



K-12 Library Information Literacy

Presented to the Board of Education on Monday, August 25

As a learning community, the Webster Groves School District will lead in purposeful innovation that challenges each of us to discover and pursue our passions and make a positive impact on the world.

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Rationale for Curriculum

It is critical for students today to engage in learning that is relevant, rigorous, and rewarding. In addition to engaging in learning that is cognitively demanding and challenging, students need to be able to apply their knowledge and skills across contents and contexts within the school environment, and more importantly in the “real world.” For it is when this application extends outside the boundaries of the school, that interest, relevance, and value are maximized.

Information literacy is a vital skill for today’s students. Learning in the library should dovetail with core curriculums and enhance classroom learning, as well as introduce and hone skills needed to become lifelong independent learners. Access to high quality information and literature is necessary for a well-rounded education, and the school library provides a place to research, read, collaborate, communicate, and find a doorway into other worlds.

The WGSD Library Information Literacy curriculum is designed to lead our students from their first step into the library to the accomplished and skilled lifetime learners they are destined to be. There are three themes of focus at every grade level: Reader’s Advisory (finding and interacting with literature and information), Investigations (research and discovery) and Global Citizens (safe and ethical use of all information sources and ways to communicate).

Section I

- I. **Readers Advisory K-3:** Learning to find things, learning how information is organized, learning to read, and using all types of literature and informational text.
- Patterns of Organization
 - Text and Images
 - Literature and Informational Text

Grade Level: Kindergarten**LG 1 Readers Advisory – Patterns of Organization**

High Priority Standards	
<p>TILS: Decide:</p> <ul style="list-style-type: none"> Sort and classify objects and make observations about patterns discovered. Recognize that organization patterns help us learn and communicate. <p>Missouri Learning Standards RI.K.5. Identify the front cover, back cover, and title page of a book.</p>	
Learning Goal	Proficiency Scale
Students will be able to recognize and apply patterns of organization.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> Identifying ways that ABC order is used to organize (books, students in class...). Identifying parts all books have in common. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> Recognizing and recalling specific vocabulary, such as: checkout, circulation desk, ABC order, due date, cover, spine, author, pages, title.

	<ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Participating in library processes and procedures to check out and return material. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal by not recognizing vocabulary.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to</p> <ul style="list-style-type: none">• Find the fiction and non-fiction books sections of the library.• Use labels and visual clues to identify library materials (signage, award symbols, areas of the library).• Follow library procedures that keep the library organized (use shelf markers and return items to the correct area).• Following library processes and procedures to find and return materials.• Identify book parts (cover, title page, author).• Recognize ABC order as a pattern of organization.	

Grade Level: KG

LG 2 Reader's Advisory – Images and Text

High Priority Standards	
<p>AASL</p> <p>1.16 Read, view, and listen for information presented in any format (textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p> <p>TILs: Respect</p> <ul style="list-style-type: none"> • Explain what an author and an illustrator does for learning and why we respect their work. 	
Learning Goal	Proficiency Scale
Students will understand the connection between images and words.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Connecting an image with a word to deepen understanding and meaning. • Identifying personal connections with stories and images. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: characters, setting, connection, image. • Performing processes such as: <ul style="list-style-type: none"> ○ Describing connections between words and illustrations with support or as part of a group activity. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal by</p>

	recognizing illustration and text without showing or verbalizing awareness of their relationship.
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Look at cover art to determine what the story is about.• Use pictures to help comprehend the story.• Make personal connections with literature.• Make comparisons between books.• Asking and answering questions about key details.• Engage in group reading activities.	

Grade Level: KG

LG 3 Reader's Advisory – Literature and Informational Text

High Priority Standards	
<p>AASL</p> <p>1.16 Read, view, and listen for information presented in any format (textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to choose and interact with a wide variety of literature and informational text.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Self-selecting books of interest based on verbalized criteria. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: subject, browse, audiobooks, e-books, written text, video. • Performing processes such as: <ul style="list-style-type: none"> ○ Selecting books of interest based on teacher guidance. ○ Listening to or watching a variety of stories in different media and discussing how they are perceived by the listener. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

Students know how to:

- Choose books of interest.
- Understand the differences between e-books, audiobooks and written text.
- Use awards to guide reading choices.

Grade Level: First

LG 1 Readers Advisory – Patterns of Organization

High Priority Standards	
<p>MO ICT: 3 A</p> <p>b. Recognize, with assistance, that there are organizational tools for locating sources.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to recognize and apply patterns of organization.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Locating materials within fiction using ABC (shelf) order. • Locating materials within non-fiction using library signage or symbols that indicate subject area order. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: fiction, non-fiction, symbols, labels, signs. • Performing processes such as: <ul style="list-style-type: none"> ○ Locating and moving to different areas of the library while browsing. (ie. fiction shelves, non-fiction shelves, everybody book shelves). <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

Students know how to:

- Find fiction and non-fiction books.
- Understand the difference between fiction and non-fiction.
- Follow checkout procedures.
- Use symbols, signs and labels to find books.
- Understand locations in the library.

Grade Level: First

LG 2 Readers Advisory – Images and Text

High Priority Standards	
AASL 1.1.3 Respond to literature and creative expressions of ideas in various formats and genres. 4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.	
Learning Goal	Proficiency Scale
Students will understand the connection between images and words.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> Identifying the topic of a book from its illustrations. Inferring what the action or plot of the book is by examining illustrations. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> Recognizing and recalling specific vocabulary, such as: predict, retell, main events, narrator, character, setting. Performing processes such as: <ul style="list-style-type: none"> Recalling story elements with prompting. Identifying the topic of non-fictional text by examining images. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

Students know how to:

- Using strategies such as predicting, asking questions, retelling parts of the story, drawing conclusions about a story and identifying a story's characters, setting and main events.
- Identify the narrator of a story.
- Use book illustrations to draw meaning from a story.

Grade Level: First

LG 3 Readers Advisory – Literature and Informational Text

High Priority Standards	
<p>AASL 4.3.2 Recognize that resources are created for a variety of purposes.</p> <p>Missouri Learning Standards 1.R.L.5 Craft and Structure: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>	
Learning Goal	Proficiency Scale
Students will be able to choose and interact with a wide variety of literature and informational text.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> Identifying and comparing differences in various genres. Identifying the type of information found in different sources (such as magazines vs. the encyclopedia). Comparing similarities in the works of an author or illustrator. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> Recognizing and recalling specific vocabulary, such as: magazine, encyclopedia, online, reference, fairy tale, short story, poetry. Performing processes such as: <ul style="list-style-type: none"> Recognizing periodicals, online sources, e-books, and reference materials in their physical form. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

Students know how to:

- Identify differences between literary genres.
- Recognize different types of materials including magazines, websites, ebooks, written text.
- Recognize the works of a single author and illustrator.

Grade Level: Second**LG 1 Reader's Advisory – Patterns of Organization**

High Priority Standards	
<p>TILS: Discover</p> <ul style="list-style-type: none"> Decide on and use a keyword in the library database to find a book on a specific topics. Find information in a dictionary, atlas, and encyclopedia using keyword or words. Find a favorite author on the library shelf using alphabetical order skills. <p>MO ICT</p> <p>3.b. Recognize that there are organizational tools for locating sources.</p> <p>3.c. Locate, with assistance, information sources using appropriate organizational structures.</p>	
Learning Goal	Proficiency Scale
Students will be able to recognize and apply patterns of organization.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> Utilizing alphabetizing strategies to find facts in print tools that rely on ABC order. Identifying the title page of a book, and describing the reason for a title page. Conducting a keyword search to find a book in the library catalog database. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> Recognizing and recalling specific vocabulary, such as: keyword search, title page, call number, publisher, copyright date, encyclopedia, dictionary, guide words, glossary. Performing processes such as: <ul style="list-style-type: none"> Identifying a call number and the location of a book in the library.

	<ul style="list-style-type: none">○ Locating the title page of a book. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Use labels, fiction call numbers and categories to find library materials.• Find materials in the library catalog using a keyword search.• Identify the parts of a book.• Apply alphabetizing strategies to arrange materials.• Apply alphabetizing strategies to access fact tools using alpha order.	

Grade Level: Second

LG 2 Reader's Advisory – Images and Text

High Priority Standards	
AASL 4.1.1 Read, view, and listen for pleasure and personal growth. 4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading. 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.	
Learning Goal	Proficiency Scale
Students will understand the connection between images and words.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Utilizing image captions and side notes to deepen understanding. • Comparing and contrasting setting, point of view, and illustrations in 2 or more versions of the same story. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: setting, point of view, story element, caption, side note (or margin note). • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying the similarities in 2 versions of the same story (characters, setting...) <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

Students know how to:

- Compare and contrast story elements.
- Identify changes in character in versions of the same story.
- Identify and explore genres of fiction.
- Use illustrations and words of a text to understand characters, setting, or story events.

Grade Level: Second**LG 3: Reader's Advisory – Literature and Informational Text**

High Priority Standards	
<p>AASL</p> <p>1.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p> <p>4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.</p> <p>4.3.2 Recognize that resources are created for a variety of purposes.</p>	
Learning Goal	Proficiency Scale
Students will be able to choose and interact with a wide variety of literature and informational text.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Selecting books based on interest and need. • Comparing and contrasting multiple versions of information on the same topic. • Utilizing award book criteria to form personal opinions on reading material. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: book version, award book, text type. • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying fiction genres such as historical fiction, realistic fiction, poetry, folklore. ○ Identifying criteria used for national book awards. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

Students know how to:

- Select books at their reading levels.
- Locate award books in the library.
- Use awards to guide reading selection.
- Recommend books to each other.
- Compare and contrast two or more versions of same story.

Grade Level: Third**LG 1 Reader's Advisory – Patterns of Organization**

High Priority Standards	
<p>TILS: Discover</p> <ul style="list-style-type: none"> • Use the library catalog independently. • Use an index, the table of contents, guide words, and paragraph headings to find information in a book. • Navigate the library by using location skills to find necessary information and resources. 	
Learning Goal	Proficiency Scale
Students will be able to recognize and apply patterns of organization.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Conducting a subject search to access and find materials using the library catalog database. • Locating specific information using the table of contents and index of a book. • Locating materials within non-fiction using the ten main areas of the Dewey Decimal system. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: table of contents, index, title page, Dewey Decimal, subject search, call number. • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying the table of contents and index of a book. ○ Applying alphabetizing strategies to find materials in the library. ○ Identifying the ten main areas of the Dewey Decimal System.

	Level 1: Student demonstrates a limited understanding or skill with the learning goal.
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Find materials on an assigned topic in the library catalog using a subject search.• Use labels, call numbers and categories to recognize and find the ten main areas of the Dewey Decimal System.• Identify the parts of a book (table of contents, index).• Apply alphabetizing strategies to find materials.	

Grade Level: Third

LG 2 Reader's Advisory – Images and Text

High Priority Standards	
AASL 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.	
Learning Goal	Proficiency Scale
Students will understand the connection between images and words.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Comparing and contrasting text and images in works done by the same author. • Identifying illustration styles and describing how they add to the meaning of the work. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: series, illustration style, illustration method (such as photography, watercolor, collage, cartoon) • Performing processes such as: <ul style="list-style-type: none"> ◦ Applying teacher created strategies that help draw the most meaning from illustrations and text. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

Students know how to:

- Compare and contrast story elements.
- Recognize and describe various types of illustration and author styles.

Grade Level: Third

LG 3 Reader's Advisory – Literature and Informational Text

High Priority Standards	
<p>AASL</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>	
Learning Goal	Proficiency Scale
Students will be able to choose and interact with a wide variety of literature and informational text.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Accessing and using teacher and peer created book reviews. • Creating a personal reading list based on self-selected criteria. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: reading shelf, author, award list, resource lists, Destiny Quest. • Performing processes such as: <ul style="list-style-type: none"> ○ Locating teacher created resource lists in the library catalog to aid in book selection. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

Students know how to:

- Access the library catalog to locate information about books and authors of interest.
- Utilize available resources including peer and teacher recommendations and award lists and resource lists to choose reading materials.
- Use the student interface in the library catalog database to create and retrieve reading lists.

Section

- II. **Readers Advisory 4 -12:** Using advanced organizational features in the library and in resources, expanding use of literature and informational text.
- a. Patterns of Organization
 - b. Literature and Informational Text

Grade Level: Fourth**LG 1 Reader's Advisory – Patterns of Organization**

High Priority Standards	
<p>TILS: Decide</p> <ul style="list-style-type: none"> Find materials in the library using Dewey order, fiction order, reference, and biography order for personal reading as well as school-based needs. Use search bars and menus on the online encyclopedia, a database, and a website to find information. Use the table of contents, index, glossary, graphs, and images to find information in books. 	
Learning Goal	Proficiency Scale
Students will be able to recognize and apply patterns of organization.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> Applying internal search and information features (menus, search bars, graphs, charts) to find information in print and digital resources. Conducting a title search in the library catalog database to locate call number and exact location of materials. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p>

	<ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: headers, menu, search bar, online encyclopedia, website• Performing processes such as:<ul style="list-style-type: none">○ Locating graphs and charts within a reference resource.○ Using a search bar to find information. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>The student knows how to:</p> <ul style="list-style-type: none">• Use the catalog to find books in different areas of the library by title search.• Use call numbers to independently locate individual library materials using the Dewey decimal system.• Apply alphabetizing strategies to find materials.• Use internal patterns of organization in all reference materials.	

Grade Level: Fourth

LG 2 Reader's Advisory – Literature and Informational Text

High Priority Standards	
<p>AASL</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>2.3.1 Connect understanding to the real world.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to choose and interact with a wide variety of literature and informational text.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Developing criteria to identify genre such as historical fiction, realistic fiction, fantasy, mystery, biography, autobiography, informational text, poetry. • Connecting personal experiences to those of individuals found in biographies, auto-biographies, and non-fictional narratives. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: award lists, peer reviews, personal shelves, Destiny Quest, genre type, narrative, biography, autobiography. • Performing processes such as: <ul style="list-style-type: none"> ○ Locating Resource Lists and peer reviews in the student interface of the library catalog (Destiny Quest). ○ Recognizing Mark Twain Award nominees and award winners. ○ Using the Library Catalog to browse for books and authors of interest.

	Level 1: Student demonstrates a limited understanding or skill with the learning goal.
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Access the library catalog to locate information about books and authors of interest.• Utilize available resources including peer and teacher recommendations, resource lists, award lists and reviews to choose reading materials.• Access the information found in biographies, autobiographies, and narratives to learn about history and make personal connections to history, other time periods, or other cultures.	

Grade Level: Fifth

LG 1 Reader's Advisory – Patterns of Organization

High Priority Standards	
<p>TILS: Discover</p> <ul style="list-style-type: none"> • Use search engines and databases with good keywords to focus a search for information. • Use print information by examining the table of contents, index and information in charts, tables, images, and maps to make sure it fits a question or need. • Independently use the library by finding items in Dewey order, fiction order, biographical order, and in the reference area. 	
Learning Goal	Proficiency Scale
Students will recognize and apply patterns of organization.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Applying knowledge of spine labels and call numbers to locate materials. • Creating a resource list to organize research within the library catalog (Destiny) system. • Utilizing search features of federated search databases to gather and organize information. • Forming effective power searches (Boolean searching) within the library catalog database to narrow or broaden results. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: Student Research Center, power search, subject tree, bibliography. • Performing processes such as:

	<ul style="list-style-type: none">○ Using alphabetical and Dewey order to find materials in the library.○ Combining keywords to achieve different results when searching a database. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>The student knows how to:</p> <ul style="list-style-type: none">• Use the catalog's power search to find books in different areas of the library.• Use internal search features to drill into a topic.• Demonstrate how the Dewey Decimal System works by independently arranging non-fiction materials.• Use alphabetical order to find materials.	

Grade Level: Fifth

LG 2: Reader's Advisory

High Priority Standards	
<p>AASL</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.</p>	
Learning Goal	Proficiency Scale
Students will be able to choose and interact with a wide variety of literature and informational text.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> Utilizing fiction, literary non-fiction, databases and websites to investigate an area of interest or an assigned subject. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> Recognizing and recalling specific vocabulary, such as: literary non-fiction, format, Performing processes such as: <ul style="list-style-type: none"> Creating personal reviews in the library catalog student interface. Comparing and contrasting award winning books based on criteria established by national awards organizations. Recognizing multiple formats to explore a given topic. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets	
<p>The student knows how to:</p> <ul style="list-style-type: none">• Access the library catalog to locate information about books and authors of interest.• Utilize available resources including peer and teacher recommendations, award lists and reviews to choose reading materials.	

Grade Level: Sixth**Goal 1 Reader's Advisory – Patterns of Organization**

High Priority Standards	
TILs : Discover <ul style="list-style-type: none"> • Use indexes, glossaries, charts, maps, headings, captions, and footnotes to find information in print resources. • Use directories, site maps, search bars, and menus to find information in digital resources. • Develop and revise a question and decide on keywords to use when searching for information. • Combine 2 keywords or subjects to make a search for information more precise. 	
Learning Goal	Proficiency Scale
Students will be able to recognize and apply patterns of organization.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Applying advanced internal organizational features of digital and print reference materials to drill down to exact and accurate information. • Creating a record of a research trail by organizing sources and notes. • Applying advanced search features in the library catalog database (such as internal record links and see also suggestions) to focus a search for print material. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: bibliographies (as a book part), glossaries, charts, maps, headings, captions, footnotes, directories, site maps, internal link, see also, OPAC. • Performing processes such as:

	<ul style="list-style-type: none"> ○ Identifying needed resources with a Library Database (OPAC) search. ○ Identifying and using resources such as encyclopedias and federated search databases when researching a topic. ○ Using a single keyword or the menu tree to find information in databases. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal by:</p> <ul style="list-style-type: none"> ● Finding materials in the library by browsing shelves. ● Utilizing public resource lists in the Library Database (OPAC).
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none"> ● Use the library database catalog to find books or other materials in different areas of the library. ● Use other information databases such as World Book and Student Research Center to research a topic. ● Use the Dewey Decimal System and alphabetizing strategies to find materials. ● Use public resource lists and personal shelves in Destiny to find reading materials in library. ● Independently use call numbers and color coding to find materials. 	

Grade Level: 6

Goal 2 Reader's Advisory – Literature and informational Text

High Priority Standards	
TILS: Discover Choose personal reading by genre, subject, and author, using the library database.	
Learning Goal	Proficiency Scale
Students will be able to choose and interact with a wide variety of literature and informational text.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Creating unique book reviews or recommendations based on personally developed criteria. • Utilizing tools such as book trailers and online review tools to browse for reading material. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary: book talk, author interview, author biography, reviewing, responding. • Performing processes such as: <ul style="list-style-type: none"> ○ Using the personal reading shelf feature in the library database. ○ Participating in library based literary activities such as book fairs, book talks, promotions and contests. ○ Following a teacher created format for responding to reading.

	<p>Level 1: Student demonstrates a limited understanding or skill with the learning goal by:</p> <ul style="list-style-type: none">• Browsing award displays, posters, contests and book displays in the LMC.• Browsing the library shelves for book covers and titles of personal interest.
<p style="text-align: center;">Learning Targets</p> <p>The student knows how to:</p> <ul style="list-style-type: none">• Use personal investigations and interests, awards lists, personal reading levels and staff and peer recommendations to choose books.• Use the library website to access information about books, authors and series.• Use library signs, posters, contests and displays to gain information about books and authors.• Participate in book fairs, author visits and book talk opportunities to develop reading interests.• Independently use all sources of information to explore a topic.	

Grade Level: Seventh and Eighth**Goal 1 Readers Advisory – Patterns of Organization****High Priority Standards****TILs: Discover**

- Choose and use an online database for that fits information need, including filter and sort features.
- Brainstorm and use effective keywords and subjects to find information, and use a Boolean search to broaden or narrow a search.
- Use non-fiction text features like headings, footnotes, bibliographic references, tables and charts to find information.
- Use digital text features like directories, site maps, search bars, and hyperlinks to find information.
- Independently locate materials in the library by understanding organization of fiction, non-fiction, reference, and specialty areas.

Learning Goal

Students will be able to recognize and apply patterns of organization.

Proficiency Scale

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Operating within all organizational systems and electronic search strategies of the library catalog (key words, subject headings) to locate appropriate resources.
- Interpreting call numbers and locations/sublocations of the library to find fiction and non-fiction.
- Utilizing the sub-categorization of materials within Dewey subject areas in the library to locate resources and browse for additional materials.
- Utilizing technology resources such as online encyclopedias, online databases, and Web subject directories to locate information on assigned

	<p>topics in the curriculum.</p> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: key words, subject headings, call numbers, fiction, nonfiction, location, sub-location, Dewey Decimal, online encyclopedia, genres, subject labels, Truman Awards. • Performing processes such as: <ul style="list-style-type: none"> ○ Using the library to find genres of interest, and text to meet academic needs. ○ Identifying visual clues (posters, signs, displays). <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none"> • Use organizational systems and electronic search strategies of the Library catalog database (key words, subject headings) to locate appropriate resources. • Use call numbers and locations/sublocations of a library to find fiction and non-fiction. • Use the categorization of materials within Dewey areas to locate resources and browse for additional materials. • Use technology resources such as online encyclopedias, online databases, and Web subject directories to locate information on assigned topics in the curriculum. 	

Grade Level: Seventh and Eighth

Goal 2 Readers Advisory – Literature and Informational Text

High Priority Standards

TILS:Discover

- Find materials for personal reading using the library database and searching by title, author, subject, genre, and series.

AASL

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

Learning Goal	Proficiency Scale
<p>Students will be able to choose and interact with a wide variety of literature and informational text.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> Applying knowledge of literary concepts, library database, and personal preferences to acquire materials needed for personal learning and assigned tasks. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> Recognizing and recalling specific vocabulary, such as: genres, subject labels, reading level, Lexile level, book trailers, interface, databases. Performing processes such as : <ul style="list-style-type: none"> Identifying available resources and personal preferences to explore the library and access materials. Identifying tools such as book trailers and online review tools to browse for reading material. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

Students know how to:

- Investigate parts of a book to decide if it might meet their needs.
- Identify different literary genres and develop preferences based on interests, knowledge of authors, and reading level.
- Select books based on personal interests, knowledge of authors, and reading level.
- Consider literary awards and contests to identify quality literature.
- Read independently.
- Use the Destiny Quest interface to recommend and review books.
- Participate in book fairs, author visits, and book talk opportunities to learn more about book choices.
- Access book trailers.

Grade Level: Ninth - Twelfth

LG 1 Reader's Advisory – Patterns of Organization

High Priority Standards	
TILS: Discover Develop personal strategies for accessing and recording information of all kinds, including personal or pleasure reading and interacting with media.	
Learning Goal	Proficiency Scale
Students will be able to recognize and apply patterns of organization.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Explaining the differences among various search engines and databases and how they rank results. • Applying the advanced search features within academic databases to broaden or narrow research. • Applying the concept of the Dewey Decimal system (topics and sub/topics) to explore the range of possible resources available in all areas of the library. • Collecting and organizing personal reading/research lists in a format that is personally useful. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: reference, special collection, periodical, reserve, short story, digital organization tools, broaden, narrow. • Performing processes such as: <ul style="list-style-type: none"> ○ Using teacher suggested links or database searches to conduct research.

	<p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p> <ul style="list-style-type: none">• Locating materials by browsing or asking for assistance.
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Explore multiple Dewey areas to browse for information about different aspects of the same topic.• Access and use different formats and media for information.• Seek and locate information for personal interests.• Seek and locate information for academic interests• Apply patterns of organization to search for resources of all types in all libraries.• Recognize the organization and use of special collections in the library (reference, reserve books, short stories).	

Grade Level: Ninth - Twelfth

LG 2 Reader's Advisory – Literature and Informational Text

High Priority Standards**AASL**

- 4.1.1 Read, view, and listen for pleasure and personal growth.
- 4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.
- 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

Missouri Learning Standards**ELA-Literacy.RH.9-10.9** Compare and contrast treatments of the same topic in several primary and secondary sources

Learning Goal	Proficiency Scale
Students will be able to choose and interact with a wide variety of literature and informational text.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Connecting research knowledge to real-world needs. • Utilizing a wide variety of text (poetry, articles, essays, books, periodicals, magazines, journals, speeches, etc.) to explore and learn. • Communicating effectively with traditional, new, and emerging media. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: strategy, essay, primary resource, journal, article. • Performing processes such as: <ul style="list-style-type: none"> ○ Defining a need to locate reading material and information.

- Accessing information in a variety of formats.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

The student knows how to:

- Recognize and use a variety of text (poetry, articles, essays, books, periodicals, magazines, journals, speeches, etc.)
- Use a wide variety of text to explore and learn both in school and for personal reasons.
- Use a wide variety of software/apps for personal expression.
- Set reading goals.

Section

- III. Investigations K-5:** Asking good questions, looking for answers, judging what is good information for a need.
- Question
 - Find
 - Evaluate

Grade Level: Kindergarten

LG 1 Investigations – Question

High Priority Standards	
<p>TILs : Discover</p> <ul style="list-style-type: none"> Formulate questions to find answers to a stated need. Find information to answer questions and decide if the information is what is needed, and keep looking if it is not. <p>Missouri Learning Standards</p> <p>K.W.8 Research to Build and Present Knowledge: gather information from provided sources to answer a question.</p>	
Learning Goal	Proficiency Scale
Students will understand the relationship between asking good questions and finding good answers.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> Formulating questions related to listening activities that reflect an understanding of who, what, when, where, why and how. Seeking answers to questions.

	<ul style="list-style-type: none">• Comparing and contrasting information found in relationship to the activity or task at hand. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: question, answer, who, what, when, where, why, how.• Performing processes such as:<ul style="list-style-type: none">○ Discussing the role of different question types.○ Identifying resources that are on the question topic.○ Showing understanding of information presented in specific events or vocabulary related to the activity and needed information. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Create questions based on need or want.• Find information (with or without assistance) to answer questions.• Decide if information found fits need or want.• Share answers to questions with others.	

Grade Level: Kindergarten

LG 2 Investigations - Find

High Priority Standards

TILS: Discover:

- Use the computer to look at books and websites that might answer questions.
- Find things inside websites by clicking on links and typing in the search bar.

Missouri Learning Standards

K.W.8 Research to Build and Present Knowledge: gather information from provided sources to answer a question.

Learning Goal

Students will be able to determine the resources needed for finding answers to questions.

Proficiency Scale

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Locating and applying information from provided resources to answer questions.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary: information sources, link, website, information book.
- Performing processes such as:
 - Selecting resources to best provide answers from a selection of materials provided.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Find answers to questions posed by using provided materials.
- Determine the best resource to use for information needed.

Grade Level: Kindergarten
LG 3 Investigations – Evaluate

High Priority Standards

AASL 1.1.6: Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning

Missouri Learning Standards

K.R.I.9 Integration of Knowledge and Ideas: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Learning Goal	Proficiency Scale
<p>Students will be able to critically and competently evaluate information in multiple formats.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Identifying differences between fiction and non-fiction within multiple formats. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary: fiction, non-fiction, fact, entertainment, audio books, digital books. • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying fiction and non-fiction resources on a single topic. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

Students know how to:

- Identify differences between fiction and non-fiction literature when using materials for inquiry or a project.
- Identify fiction and non-fiction literature in multiple formats.

Grade Level: First**LG 1 Investigations – Question**

High Priority Standards	
<p>TILs: Discover Ask a good question that defines what information is needed.</p> <p>TILs: Decide Make a graph to compare pieces of information.</p>	
Learning Goal	Proficiency Scale
Students will understand the relationship between asking good questions and finding good answers.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Formulating questions related to topics that reflect an understanding of the information needed using who, what, when, where, why and how. • Creating a graphic organizer (such as K-W-L chart) to define information needs. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: graphic organizer, knowledge, topic. • Performing processes such as: <ul style="list-style-type: none"> ○ Asking questions on topic. ○ Discussing information needs in a group setting. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

Students know how to:

- Formulate questions based upon information needed.
- Use graphic organizers to assess information needed.

Grade Level: First

LG 2 Investigations - Find

High Priority Standards					
TILs Discover: I Can <ul style="list-style-type: none"> Find information in the library that answers my questions. Use a computer program to find answers to my questions. Point out the table of contents and the index in a book, and describe why they help me find answers. 					
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; padding: 5px;">Learning Goal</th> <th style="text-align: center; padding: 5px;">Proficiency Scale</th> </tr> </thead> <tbody> <tr> <td style="width: 30%; padding: 10px; vertical-align: top;"> Students will be able to determine the resources needed for finding answers to questions. </td> <td style="width: 70%; padding: 10px; vertical-align: top;"> Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none"> Selecting and demonstrating the use of appropriate resources for informational needs. Conducting a single word keyword search in the library database. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none"> Recognizing and recalling specific vocabulary: OPAC, library database, search, resources, keyword. Performing processes such as: <ul style="list-style-type: none"> Demonstrating the use of appropriate resources for informational needs. Identifying the basic functions of the library database to find books. Level 1: Student demonstrates a limited understanding or skill with the learning goal. </td> </tr> </tbody> </table>	Learning Goal	Proficiency Scale	Students will be able to determine the resources needed for finding answers to questions.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none"> Selecting and demonstrating the use of appropriate resources for informational needs. Conducting a single word keyword search in the library database. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none"> Recognizing and recalling specific vocabulary: OPAC, library database, search, resources, keyword. Performing processes such as: <ul style="list-style-type: none"> Demonstrating the use of appropriate resources for informational needs. Identifying the basic functions of the library database to find books. Level 1: Student demonstrates a limited understanding or skill with the learning goal.	
Learning Goal	Proficiency Scale				
Students will be able to determine the resources needed for finding answers to questions.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none"> Selecting and demonstrating the use of appropriate resources for informational needs. Conducting a single word keyword search in the library database. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none"> Recognizing and recalling specific vocabulary: OPAC, library database, search, resources, keyword. Performing processes such as: <ul style="list-style-type: none"> Demonstrating the use of appropriate resources for informational needs. Identifying the basic functions of the library database to find books. Level 1: Student demonstrates a limited understanding or skill with the learning goal.				

Learning Targets

Students know how to:

- Select and demonstrate the use of appropriate resources.
- Explain the basic function of the library database (OPAC) for informational topics.

Grade Level: First**LG 3 Investigations - Evaluate**

High Priority Standards	
TILs: Discover Describe what it means when something is a fact and what it means when something is fiction. Look at pictures and charts and find and discuss the facts they have in them	
Learning Goal	Proficiency Scale
Students will be able to critically and competently evaluate information in multiple formats.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Using visuals such as graphs, maps, charts, images to gain information. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: fact, fiction, map, chart, image, graph. • Performing processes such as: <ul style="list-style-type: none"> ○ Choosing fiction and non-fiction resources on the same topic. ○ Locating information from a provided resource. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

The student knows how to:

- Locate information needed in multiple formats and sources.
- Differentiate between fiction and non-fiction.

Grade Level: Second**LG 1 Investigations – Question**

High Priority Standards	
<p>TILs: Discover Decide on and use a keyword in the library database to find a book on specific topics.</p> <p>TILs: Decide Create a concept map to organize findings.</p>	
Learning Goal	Proficiency Scale
Students will understand the relationship between asking good questions and finding good answers.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Articulating thoughts and questions that stem from their own interests and experience. • Developing questions; then reading, listening, interacting with objects, and viewing sources to learn about them. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: text, visual, artifact, background knowledge • Performing processes such as: <ul style="list-style-type: none"> ○ Expressing curiosity about topics of interest and communicating what they know about said topics (background knowledge). ○ Reading, listening, and viewing information to build background

	knowledge. Level 1: Student demonstrates a limited understanding or skill with the learning goal.
Learning Targets Students know how to: <ul style="list-style-type: none">• Articulate background knowledge stemming from interest and experience.• Develop questions and learning about said topics using texts, visuals, artifacts, websites, etc.• Reading, listening and viewing sources for needed information.	

Grade Level: Second
LG 2 Investigations - Find

High Priority Standards	
<p>TILs: Discover Find information in a dictionary, atlas, and encyclopedia using a keyword or words. Gather information to solve the problem.</p> <p>TILs: Decide Compare information to find the best answer.</p>	
Learning Goal	Proficiency Scale
Students will be able to determine the resources needed for finding answers to questions.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Understanding differences in text (i.e. books, encyclopedias, brochures, online websites, etc.) to guide the choices of needed resources. • Learning about topics by exploring and using texts, visuals, artifacts, websites, etc. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: keywords, keyword search, encyclopedia, website. • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying, selecting, and using resources to answer questions (i.e. books, encyclopedias, brochures, online websites, etc.) ○ Identifying keywords essential in locating needed information

	Level 1: Student demonstrates a limited understanding or skill with the learning goal.
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Identify keywords for locating information.• Perform a basic keyword search in the library catalog (OPAC) to locate needed resources.• Identify, select, and use different texts (i.e. books, encyclopedias, brochures, online websites, etc.).	

Grade Level: Second

LG 3 Investigations - Evaluate

High Priority Standards	
TILs: Discover Talk with teacher, parents, or classmates about how someone's beliefs or viewpoint influence what they write about.	
Learning Goal	Proficiency Scale
Students will be able to critically and competently evaluate information in multiple formats	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Distinguishing between fact and opinion. • Identifying an author's purpose in writing the material. • Determining usefulness of resources to answer questions by evaluating title, pictures and text <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary: fact, opinion, title, text, purpose. • Performing processes such as: <ul style="list-style-type: none"> ○ Classifying information as fact and opinion. ○ Determining usefulness of pre-selected resources to answer questions by evaluating title, pictures and text. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

Students know how to:

- Distinguish between fact and opinion.
- Determine usefulness of resources by evaluating information from title, pictures and text.

Grade Level: Third**LG 1 Investigations – Question****High Priority Standards****TILs: Discover**

- Look at a question or statement and find the keyword or main topic, and brainstorm related topics.
- Use the library catalog independently to find books.

TILs: Decide

- Identify a problem that needs to be solved.
- Use digital and other information sources to gather information to solve a problem.

Learning Goal

Students will understand the relationship between asking good questions and finding good answers.

Proficiency Scale

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Developing questions that further research activity.
- Identifying the main idea and types of information needed to answer questions.
- Performing both subject and keyword searches in the library database catalog to locate resources.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary: keyword search, subject search, main idea, topic, sub-topic.
- Performing processes such as:

	<ul style="list-style-type: none">○ Asking questions on a given topic to identify information needed.○ Utilizing library resources to answer questions with assistance or in small groups. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Develop questions to direct research.• Identify types of information needed to answer research questions• Locate and utilize library resources to answer research questions.	

Grade Level: Third

LG 2 Investigations- Find

High Priority Standards	
<p>TILs</p> <p>Discover: I Can</p> <ul style="list-style-type: none"> • Use an index, the table of contents, guide words, and paragraph headings to find information in a book. • Use menu trees, search bars, and drop-down navigation in online information sources like the encyclopedia and the library catalog. <p>Decide: I Can</p> <ul style="list-style-type: none"> • Compare, contrast, and combine information to make decisions. 	
Learning Goal	Proficiency Scale
Students will be able to determine the resources needed for finding answers to questions.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Determining specific sources available for informational needs. • Understanding differences in research sources (i.e. books, atlases, encyclopedias, library catalog database, online websites, etc.) and the information they provide. • Independently locating and utilizing appropriate research sources. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: menu tree, search bar, table of contents, guide words, paragraph headings, compare, contrast. • Performing processes such as: <ul style="list-style-type: none"> ○ Utilizing appropriate sources available for research. ○ Navigating appropriate online resources (i.e. World Book) for research.

	Level 1: Student demonstrates a limited understanding or skill with the learning goal.
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Determine and locate sources available for informational needs.• Utilize and navigate appropriate sources.	

Grade Level: Third

LG 3 Investigations- Evaluate

High Priority Standards	
<p>TILs: Discover Identify what is fact and what is someone's opinion in information materials.</p> <p>TILs: Decide Decide what information is good and what is not good for various situations and problems.</p>	
Learning Goal	Proficiency Scale
Students will be able to critically and competently evaluate information in multiple formats.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Utilizing text and online sources to find relevant facts and answers. • Applying skimming and scanning techniques to locate and determine relevance of information. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary: table of contents, index, heading, sub-heading, skimming, scanning. • Performing processes such as: <ul style="list-style-type: none"> ○ Utilizing the table of contents and index of a book to locate answers. ○ Utilizing headings and sub-headings of informational sources to determine location of needed information. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Locate relevant facts and information in text and online sources.• Utilize parts of a book or other resource (table of contents, index, heading, sub-heading) to locate information• Apply skimming and scanning techniques to evaluate information.	

Grade Level: Fourth

LG 1 Investigations – Question

High Priority Standards	
<p>TILs: Discover Think of and use keywords to answer questions using all types of information sources like the encyclopedia, a book, or a web site.</p> <p>AASL 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. 2.1.2 Organize knowledge so that it is useful.</p>	
Learning Goal	Proficiency Scale
Students will understand the relationship between asking good questions and finding good answers.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> Identifying and recording key words and ideas within topics. Researching topics that are real world and authentic in nature. Creating additional questions on the topic to expand research. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> Recognizing and recalling specific vocabulary: brainstorm, graphic organizer, document, research plan, expand. Performing processes such as: <ul style="list-style-type: none"> Utilizing a teacher created topic or question list to begin research.

	Level 1: Student demonstrates a limited understanding or skill with the learning goal.
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Identify key words and ideas within topics.• Plan, locate and document informational findings.• Develop minds webs to document the relationships between topics and sub-topics.	

Grade Level: Fourth

LG 2 Investigations - Find

High Priority Standards	
AASL 1.1.2 Use prior and background knowledge as context for new learning. 1.1.4 Find, evaluate, and select appropriate sources to answer questions.	
Learning Goal	Proficiency Scale
Students will be able to determine the resources needed for finding answers to questions.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Determining the appropriate resources to meet informational needs • Investigating text and online sources to find answers to questions. • Navigating between resources independently. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: tabs, menu bars, format. • Performing processes such as: <ul style="list-style-type: none"> ○ Using pre-selected sources to meet informational needs. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

Students know how to:

- Locate and evaluate specific resources to meet their informational needs.
- Investigate and successfully navigate both available text and online resources to answer questions.

Grade Level: Fourth

LG 3 Investigations - Evaluate

High Priority Standards**TILs:** Discover

Identify what is fact and what is someone's opinion in information materials to answer or debate a question.

AASL

2.4.1 Determine how to act on information (accept, reject, modify).

Learning Goal

Students will be able to critically and competently evaluate information in multiple formats

Proficiency Scale

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Evaluating the relevance of informational text sources by examining the title, table of contents, index, glossary, copyright date, text layout, etc.
- Evaluating the relevance of online sources by examining the webpage layout and content.
-

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary: glossary, copyright date, text layout, webpage layout, accept, reject.
- Performing processes such as:
 - Utilizing text features such as title, table of contents, index, glossary, copyright date, and text layout to locate information
 - Locating appropriate online sources and utilizing website features.

	Level 1: Student demonstrates a limited understanding or skill with the learning goal.
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Examine text features to determine relevance of the informational source.• Examine webpage layout and content to determine relevance of the site information.	

Grade Level: Fifth**LG 1 Investigations – Question**

High Priority Standards	
<p>TILs : Discover</p> <ul style="list-style-type: none"> • Identify what information I need and develop a question to guide research. • Use search engines and databases with good keywords to focus a search for information. <p>TILs : Decide</p> <ul style="list-style-type: none"> • Decide what an Essential Question is and generate Essential Questions. • Use a logical process to examine a question, change a question based on research, and develop answers. 	
Learning Goal	Proficiency Scale
Students will understand the relationship between asking good questions and finding good answers.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Developing a research plan and documentation plan (such as a timeline or graphic organizer). • Evaluating and self-correcting errors during research. • Differentiating between essential or open questions, and closed questions. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: timeline, rubric, self-evaluation, open question, closed question. • Performing processes such as: <ul style="list-style-type: none"> ○ Documenting ideas and findings using a teacher created organizer.

- Navigate online databases to find information.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Identify key words within research-based activities.
- Develop a timeline for an informational project, document findings and progress.
- Utilize online databases to locate information.
- Evaluate an informational project by using a rubric.

Grade Level: Fifth**LG 2 Investigations – Find**

High Priority Standards	
<p>TILs: Discover</p> <ul style="list-style-type: none"> Use print information by looking at the table of contents, index and information in charts, tables, images, and maps to make sure it fits a question or need. <p>AASL</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions</p>	
Learning Goal	Proficiency Scale
Students will be able to determine the resources needed for finding answers to questions.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> Explaining the parts of a URL (Uniform Resource Locator). Explaining how web browsers and search engines work. Applying skimming and scanning strategies to identify relevance of information to research topic. Accessing print and digital text features to find information in resources. <ul style="list-style-type: none"> Identifying the parts of a web address. Using the table of contents, index, and glossary when choosing appropriate resources. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> Recognizing and recalling specific vocabulary: URL, web suffix, web browser,

	<p>search engines, index, almanac, table of contents, glossary, index, bibliographies, chart, table, image, map, bold print, paragraph heading.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Identifying a URL and web suffix on a webpage.○ Identifying web browsers and search engines. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Identify and explain the URL and web suffix of online resources.• Explain how web browsers and search engines work.• Use all features of print materials to access information	

Grade Level: Fifth

LG 3 Investigations - Evaluate

High Priority Standards	
TILs: Discover <ul style="list-style-type: none"> Explain how some information is a personal opinion of the author and how opinions affect information. Explain how the passage of time affects information 	
Learning Goal	Proficiency Scale
Students will be able to critically and competently evaluate information in multiple formats	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> Locating and evaluating the credentials of the author. Demonstrating the ability to cross-check the accuracy of information. Evaluating the currency, accuracy, validity of text and online resources. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> Recognizing and recalling specific vocabulary, such as: cross-check, current, accurate, valid. Performing processes such as: <ul style="list-style-type: none"> Locating the author of a text or online resource. Locating the date of a text and or online resource. Identifying facts from opinions in a text and online resource. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Evaluate an author's credibility to provide information.• Identify facts and opinions in text and online resources.• Evaluate text and online resources based upon currency, accuracy, validity and usefulness of its information.	

Section**IV. Investigations 6:** Planning and conducting effective research.

- a. Strategize
- b. Locate
- c. Evaluate

Grade Level: Sixth**LG 1 Investigations – Strategy**

High Priority Standards	
TILS: Discover <ul style="list-style-type: none"> Develop and revise a question and decide on keywords to use when searching for information. Combine 2 keywords or subjects to make a search for information more precise. AASL <p>1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts</p>	
Learning Goal	Proficiency Scale
Students will be able to develop and identify an effective strategy to answer questions.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> Identifying keywords, main ideas, topics and search subjects in research problems. Applying strategies for choosing relevant keywords and search subjects. Utilizing multiple databases to find appropriate resources. Using specialized search strategies to locate materials in the Library catalog database.

	<ul style="list-style-type: none">• Locating relevant materials online and in specific areas of the library media center. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary: keyword, subject search, title search, author search, library catalog, OPAC, Boolean search, database• Performing processes such as:<ul style="list-style-type: none">○ Identifying keywords, main ideas, topics and search subjects in research problems.○ Using generalized searches to locate appropriate print and electronic resources in the Library catalog database <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal by:</p> <ul style="list-style-type: none">• Identifying main ideas and search subjects in research problems.• Locating materials in the library media by browsing shelves.
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Apply strategies for choosing and narrowing topics.• Identify key words and ideas in research questions.• Use search strategies to locate appropriate resources.	

Grade Level: Sixth

LG 2 Investigations – Locate

High Priority Standards	
<p>Missouri Learning Standards</p> <p>6.W.7 Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate..</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to determine the best sources to find answers to questions and informational research topics.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Applying knowledge of web address suffixes to locate relevant resources. • Accessing digital text features to find information in resources, such as directories and site maps. • Accessing advanced print text features to find information, such as cross references. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: web address suffix, chapter headings, browser, search engine, site map, see, see also. • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying the parts of a web address. ○ Using the table of contents, index, and glossary when choosing

	<p>appropriate resources.</p> <ul style="list-style-type: none">○ Applying skimming and scanning strategies to identify relevance of information to research topic. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal by:</p> <ul style="list-style-type: none">● Identifying a web address.● Identifying the table of contents, index and glossary of a book.
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">● Identify differences in web address suffixes (edu, .mil, .gov, .net, .com).● Utilize strategies when examining websites, databases and texts to determine relevant resources.	

Grade Level: Sixth

LG 3 Investigations – Evaluate

High Priority Standards	
<p>TILS: Decide Decide if information source is reliable and good for my purpose by considering the copyright, the source, and the point of view of the author.</p> <p>Missouri Learning Standards 6.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources; assess the credibility of each source.</p>	
Learning Goal	Proficiency Scale
Students will be able to critically and competently evaluate information in all formats.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Locating and examining the credentials of an author. • Applying a strategy for cross-checking facts across multiple resources. • Analyzing bibliographies or citations for accurate and relevant information. • Determine if information provided is adequate. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: currency, validity, accuracy, usefulness, copyright date, bibliography • Performing processes such as: <ul style="list-style-type: none"> ○ Locating the author or editor of a print or electronic resource. ○ Locating the date of publication of a print or electronic resource. ○ Identifying facts and opinions within a resource.

	<ul style="list-style-type: none">○ Locating a bibliography inside a resource. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">● Evaluate the currency, validity, accuracy and usefulness of a source.	

Section

- V. Investigations 7-12:** Planning , searching, and evaluating conducting effective research.
- Research
 - Strategize
 - Locate
 - Evaluate

Grade Level: Seventh - Eighth

LG 1 Investigations – Research

High Priority Standards	
<p>TILs: Decide</p> <ul style="list-style-type: none"> Define an authentic issue or problem and make a plan to research and solve the issue or problem. <p>Missouri Learning Standards</p> <p>8.W.7 Research to Build and Present Knowledge: Conducting short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	
Learning Goal	Proficiency Scale
Students will understand that research is a process.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> Forming and revising a research question and moving through the research process. Demonstrating adaptability by changing the inquiry focus, questions, resources,

	<p>or strategies when necessary to achieve success.</p> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary: research process question, gather, conclude, communicate, evaluate, non-linear.• Performing processes such as:<ul style="list-style-type: none">○ Forming and revising a research question.○ Exploring sources of information. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Use a purposeful research process to pursue personal and academic learning.• Recognize when a research question needs to be broadened or narrowed.• Recognize that research is a non-linear process.• Describe the steps of the research process.	

LG 2 Investigations – Strategy

High Priority Standards	
<p>TILs: Discover Identify and refine questions to guide research. Conduct searches by using filter and sort functions in a database.</p> <p>Missouri Learning Goals 8.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
Learning Goal	Proficiency Scale
Students will be able to formulate meaningful questions and determine where to search for answers.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Developing and following a research strategy that leads to successful pursuit of research question. • Reading, viewing, and listening for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. • Revising a research strategy, if needed, to persist in the effort to find success with the research question. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary: key words, Boolean operators. • Performing processes such as: <ul style="list-style-type: none"> ○ Following a research strategy presented by a teacher to complete a project.

	<ul style="list-style-type: none">○ Identifying information in multiple formats. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>The student knows how to:</p> <ul style="list-style-type: none">• Determine whether information found is acceptable or too narrow, or too broad to continue pursuit of question.• Use search strategies such as Boolean operators to broaden and narrow searches and locate appropriate resources.• Revise the research question if necessary.• Developing persistence by continuing to pursue information to gain a broad perspective.	

LG 3 Investigations – Locate

High Priority Standards	
<p>TILs Discover</p> <ul style="list-style-type: none"> Find the information needed in all formats and sources including print, digital books, web sites, databases, maps, journals, newspapers, and timelines. Use all access features of information sources such as indexes, images, captions, graphs, bibliographies, appendix, site map, hyperlinks, and embedded search features on digital resources. 	
Learning Goal	Proficiency Scale
Students will be able to search and find information to meet their needs.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> Gathering a variety of resources that support answers to the question with thorough information. Using strategies to draw meaning from information. Applying all print and digital text features to aide a search for information. Applying knowledge to curricular areas, real world situations, and further investigations. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> Recognizing and recalling specific vocabulary, such as: database, Dewey Decimal, call number, index, image, caption, bibliography, appendix, subscription database, hyperlink. Performing processes such as: <ul style="list-style-type: none"> Identifying multiple formats of information.

	<ul style="list-style-type: none">○ Examining information using print features (index, table of contents...) <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal by:</p> <ul style="list-style-type: none">● Needing support in choosing valid sources.
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">● Use the online catalog to find Dewey Decimal areas and specific books to use.● Use technology resources such as the online catalog database, online encyclopedias and subscription databases, and websites.● Use print text features to glean information from books.● Adjust search strategies as needed.	

High Priority Standards	
<p>TILs: Discover</p> <p>Choose appropriate resources for a specific information need by considering format, type, source, authority, publication date, and relevance.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to critically and competently evaluate information in all formats.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> Evaluating information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> Recognizing and recalling specific vocabulary, such as: balanced information, reliability, subscription databases, evaluation framework, formats, relevancy, context, appropriateness, detail, currency, authority, bias. Performing processes such as: <ul style="list-style-type: none"> Choosing multiple formats and using strategies to examine them. Identifying available databases. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

Students know how to:

- Seek sources in a variety of formats to obtain balanced and complete information.
- Recognize the quality and reliability of subscription databases.
- Utilize an evaluation framework, such as RADCAB, to evaluate websites on the basis of relevancy, appropriateness, detail, currency, authority, and bias.
- Recognize that print material can also be evaluated for those aspects.

Grade Level: Ninth-Twelfth
LG 1 Investigations – Research

High Priority Standards	
TILs: Discover and Decide <ul style="list-style-type: none"> Effectively use multiple technologies and resources to develop a systematic plan for conducting research in order to assess potential sustainable solutions, or to develop a complete product to demonstrate knowledge and skills. 	
Learning Goal	Proficiency Scale
Students will understand that research is a process.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> Formulating a purpose and synthesizing the type of inquiry needed to meet goals. Moving fluidly through the research process as phases are successfully completed. Monitoring own information seeking processes for effectiveness and progress, and adapting as necessary. Refining and revising to adjust the research process. Exhibiting adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> Recognizing and recalling specific vocabulary, such as: evaluate, strategies, synthesize, revise, inquiry process, narrow/broaden a search. Performing processes such as: <ul style="list-style-type: none"> Developing step to meet research needs.

- Persisting in research by continuing to pursue information to gain a broad perspective.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Recognize the recursiveness of inquiry and move flexibly through the process as phases are successfully completed.
- Recognize when a research question needs to be revised.
- Describe and use the stages of inquiry.
- Identify key words, concepts and synonyms, both stated and implied, for their topic and uses them to further research.

Grade Level: Ninth-Twelfth
LG 2 Investigations – Strategy

High Priority Standards	
TILs Discover and Decide <ul style="list-style-type: none"> Design a process that establishes criteria for selecting digital tools and resources to use for in-depth investigation of real-world talks and justify the selection based on efficiency and effectiveness. Identify global issues and analyze capabilities and limitations of current and emerging technology resources in order to develop and refine questions to investigate. 	
Learning Goal	Proficiency Scale
Students will be able to formulate meaningful questions and determine where to search for answers.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> Posing questions and investigating the answers beyond the collection of superficial facts. Using prior and background knowledge as context for new learning. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> Recognizing and recalling specific vocabulary, such as: keyword, revise, formulate, predict, historical context, interpretation, content specific vocabulary (to support questioning), diverse, point of view. Performing processes such as: <ul style="list-style-type: none"> Developing and refining a range of questions to frame search for new understanding. Identifying relevant information from multiple authoritative print and

	<p>digital sources.</p> <ul style="list-style-type: none">○ Following strategies established by a teacher. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Use prior knowledge, understanding of essential ideas and questions, and comprehensive background information to make predictions about specific information needed to answer questions and about the effectiveness of potential sources.• Determine the kind of information needed to investigate the complexities of the topic and whether different points of view will be important.• Refine questions to provide a framework for the inquiry and to fulfill the purpose of the research.	

LG 3 Investigations – Locate

High Priority Standards	
<p>TILs: Discover</p> <ul style="list-style-type: none"> • Access information efficiently and effectively, evaluate information critically and competently, and use digital information and tools accurately and creatively for the issue or problem at hand. • Use technology to gather appropriate data, analyze its application to a task, and assess its effectiveness in order to design, develop, and test possible solutions that assist students in making decisions. 	
Learning Goal	Proficiency Scale
Students will be able to search for and find information to meet their needs	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Analyzing what is known to guide their research process • Determining what resources offer in-depth and diverse information. • Deciding whether different points of view are needed. • Finding information needed to complete their research. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary: OPAC/Online catalog, database, evaluate, analyze, reliable source, Boolean search, index, bibliography, • Performing processes such as: <ul style="list-style-type: none"> ○ Gathering a variety of resources. ○ Following a research strategy suggested by a teacher. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

Students know how to:

- Identify key words, concepts, and synonyms (both stated and implied) for the topic.
- Apply strategies to search and find information in library subscriptions databases and websites.
- Determine what resources will offer in-depth and diverse information.
- Use multiple types of resources
- Research methodically and use the reliable resources that meet their needs.
- Use the online catalog independently to locate specific materials, find classification numbers of related areas, and browse the shelves in each area.
- Use search strategies (Boolean operators, synonyms, and relational searching) to broaden and narrow searches.
- Adjust search strategy by comparing information gathered with the problem or question.

Grade Level: Ninth-Twelfth
LG 4 Investigations – Evaluate

High Priority Standards	
TILs Discover and Decide Use multiple perspectives to analyze and evaluate information from a variety of technological resources. Students critically assess numerous solutions and investigate them from differing viewpoints.	
Learning Goal	Proficiency Scale
Students will be able to critically and competently evaluate information.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Verifying all research by using multiple sources. • Validating all sources and/or using vetted sources. • Recognizing that even accurate facts can be misleading if relevant facts are omitted or if context is not provided. • Identifying degrees of bias (from slightly slanted point of view to heavily slanted propaganda). • Maintaining a critical stance by questioning the validity and accuracy of all information. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: propaganda, vetted,

	<p>perspectives.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Identifying statements that can or cannot be verified.○ Extending searches to achieve comprehensiveness.○ Seeking and using many resources in multiple formats to obtain balanced information. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Seek and use many different sources in a variety of formats to obtain balanced and complex information and to fill information needs effectively.• Verify all facts through use of multiple sources.• Seek resources with diverse opinions and points of view and evaluates them carefully, particularly on controversial, historically, or culturally based topics.• Recognize statements that can or can't be verified.• Recognize that even accurate facts can be misleading if relevant facts are omitted or if context is not provided.• Recognize degrees of bias (from slightly slanted point of view to heavily slanted propaganda).• Extend searches beyond readily available sources to ensure accuracy and comprehensiveness.	

Section**VI. Global Citizens K-12:**

- a. Media Literacy
- b. Ethical Considerations
- c. Cybersafety

Grade Level: Kindergarten**LG 1 Global Citizens - Media Literacy**

High Priority Standards	
TILS: Respect <ul style="list-style-type: none"> Describe an author's purpose when looking at different kinds of information. AASL 4.3.2 Recognize that resources are created for a variety of purposes.	
Learning Goal	Proficiency Scale
Students will be able to think critically about media content in our global society.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none"> Identifying the purposes of using different types of documents and text. Sharing opinions and responses to books within a specific protocol. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none"> Recognizing and recalling specific vocabulary, such as: fact, opinion, response, digital text. Following processes such as:

	<ul style="list-style-type: none">○ Comparing and contrasting ideas about a book or piece of information with peers. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Identify the purpose of using different types of text.• Share opinions about books in a respectful manner.	

Grade Level: Kindergarten

LG 2 Global Citizens - Ethical Considerations

High Priority Standards	
<p>TILS: Respect</p> <ul style="list-style-type: none"> Recognize of the role of authors, illustrators, and other creators of materials. <p>MO ICT KG Develop awareness that it is important to give credit to an idea.</p>	
Learning Goal	Proficiency Scale
Students will be able to use information in an ethical manner.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> Describing what the author of a book does. Describing what the illustrator of a book does. Investigating books and media to determine who created them. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> Recognizing and recalling specific vocabulary, such as: author, illustrator, title, creator. Performing processes such as: <ul style="list-style-type: none"> Identifying authors and illustrators of books during class discussion. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

Students know how to:

- Identify authors and titles of books.
- Describe the roles of authors and creators of media.

Grade Level: Kindergarten

LG 3 Global Citizens - Cybersafety

High Priority Standards	
<p>TILS: Stay Safe</p> <ul style="list-style-type: none"> • Demonstrate awareness of personal privacy both in both the digital and real world. • Use Id and passwords to protect privacy. 	
Learning Goal	Proficiency Scale
Students will be able to apply strategies to navigate safely in an online environment.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Using the icons, links and bookmarks to launch programs and sites. • Navigating within programs or websites. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: mouse, touch pad, desktop, icon, website, link, bookmark, program, login • Performing processes such as: <ul style="list-style-type: none"> ○ Recognizing that a login and password are used to protect us when online. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

The student knows how to:

- Safely navigate within a specific website
- Use icons, links and bookmarks to launch a program or website

WGSD Curriculum: Library Information Literacy

Grade Level: First Grade

LG 1 Global Citizens - Media Literacy

High Priority Standards	
<p>AASL 4.3.2 Recognize that resources are created for a variety of purposes.</p> <p>TILS: Communicate</p> <ul style="list-style-type: none"> Share with an adult and with peers all the different ways people communicate ideas (talking, listening, seeing, drawing, singing, computer programs, photographs...) 	
Learning Goal	Proficiency Scale
Students will be able to think critically about media content in our global society.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> Comparing/contrasting the purposes of different types of documents and text. Following procedures for sharing ideas about books. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> Recognizing and recalling specific vocabulary, such as: respectful, procedures, purpose, text, media. Performing processes such as: <ul style="list-style-type: none"> Noticing there are different types of text. Identifying ways people communicate.

	Level 1: Student demonstrates a limited understanding or skill with the learning goal.
<p style="text-align: center;">Learning Targets</p> <p>The student knows how to:</p> <ul style="list-style-type: none">• Identify the purpose of using different types of text and media.• Respect the ideas of others.	

Grade Level: First

LG 2: Global Citizens - Ethical Considerations

High Priority Standards	
TILs: Respect: <ul style="list-style-type: none"> Find the author and date of creation in a book, and explain what that means. 	
Learning Goal	Proficiency Scale
Students will be able to use information in an ethical manner.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> Acknowledging the ownership of a work by identifying the author and illustrator. Using original words and images to create or respond. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> Recognizing and recalling specific vocabulary, such as: author, illustrator, ownership Performing processes such as: <ul style="list-style-type: none"> Identifying the author and illustrator of a written work. Describing what authors and illustrators of books do. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

The student knows how to:

- Give credit to the authors and illustrators of a written work.
- Acknowledges the importance of using one's own words and ideas when creating.

Grade Level: First

LG 3: Global Citizens - Cybersafety

High Priority Standards	
<p>TILS: Stay Safe</p> <ul style="list-style-type: none"> • Login into the computer and use a password. • Talk about staying safe when using the Internet with teacher and parents. • Make a list of information that is personal and that should be shared only with family. 	
Learning Goal	Proficiency Scale
Students will be able to apply strategies to navigate safely in an online environment.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Describing the icons, links and bookmarks to launch and navigate within programs or websites. • Comparing and contrasting information that is personal and information that can be shared. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: mouse, touch pad, desktop, icon, website, link, bookmark, program, login, password. • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying personal information. ○ Practicing entry of personal login and password. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

Students know how to:

- Safely navigate within a specific website.
- Use icons, links and bookmarks to launch a program or website.
- Keep personal information safe.

Grade Level: Second**LG 1 Global Citizens - Media Literacy**

High Priority Standards	
<p>TILS: Decide Talk with teacher, parents, or classmates about how someone's beliefs or viewpoint influence what they write about.</p> <p>AASL 3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints.</p>	
Learning Goal	Proficiency Scale
Students will be able to think critically about media content in our global society	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> Identifying the author's purpose (to inform or to entertain) of a particular work. Identifying examples of viewpoint in an author work. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> Recognizing and recalling specific vocabulary, such as: author's purpose, entertain, inform, belief, viewpoint. Following processes such as: <ul style="list-style-type: none"> Discussing viewpoint and identifying personal viewpoints. Following procedures for sharing opinions about books. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

Students know how to:

- Share opinions about books in a respectful manner.
- Explain when an author's purpose is to entertain or to inform.
- Identify 'viewpoint' in simple examples of narrative non-fiction.

Grade Level: Second

LG 2: Global Citizens – Ethical Considerations

High Priority Standards	
<p>TILS: Respect Make a list of things used in a project to give credit to the original authors. Discuss and follow personal and group guidelines for using the Internet, network, equipment, and software.</p>	
Learning Goal	Proficiency Scale
Students will use information and school resources in an ethical manner.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Identifying the copyright page, publisher and copyright date of a written work. • Logging into and out of the network to create and save work. • Logging into and out of the Library Catalog database to view personal statistics and use the patron features found there. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: publisher, author, illustrator, copyright page, copyright date, privacy, login. • Performing processes such as: <ul style="list-style-type: none"> ○ Explaining the role of an author or illustrator. ○ Identifying ways that personal privacy might be violated. ○ Acknowledging the ownership of a work by identifying the author and illustrator. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

Students know how to:

- Give credit to the authors and illustrators of a written work.
- Identify the copyright date and the publisher of a specific work.
- Maintain personal privacy when using digital tools and files.
- Maintain others privacy and rights when working with digital tools and files.

Grade Level: Second

LG 3: Global Citizens - Cybersafety

High Priority Standards	
<p>TILS: Stay Safe Talk about what information is private when working online. Describe what good behavior is online for self and for others - including strangers. Tell a trusted adult if something seen online or received in a message is uncomfortable.</p>	
Learning Goal	Proficiency Scale
Students will be able to apply strategies to navigate safely in an online environment.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> Identifying what type of personal information should remain private, and why. Identifying strategies to recognize cyber-bullying. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> Recognizing and recalling specific vocabulary, such as: Internet, personal information, cyber-bully. Performing processes such as: <ul style="list-style-type: none"> Discussing appropriate online behavior for self and for others in a group setting. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

Students know how to:

- Identify personal information should not be shared on any form of digital communication.
- Identify cyber-bullying and ways to deal with it.

WGSD Curriculum: Library Information Literacy

Grade Level: Third

LG 1: Global Citizens – Media Literacy

High Priority Standards	
<p>TILS: Discover Identify what is fact and what is someone's opinion in information materials.</p> <p>TILS: Decide Decide what information is good and what is not good for various situations and problems.</p>	
Learning Goal	Proficiency Scale
Students will think critically about media content in our global society.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> Identifying the author's purpose (to inform, to entertain, to advertise or to persuade) of a particular work Choosing materials for research and reading that represent multiple cultures and viewpoints <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> Recognizing and recalling specific vocabulary, such as: author's purpose, to entertain, to inform, to advertise, to persuade, viewpoint, culture Performing processes such as: <ul style="list-style-type: none"> Identifying materials that represent multiple cultures and viewpoints <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

Students know how to:

- Identify author's purpose (to entertain, to inform, to advertise, to persuade).
- Interact with materials from multiple cultures and viewpoints.

Grade Level: Third

LG 2: Global Citizens – Ethical Considerations

High Priority Standards	
<p>TILS: Respect</p> <p>Follow guidelines for using copyrighted materials, and demonstrate awareness of the consequences of tool and resource misuse.</p> <p>Discuss class and the school district Online Agreements for the Internet, network, equipment and software with classmates.</p> <p>Create a simple bibliography independently.</p>	
Learning Goal	Proficiency Scale
Students will be able to use information in an ethical manner.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Acknowledging the privacy of others. • Creating a simple bibliography that includes title, author and copyright date. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: copyright, bibliography, source, privacy • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying the copyright date, author and title of a work. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

Students know how to:

- Identify copyright information.
- Create a simple bibliography.
- Recognize the privacy of others.

Grade Level: Third

LG 3: Global Citizens - Cybersafety

High Priority Standards	
<p>TILS: Stay Safe</p> <p>Keep information private online by not sharing names , passwords or logins</p> <p>Know what is safe and what is not safe in online behavior for self and from others.</p> <p>Identify a trusted adult to talk to if something online or received in a message is inappropriate</p>	
Learning Goal	Proficiency Scale
Students will be able to apply strategies to navigate safely in an online environment.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> Explaining the kind of information that is private and should never be shared online. Comparing and contrasting ways to be safe in person and in the digital world. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> Recognizing and recalling specific vocabulary, such as: password, login, navigate, home page, unacceptable content Performing processes such as: <ul style="list-style-type: none"> Accessing teacher provided websites for research and practice. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

Students know how to:

- Keep passwords private.
- Login to a device.
- Navigate from a home page.
- Follow procedures when encountering unacceptable content or messages.
- Access teacher approved websites for research and practice.

WGSD Curriculum: Library Information Literacy

Grade Level: Fourth

LG 1: Global Citizens – Media Literacy

High Priority Standards	
<p>TILS: Discover Identify what is fact and what is someone's opinion in information materials to answer or debate a question posed by teacher or classmates.</p> <p>TILs: Respect Discuss some ways people use media like the television and internet to create and communicate, advertise and sell, and voice their opinions.</p>	
Learning Goal	Proficiency Scale
Students will be able to think critically about media content in our global society.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Citing evidence from a text when identifying the author's purpose in a work. • Comparing and contrasting advertisement techniques. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: author's purpose, entertain, persuade, inform, advertise. • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying different types of media that may influence thoughts or

	<p>opinions.</p> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p>Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Use evidence from a text to understand and identify the author's purpose.• Identify advertisement mediums and styles.• Differentiate between opinion and fact.	

Grade Level: Fourth**LG 2 Global Citizens – Ethical Considerations**

High Priority Standards	
<p>TILS: Respect</p> <p>Follow class and the school district Online Agreements for the Internet and for equipment and software at school.</p> <p>Create a bibliography for projects that contains information found online or in books, including pictures, sounds, and facts.</p>	
Learning Goal	Proficiency Scale
Students will be able to use information in an ethical manner.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Defining the basic concept of plagiarism. • Utilizing strategies for paraphrasing. • Creating a basic bibliography that includes the title, author, URL, copyright date and publisher. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: plagiarism, bibliography, paraphrasing, URL, publisher, copyright date. • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying personal responsibilities for computer and online use. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

Students know how to:

- Define the basic concept of plagiarism.
- Use strategies for paraphrasing.
- Create a basic bibliography.

Grade Level: Fourth

LG 3: Global Citizens- Cybersafety

High Priority Standards	
<p>TILS: Stay safe</p> <p>Practice Netiquette basics and know what spam is, and what emoticons mean.</p> <p>Compose eMail and messages to share thoughts or information with other people politely.</p> <p>Know what to do if an email or message from someone makes them feel uncomfortable or threatened.</p> <p>Use passwords to log in and access information, and keep passwords secret.</p>	
Learning Goal	Proficiency Scale
Students will be able to apply strategies to navigate safely in an online environment.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Following guidelines for using a network. • Acknowledging the online privacy of others. • Defining what an online threat could consist of (unknown emails, requests for address or phone number) <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: password, login, network, privacy, acceptable use. • Performing processes such as: <ul style="list-style-type: none"> ○ Logging and using passwords for all programs. ○ Identifying possible strategies to follow when encountering online threats. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Recognize the online privacy of others.• Use a network ethically.• Adhere to procedures when encountering a possible online threat.	

Grade Level: Fifth

LG 1: Global Citizens – Media Literacy

High Priority Standards	
<p>TILS: Discover Explain how some information is a personal opinion of the author and how opinions affect information. Explain how the passage of time affects information</p> <p>TILS: Decide Look at media on TV and Internet and identify what the creator is trying to communicate.</p>	
Learning Goal	Proficiency Scale
Students will think critically about media content in our global society.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Sharing evidence from a text to understand and identify the author’s purpose. • Evaluating multiple viewpoints and perspectives. • Defining the purpose of a media message. <p>Level 2: student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: author’s purpose, entertain, persuade, advertise, advertising techniques, perspective, media message. • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying an author’s point of view. ○ Recognizing that media may have conflicting viewpoints. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

Students know how to:

- Sharing evidence from a text to understand and identify the author's purpose.
- Consider multiple viewpoints and cultural perspectives.
- Consider purpose of media messages.

Grade Level: Fifth

LG 2: Global Citizens – Ethical Considerations

High Priority Standards	
<p>TILS: Respect</p> <p>Follow class and the school district Online Agreements for the Internet and for equipment, software, and online information at school.</p> <p>Create a bibliography for projects that have material found online and in books, including pictures, sounds, video, and facts.</p>	
Learning Goal	Proficiency Scale
Students will be able to use information in an ethical manner.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Creating a detailed bibliography. • Identifying and following expectations in the district Acceptable Use Agreement for digital usage. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: citation, source, bibliography, copyright, AUA. • Performing processes such as: <ul style="list-style-type: none"> ○ Creating a simple or incomplete bibliography. ○ Recalling some aspects of the district Acceptable Use Agreement. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

The student knows how to:

- Credit all sources by creating a detailed bibliography.
- Follow the district Acceptable Use Agreement.

Grade Level: Fifth

LG 3: Global Citizens - Cybersafety

High Priority Standards	
<p>TILS: Stay Safe</p> <p>Know when someone is being an online bully and how to get help in that situation.</p> <p>Know when an email or message from someone is inappropriate and get adult help.</p> <p>Keep passwords, logins, and personal information secret to protect self and family</p>	
Learning Goal	Proficiency Scale
Students will be able to apply strategies to navigate safely in an online environment.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Explaining how web browsers and search engines work (privacy issues). • Communicating differences between public and private technology use. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: search engine, web browser, public, private, cyberbully. • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying the hallmarks of cyberbullying. ○ Explaining how to respond if an online friend asks them personal questions. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

Students know how to:

- Demonstrate how web browsers and search engines work.
- Communicate differences between public and private technology use.
- Follow procedures when encountering cyberbullies or other threats.
- Examine real life examples of cyberbully and the results.

Grade Level: Sixth

LG 1 Global Citizens - Media Literacy

High Priority Standards	
TILS: Respect <ul style="list-style-type: none"> Explain how media influences how I perceive a place, a person, or a thing. 	
Learning Goal	Proficiency Scale
Students will be able to think critically about media content in our global society.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> Using strategies for determining a specific media message or author's purpose. Applying strategies for determining how images and language shape specific media messages. Explaining how media messages shape culture and society. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> Recognizing and recalling specific vocabulary, such as: media, media maker, media message, target audience, inform, persuade, entertain, periodical Performing processes such as: <ul style="list-style-type: none"> Identifying the types of media messages. Identifying the target audience of a media message. Explaining how media messages can guide or shape behavior. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

Students know how to:

- Recognize that media messages shape our culture and society.
- Identify the target audiences of media messages.
- Recognize that media maker may have own experience, beliefs, values, and motivation.
- Recognize the intended message or purpose of the media maker.

Grade Level: Sixth

Goal 2 Global Citizens – Ethical Considerations

High Priority Standards	
<p>AASL</p> <p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>3.1.6 Use information and technology ethically and responsibly.</p> <p>TILs: Discover</p> <p>Take notes from print and digital resources and summarize my findings.</p>	
Learning Goal	Proficiency Scale
Students will be able to use information in an ethical manner.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Implementing paraphrasing strategies when taking notes. • Crediting sources with specified bibliographic format. • Adhering to copyright laws. • Defining the purpose of copyright laws. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: plagiarism, copyright, paraphrase, bibliography, citation, source • Following procedures such as: <ul style="list-style-type: none"> ○ Following a note taking format when researching a subject. ○ Identifying copyright laws.

	Level 1: Student demonstrates a limited understanding or skill with the learning goal.
<p style="text-align: center;">Learning Targets</p> <p>The student knows how to:</p> <ul style="list-style-type: none">• Use library materials respectfully, timely and responsibly.• Avoid plagiarism and practice paraphrasing strategies.• Credit sources by using specified bibliographic format.• Understand, respect, and observe copyright laws.	

Grade Level: Sixth

LG 3 Global Citizens- Cybersafety

High Priority Standards	
<p>AASL 3.1.6 Use information and technology ethically and responsibly.</p> <p>TILS: Respect</p> <ul style="list-style-type: none"> • Be responsible and follow the school and district guidelines for acceptable use of equipment, software, and information. <p>TILS: Stay Safe</p> <ul style="list-style-type: none"> • Identify inappropriate online contact like cyber-bullying, strangers trying to contact me, and privacy violations and I have a plan to get help from a trusted adult. • Keep all my personal information private. 	
Learning Goal	Proficiency Scale
Students will be able to apply strategies to navigate safely in an online environment.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Describing why website inconsistencies, problems, inaccuracies and inappropriate sites need to be analyzed and reported before continuing use. • Identifying cyberbullies and cyberbullying practices and the possible effects of that behavior. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: AUA (Acceptable Use Agreement), cyberbullying, • Performing processes such as:

	<ul style="list-style-type: none">○ Keeping passwords and login information private.○ Using computers and equipment in a safe and responsible manner.○ Identifying website inconsistencies, problems, inaccuracies and inappropriate sites. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">● Abide by the Acceptable Use Agreement (AUA) by accessing appropriate websites and using technology responsibly.● Observe Internet safety procedures including safeguarding personal information and equipment.● Identify cyberbullying and its effects.	

Grade Level: Seventh - Eighth

LG 1 Global Citizens- Media Literacy

High Priority Standards	
<p>TILS : Respect Examine different media formats and identify audience, authorship, meaning, and impact on others and self.</p>	
Learning Goal	Proficiency Scale
Students will be able to think critically about media content in our global society.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> Analyzing sources of information for purposes and effect. Making sense of information by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> Recognizing and recalling specific vocabulary, such as: media, media messages, target marketing strategies, bias, spin, misinformation, tolerance, global society. Performing processes such as: <ul style="list-style-type: none"> Discussing the role of media and marketing messages. Identifying different opinions and point of view. Recognizing the role of culture and popular opinion in media. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

Students know how to:

- Recognize that media messages shape our culture and society.
- Identify target marketing strategies.
- Recognize that media maker may have own experience, beliefs, values, and motivation.
- Recognize what the media maker wants us to believe or do.
- Evaluate media messages to recognize bias, spin, misinformation, and lies.
- Consider culturally divergent and opposing viewpoints on topics.
- Demonstrate tolerance for different opinions and recognize the concept of expression and the role that it plays in democracy.

Grade Level: Seventh - Eighth**LG2 Global Citizens - Ethical Considerations**

High Priority Standards	
<p>TILs Respect</p> <ul style="list-style-type: none"> Practice good online behavior by respecting copyright, avoiding plagiarism, and following school district guidelines when using information and technology. Create bibliographies in MLA format for all school related work including use of images, sound, websites, and video. 	
Learning Goal	Proficiency Scale
Students will use information in an ethical manner.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> Following fair use guidelines and using correct bibliographic citation for all sources of information. Respecting copyright/intellectual property rights of creators and producers. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> Recognizing and recalling specific vocabulary, such as: plagiarism, paraphrasing, bibliography, MLA, fair use, copyright laws. Performing processes such as: <ul style="list-style-type: none"> Using paraphrasing and citing sources in MLA format. Examining property rights and copyright issues. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal by:</p> <ul style="list-style-type: none"> Showing little or no respect for intellectual property rights by copying/downloading others work.

	<ul style="list-style-type: none">• Not citing sources.
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Display respectful use of information resources.• Avoid plagiarism and utilize paraphrasing.• Takes notes.• Gathers and uses information ethically by citing all sources.• Credits sources by using correct bibliographic format.• Recognizes, respects, and observes copyright laws.	

Grade Level: Seventh - Eighth

LG 3 Global Citizens- Cybersafety

High Priority Standards	
<p>TILS: Stay Safe</p> <ul style="list-style-type: none"> Identify and implement guidelines for posting online to avoid negative personal consequences. Seek the advice of a trusted adult when help is needed to cope with online safety concerns. Consider computer etiquette guidelines with an awareness of diversity, personal beliefs, disability, and gender differences. 	
Learning Goal	Proficiency Scale
Students will be able to apply strategies to navigate safely in an online environment.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> Following guidelines to securely navigate when using digital resources. Student is active in protecting his/her digital footprint and respecting the privacy rights of others. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> Recognizing and recalling specific vocabulary: security, privacy, piracy and downloading, cyber-bullying, digital footprint, ethical. Performing processes such as: <ul style="list-style-type: none"> Discussing consequences of inappropriate digital behaviors. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal by:</p> <ul style="list-style-type: none"> Displaying little to no understanding of the consequences of inappropriate digital behaviors.

Learning Targets

Students know how to:

- Abide by the Acceptable Use Agreement (AUA).
- Observe Internet safety procedures including safeguarding personal information and equipment.
- Use programs and Internet sites responsibly, efficiently, and ethically.
- Discuss privacy, security, copyright, piracy and downloading, cyberbullying and other issues related to safe and responsible use of information and communication technology.

Grade Level: Ninth - Twelfth

LG 1: Global Citizens – Media Literacy

High Priority Standards	
<p>TILS: Discover</p> <ul style="list-style-type: none"> • Use multiple perspectives to analyze and evaluate information from a variety of technological resources. • Critically assess numerous solutions and investigate them from differing viewpoints. 	
Learning Goal	Proficiency Scale
Students will think critically about media content in our global society.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Critiquing all sides and cultural contexts of issues and evaluating them carefully • Seeking alternative sources of information to view a balanced and global perspective. • Deconstructing media messages to determine intent. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: bias, credibility, viewpoint, accuracy, validity, media content, global society. • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying different opinions and points of view. ○ Seeking more than one resources to determine meaning of a media message or opinion piece.

	Level 1: Student demonstrates a limited understanding or skill with the learning goal.
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">● Evaluate the authority of a source by assessing the credentials and reputation of the author, creator and publisher.● Evaluate the reliability of a source by assessing bias, relevance, currency and viewpoint.	

Grade Level: Ninth - Twelfth

LG 2: Global Citizens – Ethical Considerations

High Priority Standards	
<p>TILS: Respect</p> <ul style="list-style-type: none"> Model legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing resources for research, information analysis, problem solving, and decision making in the content learning areas. 	
Learning Goal	Proficiency Scale
Students will be able to use information in an ethical manner.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> Creating correct MLA formatted citations to give credit to original creators of all information and media. Determining rights of access to information and communication media and tools. Sharing, collaborating, and contributing in social and intellectual networks. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> Recognizing and recalling specific vocabulary, such as: plagiarism, citation, MLA, bibliography, copyright, intellectual freedom, social/intellectual network. Performs processes such as: <ul style="list-style-type: none"> Collecting information and taking notes by paraphrasing, summarizing, or selecting short segments to quote. Using intellectual property and citing the source.

	Level 1: Student demonstrates a limited understanding or skill with the learning goal.
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Demonstrate awareness of fair use guidelines and acquires permission from creator when necessary.• Extend respect for intellectual property rights and copyright by crediting sources of ideas as well as directly quoted material.• Credits sources by using correct bibliographic format, according to the style selected by the teacher.• Participate in social and intellectual networks in a thoughtful and ethical way.	

Grade Level: Ninth - Twelfth

LG 3 Global Citizens - Cybersafety

High Priority Standards	
<p>TILS: Safety</p> <ul style="list-style-type: none"> • Model legal and ethical behaviors when using information and technology. • Develop and maintain a working knowledge of a digital footprint. 	
Learning Goal	Proficiency Scale
Students will be able to apply strategies to navigate safely in an online environment.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Safeguarding personal information. • Accessing programs and sites responsibly and ethically. • Developing a personal digital footprint that will positively impact future academic and professional careers. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: cyberbullying, hacking, privacy, security, digital footprint. • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying their personal digital footprint. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

Students know how to:

- Abide by the Acceptable Use Agreement in all respects.
- Utilize cyber-safety and netiquette guidelines and observe Internet safety procedures including safeguarding personal information and equipment.
- Identify their digital footprint and the impact it will have on their lives, and strategies used to protect their future footprint.
- Use programs and Internet sites responsibly, efficiently, and ethically.
- Analyze the consequences and costs of hacking, spamming, consumer fraud, virus setting, intrusion and other unethical uses of information and communication technology and identifies ways of addressing these risks.