

Philosophy

“God has revealed himself to man by gradually communicating his own mystery in deeds and in words” (Catechism of the Catholic Church 69). We see that from the beginning, God uses the written word in Sacred Scripture to reveal himself to man. As Catholics, we are not called to live a life of complacency, but rather we must always pursue truth. Jesus Christ is the way, the truth, and the life. Thus, in our journey to find God, we journey toward the truth. To find truth, we must know the Word made flesh, present in Scripture and written on our hearts. Through the Word made flesh, God reveals not only himself, but the true nature of man. It is our duty as educators to equip students with the skills they need in their pursuit of the Truth. In the words of St. John Bosco: “The school was not the end; it was rather the instrumental means for improving the way of life.”

Reading is foundational to most learning. Literature, in particular, can provide the experience of being part something beyond ourselves. As found in *Guadium et Spes*, literature can uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world. Literature also stimulates imagination, creativity, and a sense of empathy and compassion for those we know, and those we may never know in this world. There can be a sense of unity in society created by the common knowledge of literature and the written word.

A school library is essential to fulfilling the mission of Catholic education. Research has shown a strong link between school library programs and student achievement. To that end, a working knowledge of the library purpose, practice, and procedures, is necessary. While the way we access information is constantly changing, students will always need guidance that the school library provides. To quote St. Jerome, the patron saint of librarians: “It is worse still to be ignorant of your ignorance.”

Reviewed and Updated by:

Stephanie Chaney, Librarian, Our Lady of Fatima Catholic School

Annette DiGiacomo, Librarian, Good Shepherd Catholic School

Emily Gadbois, Instruction Manager, Bishop Machebeuf High School

Lori Lucas, Librarian, St. Thomas More Catholic School

Erika Matteo, Media Specialist, Notre Dame Parish School

Archdiocese of Denver Catholic Schools
Media Literacy Benchmarks 2018

Introduction

The 2018 Media Literacy Benchmarks are the product of the review and revision of the 2015 Archdiocese of Denver Media Literacy Curriculum. A committee comprised of Library Media Specialists (LMS) reviewed the 2015 Media Literacy Benchmarks, various Catholic School Media Literacy standards, as well as relevant Church documents. The recommended benchmarks address the skills needed for students to be successful media consumers and creators.

The majority of benchmark activities are taught across all grade levels; therefore, benchmarks are listed to show levels of completion for skill mastery. Many of the elementary schools in the Archdiocese of Denver do not have a full-time Library Media Specialist, therefore this document should be included in Language Arts instruction when there is not a designated LMS to provide instruction.

The following are suggested best practices to address various staffing considerations.

- A. Full-time LMS staff
 - LMS staff should address all benchmarks with students using the LMC.

- B. Part-time/Volunteer staff
 - Collaborate with teachers to determine which benchmarks will be addressed in the LMC.

- C. Unstaffed LMC/No LMC/Classroom library only
 - The classroom and/or language arts teacher should teach as many benchmarks as possible.

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Library Purpose and Practices Benchmarks

1. The student identifies that print and digital information may be presented in a variety of formats including text, image, audio, and video.
2. Student demonstrates knowledge of appropriate procedures and personal responsibility in the Library Media Center (LMC).
3. The student handles and cares for materials and equipment properly.
4. The student recognizes that print and digital media have academic and personal uses.
5. The student demonstrates a working knowledge of LMC.
 - The student locates and uses all areas of the LMC including the circulation area, catalog system, fiction, non-fiction, and reference.
 - The student demonstrates understanding of the alphabetical arrangement of books in the library.
 - The student uses the Dewey Decimal system to locate books.
6. The student understands the role of the public library.
7. The student identifies the on-line catalog as the index of the library collection and interprets catalog information to locate library materials.
8. Student can locate resources related to the Catholic faith: Bibles, bible stories, Church documents, lives of the saints, etc.

Literacy Benchmarks

1. The student actively listens to fluent oral reading of a variety of materials, via read aloud and technology.
2. The student is exposed to a variety of literary genres.
3. The student can select appropriate books to read or have read to him/her.
 - The student can identify award-winning books.
 - The student can identify books in a series.
 - The student can identify books at his/her reading level.
 - The student can identify books with age-appropriate content.
4. The student can communicate information about literature and literary elements.
 - The student can identify the distinction between author and illustrator.
 - The student can identify feelings and emotions of characters in a story.
 - The student can identify the setting of a story.
 - The student places events of plot in sequential order.
 - The student listens to and learns to appreciate literary devices such as repetition, rhyme, alliteration, and onomatopoeia.

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- The student can make the distinction between reality and fiction in literature.
 - The student can use inference and prediction to draw conclusions from text.
 - The student follows a storyline involving several characters.
 - The student identifies conflict in a story.
 - The student distinguishes between figurative and literal language in text.
5. The student participates in reading incentives or other programs to foster love of reading.

Information Literacy Benchmarks

1. Students distinguish between fact, fiction, opinion and bias.
2. The student uses grade appropriate reference tools, both print and electronic.
3. The student can identify primary and secondary sources.
4. The student uses different parts of a book to access information e.g. back cover, title page, table of contents, glossary, index, and copyright page.
5. The student develops skills in gathering analyzing, interpreting, organizing, and evaluating information from all sources (written, images, print, digital) consistent with the teachings of the Catholic church.
6. The student defines plagiarism is the unauthorized use of information, research, or ideas produced by another author.
 - The student can identify activities that constitute plagiarism.
 - Student identifies plagiarism as morally and ethically wrong, and in conflict with the teaching of the Catholic Church.
7. Students practice appropriate methods of citation.
8. Students practice digital citizenship in the context of the Catholic church teachings.
 - Safety and Security
 - Ethics and Behavior
 - Digital Literacy Skills

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- 1 Introduction**
- 2 Active teaching**
- 3 Model/Practice**
- 4 Mastery/Reinforcement/Enrichment**

* Available resources for each teaching target are located in a wiki here: <https://bit.ly/2jGfJo9>

BENCHMARKS	P	K	1	2	3	4	5	6	7	8	9	10	11	12	*Resources Available
LIBRARY PURPOSE AND PRACTICES															
1. The student identifies that print and digital information may be presented in a variety of formats including text, image, audio, and video.	1	1	1	2	2	3	3	4	4	4	4	4	4	4	
2. Student demonstrates knowledge of appropriate procedures and personal responsibility in the LMC.	1	1	2	3	3	3	4	4	4	4	4	4	4	4	
3. The student handles and cares for materials and equipment properly.	1	2	2	3	3	4	4	4	4	4	4	4	4	4	*
4. The student recognizes that print and digital media have academic and personal uses.	1	1	2	2	2	3	3	4	4	4	4	4	4	4	
5. The student demonstrates a working knowledge of LMC.	1	1	1	2	2	3	3	3	4	4	4	4	4	4	*
<ul style="list-style-type: none"> • The student locates and uses all areas of the LMC including circulation, catalog system, fiction, non-fiction, and reference. 	1	1	2	2	3	3	4	4	4	4	4	4	4	4	
<ul style="list-style-type: none"> • The student demonstrates understanding of the alphabetical arrangement of books in the library. 	1	1	2	2	3	3	4	4	4	4	4	4	4	4	*

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BENCHMARKS	P	K	1	2	3	4	5	6	7	8	9	10	11	12	*Resources Available
<ul style="list-style-type: none"> • The student uses the Dewey Decimal system to locate books. 	1	1	1	2	2	3	3	3	4	4	4	4	4	4	*
6. The student understands the role of the public library.	1	1	2	3	3	4	4	4	4	4	4	4	4	4	*
7. The student identifies the on-line catalog as the index of the library collection and interprets catalog information to locate library materials.	-	-	-	1	2	2	3	3	4	4	4	4	4	4	*
8. Student can locate resources related to the Catholic faith: Bibles, bible stories, Church documents, lives of the saints, etc.	1	1	2	2	3	3	4	4	4	4	4	4	4	4	

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BENCHMARKS	P	K	1	2	3	4	5	6	7	8	9	10	11	12	*Resources Available
LITERACY															
1. The student actively listens to fluent oral reading of a variety of materials, via read aloud and technology.	1	2	2	3	3	4	4	4	4	4	4	4	4	4	
2. The student is exposed to a variety of literary genres.	1	1	2	2	3	3	4	4	4	4	4	4	4	4	*
3. The student can select appropriate books to read or have read to him/her.	1	1	2	2	3	3	4	4	4	4	4	4	4	4	*
• The student can identify award-winning books.	1	1	2	2	3	3	4	4	4	4	4	4	4	4	*
• The student can identify books in a series.	1	1	2	2	3	4	4	4	4	4	4	4	4	4	
• The student can identify books at his/her reading level.	1	1	2	2	3	4	4	4	4	4	4	4	4	4	*
• The student can identify books with age-appropriate content.	1	1	2	3	3	4	4	4	4	4	4	4	4	4	*
4. The student can communicate information about literature and literary elements.	1	1	2	2	2	3	3	3	3	3	4	4	4	4	
• The student can identify the distinction between author and illustrator.	1	2	3	3	4	4	4	4	4	4	4	4	4	4	*

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BENCHMARKS	P	K	1	2	3	4	5	6	7	8	9	10	11	12	*Resources Available
<ul style="list-style-type: none"> • The student can identify feelings and emotions of characters in a story. 	1	2	3	3	4	4	4	4	4	4	4	4	4	4	*
<ul style="list-style-type: none"> • The student can identify the setting of a story. 	1	1	2	2	3	3	4	4	4	4	4	4	4	4	*
<ul style="list-style-type: none"> • The student places events of plot in sequential order. 	1	1	2	2	3	3	4	4	4	4	4	4	4	4	*
<ul style="list-style-type: none"> • The student listens to and learns to appreciate literary devices such as repetition, rhyme, alliteration, and onomatopoeia. 	1	1	2	2	3	3	4	4	4	4	4	4	4	4	*
<ul style="list-style-type: none"> • The student can make the distinction between reality and fiction in literature. 	1	1	2	2	3	3	4	4	4	4	4	4	4	4	*
<ul style="list-style-type: none"> • The student can use inference and prediction to draw conclusions from text. 	1	1	2	2	2	3	3	4	4	4	4	4	4	4	*
<ul style="list-style-type: none"> • The student follows a storyline involving several characters. 	1	1	2	2	3	3	4	4	4	4	4	4	4	4	*
<ul style="list-style-type: none"> • The student identifies conflict in a story. 	1	1	1	2	3	4	4	4	4	4	4	4	4	4	*
<ul style="list-style-type: none"> • The student distinguishes between figurative and literal language in text. 	1	1	1	1	2	2	2	3	3	3	4	4	4	4	*

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BENCHMARKS	P	K	1	2	3	4	5	6	7	8	9	10	11	12	*Resources Available
5. The student participates in reading incentives or other programs to foster love of reading.	1	2	2	3	3	4	4	4	4	4	4	4	4		*

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1 Introduction 2 Active teaching 3 Model/Practice 4 Mastery/Reinforcement/Enrichment															
* Available resources for each teaching target are located in a wiki here: https://bit.ly/2jGfJo9															
BENCHMARKS	P	K	1	2	3	4	5	6	7	8	9	10	11	12	*Resources Available
1. Students distinguish between fact, fiction, opinion and bias.	1	1	1	2	2	3	3	4	4	4	4	4	4	4	
2. The student uses grade appropriate reference tools, both print and electronic.	1	1	1	2	3	3	3	4	4	4	4	4	4	4	*
3. The student can identify primary and secondary sources.	1	1	1	1	1	2	2	3	3	4	4	4	4	4	
4. The student uses different parts of a book to access information e.g. back cover, title page, table of contents, glossary, index, and copyright page.	1	1	1	2	3	3	4	4	4	4	4	4	4	4	*
5. The student develops skills in gathering analyzing, interpreting, organizing, and evaluating information from all sources (written, images, print, digital) consistent with the teachings of the Catholic church.	1	1	1	1	2	2	3	3	4	4	4	4	4		*
6. The student defines plagiarism is the unauthorized use of information, research, or ideas produced by another author.															*

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<ul style="list-style-type: none"> The student can identify activities that constitute plagiarism. 	1	1	2	2	2	3	3	4	4	4	4	4	4	4	*
<ul style="list-style-type: none"> Student identifies plagiarism as morally and ethically wrong, and in conflict with the teaching of the Catholic Church. 	1	1	2	2	2	3	3	3	3	3	4	4	4	4	*
7. Students practice appropriate methods of citation.	1	1	1	2	2	3	3	3	3	3	4	4	4	4	*
8. Students practice digital citizenship in the context of the Catholic church teachings.	1	1	2	2	2	2	2	2	3	3	3	3	4	4	*
<ul style="list-style-type: none"> Safety and Security 	1	1	2	2	2	2	2	2	3	3	3	3	4	4	*
<ul style="list-style-type: none"> Ethics and Behavior 	1	1	2	2	2	2	2	2	3	3	3	3	4	4	*
<ul style="list-style-type: none"> Digital Literacy Skills 	1	1	2	2	2	2	2	2	3	3	3	3	4	4	*

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MEDIA SPECIALIST JOB DESCRIPTION

The primary role of the Media Specialist is to support the implementation of the curriculum. In this role, the Media Specialist works to support and to collaborate with the teachers to prepare students for success in lifelong learning. The Media Specialist also works directly with the students in teaching information literacy and engendering a love of learning.

The Media Specialist is responsible to the principal and consults with her/him regularly. Together, they determine the policy for acquisition and approval of materials.

The major roles of the Media Specialist are:

- To enrich and support academics.
- To create and develop an engaging, appropriate and useful collection for a Catholic school library.
- To enhance learning and teaching through research and collaboration.
- To encourage a love of reading.
- To support and enhance the Catholic identity of the school.

A Catholic school Media Specialist:

- Instructs students in the choice and use of appropriate print and non-print library materials.
- Collaborates with teachers in the choice and use of print and non-print library materials appropriate for the curriculum.
- Develops a research and library skills program relating to the needs of students using appropriate standards.
- Plans with teachers for meaningful and effective grade appropriate instruction.
- Selects and orders materials appropriate for the grade level and curriculum.
- Manages budgetary allocations wisely.
- Consults with school community when selecting materials.
- Eliminates (weeds out) materials that are outdated or worn.
- Maintains and updates the catalog (automated preferred).
- Processes, or supervises processing, materials to be ready to put on the shelf.
- Inventories regularly to determine the status of the collection.
- Understands and collaborates in the implementation of the role of technology in instruction and research.
- Instructs students to be responsible users of technology.
- Establishes library media center policies.
- Supervises library paraprofessionals, student workers, and volunteers.
- Adheres to copyright laws and assists teachers and students to do so.
- Works to improve the level of librarianship throughout the Archdiocesan school system.
- Demonstrates commitment to the profession by belonging to professional library organizations and attending meetings, workshops, conferences, and other activities related to the field.
- Keeps informed and up-to-date on educational issues and initiatives as they relate to the library/technology.