

RIEMA
Library Media Curriculum
High School - Grades 9-12

Standard	Performance Indicators	Benchmarks	Standards in Action
<p>Standard I: 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 compete 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 at the beginning of a project when necessary ◆ utilizes graphic organizers, such as Inspiration, for note-taking, organization, outlining, analysis ◆ uses major search engines effectively ◆ identifies best source for information need, e.g., find population of a state using an almanac rather than a web search ◆ uses a wide array of sources in various formats both within and outside the library, e.g., interviews, surveys ◆ utilizes public and academic libraries as well as HELIN, and CLAN web sites ◆ identifies appropriate search strategies, using keyword and Boolean searches
	<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 information sources with respect to assignment.</p>	<p>Project Example: Gather data about a third world country to create a profile of its politics, government, economics, religion and general culture. Create a product to share the findings.</p>

Standard	Performance Indicators	Benchmarks	Standards in Action
	<p>Indicator 3: Formulates questions based on information needs.</p>	<p>Basic: Uses a research model (QUIP, Big6, FLIPIT, SUCCEED, etc.) to construct initial questions. Proficient: Able to use research model to develop broad and specific questions. Exemplary: Revises, adds and deletes questions as information needs change.</p>	
	<p>Indicator 4: Identifies a variety of potential sources of information.</p>	<p>Basic: Can identify at least two sources of appropriate information such as: OPAC, Internet, reference materials, CD ROMs, etc. Proficient: Can identify at least three sources of information, such as OPAC, Internet, reference materials, CD-ROMs, etc. Exemplary: Can identify a wide variety of print and non-print sources, including OPAC, Internet, reference materials, CD ROMs, etc.</p>	
	<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. Proficient: Employs keyword, alphabetical and chronological patterns, alternate search terms and cross references as appropriate to find information. Exemplary: Employs keyword,</p>	

Standard	Performance Indicators	Benchmarks	Standards in Action
		alphabetical and chronological patterns, alternate search terms and cross reference, keyword searches in online data bases, and employs Internet search strategies.	
<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 website updates to determine validity of information. Proficient: Uses all of the above indicators plus authority information to determine validity of information. Exemplary: Skims and scans to determine relevance and comprehensiveness. Compares and contrasts primary and secondary sources for accuracy, relevance and comprehensiveness.</p>	<p>Student:</p> <ul style="list-style-type: none"> ◆ Critically analyzes and evaluates all information sources for validity, accuracy, currency, authorship, and relevance ◆ Recognizes bias in materials selected.
	<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, points of view, and opinion.</p>	<p>Project Example: Student researches web sites and printed material relating to political parties and campaigns of candidates. Through the use of pre-determined criteria, student determines value, relevancy and accuracy of material gathered and utilized.</p>

Standard	Performance Indicators	Benchmarks	Standards in Action
	Indicator 3: Identifies inaccurate and misleading information.	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.	
	Indicator 4: Selects information appropriate to the problem or question at hand.	Basic: Uses index, table of contents, search engines and topical sentences in paragraph content 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 in solving an information problem.	
Standard 3: The student who is information literate uses information accurately and creatively.	Indicator 1: Organizes information for practical application.	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.	Student: <ul style="list-style-type: none"> ◆ Interprets information and ideas in critical essays to formulate and prove thesis statements ◆ Interprets primary sources to understand people, places and events over time ◆ Demonstrates knowledge in a variety of formats, e.g., PowerPoint, web page, poster, interview, debate, brochure, comprehensive paper.
		Basic: Recognizes new information. Proficient: Compares and contrasts to existing knowledge. Exemplary: Integrates new	<ul style="list-style-type: none"> ◆ Makes predictions based on research ◆ Uses database and spreadsheet software to create charts, graphs, and other products to indicate trends and analyze and interpret data ◆ Recognizes and understands the effects of

Standard	Performance Indicators	Benchmarks	Standards in Action
		information with past knowledge to create new meaning.	propaganda and advertising throughout history and in the present.
	Indicator 2: Integrates new information into one's own knowledge.		
	Indicator 3: Applies information in critical thinking and problem solving.	<p>Basic: Uses facts to support opinion.</p> <p>Proficient: Uses facts from a variety of sources to support opinion and to solve problems.</p> <p>Exemplary: Integrates a variety of information sources to meet both information and recreational needs.</p>	<p>Project Example:</p> <p>Students researches an artist to determine his or her contribution to society in both his own time and the present. Findings will be presented to the class using a variety of relevant media, which may include music, paintings, poetry, audio, video, as well as PowerPoint or a web page or posters.</p>
	Indicator 4: Produces and communicates information and ideas in appropriate formats.	<p>Basic: Produces and presents written and oral information.</p> <p>Proficient: Utilizes a variety of formats to communicate various forms of information.</p> <p>Exemplary: Identifies and selects appropriate formats (including multimedia) for presentation of material.</p>	
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.	<p>Basic: Locates information based on personal interests.</p> <p>Proficient: Explores a wide range of sources based on personal interests.</p> <p>Exemplary: Routinely uses a wide range of sources to explore personal interests.</p>	<p>Student:</p> <ul style="list-style-type: none"> ◆ Pursues information independently to locate career and college information (including financial aid), to search for people, addresses, directions, maps, phone numbers, postal information ◆ Identifies, locates and accesses genres of materials enjoyed.

Standard	Performance Indicators	Benchmarks	Standards in Action
	<p>Indicator 2: Designs, develops and evaluates information products and solutions related to personal interests.</p>	<p>Basic: Organizes and shares information on personal interests. Proficient: Solves personal information problems using a variety of sources. Exemplary: Evaluates and makes informed decisions.</p>	<p>Project Example: Student selects a topic of personal interest and researches it applying the steps of the “I-Search” model: The “I-Search” model includes personal reflection and constant evaluation throughout the research process.</p>
<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"> ◆ recommends books to other patrons ◆ writes book and/or movie reviews for publication, e.g., school newspaper, online websites ◆ participates in book and/or movie discussion groups ◆ participates in Teen Book Award, Reading Week, and Library Media Month activities ◆ identifies/seeks out reviews, awards, and recommended lists
	<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: Student researches a poet’s life, style, tone, and themes. Project will include interpretations of the poetry and a journal of original poetry imitating the style of the poet.</p>

Standard	Performance Indicators	Benchmarks	Standards in Action
	<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 format. Exemplary: Integrates ideas, information and media to present a unique and comprehensive product.</p>	
<p>Standard 6 The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.</p>	<p>Indicator 1: Assesses the quality of the process and products of personal information seeking.</p>	<p>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.</p>	<p>Student:</p> <ul style="list-style-type: none"> ◆ uses Big6 or other research models to solve information problems. ◆ utilizes rubrics or checklists for self-evaluation. ◆ develops portfolios to assess progress. ◆ recognizes the need to alter research strategies and topics
	<p>Indicator 2: Devises strategies for revising, improving, and updating self-generated knowledge.</p>	<p>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.</p>	<p>Project Example: Student uses a rubric to self-evaluate the process product of his/her work after completion. The student then compares his evaluation with that of peers and his instructor.</p>
<p>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.</p>	<p>Indicator 1: Seeks information from diverse sources, contexts, disciplines and cultures.</p>	<p>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</p>	<p>Student:</p> <ul style="list-style-type: none"> ◆ utilizes local agencies as information sources ◆ understands opposing viewpoints on a variety of issues, e.g., reporting out, participation in deliberation ◆ takes responsibility of being a member of a community. ◆ understands points of view different from one's own, e.g., through discussion

Standard	Performance Indicators	Benchmarks	Standards in Action
		information from diverse perspectives to solve information 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: In this collaborative effort between art, history or English, student researches the pros and cons of a social issue such as government corruption, pollution, school violence, etc.. He/she writes a position paper and creates a piece of original art to express his opinion of the issue.
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 plagiarism and copyright issues, e.g., properly documents sources used through Works Cited and in text. ◆ accurately creates Works Cited in correct format ◆ uses parenthetical references correctly ◆ adheres to school's Acceptable Use Policy at all times.
	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: Student studies an issue with ethical implications. He/she then reads a published work relating to the issue, i.e. <i>A Civil Action</i> (Harr), <i>Civil Warriors</i> (Zegart), or <i>All the President's Men</i> (Woodward Bernstein) and writes a position paper or argues the issue through a mock trial.
	Indicator 3: Uses information technology responsibly.	Basic: Knows school technology policy and procedures. Proficient: Uses technology resources to access appropriate	

Standard	Performance Indicators	Benchmarks	Standards in Action
		<p>information. Exemplary: Follows school technology policies and procedures to access information.</p>	
<p>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.</p>	<p>Indicator 1: Shares knowledge and information with others.</p>	<p>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.</p>	<p>Students</p> <ul style="list-style-type: none"> ◆ works collaboratively to locate, synthesize and analyze information. ◆ uses individual strengths to contribute effectively to the group. ◆ takes equal responsibility for creating products ◆ participates in focused conversation during group work.
	<p>Indicator 2: Respects others' ideas and backgrounds and acknowledges their contributions.</p>	<p>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.</p>	<p>Project Example: Class is set up in literature circles, with each group reading a different novel. Each student has a role and responsibility to fulfill to the group, the class and the teacher.</p>
	<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>	

Standard	Performance Indicators	Benchmarks	Standards in Action
-----------------	-------------------------------	-------------------	----------------------------