

## COURSE STANDARDS

The Library Media curriculum is integrated into all other curriculums and directly relates to the Michigan Merit Curriculum strands and standards in all subject areas. The MMC standards directly integrated in the Charlotte High School Library Media curriculum are listed below.

### ELA – Strand 1: Writing, Speaking, and Expressing

- **Understanding and practice writing as a recursive process – Standard 1.1.2**  
– Know and use a variety of prewriting strategies to generate, focus, and organize ideas.
- **Using writing, speaking, and visual expression for personal understanding and growth – Standard 1.2.1** - Write, speak, and use images and graphs to understand and discover complex ideas.
- **Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose – Standard 1.3**
- **Develop and use the tools and practices of Inquiry and research—generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report. – Standard 1.4.1** - Identify explore, and refine topics and questions appropriate for research.
- **Develop and use the tools and practices of Inquiry and research—generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report. – Standard 1.4.2** – Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
- **Develop and use the tools and practices of Inquiry and research—generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report. – Standard 1.4.4** – Interpret, synthesize, and evaluate information/findings in various print sources and media to draw conclusions and implications.
- **Develop and use the tools and practices of Inquiry and research—generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report. – Standard 1.4.7** – Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate

method or genre through which research findings will be shared and evaluated, keeping in mind the of the prospective audience.

- **Produce a variety of written, spoken, multigenre, and multimedia works making conscious choices about language, form, style, and/or visual representation for each work – Standard 1.5.2** Prepare spoken and multimedia presentations effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
- **Produce a variety of written, spoken, multigenre, and multimedia works making conscious choices about language, form, style, and/or visual representation for each work – Standard 1.5.4** – Use technology tools to produce polished written and multimedia work.

ELA – Strand 2: Reading, Listening, and Viewing

- **Develop critical reading, listening, and viewing strategies – Standard 2.1.1** - Use a variety of pre-reading and previewing strategies to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
- **Develop critical reading, listening, and viewing strategies – Standard 2.1.2** – Make supported inferences and draw conclusions based on informational print and multimedia features and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.
- **Develop critical reading, listening, and viewing strategies – Standard 2.1.10**– Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
- **Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading. – Standard 2.3.1** – Read, listen to, and view diverse text for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
- **Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading. – Standard 2.3.2** – Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
- **Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading. – Standard 2.3.4** – Critically interpret primary and secondary research related documents.

- **Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading. – Standard 2.3.7** – Participate as an active member of reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy.

ELA – Strand 3: Literature and Culture

- **Examine mass media, film, series fiction, and other texts from popular culture – Standard 3.4.1** – Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.

Science - Biology, Chemistry, Earth Science, and Physics

- **Scientific Reflection and Social Implications – Standard B1.2C, C1.2C, E1.2C, P1.2C** –Develop an understanding of a scientific concept by accessing information from multiple sources. Evaluate the scientific accuracy and significance of the information.
- **Scientific Reflection and Social Implications – Standard B1.2E, C1.2E, E1.2E, P1.2E** – Evaluate the future career and occupational prospects of science fields.

Mathematics

- **Language and Laws of Logic – Standard L4.2.2** – Use the connective “NOT,” “AND,” “OR” and “IF...THEN,” in mathematical and everyday settings.

Social Studies – World History and Geography, U.S. History and Geography, Civics, and Economics

- **General Knowledge – Standard K1.8** – Apply social studies concepts to better understand major current local, national, and world events, issues, and problems
- **Social Studies Procedures and Skills: Reading and Communication – Standard P1.4** – Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.
- **Social Studies Procedures and Skills: Reading and Communication – Standard P1.5** – Present a coherent thesis when making an argument, support with evidence, articulate and answer possible objections, and present a concise, clear closing.
- **Inquiry, Research, and Analysis – Standard P2.3** – Know how to find and organize information from a variety of sources; analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.

- **Inquiry, Research, and Analysis – Standard P2.4** – Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.
- **Public Discourse and Decision Making – Standard P3.1** – Clearly state an issue as a question of public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

The METS standards directly integrated in the Charlotte High School Library Media curriculum are listed below.

1. Basic Operation and Concepts
  - a. **Students demonstrate a sound understanding of the nature and operation of technology systems.**
    1. Students discuss emerging technology resources.
    6. Students understand that access to online learning increases educational and workplace opportunities
  - b. **Students are proficient in the use of technology.**
    2. Students understand the relationship between electronic resources, infrastructure, and connectivity
    5. Students identify common graphic, audio, and video file formats.
    6. Students demonstrate how to import/export text, graphics, or audio files.
  
2. Social, Ethical and Human Issues
  - a. **Students understand the ethical, cultural, and societal issues related to technology.**
    1. Students identify legal and ethical issues related to use of information and communication technology.
    4. Students discuss the possible consequences and costs of unethical uses of information and computer technology.
  - b. **Students practice responsible use of technology systems, information, and software.**
    2. Students demonstrate the ethical use of technology as a digital citizen and lifelong learner.
    4. Students adhere to fair use and copyright guidelines.
    5. Students create appropriate citations of resources when presenting research findings.
    6. Students adhere to the district acceptable use policy as well as state and federal laws.
  - c. **Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.**
    2. Students design and implement a personal learning plan that includes technology to support his/her lifelong learning goals.
  
3. Technology Productivity Tools
  - a. **Students use technology tools to enhance learning, increase productivity, and promote creativity.**

3. Students have access to and utilize assistive technology tools.
4. Students apply advanced software features such as an application's built-in thesaurus, templates, and styles to improve the appearance of word processing documents, spreadsheets, and presentations.
7. Students use a variety of applications to plan, create, and edit a multimedia product.

4. Technology Communications Tools

a. **Students use telecommunications to collaborate, publish, and interact with peers, and other audiences.**

1. Students identify and describe various telecommunications or online technologies.

5. Technology Research Tools

a. **Students use technology to locate, evaluate, and collect information from a variety of sources.**

1. Students compare, evaluate, and select appropriate internet search engines to locate information.
2. Students determine if online sources are authoritative, valid, reliable, relevant, and comprehensive.
3. Students distinguish between fact, opinion, point of view, and inference.
4. Students evaluate resources for stereotyping, prejudice, and misrepresentation.

b. **Students use technology tools process data and report results.**

1. Students formulate and use evaluation criteria for information located on the internet to present research findings.

c. **Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.**

1. Students develop a plan to gather information using various research strategies.

6. Technology problem-solving and decision making tools

a. **Students use technology resources for solving problems and making informed decisions.**

1. Students use a variety of technology resources for problem solving and independent learning.