

# GRADES 6-8

## STANDARD 1: INFORMATION LITERACY

Access information efficiently and effectively to inquire, think critically, and gain knowledge through the research process

SKILLS	LEARNING OBJECTIVES
<b>A. INQUIRE</b> Articulate a sense of wonder and curiosity	<ol style="list-style-type: none"><li>1. Formulate a question to guide research based on an information need</li></ol>
<b>B. RESEARCH &amp; EXPLORE</b> Establish a process for finding information	<ol style="list-style-type: none"><li>1. Recognize the need for information</li><li>2. Create a purpose or claim statement</li><li>3. Use diverse resources to structure an organized message</li></ol>
<b>C. ACCESS &amp; SEARCH</b> Find resources to address an informational need	<ol style="list-style-type: none"><li>1. Attempt to use different strategies and techniques when searching for information</li><li>2. Begin to select resources the are most appropriate for an information need</li><li>3. Seek information from diverse sources</li></ol>
<b>D. CURATE</b> Organize and cite resources to fulfill an informational need	<ol style="list-style-type: none"><li>1. Cite print and nonprint sources using an assigned style format</li><li>2. Begin to paraphrase, summarize, and use quotations to give credit to sources</li><li>3. Understand that credit should be given to ideas that are not original</li><li>4. Begin to understand the concept of respecting and recognizing various viewpoints</li><li>5. Begin to understand intellectual property, copyright, and plagiarism</li></ol>

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## STANDARD 2: MEDIA LITERACY

Analyze, evaluate, create, and communicate using a variety of objective forms responsibly, including, but not limited to, print, visual, audio, interactive, and digital formats (Illinois Public Act 102-0055)

SKILLS	LEARNING OBJECTIVES
<b>A. ANALYZE &amp; EVALUATE</b> Establish and apply criteria to determine diverse, balanced resources	<ol style="list-style-type: none"><li>1. Recognize that there are facts, bias, point of view, and opinion in media</li><li>2. Use an evaluation system to understand authority, currency, relevancy, and appropriateness of an informational source</li><li>3. Use paraphrasing, highlighting, or other extraction strategies to identify and record relevant information</li></ol>
<b>B. CREATE</b> Use media thoughtfully and purposefully	<ol style="list-style-type: none"><li>1. Use a designated format to organize information</li><li>2. Create a product that clearly expresses ideas for an intended audience</li><li>3. Use purposeful and appropriate media from pre-selected resources to create products</li><li>4. Collaborate with others to select, organize, and integrate information and ideas from various sources and formats</li><li>5. Learn and use curated technology tools, online environments, and other collaborative tools to create messages through a variety of platforms</li></ol>
<b>C. COMMUNICATE</b> Share media effectively with an intended audience	<ol style="list-style-type: none"><li>1. Select an appropriate format and forum for communicating ideas with designated tools</li><li>2. Present, perform, or share information and ideas successfully and appropriately</li></ol>
<b>D. SHARE</b> Consider the intention and impact of shared media	<ol style="list-style-type: none"><li>1. Reflect on how personal bias informs the way we communicate media online and offline</li><li>2. Evaluate final product or presentation based on audience feedback</li></ol>

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## STANDARD 3: DIGITAL LITERACY

Understand the impact of an online presence to yourself and others while maintaining privacy and security practices

SKILLS	LEARNING OBJECTIVES
<b>A. PRACTICE</b> Use digital resources appropriately	<ol style="list-style-type: none"><li>1. Use the Internet responsibly to locate information and communicate with others safely</li><li>2. Choose platforms appropriate for the age of the user and the information being conveyed</li><li>3. When sharing content give credit for the ideas of others that you choose to share</li></ol>
<b>B. PARTICIPATE</b> Act responsibly in a digital environment	<ol style="list-style-type: none"><li>1. Identify the characteristics of a positive online reputation and abstain from inappropriate or illegal online behavior</li><li>2. Understand what constitutes personal information and all the ways in which personal information can be shared (social media, text messages, email, blogging, gaming apps etc.)</li><li>3. Acknowledge and consider the potential permanent consequences of posting personal information online</li></ol>
<b>C. PROTECT</b> Understand and secure identity and information	<ol style="list-style-type: none"><li>1. Identify ways to make accounts and information private to unknown online entities</li><li>2. Begins to understand the basics of online consumerism, potential threats, and understand steps to take in order to protect online accounts and information (identity theft, security, fraud, phishing, etc.)</li><li>3. Identify the purpose of Acceptable Use Policies (AUP), privacy policies, and terms of use agreement, as they apply to students</li><li>4. Start to learn about how to avoid potentially damaging or invasive content (malware, phishing scams, viruses, etc.) by using appropriate filters and antivirus software</li><li>5. Recognize the effects of inappropriate online behavior (harassment, cyberbullying, threats, etc.) and demonstrate methods to report such incidents</li><li>6. Recognize and avoid inappropriate content</li></ol>
<b>D. RESPECT</b> Recognize how actions impact others online	<ol style="list-style-type: none"><li>1. Start to learn the rationale for and steps to observe copyright and fair use guidelines</li><li>2. Recognize that networked environments are public places governed by codes of ethical behavior</li><li>3. Recognize the mental, physical, and emotional consequences of online activities</li></ol>

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## STANDARD 4: INDIVIDUAL LITERACY

Promote the appreciation of literature and its impact on an individual as a foundation of lifelong learning, the development of empathy, and an appreciation for the diverse, vibrant world in which we live

SKILLS	LEARNING OBJECTIVES
<b>A. APPRECIATE</b> Understand the benefits of reading	<ol style="list-style-type: none"><li>1. Read for enjoyment, entertainment, education, personal interest, and other benefits</li><li>2. Appreciate information presented creatively in various formats</li><li>3. Refine individual taste in series, author, and genre reading</li><li>4. Use both text and visuals to understand literature</li></ol>
<b>B. EXPLORE</b> Select different formats, genres and topics of literature	<ol style="list-style-type: none"><li>1. Read from a wide range of genres, formats, and topics</li><li>2. Use various literary awards to help guide personal reading selections</li><li>3. Self-select reading material appropriate for a specific purpose</li><li>4. Distinguish between different types and elements of literature</li><li>5. Analyze and understand information presented creatively in various non-textual formats</li></ol>
<b>C. DEVELOP</b> Cultivate a personal reading identity	<ol style="list-style-type: none"><li>1. Derive meaning from informational texts in various formats</li><li>2. Access libraries, library staff, and library resources both personally and virtually</li><li>3. Cultivate a love of reading and become a self-motivated reader</li><li>4. Seek information related to personal interests</li><li>5. Select resources and materials based on interest or need</li></ol>
<b>D. EMPATHIZE</b> Read to understand perspectives outside one's own	<ol style="list-style-type: none"><li>1. Read literature from diverse perspectives</li><li>2. Read and listen to literature on diverse reading and award lists</li><li>3. Read and listen to literature which expands the reader's own background knowledge and gives unique perspectives on different experiences outside of the reader's own</li><li>4. Participate in discussions about literature to share opinions and consider other perspectives</li></ol>