CARLSTADT AND EAST RUTHERFORD PUBLIC SCHOOLS

REGIONAL OFFICE OF CURRICULUM AND INSTRUCTION

2012

K-8 MEDIA CENTER CURRICULUM

DR. MELISSA W VARLEY, DIRECTOR

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VISION FOR LEARNING

The mission of the Carlstadt and East Rutherford Public Schools library media program is to ensure that students and staff effectively utilize a full range of resources including print, multimedia and electronic sources. Our goal is to promote in our youth the powers of literacy, nurture an appreciation for reading, and develop critical thinking skills necessary for self-directed learning. This will enable our students to be successful in the 21st century. An effective media program is integral to the total educational experience and plays an essential role in all academic instruction.

In support of this mission, the library media program will provide:

- Access to a well-rounded media collection;
- Standards of instruction and methods of assessment to foster competence, aesthetic appreciation and a lifelong interest in reading, viewing, listening, and effectively using ideas and information;
- Opportunities for an active partnership with parents, teachers, media specialists, technology experts, community members, and administrators to achieve common instructional goals and to fully integrate the library media program into the curriculum.

The common beliefs as articulated in *Standards for the 21st Century Learner* by the American Association of School Librarians provide the framework for the vision of the Library Media Curriculum in Carlstadt and East Rutherford Public Schools.

- Reading is a foundational skill for learning, personal growth, and enjoyment.
- Inquiry provides a framework for learning.
- Ethical behavior in the use of information must be taught.
- Technology skills are crucial for future employment needs.
- Equitable access is a key component for education.
- The definition of information literacy has become more complex as resources and technologies have changed.
- The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.
- Learning has a social context.
- Libraries Media Centers are essential to the development of learning skills.

OVERVIEW AND PROGRAM DESCRIPTION

To prepare students for the future, the library media center is used as a gateway to information. Students learn how to access, evaluate and choose from a constantly changing and growing bank of information for educational, personal and recreational purposes. The responsibility for helping students achieve information literacy involves the collaborative efforts of library media staff, teachers, technology staff and administrators. Students require carefully planned opportunities to access, use, and evaluate information in all subject areas and formats. Information literacy and library skills are not taught in isolation, but rather as part of the total curriculum. The teaching of the knowledge and skills of the various school subjects and the teaching of information literacy both complement and reinforce one another.

All students in grades kindergarten through eight receive instruction in the Library Media Center. Library Media instruction at all grade levels follows an interdisciplinary approach. This allows for special projects at each grade level to integrate learning across the curricula and to teach thematically.

NEW JESERY CORE CURRICULUM CONTENT STANDARDS

New Jersey Core Curriculum Content Standards addressed in this curriculum: ☐

Language Arts Literacy

- R.CCR.1-10

  - RL.K-5.1-10
  - RL.6-8.1-10
  - RI.K-5.1-10
  - RI.6-8.1-10
  - RF.K-5.1-4

  W.CCR.1-10
  - W.K-5.1-10
  - W.6-8.1-10

  SL.CCR.1-6
  - SL.K-5.1-6
  - SL.6-8.1-6

  L.CCR.3-6
  - L.K-5.3-6
  - L.6-8.3-6

- Comprehensive Health and P.E. o

  2.2.2-8.C1-3

- Technology

  - 8.1

- Life and Career Education in the 21st Century

  o 9.1.4-8.A-F

- Science

  o 5.1.P-8.A-D

- Social Studies o

  6.3.P-8.A-D

STANDARDS FOR THE 21ST CENTURY LEARNER

The instructional goals of the library media program will specifically address the acquisition of information literacy. This includes the following standards for learning derived from The American Association of School Librarians, Standards for the 21st Century Learner:

1. Inquire, think critically, and gain knowledge.

2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

3. Share knowledge and participate ethically and productively as members of our democratic society.

4. Pursue personal and aesthetic growth.

American Association of School Librarians. *Standards for the 21st Century Learner*, 2007. <www.ala.org/aasl/standards> (20 July 2010)

STANDARDS AND CUMULATIVE PROGRESS INDICATORS: K-8

STANDARDS: GRADES K-8

Standard #1

Inquire, think critically, and gain knowledge.

CPI#	CPI
1.1 Skills	
Descriptive Statement: Key abilities needed for understanding, learning, thinking, and mastering subjects.	
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.
1.1.2	Use prior and background knowledge as context for new learning.
1.1.3	Develop and refine a range of questions to frame the search for new understanding.
1.1.4	Find, evaluate, and select appropriate sources to answer questions.
1.1.5	Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
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.
1.1.7	Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
1.1.8	Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
1.1.9	Collaborate with others to broaden and deepen understanding.

CPI#	CPI
1.2 Dispositions in Action	
Descriptive Statement: Ongoing beliefs and attitudes that guide thinking and intellectual behaviors that can be measured through actions taken.	
1.2.1	Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.
1.2.2	Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
1.2.3	Demonstrate creativity by using multiple resources and formats.
1.2.4	Maintain a critical stance by questioning the validity and accuracy of all information.

1.2.5	Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.
1.2.6	Display emotional resilience by persisting in information searching despite challenges.
1.2.7	Display persistence by continuing to pursue information to gain a broad perspective.

CPI#	CPI
1.3 Responsibilities	
Descriptive Statement: Common behaviors used by independent learners in researching, investigating and problem solving.	
1.3.1	Respect copyright/ intellectual property rights of creators and producers.
1.3.2	Seek divergent perspectives during information gathering and assessment.
1.3.3	Follow ethical and legal guidelines in gathering and using information.
1.3.4	Contribute to the exchange of ideas within the learning community.
1.3.5	Use information technology responsibly.

CPI#	CPI
1.4 Self-Assessment Strategies	
Descriptive Statement: Reflections on one's own learning to determine that the skills, dispositions and responsibilities are effective.	
1.4.1	Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.
1.4.2	Use interaction with and feedback from teachers and peers to guide own inquiry process.
1.4.3	Monitor gathered information, and assess for gaps or weaknesses.
1.4.4	Seek appropriate help when it is needed.

Standard #2

Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

CPI#	CPI
2.1 Skills	
Descriptive Statement: Key abilities needed for understanding, learning, thinking, and mastering subjects.	
2.1.1	Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
2.1.2	Organize knowledge so that it is useful.
2.1.3	Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.
2.1.4	Use technology and other information tools to analyze and organize information.
2.1.5	Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
2.1.6	Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

CPI#	CPI
2.2 Dispositions in Action	
Descriptive Statement: Ongoing beliefs and attitudes that guide thinking and intellectual behaviors that can be measured through actions taken.	
2.2.1	Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.
2.2.2	Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.
2.2.3	Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.
2.2.4	Demonstrate personal productivity by completing products to express learning.

CPI#	CPI
2.3 Responsibilities **Descriptive Statement:** Common behaviors used by independent learners in researching, investigating and problem solving.	
2.3.1	Connect understanding to the real world.
2.3.2	Consider diverse and global perspectives in drawing conclusions.
2.3.3	Use valid information and reasoned conclusions to make ethical decisions.

CPI#	CPI
2.4 Self-Assessment Strategies **Descriptive Statement:** Reflections on one's own learning to determine that the skills, dispositions and responsibilities are effective.	
2.4.1	Determine how to act on information (accept, reject, modify).
2.4.2	Reflect on systematic process, and assess for completeness of investigation.
2.4.3	Recognize new knowledge and understanding.
2.4.4	Develop directions for future investigations.

Standard #3

Share knowledge and participate ethically and productively as members of our democratic society.

CPI#	CPI
3.1 Skills	
Descriptive Statement:	
3.1.1	Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.
3.1.2	Participate and collaborate as members of a social and intellectual network of learners.
3.1.3	Use writing and speaking skills to communicate new understandings effectively.
3.1.4	Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
3.1.5	Connect learning to community issues.
3.1.6	Use information and technology ethically and responsibly.

CPI#	CPI
3.2 Dispositions in Action	
Descriptive Statement: Ongoing beliefs and attitudes that guide thinking and intellectual behaviors that can be measured through actions taken.	
3.2.1	Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.
3.2.2	Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
3.2.3	Demonstrate teamwork by working productively with others.

CPI#	CPI
3.3 Responsibilities	
Descriptive Statement: Common behaviors used by independent learners in researching, investigating and problem solving.	
3.3.1	Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.
3.3.2	Respect the differing interests and experiences of others, and seek a variety of viewpoints.
3.3.3	Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.
3.3.4	Create products that apply to authentic, real-world contexts.
3.3.5	Contribute to the exchange of ideas within and beyond the learning community.
3.3.6	Use information and knowledge in the service of democratic values.
3.3.7	Respect the principles of intellectual freedom.

CPI#	CPI
3.4 Self-Assessment Strategies	
Descriptive Statement: Reflections on one's own learning to determine that the skills, dispositions and responsibilities are effective.	
3.4.1	Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.
3.4.2	Assess the quality and effectiveness of the learning product.
3.4.3	Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.

Standard #4

Pursue personal and aesthetic growth.

CPI#	CPI
4.1 Skills	
Descriptive Statement:	
Key abilities needed for understanding, learning, thinking, and mastering subjects.	
4.1.1	Read, view, and listen for pleasure and personal growth.
4.1.2	Read widely and fluently to make connections with self, the world, and previous reading.
4.1.3	Respond to literature and creative expressions of ideas in various formats and genres.
4.1.4	Seek information for personal learning in a variety of formats and genres.
4.1.5	Connect ideas to own interests and previous knowledge and experience.
4.1.6	Organize personal knowledge in a way that can be called upon easily.
4.1.7	Use social networks and information tools to gather and share information.
4.1.8	Use creative and artistic formats to express personal learning.

CPI#	CPI
4.2 Dispositions in Action	
Descriptive Statement: Ongoing beliefs and attitudes that guide thinking and intellectual behaviors that can be measured through actions taken.	
4.2.1	Display curiosity by pursuing interests through multiple resources.
4.2.2	Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.
4.2.3	Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.
4.2.4	Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.

CPI#	CPI
4.3 Responsibilities **Descriptive Statement:** Common behaviors used by independent learners in researching, investigating and problem solving.	
4.3.1	Participate in the social exchange of ideas, both electronically and in person.
4.3.2	Recognize that resources are created for a variety of purposes.
4.3.3	Seek opportunities for pursuing personal and aesthetic growth.
4.3.4	Practice safe and ethical behaviors in personal electronic communication and interaction.

CPI#	CPI
4.4 Self-Assessment Strategies **Descriptive Statement:** Reflections on one's own learning to determine that the skills, dispositions and responsibilities are effective.	
4.4.1	Identify own areas of interest.
4.4.2	Recognize the limits of own personal knowledge.
4.4.3	Recognize how to focus efforts in personal learning.
4.4.4	Interpret new information based on cultural and social context.
4.4.5	Develop personal criteria for gauging how effectively own ideas are expressed.
4.4.6	Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.

GRADE LEVEL PROFICIENCIES

KINDERGARTEN PROFICIENCIES

Standards	Objective	Essential Questions
3.4.1-3	1. Use correct media center procedures for borrowing and returning materials.	Why is it important to use the media center appropriately?
3.4.1-3	2. Properly care for materials.	• Why is it important to distinguish between different types of media center materials?
4.4.1-6	3. Demonstrate interest and enthusiasm for the media center.	• Why is it important to know the different areas of the media center?
4.2.4	4. Select from designated areas: i.e., easy fiction,easy nonfiction, magazines, audiovisuals.	• How can media center personnel be used as an information resource?
4.4.1	5. Name media center personnel and their role in the library.	• What kind of behavior is appropriate for the media center?
1.1.2, 6	6. Demonstrate knowledge of media center rules.	• Why is it important to listen and participate in read alouds?
1.3.4	7. Actively listen to stories by participating in story discussion and interpreting illustrations.	• How do themes in literature relate to personal experiences?
3.2.2, 3	8. Demonstrate appreciation for literature drawing upon themes across the school year.	• How does connecting with literature themes assist one in becoming a lifelong reader?
2.3.1	9. Identify author and illustrator of various texts.	• Why is it important to understand the role of the author and illustrator?
3.1.2, 5 3.2.1-3 4.4.1, 6 4.1.1-6	10. Identify basic parts of a book: cover, spine, title.	Why is it important to be able to identify the basic parts of a book?

FIRST GRADE PROFICIENCIES

Standard	Objective	Essential Questions
1.1.2 3.1.2 3.4.1-3 4.4.1	Students will be able to: 1. Apply knowledge of media center rules and procedures	• Why are the procedures for circulating and caring for materials important to everyone who uses the media center?
3.4.1-3 4.4.1-6	2 Properly care for materials.	• Why is it important to listen and participate in read alouds?
4.2.4 4.4.1	3 Demonstrate interest and enthusiasm for the media center.	• How do themes in literature relate to personal experiences?
2.4.1-4	4. Differentiate between fiction and non fiction.	assist one in becoming a lifelong reader?
2.3.1 2.4.3	5 Begin to identify specific authors and illustrators.	• Why is it important to distinguish between fiction and nonfiction?
2.3.1 2.4.3	6. Identify parts of a book: cover, spine, title, and title page.	• Why is it important to understand the alphabetical arrangement of fiction books?
1.1.6, 9 3.2.2, 3 3.3.1- 4.1.1-8	7. Make comparisons between different versions of the same story.	• How can learning to recognize specific authors and illustrators help a reader to enjoy and appreciate literature? the parts of a book?
1.1.6, 9 2.1.5 2.2.3 2.3.3 3.2.2, 3 3.3.1-7 3.4.3 4.1.1-8	8 Predict outcomes.	• Why is it important to be able to distinguish similarities and differences in stories? • Why is it important to be able to predict the outcome of a story?
2.1.2 2.3.1 2.4.1-4	9 Understand the alphabetical arrangement of fiction books using spine labels.	

SECOND GRADE PROFICIENCIES

2.4.1-4	1. Define fiction, nonfiction and biography.	• How can learning to recognize author, illustrator and title help users locate materials of interest?
1.1.9	2. Define and identify author, illustrator and title of materials.	• What important information is found on the title page?
1.4.2	3. Identify the title page and its parts.	• How can the reader tell if the material selected is an appropriate reading level?
2.1.5	4. Locate designated areas of the media center, e.g., fiction, nonfiction, biography.	• How can understanding the characteristics of multicultural and folk literature contribute to the understanding of individual differences?
2.3.1-3 2.4.1-4 3.1.2	5. Describe characteristics of multicultural and folk literature.	• How do opinions of individual readers reflect their lifelong literature choices?
3.2.2, 3 3.3.1-7 4.1.1-6 4.3.1-4	6. Select material appropriate to interest and reading level.	
1.1.9	7. Recognize award-winning books.	
	8. State opinions about selected literature.	

THIRD GRADE PROFICIENCIES

Standard	Objective	Essential Questions
1.1.2, 4, 7 1.2.2 1.4.1-4 2.4.1-4 4.1.4-6 4.3.2	Students will be able to: 1. Explain the arrangement of fiction and nonfiction sections.	· How does understanding the organization of the media center contribute to the efficient use of the catalog as a tool for locating materials? · How does using an index, table of contents, and glossary contribute to the most efficient use of materials?
1.1.1-2,4,7,8 7 1.4.1-4 2.1.2, 4 2.4.1-4 3.4.1-3 4.1.4-6 4.2.1-4 4.3.2, 3 4.4.1-6	2. Recognize and use the catalog as a tool to locate materials.	· How does understanding the relationship between the call number and the location of the materials enable media center users to satisfy informational needs? · How does identifying the various characteristics of mystery and biography enhance literary appreciation?
2.3.1 2.4.1-4	3. Identify and use call number to locate materials.	
2.3.1 2.4.1-4	4. Identify and use an index, table of contents, and glossary.	
2.1.1-6 2.4.3, 4 3.4.1, 2 4.4.3	5. Recognize the encyclopedia as a reference source.	
3.1.2 3.2.1-3 3.3.1-3 3.4.3	6. Work cooperatively in a group setting.	
2.3.1 2.4.1-4	7. Identify and locate mysteries and biographies.	

FOURTH GRADE PROFICIENCIES

Standard		Objective	Essential Questions
1.1.1, 1.4.1 2.1.4	2, 8	Students will be able to: 1. Use "call number" information from the catalog.	. How does the "call number" in the computer catalog enable the user to locate the appropriate source.
1.1.2 4.1.5,		2. Identify the components of the title page.	
1.1.4 2.3.1 3.4.1 4.3.2		3. Practice using encyclopedias as a reference source.	. Why is recognizing the components of the title page important to identify and evaluate materials?
1.1.4, 2.4.3 4.4.3	8	4. Recognize the Dewey Decimal System to locate materials.	. How can using the information contained in the encyclopedia contribute to the research process?
1.1.4 1.2.2 1.4.1 2.3.1 4.1.4, 4.2.1, 4.3.2 4.4.1,		5. Recognize and select different genres such as mystery, science fiction, historical fiction, fantasy, and realistic fiction.	. How does understanding subject classification assist in the location of materials? . How does identifying the characteristics of various kinds of literature enhance literary and cultural appreciation?

FIFTH GRADE PROFICIENCIES

Standard	Objective	Essential Questions
1.1.1,4,8 1.2.2 1.4.1 2.1.2,4	Students will be able to: 1. Use the catalog as a tool to locate materials in the most appropriate way, e.g., author, title, subject, key word, graphical interface, latest updates.	• How does using the author, title, subject, and key word search capability contribute to the efficient use of the catalog as a tool for locating materials?
1.1.2,4,8 1.4.1-4 2.1.4 2.4.1-4 4.1.4-6 4.2.1-4	2. Use the Dewey Decimal System to locate materials.	• How does the efficient use of the title page, index, table of contents, key words, and guidewords contribute to the research process? • How do book talks help in book selection? • Why is it important to be familiar with different types of reference sources when looking for information?
1.1.6 3.1.3 3.2.3 4.1.1-8 4.2.4 4.3.1-4	3. Independently select materials based on book talks.	• Why is it important to identify sources of information?
1.1.1,2,4 1.2.2 2.1.1-4 2.2.1	4. Use a variety of different reference sources.	
2.1.1-4 2.2.1,2.3.1 2.4.1-4	5. Compose a bibliography/reference list for a variety of sources.	

FIFTH GRADE PROFICIENCIES

Standard	Objective	Essential Questions
1.1.1,4,8 1.2.2 1.4.1 2.1.2,4	Students will be able to: 6. Use the catalog as a tool to locate materials in the most appropriate way, e.g., author, title, subject, key word, graphical interface, latest updates.	• How does using the author, title, subject, and key word search capability contribute to the efficient use of the catalog as a tool for locating materials?
1.1.2,4,8 1.4.1-4 2.1.4 2.4.1-4 4.1.4-6 4.2.1-4	7. Use the Dewey Decimal System to locate materials.	• How does the efficient use of the title page, index, table of contents, key words, and guidewords contribute to the research process? • How do book talks help in book selection? • Why is it important to be familiar with different types of reference sources when looking for information?
1.1.6 3.1.3 3.2.3 4.1.1-8 4.2.4 4.3.1-4	8. Independently select materials based on book talks.	• Why is it important to identify sources of information?
1.1.1,2,4 1.2.2 2.1.1-4 2.2.1	9. Use a variety of different reference sources.	
2.1.1-4 2.2.1 2.3.1	10. Compose a bibliography/reference list for a variety of sources.	

SIXTH GRADE PROFICIENCIES

Standard	Objective	Essential Questions
1.1.4	Students will be able to: 1. Use the catalog as a tool to locate materials efficiently.	• How do you efficiently use the catalog? • How does understanding subject classification aid in the location of materials? • How can knowledge of different genres enhance reading pleasure? • Why is it important to practice ethical behavior in regards to information and information technology? • Why is it important to know how to use each type of reference source?
1.1.4	2. Recognize that call numbers of the Dewey Decimal System correlate to specific subject areas.	
4.1.2,4 4.4.1	3. Identify and select fiction from different genres including science fiction, historical fiction, realistic fiction, fantasy, and mystery.	
3.1.6 4.3.4	4. Abide by district Acceptable Use Policy.	
1.3.1,5 3.1.6	5. Respect copyright/intellectual property rights of individuals.	
1.1.1-9 1.2.1-7 1.3.1-5 1.4.1-4 2.1.1-6 2.2.1-4	6. Practice research skills using print and nonprint sources.	

SEVENTH GRADE PROFICIENCIES

Standard	Objective	Essential Questions
1.1.1-9 1.2.1-7 1.3.1-5 1.4.1-4 2.1.1-6	Students will be able to: 1.　　Practice research skills using a variety of reference 　　sources both independently and in groups.	• Why is it important to know how to use the different types of reference sources? • Why is independent use of information resources important for lifelong learning? • Why is it important to practice ethical behavior in regards to information and information technology? • Why is it important to use the proper bibliographic format to cite sources?
1.1.1-9 1.2.1-7 1.3.1-5 1.4.1-4 2.1.1-6 4.1.1-8 4.2.1-4 4.3.1-4	2.　Make effective use of media center resources on an independent basis.	
3.1.6 4.3.4	3.　Abide by district Acceptable Use Policy.	
1.3.1,5 3.1.6	4.　Respect copyright/intellectual property rights of individuals.	
1.3.1 3.1.6	5.　Compose a bibliography/reference list for a variety of sources including online resources.	

EIGHTH GRADE PROFICIENCIES

Standard	Objective	Essential Questions
1.1.1-9 1.2.1-7 1.3.1-5 1.4.1-4 2.1.1-6 4.1.1-8 4.2.1-4 4.3.1-4 4.4.1-6	Students will be able to: 1. Continue to effectively use media center resources on an independent basis.	• How does knowledge of research skills and multiple resources help solve problems? • Why is independent use of information resources important for lifelong learning? • Why are some information sources more reliable than others? • What are some information sources outside the media center? • Why is it important to follow ethical and legal guidelines in gathering and using information?
1.1.4, 5, 8 1.2.7	2. Demonstrate an understanding of print and online resources.	
1.1.5 2.1.3 4.3.2	3. Demonstrate ability to select valid and accurate information from among a variety of resources.	
1.1.1-9 1.2.1-7 1.3.1-5 1.4.1-4 2.1.1-6 2.2.1-4 2.3.1-3 2.4.1-4 3.1.1-6 3.2.1-3 3.3.1-7 3.4.1-3	4. Demonstrate knowledge of research skills.	
4.1.4 4.2.1	5. Demonstrate an awareness of information sources outside the media center.	
1.3.1,3,5 1.4.4 3.1.6 3.3.7 4.3.4	6. Demonstrate ethical use of information.	