

# Information Literacy/Library Media Course Content For Fifth Grade

## Course Content Identification Numbers:

The first symbol represents the grade level, the second symbol is the number of the state standard being addressed, the third number is the state benchmark being addressed and the decimal number is for the course content that addresses that specific standard and benchmark.

Example: 523.1      5<sup>th</sup>=grade level,    2= standard 2,    3=benchmark,    1= the first course content skill

## ACE Course Abilities for Fifth Grade to be applied to Content Standards as appropriate to grade level:

### Develop abilities in:

- A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

## Information Literacy/Library Media Course Content For Grade 5

**CONTENT STANDARD 1** - A student must identify the task and determine the resources needed.

**ESSENTIAL VOCABULARY:** topic, keywords, atlas, dictionary, encyclopedia, task definition, location and access

**511.0 Define task definition (the problem) see [www.big6.com](http://www.big6.com) for clarification and further information.**

- .1 identify the topic
- .2 recognize task-related vocabulary and keywords
- .3 recognize the problem or task
- .4 discuss the steps needed to solve the problem or task

**512.0 Identify information resources needed.**

- .1 List possible resources to solve the problem or task (e.g. newspapers, age appropriate Web sites, nonfiction books, personal interviews, audio files, video files, community resources, databases)
- .2 Identify useful resources

**513.0 Evaluate and select appropriate resources.**

- .1 Identify the copyright/publication date to determine the currency of resources with assistance
- .2 Identify point of view in resources
- .3 Identify and select useful resources

**CONTENT STANDARD 2** - A student must locate sources, use information, and present findings.

**ESSENTIAL VOCABULARY:** fiction, nonfiction, periodicals, biography, reference, dictionary, encyclopedia, atlas, thesaurus, subject encyclopedias, almanac, Boolean/limiter, library catalog, database, call number, URL, link, location and access, point of view, relevant, appropriate, detail, currency, authority and bias, information seeking strategies, subject directory, database, Boolean, skimming, scanning, digital indexes, glossaries, tables of contents, information seeking strategies, guided purpose, summarize, credit sources, use of information, graphic organizer, outline, note card, organization: sequence, alphabetical, chronological, cause/effect, etc., synthesis

**521.0 Locate multiple resources using search tools.**

- .1 Use available search tools to locate resources (e.g., encyclopedias, maps, atlas, almanacs, periodicals, Boolean searches, library catalog, indexes, search engines, subject directory, digital databases, library personnel).
- .2 Use search techniques to locate resources (e.g., keywords, Boolean Limiters, phrase, title, author and subject)
- .3 Locate resources (e.g., call number, URL, link,)

Information Literacy/Library Media Course Content For Grade 5 (cont.)

**522.0 Evaluate resources.**

- .1 Identify point of view in resources with assistance
- .2 Identify usefulness of resources (relevant, appropriate, detail, currency, authority and bias)

**523.0 Locate information within multiple resources.**

- .1 Identify keywords and keyword phrases by skimming and scanning.
- .2 Use print indexes
- .3 Recognize and use digital indexes (e.g., subject directory)
- .4 Use glossaries and tables of contents.
- .5 Record location of information within resources

**524.0 Extract information from multiple resources needed to solve the problem.**

- .1 Read, listen and view with guided purpose to accomplish task
- .2 Locate and summarize relevant information
- .3 Use teacher provided note taking method to transfer information
- .4 Cite each source

**525.0 Organize and manage information to solve the problem.**

- .1 Transfer information into a prescribed format to accomplish task (e.g., outlines, graphic organizers, note cards)

**526.0 Create a product that presents findings.**

- .1 Identify audience
- .2 Construct an original product that meets task criteria
- .3 Present final product in assigned format

**CONTENT STANDARD 3** - A student must evaluate the product and learning process.

**ESSENTIAL VOCABULARY:** evaluation

**531.0 Assess the quality and effectiveness of the product.**

- .1 Identify product's strengths and weaknesses according to task criteria
- .2 Critique final product (e.g., self, teacher, peers)
- .3 Identify areas for improvement of the product

## Information Literacy/Library Media Course Content For Grade 5 (cont.)

**532.0 Evaluate how the process met the need for information.**

- .1 Summarize the steps of the process
- .2 Describe how well the process worked.
- .3 Determine whether the prescribed process was followed
- .4 Discuss areas for improvement in the process

**CONTENT STANDARD 4** - A student must use information safely, ethically and legally.

**ESSENTIAL VOCABULARY:** intellectual property, plagiarism, copyright, location and access, use of information, cite, task definition, synthesis, netiquette, cyber bullying, data vandalism, AUP, task definition

**541.0 Legally obtain, store and disseminate text, data, images or sounds.**

- .1 Define ownership of resources used
- .2 Recognize plagiarism and copyright

**542.0 Appropriately credits ideas and works of others.**

- .1 Use paraphrasing and summarizing correctly
- .2 Produce components for an assigned citation format
- .3 Credit the resources of others (e.g., video, music, website, audio, digital, artwork, photography, interview, presentations)
- .4 Adhere to copyright laws (e.g., fair use, creative commons, plagiarism, public domain)

**543.0 Participate and collaborate in intellectual and social networks following safe and accepted practices.**

- .1 Recognize concept of netiquette (e.g., cyber bullying, data vandalism, e-mail, online manners and protocol)
- .2 Follow Acceptable Use Policy (AUP)
- .3 Identify safe practices in social network and online settings with supervision
- .4 Collaborates and participates effectively within a safe, social environment (e.g., group work, public spaces, face-to-face).

## Information Literacy/Library Media Course Content For Grade 5 (cont.)

**CONTENT STANDARD 5** - A student must pursue personal interests through literature and other creative expressions.

**ESSENTIAL VOCABULARY:** task definition, use of information, synthesis, genre, cultural expression, location and access, interlocal, intralocal, digital resources, information seeking strategies

**551.0 Use and respond to a variety of print and digital formats for pleasure and personal growth.**

- .1 Express areas of interest
- .2 Explore various formats
- .2 Locate and select resources in interest areas
- .3 Express opinion on selected resources

**552.0 Use and respond to a variety of genres for pleasure and personal growth.**

- .1 Recognize the characteristics of various genres
- .2 Select resources in assigned genres
- .3 Describe preferred genre

**553.0 Analyze and respond to multiple resources and creative expressions from diverse cultures, including Montana American Indians (go to [www.opi.mt.gov/IndianEd](http://www.opi.mt.gov/IndianEd) for model lessons).**

- .1 Recognize author's point of view
- .2 Recognize the diversity of cultural expression

**554.0 Access and use libraries and other information environments to find information for personal use and to make connections to resources beyond the school library.**

- .1 Access interlocal and/or intralocal resources (e.g., public libraries, other school libraries, bookmobile, infomobile, inter-library loan)
- .2 Locate and use available community resources (e.g., presentations, guest speakers, museums, community members, organizations, government resources)
- .3 Access and use available digital resources

# Information Literacy/Library Media Course Content For Sixth Grade

## Course Content Identification Numbers:

The first symbol represents the grade level, the second symbol is the number of the state standard being addressed, the third number is the state benchmark being addressed and the decimal number is for the course content that addresses that specific standard and benchmark.

Example: 623.1      6<sup>th</sup>=grade level,    2= standard 2,      3=benchmark,      1= the first course content skill

## ACE Course Abilities for Sixth Grade to be applied to Content Standards as appropriate to grade level:

### Develop abilities in:

- A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

## Information Literacy/Library Media Course Content For Grade 6

**CONTENT STANDARD 1** - A student must identify the task and determine the resources needed.

**ESSENTIAL VOCABULARY:** keywords, print sources, nonprint sources, primary sources, secondary sources, task definition, authority, point of view, currency, location and access

**611.0 Define task definition (the problem)** see [www.big6.com](http://www.big6.com) for clarification and further information.

- .1 Identify the topic
- .2 Recognize task-related vocabulary and keywords
- .3 Recognize the problem or task
- .4 Discuss the steps needed to solve the problem or task

**612.0 Identify information resources needed.**

- .1 List possible resources to solve the problem or task (e.g., encyclopedias, maps, atlas, almanacs, periodicals, newspapers, Web sites, nonfiction books, personal interviews, audio files, video files, community resources, databases)
- .2 Identify useful resources
- .3 Define primary and secondary sources

**613.0 Evaluate and select appropriate resources.**

- .1 Identify the copyright/publication date to determine the currency of resources with assistance
- .2 Identify point of view in resources
- .3 Identify and select useful resources
- .4 Judge authority and usefulness of resources

## Information Literacy/Library Media Course Content For Grade 6 (cont.)

**CONTENT STANDARD 2** - A student must locate sources, use information, and present findings.

**ESSENTIAL VOCABULARY:** library catalog, subject directory, Boolean search, database, fiction, nonfiction, periodicals, biography, reference, dictionary, encyclopedia, atlas, thesaurus, subject encyclopedias, almanac, Boolean/limiter, library catalog, database, call number, URL, Web address, link, location and access, relevant, appropriate, detail, currency, authority and bias, information seeking strategies, keyword phrase, skimming, scanning, subject directory, digital indexes, read with guided purpose, summarize, paraphrase, use of information, outlines, graphic organizers, note cards, organization: sequence, alphabetical, chronological, cause/effect, etc., synthesis, self-regulation, time management, peer evaluation

**621.0 Locate multiple resources using search tools.**

- .1 Utilize library/media facility
- .2 Use a variety of available search tools and methods to locate resources (e.g., library catalog, indexes, search engines, subject directory, Boolean searches, digital databases, library personnel)
- .3 Use search techniques to locate resources (e.g., keywords, Boolean/limiters, phrase, title, author and subject)
- .4 Locate resources (e.g., call number, URL, link)

**622.0 Evaluate resources.**

- .1 Identify point of view in resources with assistance
- .2 Identify usefulness of resources (relevant, appropriate, detail, currency, authority and bias)

**623.0 Locate information within multiple resources.**

- .1 Identify keywords and keyword phrases by skimming and scanning.
- .2 Use print indexes
- .3 Recognize and use digital indexes (e.g., subject directory)
- .4 Use glossaries and tables of contents
- .5 Record location of information within resource

**624.0 Extract information from multiple resources needed to solve the problem.**

- .1 Read, listen and view with guided purpose to accomplish task
- .2 Locate, summarize and paraphrase relevant information
- .3 Use teacher provided note taking method to transfer information
- .4 Cite each source

## Information Literacy/Library Media Course Content For Grade 6 (cont.)

**625.0 Organize and manage information to solve the problem.**

- .1 Transfer information into a prescribed format to accomplish task (e.g., outlines, graphic organizers, note cards)

**626.0 Create a product that presents findings.**

- .1 Identify audience
- .2 Construct an original product that meets task criteria
- .3 Present final product in assigned format

**CONTENT STANDARD 3** - A student must evaluate the product and learning process.

**ESSENTIAL VOCABULARY:** evaluation, self-regulation, time management, peer evaluation

**631.0 Assess the quality and effectiveness of the product.**

- .1 Describe product's strengths and weaknesses according to task criteria
- .2 Critique final product (e.g., self, teacher, peers)
- .3 Identify areas for improvement in the product

**632.0 Evaluate how the process met the need for information.**

- .1 Summarize the steps of the process
- .2 Describe how well the process worked
- .3 Determine whether the prescribed process was followed
- .4 Identify areas for improvement in the process

**CONTENT STANDARD 4** - A student must use information safely, ethically and legally.

**ESSENTIAL VOCABULARY:** intellectual property, plagiarism, copyright, creative commons, fair use, public domain, location and access, use of information, cite, task definition, synthesis, netiquette, cyber bullying, data vandalism, AUP, social network

**641.0 Legally obtain, store and disseminate text, data, images or sounds.**

- .1 Recognize ownership of resources used
- .2 Recognize plagiarism and copyright

## Information Literacy/Library Media Course Content For Grade 6 (cont.)

**642.0 Appropriately credits ideas and works of others.**

- .1 Use paraphrasing and summarizing correctly
- .2 Produce components for an assigned citation format
- .3 Credit the resources of others (e.g., video, music, website, audio, digital, artwork, photography, interview, presentations)
- .4 Adhere to copyright laws (e.g., fair use, creative commons, plagiarism, public domain)

**643.0 Participate and collaborate in intellectual and social networks following safe and accepted practices.**

- .1 Use appropriate netiquette in supervised online settings (e.g., cyber bullying, data vandalism, online manners and protocol)
- .2 Follow Acceptable Use Policy (AUP)
- .3 Identify safe practices in social network and online settings with supervision
- .4 Collaborates and participates effectively within a safe, social environment (e.g., group work, public spaces, face to face)

**CONTENT STANDARD 5** - A student must pursue personal interests through literature and other creative expressions.

**ESSENTIAL VOCABULARY:** prompting, task definition, use of information, synthesis, genre, creative expression, cultural bias, cultural ties, location and access, interlocal, intralocal, digital resources, information seeking strategies

**651.0 Use and respond to a variety of print and digital formats for pleasure and personal growth.**

- .1 Express areas of interest
- .2 Explore various formats with guidance
- .3 Locate and select resources in interest areas
- .4 Express opinion on selected resources

**652.0 Use and respond to a variety of genres for pleasure and personal growth.**

- .1 Recognize the characteristics of various genres
- .2 Select resources in assigned genres
- .3 Explain preferred genre

**653.0 Analyze and respond to multiple resources and creative expressions from diverse cultures, including Montana American Indians (go to [www.opi.mt.gov/IndianEd](http://www.opi.mt.gov/IndianEd) for model lessons).**

- .1 Identify an author's point of view
- .2 Recognize that culture diversity impacts creative expression (e.g., religion, family, nationality)

## Information Literacy/Library Media Course Content For Grade 6 (cont.)

**654.0 Access and use libraries and other information environments to find information for personal use and to make connections to resources beyond the school library.**

- .1 Access interlocal and/or intralocal resources (e.g., public libraries, other school libraries, bookmobile, infomobile, inter-library loan)
- .2 Locate and use available community resources (e.g., presentations, guest speakers, museums, community members, organizations, government resources)
- .3 Access and use available digital resources

# Information Literacy/Library Media Course Content For Seventh Grade

## Course Content Identification Numbers:

The first symbol represents the grade level, the second symbol is the number of the state standard being addressed, the third number is the state benchmark being addressed and the decimal number is for the course content that addresses that specific standard and benchmark.

Example: 723.1    7<sup>th</sup>=grade level,    2= standard 2,    3=benchmark,    1= the first course content skill

## ACE Course Abilities for Seventh Grade to be applied to Content Standards as appropriate to grade level:

### Develop abilities in:

- A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

## Information Literacy/Library Media Course Content For Grade 7

**CONTENT STANDARD 1** - A student must identify the task and determine the resources needed.

**ESSENTIAL VOCABULARY:** paraphrase, keywords, guidance, print sources, nonprint sources, primary sources, secondary sources, task definition, authority, bias, point of view, appropriately current, location and access

**711.0 Define task definition (the problem) see [www.big6.com](http://www.big6.com) for clarification and further information.**

- .1 Identify the topic
- .2 Recognize task-related vocabulary and keywords
- .3 Recognize the problem or task
- .4 Discuss the steps needed to solve the problem or task

**712.0 Identify information resources needed.**

- .1 Identify possible resources to solve the problem or task (e.g., encyclopedias, maps, atlas, almanacs, periodicals, newspapers, Web sites, nonfiction books, personal interviews, audio files, video files, community resources, databases)
- .2 Identify useful resources
- .3 Use primary and secondary sources

**713.0 Evaluate and select appropriate resource.**

- .1 Use the copyright/publishing date to appropriately identify current resources
- .2 Identify point of view and/or bias in resources
- .3 Identify and select useful resources
- .4 Appraise validity of authority and usefulness of resources

## Information Literacy/Library Media Course Content For Grade 7 (cont.)

**CONTENT STANDARD 2** - A student must locate sources, use information, and present findings.

**ESSENTIAL VOCABULARY:** subject directory, Boolean search, database, URL, Web address, link, location and access, relevant, appropriate, detail, currency, authority and bias, information seeking strategies, keyword phrase, skimming, scanning, subject directory, read with purpose, summarize, paraphrase, use of information, outlines, graphic organizers, organization: sequence, alphabetical, chronological, cause/effect, etc., synthesis

### **721.0 Locate multiple resources using search tools.**

- .1 Utilize Library/Media facility
- .2 Use a variety of available search tools and methods (e.g., library catalog, indexes, search engines, subject directory, Boolean searches, digital databases, library personnel)
- .3 Use search techniques to locate resources (e.g., keywords, Boolean/limiters, phrase, title, author and subject)
- .4 Locate resources (e.g., call number, URL, link)

### **722.0 Evaluate resources.**

- .1 Identify point of view and bias in resources with assistance
- .2 Determine the usefulness of resources (relevant, appropriate, detail, currency, authority and bias)

### **723.0 Locate information within multiple resources.**

- .1 Identify keywords and keyword phrases by skimming and scanning
- .2 Use glossaries and tables of contents. Use print and digital indexes (e.g., subject directory)
- .3 Record location of information within resources

### **724.0 Extract information from multiple resources needed to solve the problem.**

- .1 Read, listen and view with purpose to accomplish task
- .2 Locate, summarize and paraphrase relevant information
- .3 Use note taking to transfer information
- .4 Cite each source

### **725.0 Organize and manage information to solve the problem.**

- .1 Arrange information into a format to accomplish task (e.g., outlines, graphic organizers)

Information Literacy/Library Media Course Content For Grade 7 (cont.)

**726.0 Create a product that presents findings.**

- .1 Identify audience
- .2 Construct a product that meets task criteria and is audience appropriate
- .3 Present final product in appropriate format

**CONTENT STANDARD 3** - A student must evaluate the product and learning process.

**ESSENTIAL VOCABULARY:** self-regulation, time management, peer evaluation, evaluation

**731.0 Assess the quality and effectiveness of the product.**

- .1 Evaluate product's strengths and weaknesses according to task criteria
- .2 Use guidelines to compare self-evaluation to teacher and peer evaluations
- .3 Identify areas for improvement of the product

**732.0 Evaluate how the process met the need for information.**

- .1 Summarize the steps of the process
- .2 Describe how well the process worked
- .3 Determine whether the prescribed process was followed
- .4 Identify areas for improvement in the process

**CONTENT STANDARD 4** - A student must use information safely, ethically and legally.

**ESSENTIAL VOCABULARY:** intellectual property, plagiarism, copyright, creative commons, fair use, public domain, location and access, use of information, cite, MLA, APA, task definition, use of information, synthesis, netiquette, cyber bullying, data vandalism, AUP, social network, creative expression, cultural bias, location and access, interlocal, intralocal, digital resources, interlibrary loan (ILL), information seeking strategies

**741.0 Legally obtain, store and disseminate text, data, images or sounds.**

- .1 Recognize ownership of resources used
- .2 Recognize current laws and policies regarding information use (e.g., plagiarism, copyright, creative commons, fair use, public domain)

## Information Literacy/Library Media Course Content For Grade 7 (cont.)

**742.0 Appropriately credits ideas and works of others.**

- .1 Use paraphrasing and summarizing correctly
- .2 Produce components for a citation format (e.g., MLA, APA)
- .3 Credit the resources of others (e.g., video, music, website, audio, digital, artwork, photography, interview, presentations)
- .4 Adhere to copyright laws (e.g., fair use, creative commons, plagiarism, public domain)

**743.0 Participate and collaborate in intellectual and social networks following safe and accepted practices.**

- .1 Use appropriate netiquette in various online settings (e.g., cyber bullying, data vandalism, online manners and protocol)
- .2 Follow Acceptable Use Policy (AUP)
- .3 Describe safe practices in social network and online settings with supervision
- .4 Collaborate and participate effectively within a safe, social environment (e.g., group work, public spaces, face to face)

**CONTENT STANDARD 5** - A student must pursue personal interests through literature and other creative expressions.

**ESSENTIAL VOCABULARY:** task definition, use of information, synthesis

**751.0 Use and respond to a variety of print and digital formats for pleasure and personal growth.**

- .1 Express areas of interest
- .2 Explore a variety of formats with guidance
- .3 Locate and select a variety of resources in interest areas
- .4 Express and defend opinion on selected resource

**752.0 Use and respond to a variety of genres for pleasure and personal growth.**

- .1 Compare and contrast the characteristics of various genres
- .2 Select resources in various genres
- .3 Explain and justify preferred genre

**753.0 Analyze and respond to multiple resources and creative expressions from diverse cultures, including Montana American Indians (go to [www.opi.mt.gov/IndianEd](http://www.opi.mt.gov/IndianEd) for model lessons).**

- .1 Recognize an author's point of view/cultural bias with guidance
- .2 Explore how the elements of cultural diversity impact creative expression (e.g., religion, family, nationality)

## Information Literacy/Library Media Course Content For Grade 7 (cont.)

**754.0 Access and use libraries and other information environments to find information for personal use and to make connections to resources beyond the school library.**

- .1 Access and use interlocal and/or intralocal resources (e.g., public libraries, other school libraries, bookmobile, infomobile, interlibrary loan)
- .2 Locate and use community resources (e.g., museums, community members, organizations, government resources)
- .3 Access and use a variety of available digital resources

# Information Literacy/Library Media Course Content For Eighth Grade

## Course Content Identification Numbers:

The first symbol represents the grade level, the second symbol is the number of the state standard being addressed, the third number is the state benchmark being addressed and the decimal number is for the course content that addresses that specific standard and benchmark.

Example: 823.1      8<sup>th</sup>=grade level,    2= standard 2,    3=benchmark,    1= the first course content skill

## ACE Course Abilities for Eighth Grade to be applied to Content Standards as appropriate to grade level:

### Develop abilities in:

- A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

## Information Literacy/Library Media Course Content For Grade 8

**CONTENT STANDARD 1** - A student must identify the task and determine the resources needed.

**ESSENTIAL VOCABULARY:** paraphrase, keywords, generate, print sources, nonprint sources, primary source, secondary source, task definition, validity, authority, bias, point of view, appropriately current, location and access

**811.0 Define task definition (the problem)** see [www.big6.com](http://www.big6.com) for clarification and further information.

- .1 Identify the topic
- .2 Recognize task-related vocabulary and keywords
- .3 Recognize the problem or task
- .4 Discuss the steps needed to solve the problem or task

**812.0 Identify information resources needed.**

- .1 Identify a variety of resources (e.g., encyclopedias, maps, atlas, almanacs, periodicals, newspapers, Web sites, nonfiction books, personal interviews, audio files, video files, community resources, databases)
- .2 Identify and defend usefulness of resources selected
- .3 Use primary and secondary sources

**813.0 Evaluate and select appropriate resources.**

- .1 Identify the copyright/publication date to determine the currency of resources with assistance
- .2 Identify point of view and/or bias in resources
- .3 Select the best resources
- .4 Appraise validity, authority and usefulness of resources

## Information Literacy/Library Media Course Content For Grade 8 (cont.)

**CONTENT STANDARD 2** - A student must locate sources, use information, and present findings.

**ESSENTIAL VOCABULARY:** subject directory, Boolean search, database, URL, Web address, link, location and access, point of view, validity, relevant, appropriate, detail, currency, authority and bias, information seeking strategies, keyword phrase, skimming, scanning, subject directory, read with purpose, summarizing, paraphrasing, direct quotation, use of information, outlines, graphic organizers, synthesis

**821.0 Locate multiple resources using a variety of search tools.**

- .1 Utilize library/media facility
- .2 Use multiple search tools and methods (e.g., library catalog, indexes, search engines, subject directory, Boolean searches, digital databases, library personnel)
- .3 Use a variety of search techniques to locate resources
- .4 Locate a variety of resources

**822.0 Evaluate resources.**

- .1 Identify point of view and bias in resources
- .2 Judge usefulness of resources (relevant, appropriate, detail, currency, authority and bias)

**823.0 Locate information within multiple resources.**

- .1 Identify keywords and keyword phrases by skimming and scanning
- .2 Use glossaries and tables of contents
- .3 Record location of information within resources
- .4 Use multiple print and digital indexes

**824.0 Extract information from multiple resources needed to solve the problem.**

- .1 Read, listen and view with purpose to accomplish task
- .2 Recognize the differences between summarizing, paraphrasing and/or direct quotation
- .3 Transfer information through note taking
- .4 Cite each source

## Information Literacy/Library Media Course Content For Grade 8 (cont.)

**825.0 Organize and manage information to solve the problem.**

- .1 Arrange information into a format to accomplish the task (e.g., outlines, graphic organizers)

**826.0 Create a product that presents findings.**

- .1 Design and create an original product appropriate to task criteria and audience
- .2 Present final product in appropriate format

**CONTENT STANDARD 3** - A student must evaluate the product and learning process.

**ESSENTIAL VOCABULARY:** evaluation, self-regulation, time management, peer evaluation

**831.0 Assess the quality and effectiveness of the product.**

- .1 Self-evaluate product's strengths and weaknesses according to task criteria
- .2 Use guidelines to compare self-evaluation to teacher and peer evaluations
- .3 Identify areas for improving the product

**832.0 Evaluate how the process met the need for information.**

- .1 Summarize the steps of the process
- .2 Describe how well the process worked
- .3 Determine whether the prescribed process was followed
- .4 Identify areas for improvement in the process

**CONTENT STANDARD 4** - A student must use information safely, ethically and legally.

**ESSENTIAL VOCABULARY:** plagiarism, copyright, creative commons, fair use, public domain, location and access, use of information, cite, MLA, APA, in-text citation, parenthetical citation, netiquette, cyber bullying, data vandalism, AUP, social network, task definition, synthesis

**841.0 Legally obtain, store and disseminate text, data, images or sounds.**

- .1 Explain ownership of resources used
- .2 Recognize and apply current laws and policies regarding information use (e.g., plagiarism, copyright, creative commons, fair use, public domain)

## Information Literacy/Library Media Course Content For Grade 8 (cont.)

**842.0 Appropriately credits ideas and works of others.**

- .1 Use summarizing, paraphrasing and direct quotes correctly
- .2 Use in-text citation (e.g., parenthetical citation) correctly
- .3 Produce components for a citation source (e.g., MLA, APA)
- .4 Credit the resources of others (e.g., video, music, website, audio, digital, artwork, photography, interview, presentations)
- .5 Adhere to copyright laws (e.g., fair use, creative commons, plagiarism, public domain)

**843.0 Participate and collaborate in intellectual and social networks following safe and accepted practices.**

- .1 Use appropriate netiquette in various online settings (e.g., cyber bullying, data vandalism, online manners and protocol)
- .2 Follow Acceptable Use Policy (AUP)
- .3 Describe safe practices in social network and online settings
- .4 Collaborate and participate effectively within a safe, social environment (e.g., group work, public spaces, face to face)

**CONTENT STANDARD 5** - A student must pursue personal interests through literature and other creative expressions.

**ESSENTIAL VOCABULARY:** task definition, use of information, synthesis, location and access, interlocal, intralocal, digital resources, information seeking strategies

**851.0 Use and respond to a variety of print and digital formats for pleasure and personal growth.**

- .1 Express and justify areas of interest
- .2 Use a variety of formats
- .3 Locate and select a variety of resources in interest areas
- .4 Express and defend opinion on selected resource

**852.0 Use and respond to a variety of genres for pleasure and personal growth.**

- .1 Compare and contrast the characteristics of various genres
- .2 Select resources in various genres
- .3 Explain and justify preferred genre

## Information Literacy/Library Media Course Content For Grade 8 (cont.)

**853.0 Analyze and respond to multiple resources and creative expressions from diverse cultures, including Montana American Indians (go to [www.opi.mt.gov/IndianEd](http://www.opi.mt.gov/IndianEd) for model lessons).**

- .1 Recognize an author's point of view
- .2 Explain how cultural diversity impacts creative expression
- .3 Compare and contrast the diversity of cultural expression

**854.0 Access and use libraries and other information environments to find information for personal use and to make connections to resources beyond the school library.**

- .1 Access and use interlocal and/or intralocal resources (e.g., public libraries, other school libraries, bookmobile, infomobile, interlibrary loan)
- .2 Locate and use community resources (e.g., museums, community members, organizations, government resources)
- .3 Access and use a variety of digital resources