Billings Public Schools - Information Literacy/Library Media
Grade Level: 10

Content Standards

Content Standard 1 - A student must identify the task and determine the resources needed.

Content Standard 2 - A student must locate sources, use information, and present findings.

Content Standard 3 - A student must evaluate the product and learning process.

Content Standard 4 - A student must use information safely, ethically and legally.

Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.

Information Literacy/Library Media Content Standard 1 - a student must identify the task and determine the resources needed.

State Benchmark Upon Graduation	Learning Objectives
A. Define the problem	1. identify the topic (I, D, E) 2. recognize task-related vocabulary and keywords (I, D, E) 3. recognize the problem or task (I, D, E) 4. discuss the steps needed to solve the problem or task (I, D, E)
B. Determine the nature and extent of information needed	5. compile a list of possible resources (e.g., Intralocal, Interlocal) (I, D, E) 6. develop essential questions which go beyond facts (probing questions) into the problem (I, D E)
C. Evaluate and select appropriate resources	7. identify accurate information for relevance, appropriateness, detail, currency, authority and bias (I, D, E) 8. evaluate all selected topic-related resources on task criteria (I, D, E) 9. distinguish between and incorporate primary and/or secondary sources (I, D, E) 10. re-evaluate the problems and resources, refine if needed (I, D, E) 11. select appropriate resources to solve the problem (I, D, E)

Information Literacy/Library Media Content Standard 2 - a student must locate sources, use information, and present findings.

State Benchmark Upon Graduation	Learning Objectives
A. Locate multiple resources using a variety of search tools	12. demonstrate ability to access and search available print and nonprint material including the library catalog (using advanced searches) (E) 13. access and search available print and nonprint material including the library catalog (using advanced searches) (I, D, E) 14. access and search available digital resources (I, D, E) 15. demonstrate ability to access and search available digital resources (D, E) 16. navigate within a digital database (I, D, E) 17. narrow search results independently using limiters within a digital search (I, D, E) 18. perform advanced searches within digital resources (e.g., Web pages, digital collections, search engines, databases) (I, D, E)
B. Evaluate resources	19. follow criteria to evaluate resource for Accuracy, Relevance, Authority, Detail, Currency, Bias (I, D) 20. identify and discuss the domain within the URL (I, D) 21. follow evaluative criteria to match the resource to the task (I, D)
C. Locate information within a wide variety of resources	22. record location of information within resources (D) 23. sort within selected digital data bases (e.g., relevance, date, publication, author) (D) 24. use keywords to locate and cross reference infrmation to match the task (e.g., index, table of contents, glossary) (D)

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August 2010
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Tenth Grade

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Information Literacy/Library Media Content Standard 2 (continued) - a student must locate sources, use information, and present findings.

State Benchmark Upon Graduation	Learning Objectives
D. Extract information from a wide variety of resources needed to solve the problem	25. gather information relevant to the formulated questions (I, D, E) 26. cite each source (I, D, E)
E. Organize and manage information from a wide variety of sources to solve the problem	*None written specifically to this grade level*
F. Create and defend a product that presents findings	27. choose the appropriate medium for presentation based on audience (e.g., oral, written, or digital) (D) 28. create original product (D) 29. evaluate the process, refine if needed (D) 30. present and defend the product (D)

Information Literacy/Library Media Content Standard 3 - a student must evaluate the product and learning process.

State Benchmark Upon Graduation	Learning Objectives
A. Assess the quality and effectiveness of the product	31. use guidelines to self-assess the product (I) 32. use guidelines to compare self-assessment to teacher and peer evaluation (e.g., rubrics, wikis, blogs, class discussioin) (I) 33. consider revision, editing, rewriting based on assessments (self, peer, teacher) (I)
B. Evaluate the process in order to revise strategies	34. judge the strengths and weaknesses of the process (I) 35. evaluate time management throughout the process (I) 36. reflect on the process to make improvements (I)

Information Literacy/Library Media Content Standard 4 - a student must use information safely, ethically and legally.

State Benchmark Upon Graduation	Learning Objectives
A. Legally obtain, store and disseminate text, data, images or sounds	37. demonstrate safe and ethical Internet use (I, D, E) 38. use information and technology responsibly (I, D, E) 39. use the internet safely and ethically (D) 40. use and manipulate information and technology responsibly(D)
B. Follow copyright laws and fair use guidelines when using the intellectual property of others	41. credit the intellectual property of others (e.g., video, music, Website, audio, digital, artwork, photography, interview, presentations) (I, D, E) 42. identify compounds of work cited page (D)

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C. Participate and collaborate in intellectual and social networks following safe and accepted practices	43. collaborate and participate effectively within a safe, social environment (e.g., face to face, blended learning) (I, D, E)
	44. participate in social networks appropriately (e.g., blogs, wikis, Web 2.0, face to face, blended learning) (I, D, E)

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Information Literacy/Library Media Content Standard 5 - a student must pursue personal interests through literature and other creative expressions.

State Benchmark Upon Graduation	Learning Objectives
A. Use and critique a variety of print and digital formats for pleasure and personal growth	*None written specifically to this grade level*
B. Use and critique a variety of genres for pleasure and personal growth	*None written specifically to this grade level*
C. Evaluate multiple resources and other creative expressions from diverse cultures, including Montana American Indians	45. recognize and acknowledge cultural impact upon creative expression (e.g., art, tradition, religion, language) (I, D, E)
D. Access and use resources and information from all types of information environments to pursue personal and creative interests	46. access resources beyond the school library (e.t., online, digital, other libraries, interlibrary loan services, museums) (D)

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Essential Vocabulary
validate
questions, task definition
RADCAB (relevance, appropriateness, detail, currency, authority and bias) primary/secondary sources, location and access

Essential Vocabulary
free Web resources, limiters/advanced search (e.g., Boolean, quotations, etc.), database, search engines, location and access
domain, URL, evaluative criteria, information seeking strategies

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Essential Vocabulary
inference, paraphrase, use of information

Essential Vocabulary
rubrics, wikis, blogs, evaluation
time management, evaluation

Essential Vocabulary
acceptable use policy (district specified), netiquette, location and access, use of information
citation, parenthetical citation, intellectual property, fair use, creative commons, plagiarism, public domain, task definition, synthesis

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digital citizenship, blended learning, Web 2.0, face to face, task definition, use of information, synthesis

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Essential Vocabulary
creative expression, cultural expression, cultural bias, authenticity, location and access, use of information
information seeking strategies, location and access, use of information, synthesis

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