

**Billings Public Schools - Information Literacy/Library Media
Grade Level: 12**

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	<i>None written specifically to this grade level</i>
B. Determine the nature and extent of information needed	1. implement essential questions which go beyond facts (probing questions) into the problem (A)
C. Evaluate and select appropriate resources	2. interpret information for relevance, appropriateness, detail, currency, authority and bias (A) 3. compare and contrast all selected topic related resources (A) 4. incorporate primary and/or secondary sources appropriately (A)

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	5. demonstrate ability to access and search available digital resources (D, E) 6. differentiate between subscription and free Web resources (D, E) 7. narrow search results independently using limiters within a digital search (E) 8. perform advanced searches within digital resources (e.g., Web pages, digital collections, search engines, databases) (E)
B. Evaluate resources	9. evaluate resource for Accuracy, Relevance, Authority, Detail, Currency, Bias (D, E) 10. evaluate and differentiate the domain within the URL (D, E) 11. follow evaluative criteria to match the resource to the task (D, E)
C. Locate information within a wide variety of resources	12. use keywords to locate and cross-reference information to match the task (e.g., index, table of contents, glossary) (D, E) 13. sort within selected digital databases (e.g., relevance, date, publication, author) (E, A) 14. record location of information within resources (A) 15. identify divergent perspectives during information gathering (E) 16. document location of information within resources (A)
D. Extract information from a wide variety of resources needed to solve the problem	17. determine the correct usage of summaries, paraphrases and direct quotations, then replicate (A)
E. Organize and manage information from a wide variety of sources to solve the problem	18. sort and categorize gathered information (e.g., graphic organizers, note cards, outline) (I, D, E) 19. Review and refine the gathered information (I, D, E)
F. Create and defend a product that presents findings	20. choose the appropriate medium for presentation based on audience (e.g., oral, written, or digital) (E,A) 21. create original product (E,A) 22. evaluate the process, refine if needed (E,A) 23. present and defend the product (E,A)

I = Introduce
D = Develop
E = Essential
A = Apply

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

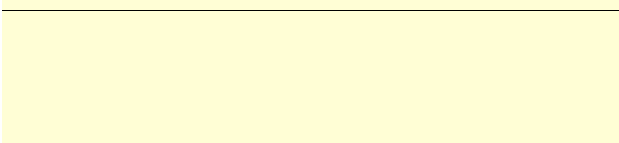
State Benchmark Upon Graduation	Learning Objectives
A. Assess the quality and effectiveness of the product	24. use guidelines to self-assess the product (E, A) 25. use guidelines to compare self-assessment to teacher and peer evaluation (e.g., rubrics, wikis, blogs, class discussion) (E, A) 26. consider revision, editing, rewriting based on assessments (self, peer, teacher) ((E, A)
B. Evaluate the process in order to revise strategies	27. judge the strengths and weaknesses of the process (E, A) 28. evaluate time management throughout the process (E, A) 29. reflect on the process to make improvements ((E, A)

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

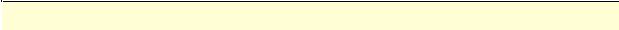
State Benchmark Upon Graduation	Learning Objectives
A. Legally obtain, store and disseminate text, data, images or sounds	30. use and manipulate information and technology responsibly (E, A)
B. Follow copyright laws and fair use guidelines when using the intellectual property of others	<i>None written specifically at this grade level</i>
C. Participate and collaborate in intellectual and social networks following safe and accepted practices	<i>None written specifically at this grade level</i>

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	<i>None written specifically to this grade level</i>
B. Use and critique a variety of genres for pleasure and personal growth	<i>None written specifically to this grade level</i>
C. Evaluate multiple resources and other creative expressions from diverse cultures, including Montana American Indians	<i>None written specifically to this grade level</i>
D. Access and use resources and information from all types of information environments to pursue personal and creative interests	31. access resources beyond the school library (e.g., online, digital, other libraries, interlibrary loan services, museums) (A,E)



Essential Vocabulary
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
cross-reference (e.g., see and see-also, related terms, related subjects), divergent perspectives, use of information
inference, paraphrase, use of information
graphic organizers, note cards, outline, synthesis
synthesis

I = Introduce
D = Develop
E = Essential
A = Apply

Essential Vocabulary
rubrics, wikis, blogs, evaluation
time management, evaluation
Essential Vocabulary
acceptable use policy (district specified), netiquette, location and access, use of information
Essential Vocabulary
information seeking strategies, location and access, use of information, synthesis