

Maryland Voluntary State Curriculum – School Library Media  
Grades 6 - 12

**1.0 Literature Appreciation: Students will demonstrate an appreciation of literature as a reflection of human experience and reading as a pleasurable activity.**

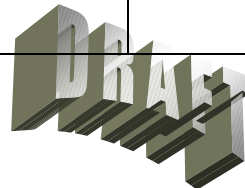
<b>Grades 6-8</b>	<b>Grades 9-12</b>
<p><b>A. Literature Appreciation</b></p> <p><b>1. Identify relationships among literary settings, characters, actions, and events and situations in real life.</b></p> <p>a. Select and read age appropriate fiction titles that reflect personal interests and help provide virtual experiences as well as validation of own experiences and concerns.</p> <p>b. Expand use of text-to-text and text-to-world connections to explore the impact works of literature have on readers.</p> <p>c. Explore techniques authors use to encourage readers to examine and question their own behaviors and beliefs</p> <p>d. Continue to explore the connection between background knowledge and the behaviors and actions of individuals and groups.</p> <p>e. Use non-fiction to examine issues and questions related to human experiences throughout history.</p>	<p><b>A. Literature Appreciation</b></p> <p><b>1. Identify relationships among literary settings, characters, actions, and events and situations in real life.</b></p> <p>a. Select and read age appropriate fiction titles that reflect personal interests and help provide virtual experiences as well as validation of own experiences and concerns.</p> <p>b. Continue to expand use of text-to-text and text-to-world connections to explore the impact works of literature have on readers and societies.</p> <p>c. Recognize techniques authors use to encourage readers to examine and question their own behaviors and beliefs.</p> <p>d. Expand their comprehension of the connection between background knowledge and the behaviors and actions of individuals and groups.</p> <p>e. Use non-fiction to examine more sophisticated issues and questions related to human experiences throughout history.</p>



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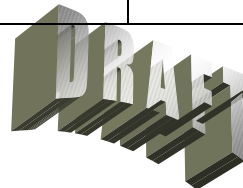
Grades 6-8	Grades 9-12
<p><b>2. Use libraries to facilitate development of good reading habits.</b></p> <p>a. Utilize circulation procedures and policies to effectively and efficiently access reading materials.</p> <p>b. Choose to browse, select, and enjoy library books. <b>(Method:</b> Work with teachers to provide time for students to interact with books from the library media center.)</p> <p><b>3. Experience the pleasure of recreational reading.</b></p> <p>a. Choose to read independently self-selected books. <b>(Method:</b> Book-talk titles to spark student interest in reading.) <b>(Method:</b> Provide opportunities for readers to discuss with each other books they have read for fun.) <b>(Method:</b> Sponsor reading incentive activities.) <b>(Method:</b> Share experiences from own life demonstrating the pleasure of reading.)</p> <p>b. Use age appropriate periodicals for recreational reading.</p>	<p><b>2. Use libraries to facilitate development of good reading habits.</b></p> <p>a. Utilize circulation procedures and policies to effectively and efficiently access reading materials.</p> <p>b. Choose to browse, select, and enjoy library books. <b>(Method:</b> Work with teachers to provide time for students to interact with books from the library media center.)</p> <p><b>3. Experience the pleasure of recreational reading.</b></p> <p>a. Choose to read independently self-selected books. <b>(Method:</b> Book-talk titles to spark student interest in reading.) <b>(Method:</b> Provide opportunities for readers to discuss with each other books they have read for fun.) <b>(Method:</b> Sponsor reading incentive activities.) <b>(Method:</b> Share experiences from own life demonstrating the pleasure of reading.)</p> <p>b. Use appropriate periodicals for recreational reading.</p>



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Grades 6-8	Grades 9-12
<p><b>4. Recognize the connection between reading and being a lifelong learner.</b></p> <p><b>a.</b> Expand their comprehension of the connection between the ability to read and success in daily life. <b>(Method:</b> Continue to share examples demonstrating the importance of lifelong learning and reading in the context of daily life.) <b>(Method:</b> Invite community members to share experiences as lifelong learners and readers in careers and areas of personal interest.) <b>(Method:</b> Provide examples of how fast things are changing and the related need to keep learning new things beyond formal school learning.)</p> <p><b>b.</b> Practice and apply skills needed to become an independent learner.</p> <p><b>c.</b> Set goals focusing on aspects of becoming independent, lifelong learners.</p> <p><b>d.</b> Begin to take ownership of their own learning.</p>	<p><b>4. Recognize the connection between reading and being a lifelong learner.</b></p> <p><b>a.</b> Demonstrate comprehension of the connection between the ability to read and achievement of success in their own lives. <b>(Method:</b> Continue to share examples demonstrating the importance of lifelong learning and reading in the context of daily life.) <b>(Method:</b> Invite community members to share experiences as lifelong learners and readers in careers and areas of personal interest.) <b>(Method:</b> Provide examples of how fast things are changing and the related need to keep learning new things beyond formal school learning.)</p> <p><b>b.</b> Apply skills needed to become an independent learner.</p> <p><b>c.</b> Set goals to expand their independent, lifelong learning skills.</p> <p><b>d.</b> Expand ownership of their own learning.</p>



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**2.0 Locate Information: Students will be able to use resources, in a wide variety of formats, to locate information to meet an identified need.**

Grades 6-8	Grades 9-12
<p><b>A. Locate information</b> <b>1. Match resources to topic of interest or need.</b></p> <p>a. Generate more effective searches when using the automated catalog.</p> <p>b. Continue to expand use of computer/online resources.</p>	<p><b>A. Locate information</b> <b>1. Match resources to topic of interest or need.</b></p> <p>a. Generate more sophisticated searches when using the automated catalog.</p> <p>b. Effectively use computer/online resources.</p>



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**2.0 Locate Information: Students will be able to use resources, in a wide variety of formats, to locate information to meet an identified need.**

<b>Grades 6-8</b>	<b>Grades 9-12</b>
<p data-bbox="86 289 814 349">c. Develop independence in locating relevant materials in all components of the collection.</p> <p data-bbox="86 410 821 500"><b>2. Use concepts related to content of and arrangement on the shelf to select fiction/stories and non-fiction/information materials to meet current need.</b></p> <p data-bbox="86 561 926 651">a. Increase knowledge of call numbers related to both arrangement on the shelf and appropriate generalizations as to expected content.</p> <p data-bbox="86 837 919 927">b. Increase knowledge of advantages and disadvantages of print, non-print and computer/online resources and practice selecting the most appropriate resource for current need.</p>	<p data-bbox="1052 289 1696 349">c. Efficiently locate materials in all components of the collection.</p> <p data-bbox="1052 410 1791 500"><b>2. Use concepts related to content of and arrangement on the shelf to select fiction/stories and non-fiction/information materials to meet current need.</b></p> <p data-bbox="1052 561 1906 651">a. Make effective use of call numbers related to both arrangement on the shelf and appropriate generalizations as to expected content.</p> <p data-bbox="1052 837 1877 927">b. Recognize the value of both print and electronic resources when selecting the most appropriate resources for current need.</p>



**2.0 Locate Information: Students will be able to use resources, in a wide variety of formats, to locate information to meet an identified need.**

Grades 6-8	Grades 9-12
<p><b>3. Students will define and refine an information need by formulating compelling / effective questions.</b></p> <p>a. Continue to practice developing compelling/ effective research questions. <b>(Method:</b> Provide practice identifying keywords to determine what a question is really asking.) <b>(Method:</b> Provide experiences analyzing what a question is asking and evaluating answers in terms of how well they match what was asked for in the question.)</p>	<p><b>3. Students will define and refine an information need by formulating compelling / effective questions.</b></p> <p>a. Generate compelling/effective research questions. <b>(Method:</b> Provide practice in identifying keywords to determine what a question is really asking.) <b>(Method:</b> Provide experiences analyzing what a question is asking and evaluating answers in terms of how well they match what was asked for in the question.)</p>



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**2.0 Locate Information: Students will be able to use resources, in a wide variety of formats, to locate information to meet an identified need.**

Grades 6-8	Grades 9-12
<p><b>b.</b> Analyze criteria of assignment to generate compelling/effective questions. <b>(Method:</b> Have students evaluate sample projects by identifying information they think is missing and suggesting additional information that they would like or need to know about the topic.) <b>(Method:</b> Work with teachers to design assignments involving the use of or generation of compelling/effective questions.)</p> <p><b>c.</b> Analyze topics of personal interests to generate compelling/effective questions.</p>	<p><b>b.</b> Analyze criteria of assignment to generate compelling/effective questions. <b>(Method:</b> Have students evaluate sample projects by identifying information they think is missing and suggesting additional information that they would like or need to know about the topic.) <b>(Method:</b> Work with teachers to design assignments involving the use of or generation of compelling/effective questions.)</p> <p><b>c.</b> Analyze topics of personal interests to generate compelling/effective questions.</p>



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**3.0 Collect Information: Students will be able to collect information relevant to their current information need.**

Grades 6-8	Grades 9-12
<p><b>A. Collect Information</b></p> <p><b>1. Students will use print resources efficiently and effectively.</b></p> <p>a. Apply strategies for collecting relevant information from print resources, applying concepts related to access, currency, and accuracy of information. <b>(Method: Review pros and cons of using a print source for locating information to meet specific needs.)</b></p> <p>b. Review and apply search strategies for using print materials. <b>(Method: Address need to recognize relevant term in the index, need to interpret standard formats and symbols used in indexes, need to generate related terms yourself, need to apply both ways to alphabetize 1) letter by letter – each letter as they come disregarding spaces Newark comes before New York and 2) word by word stop at end of word space comes before anything New York comes before Newark, etc.)</b></p>	<p><b>A. Collect Information</b></p> <p><b>1. Students will use print resources efficiently and effectively.</b></p> <p>a. Apply strategies for collecting relevant information from more sophisticated print resources, applying concepts related to access, currency, and accuracy of information. <b>(Method: Review pros and cons of using a print source for locating information to meet specific needs.)</b></p> <p>b. Review and apply search strategies for using more sophisticated print materials. <b>(Method: Address need to recognize relevant term in the index, need to interpret standard formats and symbols used in indexes, need to generate related terms yourself, need to apply both ways to alphabetize 1) letter by letter – each letter as they come disregarding spaces Newark comes before New York and 2) word by word stop at end of word space comes before anything New York comes before Newark, etc.)</b></p>



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**3.0 Collect Information: Students will be able to collect information relevant to their current information need.**

Grades 6-8	Grades 9-12
<p><b>2. Use non-print resources efficiently and effectively.</b></p> <p>a. Choose to use non-print resources when appropriate, applying concepts related to access, currency, and accuracy of information. <b>(Method: Analyze different formats of non-print resources to identify their advantages and disadvantages for use.)</b></p> <p>b. Continue generating and applying effective search terminology and strategies for using non-print resources.</p> <p><b>3. Use computer/online/digital resources efficiently effectively.</b></p> <p>a. Apply expanded strategies for collecting relevant information from computer/online/digital resources, applying concepts related to access, currency, and accuracy of information. <b>(Method: Expand use of different types of searches using both basic and advanced search modes.)</b></p>	<p><b>2. Use non-print resources efficiently and effectively.</b></p> <p>a. Choose to use non-print resources when appropriate, applying concepts related to access, currency, and accuracy of information. <b>(Method: Analyze different formats of non-print resources to identify their advantages and disadvantages for use.)</b></p> <p>b. Continue generating and applying effective search terminology and strategies for using non-print resources.</p> <p><b>3. Use computer/online/digital resources efficiently effectively.</b></p> <p>a. Apply strategies for collecting relevant information from more sophisticated computer/online/digital resources, applying concepts related to access, currency, and accuracy of information. <b>(Method: Expand use of different types of searches using both basic and advanced search modes.)</b></p>



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<p><b>b.</b> Continue generating and applying search terminology and strategies for using computer/online/digital resources. <b>(Method:</b> Address need to generate own search term, provides links to related topics, includes materials related to multiple meanings of term used - ex. colonies returns hits on ants and space as well as political context, etc.) <b>(Method:</b> Continue to provide practice applying concepts related to Boolean searching.)</p> <p><b>4. Evaluate the content of specific print resources to determine accuracy and relevance of content.</b></p> <p><b>a.</b> Apply criteria related to determining authority of author, accuracy, and currency of information to select appropriate print resources to meet current need.</p>	<p><b>b.</b> Review and applying search terminology and strategies for using computer/online/digital resources. <b>(Method:</b> Address need to generate own search term, provides links to related topics, includes materials related to multiple meanings of term used – ex. colonies returns hits on ants and space as well as political context, etc.) <b>(Method:</b> Continue to encourage use of concepts related to Boolean searching.)</p> <p><b>4. Evaluate the content of specific print resources to determine accuracy and relevance of content.</b></p> <p><b>a.</b> Apply more sophisticated criteria related to determining authority of author, accuracy, and currency of information to select appropriate print resources to meet current need.</p>



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<p>b. Apply strategies for determining relevance of information collected in relation to what is asked for in the question. <b>(Method:</b> Provide experiences analyzing what a question is asking and evaluating answers in terms of how well they match what was asked for in the question.)</p> <p><b>5. Evaluate the content of specific non-print resources to determine accuracy and relevance of content.</b></p> <p>a. Apply criteria related to determining authority of author, accuracy, and currency of information to select appropriate non-print resources to meet current need.</p> <p>b. Apply strategies for determining relevance of information collected in relation to what is asked for in the question.</p>	<p>b. Apply more sophisticated strategies for determining relevance of information collected in relation to what is asked for in the question. <b>(Method:</b> Provide experiences analyzing what a question is asking and evaluating answers in terms of how well they match what was asked for in the question.)</p> <p><b>5. Evaluate the content of specific non-print resources to determine accuracy and relevance of content.</b></p> <p>a. Apply appropriate criteria related to determining authority of author, accuracy, and currency of information to select appropriate non-print resources to meet current need.</p> <p>b. Apply appropriate strategies for determining relevance of information collected in relation to what is asked for in the question.</p>



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**3.0 Collect Information: Students will be able to collect information relevant to their current information need.**

<b>Grades 6-8</b>	<b>Grades 9-12</b>
<p><b>6. Evaluate the content of specific computer/online/digital resources to determine accuracy and relevance of content.</b></p> <p>a. Apply criteria related to determining authority of author, accuracy, and currency of information to select appropriate computer/online /digital resources to meet current need.</p> <p>b. Apply strategies for determining relevance of information collected in relation to what is asked for in the question.</p> <p><b>7. Use appropriate graphic organizers or note cards to record relevant information.</b></p> <p>a. Continue use of graphic organizers/note cards, webbing and outlining in print and electronic formats.</p>	<p><b>6. Evaluate the content of specific computer/online/digital resources to determine accuracy and relevance of content.</b></p> <p>a. Apply appropriate criteria related to determining authority of author, accuracy, and currency of information to select appropriate computer/online/digital resources to meet current need.</p> <p>b. Apply appropriate strategies for determining relevance of information collected in relation to what is asked for in the question.</p> <p><b>7. Use appropriate graphic organizers or note cards to record relevant information.</b></p> <p>a. Use more sophisticated graphic organizers/note cards, webbing and outlining in print and electronic formats.</p>



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**3.0 Collect Information: Students will be able to collect information relevant to their current information need.**

Grades 6-8	Grades 9-12
<p><b>8. Use own words to capture concepts and avoid plagiarism.</b></p> <p>a. Expand use of technology to facilitate appropriate note taking. <b>(Method:</b> Discuss appropriate types of notes and their functions including summary, paraphrase, list, quotation, observation, dialectic journal, etc.) <b>(Method:</b> Work with teachers to discourage plagiarism and assess all steps in the research process by evaluating notes, rough draft, and bibliography as well as the final product.)</p> <p><b>9. Record appropriate bibliographic information to cite sources.</b></p> <p>a. Use an accepted style sheet for formatting required citations.</p>	<p><b>8. Use own words to capture concepts and avoid plagiarism.</b></p> <p>a. Further expand use of technology to facilitate appropriate note taking. <b>(Method:</b> Discuss appropriate types of notes and their functions including summary, paraphrase, list, quotation, observation, dialectic journal, etc.) <b>(Method:</b> Work with teachers to discourage plagiarism and assess all steps in the research process by evaluating notes, rough draft, and bibliography as well as the final product.)</p> <p><b>9. Record appropriate bibliographic information to cite sources.</b></p> <p>a. Independently use an accepted style sheet for formatting required citations.</p>



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**4.0 Organize and Manage Data/information: Students will use appropriate print, non-print and computer/online/digital formats to organize and manage data/information.**

Grades 6-8	Grades 9-12
<p><b>A. Organize and manage data/Information</b></p> <p><b>1. Generate appropriate formats for displaying and managing data/information.</b></p> <p>a. Record and organize data/information using a variety of different formats; i.e., text, graphs, webs, databases, spreadsheets. <b>(Method: Provide a prompt and discuss the advantages and disadvantages of various formats for displaying the data/information.)</b></p> <p><b>2. Interpret data/information displayed in a variety of formats.</b></p> <p>a. Interpret data/ information presented in a variety of formats. <b>(Method: Provide samples of the same data/information displayed in a variety of formats and discuss the advantages and disadvantages of each in terms of ease of interpretation.)</b></p>	<p><b>A. Organize and manage data/Information</b></p> <p><b>1. Generate appropriate formats for displaying and managing data/information.</b></p> <p>a. Record and organize data/information using most appropriate format; i.e., text, graphs, webs, databases, spreadsheets. <b>(Method: Provide a prompt and discuss the advantages and disadvantages of various formats for displaying the data/information.)</b></p> <p><b>2. Interpret data/information displayed in a variety of formats.</b></p> <p>a. Independently apply strategies for interpreting data/information presented in a variety of formats.</p>



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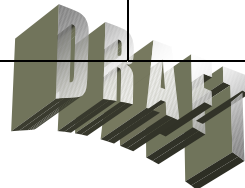
**4.0 Organize and Manage Data/information: Students will use appropriate print, non-print and computer/online/digital formats to organize and manage data/information.**

Grades 6-8	Grades 9-12
<p><b>3. Match appropriate strategy/ format with inherent structure of content to be organized.</b></p> <p>a. Apply possible strategies for organizing data/information focusing on the significant characteristics of each; i.e., alphabetical, chronological, part to whole, general to specific, main idea and supporting details, compare/contrast, cause and effect, categorizing, etc.</p>	<p><b>3. Match appropriate strategy/ format with inherent structure of content to be organized</b></p> <p>a. Review and independently apply appropriate strategies for organizing data/information using a variety of formats.</p>



**5.0 Interpret Information: Students will be able to interpret information to generate new understandings and knowledge.**

Grades 6-8	Grades 9-12
<p><b>A. Interpret Information</b></p> <p><b>1. Analyze quality of data, information, and resources.</b></p> <p>a. Apply strategies to determine ideas being communicated in a story, passage, or segment of a video.  <b>(Method: Work with teachers to provide experience for students to identify the intended message of a story, passage or video segment.)</b></p> <p>b. Apply appropriate strategies to identify evidence of bias or point of view.  <b>(Method: Work with teachers to provide experiences for students to identify an author’s point of view or bias as communicated in a story, passage, or video segment.)</b></p> <p><b>2. Apply critical thinking and problem solving strategies.</b></p> <p>a. Apply strategies for identifying patterns and relationships.</p> <p>b. Apply strategies for drawing conclusions.</p> <p>c. Apply strategies for making valid inferences.</p> <p>d. Apply strategies for visualizing.</p> <p>e. Apply strategies for divergent/outside the box thinking.</p> <p>f. Apply strategies for making personal connections with information.</p> <p>g. Apply appropriate strategies to facilitate comprehension, analysis, and synthesis.  <b>(Method: Work with teachers to encourage use of activators and summarizers.)</b></p>	<p><b>A. Interpret Information</b></p> <p><b>1. Analyze quality of data, information, and resources.</b></p> <p>a. Review and independently apply strategies to determine ideas being communicated in a story, passage, or segment of a video.  <b>(Method: Work with teachers to provide experience for students to identify the intended message of a story, passage or video segment.)</b></p> <p>b. Review and independently apply appropriate strategies to identify evidence of bias or point of view.  <b>(Method: Work with teachers to provide experiences for students to identify an author’s point of view or bias as communicated in a story, passage or video segment.)</b></p> <p><b>2. Apply critical thinking and problem solving strategies.</b></p> <p>a. Review and independently apply strategies for identifying patterns and relationships.</p> <p>b. Review and independently apply strategies for drawing conclusions.</p> <p>c. Review and independently apply strategies for making valid inferences.</p> <p>d. Review and independently apply strategies for visualizing.</p> <p>e. Review and independently apply strategies for divergent/outside the box thinking.</p> <p>f. Review and independently apply strategies for making personal connections with information.</p> <p>g. Review and independently apply appropriate strategies to facilitate comprehension, analysis, and synthesis.  <b>(Method: Work with teachers to encourage use of activators and summarizers.)</b></p>



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**6.0 Share Findings/Conclusions: Students will be able to communicate findings/conclusions by producing materials in an appropriate format to support written, oral and multi-media presentations.**

Grades 6-8	Grades 9-12
<p><b>A. Share findings/conclusions</b></p> <p><b>1. Make decisions to facilitate effective communication of ideas.</b></p> <p>a. Present findings in oral, written, visual, and multimedia formats.</p> <p>b. Apply strategies for determining most appropriate format for sharing findings in the context of the current need.  <b>(Method:</b> Collaborate with teachers to provide opportunities for students to meet content area outcomes by sharing information orally, in writing, and with visuals.)  <b>(Method:</b> Work with teachers to help students make appropriate choices of format for finished products based on the criteria of the assignment, elements of access to technology, and time issues. Suggest consideration be given to purpose of the product, intended audience, planning of content, generation of product, and evaluation of process and product.)  <b>(Method:</b> Work with teachers to encourage multiple brief experiences with sharing information, rather than focusing on one major assignment.)</p>	<p><b>A. Share findings/conclusions</b></p> <p><b>1. Make decisions to facilitate effective communication of ideas.</b></p> <p>a. Review and independently apply strategies for presenting increasingly sophisticated findings in oral, written, visual, and multimedia formats.</p> <p>b. Review and independently apply strategies for presenting increasingly sophisticated findings in oral, written, visual, and multimedia formats.  <b>(Method:</b> Collaborate with teachers to provide opportunities for students to meet content area outcomes by sharing information orally, in writing, and with visuals.)  <b>(Method:</b> Work with teachers to help students make appropriate choices of format for finished products based on the criteria of the assignment, elements of access to technology, and time issues. Suggest consideration be given to purpose of the product, intended audience, planning of content, generation of product, and evaluation of process and product.)  <b>(Method:</b> Work with teachers to encourage multiple brief experiences with sharing information, rather than focusing on one major assignment.)</p>



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**6.0 Share Findings/Conclusions: Students will be able to communicate findings/conclusions by producing materials in an appropriate format to support written, oral and multi-media presentations.**

Grades 6-8	Grades 9-12
<p><b>2. Apply best practices related to content and layout of presentations.</b></p> <p>a. Apply strategies for designing layouts that communicate content effectively. <b>(Method:</b> Collaborate with art and computer teachers to expand understanding of best practices related to layout on a page/screen.) <b>(Method:</b> Work with teachers to establish criteria for finished products to emphasize the learning rather than the re-packaging of information.) <b>(Method:</b> Work with teachers to provide opportunities for students to create and evaluate presentations for their effectiveness in communicating ideas and information. Collaborate with teachers and students to develop appropriate rubrics to apply.)</p>	<p><b>2. Apply best practices related to content and layout of presentations.</b></p> <p>a. Review and independently apply strategies for designing layouts that communicate content effectively. <b>(Method:</b> Collaborate with art and computer teachers to expand understanding of best practices related to layout on a page/screen.) <b>(Method:</b> Work with teachers to establish criteria for finished products to emphasize the learning rather than the re-packaging of information.) <b>(Method:</b> Work with teachers to provide opportunities for students to create and evaluate presentations for their effectiveness in communicating ideas and information. Collaborate with teachers and students to develop appropriate rubrics to apply.)</p>



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**7.0 Ethical Use of Information: Students will demonstrate responsible attitudes toward the use of information.**

<b>Grades 6-8</b>	<b>Grades 9-12</b>
<p><b>A. Ethical use of information</b></p> <p><b>1. Exhibit respect for the intellectual property rights of others.</b></p> <p>a. Review and apply strategies for avoiding plagiarism. <b>(Method:</b> Work with teachers to design assignments that facilitate interpretation rather than regurgitation.) <b>(Method:</b> Work with teachers to assess student mastery of all the all steps in the research process, and discourage plagiarism, by evaluating notes, rough draft, and bibliography as well as the final product.)</p> <p>b. Review and independently apply strategies for complying with fair use and copyright laws. <b>(Method:</b> Discuss copyright issues related to use of digital files as well as print resources. Share examples that are covered in the news to show people do get caught and convicted.)</p>	<p><b>A. Ethical use of information</b></p> <p><b>1. Exhibit respect for the intellectual property rights of others.</b></p> <p>a. Review and independently apply strategies for avoiding plagiarism. <b>(Method:</b> Work with teachers to design assignments that facilitate interpretation rather than regurgitation.) <b>(Method:</b> Work with teachers to assess student mastery of all the all steps in the research process, and discourage plagiarism, by evaluating notes, rough draft, and bibliography as well as the final product.)</p> <p>b. Review and independently apply strategies for complying with fair use and copyright laws. <b>(Method:</b> Discuss copyright issues related to use of digital files as well as print resources. Share examples that are covered in the news to show people do get caught and convicted.)</p>



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**7.0 Ethical Use of Information: Students will demonstrate responsible attitudes toward the use of information.**

Grades 6-8	Grades 9-12
<p>c. Apply strategies for citing sources of text and digital information used.  <b>(Method:</b> Expand use of standard format for citing sources. Provide examples for different types of sources; i.e., books, encyclopedia and magazine articles, web pages, online resources, interviews, etc.)</p> <p><b>2. Utilize safe practices when working online</b></p> <p>a. Review and utilize safe practices related to sharing personal information and making contacts over the Internet.</p> <p><b>3. Utilize freedom of access to ideas.</b></p> <p>a. Recognize the role of information in a democratic society.</p> <p>b. Have access to a collection of age appropriate fiction and non-fiction materials.  <b>(Method:</b> Share examples of how having access to information have made a difference to individuals.)  <b>(Method:</b> Encourage students to use information to make a difference in their own lives.)</p>	<p>c. Review and independently apply strategies for citing sources of text and digital information used.  <b>(Method:</b> Expand use of standard format for citing sources. Provide examples for different types of sources; i.e., books, encyclopedia and magazine articles, web pages, online resources, interviews, etc.)</p> <p><b>2. Utilize safe practices when working online</b></p> <p>a. Independently apply safe practices related to sharing personal information and making contacts over the Internet.</p> <p><b>3. Utilize freedom of access to ideas.</b></p> <p>a. Review and independently apply strategies to seek information to facilitate appropriate participation in our democratic society.</p> <p>b. Have access to a collection of age appropriate fiction and non-fiction materials.  <b>(Method:</b> Share examples of how having access to information have made a difference to individuals.)  <b>(Method:</b> Encourage students to use information to make a difference in their own lives.)</p>

