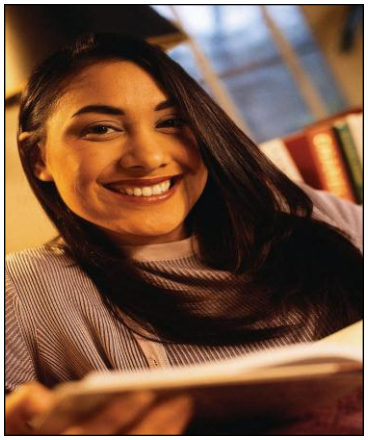
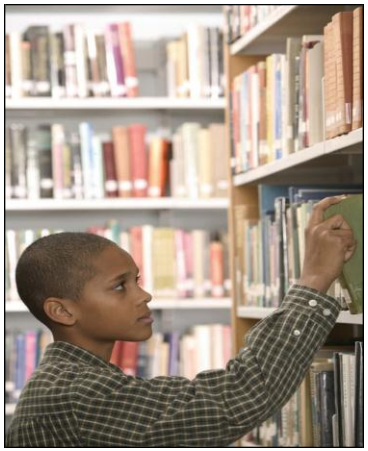



School Library Media State Curriculum

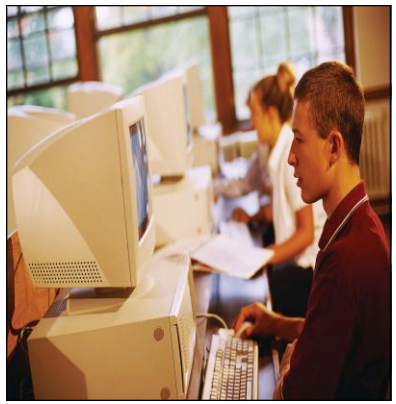
9-12

Accepted by the Maryland State Board of Education - 26 October 2010

Division of Instruction, Instructional Technology & School Library Media Program

Maryland State Department of Education

Achievement Matters Most



Rationale for Format and Content of
School Library Media State Curriculum

Accepted by the Maryland State Board of Education - 26 October 2010

Given the current realities of the teaching/learning environment in schools and the need to develop college and career ready high school graduates, it is more important than ever that students be grounded in information literacy. This should be viewed as a responsibility shared by all members of the learning community; i.e., media specialists, content area teachers, support staff, administrators, parents and students.

The challenge in creating an information literacy curriculum is to create a document that does the following:

- Uses language that communicates to educators beyond just school library media specialists
- Uses the format of the content area curriculum documents
- Can be applied to instruction at all grade levels Pre K – 12
- Captures the process of information literacy
- Incorporates the previous content of Information Power, Maryland School Library Media Learning Outcomes, and the American Association of School Librarians Standards for the 21st Century Learner (see attached matrix)
- Incorporates use of technology as presented in the *Maryland Technology Literacy Standards for Student*

The language used in the curriculum document addresses the component processes associated with becoming information literate. General applications, rather than technology or content specific ones, have been identified in order to facilitate integration across content areas and grade levels. For clarity, and to facilitate assessment, each goal is comprised of a single facet of the overall process. While this gives the appearance of steps to be followed in a linear sequence, it should be viewed more as a cyclical process, with facets being revisited as many times as necessary to successfully master a given task.

The format and terminology used in this document; (i.e., content standard, topic, indicator and objective) is patterned after the Maryland content area curriculum documents. By using the same format and generic expectations, indicators and objectives, it is intended to enhance the likelihood of the Information Literacy Curriculum being integrated into a wide range of content area instruction. An objective such as "Express different ways to organize information" or "Identify point of view or bias" has potential for application in all content area units of study. Specific instructional supports for the online instructional toolkit will serve as suggestions for how the related objectives might be accomplished.

Many of the content specific curriculum documents address discreet content to be covered at one specific grade level. In contrast the School Library Media Curriculum must address age appropriate applications of identical content for all grade levels Pre K – 12. The process of

interacting with information (locating, collecting, organizing, interpreting and sharing) remains constant whether students are in primary grades or high school. What does change is the level of expectation and the sophistication of resources used to produce final products. For this reason the curriculum is structured with shared Content standards, Topics and Indicators across grade levels and then paired with appropriate Objectives demonstrating increasing levels of expectation and independence as students progress through the grades.

The intent of the progression from PreK-12 is to move the students from guided instruction to independent information literacy. It is recognized that younger students need more guidance and that, as students mature, they are able to perform certain components of the information literacy process on their own. Since every student has different needs and a different learning path, the indicatior in the curriculum of "with guidance" is a general guideline, and each library media specialist will provide the appropriate amount of guidance for each student.

Information Power, the *Maryland School Library Media Learning Outcomes* and the *AASL Standards for the 21st Century Learner* are largely parallel documents providing guidelines for teaching students to interact with information in efficient and effective ways. The responsibility of School Library Media Specialists is three fold: 1) to develop students' appreciation of literature and reading; 2) to develop students' ability to use information efficiently and effectively to understand and communicate ideas; and 3) to develop students' ability to use technology as a tool for interacting with data, text and digital/sound files. The focus is on providing the necessary skills and strategies to design and implement assignments in the content areas that require students to interact with and use information in meaningful ways.

In the context of the School Library Media Curriculum, technology is viewed as a tool for interacting with information. References to specific programs, resources, formats or navigational skills are omitted in favor of more general statements related to developing the ability to evaluate, interpret, and generate information displayed in a variety of formats, both print and nonprint. There are obvious opportunities to integrate use of technology while locating, collecting, organizing, interpreting and sharing information. Listing specific examples of technologies will tend to limit rather than expand the potential integration of technology across the grades and content areas – the inference is that no list will contain all potential links. It is important that the School Library Media Curriculum communicates the role of technology as a tool for interacting with (locating, collecting, organizing, interpreting and sharing) information in order to understand and communicate ideas rather than technology being viewed as an end in and of itself. As fast as technology changes identification of specific technologies, hardware or software, will soon become dated.

(Revised – IT&SLM, MSDE, 2010)

Maryland State Curriculum
School Library Media
Grades 9-12

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

6-8	9-12
1. Follow an inquiry process and connect the process to real life. a. Identify the inquiry process used in the school. b. Explain how the process can be used to solve a personal information need. c. Follow the inquiry process used in the school for an assigned information need.	**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

6-8	9-12
1. 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. Create, refine, and use criteria to determine the scope of an information need. **3. Formulate and refine questions to meet an information need.** a. Use prior knowledge to formulate and refine questions to meet an information need. b. Use background information to refine researchable questions.	**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

6-8	9-12
1. Identify resources to meet the information need. a. With guidance, explore and identify human, print, online, and multimedia resources. b. With guidance, select resources based on subject, advantages and disadvantages of various formats, availability and ease of access, and the information need. c. With guidance, 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.	**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

6-8	9-12
1. Locate and select sources to meet the information need in an ethical manner. a. With guidance, 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.	**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.

6-8	9-12
2. Independently and collaboratively evaluate sources to meet the information need in an ethical manner. a. Evaluate sources based on currency, authority, reliability, bias, point of view and relevance to select sources that best meet the information need. b. Use text features effectively to select sources that meet the information need. c. Defend selected sources.	**2. Independently and collaboratively evaluate sources to meet the information 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

6-8	9-12
1. Use specific sources to find information. a. Use keywords and text features to find information within a specific source. b. Explain which strategies are used to find information within a specific source and why. c. With guidance, use technology tools to find data/information within a specific source. **2. Evaluate the 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 the information found within a specific source matches the information need.	**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

6-8	9-12
1. Generate new data/information from observations, interviews, and/or surveys. a. With guidance, 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). c. Exhibit intellectual integrity and ethical behavior in generating information.	**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

6-8	9-12
1. Record data/information in a variety of appropriate formats.	**1. Collaboratively and independently record data/information in a variety of appropriate formats.**
a. Explain why a specific format is being used to record data/information to meet the information need.	a. Add any new sources to the existing source list.
b. Select and use an appropriate format (e.g., alphabetical, chronological, part to whole, general to specific, main idea and supporting details, compare/contrast, cause and effect, categorizing, data table) to record and organize data/information.	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.	c. Defend a format for organizing data/information.
d. Use keywords to identify relevant information.	d. Record only succinct and relevant information.
e. Avoid plagiarism by correctly recording direct quotations and keeping track of sources used.	e. Avoid plagiarism by recording direct quotations, complete graphs, charts, and images and keeping track of sources used.
f. Avoid plagiarism by correctly citing information sources using an accepted style.	f. Avoid plagiarism by recording citation information about each piece of data/information.
g. Use technology to record and organize data/information.	g. Use technology to record and organize data/information.
2. Use an appropriate and accepted citation style to create a source list.	**2. Use an appropriate and accepted citation style to create a source list.**
a. Explain the purpose of giving credit to sources of information.	a. Explain the purpose of giving credit to sources of information.
b. Identify and define the components of a citation given the type of the source (book; print encyclopedia; online encyclopedia; Web site; database; periodicals).	b. Independently and accurately give credit to sources of information.
c. Use the correct citation format when giving credit to sources used.	c. Use all the features of a citation generator to create a source list.
d. Use technology to create a source list in an accepted citation style.	

6-8	9-12
3. Revisit the information need. a. Reflect on and refine research questions, theses, hypotheses, or positions based on new information discovered in the inquiry process.	**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

6-8	9-12
1. Evaluate and analyze the quality of recorded data/information to meet the information need. a. Identify the main idea of the recorded information. b. Compare recorded information to prior knowledge and make personal connections. c. Evaluate and analyze recorded information for relevance, completeness, accuracy, and discrepancies. d. Analyze recorded data/information to ensure the information product will contain data/information from multiple sources. e. Find and record missing or additional 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. Apply critical thinking and problem-solving strategies to the recorded data/information to meet the information need. a. Determine whether the recorded data/information is fact or opinion and use it appropriately to meet an information need. b. Ethically and accurately summarize and paraphrase the recorded data/information. c. With guidance, identify bias and point of view within the recorded data/information. d. Identify and analyze patterns within the recorded data/information to create categories. e. Make connections and inferences using prior knowledge and the recorded data/information. f. With guidance, use technology to support critical thinking skills and problem-solving strategies to meet the information need.	**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. g. With guidance, use technology to support critical thinking skills and problem-solving strategies to meet the information need.

6-8	9-12
3. Apply ethical practices to the evaluation and analysis of the recorded data/information. a. Explain why ideas, words, images, music (all forms of data/information) are intellectual property and must be cited in a source list. b. Avoid plagiarism by citing all summarized and paraphrased recorded data/information. c. Identify possible alternative interpretations applicable to the recorded data/information. d. Use technology to support critical thinking skills and problem-solving strategies to meet the information need.	**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

6-8	9-12
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 and decide on the order in which to organize or present recorded data/information. d. Defend conclusions drawn from the recorded data/information.	**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

6-8	9-12
1. 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. b. Design layouts that communicate content effectively for intended audiences. c. Apply appropriate design criteria, which includes 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/practice the presentation of the information product. f. Apply fair use, copyright laws, and creative commons attributions.	**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 includes 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.	**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

6-8	9-12
1. Evaluate the inquiry process and the information product. a. With guidance, create and apply criteria for evaluating the information product. b. Use audience feedback and/or peer review to reflect on the information product and the learning process. 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.	**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

6-8	9-12
1. Identify relationships within fiction and nonfiction literature and real life. a. Read, listen to, view, and discuss literature that reflects personal interests, provides imagined experiences, and validates individual concerns and real experiences. b. Make literature-to-self, literature-to-literature, literature-to-multimedia, and literature-to-world connections. i. Summarize the main idea in literature and/or multimedia. ii. Identify how various literary elements influence/inform the reader's experience of literature. c. Read, listen to, view, and integrate information from non-fiction to appreciate fiction. d. Use literature to answer questions, make decisions, or solve problems. e. Use literature to evaluate historical problems, current social events, and personal decisions.	**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 genres.	**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

6-8	9-12
1. Connect literature and multimedia to learning. a. Explain the connection between reading, listening, 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.	**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.

Glossary for the School Library Media State Curriculum

Accepted by the Maryland State Board of Education - 26 October 2010

Appreciate
Knowing or understanding the value of something or judging it with heightened perception or understanding.

Background Knowledge (Information)
An initial overview of a topic often gained through a general reading such as an encyclopedia entry or through an introductory lesson/lecture.

Class Source List
A list of sources created in a specific format with guidance by the whole class.

Collaboratively
Working with and in a peer group.

Creative Commons
Within the guidelines of a license, share, remix, and reuse intellectual property as opposed to copyright protection of intellectual property.
http://creativecommons.org/about/licenses/

Digital Etiquette
The conventional rules of personal behavior pertaining to courteous online practices. For example, considering sensitivities, multiculturalism, diversity, conventions, and tone.

Directed Reflection
Guided personal feedback.

Efficiently
Employing effective strategies to create a product, to include time management, following the inquiry process.

Ethically Find, Generate, Record and Organize (HS level)
Follow the inquiry process with intellectual integrity. For example, creating a source list rather than copying the works cited from a published source without reading the sources or making up sources; recording actual results rather than making them up; not taking information out of context, or misquoting information.

Fair Use Policy
The allowance for limited use of copyrighted material without requiring permission from the rights holders, such as for commentary, criticism, news reporting, research, teaching or scholarship. For example - using a single copy of up to 10% of a musical composition in print, sound, or multimedia form.
www.copyright.gov/fls/fl102.html

Find
To obtain information from within a source.

Independently
Without direct instruction or modeling by a teacher/media specialist.

Inquiry Process
Using a model to solve all kinds of problems, whether personal or academic:

- defining and refining a problem or question
- ethically locating and evaluating resources and sources
- ethically finding, generating, recording, and organizing data/information
- ethically interpreting recorded data/information to generate new knowledge
- ethically sharing findings/conclusions
- evaluating the product and process

Intellectual Integrity
To take pride in the work you do; to respect others' words and ideas; to give credit where credit is due.

Library
A virtual or physical organized collection of information.

Literary Elements
Plot, setting, theme, character, problem/solution, etc.

Literature
Referring to Literary productions as a whole – can be fiction or nonfiction text. Might also refer to the body of books or writings that that encompass a particular subject.

Literature-to-literature
Comparing written texts.

Literature-to-multimedia
Comparing written text to images, films, music, etc.

Literature-to-self
Comparing written text to personal experiences.

Literature-to-world
Comparing written text to global events, past, present, and future.

Locate
Physically access a source, ie, the placement of a source within a library, on a shelf, in a database, or on the Internet.

Manipulate
To process, organize, or operate on mentally or logically; to handle with mental or intellectual skill or to adapt or change to suit one's purpose or advantage in the context of creating a new product.

Personal Need
An information need coming from the student rather than from an assignment. For example, a student needs to find a job or research where to go on vacation.

Plagiarism
Using the words, music, images or IDEAS of another person as your own. Specifically, putting an idea "into your own words" does not avoid plagiarism, nor does it make it one's own. Credit must still be given to the source.

Prior Knowledge
Information that a student knows before a lesson/instruction/research/exploration.

Refine
To clarify, improve, and polish a research question or information need throughout the inquiry process.

Resource
The broad category of information formats, such as encyclopedias, databases, atlases, Web sites, trade books, etc.

Scope
Ascertaining the breadth and depth of a topic (narrow/broad). The area covered by a given activity or subject.

Search Strategies
A method for finding information. For example, search terms, keywords, Dewey Decimal System, search engines, controlled vocabulary, free Language, subject headings, etc.

Source
A work, etc., supplying information or evidence (esp. of an original or primary character) as to some fact, event, or series of these. Could also be a person supplying information, an informant, a spokesman.

Sometimes used in the context of primary and secondary sources - primary source is when the information came from a witness or someone experiencing the event. A secondary source is when the person heard about it so the facts may not be true or might not. Sometimes also used when referring to primary and secondary source documents – example: a primary source document is the U.S. Constitution, a secondary source document would be someone writing an interpretation of what was meant by the writers of the Constitution.

Style
A method of citation, such as APA, MLA, Chicago Manual of Style, or Turabian.

Universal Design
Using principals to create information products that reduce barriers to accessing the content of the product.
http://www.cast.org/research/udl/index.html