <ul style="list-style-type: none"> <li>a. I compare a self-assessment to the assessments of peers and teachers.</li> <li>b. I can explain the difference between self-assessment and assessments by peers and teachers.</li> </ul>
<b>Library.11-12.3.AQ.1.C</b>	<p>Consider revision, editing, rewriting based on assessments (self, peer, teacher).</p> <ul style="list-style-type: none"> <li>a. I can reconstruct the final product based on assessments.</li> <li>b. I can revise, edit, and rewrite elements of the final product based on assessments.</li> </ul>
<b>Benchmark 2: Evaluate the process in order to revise strategies.</b>	
<b>Grades 11-12 Learning Target(s)</b>	
<b>Library.11-12.3.EP.2.A</b>	<p>Judge the strengths and weaknesses of the process.</p> <ul style="list-style-type: none"> <li>a. I can determine which strategies will be beneficially to future projects.</li> <li>b. I can identify the strengths and weaknesses of the learning process.</li> <li>c. I can list the strengths and weaknesses of the learning process.</li> </ul>
<b>Library.11-12.3.EP.2.B</b>	<p>Evaluate time management throughout the process.</p> <ul style="list-style-type: none"> <li>a. I can explain the importance of time management in creating a product.</li> <li>b. I can create a timeline for the process.</li> </ul>
<b>Library.11-12.3.EP.2.C</b>	<p>Reflect on the process to make improvements.</p> <ul style="list-style-type: none"> <li>a. I can evaluate the strategies used in the process.</li> <li>b. I can create a list of strategies to use in the future.</li> </ul>
<b>STANDARD 4: A student must use information safely, ethically, and legally.</b>	
<b>Benchmark 1: Legally obtain, store, and disseminate text, data, images, or sounds.</b>	
<b>Grades 11-12 Learning Target(s)</b>	
<b>Library.11-12.4.LO.1.A</b>	<p>Respect intellectual property.</p> <ul style="list-style-type: none"> <li>a. I can explain that respecting intellectual property means to cite sources.</li> <li>b. I can cite sources.</li> </ul>
<b>Library.11-</b>	Adhere to acceptable use policies (e.g., technology/media, loan policies).

<b>12.4.LO.1.B</b>	<ul style="list-style-type: none"> <li>a. I can explain why an acceptable use policy is important.</li> <li>b. I can list the terms of the acceptable use policy.</li> </ul>
<b>Library.11-12.4.LO.1.C</b>	<p>Use the Internet safely and ethically.</p> <ul style="list-style-type: none"> <li>a. I can describe safe and ethical practices when using the Internet.</li> <li>b. I can list the consequences of sharing personal information on the Internet.</li> <li>c. I can demonstrate safe and ethical Internet use.</li> </ul>
<b>Library.11-12.4.LO.1.D</b>	<p>Use and manipulate information and technology responsibly.</p> <ul style="list-style-type: none"> <li>a. I can collect information online keeping intellectual property in mind.</li> <li>b. I can use technology appropriately.</li> <li>c. I can identify when information needs to be altered.</li> <li>d. I can defend the choice of information collected based on intellectual property rights.</li> <li>e. I can demonstrate responsible technology use.</li> <li>f. I can find images that can be legally altered.</li> </ul>
<b>Benchmark 2: Follow copyright laws and fair use guidelines when using the intellectual property of others.</b>	
<b>Grades 11-12 Learning Target(s)</b>	
<b>Library.11-12.4.FC.2.A</b>	<p>Use summarizing, paraphrasing, and direct quotes correctly</p> <ul style="list-style-type: none"> <li>a. I can differentiate between summarizing, paraphrasing, and using direct quotes.</li> <li>b. I can summarize, paraphrase, or use direct quotes in the final product.</li> </ul>
<b>Library.11-12.4.FC.2.B</b>	<p>Use in-text citation (e.g., parenthetical citation) correctly.</p> <ul style="list-style-type: none"> <li>a. I can explain that the use of others' ideas requires in-text citations.</li> <li>b. I can insert in-text citations in the final product.</li> </ul>
<b>Library.11-12.4.FC.2.C</b>	<p>Produce components for a citation source (e.g., MLA, APA).</p> <ul style="list-style-type: none"> <li>a. I can explain that citations need to follow a specific format (e.g. MLA, APA).</li> <li>b. I can list the information needed to create a citation.</li> <li>c. I can create a proper citation using a specified format.</li> </ul>
<b>Library.11-12.4.FC.2.D</b>	<p>Credit the intellectual property of others (e.g., video, music, website, audio, digital, artwork, photography, interview, presentations).</p> <ul style="list-style-type: none"> <li>a. I can explain that all ideas fall under intellectual guidelines.</li> <li>b. I can correctly cite the intellectual property of others.</li> </ul>
<b>Library.11-12.4.FC.2.E</b>	<p>Adhere to copyright laws (e.g., fair use, creative commons, plagiarism, public domain).</p> <ul style="list-style-type: none"> <li>a. I can explain the importance of copyright laws.</li> <li>b. I can define the terms: fair use, creative commons, plagiarism, and public domain.</li> <li>c. I can defend the use of others' ideas in terms of copyright compliance.</li> </ul>
<b>Benchmark 3: Participate and collaborate in intellectual and social networks following safe and accepted practices.</b>	
<b>Grades 11-12 Learning Target(s)</b>	
<b>Library.11-</b>	Exhibit responsible digital citizenship.

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

**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.**

<b>Grades 11-12 Learning Target(s)</b>	
<b>Library.11-12.5.VP.1.A</b>	<p>Explore a variety of formats based on personal interest.</p> <ul style="list-style-type: none"> <li>a. I can describe formats available to pursue personal interests.</li> <li>b. I can use a variety of formats to pursue personal interests.</li> </ul>
<b>Library.11-12.5.VP.1.B</b>	<p>Compare and contrast different formats (e.g., audio, digital, fiction, nonfiction).</p> <ul style="list-style-type: none"> <li>a. I can define different formats such as digital, audio, print.</li> <li>b. I can defend the choice of a particular format to pursue personal interest.</li> </ul>

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

<b>Grades 11-12 Learning Target(s)</b>	
<b>Library.11-12.5.VG.2.A</b>	<p>Self select and critique literature in different genres.</p> <ul style="list-style-type: none"> <li>a. I can define different genres.</li> <li>b. I can locate and select a variety of genres to meet personal interests.</li> </ul>

**Benchmark 3: Evaluate multiple resources and creative expressions from diverse cultures, including Montana American Indians.**

<b>Grades 11-12 Learning Target(s)</b>	
<b>Library.11-12.5.DC.3.A</b>	<p>Select a variety of materials representing diverse cultures and viewpoints, including Montana American Indians - Grade 11, 12.</p> <ul style="list-style-type: none"> <li>a. I can explain the importance of exploring alternative viewpoints.</li> <li>b. I can choose to select from a variety of materials that represent alternative viewpoints.</li> </ul>
<b>Library.11-12.5.DC.3.A</b>	<p>Recognize and acknowledge cultural impact upon creative expression (e.g., art, tradition, religion, language).</p> <ul style="list-style-type: none"> <li>a. I can explain the importance of cultural diversity.</li> <li>b. I can list characteristics found in culturally diverse materials.</li> </ul>
<b>Library.11-12.5.DC.3.C</b>	<p>Compare and contrast examples of diversity in cultural expression.</p> <ul style="list-style-type: none"> <li>a. I can distinguish between culturally diverse expressions.</li> </ul>

	b. I can state characteristics of culturally diverse expressions.
<b>Library.11-12.5.DC.3.D</b>	Evaluate selected materials for cultural perspective and authenticity. a. I can analyze materials for cultural perspective and authenticity. b. I can justify my choices of creative expressions based on authenticity.
<b>Benchmark 4: Access and use resources and information from all types of information environments to pursue personal and creative interests.</b>	
<b>Grades 11-12 Learning Target(s)</b>	
<b>Library.11-12.5.PI.4.A</b>	Explore and discuss intellectual freedom (e.g., banned books, propaganda, challenged books). 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. d. I can choose to read a challenged or banned book. e. I can choose materials for personal growth.
<b>Library.11-12.5.PI.4.B</b>	Access resources beyond the school library (e.g., online, digital, other libraries, interlibrary loan services, museums). 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.

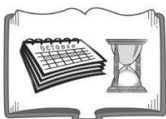
# ► APPENDICES ◄

- I MCPS Comprehension Strategies
- II Information Literacy/Library Media Glossary
- III Bloom's Taxonomy Adaptation for Active Learning
- IV K-5 Library Vocabulary List
- V Library Bill of Rights
- VI Selection of Library Media Materials, Board Policy 2310
- VII Procedure for Selection of Library Media Materials,  
Board Policy 2310P
- VIII Loan of Library Media, Board Policy 2309
- IX Copyright, Board Policy 2312
- X Procedure for Copyright Compliance, Board Policy  
2312P
- XI Dealing with Challenged Educational Resources, Board  
Policy 2313
- XII Procedure for Dealing with Challenged Educational  
Resources, Board Policy 2313P

## APPENDIX I

# Comprehension Strategies

*Proficient readers use these strategies before, during and after reading:*



## Activate Background Knowledge

- What do you already know about this topic?
- What connections(schema) can you make to your life, the world or other things you have read?



## Ask Questions

- What do you want to know about this topic?
- What questions come up as you read?



## Infer

- What background knowledge and explicit information from the text are you using to make meaning?
- What questions come up as you read?



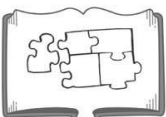
## Determine Importance

- What words, sentences, ideas, and themes are especially important?
- What is the big picture, the main idea?



## Make Mental Images

- What images come to mind as you read?



## Synthesize

- What inferences and key concepts are you putting together to deepen your understanding?



## Monitor Comprehension

- Where does your comprehension break down?
- What causes the difficulty?
- How can you fix it?

- ✓ Reread    ✓ Read ahead    ✓ Use Context Clues
- ✓ Restate    ✓ Research    ✓ Check Pictures & Graphics
- ✓ Use Decoding Strategies (Sound it out)



## **APPENDIX II**

### **Information Literacy/Library Media Glossary**

**Accuracy** - Measures the degree to which information sources are free from mistakes and errors

**Authority** - The knowledge and experience that qualifies a person to write or speak as an expert on a given subject.

**Benchmarks** – Indicators of progress toward achieving standards.

**Bias** - Judgment unfairly influenced by subjective opinion when the situation calls for reliance on objective fact.

**Big 6™** - A systematic approach to information problem solving using a six step process. The Big6™ can be used whenever an individual has an information problem.

**Boolean** - Words used in searching on a computer, e.g., *and, or, not*.

**Brainstorming** – An activity used to generate an idea that has no right or wrong answers.

**Cite Sources** – Reference to book, article, webpage or other published item with sufficient detail to identify the item uniquely. To quote or refer to an authority outside oneself. (e.g., title, author, publisher, website, location)

**Collaborate** - to work together in small groups or through collaboration tools, to exchange ideas, to develop understandings

**Communication Tools** - Any digital tool that allows for exchange of information and ideas both synchronous and asynchronous (e.g., email, instant messaging, forums)

**Copyright** - The idea that the authors of ideas, designs, and products may register their intellectual property with the government, thereby limiting the extent to which others may use and profit from, modify, or perform the protected creation. Creative Expressions – Creative or artistic works in a variety of media formats or creative or artistic productions and presentations (e.g., plays, exhibitions, concerts)

**Critical Thinking** – The skill required to develop effective and efficient search strategies, assess the relevance and accuracy of information retrieved, evaluate the authority of the person(s) or organization producing information content, and analyze the assumptions, evidence, and logical arguments presented in relevant sources.

**Digital Information** - written language, audio, or video accessed through digital means.

**Digital Media** - Any type of information in digital format, including computer-generated text, graphics, audio and animations.

**Digital Presentation Tools** - Tools that facilitate the sharing of information with others, either



locally or in a virtual environment.

**Digital Sources** - information gathered (written, audio, video) online and noted.

**Digital Tools** - Inclusive of all hardware and/or software. (e.g., Computers, PDA's, Personal Video Players, personal music players, Word processors, Spreadsheets, Instant messaging, web browsers, web 2.0 tools)

**Equitable access** – Fair opportunity to use resources (Access regardless of age, origin, background or views) School libraries provide resources and services that create and sustain an atmosphere of free inquiry.

**Ethical Use** - Respecting the hardware, ownership, privacy, and use of digital tools. (e.g., respecting ownership of intellectual property, being mindful of security and passwords, giving credit to cited sources, exhibiting appropriate behavior online, acknowledging boundaries of privacy)

**Extract** - draw or pull out

**Fair Use** - allows the education community to review, comment on, parody, and study copy-written materials with proper citation according to provisions in the U.S. Copyright Code providing for limited use of copyrighted materials for Educational purposes.

**Format** - A general description of an item whether it is print or non-print or digital or electronic or realia.

**Global Communication** - Refers to student communication outside the traditional classroom to learn collaboratively with other students from around the world.

**Global Learning Environment** - digital environment that extends the learning beyond the classroom walls

**Information Literacy** - the ability to recognize when information is needed then to locate, evaluate, and effectively use that information.

**Inquiry** - Inquiry is any process that has the aim of augmenting knowledge, resolving doubt, or solving a problem.

**Intellectual Freedom** - The right under the First Amendment to the U.S. Constitution of any person to read or express views that may be unpopular or offensive to some people, within certain limitations (libel, slander, etc.)

**Intellectual Property** - Tangible products of the human mind and intelligence entitled to the legal status of personal property, especially works protected by copyright, inventions that have been patented, and registered trademarks. An idea is considered the intellectual property of its creator only after it has been recorded or made manifest in specific form. (e.g. music, literature, artistic works, symbols, names, images, designs).

**KWL Chart** – to guide a student in determining what he/she **K**nows, what he/she **W**ants to know, then at the conclusion to assess what he/she has **L**earned.

### **Language Hierarchy**

- **With Assistance** - One to one help with step by step learning
- **With Guidance** – Using prompts, hints, limited input
- **At proficient** – mastery level
- **Independently** - Students perform at a superior level, without prompting, beyond classroom assignment

**Learning Targets** – Clear and usable statements of intended learning taught to students and which students are expected to learn at specific grade levels or in specific classes and leading to the mastery of benchmarks and standards.

**Media literacy** - The combination of knowledge and skills required to access, analyze, interpret, evaluate, and create media in a variety of forms.

**Multi-literacies** – Changing the notion of literacy pedagogy, this idea expands literacy to cultural expressions and technological endeavors beyond language. “being multiliterate is being able not only to read textual messages, but also be competent in interpreting symbols and images, and in using multimedia and other technological tools, such as the internet, all of which allow us to construct meaning, learn and interact with others. Being multiliterate also embraces understanding multiculturalism and showing respect to diversity, which reflects in effective interaction.” definition taken from: <http://mylearningblog.blogspot.com/2004/09/multiliteracies-definition-reflection.html>

**Personal Responsibility** - Understanding that personal actions have effects and that individuals are responsible for choices they make.

**Realia** – Three-dimensional objects from real life, whether man-made or naturally occurring, usually borrowed, purchased or donated.

**Relevance** - The extent to which information retrieved in a search of a library collection or other resource, such as an online catalog or bibliographic database, is judged by the user to be applicable to ("about") the subject of the query. Relevance depends on the searcher's subjective perception of the degree to which the document fulfills the information need, which may or may not have been expressed fully or with precision in the search statement.

**Resources** – Somebody or something used to solve a problem. (e.g., print materials, people, digital materials, archives, online databases, realia, articles, Internet,)

**Search Tools** - a simple search field with options to search text or resources on a local, regional-wide or world-wide database.

**Standards** – Set of qualities or measures by which performance, skills, or other knowledge is judged; in this case, a distillation of what students should know and be able to do.

**Synthesis** - Creatively or divergently applying prior knowledge and skills to produce a new or original whole. (adapts; anticipates; collaborates; combines; communicates; compiles; composes; creates; designs; develops; devises; expresses; facilitates; formulates; generates; hypothesizes; incorporates; individualizes; initiates; integrates; intervenes; invents; models; modifies; negotiates; plans; progresses; rearranges; reconstructs; reinforces; reorganizes; revises; structures; substitutes; validates).

**Technological** – Of or pertaining to technology.

**Textual** - Of, relating to, or conforming to a text.

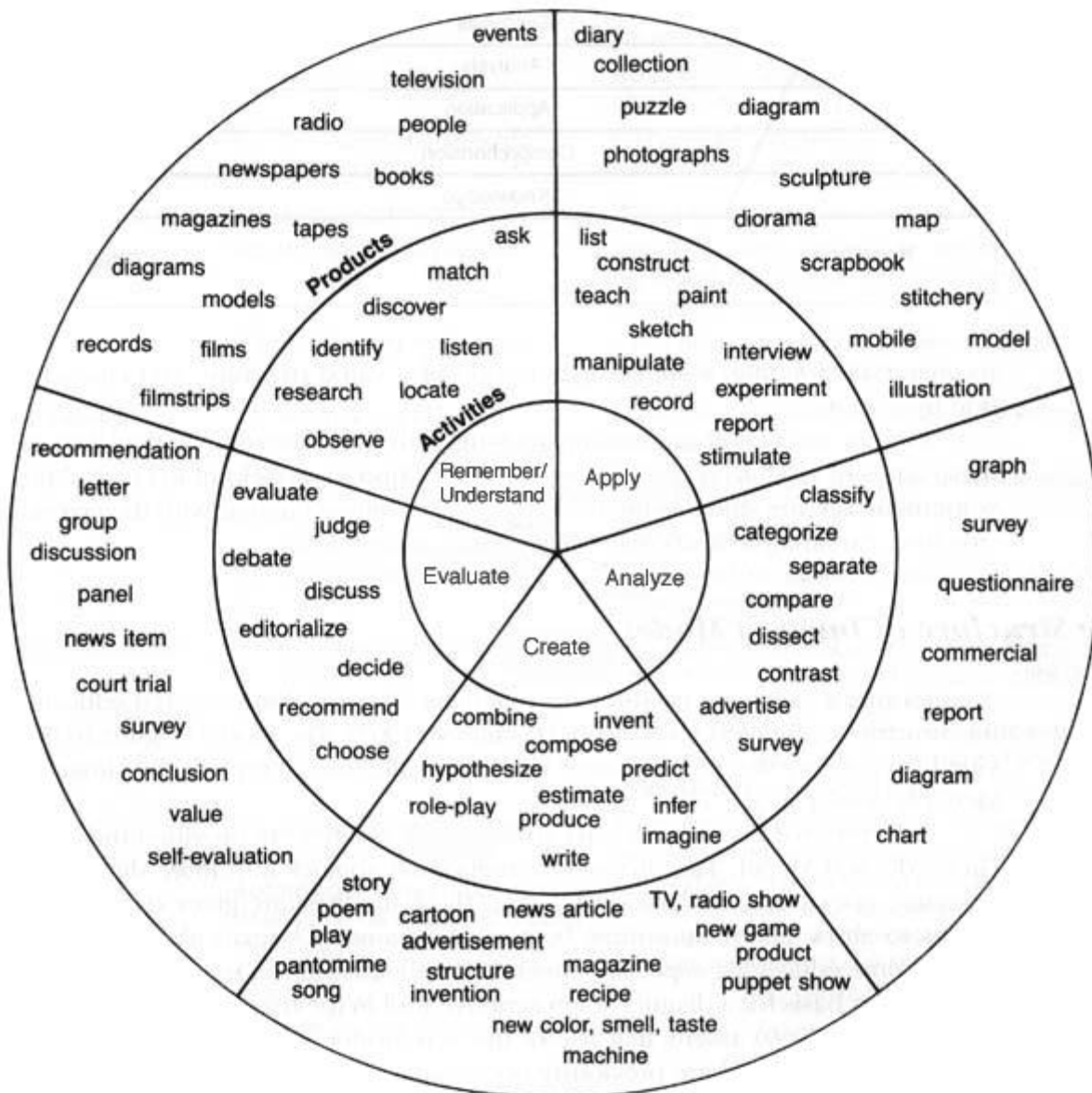
**Visual** - Seen or able to be seen by the eye; visible: a visual presentation; a design with a dramatic visual effect.

## APPENDIX III

### **Bloom's Taxonomy Adaptation for Active Learning**

Clark (2002) provided an adaptation of Bloom's work to facilitate active learning. The inner ring contains the original levels of Bloom's taxonomy. The middle ring offers synonyms for the various academic processes that comprise that taxonomic level. The outer ring links process to product.

#### **Cognitive Taxonomy Circle**



## **APPENDIX IV**

### **K-5 Library Vocabulary**

#### **STANDARD 1**

##### **Benchmark 1**

Keyword  
Resource

##### **Benchmark 2**

Print  
Nonprint  
Digital  
Community Resources  
Reference Materials  
Age Appropriate Websites

##### **Benchmark 3**

Relevant  
Point Of View

#### **STANDARD 2**

##### **Benchmark 1**

Fiction  
Nonfiction  
Biography  
Call Number  
Periodicals  
Dictionary  
Encyclopedias  
Library Catalog  
Reference  
Dictionary  
Thesaurus  
Almanac

##### **Benchmark 2**

Relevant  
Appropriate  
Current

##### **Benchmark 3**

Spine  
Spine Label  
Author  
Illustrator  
Title Page  
Copyright  
Table of Contents

##### **Benchmark 4**

Skim  
Scan  
Main Idea  
Guide Words  
Captions  
Bold Words  
Headings  
Summarize  
Credit Resource

##### **Benchmark 5**

Sequence  
Beginning  
Middle  
End  
Cause/Effect  
Chronological  
Synthesis

#### **STANDARD 3**

No Special Vocabulary Words

#### **STANDARD 4**

##### **Benchmark 1**

Copyright  
Fair Use  
Acceptable Use Policy  
Intellectual Property  
Plagiarism

##### **Benchmark 2**

Author  
Illustrator  
Plagiarism

##### **Benchmark 3**

Cyberbullying  
Netiquette  
Data Vandalism  
Acceptable Use Policy

#### **STANDARD 5**

##### **Benchmark 1**

Print  
Nonprint  
Data Bases  
Online References  
Synthesis

##### **Benchmark 2**

Genre  
Caldecott Award  
Treasure State Award  
Newbery Award  
Young Readers' Choice Award  
Fairy Tales  
Folk Tales  
Mysteries  
Historical Fiction

##### **Benchmark 3**

Diversity

##### **Benchmark 4**

Inter-Library Loan  
E-Books

## **APPENDIX V**

### **Library Bill of Rights**

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948. Amended February 2, 1961; June 28, 1967; and January 23, 1980, inclusion of "age" reaffirmed January 23, 1996, by the ALA Council.

## **APPENDIX VI**

### **Missoula County Public Schools**

#### **INSTRUCTION**

2310

##### **Selection of Library Media Materials**

In order to educate each student to the fullest, a wide variety of materials and technology must be provided to meet curriculum needs and the greatest possible diversity of student interest.

The purpose of this policy is to guide library media specialists in the selection of materials which insure a quality collection. The intent is to inform school personnel and the community of the policy and mission upon which these selections are made and to designate persons responsible for selection.

The Board, acting through the Superintendent, thereby delegates the authority for the selection of library materials to the principal in each of the schools. The Principal further delegates that authority to the library media specialist in the school.

The library media center and specialists within each school work toward the common goal of curriculum implementation, support and enhancement of the educational program. Library media services reflect the goals and objectives of our schools and district.

The selection process will be based on the following objectives:

- To provide materials which support the curriculum and learning
- To provide equitable access to a variety of information materials, taking into consideration individual needs, interests, abilities, diverse socioeconomic backgrounds, and maturity levels of the students served
- To provide materials which reflect many sides of issues, beliefs, and ideas for the purpose of guiding students in becoming critical thinkers who can understand varying perspectives
- To develop a collection of popular print/non-print materials of high interest that draws students to reading for recreational and personal interest as well as learning)

Every student has the right to a variety of learning materials to broaden interests and experiences and to stimulate mental growth. The well-administered school library media center is the most effective and economical way to provide each student with exploratory experiences, reading guidance, instruction in the use of a variety of materials and curriculum enrichment.

The provision of a wide variety of library materials at all reading levels supports the District's basic principle that the school in a free society assists all students to develop their talents fully so that they become capable of contributing to the further good of that society.

In support of these objectives, the Board reaffirms the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the Library Bill of Rights, endorsed by the American Association of School Librarians in 1996.

Legal reference:

§ 20-7-203, MCA

§ 20-7-404, MCA

§ 20-4-402(5), MCA Duties of district superintendent or high school principal

Trustees' policies for school library

School library book selection

Policy History:

Adopted on: January 14, 2003

Revision to PNP on: September 30, 2009

Adopted on: November 10, 2009



## **APPENDIX VII**

### **Missoula County Public Schools**

#### **INSTRUCTION**

2310P  
page 1 of 2

#### **Selection of Library Media Center Materials**

The selection of library material is the professional responsibility of the Library Media Specialist. The primary objective of the district library media program is to implement, enrich, and support the educational program of the school district. The school library media program, as an integral part of the educational program of the school, provides for the selection of resources to:

1. implement, enrich and support the curricula, as well as the personal and professional needs of the user, taking into consideration their varied interests, abilities, learning styles, and levels of maturity.
2. stimulate growth in factual knowledge, literary appreciation, recreational reading, aesthetic and cultural values, and ethical standards.
3. provide a background of information that enables users to make intelligent judgments in their daily lives.
4. enable users to develop the skill of critical analysis by providing materials on differing viewpoints.

In selecting library media materials, the Library Media Specialist will evaluate the existing collection; assess curricular and user needs; review materials and consult reputable, professionally prepared selection aids. The Library Media Specialist shall use, but not be limited to, the following criteria as a guide:

- Educational significance
- Contribution the subject matter makes to the curriculum and to the interests of the students
- Favorable reviews found in standard selection sources, which include (but are not limited to) ALA (American Library Association) publications, School Library Journal, Booklist, VOYA (Voice of Youth Advocates) and other print and online resources which provide professional reviews of materials
- Favorable recommendations based on review and examination of materials by professional personnel
- Reputation and significance of the author, producer, and publisher
- Validity, accuracy, relevancy, currency, and appropriateness of material
- Contribution the material makes to breadth of representative viewpoints on controversial issues
- High degree of potential user appeal
- High artistic quality and/or literary style
- Quality and variety of format
- Value commensurate with cost and/or need
- Timeliness or permanence
- Foster respect and realistically represent all people)

### Weeding

In compliance with American Library Association guidelines, the collection of the library media center will be continually reevaluated in relation to evolving curriculum, new formats of materials, new instructional methods, and the current needs of its users. Materials no longer appropriate should be removed. Lost and worn materials of lasting value should be replaced. Weeding is essential to maintaining a relevant, attractive collection.

Materials considered for weeding should include items:

- in poor physical condition
- containing obsolete subject matter
- no longer needed to support the curriculum or student/faculty interests
- superseded by more current information
- containing inaccurate information
- with low circulation
- offering stereotypical images and characterizations

Note: Special consideration should be given to retaining materials of local interest including those relating to Montana and local history.

Media will be discarded according to District procedures and state law.

### Gifts

Gift materials may be accepted with the understanding that they must meet criteria set for library media selection.

### Procedure History:

Adopted on: January 14, 2003

Revision to PNP on: September 30, 2009

Adopted on: November 10, 2009

## **APPENDIX VIII**

### **Missoula County Public Schools**

#### **INSTRUCTION**

2309

#### **Loan of Library Media**

School library and classroom library media are provided primarily for use by District students and staff. Library media may be checked out by either students or staff. Individuals who check out media are responsible for the care and timely return of those materials. The building principal may assess fines for damaged or unreturned media.

School District residents or parents/guardians of non-resident students attending Missoula County Public Schools may be allowed use of library media at the discretion of the building principal. However, such access shall not interfere with regular school use of those media.

The intent of allowing public access to library media is for parents/guardians to share a reading/learning experience with their children. Use of the library media outside of the District is prohibited except for inter-library loan agreements with other libraries.

Legal Reference: 20-7-203 MCA Trustees' policies for school library

#### **Policy History:**

Adopted on: January 14, 2003

Revised on:

## **APPENDIX IX**

### **Missoula County Public Schools**

#### **INSTRUCTION**

2312

##### **Copyright**

The District recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for unauthorized copying or use of audio, visual, or printed materials and computer software, unless the copying or use conforms to the “fair use” doctrine.

Under the “fair use” doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship, or research.

While the District encourages its staff to enrich learning programs by making proper use of supplementary materials, it is the responsibility of staff to abide by District copying procedures and obey requirements of law. Under no circumstances will it be necessary for staff to violate copyright requirements in order to perform their duties properly.

Any staff member who is uncertain as to whether reproducing or using copyrighted material complies with District procedures or is permissible under the law should consult the Superintendent. The Superintendent will assist staff in obtaining proper authorization to copy or use protected materials, when such authorization is required.

Legal References:    17 USC 101 - 1010    Federal Copyright Law of 1976  
                             10.55.701, ARM        Board of Trustees

##### **Policy History:**

Adopted on: January 14, 2003

Revised at PNP on: October 28, 2009

Adopted on: December 8, 2009

## **APPENDIX X**

### **Missoula County Public Schools**

#### **INSTRUCTION**

2312P  
page 1 of 2

#### **Copyright Compliance**

#### **Authorized Reproduction and Use of Copyrighted Material in Print**

In preparing for instruction, a teacher may make or have made a single copy of a chapter from a book; an article from a newspaper or periodical; a short story, short essay, or short poem; or a chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper. A teacher may make multiple copies, not exceeding more than one (1) per pupil, for classroom use if the copying meets the tests of “brevity, spontaneity and cumulative effect” set by the following guidelines. Each copy must include a notice of copyright.

1. **Brevity**
  - a. A complete poem, if less than 250 words and two pages long, may be copied; excerpts from longer poems cannot exceed 250 words.
  - b. Complete articles, stories or essays of less than 2500 words or excerpts from prose works less than 1000 words or 10% of the work, whichever is less, may be copied; in any event, the minimum is 500 words. (Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph.)
  - c. One chart, graph, diagram, drawing, cartoon, or picture per book or periodical issue may be copied. “Special” works cannot be reproduced in full; this includes children’s books combining poetry, prose, or poetic prose.
2. **Spontaneity**. Should be at the “instance and inspiration” of the individual teacher.
3. **Cumulative Effect**. Teachers are limited to using copied material for only one (1) course in the school in which copies are made. No more than one (1) short poem, article, story or two (2) excerpts from the same author may be copied, and no more than three (3) works can be copied from a collective work or periodical issue during one (1) class term. Teachers are limited to nine (9) instances of multiple copying for one (1) course during one (1) class term. Limitations do not apply to current news periodicals, newspapers, and current news sections of other periodicals.

Performances by teachers or students of copyrighted dramatic works without authorization from the copyright owner are permitted as part of a teaching activity in a classroom or instructional setting. All other performances require permission from the copyright owner.

The copyright law prohibits using copies to replace or substitute for anthologies, consumable works, compilations, or collective works. “Consumable” works include: workbooks, exercises,

standardized tests, test booklets, and answer sheets. Teachers cannot substitute copies for the

purchase of books, publishers' reprints or periodicals, nor can they repeatedly copy the same item from term-to-term. Copying cannot be directed by a "higher authority," and students cannot be charged more than actual cost of photocopying. Teachers may use copyrighted materials in overhead or opaque projectors for instructional purposes.

#### Authorized Reproduction and Use of Copyrighted Materials in the Library

A library may make a single copy of an unpublished work which is in its collection; and a published work in order to replace it because it is damaged, deteriorated, lost or stolen, provided the unused replacement cannot be obtained at a fair price.

A library may provide a single copy of copyrighted material to a student or staff member at no more than the actual cost of photocopying. The copy must be limited to one (1) article of a periodical issue or a small part of other material, unless the library finds that the copyrighted work cannot be obtained elsewhere at a fair price. In the latter circumstance, the entire work may be copied. In any case, the copy shall contain the notice of copyright, and the student or staff member shall be notified that the copy is to be used only for private study, scholarship, or research. Any other use may subject the person to liability for copyright infringement.

At the request of a teacher, copies may be made for reserve use. The same limits apply as for single or multiple copies designated in "Authorized Reproduction and Use of Copyrighted Material in Print".

#### Authorized Reproduction and Use of Copyrighted Music

A teacher may make a single copy of a song, movement, or short section from a printed musical work that is unavailable except in a larger work, for purposes of preparing for instruction.

A teacher may make multiple copies for classroom use of an excerpt of not more than 10% of a printed musical work if it is to be used for academic purposes other than performance, provided that the excerpt does not comprise a part of the whole musical work which would constitute a performable unit such as a complete section, movement, or song.

In an emergency, a teacher may make and use replacement copies of printed music for an imminent musical performance, when the purchased copies have been lost, destroyed, or are otherwise not available.

#### Procedure History:

Adopted on: January 14, 2003

Revised on:

## **APPENDIX XI**

### **Missoula County Public Schools**

2313

#### **INSTRUCTION**

##### Dealing with Challenged Educational Resources:

No materials, duly selected according to policies 2310 and 2311, whose appropriateness is challenged shall be removed or restricted except as provided by 2313P.

If a teacher, or librarian, department chair, administrator or school board member is the first to hear the complaint, he or she will not take unilateral action. The complainant will be directed to the building principal or designee who will follow the procedures outlined in 2313P.

##### Policy History:

Presented to PN&P Committee: January 26, 2005

Approved on first reading: February 8, 2005

Posted for Public Input until Tuesday, March 22, 2005

Presented to PN&P Committee for second reading: August 31, 2005

Approved on: September 13, 2005

Revisions presented to PN&P Committee: March 25, 2009

Approved on first reading: April 14, 2009

Posted for Public Input until: May 20, 2009

Adopted on second reading: August 11, 2009

## **APPENDIX XII**

### **Missoula County Public Schools**

2313P

#### **INSTRUCTION**

##### **Procedure for Dealing with Challenged Educational Resources:**

The primary purpose of this procedure is to secure, at the earliest level possible, equitable solutions to justifiable claims. This policy governs staff, administrators and board members as well as persons in the community.

#### **I. Procedure for Informal Resolution:**

The school receiving a complaint regarding educational resource shall try to resolve the issue informally.

- a. The complainant shall discuss their concerns with the person responsible for the challenged material (i.e., teacher, librarian) and the building principal/designee.
- b. If a resolution is not reached with the building principal/designee, the complainant will be given a packet consisting of the six items listed in the following documents:
  - Appropriate pages from District Curriculum Guides (complete guides available in building office, Teaching & Learning Department and on-line)
  - Selection and Adoption of Instructional Materials Policy (2311)
  - Selection of Library & Library Media Center Materials Policy Statement (2310)
  - Procedure for Dealing with Challenged Educational Resources (2313P)
  - Request for Reconsideration of Educational Resources form (2313F)
  - *Freedom to Read Statement, Freedom to View Statement, Library Bill of Rights*
- c. In accordance with Board Policy 2313, no questioned materials shall be removed or restricted from use. Pending the outcome of the request for reconsideration, however, access to questioned materials can be denied and /or alternative materials can be provided to the child (or children) of the parents making the complaint, if they so desire.
- d. If a resolution has not been reached between the complainant and the school, a formal complaint may be made using the form 2313F. (Request Form for Reconsideration of Educational Resources)

#### **II. Procedure for a Formal Challenge:**

When the formal request for reconsideration (2313F) is received by the building principal, the Challenged Materials Committee is convened and a decision is rendered in accordance with policy.

- a. Upon receipt of a completed reconsideration form, the principal in the building involved will request the Superintendent or his/her designee convene the Challenged Materials Committee. This committee shall consist of four people chosen by the Superintendent or designee and four people chosen by the Union representing the teachers. The committee shall meet to discuss the materials and prepare a report detailing their findings. The written report shall be submitted to the building principal with copies sent to the Superintendent and/or designee.
- b. The principal shall notify the complainant of the decision. If the committee recommends keeping the material that caused the complaint, the complainant shall be given the explanation written by the Challenged Materials Committee.
- c. The written report shall be retained by the building principal.



- d. The decision of the Challenged Materials Committee, in concurrence with the Superintendent, will be delivered to the complainant.
- e. If the complainant is not satisfied, within 10 working days of receipt of the decision, he or she may appeal to the Superintendent. On receipt of a request for review, the Superintendent shall schedule a meeting between the parties. The parties will be afforded opportunity to either dispute or concur with the Challenged Materials Committee Report. The Superintendent will decide the matter within ten (10) days of the meeting and will notify the parties in writing of the decision. If the Superintendent agrees with the Challenged Materials Committee Report, the recommendation will be implemented. If the Superintendent rejects the Challenged Materials Committee Report, the matter may either be referred to an outside investigator for further review or be resolved by the Superintendent.
- f. If the complainant is dissatisfied with the Superintendent's decision, the Board is the next avenue for appeal. A written appeal must be submitted to the Board within ten (10) working days of receiving the Superintendent's decision. Because the Board is the policy-making body of the District, any appeal to that level must be based solely on whether or not policy has been followed. Any individual appealing a decision of the Superintendent to the Board bears the burden of proving a failure to follow Board policy.

### **III. Guiding Principles**

- a. Any member of the community may raise objection to educational resources, despite the fact the individuals selecting such resources were duly qualified to make the selection, followed the proper procedure, and observed the criteria for selecting educational resources.
- b. Missoula County Public Schools supports the *Library Bill of Rights*, adopted by the American Library Association. When educational resources are challenged, the principles of the *Freedom to Read Statement*, and *Freedom to View Statement* must be considered.

### **IV. Responsibilities of the Challenged Materials Committee**

- a. Decisions should be based on the principles of the *Freedom to Read Statement*, *Freedom to View Statement* and/or the *Library Bill of Rights* rather than on defense of individual materials.
- b. All materials should be examined thoroughly. The general acceptance of the materials should be checked by consulting MCPS Curriculum Guidelines, standard selection tools, reviews, and local holdings in other schools.
- c. Passages or parts should not be pulled out of context. The values and faults should be weighed against each other and the opinions based on the materials as a whole.
- d. A written report will present the majority and minority opinions of the Challenged Materials Committee.
- e. The chairperson may report all formal challenges to the appropriate local, state and national professional organizations.

#### Procedure History:

Presented to PN&P Committee on January 26, 2005

Approved on: February 8, 2005

Revisions presented to PN&P Committee on August 31, 2005

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