

# Educational Media Competency Goals And Performance Indicators

## ORIENTATION AND ORGANIZATION

## Educational Media

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS <i>Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.</i>
<b>Grades K-3</b> 1. The learner will demonstrate a working knowledge of the media center's organization and of procedures required to use the center and its collections	1.01 After an introduction to media personnel, a tour of the media center, and discussion of the center's policies and procedures, the learner will: <ul style="list-style-type: none"> <li>• name media center personnel</li> <li>• locate and identify various areas of the media center, types of materials, and services available</li> <li>• follow oral and simple written instructions for using the center</li> <li>• check out and return materials and equipment</li> </ul> 1.02 Identify simple library/media terms after having been introduced to them 1.03 Locate and identify various materials and equipment in the media center, such as: <ul style="list-style-type: none"> <li>• books</li> <li>• records/record players</li> <li>• filmstrips/filmstrip projectors and viewers</li> <li>• cassettes/cassette players and recorders</li> <li>• sound filmstrips/projectors and viewers</li> <li>• transparencies/overhead projectors</li> <li>• filmloops/filmloop projectors</li> <li>• ITV programs /TV monitors and receivers</li> <li>• headsets and jack boxes</li> <li>• opaque projectors</li> <li>• films/film projectors</li> </ul> 1.04 Locate specific title or type of library/media reference material, such as: <ul style="list-style-type: none"> <li>• card catalog</li> <li>• dictionaries</li> <li>• general encyclopedias</li> <li>• magazines</li> </ul> 1.05 Identify some services and resources available at the public library, after a discussion and/or tour of a public library

## SELECTION AND UTILIZATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS <i>Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.</i>
<b>Grades K-3</b> 2. The learner will select and use materials and equipment appropriate to personal needs and classroom assignments	2.01 Select a variety of media and begin to use reading, writing, listening, and viewing skills to obtain information 2.02 Use alphabetical order to locate materials and begin to find information in sources such as dictionaries, indexes, and the card catalog 2.03 Follow oral and/or simple written instructions for using materials and equipment 2.04 Use materials requiring equipment for listening and/or viewing and operate accompanying equipment—e.g., record players, filmstrip projectors and viewers, overhead projectors, cassette players and recorders, sound filmstrip viewers and projectors, TV monitors/receivers, headsets and jack boxes, 8mm loop projectors, radios 2.05 Use the following features of print and nonprint materials to find information: spine, covers, title page/frame, table of contents, illustrations, index, captions, and superimposed words 2.06 Begin to select information based on the 10 main classes of the Dewey Decimal Classification System as keys for locating areas of interest or need 2.07 Begin to select materials in various formats from the card catalog by author, title, and subject 2.08 Select and use print and nonprint materials guided by personal interest and an awareness of the availability of diverse formats 2.09 Identify, select, and use simple fiction and nonfiction in a variety of formats—e.g., Easy book, simple fiction 2.10 Select and use the following general reference sources: card catalog, dictionaries, general encyclopedias, and magazines

## COMPREHENSION AND APPLICATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS <i>Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.</i>
<b>Grades K-3</b> 3. The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere	3.01 Follow oral instructions for using the media center and its resources and begin to follow simple written instructions 3.02 Alphabetize through two letters and demonstrate an understanding of guide letters and words on the spines and pages of encyclopedias and dictionaries 3.03 Demonstrate an understanding of the following features of print materials: <ul style="list-style-type: none"> <li>● purpose of information on title pages—e.g., title, author, publisher</li> <li>● arrangement of table of contents as a reference to specific chapters and their page numbers</li> <li>● illustrations in relation to passages in the text</li> <li>● arrangement of index as an alphabetical reference to specific words and their page numbers</li> <li>● information in simple maps, charts, and graphs</li> </ul> 3.04 Demonstrate an understanding of call numbers on catalog cards and spines of books by finding Easy books and simple fiction/nonfiction through the use of call numbers on catalog cards 3.05 Understand by the third grade that the card catalog is an alphabetical index to materials in the media center and begin to locate information by: <ul style="list-style-type: none"> <li>● recognizing that author, title, and subject cards exist as keys for locating resources and that author cards are filed by surnames</li> <li>● using guide letters to select correct catalog drawer</li> <li>● using guide cards to locate entries in catalog drawer</li> <li>● disregarding "A," "AN," or "THE" when used as articles at the beginning of an entry</li> <li>● using call numbers from the card catalog to locate fiction and nonfiction</li> </ul> 3.06 Begin to comprehend the unique properties of nonprint media and their accompanying equipment—e.g., a recorded bird sound versus a written description 3.07 Restate information from brief, factual articles in one sentence or one paragraph, naming the source orally or in writing 3.08 Apply reading, writing, listening, and/or viewing skills to identify sequences, main ideas, relationships, and specific information in a variety of media 3.09 Begin to differentiate between fact and fiction, nonprint commercials and print advertisements, verbal and nonverbal communication—e.g., spoken word versus facial expression—encountered in various media

## PRODUCTION AND PRESENTATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS <i>Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.</i>
<b>Grades K-3</b> 4. The learner will design, produce and/or select a variety of media formats to present information	4.01 Follow a specified procedure for producing materials which communicate information or ideas by: <ul style="list-style-type: none"> <li>● stating the purpose for a production activity</li> <li>● preparing a simple oral or written plan</li> </ul> 4.02 Operate simple equipment for production and presentation, such as cassette recorders and overhead projectors 4.03 Present information and creative ideas through personally designed and produced media, such as: <ul style="list-style-type: none"> <li>● student produced books</li> <li>● audio cassettes</li> <li>● puppets</li> <li>● dioramas</li> <li>● simple maps</li> <li>● charts</li> <li>● posters</li> <li>● flannel board stories</li> <li>● mobiles</li> <li>● handmade transparencies</li> </ul>

## SELECTION AND UTILIZATION

## COMPETENCY GOAL(S)

## PERFORMANCE INDICATORS

*Each indicator is one of many which can assess a student's performance.  
Others may be used if they are more appropriate for the learner.*

## Grades 4-6

2. The learner will select and use materials and equipment appropriate to personal needs and classroom assignments

- 2.11 Acquire additional skills in reading, writing, listening, and viewing to find information in all curricular areas
- 2.12 Use subject headings, cross-references, and guide words to find information in sources such as dictionaries, indexes, encyclopedias, and the card catalog
- 2.13 Follow oral and simple written instructions for using materials and equipment
- 2.14 Operate more complex listening and/or viewing equipment—e.g., slide projectors, reel-to-reel tape recorders, film projectors, opaque projectors
- 2.15 Select pertinent information from the following features of print and nonprint materials: preface, foreword, introduction, glossary, appendix, maps, charts, graphs, credits, and legends and scales
- 2.16 Begin to select information sources based on the divisions within the ten main classes of the Dewey Decimal Classification System
- 2.17 Select materials in various formats from the card catalog by author, by title, by subject, and by specific information on the catalog card—e.g., annotation, copyright
- 2.18 Select and use print and nonprint materials based on level of difficulty, relevance to needs or interests, and advantages of formats
- 2.19 Begin to select and use print and nonprint materials according to basic literary forms and genres, such as: folktale, biography, autobiography, newscast, drama, science fiction, and mystery and detective stories
- 2.20 Select and use, as needed, special reference materials, such as:
  - general periodical indexes—e.g., SUBJECT INDEX FOR CHILDREN'S MAGAZINES or ABRIDGED READERS' GUIDE
  - specialized reference sources—e.g., atlases, almanacs, indexes
  - single-volume reference books
  - periodicals (current and back issues)
  - information, picture, and community resource files
  - maps, charts, globes
- 2.21 Select and use current periodicals for up-to-date information

## COMPREHENSION AND APPLICATION

## COMPETENCY GOAL(S)

## PERFORMANCE INDICATORS

*Each indicator is one of many which can assess a student's performance.  
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## Grades 4-6

3. The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere

- 3.10 Follow oral instructions and comply with directions on simple signs in using the media center and its resources and in observing its policies
- 3.11 Demonstrate increased understanding of guide words and letters on the spines and pages of reference materials, and alphabetize through four letters in using the card catalog and locating materials on shelves and information in materials
- 3.12 Understand and/or use the following features of print and nonprint materials:
  - purpose and information available in forewords, prefaces, introductions
  - copyright dates as indicators of ownership and of how up-to-date materials are
  - arrangement and kind of information available in glossaries
  - supplementary information available in appendices
  - information visualized on maps, outlined in charts, plotted on graphs, as it extends and clarifies content
  - purpose and information available in title frames and credit frames of nonprint media
- 3.13 Demonstrate an understanding of call numbers on catalog cards, spines of books, and labels on nonprint media by locating fiction, nonfiction, and special collections
- 3.14 Understand and use the card catalog to locate information by:
  - applying the rule that "nothing precedes something"—e.g., "BIRDS"

## APPRECIATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS
<b>Grades K-3</b>	
5. The learner will value, use, and enjoy a variety of media throughout life for personal growth, vocational pursuits, and recreation	<p><i>Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.</i></p> <ul style="list-style-type: none"> <li>5.01 Select materials for pleasure and personal information as well as in conjunction with classroom assignments</li> <li>5.02 Demonstrate appreciation by choosing titles of varied forms and genres after an introduction to award-winning titles, classics, and other outstanding children's literary selections</li> <li>5.03 Identify award-winning authors and illustrators and be familiar with their works after an introduction to outstanding children's literature</li> <li>5.04 Communicate personal enjoyment of pleasurable experiences in reading, listening, and viewing to others</li> <li>5.05 Choose to browse through easy print and nonprint, children's periodicals, and participate in educational games and puzzles during leisure time</li> <li>5.06 Recognize television programs and motion pictures of educational value</li> <li>5.07 Begin to understand and acknowledge the concept of authorship</li> <li>5.08 Demonstrate an understanding of the rights of others, while performing study tasks in the media center, by working individually or in a group without disturbing those nearby</li> <li>5.09 Share knowledge in using the media center with others</li> <li>5.10 Treat the facility, materials, and equipment with care and show respect for media personnel when using the media center independently</li> <li>5.11 Choose to assist with simple media center tasks</li> </ul>

## ORIENTATION AND ORGANIZATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS
<b>Grades 4-6</b>	
1. The learner will demonstrate a working knowledge of the media center's organization and of procedures required to use the center and its collections	<p><i>Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.</i></p> <ul style="list-style-type: none"> <li>1.06 After an introduction to media personnel, a tour of the media center, and discussion of the center's policies and procedures, the learner will:             <ul style="list-style-type: none"> <li>• name media center personnel</li> <li>• locate and identify various areas of the media center and the materials/services available</li> <li>• follow oral and written instructions for using the center</li> <li>• check out and return materials and equipment</li> </ul> </li> <li>1.07 Identify library/media terms after reviewing simple terms and being introduced to more advanced terms</li> <li>1.08 Locate and identify more specialized materials and accompanying equipment, such as audio tapes/reel-to-reel recorders, slides/slide projectors, sound-slide programs/sound-slide equipment, and simple production equipment</li> <li>1.09 Locate and identify:             <ul style="list-style-type: none"> <li>• general periodical indexes—e.g., SUBJECT INDEX TO CHILDREN'S MAGAZINES</li> <li>• special reference materials—e.g., atlases and almanacs</li> <li>• single-volume reference books</li> <li>• periodicals (current and back issues)</li> <li>• information/picture files</li> <li>• maps, charts, and globes</li> <li>• community resources</li> </ul> </li> <li>1.10 Locate and identify a range of materials available from the local public library useful for recreation, information, or school assignments</li> </ul>

## Educational Media

precedes "BIRDS OF PREY"

- distinguishing readily among author, title, and subject cards—e.g., recognizing subject card because top line is capitalized, distinguishing books by a person from books about a person
  - selecting audiovisual materials by format designated in call number
  - using key words when searching for information
  - originating alternative key words for those not appearing in card catalog—e.g., "Eskimos" if "igloos" does not appear
  - referring to additional titles indicated by "see" and "see also" references
  - understanding and applying special filing rules—e.g., realizing that numerals are filed as if spelled out
- 3.15 Perceive the advantages of certain nonprint media over others in obtaining information and preparing assignments—e.g., a transparency for demonstration purposes in an oral report
- 3.16 Begin to gather and organize information from print, visual, and auditory resources as follows:
- collect and record bibliographic information
  - skim or scan for specific item
  - take accurate notes
  - paraphrase
  - put in logical order
  - outline
  - generalize
  - summarize without plagiarizing
- 3.17 Combine data from more than one source, print and nonprint, for brief reports—e.g., nonfiction books, encyclopedias, filmstrip—and acknowledge sources in simple, alphabetized bibliography showing author/producer, title, and medium
- 3.18 Apply reading, writing, listening, and viewing skills to identify and define sequences, main ideas, relationships, and specific information in a variety of media
- 3.19 Begin to distinguish facts and truths from fiction, opinion, or propaganda encountered in various forms of media

## PRODUCTION AND PRESENTATION

### COMPETENCY GOAL(S)

### PERFORMANCE INDICATORS

*Each indicator is one of many which can assess a student's performance.  
Others may be used if they are more appropriate for the learner.*

#### Grades 4-6

4. The learner will design, produce and/or select a variety of media formats to present information

- 4.04 Follow a specified procedure for producing materials which communicates information or ideas by:
- stating the purpose for a production activity
  - preparing a written plan for the production — e.g., script or storyboard
  - listing equipment and materials required for the production
- 4.05 Operate equipment for production and presentation, such as: cassette recorders, overhead projectors, reel-to-reel tape recorders, thermal copiers, simple cameras, lettering devices, drymount press, slide projectors, filmstrip projectors
- 4.06 Present information and creative ideas through personally designed and produced media, such as: audio cassettes or tapes; thermal transparencies; slides or filmstrips without a camera; simple photographs; simple newspapers; bar, line, and circle graphs; displays and bulletin boards

## APPRECIATION

### COMPETENCY GOAL(S)

### PERFORMANCE INDICATORS

*Each indicator is one of many which can assess a student's performance.  
Others may be used if they are more appropriate for the learner.*

#### Grades 4-6

5. The learner will value, use, and enjoy a variety of media throughout life for personal growth, vocational pursuits, and recreation

- 5.12 Select materials for pleasure and personal information as well as in conjunction with classroom assignments
- 5.13 Read and view more widely and discriminately following an introduction to award-winning titles, classics, and other outstanding children's literary selections
- 5.14 Express and support opinions regarding literature read, when given the opportunity

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- 5.15 Communicate personal enjoyment of pleasurable experiences in reading, listening, and viewing to others.
- 5.16 Choose to browse through current newspapers, magazines, books, paperbacks, and other media during leisure time
- 5.17 Choose television programs and motion pictures valuable for education and/or entertainment, when given the opportunity
- 5.18 Demonstrate respect for ownership rights and exhibit intellectual honesty
- 5.19 Demonstrate an understanding of the rights of others, while performing study tasks in the media center, by working individually or in a group without disturbing those nearby
- 5.20 Choose to share knowledge in using the media center with others, when given the opportunity
- 5.21 Treat the facility, materials, and equipment with care and show respect for media personnel when using the media center independently
- 5.22 Choose to assist with responsible media center tasks, when given the opportunity

## ORIENTATION AND ORGANIZATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS
	<i>Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.</i>
<b>Grades 7-9</b>	
1. The learner will demonstrate a working knowledge of the media center's organization and of procedures required to use the center and its collections	<ol style="list-style-type: none"> <li>1.11 Name media center personnel; locate and identify various areas of the media center and materials/services available; follow oral and written instruction for using the center; and checkout/return materials and equipment following an appropriate orientation</li> <li>1.12 Define specialized media terms after being introduced to them</li> <li>1.13 Locate and identify videotapes/videotape equipment, more complex and specialized production equipment, and computer terminals where available</li> <li>1.14 Locate and identify:               <ul style="list-style-type: none"> <li>• periodical indexes — e.g., ABRIDGED READER'S GUIDE TO PERIODICAL LITERATURE</li> <li>• specialized reference materials — e.g., geographical and biographical dictionaries, scientific encyclopedias, gazetteers, thesauri</li> <li>• specialized periodicals (current and back issues)</li> <li>• special bibliographies</li> </ul> </li> <li>1.15 Locate and identify a range of public library media useful for recreation, information, or school assignments</li> </ol>

## SELECTION AND UTILIZATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS
	<i>Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.</i>
<b>Grades 7-9</b>	
2. The learner will select and use materials and equipment appropriate to personal needs and classroom assignments	<ol style="list-style-type: none"> <li>2.22 Acquire and use more advanced skills in reading, writing, listening, and viewing to find information in all curricular areas</li> <li>2.23 Demonstrate competency in the use of alphabetical order, subject headings, cross-references, and guide words to find information in dictionaries, indexes, encyclopedias, and the card catalog</li> <li>2.24 Follow oral and written instructions for using materials and equipment</li> <li>2.25 Operate increasingly intricate listening and/or viewing equipment — e.g., videotape equipment</li> <li>2.26 Find specific information in special elements of materials such as bibliographies, footnotes, and legends and scales</li> <li>2.27 Select more specialized information based on sections within the divisions of the Dewey Decimal Classification System</li> <li>2.28 Increase and strengthen card catalog skills</li> <li>2.29 Select and use print and nonprint materials that are accurate, authoritative and current</li> <li>2.30 Select and use materials based on an understanding of finer distinctions among literary forms and genres, such as short story, editorial, Western, comedy, and documentary</li> </ol>



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- 2.31 Exhibit competency in selecting and using, for special reference needs, such sources as:
  - periodical indexes — e.g., ABRIDGED READER'S GUIDE
  - specialized reference sources — e.g., geographical and biographical dictionaries, scientific encyclopedias
  - specialized periodicals (current and back issues) — e.g., AMERICAN HERITAGE
  - bibliographies
- 2.32 Select and use a wider variety of current periodicals for up-to-date information
- 2.33 Select and use a combination of relevant materials in a variety of formats and disciplines in developing a research topic

## COMPREHENSION AND APPLICATION

### COMPETENCY GOAL(S)

### PERFORMANCE INDICATORS

*Each indicator is one of many which can assess a student's performance.  
Others may be used if they are more appropriate for the learner.*

#### Grades 7-9

3. The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere

- 3.20 Follow directions for operating audiovisual equipment and instructions provided inside printed reference works and index services
- 3.21 Demonstrate increased proficiency in alphabetizing, including word-by-word and letter-by-letter arrangements
- 3.22 Refine skills necessary for scanning and extracting relevant information from various features of print and nonprint media — e.g., photograph captions, paragraph headings
- 3.23 Demonstrate growing understanding of call numbers on catalog cards, spines of books, and labels on nonprint media by locating fiction, nonfiction, and special collections
- 3.24 Use the card catalog more comprehensively as an index to print and nonprint resources by:
  - using cross-references with ease
  - using subject headings and simple subheadings — e.g., "INDIANS OF NORTH AMERICAN — LEGENDS"
  - understanding and applying special filing rules — e.g., knowing that under the history of a country, historical periods are filed chronologically, so that "U.S. — HISTORY — 1492-1776" is filed before "U.S. — HISTORY — 1865-1918"
- 3.25 Use more sophisticated and diverse multimedia, selecting those best suited by their special properties and adapting them appropriately to complete assignments and produce projects
- 3.26 Gather and organize information from print, visual, and auditory resources as follows:
  - collect and record bibliographic information
  - skim or scan for specific item
  - take accurate notes
  - paraphrase
  - put in logical order
  - outline
  - generalize
  - summarize without plagiarizing
- 3.27 Combine selected data from print and nonprint materials, including current sources (e.g., periodicals, information files), in concluding research for a paper or report, and credit sources in properly organized footnotes and bibliographies
- 3.28 Apply more sophisticated reading, writing, listening, and viewing skills in identifying and defining sequences, main ideas, relationships, and specific information in increasingly complex media
- 3.29 Identify and define biased and stereotyped presentations encountered in various media and recognize some obvious behavioral influences of mass media — e.g., national popularity of products promoted in clever television commercials
- 3.30 Compare and contrast points of view from at least two sources selected from print, visual, and auditory resources

**PRODUCTION AND PRESENTATION**

COMPETENCY GOAL(S)	<b>PERFORMANCE INDICATORS</b> <i>Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.</i>
<b>Grades 7-9</b>  4. The learner will design, produce and/or select a variety of media formats to present information	4.07 Follow a specified procedure for producing materials which communicates information or ideas by: <ul style="list-style-type: none"> <li>● stating the purpose for a production activity</li> <li>● determining the production format most effective in achieving the purpose</li> <li>● preparing a written plan for the production — e.g., script or storyboard</li> <li>● listing equipment and materials required for the production and/or presentation</li> <li>● selecting and/or creating appropriate visuals, music or sound effects</li> <li>● evaluating the resulting production</li> </ul> 4.08 Operate equipment for production and presentation, such as: cassette recorders, overhead projectors, reel-to-reel tape recorders, thermal copiers, cameras, copy camera with copy stand, super 8mm cameras and projectors, slide projectors, filmstrip projectors, drymount press, lettering devices, tape and film splicers, videotape equipment 4.09 Present information and creative ideas through personally designed and produced media, such as: audio cassettes and tapes, thermal transparencies, photographs, slides, 8mm films, sound/slide programs, videotapes
<b>APPRECIATION</b>	<b>PERFORMANCE INDICATORS</b> <i>Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.</i>

<b>Grades 7-9</b>  5. The learner will value, use, and enjoy a variety of media throughout life for personal growth, vocational pursuits, and recreation	5.23 Select materials for pleasure and personal information as well as in conjunction with classroom assignments 5.24 Appreciate the literary merits of classic titles and read and view more selectively following an introduction to award-winning titles, classics, and other outstanding literary selections 5.25 Express and support opinions regarding literature read, when given the opportunity, as well as be able to analyze literature, including plot, character, setting, etc. 5.26 Choose to share information on print and nonprint titles especially enjoyed and appreciated 5.27 Choose to browse through current newspapers, magazines, books, paperbacks, and other media during leisure time 5.28 Develop evaluative criteria needed to determine strengths and weaknesses in television programs and film productions 5.29 Demonstrate respect for ownership rights and exhibit intellectual honesty 5.30 Demonstrate a concern for the rights of others, while performing study tasks in the media center, by working individually or in a group without disturbing those nearby 5.31 Choose to share knowledge in using the media center with others 5.32 Treat the facility, materials, and equipment with care and show respect for media personnel when using the media center independently 5.33 Choose to assist with responsible media center tasks
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**ORIENTATION AND ORGANIZATION**

COMPETENCY GOAL(S)	<b>PERFORMANCE INDICATORS</b> <i>Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.</i>
<b>Grades 10-12</b>  1. The learner will demonstrate a working knowledge of the media center's	1.16 Identify media personnel; locate various areas of the center and the materials/services available; follow instructions for the center's use; and checkout/return media following an appropriate orientation



# Educational Media

organization and of procedures required to use the center and its collections

- 1.17 Define a comprehensive list of library/media terms after an appropriate introduction to them
- 1.18 Locate and identify microforms/microform equipment and audio/video retrieval equipment where available
- 1.19 Locate and identify:
  - periodical indexes, such as: ABRIDGED READERS' GUIDE or READERS' GUIDE TO PERIODICAL LITERATURE
  - more specialized and comprehensive reference materials — e.g., poetry and short story indexes, guidebooks, specialized dictionaries, and other books of facts
  - specialized encyclopedias and bibliographies
- 1.20 Locate and identify both public library and special library reference resources for school research papers and projects, as well as vocational and avocational materials available through other information systems

## SELECTION AND UTILIZATION

### COMPETENCY GOAL(S)

Grades 10-12

2. The learner will select and use materials and equipment appropriate to personal needs and classroom assignments

### PERFORMANCE INDICATORS

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- 2.34 Exhibit increased competencies in more advanced reading, writing, listening, and viewing skills
- 2.35 Demonstrate proficiency in alphabetizing and using subject headings, cross-references, and guide words needed to find information
- 2.36 Follow oral and written instructions for using materials and equipment
- 2.37 Select and use with proficiency a variety of specialized listening and/or viewing equipment, such as microform equipment, audio/video retrieval equipment, and computer terminals
- 2.38 Exhibit greater competency in isolating and extracting increasingly specialized information from all components of print and nonprint media
- 2.39 Identify, locate, and retrieve needed information sources readily through practical knowledge and application of the Dewey Decimal Classification System
- 2.40 Demonstrate increased competency in using relevant information on catalog cards
- 2.41 Show increased proficiency in using the following evaluative criteria when selecting and using print and nonprint materials: level of difficulty, relevance, accuracy, authoritativeness, authenticity, and advantages of format
- 2.42 Discriminate knowledgeably among literary forms and genres in both print and nonprint materials, selecting and using those applicable to needs or interests, such as novel, satire, critical essay, travelogue, sonnet, and historical fiction
- 2.43 Show capability in selecting and using a comprehensive range of research tools, including the following:
  - periodical indexes — e.g., ABRIDGED READERS' GUIDE or READERS' GUIDE TO PERIODICAL LITERATURE
  - more specialized and comprehensive reference materials — e.g., poetry and short story indexes, guidebooks, specialized dictionaries, and other books of facts
  - specialized encyclopedias and bibliographies
- 2.44 Evaluate important issues with increased critical skills through selecting and using a variety of current periodicals expressing different viewpoints
- 2.45 Show proficiency in selecting and using a combination of materials in a variety of formats and disciplines related to a specific topic

## COMPREHENSION AND APPLICATION

### COMPETENCY GOAL(S)

Grades 10-12

3. The learner will identify concepts presented in media, interpret and organize

### PERFORMANCE INDICATORS

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- 3.31 Follow oral and written instructions for using the media center and its resources in conducting independent research and completing classroom assignments

## Educational Media

information, and develop evaluative skills for understanding media at school and elsewhere

- 3.32 Demonstrate proficiency in alphabetizing and other locater skills necessary for more independent use of the library/media center
- 3.33 Use selectively and independently any or all components of print and nonprint materials in identifying relevant information sources — e.g., cassette tape labels, tables of contents, filmstrip guides
- 3.34 Demonstrate a sound understanding of call numbers, catalog cards, and nonprint labels for locating fiction, nonfiction, and special collections
- 3.35 Review and refine previously introduced card catalog skills and use the card catalog as the major index to all library resources by:
  - using more inclusive subject headings and more precise subheadings and vice versa, as further clues in identifying appropriate sources — e.g., if nothing appears under "SICKLE CELL ANEMIA," the learner will search under "BLOOD"
  - locating important chapters or sections of materials by using analytical cards and contents notes
  - locating serials by the card catalog — e.g., BEST SHORT STORIES 19\_\_
- 3.36 Use more sophisticated and diverse multimedia, selecting those best suited by their special properties and adapting them appropriately to complete assignments and produce projects
- 3.37 Demonstrate greater independence in applying research skills needed in gathering and organizing information properly for written, oral, or multimedia presentations, as follows:
  - collect and record bibliographic information
  - skim or scan for specific item
  - take accurate notes
  - paraphrase
  - put in logical order
  - outline
  - generalize
  - summarize without plagiarizing
- 3.38 Combine selected data from a variety of complex media in concluding an in-depth research paper, crediting ideas as well as specific facts in complete footnotes and bibliographies conforming to an authoritative style manual
- 3.39 Apply reading, writing, listening, and viewing skills necessary for comprehending basic content — e.g., sequence of events, main ideas, relationships, details — in diverse media used in conjunction with classroom assignments or independently
- 3.40 Identify and define more subtle forms of propaganda and bias in multimedia — e.g., the use of name-brand products among stage props of television dramas; the strategic location and length of front page news stories to support a particular editorial viewpoint
- 3.41 Compare and contrast points of view from several sources and diverse formats

## PRODUCTION AND PRESENTATION

### COMPETENCY GOAL(S)

### PERFORMANCE INDICATORS

*Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*

#### Grades 10-12

4. The learner will design, produce and/or select a variety of media formats to present information

- 4.10 Follow a specified procedure for producing materials which communicate information or ideas by:
  - stating the purpose for a production activity
  - determining the production format most effective in achieving purpose
  - preparing a written plan for the production — e.g., script or storyboard
  - listing equipment and materials required for the production and presentation
  - selecting and/or creating appropriate visuals, music or sound effects
  - evaluating the resulting production
- 4.11 Operate equipment for production and presentation, such as: cassette recorders, overhead projectors, reel-to-reel tape recorders, thermal copiers, cameras, copy camera with copy stand, super 8mm cameras and projectors, slide projectors, filmstrip projectors, drymount press, lettering device, tape and film splicers, videotape equipment
- 4.12 Present information and creative ideas through personally designed and produced media, such as: audio cassettes and tapes, thermal transparent photographs, slides, 8 mm films, sound/slide programs, videotapes

## APPRECIATION

## COMPETENCY GOAL(S)

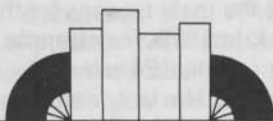
## Grades 10-12

5. The learner will value, use, and enjoy a variety of media throughout life for personal growth, vocational pursuits, and recreation

## PERFORMANCE INDICATORS

*Each indicator is one of many which can assess a student's performance.  
Others may be used if they are more appropriate for the learner.*

- 5.34 Select materials for pleasure and personal information as well as in conjunction with classroom assignments
- 5.35 Choose good literature to read, view, and listen to for pleasure and information following an introduction to classics and other outstanding literary selections
- 5.36 Express and support opinions regarding literature read, when given the opportunity, as well as be able to analyze critically various types of literature, including their styles, themes, characterizations, etc.
- 5.37 Choose to share pleasurable reading, listening, and viewing experiences with others
- 5.38 Choose to browse through print and nonprint media for recreation or information during leisure time
- 5.39 Develop personal and school influenced criteria in order to become more sophisticated and discriminating in television and film viewing
- 5.40 Demonstrate respect for ownership rights and exhibit intellectual honesty
- 5.41 Demonstrate a concern for the rights of others, while performing study tasks in the media center, by working individually or in a group without disturbing those nearby
- 5.42 Share knowledge in using the media center with others
- 5.43 Demonstrate a responsible attitude toward maintenance of the media facility, its materials and equipment, respect for personnel, and greater understanding of the media program
- 5.44 Choose to assist with a variety of responsible media center tasks



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