



Ohio

Ohio's Library Guidelines for Learners

APRIL 2020 DRAFT

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Introduction to Ohio's Library Guidelines for Learners

Placeholder for front matter text.

Learner Guidelines

KINDERGARTEN THROUGH GRADE 2

STRAND: DIGITAL LITERACY

Learners use technology to find, evaluate, create and communicate information across disciplines in the school library.

| Topic | Guidelines |
|---|---|
| DIGITAL TOOLS Use tools to create, manipulate, analyze, edit, publish or develop digital objects. | <ol style="list-style-type: none"> 1. Demonstrate the use of basic digital tools. 2. Produce a simple artifact with basic digital tools that includes text, images and audio. 3. Identify letters and numbers on the keyboard with decreasing support. |
| SAFETY Follow rules of personal privacy and safety when using the internet and collaborating with others. | <ol style="list-style-type: none"> 1. Recognize safe and unsafe examples of online communication. 2. Recall the students' personal information that should be kept private when online. 3. With guidance, discuss how to be a good digital citizen. |
| ETHICAL USE Use digital tools ethically and responsibly. | <ol style="list-style-type: none"> 1. Identify the owners of digital artifacts. 2. Discuss the reason for crediting the owners of digital artifacts. 3. Follow school's Acceptable Use Policy (AUP) and other rules when using computers, peripheral devices or resources. |

STRAND: FOUNDATIONS FOR LIFELONG LEARNING AND LITERACY

The school library promotes reading and helps prepare learners for lifelong learning.

| Topic | Guidelines |
|---|---|
| Select materials, read, empathize, reflect and share ideas to pursue personal growth and improve society. | <ol style="list-style-type: none"> 1. Use a library system to select materials for information and enjoyment. 2. Read and consider connections to personal life. 3. Seek help finding materials to read, view and listen to for personal growth. 4. Read, view and listen to a variety of informational and fictional texts. 5. Express feelings about characters and events in a story. 6. Make connections to personal experiences and the experiences of others. 7. Discuss personal reading preferences. 8. Identify changes that would help characters, self or society. |

STRAND: INFORMATION LITERACY

Learners recognize when information is needed and can locate, evaluate, search and use information effectively (American Library Association, 2019).

| Topic | Guidelines |
|--|--|
| <p>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.</p> | <ol style="list-style-type: none"> 1. With guidance, choose a topic. 2. With guidance, discuss research questions. |
| <p>RESEARCH AND EXPLORE Use resources to search for and evaluate information in a legal and ethical manner.</p> | <ol style="list-style-type: none"> 1. Answer guiding questions using text evidence when prompted. |
| <p>COLLECT Record, classify and use information and resources in a meaningful way.</p> | <ol style="list-style-type: none"> 1. With guidance, discuss and classify key ideas and groups or categories. 2. Read closely for key ideas. |
| <p>SHARE AND COLLABORATE Create and distribute information with others in an inclusive environment.</p> | <ol style="list-style-type: none"> 1. Cooperate as a group to solve problems. 2. With guidance, create products and share learning with the intended audience. 3. With guidance, seek feedback from peers and adults. 4. Identify and use multiple communication tools and resources. |
| <p>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.</p> | <ol style="list-style-type: none"> 1. With guidance, discuss the inquiry process and how it works. 2. With guidance, list questions related to a research topic which then extend into another research topic. 3. With guidance, discuss how information from multiple resources was used during the inquiry process. |

STRAND: MEDIA LITERACY

According to National Association for Media Literacy Education, “Media literacy is the ability to ACCESS, ANALYZE, EVALUATE, CREATE, and ACT using all forms of communication. In its simplest terms, media 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 (NAMLE, 2017).”

| Topic | Guidelines |
|---|---|
| <p>ACCESS Explore the world of information for personal and educational use through a variety of formats.</p> | <ol style="list-style-type: none"> 1. Understand there are many different types of authors and creators (filmmakers, web designers, comic artists, animators). 2. Read and grow as learners, adapting to changes in format. 3. Use internet search engines effectively. 4. Access school electronic resources from both school and home. 5. Save and retrieve documents from designated school folders. 6. Explore new information sources independently. 7. Understand that resources are more than text; they also can be videos, audio or websites. |
| <p>ANALYZE AND EVALUATE Analyze and evaluate media formats and messages for accuracy, validity, social and emotional context and appropriateness for need.</p> | <ol style="list-style-type: none"> 1. Ask good questions to assess credibility. |
| <p>CREATE, SHARE AND COLLABORATE Alone or in a group develop a message, select an appropriate medium and create a message that meet the needs of a specific audience.</p> | <ol style="list-style-type: none"> 1. Tell a story using an audio or video recording tool. |
| <p>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).</p> | <ol style="list-style-type: none"> 1. Actively seek to understand other’s perspectives and cultures. |

GRADE 3 THROUGH GRADE 5

STRAND: DIGITAL LITERACY

Learners use technology to find, evaluate, create and communicate information across disciplines in the school library.

| Topic | Guidelines |
|---|---|
| DIGITAL TOOLS Use tools to create, manipulate, analyze, edit, publish or develop digital objects. | <ol style="list-style-type: none"> 1. Use digital tools (local and online) to produce digital artifacts. 2. Use digital tools to communicate and exchange information. 3. Demonstrate basic research skills to produce digital artifacts and attribute credit. 4. Create an artifact that answers a research question. |
| SAFETY Follow rules of personal privacy and safety when using the internet and collaborating with others. | <ol style="list-style-type: none"> 1. Describe the need to protect and keep personal information private (name, location, phone number, home address). 2. Identify different types of cyberbullying (harassment, flaming, excluding people, outing, impersonation). 3. Discuss how and when to report cyberbullying or other inappropriate content. 4. Describe safe internet practices and how to avoid risks and dangers associated with online communications. |
| ETHICAL USE Use digital tools ethically and responsibly. | <ol style="list-style-type: none"> 1. Practice using computers, peripheral devices and resources as outlined in school AUP and other rules. 2. Differentiate between digital artifacts that are open or free and those protected by copyright. 3. Discuss copyright and the inappropriate use of digital artifacts. 4. Describe the fair use of downloading, sharing or modifying digital artifacts. |

STRAND: FOUNDATIONS FOR LIFELONG LEARNING AND LITERACY

The school library promotes reading and helps prepare learners for lifelong learning.

| Topic | Guidelines |
|---|--|
| Select materials, read, empathize, reflect and share ideas to pursue personal growth and improve society. | <ol style="list-style-type: none"> 1. Use a library system to select materials and read for information, enjoyment and personal growth. 2. Read while considering previous reading experience and personal viewpoints. 3. Set and communicate criteria for selecting materials to read, view and listen to for personal growth. 4. Identify different genres and apply recommended reading, viewing and listening strategies for each genre. 5. Read, view and listen to a range of resources for a variety of purposes (to live the experience of a character, answer questions, find out about something new, explore personal interests). 6. Make connections to personal experiences and the experiences of others. 7. Discuss important messages of stories and share favorite books, authors and characters. 8. Use reading as a springboard for inspiring change. |

STRAND: INFORMATION LITERACY

Learners recognize when information is needed and can locate, evaluate, search and use information effectively (American Library Association, 2019).

| Topic | Guidelines |
|---|---|
| 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. | <ol style="list-style-type: none"> 1. Choose which parts of a topic or problem will be researched. 2. Write research questions about a topic or problem. 3. Reflect on prior knowledge to add context to the research findings. 4. Explain why the research topic or problem is important. |
| RESEARCH AND EXPLORE Use resources to search and evaluate information in a safe, legal and ethical manner. | <ol style="list-style-type: none"> 1. Conduct a short research project using a research process model. 2. Select text evidence to answer questions and support claims. 3. Identify strategies to narrow or broaden a search. 4. Use, synthesize and evaluate a variety of sources. 5. Define plagiarism. 6. Describe how to document or cite information. |

| Topic | Guidelines |
|--|--|
| COLLECT Record, classify and use information and resources in a meaningful way. | <ol style="list-style-type: none"> 1. Examine different methods to collect and sort information. 2. Select evidence from text to answer information needs. 3. Categorize information using age-appropriate skills. 4. Read closely for details to support key ideas. |
| SHARE AND COLLABORATE Create and distribute information with others in an inclusive environment. | <ol style="list-style-type: none"> 1. Contribute to a group solving a problem together. 2. Recognize the need to cite and list sources used in research. 3. Create products for an intended audience. 4. Seek and provide feedback to peers and adults. 5. Select and use multiple communication tools and resources. |
| 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. | <ol style="list-style-type: none"> 1. Reflect on the topic of inquiry with guided questions from the librarian or teacher. 2. Discuss new questions and topics to be explored in the next research unit. 3. Brainstorm how to use information from selected print and digital resources during the inquiry process. 4. Reflect how information from print and digital resources was used during the inquiry process. |

STRAND: MEDIA LITERACY

According to National Association for Media Literacy Education (NAMLE), “Media literacy is the ability to ACCESS, ANALYZE, EVALUATE, CREATE, and ACT using all forms of communication. In its simplest terms, media 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 (NAMLE, 2017).”

| Topic | Guidelines |
|--|---|
| ACCESS Explore the world of information for personal and educational use through a variety of formats. | <ol style="list-style-type: none"> 1. Learn the difference between the variety of digital resources. 2. Understand that authors adjust their messages to fulfill a purpose for the target audience. 3. Read and reflect on literacy skills and grow as learners, adapting to changes in formats. 4. Use internet search engines and databases. 5. Evaluate new information sources with guidance. 6. Access school electronic resources from school and home. |
| ANALYZE AND EVALUATE Analyze and evaluate media formats and messages for accuracy, validity, | <ol style="list-style-type: none"> 1. Identify and analyze design elements of various media productions. 2. Develop knowledge about the authors and creators of other media, their works and creative processes. |

| Topic | Guidelines |
|--|---|
| social and emotional context and appropriateness for need. | |
| <p>CREATE, SHARE AND COLLABORATE</p> <p>Develop a message, alone or in a group, select an appropriate medium, and create a message that meets a particular audience's need.</p> | <ol style="list-style-type: none"> 1. Communicate ideas effectively using a variety of media and formats. 2. Use collaborative electronic authoring tools. 3. Use a variety of tools to capture, create and modify digital images, audio and video content. 4. Demonstrate how to use various software programs to communicate ideas. |
| <p>ACT</p> <p>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).</p> | <ol style="list-style-type: none"> 1. Understand online connectedness and the effect of one person's actions on an entire group. 2. Understand that not all resources are acceptable in all environments. 3. Understand the language and expressions used in one medium of communication may not be acceptable in other communication media. |

GRADE 6 THROUGH GRADE 8

STRAND: DIGITAL LITERACY

Learners use technology to find, evaluate, create and communicate information across disciplines in the school library.

| Topic | Guidelines |
|---|--|
| DIGITAL TOOLS Use tools to create, manipulate, analyze, edit, publish or develop digital objects. | <ol style="list-style-type: none"> 1. Use a variety of digital tools to produce digital artifacts, online surveys and online content. 2. Recognize that digital tools have different uses. 3. Communicate and publish products online using various digital tools. 4. Apply research skills to produce digital artifacts and attribute credit. 5. Use digital tools to answer research questions and cite sources appropriately. |
| SAFETY Follow rules of personal privacy and safety when using the internet and collaborating with others. | <ol style="list-style-type: none"> 1. Discuss cyberbullying prevention. 2. Demonstrate safe practices when participating on social networking sites (blogs, discussion groups). 3. Describe the differences between appropriate and inappropriate content on the internet. 4. Explain the importance of keeping personal data secure. |
| ETHICAL USE Use digital tools ethically and responsibly. | <ol style="list-style-type: none"> 1. Explain how copyright law protects the owner of intellectual property. 2. Discuss the consequences of violating intellectual property law and plagiarism. 3. Practice fair use for copyrighted materials (images, music, video, text). 4. Discuss the legal consequences of sending or receiving inappropriate content (cyberbullying, harassment, sexting). 5. Comply with the school's AUP and other rules. |

STRAND: FOUNDATIONS FOR LIFELONG LEARNING AND LITERACY

The school library promotes reading and helps prepare learners for lifelong learning.

| Topic | Guidelines |
|---|---|
| Select materials, read, empathize, reflect and share ideas to pursue personal growth and improve society. | <ol style="list-style-type: none"> 1. Use a library system to select varied materials and read independently for enjoyment and personal growth. 2. Read while considering previous reading experiences and personal viewpoints. 3. Use technology or reviews to select materials to read, view and listen to for personal growth. 4. Read a variety of genres for personal growth and selecting for purpose. 5. Compare and contrast how different genres affect reading, viewing and listening perspectives and strategies. 6. Engage with a diverse community of readers to share ideas. 7. Use reading as a springboard for inspiring change for the betterment of the community. |

STRAND: INFORMATION LITERACY

Learners recognize when information is needed and can locate, evaluate, search and use information effectively (American Library Association, 2019).

| Topic | Guidelines |
|---|--|
| 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. | <ol style="list-style-type: none"> 1. Explain research goals. 2. Write open-ended questions about a topic or problem. 3. Write follow-up questions about a topic or problem. 4. Consider research steps needed to achieve learning goals. 5. Reflect on prior knowledge and previous experience to add context to research findings. |
| RESEARCH AND EXPLORE Use resources to search and evaluate information in a safe, legal and ethical manner. | <ol style="list-style-type: none"> 1. Conduct a short, focused research project using a research process model. 2. Evaluate and select text evidence from multiple sources to answer essential questions and support claims. 3. Conduct a search using keywords to locate sources in databases, online catalogs and web sources. 4. Apply search strategies to narrow or broaden a search. 5. Use, synthesize and evaluate sources in a variety of mediums. 6. Cite information in a legal and ethical manner. |

| Topic | Guidelines |
|--|--|
| COLLECT Record, classify and use information and resources in a meaningful way. | <ol style="list-style-type: none"> 1. Use an appropriate method for collecting information from digital and print resources. 2. Categorize knowledge either to answer research questions or gather information using digital or print platforms. 3. Read closely to determine how text evidence supports research. |
| SHARE AND COLLABORATE Create and distribute information with others in an inclusive environment. | <ol style="list-style-type: none"> 1. Work in groups to problem-solve. 2. Respect differing opinions when engaging in collaboration. 3. Document sources following a standard format for citation. 4. Use information to develop new products for an intended audience. 5. Solicit, respond and provide feedback to peers and adults. 6. Select the most appropriate communication tool and resource for the task. |
| 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. | <ol style="list-style-type: none"> 1. Using directed questions from the librarian, reflect on the topic of inquiry and learner understanding. 2. Develop questions and topics to be explored in later units of study or a self-directed inquiry project. 3. Evaluate how the selection of information from multiple resources was used during the inquiry process. 4. Develop a plan for selecting information and the use of both print and digital resources for future inquiry. |

STRAND: MEDIA LITERACY

According to National Association for Media Literacy Education (NAMLE), “Media literacy is the ability to ACCESS, ANALYZE, EVALUATE, CREATE, and ACT using all forms of communication. In its simplest terms, media 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 (NAMLE, 2017).”

| Topic | Guidelines |
|--|---|
| ACCESS Explore the world of information for personal and educational use through a variety of formats. | <ol style="list-style-type: none"> 1. Understand the differences between types of website domains. 2. Understand that audience and purpose can change a message. 3. Access and contribute to online learning communities. 4. Navigate virtual environments, such as blogs and wikis. 5. Evaluate new information sources independently. 6. Gather relevant information from multiple print and digital resources, assess the credibility and accuracy of each source and integrate the information while avoiding plagiarism. 7. Access school electronic resources from both school and home. |

| Topic | Guidelines |
|--|--|
| <p>ANALYZE AND EVALUATE Analyze and evaluate media formats and messages for accuracy, validity, social and emotional context and appropriateness for need.</p> | <ol style="list-style-type: none"> 1. Identify and analyze design elements of various kinds of media productions, observe that media messages are constructed for a purpose and intended audience and use creative components relative to the media. 2. Identify ways in which different people may experience the same media message. |
| <p>CREATE, SHARE AND COLLABORATE Develop a message, alone or in a group, select an appropriate medium, and create a message that meets a particular audience's need.</p> | <ol style="list-style-type: none"> 1. Read and contribute to online discussions. 2. Create presentations that demonstrate organization, creativity and design, effectively using elements of the mode of delivery. 3. Create multimedia presentations with attention to organizational and design features and elements. 4. Use and create content in collaborative online environments. 5. Integrate and evaluate content presented in various media and formats, including visually, quantitatively and verbally. |
| <p>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).</p> | <ol style="list-style-type: none"> 1. Recognize the points of view of authors of different cultures and consider alternative perspectives. 2. Recognize the cultural implications of a global audience. 3. Understand and respect concepts of copyright materials and licensing agreements. 4. Identify a variety of resources that can be used properly under the guidelines of copyright. 5. Demonstrate responsibility and respect for collaborative content. |

GRADE 9 THROUGH GRADE 12

STRAND: DIGITAL LITERACY

Learners use technology to find, evaluate, create and communicate information across disciplines in the school library.

| Topic | Guidelines |
|---|---|
| DIGITAL TOOLS Use tools to create, manipulate, analyze, edit, publish or develop digital objects. | <ol style="list-style-type: none"> 1. Choose appropriate digital tools to accomplish a real-world task. 2. Communicate and publish content online using various digital tools. 3. Apply advanced research strategies, searches, synthesis and source evaluation to produce digital artifacts and online content. 4. Select and use digital tools to answers research questions and cite sources appropriately. |
| SAFETY Follow rules of personal privacy and safety when using the internet and collaborating with others. | <ol style="list-style-type: none"> 1. Model safe practices when collaborating online, including spotting potentially dangerous situations. 2. Devise strategies to deal with cyberbullying and harassment. 3. Practice making good choices to avoid peer pressure in social online situations. 4. Discuss the mental health consequences of cyberbullying and harassment. |
| ETHICAL USE Use digital tools ethically and responsibly. | <ol style="list-style-type: none"> 1. Interpret copyright laws and the consequences for violating intellectual property and plagiarism. 2. Practice the fair use of copyrighted materials (images, music, video, text). 3. Analyze the impact and consequences of sexting and harassment. 4. Model the use of the school's Acceptable Use Policy (AUP). 5. Explain the legal consequence for malicious hacking and software piracy. 6. Comply with software license agreements and permissions. |

STRAND: FOUNDATIONS FOR LIFELONG LEARNING AND LITERACY

The school library promotes reading and helps to prepare learners for lifelong learning.

| Topic | Guidelines |
|--|--|
| Select materials, read, empathize, reflect and share ideas to pursue personal growth and to improve society. | <ol style="list-style-type: none"> 1. Use a library system to select informational and fictional materials of varied genres. 2. Read independently and collaboratively for enjoyment and personal growth. 3. Read while considering previous reading experience, personal and societal viewpoints. 4. Use technology and reviews to select materials to read, view and listen to for personal growth. 5. Read a variety of genres for pleasure and personal growth, selecting for purpose or criteria. 6. Engage with a diverse community of readers, participating in discussions to formulate new opinions and conclusions while considering multiple perspectives. 7. Use reading as a springboard for inspiring change for the betterment of the community and society. |

STRAND: INFORMATION LITERACY

Learners recognize when information is needed and can locate, evaluate, search and use information effectively (American Library Association, 2019).

| Topic | Guidelines |
|--|--|
| <p>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.</p> | <ol style="list-style-type: none"> 1. Set research goals that connect to the project and to students' own learning interests. 2. Write essential questions about a topic or problem. 3. Consider the research process and steps to achieve learning goals. 4. Reflect on prior knowledge and previous experience to add context to research findings. 5. Analyze the topic or research problem, considering what others think within a global context. |
| <p>RESEARCH AND EXPLORE Use resources to search and evaluate information in a safe, legal and ethical manner.</p> | <ol style="list-style-type: none"> 1. Conduct extended research projects using a research process model. 2. Evaluate and select text evidence to answer questions and support claims. 3. Construct a search using keywords to locate a variety of sources. 4. Formulate advanced searches to narrow or broaden a search. 5. Use primary and/or secondary source materials. 6. Use, synthesize and evaluate sources in a variety of mediums. 7. Cite information in a legal and ethical manner. |
| <p>COLLECT Record, classify and use information and resources in a meaningful way.</p> | <ol style="list-style-type: none"> 1. Use an appropriate method for collecting information from digital and/or print resources. 2. Create an effective platform to collect, organize and present information. 3. Read closely to determine how text evidence supports claims and counterclaims. 4. Evaluate evidence to determine its relevance, credibility and significance. |
| <p>SHARE AND COLLABORATE Create and distribute information with others in an inclusive environment.</p> | <ol style="list-style-type: none"> 1. Value diversity in groups and recognize the need for multiple viewpoints in problem-solving. 2. Document sources using a standard format for citation. 3. Use information to generate products for publication and discourse. 4. Solicit, respond and provide constructive feedback to peers and adults. 5. Select the communication tool and resource most appropriate for the task. |
| <p>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.</p> | <ol style="list-style-type: none"> 1. Analyze depth of understanding of a topic gained through the inquiry process. 2. Articulate how reflection deepens students' personal understanding of the topic of inquiry. 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). 4. Create questions about how the selection of information from print and digital resources contributed to the information learned about the topic of inquiry. 5. Design a plan for selecting information and the use of both print and digital resources for future inquiry. |

STRAND: MEDIA LITERACY

According to National Association for Media Literacy Education (NAMLE), “Media literacy is the ability to ACCESS, ANALYZE, EVALUATE, CREATE, and ACT using all forms of communication. In its simplest terms, media 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.”

| Topic | Guidelines |
|--|--|
| <p>ACCESS Explore the world of information for personal and educational use through a variety of formats.</p> | <ol style="list-style-type: none"> 1. Integrate new information sources independently. 2. Change your message based upon writing style, purpose, point of view or use of evidence. 3. Access school electronic resources from both school and home. |
| <p>ANALYZE AND EVALUATE Analyze and evaluate media formats and messages for accuracy, validity, social and emotional context and appropriateness for need.</p> | <ol style="list-style-type: none"> 1. Explain how embedded values and points of view are conveyed in image, sound and artistic works. 2. Analyze media for purpose, message, points of view, accuracy, bias and intended audience. |
| <p>CREATE, SHARE AND COLLABORATE Develop a message, alone or in a group, select an appropriate medium, and create a message that meets a particular audience's need.</p> | <ol style="list-style-type: none"> 1. Use a variety of tools to design and create web content. 2. Integrate and evaluate information presented in various media and formats, including visually, quantitatively and verbally. 3. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. |
| <p>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).</p> | <ol style="list-style-type: none"> 1. Understand the laws and amendments that address intellectual freedom and censorship. 2. Seek permission before displaying information or images of others. 3. Protect personal privacy, respect the privacy of others and navigate the internet safely when using technology. 4. Understand features unique to publishing or creating material on the internet, such as permanence and wide accessibility. |

Acknowledgements

A list of Advisory and Writing Team members will occupy this page after revisions have been completed.

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