

# BIGFORK SCHOOL DISTRICT NO. 38 (Curriculum Alignment Document)

## SUBJECT: 9-12 Library

### GRADE LEVELS 9-10

Montana Content Standard 1	Essential Learning Grade 9/10	CRT	DIST				
<p>A student must identify the task and determine the resources needed.</p> <p style="text-align: center;"><b>Benchmark Upon Graduation</b></p> <p>1. Define the problem</p> <p>2. Determine the nature and extent of the information needed</p> <p>3. Evaluate and select appropriate resources</p>	1.1.1. Identify the topic						
	1.1.2. Recognize task-related vocabulary and keywords						
	1.1.3. Recognize the problem or task						
	1.1.4. Discuss the steps needed to solve the problem						
	1.2.1. Compile a list of possible resources (e.g., print, nonprint and digital)						
	1.2.2 Develop essential questions which go beyond facts (probing questions) into the problem						
	1.3.1 Identify accurate information (Relevance, Appropriateness, Detail, Currency, Authority, Bias)						
	1.3.2 Evaluate all selected topic-related resources based on task criteria						
	1.3.3 Distinguish between and incorporate appropriate primary/secondary sources						
	1.3.4 Reevaluate the problem and resources, refine if needed						
1.3.5 Select appropriate resources to solve the problem							
Montana Content Standard 2	Essential Learning Grade 9/10	CRT	DIST				
<p>A student must locate sources, use information, and present findings.</p> <p style="text-align: center;"><b>Benchmark Upon Graduation</b></p> <p>1. Locate multiple resources using a variety of search tools</p> <p>2. Evaluate resources</p> <p>3. Locate information within a wide variety of resources</p>	2.1.1 Utilize library/media facility						
	2.1.2 Participate in Library/Media orientation						
	2.1.3 Demonstrate ability to access and search available digital resources						
	2.1.4 Differentiate between subscription and free Web resources						
	2.1.5 Navigate within a digital database						
	2.1.6 Narrow search results using limiters within a digital search						
	2.1.7 Perform an advanced search using search engine(s) and digital database(s)						

4. Extract information from a wide variety of resources needed to solve the problem  5. Organize and manage information from a wide variety of sources to solve the problem  6. Create and defend a product that presents findings	2.2.1 Follow criteria to evaluate resource for Accuracy, Relevance, Authority, Detail, Currency, Bias							
	2.2.2 Identify and discuss the domain within the URL							
	2.2.3 Follow evaluative criteria to match the resource to the task							
	2.3.1 Sort within selected digital databases (e.g., relevance, date, publication, author)							
	2.3.2 Choose keywords to locate and cross reference information to match the task (e.g., index, table of contents, glossary)							
	2.3.3 Identify divergent perspectives during information gathering							
	2.3.4 Record location of information within resources							
	2.4.1 Read, view and listen to make inferences							
	2.4.2 Gather information relevant to the formulated questions							
	2.4.3 Determine the correct usage of summaries, paraphrases and direct quotations, then replicate.							
	2.4.4 Cite each source							
	2.4.5 Assess information extracted to solve the problem							
	2.5.1 Sort and categorize gathered information (e.g., graphic organizers, note cards, outline)							
	2.5.2 Review and refine the gathered information							
	2.6.1 Choose the appropriate medium for presentation based on audience (e.g., oral, written, or digital)							
	2.6.2 Create original product							
	2.6.3 Evaluate the process, refine if needed							
	<b>Montana Content Standard 3</b>	<b>Essential Learning Grade 9/10</b>	<b>CRT</b>	<b>DIST</b>				
	<b>A student must evaluate the product and learning process.</b>	3.1.1. Use guidelines to self-assess the product						
3.1.2. Use guidelines to compare self-assessment to								

<p align="center"><b>Benchmark Upon Graduation</b></p> <p>1. Assess the quality and effectiveness of the product</p> <p>2. Evaluate the process in order to revise strategies</p>	teacher and peer evaluation (e.g., rubrics, wikis, blogs, class discussion)						
	3.1.3. Revise, edit, rewrite based on assessments (self, peer, teacher)						
	3.2.1. Examine the strengths and weaknesses of the process						
	3.2.2. Evaluate time management throughout the process						
	3.3.2. Reflect on the process to make improvements						
<b>Montana Content Standard 4</b>	<b>Essential Learning Grade 9/10</b>	<b>CRT</b>	<b>DIST</b>				
<p>A student must use information safely, ethically and legally.</p> <p align="center"><b>Benchmark End of Grade 4</b></p> <p>1. Legally obtain, store and disseminate text, data, images or sounds</p> <p>2. Follow copyright laws and fair use guidelines when using the intellectual property of others</p> <p>3. Participate and collaborate in intellectual and social networks following safe and accepted practices</p>	4.1.1. Respect intellectual property						
	4.1.2. Adheres to acceptable use policies (e.g., technology/media, loan policies)						
	4.1.3. Demonstrate safe and ethical Internet use						
	4.1.4. Use information and technology responsibly						
	4.2.1. Use summarizing, paraphrasing and direct quotes correctly						
	4.2.2. Use in-text citation (e.g., parenthetical citation) correctly						
	4.2.3. Produce components for a citation source (e.g., MLA, APA)						
	4.2.4. Credit the intellectual property of others (e.g., video, music, website, audio, digital, artwork, photography, interview, presentations)						
	4.2.5. Adhere to copyright laws (e.g., fair use, creative commons, plagiarism, public domain)						
	4.3.1. Apply netiquette guidelines in online settings (e.g., blogs, wikis, Web 2.0)						
	4.3.2. Collaborate and participate effectively within a safe, social environment (e.g., face to face, blended learning)						
<b>Montana Content Standard 5</b>	<b>Essential Learning Grade 9/10</b>	<b>CRT</b>	<b>DIST</b>				
<p>A student must pursue personal interests through literature and other creative expressions.</p>	5.1.1. Explore a variety of formats based on personal interest						
	5.1.2. Compare and contrast different formats (e.g., playaways, audio, digital, fiction, nonfiction)						
	5.2.1. Self-select and critique literature in different						

<b>Benchmark End of Grade 4</b>	genres						
1. Use and critique a variety of print and digital formats for pleasure and personal growth	5.3.1. Select a variety of materials representing diverse cultures and viewpoints, including Montana American Indians						
2. Use and critique a variety of genres for pleasure and personal growth	5.3.2. Recognize and acknowledge cultural impact upon creative expression (e.g., art, tradition, religion, language)						
3. Evaluate multiple resources and other creative expressions from diverse cultures, including Montana American Indians	5.3.3. Compare and contrast examples of diversity in cultural expression						
4. Access and use resources and information from all types of information environments to pursue personal and creative interests	5.3.4. Evaluate selected materials for cultural bias and authenticity						
	5.2.1. Explore and define Intellectual Freedom (e.g., banned books, propaganda, challenged books)						
	5.2.2. Access resources beyond the school library (e.g., online, digital, other libraries, interlibrary loan services, museums)						

## GRADE LEVELS 11-12

<b>Montana Content Standard 1</b>	<b>Essential Learning Grade 11/12</b>	<b>CRT</b>	<b>DIST</b>				
<b>Benchmark Upon Graduation</b> A student must identify the task and determine the resources needed.  1. Define the problem 2. Determine the nature and extent of the information needed 3. Evaluate and select appropriate resources	1.1.1. Identify the topic						
	1.1.2. Recognize task-related vocabulary and keywords						
	1.1.3. Recognize the problem or task						
	1.1.4. Discuss the steps needed to solve the problem						
	1.2.1. Compile a list of possible resources (e.g., print, non-print and digital)						
	1.2.2. Develop essential questions which go beyond facts (probing questions) into the problem						
	1.3.1. Identify accurate information (Relevance, Appropriateness, Detail, Currency, Authority, Bias)						
	1.3.2. Evaluate all selected topic-related resources based on task criteria						
	1.3.3. Distinguish between and incorporate appropriate primary/secondary sources						
	1.3.4. Reevaluate the problem and resources, refine if needed						

	1.3.5 Select appropriate resources to solve the problem						
<b>Montana Content Standard 2</b>	<b>Essential Learning Grade 11/12</b>	<b>CRT</b>	<b>DIST</b>				
A student must locate sources, use information, and present findings.	2.1.1 Utilize library/media facility						
	2.1.2 Participate in Library/Media orientation						
	2.1.3 Demonstrate ability to access and search available digital resources						
<b>Benchmark Upon Graduation</b>	2.1.4 Differentiate between subscription and free Web resources						
1. Locate multiple resources using a variety of search tools	2.1.5 Navigate within a digital database						
2. Evaluate resources	2.1.6 Narrow search results using limiters within a digital search						
3. Locate information within a wide variety of resources	2.1.7 Perform an advanced search using search engine(s) and digital database(s)						
4. Extract information from a wide variety of resources needed to solve the problem	2.2.1 Follow criteria to evaluate resource for Accuracy, Relevance, Authority, Detail, Currency, Bias						
5. Organize and manage information from a wide variety of sources to solve the problem	2.2.2 Identify and discuss the domain within the URL						
6. Create and defend a product that presents findings	2.2.3 Follow evaluative criteria to match the resource to the task						
	2.3.1 Sort within selected digital databases (e.g., relevance, date, publication, author)						
	2.3.2 Choose keywords to locate and cross reference information to match the task (e.g., index, table of contents, glossary)						
	2.3.3 Identify divergent perspectives during information gathering						
	2.3.4 Record location of information within resources						
	2.4.1 Read, view and listen to make inferences						
	2.4.2 Gather information relevant to the formulated questions						
	2.4.3 Determine the correct usage of summaries, paraphrases and direct quotations, then replicate.						
	2.4.4 Cite each source						
	2.4.5 Assess information extracted to solve the problem						
	2.5.1 Sort and categorize gathered information (e.g., graphic organizers, note cards, outline)						
	2.5.2 Review and refine the gathered information						

	2.6.1 Choose the appropriate medium for presentation based on audience (e.g., oral, written, or digital)						
	2.6.2 Create original product						
	2.6.3 Evaluate the process, refine if needed						
<b>Montana Content Standard 3</b>	<b>Essential Learning Grade 11/12</b>	<b>CRT</b>	<b>DIST</b>				
<b>A student must evaluate the product and learning process.</b>	3.1.1. Self-assess the product						
<b>Benchmark Upon Graduation</b>	3.1.2. Compare self-assessment to teacher and peer evaluation (e.g., rubrics, wikis, blogs, class discussion)						
1. Assess the quality and effectiveness of the product	3.1.3. Consider revision, editing, rewriting based on assessments (self, peer, teacher)						
2. Evaluate the process in order to revise strategies	3.2.1. Judge the strengths and weaknesses of the process						
	3.2.2. Evaluate time management throughout the process						
	3.3.2 Reflect on the process to make improvements						
<b>Montana Content Standard 4</b>	<b>Essential Learning Grade 11/12</b>	<b>CRT</b>	<b>DIST</b>				
<b>A student must use information safely, ethically and legally.</b>	4.1.1. Respect intellectual property						
<b>Benchmark End of Grade 4</b>	4.1.2. Adheres to acceptable use policies (e.g., technology/media, loan policies)						
1. Legally obtain, store and disseminate text, data, images or sounds	4.1.3. Use the Internet safely and ethically						
2. Follow copyright laws and fair use guidelines when using the intellectual property of others	4.1.4. Use and manipulate information and technology responsibly						
3. Participate and collaborate in intellectual and social networks following safe and accepted practices	4.2.1. Use summarizing, paraphrasing and direct quotes correctly						
	4.2.2. Use in-text citation (e.g., parenthetical citation) correctly						
	4.2.3. Produce components for a citation source (e.g., MLA, APA)						
	4.2.4. Credit the intellectual property of others (e.g., video, music, website, audio, digital, artwork, photography, interview, presentations)						
	4.2.5. Adhere to copyright laws (e.g., fair use, creative commons, plagiarism, public domain)						

	4.3.1. Exhibits responsible digital citizenship						
	4.3.2. Participate in social networks appropriately (e.g., blogs, wikis, Web 2.0, face to face, blended learning)						
<b>Montana Content Standard 5</b>	<b>Essential Learning Grade 11/12</b>	<b>CRT</b>	<b>DIST</b>				
<p>A student must pursue personal interests through literature and other creative expressions.</p> <p style="text-align: center;"><b>Benchmark End of Grade 4</b></p> <p>1. Use and critique a variety of print and digital formats for pleasure and personal growth</p> <p>2. Use and critique a variety of genres for pleasure and personal growth</p> <p>3. Evaluate multiple resources and other creative expressions from diverse cultures, including Montana American Indians</p> <p>4. Access and use resources and information from all types of information environments to pursue personal and creative interests</p>	5.1.1. Explore a variety of formats based on personal interest						
	5.1.2. Compare and contrast different formats (e.g., playaways, audio, digital, fiction, nonfiction)						
	5.2.1. Self-select and critique literature in different genres						
	5.3.1. Select a variety of materials representing diverse cultures and viewpoints, including Montana American Indians						
	5.3.2. Recognize and acknowledge cultural impact upon creative expression (e.g., art, tradition, religion, language)						
	5.3.3. Compare and contrast examples of diversity in cultural expression						
	5.3.4. Evaluate selected materials for cultural bias and authenticity						
	5.2.1. Explore and define Intellectual Freedom (e.g., banned books, propaganda, challenged books)						
	5.2.2. Access resources beyond the school library (e.g., online, digital, other libraries, interlibrary loan services, museums)						