

GRADES 7 & 8

Model School Library Standards for California Public Schools

Standard 1. Students access information.

The student will access information by applying knowledge of the organization of libraries, print materials, digital media, and other sources.

- 1.1 Recognize the need for information:
 - a. Recognize the need for specific information in preparing research reports and persuasive compositions and in delivering informative presentations.
- 1.2 Formulate appropriate questions:
 - a. Establish a hypothesis, a position statement, or both.
 - b. Identify topics and subtopics; ask and evaluate research questions for relevancy.
 - c. Create a plan of action for research by defining the topic and identifying key questions, key words, and possible resources.
- 1.3 Identify and locate a variety of resources online and in other formats by using effective search strategies:
 - a. Conduct multistep information searches by using various search strategies to locate digital information that supports research and writing tasks.
 - b. Identify scholarly, accurate, and current sources of information in a variety of formats.
 - c. Prioritize sources of information for efficient and effective use.
 - d. Develop and use successful search strategies to locate information sources, including primary and secondary sources.
 - e. Understand and demonstrate appropriate use of “tags” for online resources.
 - f. Use an automated library catalog to locate a variety of references and other library resources that support a research question.
 - g. Use digital resources to access information beyond the school library collection.
 - h. Demonstrate knowledge of the types of resources needed to best answer a question.
 - i. Identify the authority of URL Internet extensions and the potential for bias (e.g., .com, .org, .edu, .gov, .us, .net).
 - j. Use a variety of encyclopedias and other references to gather information.
 - k. Use indexes online and in print.

- l. Use print and/or digital indexes or the search engines of subscription periodical databases to locate information in periodicals and save to an electronic file.
 - m. Use print and online bibliographies and references to identify and locate additional resources.
 - n. Understand the differences between search engines and metasearch engines and hierarchical directories.
- 1.4 Retrieve information in a timely, safe, and responsible manner:
- a. Demonstrate effective use of digital sources (e.g., navigating within the source, searching one source for a specific topic before searching multiple sources for multiple topics).
 - b. Explain what the Internet is, how it was created, and how it works.
 - c. Identify cues in visual media to assist in retrieving information.
 - d. Use a dictionary to learn the history of common words.
 - e. Demonstrate effective notetaking, including citation references, quotations, and major points. Standard 2. Students evaluate information.

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The student will evaluate and analyze information to determine what is appropriate to address the scope of inquiry.

- 2.1 Determine the relevance of the information:
- a. Assess the author's evidence to support claims and assertions, noting instances of bias and stereotypes in a variety of visual and audio materials.
 - b. Evaluate sources for fact, opinion, propaganda, currency, and relevance.
- 2.2 Assess the comprehensiveness, currency, credibility, authority, and accuracy of resources:
- a. Evaluate the credibility, comprehensiveness, and usefulness of print, non-print, and digital information sources.
 - b. Analyze differences among various categories of informational materials (e.g., textbooks, newspapers, magazines, atlases, online resources) in terms of structure and purpose.
 - c. Evaluate the authority of authors, Web site hosts, and sponsoring organizations of Web sites and print material.
 - d. Assess currency and timeliness in evaluating a Web site and other media.
 - e. Identify and assess evidence that supports ideas and concepts presented in audio and visual media.
 - f. Evaluate information from visual media as a primary and a secondary source, and distinguish the differences.

- 2.3 Consider the need for additional information:
 - a. Revise, add, or delete questions as the need for information changes.
 - b. Modify the research plan as needed.

Standard 3. Students use information.

The student will organize, synthesize, create, and communicate information.

- 3.1 Demonstrate ethical, legal, and safe use of information in print, media, and online resources:
 - a. Explain ethical and legal issues related to the use of intellectual property, including print, visual, audio, and online materials (e.g., fair use, file sharing).
 - b. Recognize the consequences of inappropriate and illegal use of information.
 - c. Participate in online classroom and/or library discussion groups.
 - d. Give credit to authors in an acceptable format when appropriate in written and oral presentations, including music and visual content.
 - e. Understand ethical issues in audio and visual media relating to ownership of content.
 - f. Understand how to secure wireless devices.
- 3.2 Draw conclusions and make informed decisions:
 - a. Evaluate evidence to support a proposition or proposal.
 - b. Present a report visually, orally, or in writing, that conveys a clear point of view with evidence supporting that perspective.
- 3.3 Use information and technology creatively to answer a question, solve a problem, or enrich understanding:
 - a. Use a variety of media (e.g., audio, video, print) to impart information, share opinions, or persuade an audience, or to achieve all those purposes.
 - b. Create presentations using presentation software or multimedia online applications.
 - c. Create presentations and documents that demonstrate proper citation and attribution of written, audio, and visual resources used.
 - d. Utilize online bibliography generation and tracking tools for research projects.

Standard 4. Students integrate information literacy skills into all areas of learning.

The student will independently pursue information to become a lifelong learner.

- 4.1 Read widely and use various media for information, personal interest, and lifelong learning:
 - a. Read a good representation of grade-level-appropriate text, making progress toward the goal of reading one million words annually by grade eight (e.g., classic and contemporary literature, magazines, newspapers, online information).
 - b. Choose reading from a variety of genres (e.g., drama, fable, fairy tale, fantasy, folklore, essay, speech).
- 4.2 Seek, produce, and share information:
 - a. Present information collaboratively through a written, audio, or visual format.
 - b. Explain how social networks operate and identify issues related to participation and sharing of information.
 - c. Publish online content that is appropriate to the curriculum and personal interests.
- 4.3 Appreciate and respond to creative expressions of information:
 - a. Compare and contrast how literature, theatre, and visual arts from different cultures or time periods convey the same or similar content or plot.
 - b. Assess the process and the product created (e.g., audio, visual, or written piece of work).
 - c. Assess improvement through personal reflection and by reviewing samples of previous work (e.g., portfolio).