SCHOOL LIBRARY MEDIA

GRADE 9 –12

HARFORD COUNTY PUBLIC SCHOOLS

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Dr. Robert Tomback
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FOREWORD

      Library Media instruction is an essential part of the education of middle school students in the Harford County Public Schools. All curricular areas are dependent upon library media services for the support necessary to meet many outcomes in the various disciplines. In addition, the rapid change in communication technology requires quality library media programs with a variety of resources and skills, enabling students to access, evaluate, interpret, and apply information from print and non-print materials. The <u>High School Library Media Curriculum Guide</u> provides middle school library media specialists with a sequential program of library media standards, concepts, indicators, activities, and assessments for students in grades nine through twelve. High school administrators, library media specialists, and classroom teachers are encouraged to become knowledgeable of the standards and concepts which are identified for the middle school library media program and which support cross-curricular integration. This curriculum guide will serve as an effective and useful tool to direct library media teaching and student learning.

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Robert Tomback
Superintendent of Schools

ACKNOWLEDGEMENTS

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PHILOSOPHY OF THE SCHOOL LIBRARY MEDIA PROGRAM

The school library media program is at the core of effective learning and plays a vital role in collaborative planning and curriculum development. Serving all grade levels, ages and content areas, the program has a unique outlook on the needs and abilities of all the members of the school's learning community. That perspective makes the school library media program a natural hub for bringing teachers and library media specialists together to create exemplary and innovative curricula. The mission of the school library media program is to ensure that students and staff are effective users of ideas and information. This mission is accomplished by providing intellectual and physical access to materials in all formats; by providing instruction to foster competence and stimulate interests in reading, viewing, and using information and ideas; and by working with other educators to design learning strategies to meet the needs of individual students.

To become effective users of information, students must have frequent opportunities to handle all kinds of information. Locating, interpreting, analyzing, synthesizing, evaluating, and communicating information should become a part of every content area. The classroom teacher and the library media specialist are actively involved in identifying the learning needs of students, developing teaching units, and guiding students' progress in lifelong learning. The library media specialist facilitates activities that offer meaningful practice in using a variety of information resources.

In an effective program, students' experience with information moves away from learning traditional library location skills taught in isolation. Students learn information literacy skills that are embedded into the curriculum. The acquisition of these skills provides a solid foundation of information literacy that will prepare students for a lifetime of learning. By guiding students toward self-discovery and self-direction, the library media program assists in promoting the learning of skills and attitudes essential to academic, vocational, and personal development.

To ensure that the library media center functions successfully, it must have adequate professional and support staff, sufficient equipment inventory, a relevant up-to-date collection of print, electronic and multimedia resources that support the curriculum and provide for personal growth and enjoyment. The library media instructional program integrates all library media skills and activities. Maximum accessibility to the library media program supports and endorses the Maryland State Department of Education's "Statement of Purpose for School Library Media Programs in Maryland" and Standard 1.0 from the "Standards for School Library Media Programs in Maryland". See the American Library Association's "Library Bill of Rights" and "Intellectual Freedom Statement".

INSTRUCTIONS FOR GUIDE USE

Welcome to the High School Library Media Curriculum Guide! This guide provides media specialists with a framework for teaching students library media skills at the high school level. It is expected that students will successfully demonstrate an understanding of all outcomes at the end of each grade level. Outcomes are concepts; content, skills and/or processes students will master and apply by the end of each unit. Successful mastery of these outcomes will provide a basis for learning throughout life.

This guide includes Maryland Learning Outcomes in Library Media Education, Harford County Public School System Grade Level Content Standards and Indicators, Concepts and Enduring Understandings. Fully developed units and lesson plans are included for each grade level. The lessons in this Curriculum Guide are suggested lessons. At the high school level, lesson formats may be repeated or revised as they are collaboratively integrated within subject areas. (See the following pages for the format of instructional units, definition of terms and explanation of codes.) Included is a Media Center Integration Planning Form to be used when working with classroom teachers. Dimensions of Learning, multicultural, and technology connections are immersed throughout the guide.

It is intended that this guide will provide each media specialist with the flexibility to incorporate variety into all lessons, while staying within a set structure to achieve all curricular outcomes. This guide should be used as a link to cooperative planning between library media specialists and teachers. The time frame for the teaching of skills will vary according to the individual needs of the learners and the instructional needs, unique to individual school programs.

FORMAT OF INSTRUCTIONAL UNITS

Each instructional unit is organized in a standard format and contains the following parts:

TITLE OF THE INSTRUCTIONAL UNIT

GRADE LEVEL

RECOMMENDED INSTRUCTIONAL TIME

RATIONALE

HARFORD COUNTY CONTENT STANDARDS AND INDICATORS

CONCEPTS

ENDURING UNDERSTANDINGS

GUIDING QUESTIONS

DECLARATIVE KNOWLEDGE

PROCEDURAL KNOWLEDGE

EACH EXPERIENCE CONTAINS THE FOLLOWING:

> **Title**
> **Recommended instructional time for that experience**
> **Enduring understandings**
> **Guiding questions**
> **Harford County Content Standards and Indicators for this experience**
> **Prerequisite knowledge**
> **Declarative knowledge**
> **Procedure**
> **Assessment**
> **Correctives**
> **Enrichments**

DEFINITION OF TERMS

ASSESSMENTS: formal or informal evaluative strategies by which the media specialist and classroom teacher determine that outcomes are being mastered

CONCEPTS: organizing ideas or mental constructs that frame a set of examples sharing common attributes like timelessness, universality, abstraction and breadth

CONTENT STANDARDS: criteria that direct and focus attention on a level of excellence to be attained in the curriculum

CORRECTIVES: alternate teaching methods for use with students' not successfully demonstrating mastery of standards

DECLARATIVE KNOWLEDGE: the vocabulary relating to the unit/experience which students need to know in order to be successful

ENDURING UNDERSTANDINGS: two or more concepts stated as a relationship; the "big ideas" related to the critical concepts and topics of a study

ENRICHMENTS: activities that facilitate students who are extending and refining knowledge

GUIDING QUESTIONS: specific, open-ended, thought-provoking questions that probe the factual and conceptual levels of understanding and create interest and a "need to know," leading toward deeper understanding of a discipline

INDICATORS: signify values that collectively direct attention to content standards

MATERIALS RECOMMENDED: items needed for instruction

OVERVIEW: a general review of existing information

PREREQUISITES: knowledge of content and skills necessary to successfully begin a new unit

PROCEDURAL KNOWLEDGE: a step by step statement of how the students will learn

RATIONALE: a statement or explanation of reasons or principles

SCORING TOOL: a type of assessment

STANDARDS OF MASTERY: degrees of student proficiency

EXPLANATION OF INSTRUCTIONAL CODES

A coding system is employed throughout this guide to indicate the following: Content Standards, Dimensions of Learning, and connections to education that includes a multicultural and technological facet.

Content Standards:

A	-	1. Appreciation
L and U	-	2. Location and Utilization
R and M	-	3. Retrieval and Management
R, E, and S	-	3. Review, Evaluation and Selection
O	-	4. Organization
I	-	5. Interpretation
P	-	6. Production
EB	-	7. Ethical Behavior

Dimensions of Learning:

D1	-	Dimension 1: Positive Attitudes and Perceptions About Learning
D2	-	Dimension 2: Acquiring and Integrating Knowledge
D3	-	Dimension 3: Extending and Refining Knowledge
D4	-	Dimension 4: Using Knowledge Meaningfully
D5	-	Dimension 5: Productive Habits of Mind

Education that is Multicultural:

MC	-	Multicultural aspect

Technology Standards:

T-U	-	1. Understanding and Utilization of Technology
T-EB	-	2. Ethical Behavior
T-L and C	-	3. Learning and Collaboration
T-C and E	-	4. Communication and Expression
T-U and M	-	5. Use and Management of Information
T-P and D	-	6. Problem-solving and Decision-Making

HARFORD COUNTY PUBLIC SCHOOLS
PILLARS OF THE EDUCATIONAL PROGRAM

Introduction

The Educational Program of the Harford County Public School System continues to evolve as decisions are made at the national, state, and local levels about all aspects of schooling. The "Pillars of the Educational Program" are the philosophical and theoretical bases to which the school system subscribes and the screens through which decisions pertaining to curriculum, instruction, and assessment must pass – with the singular goal of maximizing student achievement. The challenge of educating students is reflected in two questions: What to teach? And, How to teach? The Harford "Pillars" model responds to these two questions and provides direction for local educators charged with responsibility to develop, implement, and administer a viable, complex, and highly successful program. All library media specialists, as well as all instructional personnel are encouraged to learn about and become proficient in the use of the "Pillars" in order to continuously improve teaching and learning.

Harford County Public Schools

Pillars of the Educational Program

Student Learning

Constructivism

Concept Based Curriculum

Teaching for Understanding

Dimensions of Learning

Differentiated Instruction

National, State and Local Content Standards

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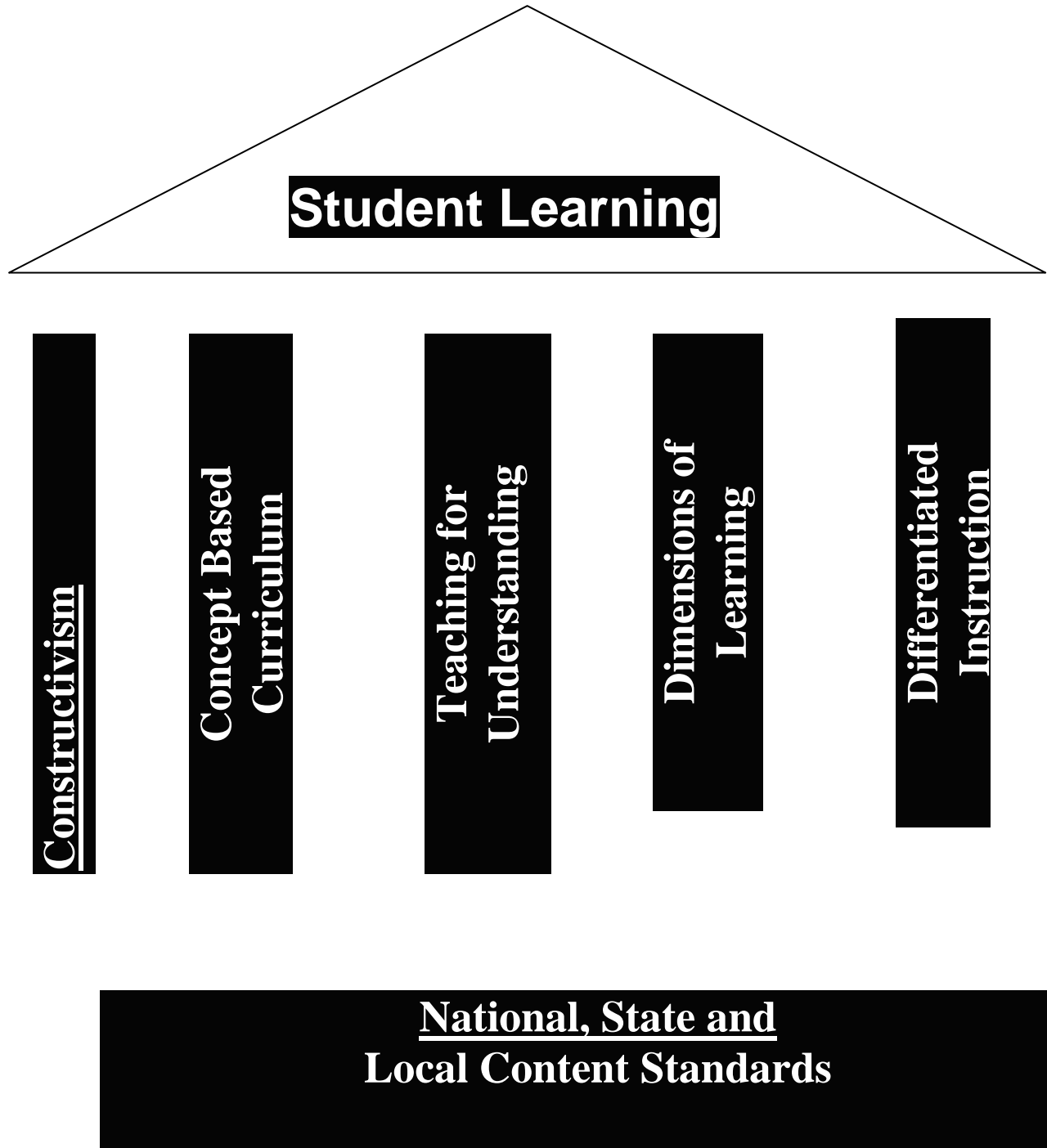
Dimensions of Learning

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Dimensions of Learning, a comprehensive research-based model, is the planning framework used for developing units of instruction in Harford County Public Schools. Five types of thinking essential to successful learning are incorporated into the planning process. A brief narrative description of each type of thinking and its direct relationship to the school library media curriculum, instruction, and assessment are provided below.

Dimension 1: Positive Attitudes and Perceptions About Learning
Positive student attitudes and perceptions about reading and learning characterize the successful library media program. A positive perception of library media tasks is fostered by integrating library-related skills to learning in other curricular areas. Students are given many opportunities in which they can be successful. This contributes to a more self-confident learner with a "can do" attitude.

Dimension 2: Acquiring and Integrating Knowledge
Helping students acquire and integrate both declarative and procedural knowledge is one of the most important aspects of the library media program. Students are guided in relating new knowledge to what they already know. They then organize, shape, and internalize that information for future use.

Dimension 3: Refining and Extending Knowledge
Students extend and refine knowledge by participating in activities involving comparison, classification, induction, deduction and error analysis. They further extend their knowledge with the complex thinking processes of constructing support, abstracting and analyzing perspectives.

Dimension 4: Using Knowledge Meaningfully
Students refine and apply their thinking skills in various "real world" activities which involve decision making, investigation, problem solving, experimental inquiry, and invention.

Dimension 5: Productive Habits of the Mind
Successful learning is supported when students engage in self-regulation, critical thinking, and creative thinking. Opportunities for students to master these skills and processes should be incorporated into each instructional unit.

MULTICULTURAL EDUCATION INFUSION

Media specialists are increasingly challenged to accommodate a broadening range of student abilities, interests, needs and cultural backgrounds. Meeting the unique individual needs of each student provides the opportunity to develop in all learners an awareness and appreciation for individual and cultural diversity and commonalities. Media specialists have the responsibility and opportunity to use written resources by authors from a variety of multicultural backgrounds to impart this knowledge, being mindful to avoid omission and misrepresentation of minority groups and women. It is our hope that this curriculum will instill in students a sensitivity, understanding, and appreciation of cultural groups in the community, state, nation, and world.

INTEGRATING TECHNOLOGY
IN THE LIBRARY MEDIA CURRICULUM

The need for people who can design, maintain, and effectively use the tools of the technological age is evident. Technology continues to become increasingly sophisticated and pervasive in education and in the world of work. The universal use of technology in the world today has enabled unprecedented access to information. It is important that students are taught a process for finding, using and evaluating information. By infusing technology into the curriculum, students will boost their own achievement and critical thinking skills, while preparing themselves for the world of work.

Library media specialists are encouraged to become proactive in seeking out and infusing technological resources into their work with students to support and enhance the essential learning presented in this curriculum. Students demonstrate competencies by using technology as a medium for project-based work, producing reports, multimedia presentations, web pages, video presentations and other products. The tools of technology foster cooperation, communication, independence, the ability to gather, organize, manipulate, and evaluate data and to use multiple resources.

Skills that can be taught in a technologically-enriched educational environment, such as problem solving, critical thinking, creativity, and a sense of inquiry, are essential to the future success of students. To succeed in the information age, students must be introduced to skills they will need in their future workplaces.   These skills will be the foundation upon which careers are built.

INTERDISCIPLINARY INSTRUCTION

The importance of assisting students in identifying and appreciating learning connections or linkages across disciplines is vitally important. Students must form understandings of overarching concepts, engage in the synthesis and transfer of knowledge, and apply their learning in "real world" or authentic contexts.

Library media specialists are a natural bridge for interdisciplinary instruction. As a member of the School Improvement Team in their school, and as one who services information needs at every level, library media specialists have a deep understanding of interdisciplinary instruction.

STUDENT SERVICE LEARNING

Student Service Learning is an integral part of the school experience. It is introduced in a variety of ways in the Middle and High School. Students are introduced to the concept of service and the different levels of service, such as direct, indirect and advocacy. Students are taught leadership, interpersonal and communications skills. They learn about specific issues related to assigned projects.

The majority of Student Service Learning is infused into the curriculum at various grade levels. Research is often a major component of these units. It is the job of the school library media center to provide support to the outcomes of curriculum at all levels. To this end, library media centers must provide current, relevant information relating to all areas of service.

NATIONAL INFORMATION LITERACY STANDARDS
FOR STUDENT LEARNING

Standard 1:   The student who is information literate accesses information efficiently and effectively.

Standard 2:   The student who is information literate evaluates information critically and competently.

Standard 3:   The student who is information literate uses information accurately and creatively.

Standard 4:   The student who is an independent learner is information literate and pursues information related to personal interests.

Standard 5:   The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

Standard 6:   The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

Standard 7 : The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.

Standard 8:   The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information

CAREER DEVELOPMENT

Career development must be an integral part of the educational program from prekindergarten through grade twelve. Students must be assisted in making connections to school curriculum, careers they want to pursue, and the world of work. Library media specialists support career development goals by providing materials and engaging in cooperative teaching, as requested. All students must see the relevance of what they are learning in the real world.

CAREER DEVELOPMENT COMPETENCIES BY AREA AND LEVEL			
Self-Knowledge			
Elementary	**Middle/Junior High School**	**High School**	**Adult**
Knowledge of the importance of self-concept	Knowledge of the influence of a positive self concept	Understanding the influence of a positive self-concept	Skills to maintain a positive self-concept
lls to interact with others	Skills to interact with others	Skills to interact positively with others	Skills to maintain effective behaviors
Awareness of the importance of growth and change	Knowledge of the importance of growth and change	Understanding the impact of growth and development	Understanding developmental changes and transitions
Educational and Occupational Exploration			
Awareness of the benefits of educational achievement	Knowledge of the benefits of educational achievement to career opportunities	Understanding the relationship between educational achievement and career planning	Skills to enter and participate in education and training
Awareness of the relationship between work and learning	Understanding the relationship between work and learning	Understanding the need for positive attitudes toward work and learning	Skills to participate in work and life-long learning
Skills to understand and use career information	Skills to locate, understand and use career information	Skills to locate, evaluate and interpret career information	Skills to locate, evaluate and interpret career information
Awareness of the importance of personal responsibility and good work habits	Knowledge of skills necessary to seek and obtain jobs	Skills to prepare to seek, obtain, maintain and change jobs	Skills to prepare to seek, obtain, maintain and change jobs
Awareness of how work relates to the needs and functions of society	Understanding how work relates to the needs and functions of the economy and society	Understanding how societal needs and functions influence the nature and structure of work	Understanding how the needs and functions of society influence the nature and structure of work
Career Planning			
Understanding how to make decisions	Skills to make decisions	Skills to make decisions	Skills to make decisions
Awareness of the interrelationship of life roles	Understanding the interrelationship of life roles	Understanding the interrelationship of life roles	Understanding the impact of work on individual and family life
Awareness of different occupations and changing male/female roles	Knowledge of different occupations and changing male/female roles	Understanding the continuous changes in male/female roles	Understanding the continuing changes in male/female roles
Awareness of the career planning process	Understanding the process of career planning	Skills in career planning	Skills to make career transitions

Source: National Career Development Guidelines, National Occupational Information Coordinating Committee.

MARYLAND CONTENT STANDARDS
IN LIBRARY MEDIA EDUCATION

The library media curriculum for the Harford County Public Schools is aligned with the Maryland Library Media Voluntary State Curriculum Content Standards, as well as the Maryland Library Media Learning Outcomes and the Information Literacy Standards for Student Learning published by AASL/AECT. The standards are designed to be used as guidelines in the review process specified in the Regulations on Public School Library Media Program, COMAR 13A.05.04.01.

1.0 Define and Refine Problem or Question: Students will be able to follow an inquiry process to define a problem, formulate questions, and refine either or both to meet a personal and/or assigned information need. (AASL 21st 1)

2.0 Locate and Evaluate Resources and Sources: Students will be able to follow an inquiry process to identify, locate, evaluate and select resources and sources in a wide variety of formats to meet the information need in an ethical manner. (AASL 21st 1)

3.0 Find, Generate, Record, and Organize Data/Information: Students will be able to follow an inquiry process to find, generate, record and organize information relevant to the information need in an ethical manner. (AASL 21st 1)

4.0 Interpret Recorded Data/Information: Students will be able to follow an inquiry process to interpret recorded data/information to create new understandings and knowledge related to the information need in an ethical manner. (AASL 21st 2)

5.0 Share Findings/Conclusions: Students will be able to follow an inquiry process to share findings/conclusions in an appropriate format to support written, oral, and multimedia information products and evaluate the product and the process in an ethical manner.

6.0 Appreciate Literature and Life-long Learning: Students will be able to demonstrate an appreciation of literature and multimedia as a reflection of human experience and use the inquiry process for life-long learning. (AASL 21st 4)

Maryland State Curriculum: Library Media Content Standards

1.0 Define and Refine Problem or Question: Students will be able to follow an inquiry process to define a problem, formulate questions, and refine either or both to meet a personal and/or assigned information need. (AASL 21st 1)

    A. Follow the Inquiry Process
        1. Independently follow an inquiry process and apply the process to real life.
            a. Follow an inquiry process for an assigned information need.
            b. Apply the process to a personal information need.
    B. Define a Problem, Formulate Questions, and Refine a Problem and/or Question
        1. Independently identify an assigned or personal information need.
            a. Identify an assigned information need.
            b. Identify a personal information need.
        2. Determine the scope of the information need.
            a. Independently create and use criteria to determine the scope of an information need.
        3. Independently and collaboratively, formulate and refine effective questions.
            a. Use prior knowledge to develop researchable questions.
            b. Use background information to refine researchable questions.

2.0 Locate and Evaluate Resources and Sources: Students will be able to follow an inquiry process to identify, locate, evaluate and select resources and sources in a wide variety of formats to meet the information need in an ethical manner. (AASL 21st 1)

    A. Locate and Evaluate Resources
        1. Independently and collaboratively, identify resources to meet the information need.
            a. Identify and explore human, print, online, and multimedia resources.
            b. Select resources based on subject, advantages and disadvantages of various formats, availability and ease of access, and the information need.
            c. Refine or revise researchable questions based on access to and availability of resources.
        2. Use safe practices when online.
            a. Identify and follow the district's Acceptable Use Policy and school-based computer use rules.
            b. Apply safe practices for both assignment-related and personal online searches.
    B. Locate and Evaluate Sources
        1. Independently and ethically locate relevant sources to meet the information need.
            a. Apply knowledge of catalogs, call numbers, pathfinders, links, and organizational structures (search strategies unique to various

                search engines and databases) to locate relevant sources.
- b. Choose a citation style appropriate to the subject for a preliminary source list.
- c. Select and record potential sources of print, online and multimedia resources and their locations.
2. Independently and collaboratively evaluate sources to meet the information need in need in an ethical manner.
- a. Evaluate sources based on currency, authority, reliability, bias, point of view, relevance, authorship, purpose, and audience to select sources to meet the information need.
- b. Select and use text features, background knowledge, keywords and key ideas to select sources that meet the information need.
- c. Defend selected sources.

3.0 Find, Generate, Record, and Organize Data/Information: Students will be able to follow an inquiry process to find, generate, record and organize information relevant to the information need in an ethical manner. (AASL 21st 1)

A. Find Data/Information within a Variety of Sources
1. Collaboratively and independently use specific sources to find information.
- a. Generate and use effective search terms and strategies to find information within a specific source and defend choices.
- b. Use technology tools to find data/information within a specific source.
2. Evaluate relevance of information within a specific source to meet the information need.
- a. Differentiate between fact and opinion within a specific source.
- b. Confirm that information within a specific source matches the information need.
B. Generate New Data/Information in an Ethical Manner
1. Collaboratively and independently generate new data/information from observations, interviews and/or surveys.
- a. Generate effective criteria for observations and questions for interviews and surveys.
- b. Generate information in an appropriate format (video or audio recording, notes, table, spreadsheet, graphic organizer, and other digital formats, etc.).
- c. Exhibit intellectual integrity and ethical behavior in generating information.
C. Record and Organize Data/Information
1. Collaboratively and independently record data/information in a variety of appropriate formats.
- a. Add any new sources to the existing source list.
- b. Select and apply appropriate strategies for organizing data/information (e.g., alphabetical, chronological, part to whole,

general to specific, main idea and supporting details, compare/contrast, cause and effect, categorizing, data table, tags and clusters).
c. Defend a format for organizing data/information.
d. Record only succinct and relevant information.
e. Avoid plagiarism by recording direct quotations, complete graphs, charts, and images and keeping track of sources used.
f. Avoid plagiarism by recording citation information about each piece of data/information.
g. Use technology to record and organize data/information.
2. Use an appropriate and accepted citation style to create a source list.
a. Explain the purpose of giving credit to sources of information.
b. Independently and accurately give credit to sources of information.
c. Use all the features of a citation generator to create a source list.
3. Revisit the information need.
a. Reflect on and revise or refine research questions, theses, hypotheses, or positions based on new information discovered in the inquiry process.

4.0 Interpret Recorded Data/Information: Students will be able to follow an inquiry process to interpret recorded data/information to create new understandings and knowledge related to the information need in an ethical manner. (AASL 21st 2)

A. Interpret Recorded Data/Information
1. Independently and collaboratively evaluate and analyze recorded data/information to meet the information need.
a. Assess recorded information against prior knowledge and make personal connections.
b. Evaluate and analyze recorded information for relevance, completeness, accuracy, and discrepancies.
c. Analyze recorded data/information to ensure that each section of the information product will contain data/information from multiple sources.
d. Find and record missing or additional data/information.
2. Independently and collaboratively apply critical thinking and problem-solving strategies to the recorded data/information to meet the information need.
a. Verify the validity and accuracy of the recorded data/information regardless of its source.
b. Ethically and accurately summarize, paraphrase, and/or manipulate the recorded data/information.
c. Identify bias and point of view within the recorded data/information.
d. Identify how the recorded data/information can be crafted to express an idea or draw a conclusion.

e. Identify and analyze patterns to categorize the recorded data/information.
f. Make inferences using recorded data/information from multiple sources.

3. Apply ethical practices to the evaluation and analysis of the recorded data/information.
    a. Practice digital citizenship and observe intellectual property rights.
    b. Avoid plagiarism by citing all paraphrased, summarized, and/or manipulated recorded data/information.
    c. Identify multicultural, alternative, and diverse perspectives and interpretations.
    d. Use technology to support critical thinking skills and problem-solving strategies to meet the information need.

B. Create New Understandings and Knowledge
1. From the recorded data/information, ethically create new understandings and knowledge related to the information need.
    a. Synthesize recorded data/information from multiple sources.
    b. Draw conclusions from the recorded data/information to create and articulate new understandings.
    c. Reflect on and/or revise the researchable question/hypothesis or thesis to reflect research findings.
    d. Prioritize recorded data/information to build a hierarchy.
    e. Defend conclusions and recognize divergent thinking.

5.0 Share Findings/Conclusions: Students will be able to follow an inquiry process to share findings/conclusions in an appropriate format to support written, oral, and multimedia information products and evaluate the product and the process in an ethical manner.

A. Share Findings/Conclusions
1. Individually and collaboratively, use a variety of formats to prepare the findings/conclusions of the information need for sharing.
    a. Organize and display findings/conclusions in a variety of formats, including the use of technology.
    b. Design the presentation format and delivery for intended and/or diverse audiences.
    c. Apply appropriate design criteria, which include universal design principals, to the content and layout of the information product.
    d. Use technology to present findings/conclusions in a variety of formats.
    e. Edit/review/revise, and when appropriate, practice the presentation of, the information product.
    f. Apply fair use, copyright laws, and creative commons attributions.

       g.   Identify and apply conventions distinct to a subject area and product format.
   2. Individually, collaboratively, and responsibly share findings/conclusions.
       a.   Contribute to a learning community.
       b.   Practice digital etiquette when sharing findings and conclusions.
       c.   Credit sources using an appropriate citation format as part of the information product.

B. Evaluate the Product and the Process
   1. Individually and collaboratively, evaluate the inquiry process and the information product.
       a.   Create and apply criteria to evaluate the information product.
       b.   Use audience feedback and/or peer review to reflect on the information product.
       c.   Reflect on the information need, new knowledge, and the need for additional information.
       d.   Reflect on the inquiry process and how to use it more efficiently.

6.0 Appreciate Literature and Life-long Learning: Students will be able to demonstrate an appreciation of literature and multimedia as a reflection of human experience and use the inquiry process for life-long learning. (AASL 21st 4)

A. Appreciate Literature and Multimedia
   1. Collaboratively and independently identify relationships within literature and/or between fiction and nonfiction and real life.
       a.   Read, listen to, view, and discuss literature that reflects personal interests, provides imagined experiences, and validates individual concerns and experiences.
       b.   Analyze literature-to-self, literature-to-literature, literature-to-multimedia, and literature-to-world connections.
       c.   Read, listen to, view, and integrate information from non-fiction literature to appreciate fiction literature.
       d.   Use literature to answer questions, make decisions, or solve problems.
       e.   Use literature to evaluate historical problems, current social events, and personal decisions.
       f.   Establish criteria with which to critique or evaluate literature.
   2. Select literature and/or multimedia from the library media center and other libraries for a personal and/or assigned need.
       a.   Follow circulation procedures and policies in the library media center and other libraries.
       b.   Locate and select literature and/or multimedia in a variety of styles and genres.

B. Demonstrate Life-long Learning Practices
   1. Connect literature and multimedia to learning.

a. Explain the connection between reading, listening to, and viewing literature and/or multimedia and being successful in personal and academic pursuits/endeavors.
b. Defend literature and/or multimedia choices.
c. Explain why intellectual freedom is important and what we must do to preserve it.
d. Contribute to a learning community.
e. Adopt new technology or methodology to expand personal and academic pursuits/endeavors.

MARYLAND TECHNOLOGY LITERACY STANDARDS FOR STUDENTS

Maryland Technology Literacy Standards for Students- Grades 9-12

Standard 1.0 – Technology Systems: Develop foundations in the understanding and uses of technology systems

A. Systems
    1. Demonstrate knowledge of technology systems
        a) Use network resources effectively and efficiently
        b) Explore and use a variety of input and output devices effectively and efficiently for academic, personal, and work related purposes
        c) Recognize and identify hardware and software problems and implement strategies to minimize their impact on operations
        d) Manage files and folders to organize and retrieve information efficiently
        e) Convert file formats for academic, personal, and work related purposes
        f) Evaluate new and emerging technologies
        g) Transfer knowledge and adapt practices to new and emerging technologies
        h) Use technology, including assistive technology, to maximize accessibility for academic, personal, and work related purposes

Standard 2.0 – Digital Citizenship: Demonstrate an understanding of the history of technology and its impact on society, and practice ethical, legal, and responsible use of technology to assure safety

A. Technology and Society
    1. Evaluate how technology affects the individual and society
        a) Recognize and explain how technology facilitates interconnectedness and fosters cultural and global awareness
        b) Evaluate the role of technology in the global society including its impact on:
        • individuals
        • families
        • communities
        • workplaces
        • economies
        • the environment
        c) Identify the technology skill requirements for potential careers
        d) Propose and justify a technological solution to a societal issue

B. Legal and Ethical Issues
    1. Practice responsible and appropriate use of technology systems, software, and information in academic, personal, and work related environments
        a) Understand and apply acceptable use policies and practices
        b) Adhere to ethical standards of conduct in the use of technology
        c) Recognize personal differences and practice digital etiquette within diverse communities
        d) Practice responsible use of technology systems including the proper care of equipment and safe and correct security procedures
    2. Demonstrate an understanding of current legal standards
        a) Adhere to local, state, and federal laws
        b) Respect intellectual property rights and adhere to copyright guidelines of all digital content
        c) Cite electronic sources of text and digital information properly (such as MLA, APA, and Chicago)
    3. Understand current safety guidelines
        a) Adhere to privacy and safety guidelines, policies, and procedures
        b) Model personal safety within a variety of digital communities

Standard 3.0 – Technology for Learning and Collaboration: Use a variety of technologies for learning and collaboration

A. Learning
    1. Select and use technology tools to enhance learning
        a) Select and use technology tools, including software, hardware, and learning management systems to learn new content or to reinforce skills
        b) Evaluate the choice of specific technology tools to complete tasks and support personal learning needs
B. Encourage Collaboration
    1. Select and use technology tools to encourage collaboration locally and globally
        a) Select and use technology tools, including software, hardware, and learning management systems to support collaboration
        b) Practice digital etiquette to support collaboration
        c) Evaluate the choice of specific technology tools to support collaboration
C. Increase Productivity
    1. Select and use technology tools to increase productivity
        a) Select and use technology tools to improve or increase the quality, quantity, or rate of production
        b) Evaluate the use of specific technology tools to improve or increase the quality, quantity, or rate of production

Standard 4.0 – Technology for Communication and Expression: Use technology to communicate information and express ideas using various media formats

A. Communication
1. Select and use technology to communicate with diverse audiences locally and globally
a) Select and use multiple media and formats to communicate information
b) Apply the concepts of universal design to develop, share, and publish information
c) Evaluate the use of media and formats for various audiences and purposes
B. Expression
1. Select and use technology to express ideas
a) Select and use technology tools to creatively express and share ideas
b) Evaluate the effectiveness of selected technology tools for the intended purpose

Standard 5.0 – Technology for Information Use and Management: Use technology to locate, evaluate, gather, and organize information.

A. Locate, Evaluate, and Gather Information
1. Select and use information resources available through technology
a) Select and use technology tools to plan strategies to guide personal and academic inquiry.
b) Use technology tools to identify relevant resources.
c) Select and evaluate information from appropriate technology resources.
d) Analyze the advantages and disadvantages of the technology selected.
B. Organize information
1. Select and use technology tools to organize information
a) Use appropriate technology tools to support organization of information for analysis and synthesis
b) Defend the selection of the specific technology tool to organize information

Standard 6.0 – Technology for Problem-Solving and Decision-Making: Demonstrate ability to use technology and develop strategies to solve problems and make informed decisions

Components of a Problem Solving Process Supported by Technology
A. Investigate Problems and Propose Solutions
1. Understand the Problem
2. Devise a Plan
3. Carry Out the Plan
4. Analyze Data
5. Communicate Conclusion

B. Examine the Solution

The components of the problem solving process are the same for all disciplines and across all grade levels. Academic rigor comes from the complexity of the problem and the technology used to solve the problem (Grades 9 through 12)

A. Investigate Problems and Propose Solutions
   1. Understand the Problem
      • Use technology to help define the problem and the data and information needed to solve that
   2. Devise a Plan
      • Identify possible technology tools to gather data
      • Use technology to develop a plan for how to answer questions about a problem/situation that requires further study
      • Use technology to help formulate a research question about a problem/situation that requires further study
      • Identify technology resources to gather information about a problem/situation that requires further study
      • Select an appropriate technology tool to gather data
      • Evaluate the effectiveness of the selected technology resources and adjust
      as needed
   3. Carry Out the Plan
      • Collect data and information using technology tools
      • Use communication tools to gather information
      • Apply evaluation strategies when using electronic resources
      • Make and record observations using technology
      • Use technology tools to track and communicate project progress
      • Evaluate the effectiveness of the selected technology resources and adjust as needed
   4. Analyze Data
      • Analyze data and evaluate information using technology tools
      • Evaluate the effectiveness of the selected technology resources and adjust as needed
   5. Communicate Conclusion
      • Display data and information using technology tools
      • Use communication tools to communicate conclusions
      • Present information and conclusions in formats that are appropriate to a specific audience
      • Evaluate the effectiveness of the selected technology resources and adjust as needed
   6. Examine the Solution
      • Defend the use of the selected technology for individual learning of the specific task
      • Evaluate the appropriateness of media formats for communicating data

CONCEPTS FOR LIBRARY MEDIA

Accuracy: state of correctness; freedom from mistake or error

Creativity: having the ability or power to create; characterized by
                             originality and expressiveness

Community: people who live in a particular area; people who have
                             similar qualities or interests

Critical Thinking: to engage in a task when solutions are not apparent;
                             pushing the limits of knowledge and ability

Documentation: giving credit to a source in a defined format

Ethics, Values: principal of right or good conduct, moral choices to be
                             made by the individual

Independent Learning: to use knowledge to locate and use materials without the
                             influence, guidance or control of others

Information Literacy: ability to find and use information

Media: materials that present information; print or non-print
                             sources

Organization: act or process of being organized; to arrange by systematic
                             planning

Recreation: an activity that produces enjoyment and/or relaxation

Resource Management: to organize the materials housed in a specific area

Social Responsibility: to demonstrate understanding, friendliness, adaptability,
                             empathy and politeness

Society: a body of individuals who contribute positively to the
                             learning community; to participate effectively in groups; to
                             pursue and generate information

Technology: to understand the overall intent and proper procedures for
                             using software and hardware

Wants and Needs: materials that would create a better learning environment as
                             opposed to essential materials for the completion of a task

K – 12 CONCEPTUAL HIERARCHY FOR LIBRARY MEDIA

Concept	Grade												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Accuracy				X		X	X	X	X	X	X	X	X
Creativity					X	X	X	X	X	X	X	X	X
Community			X	X	X	X	X	X	X	X	X	X	X
Critical Thinking					X	X	X	X			X	X	X
Documentation							X	X	X	X	X	X	X
Ethics, Values					X	X	X	X	X	X	X	X	X
Independent Learning				X	X	X	X	X	X	X	X	X	X
Information Literacy		X	X	X	X	X	X	X	X	X	X	X	X
Media			X	X		X	X	X		X	X	X	X
Organization					X	X	X	X		X	X	X	X
Recreation		X	X	X	X	X	X	X	X	X	X	X	X
Resource Management				X	X	X		X	X	X	X	X	X
Social Responsibility			X		X	X	X	X	X	X	X	X	X
Society			X		X	X	X	X	X	X	X	X	X
Technology		X	X	X	X	X	X	X	X	X	X	X	X
Wants and Needs		X	X	X	X	X	X	X	X	X	X	X	X

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MEDIA
CONCEPTS AND ENDURING UNDERSTANDINGS
FOR GRADE NINE THROUGH TWELVE

Key Concepts:

Accuracy	Media
Community	Organization
Creativity	Recreation
Critical Thinking	Resource Management
Documentation	Social Responsibility
Ethics, Values	Society
Independent Learning	Technology
Information Literacy	Wants and Needs

Enduring Understandings:

1. Reading for pleasure or information has life-long applications. (A)

2. Library materials are arranged in a logical manner and may be retrieved using knowledge of that arrangement.   (L and U)

3. Information may be readily accessed and evaluated through all media types and should meet a specific need. (R,E and S, R and M)

4. Information may be organized using study, research, reference, and critical thinking skills to foster independent learning.   (O)

5. Information from various resources must be analyzed, evaluated, synthesized and interpreted appropriately.   (I)

6. Ideas can be communicated effectively by designing, creating and producing materials from information sources.   (P)

7. The use of information requires ethical choices and a responsible attitude. (EB)

MEDIA CENTER CONTENT OUTLINE
(REQUIRED DECLARATIVE KNOWLEDGE)

Declarative knowledge is cumulative and extensive. Library media curriculum builds on the skills and concepts taught in earlier grades. Units are designed to produce independent users of high school media centers in all curriculum areas.

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Orientation	Research Process	Academic Integrity	Media Literacy	Literature Appreciation
Author	Task definition	Integrity	Media Literacy	Challenge
Call number	Subtopic	Academic integrity	consumer	Suppression
Circulation	Research question	Plagiarism	credible/incredible	Author
Database	Information Seeking Strategy	Copyright	point of view	OPAC
Dewey decimal system	Note taking	Fair use	sponsor	Computer
Encyclopedia	Search terms	Public domain	Advertising Strategies	Textual support
Fiction	Database	Cite/citing/citations	APA style	Academic integrity
Fines	Reference material	Common knowledge	Web site evaluation	Bibliography
Index	Nonfiction	In-text citation	Appendix	Analysis
Keyword	MLA style	Paraphrase	Bibliography	Book Review
Media specialist	Location and access	Summary	Database	Censorship
Media technician	Keyword	Idea	Diction	Character
Nonfiction	Cite/citing/citations	Analysis	Encyclopedia	Call number
OPAC	OPAC	Turnitin.com	Glossary	Copyright
Reference materials	Index	MLA style	Imagery	Critique
Subject	Search strategy	National Honor Society	Index	Database
	Use of information	Parenthetical citation	Mood	Criteria
	In-text citation	Quotation	OPAC	Dewey decimal system
	Works cited	Works Cited	Poetry	MLA style
	Quotation	Bibliography	Wikipedia	Fiction
	Paraphrase	Plagiarism	Authority	Paragraph
	Summary	Source	Domains	Parenthetical citation
	Web site evaluation	Works Cited	Table of contents	Genre

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Orientation	Research Process	Academic Integrity	Media Literacy	Literature Appreciation
	Evaluation		objectivity	Quotation
	Authorship		bias	Reference materials
	Point of view		links	Source
	Bias		browser	Nonfiction
	Currency			Novel
	Annotated bibliography			Play
	Source			Plot
	Plagiarism			Setting
	Wikipedia			Subject
				Theme

MEDIA CENTER CONTENT DEFINITIONS
(REQUIRED DECLARATIVE KNOWLEDGE)

Academic Integrity is taking responsibility for the quality and completion of one's own work.

Accuracy refers the correctness of information presented on a website.

Advertising Strategies are the eleven strategies advertisers use to persuade consumers to purchase their products.

Analysis is the process of breaking down information into smaller parts for greater understanding.

Annotated Bibliography is a bibliography in which each source citation is followed by a summary or explanation of the information presented in the source.

APA Style is the American Psychology Association format for writing research papers and documenting sources.

Appendix is the section of a book where one finds additional resources or information on a topic.

Author is the writer or creator of one or more works.

Authority refers to the authenticity and accuracy of the author or organization of the web site.

Authorship the occupation or career of writing

Banned Book Week celebrates the freedom to choose or the freedom to express one's opinion even if that opinion might be considered unorthodox. Instituted by the American Library Association beginning in 1982 and is held annually.

Bias is exhibiting one point of view.

Bibliography is a list of resources used in research. *See related term "works cited"*

Book Review is a critical evaluation of a book.

Boolean Searching is a system of math that uses operators such as "and," "or," and "not" that enables you to retrieve more specific results from your query.

Browser is software used to surf the web, i.e. Firefox or Explorer.

Call Number is a group of letters and/or numbers which identifies the location of an item in the media center.

Censorship refers to material that is removed.

Challenge refers to material that is questioned for its appropriateness.

Character is a figure or personality in a work of fiction or narrative.

Circulation refers to the procedures by which materials move in and out of the media center.

Cite/Citing/Citations: when appropriate, crediting a source for the information used within the text of a final product of research, often following a particular format. *See "APA" or "MLA"*

Common Knowledge is information that can be found in three or more sources and does not need to be cited.

Consumer is the buyer or user of a product.

Copyright is a privilege extended to the creators of works. It ensures that the creator is compensated, either monetarily or with acknowledgement, for their work(s).

Credible refers to the believability of information.

Criteria are standards or rules used to judge something, established in advance of evaluation.

Critique is a formal analytical assessment.

Currency refers to what is acceptable at this present time; the most recent data; and the date of the information.

Database is a file composed of records with a set of operations for searching, sorting, and other functions.

Dewey Decimal System is a numeric classification used to organize materials in a media center.

Diction refers to the writer's choice of words.

Domains designate the type of site, i.e. .com, .gov, .edu, .org, .mil.

Encyclopedia is a reference work, found in print or online, that contains brief articles on a variety of subjects. The print form is arranged alphabetically.

Evaluation: Step six of the Big6™ research strategy; the act of reviewing and assessing the research process and final product.

Fair Use is the rule under which one can use a portion of copyrighted material without compensation or notification.

Fiction is a work of imagination.

Fines are financial penalties applied to student accounts for overdue, managed, and missing materials.

First Amendment is part of the United States Bill of Rights that prohibits laws being enacted that infringe on a persons' freedoms pertaining to religion, speech, press, peaceful assembly and cannot limit the right of people to petition the government concerning grievances.

Free Web refers to information found on the Internet but not from a paid subscription tool.

Genre refers to the classification of literary works by type, e.g. fantasy, science fiction, etc.

Glossary is a listing of terms and their definitions used in a particular work.

Hoax refers to presenting fraudulent information with the purpose of misleading an audience.

Homepage is the main page of a website. Typically, the homepage serves as the index or table of contents to other documents stored at the site.

HTML stands for Hypertext Markup Language used to create pages on the web.

Idea is a concept created by one self.

Imagery refers to the sensory details of a written work.

Incredible refers to something that is not believable.

Index is a categorized listing of information used in a source using keywords.

Information seeking strategy: Step two of the Big6™ research strategy; the act of deciding where to begin the search for information.

Integrity is one's sense of honor and ethical responsibility.

The **Internet** is a collection of communication networks that retrieve information from a variety of computer systems.

In-text citation refers to the brief acknowledgement of a source within the text of one's research. Also known as *parenthetical citation.*

Keyword(s) is a term or phrase that is entered to begin a search.

Links are tools within a web site that lead or direct users to other documents or sites.

Literary Criticism is a written evaluation on a work of literature.

Location and access: Step three of the Big6™ research strategy; the act of finding and retrieving information.

Media Literacy is the ability to use and assess information sources effectively.

Media Specialist refers to the certified teacher, information specialist, instructional partner and program administrator of the media center.

Media Technician refers to the individual responsible for the daily operations of the media center, including circulation, cataloging and other duties.

MLA style is the Modern Language Association format for writing research papers and documenting sources.

Mood refers to the atmosphere created in a literary work.

National Honor Society is a group that recognizes students for their scholarship, character, leadership and service.

Nonfiction refers to factual information.

Note taking: The act of converting information into brief statements to be used in a product at a later time.

Novel is a long work of fiction.

Objectivity is the quality of being without bias.

OPAC refers to Harford County's "online" public access catalog.

Outlining is the process of putting ideas or notes in a logical sequence—it is the organizational framework for formal writing or other products.

To **paraphrase** is to put information into one's own words and cite it.

Parenthetical citation refers to the brief acknowledgement of a source, placed in parentheses, within the text of one's research. Also known as *in-text citation.*

Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.

Play is a dramatic work written in a format intended for performance.

Plot is the order of events and action of a literary work.

Poetry is literary expression with heightened attention to language, form and devices.

Point of View refers to the perspective of the source.

Public Domain refers to the ability to freely use any work for which the copyright has expired.

Quotation is a word-for-word excerpt from a source, placed in quotation marks and cited.

Reference material refers to works, either electronic or in print, that are useful for specific research tasks. They have limited circulation and are located in a specific section in the media center.

Repetition is a literary device in which words or phrases are repeated for emphasis.

Research Question is the main focus of inquiry that drives one's research.

Search Engines are programs on the Internet that search for keywords in files and documents.

Search Strategy is a devised method of finding specific information effectively.

Search terms are words used to seek information.

Setting is the time/place used in plot.

Source refers to the person, file, document or work that provides information.

Sponsor refers to the organization that takes responsibility for a product.

Subject refers to the topic or category of information.

Subtopic: A more specific area of a larger topic to explore in research.

Summary is a condensed version of a source, using main ideas.

Suppression is material that is withheld for a particular audience.

Synthesis: Step five of the Big6™ research strategy; the act of compiling notes from research into a final product.

Table of Contents refers to the page in the front of a work that presents its organization and parts.

Task definition: Step one of the Big6™ research strategy; the act of focusing the information need by devising good research questions.

Textual support is using evidence from the text to create an argument.

Theme is the universal idea or message presented in a literary work.

Tilde followed by initials indicated a personal page.

Truncation is a search strategy that places an asterisk at the root of the word to expand search results.

Turnitin.com is a subscription service for educators to compare new work to existing works for plagiarism.

URL is uniform resource locator, a term for the unique location of a particular web file on the Internet.

Use of information: Step four of the Big6™ research strategy; the act of reading and taking notes in an organized manner.

Website is similar to a file folder, which contains and organizes information and documents on the Internet.

Website evaluation is a process by which information is assessed using criteria such as authorship, currency, point-of-view, etc.

Wikipedia is an online, open-source encyclopedia that does not require its contributors to be identified.

Works Cited refers to a list of sources referenced within a final product of research.

HARFORD COUNTY STANDARDS AND INDICATORS (REQUIRED PROCEDURAL KNOWLEDGE)

Library media curriculum in **high school** builds upon the skills and concepts taught in elementary and middle school media centers. Students are introduced to the physical features of their middle school's media center as well as its policies and procedures. Various electronic sources, general and specialized reference books, and specific organizational tools are introduced to build upon research skills. The library media curriculum for the Harford County Public Schools is based upon the Maryland Learning Outcomes in Library Media Education.

HARFORD COUNTY STANDARDS AND INDICATORS
PROCEDURAL KNOWLEDGE
NINTH GRADE

Students will follow an inquiry process to:

1. Define a problem, formulate questions and refine either or both to meet an information need by:

    - following an inquiry process for an assigned information need
    - identifying an assigned information need
    - determining the scope of an information need
    - formulating and refining effective research questions

2. Identify, locate, evaluate and select resources and sources in a variety of formats to meet the into need in an ethical manner:

    - constructing an effective information-seeking strategy using synonyms, broader/narrower terms, and multiple keywords
    - using print and electronic sources, various bibliographical sources, and available magazine/newspaper sources to complete content area assignments
    - searching and identifying various sections of the media center
    - efficiently locate information using a variety of search engines and databases
    - evaluating sources using established criteria, such as CARRDSS.
    - identifying different parts of an electronic source citation and the electronic card catalog
    - determining the best resource to meet a specific information need
    - using the index in a print reference source to locate information
    - defining academic integrity as stated by the school
    - accessing subscription sources using usernames and passwords
    - adhering to the county/school's policies regarding computer usage
    - applying safe practices related to sharing personal information and making contacts over the Internet

3. Find, generate, record and organize information relevant to the information need in an ethical manner:

    - applying a search strategy for electronic sources
    - generating and applying effective search terms and strategies to find information within a specific source.
    - evaluating print and non-print sources to solve an informational need.
    - selecting facts relevant to the information need
    - using electronic literacy skills such as keyboard shortcuts and scrolling to capture relevant information.
    - accessing subscription sources using usernames and passwords
    - locating, selecting and taking notes from electronic sources
    - carefully applying a structured note-taking strategy that categorizes facts by their main idea
    - transferring notes into outline form using a logical format
    - defining academic integrity as stated by the school
    - explaining the purpose of giving credit to sources of information
    - using all the features of a citation generator to create a source list

4. Interpret recorded data/information to generate new understandings and knowledge related to the information need in an ethical manner

    - analyzing recorded data/information to ensure that each section of the information product will contain data/information from multiple sources
    - avoiding plagiarism by citing all paraphrased, summarized, or manipulated recorded data/information
    - synthesizing recorded data/information from multiple sources
    - drawing conclusions from the recorded data/information to create new understandings
    - examining and discussing media center services and policies.
    - making connections between an author's life experiences and his/her writing style
    - accurately identifying whether or not specific information requires a citation.
    - combining information from notes to begin the writing process.
    - determining the advertising strategies used to attract a particular target audience.
    - identifying point of view and or bias in an information source.
    - understanding media bias and its impact on consumers
    - making personal connections to information analyzing data from several advertising campaigns to determine a correlation between strategies employed and the target audience.
    - understanding and accurately identifying the different advertising strategies employed by a company to market their product.
    - analyzing the strategies used in print and non-print advertisement
    - defining academic integrity as stated by the school

5. Share findings/conclusion in an appropriate format to support written, oral and multimedia information products and evaluate the product and the process in an ethical manner.

- creating print and/or non-print media for a written presentation.
- creating print and/or non-print media for an oral presentation.
- defining academic integrity as stated by the school
- having an awareness of cyber bullying and interacting properly with other individuals on social networking sites and in chat rooms
- defining academic integrity as stated by the school
- avoiding plagiarism
- recognizing the social consequences of unethical behavior
- identifying specific source information with in-text (parenthetical) citations
- using MLA format to create a Works Cited page and in-text citations
- evaluating the inquiry process and the information product

6. Demonstrate an appreciation of literature and multimedia as a reflection of human experience and use the inquiry process for live-long learning.

- determining best practices for self-selecting a book
- using appropriate websites to find reviews of books that reflect personal interests

HARFORD COUNTY STANDARDS AND INDICATORS
PROCEDURAL KNOWLEDGE
TENTH GRADE

Students will follow an inquiry process to:

1. Define a problem, formulate questions and refine either or both to meet an information need by:

    - determining the best information (tools) for particular information needs based on agreed-upon criteria

2. Identify, locate, evaluate and select resources and sources in a variety of formats to meet the informational need in an ethical manner by:

    - evaluating sources found and choosing the sources that will be appropriate to meet specific needs.
    - selecting and locating a banned book and/or other print sources using OPAC, the electronic catalog.
    - selecting facts relevant to the information need

3. Find, generate, record and organize information relevant to the information need in an ethical manner by:

    - effectively using sources to locate material that details where and why young adult literature has been challenged.
    - using electronic literacy skills such as keyboard shortcuts and scrolling to capture relevant information.
    - Paraphrasing a selection of text
    - Using MLA format to generate appropriate in-text and full-length citations
    - locating, selecting, and taking notes from non-print/electronic sources.
    - locating, selecting, and taking notes from print sources.

4. Interpret recorded data/information to generate new understandings and knowledge related to the information need in an ethical manner by:
    - identifying the quality of information from a variety of electronic and print sources.
    - identifying scenarios that represent a challenge, suppression, and censorship and discuss their differences.
    - identifying textual evidence within a piece of writing to support tone and/or literary value.
    - analyzing a banned book and determine the reasons for its censorship.
    - using various reading strategies to paraphrase a selection of text
    - avoiding plagiarism by citing quoted, paraphrased, and summarized information.
    - integrating a quotation into writing.
    - synthesizing recorded data/information from a variety of sources.

- locating and evaluating the appropriateness of information gained from electronic and/or print sources to complete an annotated bibliography.

5. Share findings/conclusion in an appropriate format to support written, oral and multimedia information products and evaluate the process in an ethical manner by.

- composing an annotated bibliography
- presenting findings regarding the banned book assignment either orally or written.
- creating both in-text citations and a Works Cited page in MLA format for content area assignments

6. Demonstrate an appreciation of literature and multimedia as a reflection of human experience and use the inquiry process for live-long learning by.

- selecting a book from the "Top 100 Banned Books," that reflects personal interest and/or experiences
- during and after reading selected material, making connection between the story/text and the reasons for the book being censored or banned.
- describing specific reasons a book might have been challenged but recognizing its literary or social merits as well.
- recognizing the value of tone in a piece of writing
- describing tone in a piece of writing using suggested vocabulary

HARFORD COUNTY
STANDARDS AND INDICATORS
PROCEDURAL KNOWLEDGE
ELEVENTH GRADE

Students will follow an inquiry process to:

1. Define a problem, formulate questions and refine either or both to meet an information need by:
    *   refining a topic to facilitate research
    *   pursuing information related to personal interests

2. Identify, locate, evaluate and select resources and sources in a variety of formats to meet the information need in an ethical manner:

    *   searching for reference materials and electronic sources pertaining to a particular topic of study
    *   abiding by the schools' policy regarding Academic Integrity when completing oral and written assignments.
    *   Locating and using information to meet an identified need

3. Find generate, record and organize information relevant to the information need in an ethical manner:

    *   select reference and electronic sources pertaining to a particular topic of study
    *   reviewing, evaluating, and collecting information relevant to an information need.
    *   reviewing and independently applying appropriate strategies to facilitate comprehension, analysis and synthesis.
    *   streamlining note-taking skills, especially when using electronic formats, by selecting specific, important, unique information over common knowledge
    *   applying strategies for expressing ideas of others through direct quoting and paraphrasing
    *   taking appropriate notes from print and online sources that support a specific outline and thesis
    *   properly recording print and online sources in the form of a bibliography or works cited page
    *   recording and organizing notes in a graphic organizer to aid in the writing process
    *   using properly formatted in-text citations to indicate use of others' ideas and words
    *   abiding by the schools' policy regarding Academic Integrity when completing oral and written assignments.

4. Interpret recorded data/information to generate new understandings and knowledge related to the information need in an ethical manner

- finding relevant examples within text that support personal ideas, and using own words, paraphrasing and quoting to avoid plagiarism
- evaluating specific passages to determine the type of criticism offered
- independently applying strategies for interpreting information
- combining information from notes to begin the writing process
- defining and identifying the purpose of a literary criticism
- evaluating the differences among the various types of literary criticisms for a specific purpose
- analyzing passages to identify their usefulness to meet specific information needs
- prioritizing recorded data/information to build a hierarchy
- integrating ideas of others with personal ideas in order to avoid plagiarism
- using properly formatted in-text citations to indicate use of others' ideas and words
- using properly formatted in-text citations to indicate use of others' ideas and words
- creating a properly formatted works cited page that matches up with in-text citations
- abiding by the schools' policy regarding Academic Integrity when completing oral and written assignments.

5. Share findings/conclusion in an appropriate format to support written, oral and multimedia information products and evaluate the product and the process in an ethical manner.

- producing a written evaluation of their conclusions and findings based on their online and print research
- produce a bibliography or works cited page
- showing appreciation for the ideas of others through either quoting or paraphrasing
- producing materials in an appropriate format to support written presentation
- effectively communicating an opinion using information as support
- creating print and/or non-print media for a written presentation.
- creating print and/or non-print media for an oral presentation.
- using properly formatted in-text citations to indicate use of others' ideas and words
- creating a properly formatted works cited page that matches up with in-text citations
- abiding by the schools' policy regarding Academic Integrity when completing oral and written assignments.
- reflecting on the information need, new knowledge, and the need for additional information.

6. Demonstrate an appreciation of literature and multimedia as a reflection of human experience and use the inquiry process for live-long learning.

- selecting a fiction or nonfiction book to read for pleasure
- making connections between the subject of a book and personal interests
- selecting appropriate reading materials that will expand knowledge of a particular subject or interest

HARFORD COUNTY STANDARDS AND INDICATORS
PROCEDURAL KNOWLEDGE
TWELFTH GRADE

Students will follow an inquiry process to:

1. Define a problem, formulate questions and refine either or both to meet an information need by:
    *   refining a topic to facilitate research
    *   pursuing information related to personal interests
    *   identifying the author's style to enhance the student's writing ability

2. Identify, locate, evaluate and select resources and sources in a variety of formats to meet the into need in an ethical manner:

    *   using OPAC, the automated catalog, to locate appropriate fiction and non-fiction books in the school's library
    *   understanding the library's arrangement and successfully locating material in the appropriate section.
    *   using appropriate reviewing sources, both online and print, to evaluate selected reading.
    *   searching for reference materials and electronic sources pertaining to a particular topic of study
    *   avoiding plagiarism and following the school's policy regarding Academic Integrity respecting the intellectual property of others by citing online and print sources.

3. Find generate, record and organize information relevant to the information need in an ethical manner:

    *   using print and online sources to retrieve appropriate book reviews
    *   evaluating print and online reviews to make appropriate book selections
    *   appropriately formatting notes in the form of a review
    *   select reference and electronic sources pertaining to a particular topic of study
    *   reviewing, evaluating, and collecting information relevant to an information need.
    *   reviewing and independently applying appropriate strategies to facilitate comprehension, analysis and synthesis.
    *   collecting and organizing information to complete a research assignment using an appropriate strategy
    *   using appropriate note-taking strategies to record personal reactions to a book
    *   recording appropriate information from sources and citing correctly to avoid plagiarism
    *   avoiding plagiarism and following the school's policy regarding Academic Integrity respecting the intellectual property of others by citing online and print sources.

4.   Interpret recorded data/information to generate new understandings and knowledge related to the information need in an ethical manner

- drawing conclusions based on researched data to select a book to read for pleasure
- making personal connections with individual book selection
- evaluating Shakespeare's accuracy with the setting and characters for *Macbeth*
- identifying interesting facts about medieval European society
- identifying specific facts about medieval life that are important in the plot of the play and deciding how accurate Shakespeare was in presenting them.
- avoiding plagiarism and following the school's policy regarding Academic Integrity respecting the intellectual property of others by citing online and print sources.
- drawing conclusions from the information to create new understandings.

5.   Share findings/conclusion in an appropriate format to support written, oral and multimedia information products and evaluate the product and the process in an ethical manner.

- creating and completing a book review project and presenting to the class
- creating print and/or non-print media for a written presentation in a content area.
- creating print and/or non-print media for an oral presentation in a content area.
- avoiding plagiarism and following the school's policy regarding Academic Integrity respecting the intellectual property of others by citing online and print sources.

6. Demonstrate an appreciation of literature and multimedia as a reflection of human experience and use the inquiry process for live-long learning.

- selecting a fiction or nonfiction book to read for pleasure
- making connections between the subject of a book and personal interests
- selecting appropriate reading materials that will expand knowledge of a particular subject or interest

ASSESSMENT

The Maryland School Performance Program (MSPP), including the High School Assessments, holds schools and school systems in Maryland accountable for ensuring that all students achieve success in rigorous academic programs. The synthesis and application of knowledge are assessed in authentic ways through real-world applications, as reflected in the performance tasks. The High School Assessments test student knowledge in certain course content areas. Use of research skills acquired in the media center is an integral part of all content course areas measured by the High School Assessments.

Harford County public school library media specialists recognize that acquiring research and media skills is a cumulative experience which the student begins to develop in first grade and continues to develop through grade twelve. Some skills may be similar at all grade levels, but the skills increase in complexity as students mature and achieve higher level thinking skills. Frequently, assessments occur in the classroom and are developed by the classroom teacher. It is the intent of all library media specialists to work with classroom teachers to assure assessments of media center skills take place. The relationship between classroom teachers and media specialists is collaborative in nature, which assures appropriate assessment even if it does not occur in the library media center.

Formative or summative assessments are constantly taking place at all grade levels. In addition to formative assessment that is constantly taking place in library media centers, more formal summative assessment is usually given at the end of each unit. (summative) These assessments may or may not be performance-based. The Dimensions of Learning assist library media specialists in determining the type(s) of learning to be assessed. Once the purpose(s) of the assessment is identified, the type of assessment tool can be selected. When appropriate, rubrics or other scoring tools should be established with the subject area teacher prior to instruction to promote higher level student performance.

For a matrix of HCPS library media curriculum assessments aligned to Maryland State Curriculum standards, please view this matrix or view the subsequent page.

HCPS LIBRARY MEDIA ASSESSMENTS ALIGNED TO MARYLAND STATE CURRICULUM STANDARDS

Grade, unit, experience	Brief description of the assessment	Standard 1.0 Define and Refine Problem or Question: Students will be able to follow an inquiry process to define a problem, formulate questions, and refine either or both to meet a personal and/or assigned information need.	Standard 2.0 Locate and Evaluate Resources and Sources: Students will be able to follow an inquiry process to identify, locate, evaluate and select resources and sources in a wide variety of formats to meet the information need in an ethical manner.	Standard 3.0 Find, Generate, Record, and Organize Data/Information: Students will be able to follow an inquiry process to find, generate, record and organize information relevant to the information need in an ethical manner.	Standard 4.0 Interpret Recorded Data/Information: Students will be able to follow an inquiry process to interpret recorded data/information to create new understandings and knowledge related to the information need in an ethical manner.	Standard 5.0 Share Findings/Conclusions: Students will be able to follow an inquiry process to share findings/conclusions in an appropriate format to support written, oral, and multimedia information products and evaluate the product and the process in an ethical manner.	Standard 6.0 Appreciate Literature and Life-long Learning: Students will be able to demonstrate an appreciation of literature and multimedia as a reflection of human experience and use the inquiry process for life-long learning.
GRADE 9							
Unit 1: Orientation	Circulation Survey (Pre-Assessment)	X	X	X	X	X	X
	Library Resource Packet						
Unit 2: The Research Process Experience 1	Ruti Research Model Grade	X	X	X	X	X	
	Material Evaluation	X	X	X	X	X	
	Contemporary Issue Project (Rubric)						
Unit 2: The Research Process Experience 2	From Topic to Research Ideas	X	X				
	Material Evaluation						
	Research Observation	X	X	X	X	X	
	CARRDSS Library Worksheet (web evaluation)		X	X	X		
	Contemporary Issue Project	X		X	X	X	
Unit 2: The Research Process Experience 3	Works Cited (Page levels provided)			X			
	Notes Worksheet			X			
	Research Rubric	X	X	X	X	X	
Unit 3: Academic Integrity	Citation Practice Resource #5			X			
	Questions for Careful Checks of Resource #5				X		
	Document to Quench own Resource #5				X		
Unit 6: Media Literacy	Analysis of Bias Information on Resource #6	X	X	X	X	X	
	Lead Generation Record 106 Resource #6	X	X	X	X	X	
Unit 5: Literature Appreciation	Book Review (Resource #5)						X
varied/as applicable	Survey (Exit Assessment)	X	X	X	X	X	X
GRADE 10							
Unit 1: The Research Process	Annotated Bibliography (Resource #5)		X	X	X	X	
	(cont) Research Observation	X	X	X	X	X	
Unit 2: Academic Integrity	Interactive Quotation (Resource #5)				X		
	(cont) Paraphrasing Practice (Resource #5)				X		
Unit 3: Media Literacy Experience 1	Research Observation		X	X	X	X	
Unit 3: Media Literacy Experience 2	Evaluation Icon (Resource #5)	X			X		
Unit 5: Literature Appreciation	Beyond Me Project (Resource #14)	X	X	X	X	X	X
	Beyond Me Project (Resource #15)	X	X	X	X	X	
GRADE 11							
Unit 1: The Research Process	(cont) Research Observation	X					
	Note (Worksheet (Resource #5)			X			
Unit 2: Academic Integrity Experience 1	Research Observation						
Unit 2: Academic Integrity Experience 2	Works Cited Article (Resource #5)			X			
Unit 5: Literature Appreciation	Library Critique Worksheet (Resource #5)						X
	(cont) Works Cited for 1104 (Resource #5)						
GRADE 12							
Unit 1: The Research Process Experience 1	(cont) Research Observation	X	X	X	X	X	
Unit 1: The Research Process Experience 2	(detail) Research Project (Resource #5)						
Unit 2: Literature Appreciation	Book Review (Resource #5)	X	X	X	X	X	X

Assessments in LIGHT BLUE use Performance Matters to collect aggregate data

PACING IN LIBRARY MEDIA

Due to the limited time students spend in the library media center, a certain amount of review and repetition of previously taught materials is necessary. Pacing of review work and introduction of new concepts will vary. It is important to develop conceptual understanding at each level, as an anchor for skills acquisition. A conceptually-oriented curriculum necessitates the re-evaluation of what constitutes appropriate pacing in library media instruction.

In Summary:

- Use activities as appropriate to support acquisition of concepts and intended learning outcomes.

- Accommodation of enrichment and correctives can be assured through formative assessments in a variety of modes.

- Periodic adjustments in pacing will be needed throughout the school year. Library media specialists and teachers must work together for flexibility. Together they will make judicial collective decisions to meet the needs of students. Care must be taken to address all content areas.

- Students should be given opportunities to apply concepts and skills in a real-life context as often as possible.