

RIEMA
Library Media Curriculum
Middle School – Outcomes for Grade 8

Standard	Performance Indicators	Benchmarks	Standards in Action
<p>Standard 1: The student who is information literate accesses information efficiently and effectively.</p>	<p>Indicator 1: Recognizes the need for information.</p>	<p>Basic: Student recognizes the need for additional information to complete assignment. Proficient: Student assesses the assignment to determine what information is needed. Exemplary: Student independently understands the difference between prior knowledge and knowledge needed to complete the assignment.</p>	<p>Student:</p> <ul style="list-style-type: none"> ◆ completes KWHL (what I Know, what I Want to know, How will I find out, what did I Learn?) sheets prior to beginning research projects ◆ utilizes graphic organizers for note-taking and organization ◆ locates and utilizes table of contents and index in print sources to locate information ◆ recognizes and utilizes the major Internet search engine. ◆ utilizes a wide variety of sources to complete information task. ◆ utilizes public libraries and CLAN web site
	<p>Indicator 2: Recognizes that accurate and comprehensive information is the basis for intelligent decision-making.</p>	<p>Basic: Locates and recognizes indicators of currency in information sources. Proficient: Analyzes assignments to determine need for currency and depth of information needed. Exemplary: Evaluates usefulness and comprehensiveness of</p>	<ul style="list-style-type: none"> ◆ utilizes sources of information outside the library, such as interviews, surveys, television and radio ◆ selects appropriate information from non-print sources and prints only what is relevant. <p>Project Example: Research major world religions. Locate specific information such as culture, followers, creed, etc. Create a product</p>

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		information sources with respect to assignment.	displaying your research.
	Indicator 3: Formulates questions based on information needs.	<p>Basic: Uses a research model (QUIP, Big6, FLIPIT, SUCCEED, etc.) to construct initial question.</p> <p>Proficient: Able to use research model to develop broad and specific questions.</p> <p>Exemplary: Revises, adds and deletes questions as information needs change.</p>	
	Indicator 4: Identifies a variety of potential sources of information.	<p>Basic: Can identify at least two sources of appropriate information, such as OPAC, Internet, reference materials, CD-ROMs, etc.</p> <p>Proficient: Can identify at least three sources of information, such as OPAC, Internet, reference materials, CD-ROMs, etc.</p> <p>Exemplary: Can identify a wide variety of print and non-print sources, including OPAC, Internet, reference materials, CD-ROMs, etc.</p>	

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	<p>Indicator 5: Develops and uses successful strategies for locating information.</p>	<p>Basic: Employs keyword, alphabetical and chronological patterns as appropriate to find basic information.</p> <p>Proficient: Employs keyword, alphabetical and chronological patterns, alternate search terms and cross references as appropriate to find information</p> <p>Exemplary: Employs keyword, alphabetical and chronological patterns, alternate search terms and cross references, keyword search in online data bases, and employs Internet search strategies.</p>	
<p>Standard 2: The student who is information literate evaluates information critically and competently.</p>	<p>Indicator 1: Determines accuracy, relevance, and comprehensiveness.</p>	<p>Basic: Uses title page, copyright dates and web site updates to determine validity of information.</p> <p>Proficient: Uses all of the above indicators plus authority information to determine validity of information.</p> <p>Exemplary: Skims and scans to determine relevance and comprehensiveness. Compares and contrasts information sources for accuracy, relevance and comprehensiveness</p>	<p>Student:</p> <ul style="list-style-type: none"> ◆ analyzes and evaluates all information sources for validity of information ◆ recognizes reliable and accurate information found on the Internet ◆ evaluates print works by noting copyright dates ◆ evaluates online works by judging for accuracy, currency, authorship, bias and relevance

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	<p>Indicator 2: Distinguishes among fact, point of view, and opinion.</p>	<p>Basic: Recognizes difference between fiction and non-fiction. Identifies point of view and opinions in information sources. Proficient: Recognizes fact versus opinion, bias, point of view and propaganda in information sources. Exemplary: Selects and evaluates material based on fact, point of view and opinion.</p>	<p>Project Example: <i>Terrorism Unit:</i> Students research incidents of terrorism and terrorist groups throughout the world. They locate a variety of web sites, including those sponsored by terrorist organizations, evaluate them based on pre-determined criteria and use appropriate information to write a report.</p>
	<p>Indicator 3: Identifies inaccurate and misleading information.</p>	<p>Basic: Recognizes inaccurate and misleading information. Proficient: Recognizes the presence of bias in information. Exemplary: Explains why inaccurate and misleading information can lead to faulty conclusions.</p>	
	<p>Indicator 4: Selects information appropriate to the problem or question at hand.</p>	<p>Basic: Uses index, table of contents, search engines and topical sentences in paragraphs to identify appropriate information. Proficient: Uses all of the above; skims and scans for relevancy. Exemplary: Analyzes information from a variety of sources to determine usefulness</p>	

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<p>Standard 3: The student who is information literate uses information accurately and creatively.</p>	<p>Indicator 1: Organizes information for practical application.</p>	<p>in solving an information problem.</p> <p>Basic: Uses graphic organizers such as outlines and webs. Proficient: Uses note-taking skills and synthesizes all information gathered into a final product. Exemplary: Uses a variety of formats to display and present material.</p>	<p>Student:</p> <ul style="list-style-type: none"> ◆ uses Inspiration or other organizational software to develop ideas and content ◆ cites sources in proper bibliographic format ◆ uses PowerPoint, Hyperstudio, web pages, charts, posters, etc. to present information.
	<p>Indicator 2: Integrates new information into one's own knowledge.</p>	<p>Basic: Recognizes new information. Proficient: Compares and contrasts to existing knowledge. Exemplary: Integrates new information with past knowledge to create new meaning.</p>	<p>Project Examples: <i>Multi-Genre Research Paper:</i> students research topics of interest and present their findings using a method best suited to the topic. They may choose to write a newspaper article, keep a fictional diary, create a trivia game, write a skit, produce a videotape, etc. <i>Career Study:</i> students gather information on specific careers and present their findings to the class using PowerPoint or Hyperstudio.</p>
	<p>Indicator 3: Applies information in critical thinking and problem solving.</p>	<p>Basic: Uses facts to support opinion. Proficient: Uses facts from a variety of sources to support opinion and to solve problems. Exemplary: Integrates a variety of information sources to meet both information and</p>	

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		recreational needs.	
	Indicator 4: Produces and communicates information and ideas in appropriate formats.	Basic: Produces and presents written and oral information. Proficient: Utilizes a variety of formats to communicate various forms of information. Exemplary: Identifies and selects appropriate formats (including multi-media) for presentation of material	
Standard 4: The student who is an independent learner is information literate and pursues information related to personal interests.	Indicator 1: Seeks information related to various dimensions of personal well-being, such as career interests, community involvement, health matters, and recreational pursuits.	Basic: Locates information based on personal interests. Proficient: Explores a wide range of sources based on personal interests. Exemplary: Routinely uses a wide range of sources to explore personal interests.	Student: ♦ uses library independently to locate information of personal interest, i.e. sports, video games, celebrities, travel, etc. ♦ uses library independently to locate career and job shadowing information ♦ shares information with peers.
	Indicator 2: Designs, develops, and evaluates information products and solutions related to personal interests.	Basic: Organizes and shares information on personal interests. Proficient: Solves personal information problems using a variety of sources. Exemplary: Evaluates and makes informed decisions.	Project Example: Students explore topics related to personal interests, such as music, sports, hobbies, etc., using a variety of sources.

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<p>Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.</p>	<p>Indicator 1: Is a competent and self-motivated reader.</p>	<p>Basic: Meets English/ Language Arts' standard of reading twenty-five books or equivalent per year. Proficient: Selects reading material from a variety of genres and recommends titles to others. Exemplary: Selects reading material from a variety of genres. Identifies and recommends authors, series, etc. Analyzes plot, character and setting. Reads avidly above grade level.</p>	<p>Student:</p> <ul style="list-style-type: none"> ◆ participates in reading incentive programs ◆ shares favorite books informally ◆ recommends books to other patrons ◆ writes book and/or movie reviews for school newspaper ◆ participates in book and/or movie discussion groups.
	<p>Indicator 2: Derives meaning from information presented creatively in a variety of formats.</p>	<p>Basic: Explains and discusses films, plays and other multimedia presentations. Proficient: Analyzes clarity, impact and importance of information presented in a variety of formats. Exemplary: Evaluates strengths and weaknesses of various creative presentations of information (web pages, film, etc.).</p>	<p>Project Example: <i>Creative Book reports:</i> Student shares books with class in a variety of formats such as:</p> <ul style="list-style-type: none"> ◆ Dioramas ◆ Poems ◆ Skit, ◆ Posters ◆ Videos or movies ◆ Art work ◆ Book talks ◆ Other multi-media presentations
	<p>Indicator 3: Develops creative products in a variety of formats.</p>	<p>Basic: Conveys information using simple formats. Proficient: Conveys information creatively using more than one</p>	

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		format. Exemplary: Integrates ideas, information and media to present a unique and comprehensive product.	
Standard 6: The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.	Indicator 1: Assesses the quality of the process and products of personal information seeking.	Basic: Student can identify successful research strategies. Proficient: Identifies each step taken in the information process and assesses effectiveness. Exemplary: Evaluates information seeking process at each stage as it occurs and makes adjustments as necessary.	Student: ♦ uses Big6 or other research models to solve information problems ♦ utilizes rubrics or checklists for self-evaluation ♦ develops portfolios to assess progress.
	Indicator 2: Devises strategies for revising, improving, and updating self-generated knowledge.	Basic: Identifies basic strategies to revise and improve work. Proficient: Uses basic strategies to revise and improve work. Exemplary: Uses a model to identify gaps in personal research strategies.	Project Example: Student applies self-evaluation strategies after project completion and compares with teacher evaluation.
Standard 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.	Indicator 1: Seeks information from diverse sources, contexts, disciplines and cultures.	Basic: Identifies the need for information from diverse perspectives to solve information problems. Proficient: Utilizes information from diverse sources to solve information problems. Exemplary: Evaluates and applies information from diverse perspectives to solve information	Student: ♦ utilizes sources beyond the library, such as Senior Centers, community and government groups. ♦ researches pros and cons of various issues ♦ participates in mock trials and debates ♦ understands the concept of intellectual freedom

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		problems	
	Indicator 2: Respects the principle of equitable access to information.	Basic: Respects others' need to access information sources. Proficient: Makes effective and efficient use of information sources so that they are available to all. Exemplary: Identifies methods to assure equitable access for all and assists others in accessing information.	Project Example: <i>Social Issues Research:</i> Student uses information gathered from various sources to write a position paper. Student then takes on the role of a lawyer and argues the legitimacy of his argument before the court (class).
Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.	Indicator 1: Respects the principles of intellectual freedom.	Basic: Defines and gives examples of intellectual freedom. Proficient: Understands the need for a variety of ideas and opinions in a library. Exemplary: Understands the impact of censorship on intellectual freedom.	Student: <ul style="list-style-type: none"> ◆ understands that copyright protects intellectual property ◆ gives credit to all sources used in creating an information based product ◆ researches pros and cons of various issues ◆ detects bias and opinions in sources.
	Indicator 2: Respects intellectual property rights.	Basic: Defines and gives examples of copyright law. Proficient: Demonstrates awareness of plagiarism and copyright law by crediting sources. Exemplary: Does not plagiarize and uses appropriate formats to cite sources.	Project Example: <i>Multi-disciplinary unit:</i> Students research the Bill of Rights in Social Studies and apply this knowledge to the reading of <u>The Year They Burned the Books</u> (Nancy Garden). Students stage a mock School Committee Forum, representing both sides. They then analyze the impact of their arguments on the audience.
	Indicator 3: Uses information	Basic: Knows school technology	

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	technology responsibly.	policy and procedures. Proficient: Uses technology resources to access appropriate information. Exemplary: Follows school technology policies and procedures to access information.	
Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.	Indicator 1: Shares knowledge and information with others.	Basic: Actively participates in group learning activities. Proficient: Makes significant contributions to group learning activities. Exemplary: Evaluates and integrates information generated by the group to complete the task at hand.	Student: ♦ works collaboratively to synthesize information ♦ uses Jigsaw technique (each student researches separate elements of information, shares with the larger group and combines to make a cohesive whole) to give a complete representation of knowledge.
	Indicator 2: Respects others' ideas and backgrounds and acknowledges their contributions.	Basic: Listens to other group members. Proficient: Respects and acknowledges diverse opinions and a need for others to participate in group activities. Exemplary: Integrates and organizes contributions of all into an information product.	Project Example: Student, working in a group, researches the five themes of geography and applies them to a project in which they develop imaginary civilizations. These civilizations must thrive and flourish based on what is found in the given geographical habitat. Each group presents its imaginary civilization to the class in whatever format it chooses.

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	<p>Indicator 3: Collaborates with others, both in person and through technologies, to identify information problems and to seek their solutions.</p>	<p>Basic: Communicates appropriately with others both in person and through technology. Proficient: Collaborates with others both in person and through technology. Exemplary: Analyzes an information problem and seeks solutions both in person and through technology.</p>	
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