LIBRARY/INFORMATION LITERACY

Miami-Dade County Public Schools
giving our students the world

COMPONENT	OBJECTIVES	COMPETENCY
I Lifelong Reading	1. Selects reading as a personal activity 2. Reads award-wining books (i.e., John Newbery, Coretta King Scott, and Hugo award books) 3. Understands the function of literary elements (i.e., point of view, theme) 4. Distinguishes among genres of literature (i.e., science fiction, mysteries, realistic fiction, short stories) 5. Enjoys and appreciates quality literature through a variety of media 6. Recognizes cultural diversity through literature 7. Selects and uses materials appropriate to interests, purposes, and abilities (i.e., Accelerated Reader books, recommended reading lists, periodicals) 8. Uses community resources for informational and recreational needs (i.e., public libraries, museums, electronic resources)	A. The student will select and read books from various genres of literature. B. The student will regularly select and check out fiction and nonfiction materials based on curricular needs and personal interests.
II Social Responsibility	1. Respects the rights of others to equitable access to information 2. Understands the concept of intellectual property rights 3. Identifies the concept of intellectual freedom 4. Develops skills necessary to work with others	A. The student will return books on time and in good condition. B. The student will credit intellectual property owners. C. The student will work with others to solve an information problem.

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COMPONENT	OBJECTIVES	COMPETENCY
III Pre-Search Strategies	1. Formulates information problem (i.e., brainstorming, browsing, webbing, KWHL) 2. Creates a search plan (narrow/broaden search scope, develop graphic organizer for notetaking) 3. Understands and uses search terminology and techniques (i.e., data-base descriptors, directory searches, alternative terms, wild cards, keyword searches)	A. After refining the information question, the student will outline a research plan. B. The student will use strategies to conduct a search using district-purchased databases and the Internet.
IV Research	1. Understands the structure and organization of information resources (i.e., electronic catalog, specialized reference sources, online data-bases, Internet) 2. Accesses information in a variety of print and electronic resources 3. Selects the appropriate type of source to answer a question (encyclo-pedia, dictionary, almanac, atlas, biographical resource, specialized dictionary) 4. Uses appropriate print, nonprint, and electronic resources to gather information (i.e., graphs, diagrams, periodicals, online databases, Internet resources)	A. The student will use the organizational features of print, nonprint, and electronic reference sources to locate desired informa-tion.
V Application	1. Examines resources for timeliness, authoritativeness, relevancy, stereotyping, bias, propaganda, and contrasting points of view 2. Develops and applies personal and evaluative criteria for selecting relevant resources 3. Compiles, analyzes, and organizes information to answer the search question, recording bibliographic data (i.e., Power Notes, notecards, two column notes, graphic organizer, outlining, word processor)	A. The student will retrieve and analyze facts relevant to answer a search topic. B. Using an appropriate organizer, the student will take notes and collect bibliographic data.

COMPONENT	OBJECTIVES	COMPETENCY
VI Communication	1. Understands the techniques necessary to produce a project 2. Selects and uses appropriate equipment and accessories 3. Reorganizes information and ideas (i.e., outlining) 4. Presents information and ideas, including a bibliography (i.e., traditional, word processed, or multimedia reports; storyboards; video productions; oral presentations) 5. Evaluates the search process and product	A. The student will demonstrate safe operation and care of equipment. B. The student will convey information in written, oral, or visual format using appropriate technology.