

Library Media Curriculum
High School (9th/10th/11th/12th)
LOVE OF READING

Standards	Learning Targets
<p><u>AASL:</u></p> <p>1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information</p> <p>1.2.6 Display emotional resilience by persisting in information searching despite challenges</p> <p>1.2.7 Display persistence by continuing to pursue information to gain a broad perspective</p> <p>2.4.3 Recognize new knowledge and understanding</p> <p>2.4.4 Develop directions for future investigations</p> <p>3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future</p> <p>4.1.1 Read, view, and listen for pleasure and personal growth</p> <p>4.1.2 Read widely and fluently to make connections with self, the world, and previous reading</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres</p> <p>4.1.4 Seek information for personal learning in a variety of formats and genres</p> <p>4.1.5 Connect ideas to own interests and previous knowledge and experience</p> <p>4.1.7 Use social networks and information tools to gather and share information</p> <p>4.1.8 Use creative and artistic formats to express personal learning</p> <p>4.2.1 Display curiosity by pursuing interests through multiple resources</p> <p>4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements</p> <p>4.2.4 Show and appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres</p> <p>4.3.3 Seek opportunities for pursuing personal and aesthetic growth</p> <p>4.4.1 Identify own areas of interest</p> <p>4.4.2 Recognize the limits of own personal knowledge</p> <p>4.4.3 Recognize how to focus efforts in personal learning</p> <p>4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs</p>	<ul style="list-style-type: none"> ● Independently and systematically use an inquiry-based process to deepen content knowledge, connect academic learning with the real world, pursue personal interests, and investigate opportunities for personal growth. ● Read, view, and listen to learn, to solve problems, and to explore many different ideas. ● Routinely read, view and listen for personal enjoyment. ● For personal growth and learning, take advantage of opportunities available within the community, including classes, lectures, author presentations, museums, public library programming, and arts performances. ● Read, view, and use fiction and nonfiction to enrich understand of real-world concepts. ● Derive multiple perspectives on the same themes by comparing across different works. ● Read widely to develop a global perspective and understand different cultural contexts. ● Read to support and challenge points of view. ● Identify universal themes in literature and other creative forms of expression and analyze different cultural approaches to those themes. ● Explore real world genres (movie reviews, editorials, consumer reports, game tips and strategies, career information.) ● Find information about personal interests independently, using the same criteria and strategies used to seek academic information.

METS:

9-12.CT.1. use digital resources (e.g., educational software, simulations, models) for problem solving and independent learning

9-12.CT.2. analyze the capabilities and limitations of digital resources and evaluate their potential to address personal, social, lifelong learning, and career needs

9-12. TC.5. identify an example of an assistive technology and describe its purpose and use

9-12. TC. 11. understand and discuss how assistive technologies can benefit all individuals

COMMON CORE:*Key Ideas and Details (Literature):*

- **RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **RL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Range of Reading and Level of Text Complexity (Literature):

- **RL.9-10.10** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RL.9-10.10** By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
- **RL.11-12.10** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RL.11-12.10** By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Sample Resources and Assessments

- [Student book trailers for Readings in Exploration](#)
- Booktalk non-fiction for the *AP Language* classes and *Theory of Learning*
- Create displays and book talk for the memoir unit in *Power of Language*
- Create displays and book talk *Explorations in Reading* (Adventure, Historical Fiction, and Mystery.)
- [Engage readership](#) with rotating displays of graphic novels, biographies, sciences, steampunk, fiction series etc. and [ask for student input for future book purchases](#).
- Prepare for end of year Economics free read assignment
- [Students create children's books on nonrenewable resources in Environmental Sci. to share with elementary students](#).
- Promote Banned Books week with display and giveaways
- Create opportunities for students to pick a free read to keep
- [Reading Interest Survey](#)
- [White Elephant Book Exchange](#)

Exit Skills

- *Literary perspectives* (connecting cross-curricular objectives to nonfiction and fiction to better understand global point of view)
- *Personal growth* (identify areas of interest and make independent selections of resources in varying formats)

Key Ideas and Details (Informational Text):

- **RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **RI.11-12.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Integration of Knowledge and Ideas:

- **RI.11-12.9** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity (Informational Text):

- **RI.9-10.10** By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RI.9-10.10** By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently
- **RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RI.11-12.10** By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Library Media Curriculum
High School (9th/10th/11th/12th)
INFORMATION LITERACY

Standards	Learning Targets
<p><u>AASL:</u></p> <p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connections for using this process in own life</p> <p>1.1.2 Use prior and background knowledge as context for new learning</p> <p>1.1.3 Develop and refine a range of questions to frame the search for new understanding</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions</p> <p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias</p> <p>1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry</p> <p>1.1.9 Collaborate with others to broaden and deepen understanding</p> <p>1.2.1 Display initiative and engagement by posing questions and investigating beyond the collection of superficial facts</p> <p>1.2.3 Demonstrate creativity by using multiple resources and formats</p> <p>1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information</p> <p>1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success</p> <p>1.3.1 Respect copyright/intellectual property rights of creators and producers</p> <p>1.3.2 Seek divergent perspectives during information gathering and assessment</p> <p>1.3.3 Follow ethical and legal guidelines in gathering and using information</p> <p>1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary</p> <p>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process</p> <p>1.4.3 Monitor gathered information, and assess for gaps or weaknesses</p> <p>1.4.4 Seek appropriate help when it is needed</p> <p>2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in</p>	<ul style="list-style-type: none"> ● Explore general information sources to increase familiarity with a the topic or question. ● Review the initial formation needed to develop, clarify, revise, or refine the question. ● Compare new background information with prior knowledge to determine direction and focus of new learning. ● Recognize that the purpose of the inquiry determines the type of questions and the type of thinking required (for example, a historical purpose may require taking a position and defending it.) ● Explore problems or questions for which there are multiple answers and or “best” answer. ● Review the initial information needed to clarify, revise, or refine the questions. ● Identify the value of and differences among potential resources in a variety of formats. ● Use various search systems to retrieve information in a variety of formats. ● Seek and use a variety of specialized resources available from libraries, the Web, and the community. ● Describe criteria used to make resource decisions and choices. ● Evaluate historical information for validity of interpretation, and scientific information for accuracy and reliability of data. ● Recognize the social, cultural, or other context within which the information was created and explain the impact of context on interpreting the information. ● Use consciously selected criteria to determine whether the information contradicts or verifies information from other sources. ● Restate concepts in their own words and select appropriate data accurately. ● Integrate new information presented in various formats with previous information or knowledge. ● Analyze initial synthesis of findings and construct new hypotheses or generalizations if warranted. ● Challenge ideas represented and make notes of questions to pursue in additional sources. ● Create a system to organize the information

order to construct new understandings, draw conclusions, and create new knowledge

2.1.2 Organize knowledge so that it is useful

2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations

2.1.4 Use technology and other information tools to analyze and organize information

2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems

2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings

2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn

2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence

2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion

2.2.4 Demonstrate personal productivity by completing products to express learning

2.4.1 Determine how to act on information (accept, reject, modify)

2.4.2 Reflect on systematic process, and assess for completeness of investigation

2.4.3 Recognize new knowledge and understanding

3.1.3 Use writing and speaking skills to communicate new understandings effectively

3.1.6 Use information and technology ethically and responsibly

3.3.4 Create products that apply to authentic, real-world contexts

3.3.7 Respect the principles of intellectual freedom

3.4.2 Assess the quality and effectiveness of the learning product

4.1.6 Organize personal knowledge in a way that can be called upon easily

4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences

4.3.2 Recognize that resources are created for a variety of purposes

4.4.4 Interpret new information based on cultural and social context

4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed

- Analyze the structure and logic of supporting arguments or methods.
- Analyze information for prejudice, deception, or manipulation.
- Investigate different viewpoints encountered, and determine whether and how to incorporate or reject these viewpoints.
- Compensate for the effect of point of view and bias by seeking alternative perspectives.
- Select the most appropriate technologies to access and retrieve the needed information.
- Create electronic learning spaces by collecting and organizing links to information resources, working collaboratively, and sharing new ideas and understandings with others.
- Build a conceptual framework by synthesizing ideas gathered from multiple texts.
- Resolve conflicting evidence or clarify reasons for differing interpretations of information and ideas.
- Organize information independently, deciding the structure based on the relationships among ideas and general patterns discovered.
- Combine information and inferences to draw conclusions and create meaning.
- Develop points of view and support with evidence.
- Present different perspectives with evidence for each.
- Apply new knowledge to real-world issues and problems.
- Work with others to solve problems and make decisions on issues, topics, and themes being investigated.
- Use the most appropriate format to clearly communicate ideas to targeted audiences.
- Cite ideas and direct quotes using official MLA or APA style formats.
- Employ various strategies for revising and reviewing their own work.
- Present complex ideas with clarity and authority.
- Present original conclusions effectively.
- Identify strengths, assess inquiry processes and products, and set goals for improvement.
- Offer and defend information brought to group.
- Employ organizational and presentation structures (for example, narrative essays, poems, debates) using various formats to achieve purpose and clarify meaning.
- Use details and language that show authority and knowledge of topic.
- Deliver a presentation to support a position on a specified topic and respond to questions from the audience.
- Investigate multiple sides of issues and evaluate them carefully, particularly on controversial or culturally based topics.

Sample Resources and Assessments

METS:

- 9-12.RI.1.** develop a plan to gather information using various research strategies (e.g. interviews, questionnaires, experiments, online surveys)
- 9-12.RI.2.** identify, evaluate, and select appropriate online sources to answer content related questions
- 9-12.RI.3.** demonstrate the ability to use library and online databases for accessing information (e.g., MEL, Proquest, Infosaurs, Discovery Streaming)
- 9-12.RI.4.** distinguish between fact, opinion, point of view, and inference
- 9-12.RI.5.** evaluate information found in selected online sources on the basis of accuracy and validity
- 9-12.RI.6.** evaluate resources for stereotyping, prejudice, and misrepresentation
- 9-12.RI.7.** understand that using information from a single internet source might result in the reporting of erroneous facts and that multiple sources must always be researched
- 9-12.CT.1.** use digital resources (e.g., educational software, simulations, models) for problem solving and independent learning
- 9-12.CT.2.** analyze the capabilities and limitations of digital resources and evaluate their potential to address personal, social, lifelong learning, and career needs
- 9-12.CT.3.** devise a research question or hypothesis using information and communication technology resources, analyze the findings to make a decision based on the findings, and report the results
- 9-12.DC.1.** identify legal and ethical issues related to the use of information and communication technologies (e.g., properly selecting and citing resources)
- 9-12.DC.5.** create appropriate citations for resources when presenting research findings
- 9-12.DC.6.** discuss and adhere to fair use policies and copyright guidelines.

COMMON CORE:*Integration of Knowledge and Ideas:*

- **RI.9-10.7** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- **RI.9-10.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- **RI.9-10.9** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
- **RI.11-12.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

- Express new ideas gained through information presented in various formats and connect the ideas to the human experience.
- Standardize personal note-taking systems so that main ideas and personal responses are incorporated.
- Address real-world problems and issues by using information and communication technology tools to gather, evaluate, and use information from different sources, analyze findings, draw conclusions, and create solutions.
- Create original products to reflect personal interpretations of information and construction of new knowledge using multiple formats.

- [9th Grade Honors Annotated Frankenstein Assignment](#)
- [9th Grade physical education research paper](#)
- [Pro Con writing assignment with Environmental students.](#)
- Gather appropriate resources for students: [Debate](#) & [Silk Road project](#) & [US History](#)
- [Highlight the uses & search methods of Google Scholar for Theory of Learning](#)
- Journalism Research Review - [presentation](#) & [assessment](#)
- Introduce the research process. [Check for understanding.](#)
- [Microbiology Research Ready Survey](#)
- [Microbiology Research Workshop](#)
- [Research Tools PearDeck](#)
- [Research Tools Throwdown Form](#)

Exit Skills

- *Topic Development* (establishing focus of a research topic by understanding the impact of broad and narrow
- *Source Identification* (selecting information sources based on information need and an understanding of each source's role and limitations)
- *Search Strategies* (keyword and advanced techniques using search engines, databases, and library catalog)
- *Source Evaluation* (determine the accuracy, authority, currency, and relevancy of information, recognizing bias, fact, and opinion)

Research to Build and Present Knowledge:

- **W.9-10.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **W.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **W.11-12.9.A** Apply *grades 11-12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
- **W.11-12.9.B** Apply *grades 11-12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").

Comprehension and Collaboration:

- **SL.9-10.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- **SL.11-12.1.D** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Library Media Curriculum
High School (9th/10th/11th/12th)
DIGITAL CITIZENSHIP

Standards	Learning Targets
<p>AASL:</p> <p>1.1.9 Collaborate with others to broaden and deepen understanding</p> <p>1.3.1 Respect copyright/intellectual property rights of creators and producers</p> <p>1.3.3 Follow ethical and legal guidelines in gathering and using information</p> <p>1.3.4 Contribute to the exchange of ideas within the learning community</p> <p>1.3.5 Use information technology responsibly</p> <p>2.1.4 Use technology and other information tools to analyze and organize information</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings</p> <p>2.3.1 Connect understanding to the real world</p> <p>2.3.2 Consider diverse and global perspectives in drawing conclusions</p> <p>2.3.3 Use valid information and reasoned conclusions to make ethical decisions</p> <p>2.4.1 Determine how to act on information (accept, reject, modify)</p> <p>3.1.1 Conclude and inquiry-based research process by sharing new understandings and reflecting on the learning</p> <p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners</p> <p>3.1.5 Connect learning to community issues</p> <p>3.1.6 Use information and technology ethically and responsibility</p> <p>3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations</p> <p>3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions</p> <p>3.2.3 Demonstrate teamwork by working productively with others</p> <p>3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community</p> <p>3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints</p> <p>3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern</p> <p>3.3.5 Contribute to the exchange of ideas within and beyond the learning community</p> <p>3.3.7 Respect the principles of intellectual freedom</p> <p>3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints</p> <p>4.1.2 Read widely and fluently to make connections with self, the world, and previous reading</p> <p>4.1.7 Use social networks and information tools to gather and share information</p>	<ul style="list-style-type: none"> • Create electronic learning spaces by collecting and organizing links to information resources, working collaboratively, and sharing new ideas and understandings with others. • Collaborate locally and remotely with peers, experts, and others to collect, produce, and share information. • Prepare and deliver a “professional” presentation to audiences outside of school using technology as medium of presentation • Connect learning to real-world issues. • Demonstrate understanding for the process of copyrighting their own work. • Analyze the consequences and costs of unethical use of information and communication technology (for example, hacking, spamming, consumer fraud, virus setting, intrusion); identify ways of addressing those risks. • Use programs and websites responsibly, efficiently, and ethically. • Participate responsibly and safely in social networks using appropriate tools to collaborate, as well as to share ideas and knowledge. <p>Sample Resources and Assessments</p> <ul style="list-style-type: none"> • Create a professional and safe web presence with an asynchronous tool like blogs to discuss themes in <i>To Kill a Mockingbird</i> with multimedia starting points gathered. • Create a multimedia poster for health issues. • Review how to search for copyright friendly images via Google and Creative Commons for AP Literature’s Visual Argument assignment. • Create digital stories in U.S. History and Spanish classes - review importing & saving images, the recording of voices, the guidelines of embedding music and how to properly save and submit to teacher. • Highlight real life examples of copyright infringement in the professional setting and consequences. • Watch a plagiarism video with clicker quiz on checking for understanding. • EasyBib Basics • Microbiology Research Peer Evaluation Form

4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences

4.3.1 Participate in the social exchange of ideas, both electronically and in person

4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction

4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed

METS:

9-12. CC.5 Describe the potential risks and dangers associated with online communications

9-12.DC.1. identify legal and ethical issues related to the use of information and communication technologies (e.g., properly selecting and citing resources.)

9-12.DC.2. discuss possible long-range effects of unethical uses of technology (e.g. virus spreading, file pirating, hacking) on cultures and society

9-12.DC.3. discuss and demonstrate proper netiquette in online communications

9-12.DC.6. discuss and adhere to fair use policies and copyright guidelines

9-12.TC.6. participate in a virtual environment as a strategy to build 21st century learning skills

COMMON CORE:

Production and Distribution of Writing:

- **W.9-10.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W.9-10.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- **W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Exit Skills

- *Responsible/Ethical/Legal Use of Information* (demonstrate understanding of intellectual property and intellectual freedom; create both in-text citations and reference pages using designated style manuals)
- *Online Presence* (respectfully communicate and participate in local and global online communities)

Presentation of Knowledge and Ideas:

- **SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- **SL.9-10.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest

Library Media Curriculum
High School (9th/10th/11th/12th)
MEDIA TECHNOLOGY

Standards	Learning Targets
<p><u>AASL:</u></p> <p>1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry</p> <p>1.2.3 Demonstrate creativity by using multiple resources and formats</p> <p>1.3.5 Use information technology responsibly</p> <p>2.1.4 Use technology and other information tools to analyze and organize information</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess</p> <p>3.1.6 Use information and technology ethically and responsibly</p> <p>3.3.4 Create products that apply to authentic, real-world contexts</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres</p> <p>4.1.4 Seek information for personal learning in a variety of formats and genres</p> <p>4.1.7 Use social networks and information tools to gather and share information</p> <p>4.1.8 Use creative and artistic formats to express personal learning</p> <p>4.2.1 Display curiosity by pursuing interests through multiple resources</p> <p>4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements</p> <p>4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction</p> <p><u>METS:</u></p> <p>9-12.CI.3. use a variety of media and formats to design, develop, publish, and present projects (e.g., newsletters, web sites, presentations and photo galleries.)</p> <p>9-12.CC.1. identify various collaboration technologies and describe their use (e.g., desktop conferencing, webinar, listserv, blog, wiki)</p> <p>9-12.CC.2. use available technologies (e.g. desktop conferencing, email, videoconferencing, instant messaging) to communicate with others on a class assignment or project</p> <p>9-12.CC.3. collaborate in content-related projects that integrate a variety of media (e.g. print, audio, video, graphic, simulations, and models)</p>	<ul style="list-style-type: none"> ● Use various search systems to retrieve information in a variety of formats. ● Select the most appropriate technologies to access and retrieve the needed information. ● Use various technologies to organize and manage the information selected. ● Create electronic learning spaces by collecting and organizing links to information resources, working collaboratively, and sharing new ideas and understandings with others. ● Display important connections among ideas by using common productivity tools to categorize and analyze information. ● Use locally available and web- based interactive presentation and production tools to enhance creativity in effectively organizing and communicating information. ● Assess how tone and choice of language impact content in a range of media. ● Analyze how composition and placement of visual images influence the message of a research product ● Apply various technological skills to create performances and products. ● Use technology tools to collaborate, publish, and interact with peers, experts and other real world audiences. ● Employ organizational and presentation structures (for example, narrative essays, poems, debates) using various formats to achieve purpose and clarify meaning. ● Use programs and websites responsibly, efficiently, and ethically. ● Address real-world problems and issues by using information and communication technology tools to gather, evaluate, and use information from different sources, analyze findings, draw conclusions, and create solutions. ● Create original products to reflect personal interpretations of information and construction of new knowledge using multiple formats.

9-12.CC.4. plan and implement a collaborative project using telecommunications tools (e.g., ePals, discussion boards, online groups, interactive websites, videoconferencing.)

9-12.RI.2. identify, evaluate, and select appropriate online sources to answer content related questions

9-12.RI.3. demonstrate the ability to use library and online databases for accessing information (e.g., MEL, Proquest, Infosources, Discovery Streaming)

9-12.RI.5. evaluate information found in selected online sources on the basis of accuracy and validity

9-12.CT.1. use digital resources for problem solving and independent learning

9-12.CT.2. analyze the capabilities and limitations of digital resources and evaluate their potential to address personal, social, lifelong learning, and career needs

9-12.TC.4. describe uses of various existing or emerging technology resources (e.g. podcasting, webcasting, video conferencing, online file sharing, global positioning software.)

9-12.TC.6. participate in a virtual environment as a strategy to build 21st century learning skills

9-12.TC.10. identify common graphic, audio, and video file formats (e.g. jpeg, gif, bmp, mpeg, wav, mwv, mp3, avi, pdf)

9-12.TC.12. demonstrate how to import/export text, graphics or audio files

9-12.TC.13 proofread and edit a document using an application's spelling and grammar checking functions

COMMON CORE:

Production and Distribution of Writing:

- **W.9-10.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- **W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge:

- **W.9-10.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **W.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Sample Resources and Assessments

- Students re-create online communications from the past with the use of electronic tools for both research and creation: [Fakebook](#) and [Twitter](#).
- [Students create books reviews with screencasting tool](#)
- Commercial Foods students create [online DIY photo guides](#) of their favorite recipe re-creations and post to the web. Discussion of using original photos and creating appropriate, professional profiles is taught.
- [Infographic projects for social studies, science, and English teachers](#)

Exit Skills

- *Collaborative tools* (for planning of work--calendars, social media, learning management systems, shared files/folders)
- *Creative tools* (for creating and sharing content)

Comprehension and Collaboration:

- **SL.9-10.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- **SL.11-12.2** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Presentation of Knowledge and Ideas:

- **SL.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.