



Golden Triangle Cooperative

Standards for Library Information Literacy Grade 9-12

ELE=Essential Learning Expectations

LIL=Library Information Literacy

GTCC= Golden Triangle Coop Curriculum

The student will know: these are the facts (Factual)

The student can do: these are the skills and procedures (Procedural)

The student will understand: this is the higher level thinking and the ability to make connections to bigger ideas. (Conceptual)

Montana Standard 1 Students will identify the task and determine the resources needed.

Benchmark 1 End of Grade 12: Define the problem.



GTCC VOCABULARY: intellectual freedom, propaganda, banned books, challenged books, interlibrary loan (ILL), information seeking strategies, location and access, use of information, synthesis

ELE 1.A Develop a Range of Questions.

Facts:

GTCC. 9-12.LIL.1.1 Know the steps to the Big 6 inquiry process. Students need to know the parameters of the task.

Skills:

GTCC. 9-12.LIL.1.2 Formulate questions. Students can identify key words and phrases.

GTCC. 9-12.LIL.1.3 Students can sequence tasks in an appropriate order.

Concepts:

GTCC. 9-12.LIL.1.4 Students understand that the tasks are not linear; they may be revisited as needed.

ELE 1.B Formulate key words within the problem.

Facts:

GTCC. 9-12.LIL.1.5 Students will know what paraphrase means.

Skills:

GTCC. 9-12.LIL.1.6 Students can explain, in their own words, what the task is.

Concepts:

GTCC. 9-12.LIL.1.7 Students understand all the parts of the task and what their final product will look like.

ELE 1.C Validate usefulness of keywords

Facts:

GTCC. 9-12.LIL.1.8 Students will need to know how much information their task requires (ie. 10 page paper vs 2 page paper).

Skills:

GTCC. 9-12.LIL.1.9 Students can effectively determine how extensive their topic needs to be for their purpose.

Concepts:

GTCC. 9-12.LIL.1.10 Students can formulate reasoning for broadening or narrowing topics.

ELE 1.D Narrow/broaden the topic based on initial results.

Facts:

GTCC. 9-12.LIL.1.11 The student will know what a keyword or phrase is and be able to pick it out of their question.

Skills:

GTCC. 9-12.LIL.1.12 The student can take the key word or phrase and use it effectively in a search tool.

Concepts:

GTCC. 9-12.LIL.1.13 The student understands the effectiveness of a specific keyword or phrase.

ELE 1.E Use prior and background knowledge.

Facts:

GTCC. 9-12.LIL.1.14 Students will know that the quality of the search results will indicate how effective their keyword was.

Skills:

GTCC. 9-12.LIL.1.15 The student can evaluate both the information gathered and their keyword.

Concepts:

GTCC. 9-12.LIL.1.16 Students will understand that they may need to generate new keywords if they didn't get the information they were looking for.

ELE 1.F Assess need for more or less information.

Facts:

GTCC. 9-12.LIL.1.17 Students will know what kinds of information they will need for the

assignment; such as factual, interpretations, photos, statistics, etc.

Skills:

GTCC. 9-12.LIL.1.18 The student can analyze the assignment for a description of the information requirements they must have.

Concepts:

GTCC. 9-12.LIL.1.19 The student understands that there are different kinds of information for different purposes; such as an analysis for literature or statistics for scientific purposes.

Montana Standard 1 Students will identify the task and determine the resources needed.

Benchmark 2 End of Grade 12: Determine the nature and extent of information needed.

GTCC VOCABULARY: probing questions, task definition

ELE 2.A Compile a list of possible resources (e.g. print, nonprint, digital)

Facts:

GTCC. 9-12.LIL.1.20 The student will know the purpose of each type of reference source.

Skills:

GTCC. 9-12.LIL.1.21 The student can select the appropriate source for the task at hand.

Concepts:

GTCC. 9-12.LIL.1.22 The student understands that it is more efficient to go to the appropriate source before exploring other sources.

ELE 2.B Develop essential questions which go beyond facts (probing questions into the problem).

Facts:

GTCC. 9-12.LIL.1.23 Students will know the difference between primary and secondary sources.

Skills:

GTCC. 9-12.LIL.1.24 Students can identify primary and secondary sources and tell what makes them primary or secondary.

Concepts:

GTCC. 9-12.LIL.1.25 The student understands that both primary and secondary sources are useful for research purposes, but they are different and have different uses.

ELE 2.C Identify and defend usefulness of resources selected.

Facts:

GTCC. 9-12.LIL.1.26 Students will know exactly what information they need and if the sources they use give them the information.

Skills:

GTCC. 9-12.LIL.1.27 Students can tell, in their own words, whether a source meets their needs.

Concepts:

GTCC. 9-12.LIL.1.28 The student understands that there is a planning process to gathering information, and can follow the plan.

Montana Standard 1 Students will identify the task and determine the resources needed.

Benchmark 3 End of Grade 12: Evaluate all selected topic-related resources based on task criteria.

GTCC VOCABULARY: RADCAB (relevance, appropriateness, detail, currency, authority, bias), primary/secondary sources, location and access

ELE 3.A Identify accurate information (relevance, appropriateness, detail, currency, authority, bias).

Facts:

GTCC. 9-12.LIL.1.29 Students will know that information becomes dated and some topics become obsolete more quickly than others.

Skills:

GTCC. 9-12.LIL.1.30 Students can find and identify copyright dates.

Concepts:

GTCC. 9-12.LIL.1.31 The student understands the importance of current information and current interpretations of past events.

ELE 3.B Evaluate all selected topic-related resources based on task criteria

Facts:

GTCC. 9-12.LIL.1.32 Students will know what point of view and bias are.

Skills:

GTCC. 9-12.LIL.1.33 Students can identify point of view and bias all around them; such as when talking with friends, watching tv, reading, online, etc.

Concepts:

GTCC. 9-12.LIL.1.34 Students understand that bias and point of view are hidden messages in everything they encounter.

ELE 3.C Distinguish between and incorporate appropriate primary/secondary sources

Facts:

GTCC. 9-12.LIL.1.35 Students need to know what authority and validity mean and that authoritative authors have credentials.

Skills:

GTCC. 9-12.LIL.1.36 Students can find and check credentials for authority and validity of a work.

Concepts:

GTCC. 9-12.LIL.1.37 Students understand why it's important to check the cues to a work's authority and validity.

ELE 3.D Re-evaluate the problem and resources. Refine if needed.

Facts:

GTCC. 9-12.LIL.1.38 Students know they must consider point of view, bias, validity, and authority when choosing resources.

Skills:

GTCC. 9-12.LIL.1.39 The student can explain what makes a particular resource good or bad for his needs.

Concepts:

GTCC. 9-12.LIL.1.40 The student understands that he needs to choose the most authoritative, valid resource available.

Montana Standard 2 Students will locate sources, use information and present findings.

Benchmark 1 End of Grade 12: Locate multiple resources using a variety of search tools.



GTCC VOCABULARY: free web resources, limiters/advanced search (e.g., Boolean, quotations, etc.), database, search engines, location and access

ELE 1.A Utilize library facility.

Facts:

GTCC.9-12.LIL.2.1 Students will be able to identify and use the various sections of the library, such as nonfiction, reference, fiction, etc.

Skills:

GTCC.9-12.LIL.2.2 The student can explain how to find information in each section.

Concepts:

GTCC.9-12.LIL.2.3 Students understand that each section of the library has its own purpose and will utilize them accordingly.

ELE 1.B Access and search available print and nonprint material including the library catalog (using advanced searches)

Facts:

GTCC.9-12.LIL.2.4 Students will know how to use the various search tools available in the library (e.g., library catalog, indexes, search engines, subject directory, Boolean searches, digital database, library personnel).

Skills:

GTCC.9-12.LIL.2.5 The student can effectively generate keywords and execute a search in the library.

Concepts:

GTCC.9-12.LIL.2.6 Understand the value and purpose of each search method.

ELE 1.C Access and search available digital resources.

Facts:

GTCC.9-12.LIL.2.7 Students will know available digital resources and a variety of search techniques.

Skills:

GTCC.9-12.LIL.2.8 Students can execute a successful search using various techniques on multiple digital resources.

Concepts:

GTCC.9-12.LIL.2.9 Students understand there is a variety of available digital resources and multiple search techniques.

ELE 1.D Use subscription databases and free Web resources.

Facts:

GTCC.9-12.LIL.2.10 Students will know that the Web contains many resources--some are free and some require subscriptions.

Skills:

GTCC.9-12.LIL.2.11 Students practice accessing various Web resources and are able to explain the differences between the resources.

Concepts:

GTCC.9-12.LIL.2.12 Students understand the differences between web resources.

ELE 1.E Narrow search results independently using limiters within a digital search

Facts:

GTCC.9-12.LIL.2.13 Students know how to properly use limiters to narrow search results.

Skills:

GTCC.9-12.LIL.2.14 Use limiters to narrow search results and obtain more accurate results in a digital search.

Concepts:

GTCC.9-12.LIL.2.15 Students understand that limiters help narrow digital search results which improves results.

ELE 1.F Perform advanced searches within digital resources (e.g., Web pages, digital collections, search engines, databases)

Facts:

GTCC.9-12.LIL.2.16 Students will identify advanced search techniques.

Skills:

GTCC.9-12.LIL.2.17 Perform advanced searches using a variety of techniques (e.g., keywords, boolean logic).

Concepts:

GTCC.9-12.LIL.2.18 Students will understand that advanced search techniques are a valuable tool when performing searches within Web pages, digital collections, search engines, and databases.

Montana Standard 2 Students will locate sources, use information and present findings.
Benchmark 2 End of Grade 12: Evaluate resources.

GTCC VOCABULARY: domain, URL, evaluative criteria, information seeking strategies

ELE 2.A Follow criteria to evaluate resource for accuracy, relevance, authority, detail, currency, bias.

Facts:

GTCC.9-12.LIL.2.19 Identify point of view and bias in resources.

Skills:

GTCC.9-12.LIL.2.20 Judge usefulness of resources (relevant, appropriate, detail, currency, authority, and bias) and determine which resources would best assist in task completion.

Concepts:

GTCC.9-12.LIL.2.21 Understand that it is essential to evaluate resources for accuracy, relevance, authority, detail, currency, and bias as well as match the resources to the task.

ELE 2.B Identify and discuss the domain within the URL.

Facts:

GTCC.9-12.LIL.2.22 A domain name can provide clues as to the validity of the website.

Skills:

GTCC.9-12.LIL.2.23 Identify the parts of a URL and explain what they say about the website.

Concepts:

GTCC.9-12.LIL.2.24 Understand that in order to evaluate websites, it is necessary to be able to identify the domain and subdomains.

Montana Standard 2 Students will locate sources, use information and present findings.
Benchmark 3 End of Grade 12: Locate information within a wide variety of resources.

GTCC VOCABULARY: cross-reference (e.g., see and see-also, related terms, related subjects), divergent perspectives, information-seeking strategies, use of information

ELE 3.A Sort within selected digital databases (e.g., relevance, date, publication, author)

Facts:

GTCC.9-12.LIL.2.25 Know that it is necessary to select the best database(s) that fits the information need.

Skills:

GTCC.9-12.LIL.2.26 Recognize which databases will provide the best information and sort the information according to relevance, date, publication, and author.

Concepts:

GTCC.9-12.LIL.2.27 Understand the concept of a database, the variety of databases, and the need to sort results.

ELE 3.B Choose keywords to locate and cross-reference information to match the task (e.g., index, table of contents, glossary)

Facts:

GTCC.9-12.LIL.2.28 Keywords and text features help find information that matches the task.

Skills:

GTCC.9-12.LIL.2.29 Locate information that matches our task by creating effective keywords searches.

Concepts:

GTCC.9-12.LIL.2.30 Understand that in order to select appropriate keywords, one must narrow and broaden topics and utilize synonyms and word forms.

ELE 3.C Identify divergent perspectives during information gathering.

Facts:

GTCC.9-12.LIL.2.31 Know that information contains divergent perspectives and we need to be able to identify them as we gather information.

Skills:

GTCC.9-12.LIL.2.32 Students apply their knowledge of divergent perspectives while information gathering.

Concepts:

GTCC.9-12.LIL.2.33 Understand that information contains bias and divergent perspectives. Students need to know that bias is prejudice in favor of or against something while perspective is more a frame of reference.

ELE 3.D Record location of information within resources.

Facts:

GTCC.9-12.LIL.2.34 Know the importance of keeping track of the location of the information.

Skills:

GTCC.9-12.LIL.2.35 Create a system for storing location of information found in resources.

Concepts:

GTCC.9-12.LIL.2.36 Understand it is necessary to keep track of the location of information within resources.

Montana Standard 2 Students will locate sources, use information and present findings.

Benchmark 4 End of Grade 12: Extract information from a wide variety of resources needed to solve the problem.

GTCC VOCABULARY: inference, paraphrase, summary, direct quotation, use of information

ELE 4.A Read, view, and listen to make inferences

Facts:

GTCC.9-12.LIL.2.37 Know that to make accurate inferences, students must read, view, and listen to information.

Skills:

GTCC.9-12.LIL.2.38 Utilize close reading strategies, visual literacy skills, and listening strategies to make inferences.

Concepts:

GTCC.9-12.LIL.2.39 Understand that in order to reason and base conclusions on evidence, students must carefully read, view, and listen to information.

ELE 4.B Gather information relevant to the formulated questions.

Facts:

GTCC.9-12.LIL.2.40 Know that when gathering information, it should be relevant to the questions that have been formulated.

Skills:

GTCC.9-12.LIL.2.41 Students gather information from multiple resources appropriate to their information needs.

Concepts:

GTCC.9-12.LIL.2.42 Understand that in order to answer formulated questions, the information that is gathered must be relevant.

ELE 4.C Determine the correct usage of summaries, paraphrases, and direct quotations, then replicate.

Facts:

GTCC.9-12.LIL.2.43 Know the purpose and differences between summaries, paraphrases and direct quotations and when to use them.

Skills:

GTCC.9-12.LIL.2.44 Write a variety of papers that demonstrate the proper use of summaries, paraphrases and direct quotations.

Concepts:

GTCC.9-12.LIL.2.45 Understand the meaning of summaries, paraphrases and direct quotations and when it is appropriate to use them.

ELE 4.D Cite each source.

Facts:

GTCC.9-12.LIL.2.46 Know that sources must have proper citation and failure to cite

sources is plagiarism.

Skills:

GTCC.9-12.LIL.2.47 Write papers that contain properly formatted citations. Utilize various resources for citation help.

Concepts:

GTCC.9-12.LIL.2.48 Understand the need for citations and the resources available to assist with citations.

Montana Standard 2 Students will locate sources, use information and present findings.

Benchmark 5 End of Grade 12: Organize and manage information from a wide variety of sources to solve the problem.

GTCC VOCABULARY: graphic organizers, note cards, outline, synthesis

ELE 5.A Sort and categorize gathered information (e.g., graphic organizers, notecards, outline).

Facts:

GTCC.9-12.LIL.2.49 In order to help solve the problem, information must be gathered and organized.

Skills:

GTCC.9-12.LIL.2.50 Gather information from various sources and perform tasks including sorting, synthesizing, and organizing to create a product.

Concepts:

GTCC.9-12.LIL.2.51 Understand the process of sorting, organizing, and synthesizing information and how it relates to completing a project.

ELE 5.B Review and refine the gathered information.

Facts:

GTCC.9-12.LIL.2.52 Know how to evaluate the information and further refine it.

Skills:

GTCC.9-12.LIL.2.53 Review and edit information.

Concepts:

GTCC.9-12.LIL.2.54 Understand the importance of continuous reviewing and editing of the work in progress.

Montana Standard 2 Students will locate sources, use information and present findings.

Benchmark 6 End of Grade 12: Create and defend a product that presents findings.

GTCC VOCABULARY: synthesis

ELE 6.A Choose the appropriate medium for presentation based on audience (e.g., oral, written, digital).

Facts:

GTCC.9-12.LIL.2.55 Know that there are a variety of mediums for transmitting information.

Skills:

GTCC.9-12.LIL.2.56 When creating a project, choose a medium that best conveys the information/message to the audience.

Concepts:

GTCC.9-12.LIL.2.57 Understand the need to choose different mediums based on the audience.

ELE 6.B Create original product.

Facts:

GTCC.9-12.LIL.2.58 Know the need for work to be original.

Skills:

GTCC.9-12.LIL.2.59 Create an original product.

Concepts:

GTCC.9-12.LIL.2.60 Understand that original products don't infringe on copyright and work of others.

ELE 6.C Evaluate the process. Refine if needed.

Facts:

GTCC.9-12.LIL.2.61 Know the need to evaluate the process.

Skills:

GTCC.9-12.LIL.2.62 Communicate how the process could have been improved and devise a plan to improve on it.

Concepts:

GTCC.9-12.LIL.2.63 Understand the need to evaluate the process and use a research model such as Big 6.

ELE 6.D Present and defend the product.

Facts:

GTCC.9-12.LIL.2.64 Know appropriate mediums to present products and the need to have evidence based products.

Skills:

GTCC.9-12.LIL.2.65 Choose a medium to present products. The products should have citations and be evidence based.

Concepts:

GTCC.9-12.LIL.2.66 Understand the importance of presenting your product with the appropriate medium and be able to defend the information.

Montana Standard 3 Students will evaluate the product and learning process.

Benchmark 1 End of Grade 12: Assess the quality and effectiveness of the product.



GTCC VOCABULARY: rubrics, wikis, blogs, evaluation

ELE 1.A Use guidelines to self-assess the product.

Facts:

GTCC.9-12.LIL.3.1 Know feedback, revision, editing, mechanics, and quality.

Skills:

GTCC.9-12.LIL.3.2 Practice setting up project criteria.

Concepts:

GTCC.9-12.LIL.3.3 Understand application of rubric.

ELE 1.B Use guidelines to compare self-assessment to teacher and peer evaluation (e.g., rubrics, wikis, blogs, class discussion).

Facts:

GTCC.9-12.LIL.3.4 Know tools that are available to help do a self-assessment for teachers or peers.

Skills:

GTCC.9-12.LIL.3.5 Perform a self-assessment utilizing rubrics, wikis, blogs, and class discussions.

Concepts:

GTCC.9-12.LIL.3.6 Understand that assessment can be performed by oneself, teachers, or peers and that outcomes can be similar and divergent.

ELE 1.C Revise, edit, rewrite based on assessments (self, peer, teacher)

Facts:

GTCC.9-12.LIL.3.7 Know that assessments can be a valuable tool for the revising, editing, and rewrite process.

Skills:

GTCC.9-12.LIL.3.8 Revise the product after reviewing the assessments.

Concepts:

GTCC.9-12.LIL.3.9 Understand that assessment focuses on how well the final product meets the original task requirements. The assessment gives direction to the revision and rewriting process.

Montana Standard 3 Students will evaluate the product and learning process.

Benchmark 2 End of Grade 12: Evaluate the process in order to revise strategies.

GTCC VOCABULARY: time management, evaluation

ELE 2.A Examine the strengths and weaknesses of the process.

Facts:

GTCC.9-12.LIL.3.10 Know that it is important to continually evaluate the process.

Skills:

GTCC.9-12.LIL.3.11 Use the Big 6 research model during the research process.

Concepts:

GTCC.9-12.LIL.3.12 Understand that examining and reflecting throughout the process is the only way to effectively assess the end results.

ELE 2.B Evaluate time management throughout the process.

Facts:

GTCC.9-12.LIL.3.13 Know that the amount of time needed to complete a project is limited and that a student's use of time must be evaluated.

Skills:

GTCC.9-12.LIL.3.14 Students effectively use their time while working on projects.

Concepts:

GTCC.9-12.LIL.3.15 Understand that time management is important and must be constantly evaluated.

Montana Standard 4 Students will use information safely, ethically, and legally.

Benchmark 1 End of Grade 12: Legally obtain, store, and disseminate text, data, images, or (and) sounds.



GTCC VOCABULARY: acceptable use policy (district-specified), netiquette, location and access, use of information

ELE 1.A Respect intellectual property.

Facts:

GTCC.9-12.LIL.4.1 Students will recognize/identify intellectual property.

Skills:

GTCC.9-12.LIL.4.2 Students can summarize or paraphrase the intellectual property of others.

Concepts:

GTCC.9-12.LIL.4.3 Students understand that intellectual property is protected by copyright.

ELE 1.B Adhere to acceptable use policies (AUP) (e.g., technology/media, loan policies)

Facts:

GTCC.9-12.LIL.4.4 Students will identify and sign off on AUP. Students will identify acceptable/unacceptable use of technology.

Skills:

GTCC.9-12.LIL.4.5 Students will adhere to policy regulations. Students will avoid unacceptable use of technology. Students will be able to evaluate technology use in regard to following the AUP guidelines.

Concepts:

GTCC.9-12.LIL.4.6 Students will understand consequences of breaking AUPs. Students will understand the rationale for an AUP.

ELE 1.C Demonstrate safe and ethical internet use.

Facts:

GTCC.9-12.LIL.4.7 Students will identify safe/unsafe and ethical/unethical Internet use.

Skills:

GTCC.9-12.LIL.4.8 Students will use Internet safety protocols, including password use, netiquette skills, safe social media skills etc.

Concepts:

GTCC.9-12.LIL.4.9 Students will understand potential consequences of unsafe or unethical Internet use.

ELE 1.D Use information and technology responsibly.

Facts:

GTCC.9-12.LIL.4.10 Students will know the difference between irresponsible and responsible information and technology use.

Skills:

GTCC.9-12.LIL.4.11 Students will quote, paraphrase or summarize information appropriately.

GTCC.9-12.LIL.4.12 Students will adhere to technology policies and safety protocols and manipulate information responsibly and creatively.

Concepts:

GTCC.9-12.LIL.4.13 Students will understand the dangers and potential consequences of irresponsible information or technology use.

Montana Standard 4 Students will use information safely, ethically, and legally.

Benchmark 2 End of Grade 12: Follow copyright laws and fair use guidelines when using the intellectual property of others.

GTCC VOCABULARY: citation, parenthetical citation, intellectual property, fair use, creative commons, plagiarism, public domain, task definition, use of information, synthesis

ELE 2.A Use summarizing, paraphrasing, and direct quotes correctly.

Facts:

GTCC.9-12.LIL.4.14 Students will know methodologies (APA, MLA, etc.) for summarizing, paraphrasing, and directly quoting material.

Skills:

GTCC.9-12.LIL.4.15 Students will consistently use summarizing, paraphrasing, and direct quotes correctly.

Concepts:

GTCC.9-12.LIL.4.16 Students will understand the importance of using direct quotes, summary, or paraphrase in support of their own ideas.

ELE 2.B Use in-text citation (e.g., parenthetical citation) correctly.

Facts:

GTCC.9-12.LIL.4.17 Students will know methodologies (APA, MLA, etc.) for generating in-text citations.

Skills:

GTCC.9-12.LIL.4.18 Students will consistently use in-text citation.

Concepts:

GTCC.9-12.LIL.4.19 Students will understand when and why to use in-text citation.

ELE 2.C Produce components for a citation source (e.g., MLA, APA)

Facts:

GTCC.9-12.LIL.4.20 Students will identify components for a citation source.

Skills:

GTCC.9-12.LIL.4.21 Students will consistently and accurately produce components for a citation source.

Concepts:

GTCC.9-12.LIL.4.22 Students will understand why citation sources are necessary.

ELE 2.D Credit the intellectual property of others (e.g., video, music, website, audio, digital, artwork, photography, interview, presentations)

Facts:

GTCC.9-12.LIL.4.23 Students will know when to credit the intellectual property of others.

Skills:

GTCC.9-12.LIL.4.24 Students will credit and appreciate the intellectual property of others.

Concepts:

GTCC.9-12.LIL.4.25 Students will understand why crediting others' intellectual property is important.

ELE 2.E Adhere to copyright laws (e.g., fair use, creative commons, plagiarism, public domain)

Facts:

GTCC.9-12.LIL.4.26 Students will familiarize themselves with copyright laws and regulations.

Skills:

GTCC.9-12.LIL.4.27 Students will adhere to copyright laws.

Concepts:

GTCC.9-12.LIL.4.28 Students will understand the reasons for copyright laws and how to respect the copyright of others.

Montana Standard 4 Students will use information safely, ethically, and legally.

Benchmark 3 End of Grade 12: Participate and collaborate in intellectual and social networks following safe and effective practices.

GTCC VOCABULARY: digital citizenship, blended learning, Web 2.0, face-to-face, task definition, use of information, synthesis

ELE 3.A Apply netiquette guidelines in online setting (e.g., blogs, wikis, Web 2.0)

Facts:

GTCC.9-12.LIL.4.29 Students will list the criteria for netiquette.

Skills:

GTCC.9-12.LIL.4.30 Students will exhibit exemplary digital citizenship.

Concepts:

GTCC.9-12.LIL.4.31 Students will understand why netiquette ensures a positive and productive online experience for all users.

ELE 3.B Collaborate and participate effectively within a safe social environment (e.g., face-to-face, blended learning)

Facts:

GTCC.9-12.LIL.4.32 Students will recognize characteristics of a safe social environment.

Skills:

GTCC.9-12.LIL.4.33 Students will participate in social networks safely.

Concepts:

GTCC.9-12.LIL.4.34 Students will understand the consequences of inappropriate social networking.

Montana Standard 5 Students must pursue personal interests through literature and other creative expressions.

Benchmark 1 End of Grade 12: Use and critique a variety of print and digital formats for pleasure and personal growth



GTCC VOCABULARY: task definition, use of information, synthesis

ELE 1.A Explore a variety of formats based on personal interests.

Facts:

GTCC.9-12.LIL.5.1 Students will know the importance of using various formats for

pleasure and growth.

Skills:

GTCC.9-12.LIL.5.2 Students will practice reading information in various formats in order to be able to evaluate the value of the materials.

Concepts:

GTCC.9-12.LIL.5.3 Students will understand that information is available in various formats and it is necessary to evaluate both the material and format so that it is the best fit for the task at hand.

ELE 1.B Compare and contrast different formats (e.g., playaways, audio, digital, fiction, nonfiction).

Facts:

GTCC.9-12.LIL.5.4 Students will know that information is available in many different formats.

Skills:

GTCC.9-12.LIL.5.5 Students will choose the best format for accessing information.

Concepts:

GTCC.9-12.LIL.5.6 Students will understand that information is available in different formats and that they will need to choose which format is best suited to the situation.

Montana Standard 5 Students must pursue personal interests through literature and other creative expressions.

Benchmark 2 End of Grade 12: Use and critique a variety of genres for pleasure and personal growth.

GTCC VOCABULARY: genre, task definition, use of information, synthesis

ELE 2.A Self-select and critique literature in different genres.

Facts:

GTCC.9-12.LIL.5.7 Students know that they should use and critique a variety of genres in order to grow personally.

Skills:

GTCC.9-12.LIL.5.8 Practice self-selecting and critiquing literature in different genres.

Concepts:

GTCC.9-12.LIL.5.9 Students understand that they should explore and critique a variety of genres for pleasure and personal growth.

Montana Standard 5 Students must pursue personal interests through literature and other creative expressions.

Benchmark 3 End of Grade 12: Evaluate multiple resources and other creative expressions from diverse cultures, including Montana American Indians.

GTCC VOCABULARY: creative expression, cultural expression, cultural bias,

authenticity, location and access, use of information

ELE 3.A Select a variety of materials representing diverse cultures and viewpoints, including Montana American Indians.

Facts:

GTCC.9-12.LIL.5.10 Students know they should select a variety of materials in order to be exposed to diverse cultures and viewpoints.

Skills:

GTCC.9-12.LIL.5.11 Practice selecting materials with diverse viewpoints including Montana Indians.

Concepts:

GTCC.9-12.LIL.5.12 Understand how to select materials about diverse cultures and viewpoints including Montana American Indians in order to know how to use these materials to support their own writing or presentation.

ELE 3.B Recognize and acknowledge cultural impact upon creative expression (e.g., art, tradition, religion, language).

Facts:

GTCC.9-12.LIL.5.13 Students know that culture impacts creative impression.

Skills:

GTCC.9-12.LIL.5.14 Evaluate information about diverse cultures and its effect on creative expression.

Concepts:

GTCC.9-12.LIL.5.15 Students understand cultural impact upon creative expression (e.g. art, tradition, religion, language).

ELE 3.C Compare and contrast examples of diversity in cultural expression.

Facts:

GTCC.9-12.LIL.5.16 Students know that there are varying examples of diversity in cultural expression.

Skills:

GTCC.9-12.LIL.5.17 Practice comparing and contrasting examples of diversity in cultural expression.

Concepts:

GTCC.9-12.LIL.5.18 Students understand there are examples of diversity in cultural expression and that it is important to be able to compare and contrast them.

ELE 3.D Evaluate selected materials for cultural bias and authenticity.

Facts:

GTCC.9-12.LIL.5.19 Students know that materials contain cultural bias and authenticity.

Skills:

GTCC.9-12.LIL.5.20 Students are able to evaluate materials for cultural bias and authenticity.

Concepts:

GTCC.9-12.LIL.5.21 Students understand that it is necessary to evaluate selected materials for cultural bias and authenticity.

Montana Standard 5 Students must pursue personal interests through literature and other creative expressions.

Benchmark 4 End of Grade 12: Access and use resources and information from all types of information environments to pursue personal and creative interests.

GTCC VOCABULARY: intellectual freedom, propaganda, banned books, challenged books, interlibrary loan (ILL), information seeking strategies, location and access, use of information, synthesis

ELE 4.A Explore and define intellectual freedom (e.g., banned books, propaganda, challenged books).

Facts:

GTCC.9-12.LIL.5.22 Students know the importance of intellectual freedom and can provide examples (e.g., banned books, propaganda, challenged books).

Skills:

GTCC.9-12.LIL.5.23 Define intellectual freedom and examine examples.

Concepts:

GTCC.9-12.LIL.5.24 Students understand the importance of intellectual freedom (e.g., banned books, propaganda, challenged books).

ELE 4.B Access resources beyond the school library (e.g., online, digital, other libraries, interlibrary loan services, museums).

Facts:

GTCC.9-12.LIL.5.25 Students know that there are multiple resources beyond the school library (e.g., online, digital, other libraries, interlibrary loan services, museums).

Skills:

GTCC.9-12.LIL.5.26 Students access and use a variety of resources.

Concepts:

GTCC.9-12.LIL.5.27 Students understand that by using all of the available resources they are better able to obtain the best materials for the task.