Ohio Library Guidelines for Learners

Grades 9-12

STRAND: DIGITAL LITERACY: Learners use technology to find, evaluate, create and communicate information across disciplines in the school library and beyond. 9-12.1

1 **DIGITAL TOOLS: Use tools to create, manipulate, analyze, edit, publish or develop digital objects.** 9-12.1.1

1 Choose appropriate digital tools to accomplish a real-world task. 9-12.1.1.1

2 Communicate and publish content online using various digital tools. 9-12.1.1.2

3 Apply advanced research strategies, searches, synthesis and source evaluation to produce digital artifacts and online content. 9-12.1.1.3

4 Select and use digital tools to answer research questions and cite sources appropriately. 9-12.1.1.4

2 **SAFETY: Follow rules of personal privacy and safety when using the internet and collaborating with others.** 9-12.1.2

1 Model safe practices when collaborating online, including spotting potentially dangerous situations. 9-12.1.2.1

2 Devise strategies to deal with cyberbullying and harassment. 9-12.1.2.2

3 Practice making good choices to avoid peer pressure in social online situations. 9-12.1.2.3

4 Discuss the mental health consequences of cyberbullying and harassment. 9-12.1.2.4

3 **ETHICAL USE: Use digital tools ethically and responsibly.** 9-12.1.3

1 Interpret copyright laws and the consequences for violating intellectual property and plagiarism. 9-12.1.3.1

2 Practice the fair use of copyrighted materials (images, music, video, text). 9-12.1.3.2

3 Analyze the impact and consequences of sexting and harassment. 9-12.1.3.3

4 Model the use of the school's digital pledge. 9-12.1.3.4

5 Explain the legal consequence for malicious hacking and software piracy. 9-12.1.3.5

6 Comply with software license agreements and permissions. 9-12.1.3.6

FOUNDATIONS FOR LIFELONG LEARNING AN sel empathize, reflect and

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1 **Select materials, read, empathize, reflect and share ideas to pursue personal growth and to improve society.** 9-12.2.1

Use a library materials management system to select informational and fictional materials of varied genres. 9-12.2.1.1

share ideas to pursue personal growth and to improve society. 9-12.2

2 Read independently and collaboratively for enjoyment and personal growth. 9-12.2.1.2

3 Read while considering previous reading experience, personal and societal viewpoints. 9-12.2.1.3

4 Use technology and reviews to select materials to read, view and listen to for personal growth. 9-12.2.1.4

5 Read a variety of genres for pleasure and personal growth, selecting for purpose or criteria. 9-12.2.1.5

6 Engage with a diverse community of readers, participating in discussions to formulate new opinions and conclusions while considering multiple perspectives. 9-12.2.1.6

7 Use reading as a springboard for inspiring change for the betterment of the community and society. 9-12.2.1.7

INFORMATION LITERACY: Learners recognize when information is needed and can locate, evaluate, search and use information effectively. (American Library Association, 2019). 9-12.3

1 **QUESTION AND ANALYZE: Deepen curiosity and inquiry by considering prior knowledge, learning interests and the broader context before setting research goals and forming a research plan.** 9-12.3.1

1 Set research goals that connect to the project and to learners' own learning interests. 9-12.3.1.1

2 Formulate essential questions about a topic or problem. 9-12.3.1.2

3 Consider the research process and steps to achieve learning goals. 9-12.3.1.3

4 Reflect on prior knowledge and previous experience to add context to research findings. 9-12.3.1.4

5 Analyze the topic or research problem, considering what others think within a global context. 9-12.3.1.5

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2 **RESEARCH AND EXPLORE: Use resources to search and evaluate information in a safe, legal and ethical manner.** 9-12.3.2

1 Conduct extended research projects using a research process model. 9-12.3.2.1

2 Evaluate and select text evidence to answer questions and support claims. 9-12.3.2.2

3 Construct a search using keywords to locate a variety of sources. 9-12.3.2.3

4 Formulate advanced searches to narrow or broaden a search. 9-12.3.2.4

5 Use primary and/or secondary source materials. 9-12.3.2.5

6 Use, synthesize and evaluate sources in a variety of mediums. 9-12.3.2.6

7 Cite contextual evidence in a legal and ethical manner. 9-12.3.2.7

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3 **COLLECT: Record, classify and use information and resources in a meaningful way.** 9-12.3.3

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Use an appropriate method for collecting information from digital and/or print resources. 9-12.3.3.1

2 Create an effective platform to collect, organize and present information. 9-12.3.3.2

3 Read closely to determine how text evidence supports claims and counterclaims. 9-12.3.3.3

4 Evaluate evidence to determine its relevance, credibility and significance. 9-12.3.3.4

4 SHARE AND COLLABORATE: Create and distribute information with others in an inclusive environment. 9-12.3.4

1 Value diversity in groups and recognize the need for multiple viewpoints in problem-solving. 9-12.3.4.1

2 . Document sources using a standard format for citation. 9-12.3.4.2

3 Use information to generate products for publication and discourse. 9-12.3.4.3

4 Solicit, respond and provide constructive feedback to peers and adults. 9-12.3.4.4

5 Select the communication tool and resource most appropriate for the task. 9-12.3.4.5

5 EXTEND – FORMULATE: Develop questions for further exploration and to extend learning. Reflect on the collection, research, collaboration and application of information from multiple types of sources. 9-12.3.5

1 Analyze depth of understanding of a topic gained through the inquiry process. 9-12.3.5.1

2 Articulate how reflection deepens learners' personal understanding of the topic of inquiry. 9-12.3.5.2

3 Formulate questions and topics for independent study, related to a future unit of study or as a focus for a self-directed inquiry project (capstone project, research project). 9-12.3.5.3

4 Create questions about how the selection of information from print and digital resources contributed to the information learned about the topic of inquiry. 9-12.3.5.4

5 Design a plan for selecting information and the use of both print and digital resources for future inquiry. 9-12.3.5.5

MEDIA LITERACY: According to National Association for Media Literacy Education (NAMLE), "Media literacy is the ability to ACCESS, ANALYZE, EVALUATE, CREATE, and AC

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1 ACCESS: Explore the world of information for personal and educational use through a variety of formats. 9-12.4.1

1 Access and understand diverse types of print, digital and multimedia sources. 9-12.4.1.1

2 Understand the content and effect of the persuasive uses of multimedia sources. 9-12.4.1.2

3 Seek out messages from authors and creators from diverse backgrounds and beliefs. 9-12.4.1.3

literacy builds upon the foundation of traditional literacy and offers new forms of reading and writing. Media literacy empowers people to be critical thinkers and makers, effective communicators and active citizens." 9-12.4

4 Grow as independent users of print, digital and multimedia sources for personal and academic use. 9-12.4.1.4

5 Understand and access media ethically and safely for personal and academic use. 9-12.4.1.5

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2 ANALYZE AND EVALUATE: Analyze and evaluate media formats and messages for accuracy, validity, social and emotional context and appropriateness for need. 9-12.4.2

1 Evaluate design elements of various kinds of media productions to determine the creator's purpose for academic or personal use. 9-12.4.2.1

2 Analyze media for purpose, message, points of view, accuracy, bias and intended audience. 9-12.4.2.2

3 Analyze what voices are present, which voices are missing and how these decisions influence the audience. 9-12.4.2.3

4 Recognize their own bias as they engage with print, digital and multimedia sources. 9-12.4.2.4

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3 CREATE, SHARE AND COLLABORATE: Develop a message, alone or in a group, select an appropriate medium and create a message that meets the needs of a specific audience. 9-12.4.3

1 Individually or collaboratively, use a variety of tools to design and create print, digital and multimedia content. 9-12.4.3.1

2 Integrate and evaluate information presented in various media and formats, including visually, quantitatively and verbally. 9-12.4.3.2

3 Make strategic use of digital media and visual displays of data to express information for a specific purpose. 9-12.4.3.3

4 Create a print, digital or multimedia message to publish and share with a specific audience. 9-12.4.3.4

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4 ACT: Develop informed, reflective and engaged participation essential for a democratic society recognizing that media is a part of culture and function as agents of socialization (NAMLE). 9-12.4.4

1 Understand the laws and amendments that address intellectual freedom and censorship. 9-12.4.4.1

2 Seek permission before displaying information or images of others. 9-12.4.4.2

3 Recognize the significance of print, digital and multimedia formats for intercultural dialogue. 9-12.4.4.3

4 Protect personal privacy, respect the privacy of others and navigate multimedia formats safely when participating in a democratic society. 9-12.4.4.4

5 Understand features unique to publishing or creating material on print, digital or multimedia formats, such as permanence and wide accessibility. 9-12.4.4.5