

**MIDDLE SCHOOL STANDARD 1**  
**Benchmarks**  
**May 17, 2001**

**Standard #1: Students understand an inquiry process including how to access, evaluate and use information.**

Students encounter overwhelming amounts of information in today's world. They must be prepared to access, evaluate and use resources that effectively and efficiently meet their information search. The inquiry process provides a systematic approach that students apply to all academic and personal interests. Students who have the opportunity to practice a process that orders and organizes the vast quantities and varying qualities of information are empowered lifelong learners.

**Benchmarks:** Students will . . . . .

End of Grade 7	End of Grade 8
(1.7.1) Apply the steps of the inquiry process to satisfy both research and personal information needs.	(1.8.1) Apply the steps of the inquiry process to satisfy both academic and personal information needs.
(1.7.2) Focus the information need as it relates to what is already known to formulate specific questions	(1.8.2) Focus the information need as it relates to what is already known to formulate specific questions.
(1.7.3) Choose with minimal guidance from various search strategies to select print and non print resources.	(1.8.3) Select multiple print and non-print sources using various search strategies. (ie. Human guidance, reflective thinking, Boolean operatives.)
(1.7.4) Recognize point of view or bias, use primary and secondary sources, and select and analyze information to meet a specific need. <b>1,2,3,4</b>	(1.8.4) Recognize point of view or bias, use primary and secondary sources, and analyze and evaluate information for specific need. <b>1,2,3,4</b>
(1.7.5) Interpret and use information in a variety of predetermined formats for presentation.	(1.8.5) Interpret and use information in original products or presentations.
(1.7.6) Develop criteria for the research process and product to determine how well the product meets the original need for information.	(1.8.6) Apply criteria to determine how well the research process, products and conclusions meet the original need for information.

**ITBS Alignment:**

- 1. Table 2. Constructing evaluative-meaning identify the author's viewpoint in a passage or portion of a passage.**
- 2. Table 13. Searching strategies judging information quality.**
- 3. Table 13. Using miscellaneous references**
- 4. Table 13. Using other information sources.**

**MIDDLE SCHOOL STANDARD 2**  
**Benchmarks**  
**May 17, 2001**

**Standard #2: Students demonstrate an understanding of ethical and social responsibility in accessing, evaluating, and using information, materials and technology.**

Libraries provide equitable access for all citizens to a variety of information. For students to contribute positively in a learning community, they must respect open access to information, intellectual property rights, ideas and backgrounds of others and library policies. Student will be able to collaborate with others and make informed, reasoned decisions as they participate in our democratic society and interdependent world.

**Benchmarks:** Students will . . . . .

End of Grade 7	End of Grade 8
(2.7.1) Explain the principle of equitable access to information in a democratic society. <b>2</b>	(2.8.1) Explain the importance of equitable access to information in a democratic society. <b>2</b>
(2.7.2) Recognize and apply concepts of intellectual property rights, avoiding plagiarism, following bibliographic form, and citing all information sources used. <b>1,2,3</b>	(2.8.2) Recognize and apply concepts of intellectual property rights, avoiding plagiarism, following bibliographic form, and citing all information sources used. <b>1,2,3</b>
(2.7.3) Follow school guidelines for responsible use of information resources (e.g., circulation policies and acceptable use policies).	(2.8.3) Follow school guidelines for responsible use of information resources (e.g., circulation policies and acceptable use policies).
(2.7.4) Recognize others' ideas and backgrounds and acknowledge their contributions.	(2.8.4) Recognize others' ideas and backgrounds and acknowledge their contributions.

- ITBS Alignment:**
- 1. Table 5. Other punctuation marks quotation marks for short literary title.**
  - 2. Table 10. Political science the rights and responsibilities of citizens**
  - 3. Table 10. Political science rules and laws**

**MIDDLE SCHOOL STANDARD 3**  
**Benchmarks**  
**May 17, 2001**

**Standard #3: Students seek a variety of materials for independent learning and personal enjoyment, including the appreciation of literature and other creative expressions.**

Central to lifelong learning is a respect and appreciation for the many voices and cultures, such as American Indian cultures that contribute to the arts, literature and expressions of human productivity and creativity. Students must understand the ephemeral nature of information and value the enduring expressions of universal experiences. Students deserve to experience the satisfaction of fulfilling academic tasks as well as to connect with the excitement of independent learning.

**Benchmarks:** Students will . . . . .

End of Grade 7	End of Grade 8
(3.7.1) Use and respond to materials and creative expressions from diverse cultures. <b>1</b>	(3.8.1) Use and respond to materials and creative expressions from diverse cultures. <b>1</b>
(3.7.2) Interpret culturally diverse literature and other creative expressions in various genres and formats.	(3.8.2) Interpret culturally diverse literature and other creative expressions in various genres and formats.

(3.7.3) Use the library to find information for personal use and to make connections to resources beyond own library communities. <b>2,3</b>	(3.8.3) Use the library to find information for personal use and to make connections to resources beyond own library communities. <b>2,3</b>
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- ITBS Alignment:**
- 1. Table 10. Related social sciences human culture as seen through the fine and applied arts.**
  - 2. Table 13. Using miscellaneous references.**
  - 3. Table 13. Using other information sources.**

**MIDDLE SCHOOL STANDARD 4**  
**Benchmarks**  
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**Standard #4: Students distinguish among and appropriately use current and emerging media and technologies in the inquiry process.**

Current emerging technologies and media require students to recognize the possibilities these tools can play in their information-rich futures. The variety of formats for both creating and presenting abound. Therefore, students must recognize and analyze how different media and technologies contribute to their own inquiry processes.

**Benchmarks:** Students will . . . . .

End of Grade 7	End of Grade 8
(4.7.1) Select and apply appropriate media and technologies to meet information needs. <b>4,5</b>	(4.8.1) Select and apply appropriate media and technologies to meet information needs. <b>4,5</b>
(4.7.2) Select and apply appropriate search strategies to locate information in various media and technologies. <b>1,2,4,5</b>	(4.8.2) Select and refine appropriate search strategies to locate information in various media and technologies. <b>1,2,4,5</b>
(4.7.3) Apply criteria to evaluate point of view and embedded values in information from a variety of media and technologies. <b>3</b>	(4.8.3) Apply criteria to evaluate point of view and embedded values in information from a variety of media and technologies. <b>3</b>

- ITBS Alignment:**
- 1. Table 13. Searching strategies library locations.**
  - 2. Table 13. Searching strategies sequential searching.**
  - 3. Table 13. Searching strategies judging information quality.**
  - 4. Table 13. Using miscellaneous references**
  - 5. Table 13. Using other information sources**