

SAMPLE

Curriculum-Integrated K-12 Information Literacy Expectations

Learning Expectation 1:

Students will survey an information topic by defining the problem and identifying the information needed.

Primary (K-2) students will be able to:

1. Rephrase the classroom assignment: What am I supposed to do?
2. List some types of resources on the topic that might be helpful.
3. Complete a topic chart: What I know, What I think I know, What I need to find out.
4. Brainstorm questions about the topic.

Intermediate (3-5) students will be able to:

1. Understand the criteria for the research assignment.
2. List the types of information that will be most helpful.
3. Read from print and electronic encyclopedias for an overview of the topic.
4. Develop questions about the topic.
5. Use brainstorming or idea generating software to define or refine the information problem or research question.

Middle School (6-8) students will be able to:

1. Understand the criteria for the research assignment.
2. Identify the types of materials with useful information: reference, periodicals, non-fiction, electronic, interviews, media resources.
3. Read from print and electronic general reference sources to gain an overview of the topic.
4. Break down the topic into several researchable questions.
5. Use brainstorming or idea generating software to define or refine the information problem or question.

High School (9-12) students will be able to:

1. Understand the criteria for the research assignment.
2. Read from print and electronic encyclopedias to survey the topic.
3. Skim and read from general and specialized print/electronic reference sources to develop preliminary questions about the topic.
4. Determine the types of information required.
5. Investigate the scope of resources available.
6. Develop preliminary questions about the topic.
7. Use brainstorming or idea generating software to define or refine the information problem or research question.

Learning Expectation 2:

Students will develop information-seeking strategies by investigating a wide variety of resources.

Primary (K-2) students will be able to:

1. Gather and/or read information on the topic from a variety of sources. including the classroom, the library media center and the public library
2. Determine which resources are best to use and tell why.
3. Web or map a topic from background information and preliminary searching.

Intermediate (3-5) students will be able to:

1. Gather background information by reading, viewing or listening to a variety of pre-selected and self-selected learning resources.
2. Competently investigate resources listed in the online catalog to determine what information is available in the library media center.
3. Skim general and specialized reference sources, print and electronic.
4. Web, map or diagram a main topic with sub-topics.

Middle School (6-8) students will be able to:

1. Understand organizational systems for resources.
2. Search the library media center online catalog.
3. Read, view and listen to a variety of pre-selected and self-selected resources.
4. Assess the value of the various types of electronic resources for data gathering, including databases, CD-ROM resources, Internet sites and electronic databases.
5. Identify and understand key words related to a topic.
6. Use subjects (directories) to explore a topic.
7. Map or outline a topic with subtopics.
8. Expand or narrow a topic using cross-references, sub-headings and tracings based on preliminary questions and searching.

High School (9-12) students will be able to:

1. Independently search the library online catalog.
2. Read, view and listen to a variety of sources on the topic to refine the questions.
3. Assess the value of the various types of electronic resources for data gathering, including databases, CD-ROM resources, Internet sites, electronic reference works, community and government electronic resources.
4. Use WWW search engines and directories to survey a topic.
5. Develop a vocabulary for the topic.
6. Develop a list of search words.
7. Prepare a search statement.
8. Narrow or expand the topic based on preliminary searching.
9. Frame a research question.

Learning Expectation 3:

Students will access information resources to locate specific information.

Primary (K-2) students will be able to:

1. Identify different areas of the library media center.
2. Identify parts of the collection by proper name and determine which parts will be most helpful.
3. Know the location of specific book collections and find books on a specific topic.
4. Differentiate between fiction and non-fiction.
5. Use a simple table of contents and index.
6. Understand resource check in/check out procedures and circulation rules.
7. Recognize the online catalog as a tool for locating media center materials.
8. Understand procedures for use of library media center.

Intermediate (3-5) students will be able to:

1. Understand the location and organization of media center materials.
2. Understand how to access the media facilities, equipment and materials as an individual or as part of a class.
3. Understand and use the online catalog to locate resources.
4. Identify material types in the catalog by call number information.
5. Locate materials by proper call numbers.
6. Locate a book by author, title or subject.
7. Understand the Dewey Decimal System.
8. Use organizational systems within resources to locate specific information.
9. Use bibliographies to locate materials.
10. Locate specific reference materials.
11. Differentiate between resources on CD-ROM, the local area network and the Internet.
12. Use the table of contents and the index of a book or reference tool.
13. Investigate a variety of print, non-print and electronic resources.
14. Use computer software and other media to organize and further explore information.
15. Use the electronic bookmark to locate pre-selected web sites.

Middle (6-8)

Understand the location and organization of media center materials.

Access appropriate print reference sources, general and specialized.

Use the organizational features of a book, such as table of contents, indexes and bibliographies.

Use keyword indexes and subject directories, print or electronic

Use search engines and search directories.

Use basic electronic searching rules - Boolean (+, -, ").

Identify and use cross-references.

Locate periodical articles using traditional and electronic indexes.

Distinguish between electronic resources: local CD's, networked CD's, Internet.

Become familiar with search features of individual CD products.

High School (9-12)

Comprehend the systematic organization of resources within the media center, including specialized collections.

Use organizational systems - alphabetical, decimal and chronological - to locate resources.

Access materials to match and challenge ability level.

Use Internet browser features to track information links.

Use indexes, tables of contents, bibliographies, and chronologies.

Distinguish between electronic resources: CD-ROM's, proprietary databases, Internet, etc.

Understand the features of electronic and print periodical indexes.

Use a full text electronic periodical resource.

Access various search engines/directories and use searching rules/help screens.

Recognize differences in search engines.

Use individual CD products recognizing unique features.

Learning Expectation 4, Use of information:

Students will evaluate resources for their appropriateness, select the best and extract the most relevant information.

Primary (K-2)

Identify different kinds of books -i.e. biographies, poetry, fiction, non-fiction.
Sort and select materials for a specific purpose.
Determine whether reading level of material selected is appropriate.
Know if fiction or non-fiction is appropriate.
Browse through magazines and books for visual information.
Skim through an easy informational book to find something specific.
Read, view or listen for relevant information.
Orally, contribute new information to the understanding of the topic.
Relate details to the topic - in a sentence or paragraph.

Intermediate (3-5)

Use skimming and scanning techniques to identify important information.
Read, listen or view information selected from the catalog.
Use copyright information to determine timeliness.
Evaluate materials for individual skill, level and purpose.
Interpret information from various non-print media.
Interpret visual information from maps, graphs, charts, tables and pictures.
Use special biographical references.
Read for understanding magazine articles in electronic format.
Evaluate information from the print periodical collection.
Use the interview as a primary source.
Take notes in own words.
Compose a bibliography.
Develop an awareness of copyright guidelines.
Web or outline the selected information in own words.
Use computer productivity tools to collect and organize information - word processor.
Use features of the web and CD sources to select and print out information.

Middle (6-8)

Scan the parts of the book to evaluate its usefulness.
Evaluate materials based on relevant criteria (copyright, author, publication data, reading level, organization and content).
Determine differences among types of resources and select accordingly.
Distinguish between primary and secondary resources.
Use primary sources when appropriate.
Use special biographical, historical and literary references.
Use special topic encyclopedias.
Use reading strategies to determine which information is appropriate (scan, read for understanding, take notes).
Collect evidence and details to support the topic.
Recognize point of view or bias in the presentation of the information.
Cite and credit resources with an accurate bibliography based on the Needham MA Public School model.
Identify copyright issues, plagiarism, and ethical conduct (Acceptable and electronic communications use policies) related to print and electronic information.
Web or outline the selected information in student's own words.

Use computer productivity tools to collect and organize information - word processor, database, spreadsheet.

Use the features of the web and CD sources to select, save, print out, copy and paste information.

High School (9-12)

Use reading strategies to determine which information is appropriate (scan, read for understanding, take notes).

Read from specialized biographical, historical and literary references.

Read from special topic encyclopedias.

Distinguish between primary and secondary sources.

Read primary sources when appropriate.

Collect and use bibliographic information.

Recognize point of view or bias in the presentation of the information.

Evaluate timeliness, point of view and accuracy of all materials.

Evaluate selected resources for specific appropriateness to the topic.

Collect evidence and details to support the topic.

Scan and evaluate results of an electronic search.

Read and evaluate the information at relevant World Wide Web sites, note URL.

Evaluate the credibility, accuracy, reliability and support for World Wide Web sites.

Use the features of the web and CD sources to select, save, print out, copy and paste text and images.

Understand copyright guidelines, plagiarism and ethical conduct (AUP) related to print and electronic information.

Cite and credit resources with an accurate bibliography based on the Needham MA Public Schools model.

Use computer productivity tools to collect and organize information - word processor, database, spreadsheet.

Learning Expectation 5, Knowledge Product Development:

Students will organize new information from multiple sources to construct a knowledge product that communicates the results of their research.

Primary (K-2)

Create and share pictures.

Use new words or sentences with the pictures.

Present information orally with print or electronic illustrations.

Intermediate (3-5)

Consider the purpose and audience for the product and/or presentation.

Select a media format (posters, transparencies, audio recordings, video, slide shows, word processing) to present new understandings.

Organize the information appropriate to the format.

Create a storyboard, script, layout or rough draft from notes.

Middle (6-8)

Consider the purpose and audience for the product and/or presentation.

Select an appropriate media format to communicate new understandings and knowledge (posters, transparencies, slide shows, hypermedia, word processing and publishing, web pages, video/editing)

Organize the information appropriate to the format.

Create a storyboard, script, layout or rough draft of research notes.

Use word processing, editing and spelling tools to produce an original product.

Practice teamwork skills, when appropriate.

High School (9-12)

Consider the purpose and audience for the product and/or presentation.

Select an appropriate media format (oral, written, web/multimedia, TV/video) to communicate new understandings and knowledge.

Organize the information appropriate to the format.

Create a storyboard, script, layout or rough draft of research notes.

Use word processing, editing, dictionary and thesaurus tools to produce a polished, original product that clearly communicates research results.

Practice teamwork skills.

Learning Expectation 6: Evaluation:

Students will assess the final product and the research process. This will include both self and peer evaluation.

Primary (K-2)

What I liked? What was easy? What was difficult?

Ask questions, contribute a relevant comment.

What I learned? What materials were most/least helpful? What I might do differently next time?

Intermediate (3-5)

Evaluate the product against the project criteria.

Identify helpful resources and their features.

Identify new information skills and technology skills.

Summarize new knowledge gained through peer presentations.

Offer constructive suggestions and comments to peers about the content and the format.

Middle (6-8)

Review and evaluate the process of transforming information to knowledge.

Identify new information and technology skills.

Identify helpful resources and their features.

Evaluate the product against the project criteria.

Summarize new knowledge gained through peer presentations.

With peer presentations, practice active listening by asking questions, making comments and offering constructive suggestions about the content, format and presentation.

High School (9-12)

Evaluate the usefulness of resources.

Comment on the appropriateness of materials.

Identify new sources used, new skills acquired.

Use the project criteria to evaluate peer and student's own projects.

Summarize new knowledge gained through peer presentations.

With peer presentations practice active listening by asking questions, making comments or constructive suggestions about the content, format and presentation.

Credits:

- AASL/AECT *Information Power: Building Partnerships for Learning*. Chicago: American Library Association, 1998.
- Burlington MA Public Schools. *Summer 2000 Media Literacy Curriculum Writing Workshop*, Burlington MA: Burlington Public Schools, 2000.
- Eisenberg, Michael B. *Information Problem Solving*. Norwood, NJ: Ablex Pub., 1990.
- Needham MA Public Schools. *Connecting the Media Center with State Frameworks*. Needham, MA, Needham Public Schools, 1999.

Web Linked Resources:

- Ludlow MA High School Library Information and Technology Benchmarks
<http://www.samnet.net/ludlowhs/lmc/infolit.htm>
- Shrewsbury MA Grade 2 & 3 Information Literacy Standards and Indicators
<http://www.shrewsburyma.gov/schools/central/curriculum/elementary/benchmarks/benchmarks.htm>
- Waltham MA Public Schools Elementary Benchmarks
<http://www.city.waltham.ma.us/SCHOOL/WebPAge/elbm.htm>
- Clarkstown Central School District West Nyack, NY Information Literacy Curriculum
<http://www.ccsd.edu/Web/Elementary/bardonia/CCSDLibraryCurriculum>
- Debbie Abilock's NoodleTools
Information Literacy: An overview of design, process and outcomes
<http://www.noodletools.com/debbie/literacies/information/1over/infolit1.html>
- JEFFCO Public Schools Information Literacy Standards:
Interdisciplinary Process Skills
<http://jeffcoweb.jeffco.k12.co.us/isu/itech/library/infolit/>
- Johnson, Doug. A curriculum built not to last. *School Library Journal*. April, 1999.
<http://www.doug-johnson.com/dougwri/curriculum.html>
- Kenosha Unified School District No. 1 Information Literacy Standards
http://www.kusd.edu/curriculum/sb/info_lit/02_info_lit_toc.htm
- Strongest Links: The website for UK School Librarians -- Information Literacy
http://www.strongest-links.org.uk/infolit_6_evaluating.htm
- Teaching Information Literacy: The Big Six Skills Approach to Information Problem Solving
http://www.itrc.ucf.edu/webcamp/final_projects/barney/big6.html
- Washington LMA/OSPI Essential Skills & Benchmarks for Information Literacy
<http://www.wlma.org/Instruction/benchmarks.htm>
- Wisconsin Model Academic Standards for Information & Technology Literacy
<http://www.dpi.state.wi.us/dltcl/imt/itlstfst.html>

(All URLs accessible on October 15, 2003)