Glossary for the School Library Media State Curriculum

Accepted by the Maryland State Board of Education - 26 October 2010

Appreciate
Knowing or understanding the value of something or judging it with heightened perception or understanding.

Background Knowledge (Information)
An initial overview of a topic often gained through a general reading such as an encyclopedia entry or through an introductory lesson/lecture.

Class Source List
A list of sources created in a specific format with guidance by the whole class.

Collaboratively
Working with and in a peer group.

Creative Commons
Within the guidelines of a license, share, remix, and reuse intellectual property as opposed to copyright protection of intellectual property.
http://creativecommons.org/about/licenses/

Digital Etiquette
The conventional rules of personal behavior pertaining to courteous online practices. For example, considering sensitivities, multiculturalism, diversity, conventions, and tone.

Directed Reflection
Guided personal feedback.

Efficiently
Employing effective strategies to create a product, to include time management, following the inquiry process.

Ethically Find, Generate, Record and Organize (HS level)
Follow the inquiry process with intellectual integrity. For example, creating a source list rather than copying the works cited from a published source without reading the sources or making up sources; recording actual results rather than making them up; not taking information out of context, or misquoting information.

Fair Use Policy
The allowance for limited use of copyrighted material without requiring permission from the rights holders, such as for commentary, criticism, news reporting, research, teaching or scholarship. For example - using a single copy of up to 10% of a musical composition in print, sound, or multimedia form.
www.copyright.gov/fls/fl102.html

Find
To obtain information from within a source.

Independently
Without direct instruction or modeling by a teacher/media specialist.

Inquiry Process
Using a model to solve all kinds of problems, whether personal or academic:
- defining and refining a problem or question
- ethically locating and evaluating resources and sources
- ethically finding, generating, recording, and organizing data/information
- ethically interpreting recorded data/information to generate new knowledge
- ethically sharing findings/conclusions
- evaluating the product and process

Intellectual Integrity
To take pride in the work you do; to respect others' words and ideas; to give credit where credit is due.

Library
 A virtual or physical organized collection of information.

Literary Elements
Plot, setting, theme, character, problem/solution, etc.

Literature
Referring to Literary productions as a whole – can be fiction or nonfiction text. Might also refer to the body of books or writings that that encompass a particular subject.

Literature-to-literature
Comparing written texts.

Literature-to-multimedia
Comparing written text to images, films, music, etc.

Literature-to-self
Comparing written text to personal experiences.

Literature-to-world
Comparing written text to global events, past, present, and future.

Locate
Physically access a source, ie, the placement of a source within a library, on a shelf, in a database, or on the Internet.

Manipulate
To process, organize, or operate on mentally or logically; to handle with mental or intellectual skill or to adapt or change to suit one's purpose or advantage in the context of creating a new product.

Personal Need
An information need coming from the student rather than from an assignment. For example, a student needs to find a job or research where to go on vacation.

Plagiarism
Using the words, music, images or IDEAS of another person as your own. Specifically, putting an idea "into your own words" does not avoid plagiarism, nor does it make it one's own. Credit must still be given to the source.

Prior Knowledge
Information that a student knows before a lesson/instruction/research/exploration.

Refine
To clarify, improve, and polish a research question or information need throughout the inquiry process.

Resource
The broad category of information formats, such as encyclopedias, databases, atlases, Web sites, trade books, etc.

Scope
Ascertaining the breadth and depth of a topic (narrow/broad). The area covered by a given activity or subject.

Search Strategies
A method for finding information. For example, search terms, keywords, Dewey Decimal System, search engines, controlled vocabulary, free Language, subject headings, etc.

Source
A work, etc., supplying information or evidence (esp. of an original or primary character) as to some fact, event, or series of these. Could also be a person supplying information, an informant, a spokesman.

Sometimes used in the context of primary and secondary sources - primary source is when the information came from a witness or someone experiencing the event. A secondary source is when the person heard about it so the facts may not be true or might not. Sometimes also used when referring to primary and secondary source documents – example: a primary source document is the U.S. Constitution, a secondary source document would be someone writing an interpretation of what was meant by the writers of the Constitution.

Style
A method of citation, such as APA, MLA, Chicago Manual of Style, or Turabian.

Universal Design
Using principals to create information products that reduce barriers to accessing the content of the product.
http://www.cast.org/research/udl/index.html