

Fairview High School  
Library Media Curriculum Map  
Grade 6-12

**STANDARD 1:** Inquire, think critically and gain knowledge

**SKILLS**

**Indicator 1.1.1** - Follow an inquiry based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.

Big 6 Research process - to use critical-thinking process that involves asking questions, investigating the answers, and developing new understands for personal or academic independent learning activities.

**Indicator 1.1.2:** - Use prior and background knowledge as context for new learning.

State and support what is known about a topic, problem or question, and make connections to prior knowledge.

Observe and analyze an experience, demonstration, or source that introduces a topic problem or question to gather background information.

**Indicator 1.1.3** - Develop and refine a range of questions to frame the search for new understanding.

Write questions independently based on key ideas or areas of focus.

Determine what information is needed to support the investigation and answer the questions.

Analyze what is already known or what is observed or experienced to predict answers to inquiry questions.

Refine questions depending on the type of information needed.

**Indicator 1.1.4** - Find, evaluate, and select appropriate sources to answer questions.

Recognize the organization and use of special sections in the library (reference, reserve, informational).

Locate appropriate nonfiction resources by using the library's classification scheme.

Evaluate sources based on criteria such as copyright date, authority or author or publisher, comprehensiveness, readability, and alignment with research needs.

Select a variety of credible sources in different sources in different formats relevant to research needs.

**Indicator 1.1.5** - Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.

Recognize that information has a social or cultural context based on currency, accuracy, authority, and point of view.

Evaluate and select information based on usefulness, currency, accuracy, authority, and point of view.

**Indicator 1.1.6** - Read, view, and listen for information presented in any format (textual, visual, media, digital) in order to inferences and gather meaning.

Evaluate, paraphrase, and summarize information in various formats.

Use both facts and opinions responsibility by identifying and verifying them.

**Indicator 1.1.7** - Make sense of information gathered form diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

Seek more than one point of view by using diverse sources.

Explain the effect of different perspectives on the information.

**Indicator 1.1.8** - Demonstrate mastery of technology tools for accessing information and pursuing inquiry.

Use technology resources, such as online encyclopedias, online databases , and Web subject directories, to locate information.

Implement keyword search strategies.

Select and use grade level appropriate electronic reference materials and teacher selected websites to answer questions.

Use a variety of search engines to do advanced searching.

**Indicator 1.1.9** - Collaborate with others to broaden and deepen understanding.

Work in self managed teams to understand concepts and to solve problems

Offer information and opinions at appropriate times in group discussions.

Encourage team members to share ideas and opinions.

**STANDARD 2:** Draw conclusions, make informed decisions., apply knowledge to new situations, and create new knowledge.

**SKILLS: Indicator 2.1.1** - Continue an inquiry-based research process by applying critical-thinking skills (analyses, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

Assess the importance of ideas by comparing their treatment across texts.

Identify main ideas and find supporting examples, definitions, and details.

Analyze different point of view discovered in different sources.

Determine patterns and discrepancies by comparing and combining information available in different sources.

Interpret information and ideas by defining, classifying, and inferring from information text.

**Indicator 2.1.2** - Organize knowledge so that it is useful.

Combine and categorize information by using an outline or semantic web to find connections among ideas.

Use common organizational patterns (chronological order, cause and effect, compare/contrast) to organize information and draw conclusions.

**Indicator 2.1.3** - Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.

Review prior knowledge and reflect on how ideas changed with more information.

Compare information found to tentative thesis or hypothesis; revisit or revise hypothesis as appropriate.

Draw conclusions based on explicit and implied information.

Form opinions and judgments backed up by supporting evidence.

Identify connections to the curriculum and real world.

**Indicator 2.1.4** - Use technology and other information tools to analyze and organize information.

Identify and apply common productivity tools and features such as menus and toolbars to plan, create, and edit word processing documents, spreadsheets, and presentations.

Use interactive tools to participate as a group in analyzing and organizing information.

**Indicator 2.1.5** - Collaborate with others to exchange ideas, develop new understanding, make decisions, and solve problems.

Participate in problem-solving process with group.

Work collaboratively in using technology to meet information needs.

Paying attention to copyright provisions, work in groups to import and manipulate pictures, images, and charts in documents, spreadsheets, presentations, webpages, and other creative products and presentations that effectively communicate new knowledge.

Work in groups to evaluate products and presentations.

**Indicator 2.1.6** - Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

Use prewriting to discover alternate ways to present conclusion.

Select the presentation form based on audience and purpose.

Draft the presentation/product following an outline of ideas and add supporting details.

Create products that incorporate writing, visual, and other forms of media to convey message and main points.

Assess and edit for grammar, visual impact, and appropriate use of media.

Cite all sources using correct bibliographic format.

**Standard 3:** Share knowledge and participate ethically and productively as members of our democratic society.

**Skills: Indicator 3.1.1** - Conclude an inquiry-based research process by sharing new understandings and reflecting of the learning.

Present conclusions and supporting facts in a variety of ways.

Present solutions to problems using modeled examples

Identify, with guidance, skills that require practice and refinement.

Follow plan of work but seek feedback for improving the process.

Reflect at the end of an inquiry process to identify additional areas of personal interest for pursuit in the future.

**Indicator 3.1.2** - Participate and collaborate as members of a social and intellectual network of learners.

Offer information and opinions at appropriate times in group discussions.

Encourage them members to share ideas and opinions.

Ask questions of others in a group to elicit their information and opinions.

Accurately describe or summarize ideas of others.

Practice responsible and ethical use of information resources, both in their own library and in other institutions.

Share reading experiences and favorite literature to build a relationship with others.

Use interactive tools to exchange data collected, collaborate to design products or solve problems, and learn curricular concepts by communicating with peers, experts, and other audiences.

**Indicator 3.1.3** - Use writing and speaking skills to communicate new understandings effectively.

Present conclusions so that main ideas are clearly stated and supported by evidence.

Use relevant ideas and details to show insight into people, events, new knowledge, and personal background.

Use dramatic, audio, and video presentation as appropriate for subject and audience.

Adjust pacing, volume, and intonation appropriate to content and purpose.

**Indicator: 3.1.4** - Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

Use appropriate media and formats to design and develop products that clearly and coherently display new understanding.

**Indicator: 3.1.5** - Connect learning to community issues.

Identify and address community and global issues.

Use real-world examples to establish authenticity.

Seek information from different sources to get balanced points of view.

Articulate the importance of intellectual freedom to a democratic society.

**Indicator 3.1.6** - Use information and technology ethically and responsibly.

Avoid plagiarism by rephrasing information in their own words.

Document quotations and cite sources using correct bibliographic format.

Abide by Acceptable Use Policy by accessing only appropriate information.

Use programs and websites responsibly and ethically.

**Standard 4:** Pursue personal and aesthetic growth.

**Skills - Indicator 4.1.1** - Read, view, and listen for pleasure and personal growth.

Read, listen to, and view an increasingly wide range of genres and formats for recreation and information.

Independently locate and select information for personal, hobby, or vocational interests.

Pursue creative expressions of information in the community (public library, arts centers, museums).

**Indicator 4.1.2** - Read widely and fluently to make connections with self, the world, and previous reading.

Read books that connect to their own experiences.

Read with purpose to investigate new ideas beyond the required curriculum.

Read books from various genres.

Compare and contrast story elements to two literary works.

Demonstrate understanding that texts, both narrative and expository, are written by authors expressing their own ideas.

Recognize the author's point of view; consider alternative perspectives.

**Indicator 4.1.3** - Respond to literature and creative expressions of ideas in various formats and genres.

Respond to the images and feelings evoked by a literary or artistic work.

Connect text to personal experiences.

Use illustrations, context; graphics, and layout to extract meaning from different formats.

Interpret literary elements (plot, setting, characters, time) from evidence presented in the text.

Draw conclusions about the theme from evidence in the text.

Recognize how character change.

Share reading, listening, and viewing experiences in a variety of ways and formats.

**Indicator 4.1.4** - Seek information for personal learning in a variety of formats and genres.

Read a variety of genres, including short stories, novels, poems, plays, myths, films, and electronic magazines and books.

Describe the characteristics of different genres.

Explore new genres that fulfill interests and reading level (graphic novels, magazines, online magazines, e-books).

Select resources for classroom learning and for personal exploration.

Select resources on topics of interest at both a comfortable reading level and at higher levels of comprehension.

Select print, nonprint, and electronic materials based on personal interests and knowledge of authors.

Maintain personal reading lists.

**Indicator 4.1.5** - Connect ideas to own interests and previous knowledge and experience.

Demonstrate understanding of literal and implied meanings by explaining how new meanings fit with what is already known.

Connect ideas reflected in various resources in like experiences at home, in school, and with peers.

Keep a log or record of new and up-to-date ideas by reading online information, magazines, and other current sources.

Check the ideas for accuracy by analyzing the authority of the source and validating the information through multiple resources.

**Indicator 4.1.6** - Organize personal knowledge in a way that can be called upon easily.

Develop visual pictures of the main ideas and design a concept map, webs, or graphics to capture the ideas.

Identify their own learning styles and organize ideas accordingly (for example, linear, graphic).

Use different forms of note taking to capture personal connections to information.

**Indicator 4.1.7** - Use social media networks and information tools to gather and share information.

Use advanced strategies (Boolean searches) to locate information about personal-interest topics in the library's online catalog.

Use a few technology tools and resources to collect, organize, and evaluate information that addresses issues or interests.

Apply technology productivity tools to meet personal needs.

Use social networking tools to responsibly and safely share information and ideas, and to collaborate with others.

**Indicator 4.1.8** - Use creative and artistic formats to express personal learning.

Create original products based on responses to literature and other creative works of art.

Experiment with various types of multimedia software for artistic and personal expression.

*Work Cited*

*Standards for the 21st-century Learner in Action*. Chicago, Ill.: American Association of School Librarians, 2009. 86-90.