

## Howard County Public School System Library Media

### Essential Curriculum Grades 9-12

**Goal 1: The students at all grade levels 9-12 will demonstrate an appreciation of literature as a reflection of human experience and reading as a pleasurable activity.**

#### Literature Appreciation

Objective – The student will be able to:

- a. Identify relationships between text and situations in real life.
  1. Select and read age-appropriate fiction titles that reflect personal interests as well as validation of own experiences and concerns.
  2. Continue to expand use of text-to-text and text-to-world connections to explore the impact of works of literature on readers and society.
    - (Method: Collaborate with teachers to provide time for students to interact with books from the library media center.)
  3. Explore techniques authors use to encourage readers to examine and question their own behaviors and beliefs.
  4. Use informational materials to examine issues and questions related to human experiences throughout history.
- b. Use libraries to facilitate development of good reading habits.
  1. Utilize circulation procedures and policies to effectively and efficiently access reading materials.
  2. Choose to browse, select, and enjoy library materials.
    - (Method: Collaborate with teachers to provide time for students to interact with books from the library media center.)
- c. Experience the pleasure of recreational reading.
  1. Choose to read independently.
    - (Method: Book-talk titles to spark student interest in reading.)
    - (Method: Provide opportunities for readers to discuss with each other books they have read for fun.)
    - (Method: Sponsor reading incentive activities.)
    - (Method: Share experiences from own life demonstrating the pleasure of reading.)
  2. Use age-appropriate periodicals for recreational reading.
- d. Recognize the connection between reading and being a lifelong learner.
  1. Demonstrate comprehension of the connection between the ability to read and success in daily life.
    - (Method: Share examples demonstrating the importance of lifelong learning and reading in the context of daily life.)
    - (Method: Invite community members to share experiences as lifelong learners and readers in careers and areas of personal interest.)

2. Apply skills needed to become an independent learner.
3. Expand ownership of learning by setting goals focusing on aspects of becoming an independent, lifelong learner.

**Goal 2: The students at all grade levels 9-12 will demonstrate the ability to use resources, in a wide variety of formats, to locate information to meet an identified need.**

### **Locate Information**

Objective – The student will be able to:

- a. Define and refine an information need by formulating compelling/effective questions.
  1. Continue to practice developing effective research questions.
    - (Method: Provide practice in identifying keywords to determine what a question is really asking.)
    - (Method: Provide experiences analyzing what a question is asking and evaluating answers in terms of how well they match what was asked for in the question.)
  2. Analyze criteria of an assignment to generate effective questions.
  3. Analyze topics of personal interest to generate effective questions.
- b. Use systems of classification to identify, locate, and retrieve materials to meet current need.
  1. Make effective use of call numbers.
  2. Independently make appropriate selections of narrative (fiction) and expository (nonfiction) materials to meet current need.
- c. Match resources to topic of interest or need.
  1. Generate sophisticated searches when using the automated catalog.
  2. Effectively use computer/online/digital resources.
  3. Independently locate information in all formats.
  4. Recognize the value of print, nonprint, and electronic resources when selecting the most appropriate resources for the current need.

**Goal 3: The students at all grade levels 9-12 will demonstrate the ability to collect information relevant to the current information need.**

**Collect Information**

Objective – The student will be able to:

- a. Use print resources effectively and efficiently.
  1. Apply strategies for collecting relevant information from print resources, applying concepts related to access of information.
    - (Method: Review pros and cons of using a print source for locating information to meet specific needs.)
  2. Review and apply use of search terms and strategies for using print resources.
    - (Method: Address need to recognize relevant terms in the index, need to interpret standard formats and symbols used in indexes, need to generate related terms.)
- b. Use nonprint resources effectively and efficiently.
  1. Choose to use nonprint resources when appropriate, applying concepts related to access, currency, and accuracy of information.
    - (Method: Analyze different formats of nonprint resources to identify their advantages and disadvantages for use.)
  2. Utilize effective search strategies when using nonprint resources.
- c. Use computer/online/digital resources effectively and efficiently.
  1. Apply sophisticated strategies for collecting relevant information from computer/online/digital resources, applying concepts related to access of information.
    - (Method: Expand use of different types of searches using both basic and advanced search modes.)
  2. Continue generating and applying search terminology and strategies for using computer/online/digital resources.
    - (Method: Address need to generate own search term, provide links to related topics, include materials related to multiple meanings of term used, e.g., colonies returns hits on ants and space as well as political context, etc.)
    - (Method: Continue to encourage use of concepts related to Boolean searching.)
- d. Evaluate the content of specific print resources to determine accuracy and relevance of content.
  1. Apply sophisticated criteria related to determining authority of author, accuracy and currency of information to select appropriate print resources to meet current need.
  2. Apply strategies for determining relevance of information collected in relationship to what is asked for in the question.

- e. Evaluate the content of specific nonprint resources to determine accuracy and relevance of content.
  1. Apply criteria related to determining authority of author, accuracy, and currency of information to select appropriate nonprint resources to meet current need.
  2. Apply strategies for determining relevance of information collected in relationship to what is asked for in the question.
- f. Evaluate the content of specific computer/online/digital resources to determine accuracy and relevance of content.
  1. Apply criteria related to determining authority of author, accuracy, and currency of information to select appropriate computer/online/digital resources to meet current need.
  2. Apply strategies for determining relevance of information collected in relationship to what is asked for in the question.
- g. Use appropriate graphic organizers to record relevant information.
  1. Use graphic organizers (e.g., note cards, webbing and outlining) in print formats.
  2. Use graphic organizers in electronic formats (e.g., *Inspiration*).
- h. Use original words to capture concepts and avoid plagiarism.
  1. Paraphrase/summarize relevant information.
  2. Expand use of technology to facilitate appropriate note-taking.
    - (Method: Discuss appropriate types of notes and their functions including summary, paraphrase, list, quotation, observation, dialectic journal, etc.)
    - (Method: Collaborate with teachers to discourage plagiarism and assess all steps in the research process by evaluating notes, rough draft, and bibliography as well as the final product.)
- i. Record appropriate bibliographic information to cite sources.
  1. Determine needed bibliographic information.
  2. Use an accepted style for formatting required citations.

**Goal 4: The students at all grade levels 9-12 will demonstrate the ability to use appropriate print, nonprint and computer/online/digital formats to organize and manage data/information.**

### **Organize and Manage Data/Information**

Objective – The student will be able to:

- a. Identify appropriate formats for displaying and managing data/information.
  1. Discuss advantages and disadvantages of various formats for displaying the data/information.
  2. Record and organize data/information using a variety of formats; i.e., text, graph, web, graphic organizer, database, spreadsheet.
- b. Interpret data/information displayed in a variety of formats.
  1. Interpret data/information in a variety of formats.
  2. Examine samples of the same data/information displayed in a variety of formats and discuss the advantages and disadvantages of each in terms of ease of interpretation.
- c. Match appropriate strategy/format with structure of content to be organized.
  - (Method: Discuss possible strategies for organizing data/information and the characteristics of each; i.e., alphabetical order, chronological order, part to whole, general to specific, main idea and supporting details, compare/contrast, cause and effect, categorizing, etc.)

**Goal 5: The students at all grade levels 9-12 will demonstrate the ability to interpret information to generate new understanding and knowledge.**

### **Interpret Information**

Objective – The student will be able to:

- a. Analyze content of data/information and resources.
  1. Review and independently apply strategies to determine ideas being communicated in a variety of resources.
    - (Method: Collaborate with teachers to provide experiences for students to identify the intended message of a story, passage, or video segment.)
  2. Review and independently apply strategies to identify evidence of bias or point of view.
    - (Method: Collaborate with teachers to provide experiences for students to identify an author’s point of view or bias as communicated in a story, passage, or video segment.)
- b. Apply critical thinking and problem solving strategies.
  1. Review and independently apply strategies for identifying patterns and relationships.
  2. Review and independently apply strategies for drawing conclusions.
  3. Review and independently apply strategies for making valid inferences.
  4. Review and independently apply strategies for visualizing.
  5. Review and independently apply strategies for divergent thinking.
  6. Review and independently apply strategies for making personal connections with information.
  7. Review and independently apply strategies to facilitate comprehension, analysis, and synthesis.

**Goal 6: The students at all grade levels 9-12 will demonstrate the ability to communicate findings/conclusions using a variety of formats.**

**Share Findings/Conclusions**

Objective – The student will be able to:

- a. Make decisions to facilitate effective communication of ideas.
  1. Review and independently present increasingly sophisticated findings in oral, written, visual, and multimedia formats.
  2. Apply strategies for determining the most appropriate format for sharing findings in the context of the current need.
    - (Method: Collaborate with teachers to provide opportunities for students to meet content area outcomes by sharing information orally, in writing, and with visuals.)
    - (Method: Collaborate with teachers to help students make appropriate choices of format for finished products based on the criteria of the assignment, access to technology, and time issues. Suggest consideration be given to purpose of the product, intended audience, planning of content, generation of product, and evaluation of process and product.)
    - (Method: Collaborate with teachers to encourage multiple brief experiences with sharing information, rather than focusing on one major assignment.)
- b. Apply best practices related to content and layout of presentations.
  1. Review and independently apply strategies for designing layouts that communicate content effectively.
    - (Method: Collaborate with teachers to establish criteria for finished products to emphasize the learning rather than the re-packaging of information.)
    - (Method: Collaborate with teachers to provide opportunities for students to create and evaluate presentations for their effectiveness in communicating ideas and information.)
  2. Evaluate products created to communicate findings/conclusions.
    - (Method: Collaborate with teachers to develop rubric for evaluating products.)
- c. Evaluate the research process.
  1. Reflect on the research experience.
  2. Provide feedback about the research experience.
    - (Method: Collaborate with teachers to develop feedback tools.)

**Goal 7: The students at all grade levels 9-12 will demonstrate responsible attitudes toward the use of information and resources.**

**Ethical Use of Information and Resources**

Objective – The student will be able to:

- a. Demonstrate proper care and handling of media and equipment in all formats.
- b. Exhibit respect for the intellectual property rights of others.
  1. Review and independently apply strategies for avoiding plagiarism.
    - (Method: Collaborate with teachers to design assignments that facilitate interpretation rather than regurgitation.)
    - (Method: Collaborate with teachers to discourage plagiarism and assess all steps in the research process by evaluating notes, rough draft, and bibliography as well as the final product.)
  2. Review and independently apply strategies for complying with fair use and copyright laws.
    - (Method: Discuss copyright issues related to use of digital files as well as print resources. Share examples that are covered in the news and literature.)
  3. Review and independently apply strategies for citing sources of text and digital information used.
    - (Method: Expand use of standard format for citing sources; provide examples for different type of sources.)
- c. Utilize safe practices when working online.
  1. Review safe practices related to sharing personal information and making contacts over the Internet.
  2. Independently follow safe Internet practices.