

Information Literacy Curriculum

CLARKSTOWN CENTRAL SCHOOL DISTRICT

WEST NYACK, NY

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OVERVIEW

Our library curriculum is a standards based curriculum. The New York State Learning Standards emphasizes the ability of students at all levels to access, evaluate and use information resources such as primary source documents, new technologies, and Internet sites. The role of the school library media specialist is crucial if our students are to meet the New York State Standards. The intent of this curriculum is to guide the school library media specialists in our district to accomplish this goal.

The American Library Association has proposed a set of national standards for information literacy published as [INFORMATION POWER The Nine Information Literacy Standards for Student Learning](#) (cited in this document as *Information Power*). These nine standards are specific to school library media specialists and are useful to understanding our role in using the New York State Standards.

Technology is fundamental to the library curriculum. Information is frequently delivered through a technological medium therefore the library curriculum integrates the district's newly revised technology curriculum.

It is important for all of our schools to use a common research technique. We have adopted the "Big6(tm) Skills Curriculum" (<http://big6.com/>) developed by Michael B. Eisenberg (University of Washington) and Robert E. Berkowitz (Syracuse University) as the research strategy students will apply to their assignments.

INTRODUCTION

The integration of technology into the curriculum creates new opportunities for the media specialist, teachers, and students. The instructional role of the media specialist to teachers is one of a consultant. Collaboration between the media specialist and teacher is key in this role. The media specialist does not teach library curriculum as an isolated activity. The media specialist and teacher working together develop lessons which create a learning environment in which students have a practical application for the information seeking skills acquired in library classes.

This curriculum document is a working document, which will grow and change over time as new information resources are introduced in libraries and as federal and state standards for library media centers are developed.

In recent years, information literacy skills have diversified. In addition to books, periodicals, cassettes and microfiche, we can also access information through the Internet, CD-ROMs, periodical databases, and VHS tapes. As media and information specialists, we recognize the vital role that each of these information resources has in providing information to all students. This curriculum guide is structured to integrate all information resources currently available for use in library media centers to meet student's different learning styles and special needs.

The degree of success of an information literacy program does not depend solely on this document. To facilitate the success of the information literacy program, each school in the Clarkstown Central School District must support the curricular goals. This includes: common planning time for media specialists and teachers; appropriate staffing according to ALA standards; appropriate funding according to ALA standards;

equal access for all students and staff; and including staff development for media specialists.

PHILOSOPHY

There is a staggering amount of information available to students and with each passing year it is increasing exponentially. With this increase, information literacy becomes more important to our students every year. For students to take full advantage of the information that is available to them, they must have the skills to find, evaluate, and use the information they need, otherwise the research task is overwhelming. With information literacy skills, students will possess the capability to transfer their information knowledge to real-life information needs situations. With this curriculum, students will master the use of information, whether that information is obtained from a library or on a home computer.

The intent of Clarkstown's library curriculum framework is to create consistency and momentum in the district's information literacy program. This intent is directing our plan to fully integrate information literacy curriculum into the subject curriculum district-wide. Research indicates that information literacy skills taught in a vacuum remain at the introductory skills level. To teach beyond this introductory level, we must integrate information skills into all curriculum areas and we must commit our information literacy programs to the goals and principles presented here.

GOALS

The goals of our program are reflected in *Information Power* pp.6-7 and are as follows

- 1) To provide physical access to information through a complete and varied range on information resources;
- 2) To have a carefully selected and systematically organized local collection of diverse learning resources that represent a wide range of subjects, levels of difficulty, and formats;
- 3) To have a systematic procedure for acquiring information and materials from outside the library media center and the school through such mechanisms as electronic networks, interlibrary loan, and cooperative agreements with other information agencies; and instruction in using a range of equipment for accessing local and remote information in any format;
- 4) To provide learning experiences that encourage students and others to become discriminating consumers and skilled creators of information through comprehensive instruction related to the full range of communications media and technology;
- 5) To provide leadership, collaboration, and assistance to teachers and others in applying principles of instructional design to the use of instructional and information technology for learning;
- 6) To provide resources and activities that contribute to lifelong learning while accommodating a wide range of differences in teaching and learning styles, methods, interests, and capacities;

- 7) To provide a program that functions as the information center of the school, both through offering a locus for integrated and interdisciplinary learning activities within the school and through offering access to a full range of information for learning beyond this locus;
- 8) To provide resources and activities for learning that represent a diversity of experiences, opinions, and social and cultural perspectives and to support the concept that intellectual freedom and access to information are prerequisite to effective and responsible citizenship in a democracy.

LEARNING AND TEACHING PRINCIPLES OF SCHOOL LIBRARY MEDIA PROGRAMS

(From *Information Power*, p. 58)

Principle 1: The library media program is essential to learning and teaching and must be fully integrated into the curriculum to promote students' achievement of learning goals.

Principle 2: The information literacy standards for student learning are integral to the content and objectives of the school's curriculum.

Principle 3: The library media program models and promotes collaborative planning and development of curriculum between the school library media specialist and the classroom teacher.

Principle 4: The library media program models and promotes creative, effective, and collaborative teaching.

Principle 5: Access to the full range of information resources and services through the library media program is fundamental to learning.

Principle 6: The library media program encourages and engages students in reading, viewing, and listening for understanding and enjoyment.

Principle 7: The library media program supports the learning of all students and other members of the learning community who have diverse learning abilities, styles, and needs.

Principle 8: The library media program fosters individual and collaborative inquiry.

Principle 9: The library media program integrates the uses of technology for learning and teaching.

Principle 10: The library media program is an essential link to the larger learning community.

ALA STANDARDS AND NY STATE LEARNING STANDARDS

The American Library Association Information Literacy Standards for Student Learning do not stand isolated as a subject unto itself. Rather they are a set of skills, which are learned, practiced and mastered while incorporated into research projects assigned by any content area teacher. The sample presented illustrates the interdisciplinary relationship between the American Library Association Standards and the New York State Standards and exhibits a cross section of K –12 subject curriculum.

American Library Association Standards	Corresponding New York State Standards
<p><i>Standard 1:</i> The student who is information literate accesses information efficiently and effectively.</p>	<p><u>Learning Standards for Mathematics, Science, and Technology</u> Standard 2: Students will access, generate, process, and transfer information using appropriate technologies.</p> <p><u>Learning Standards for English Language Arts</u> Standard 1: Language for Information and Understanding. Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.</p> <p><u>Learning Standards for English Language Arts</u> Standard 2: Language for literary response and expression. Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.</p> <p><u>Learning Standards for Social Studies</u> Standard 1: History of the United States and New York. Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</p> <p><u>Learning Standards for Social Studies</u> Standard 2: World History. Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p> <p><u>Learning Standards for Social Studies</u> Standard 3: Geography. Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.</p> <p><u>Learning Standards for Social Studies</u> Standard 4: Economics. Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.</p> <p><u>Learning Standards for Social Studies</u> Standard 5: Civics, Citizenship, and Government. Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p>

<p><i>Standard 2: The student who is information literate evaluates information critically and competently.</i></p>	<p><u>Learning Standards for Mathematics, Science, and Technology.</u> Standard 6: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.</p> <p><u>Learning Standards for English Language Arts</u> Standard 3: Language for critical analysis and evaluation. Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.</p> <p><u>Learning Standards for the Arts</u> Standard 3: Responding to and analyzing works of art. Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.</p> <p><u>Learning Standards for the Arts</u> Standard 4: Understanding the cultural dimensions and contributions of the arts. Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.</p>
<p><i>Standard 3: The student who is information literate uses information accurately and creatively.</i></p>	<p><u>Learning Standards for Mathematics, Science, and Technology</u> Standard 2: Students will access, generate, process, and transfer information using appropriate technologies.</p> <p><u>Learning Standards for Mathematics, Science, and Technology</u> Standard 5: Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.</p> <p><u>Learning Standards for Mathematics, Science, and Technology</u> Standard 7: Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.</p> <p><u>Learning Standards for English Language Arts</u> Standard 4: Language for social interaction. Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.</p> <p><u>Learning Standards for the Arts</u> Standard 2: Knowing and using arts materials and resources. Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.</p>
<p>Independent Learning</p>	
<p><i>Standard 4: The student who is an independent learner is information literate and pursues information related to personal interests.</i></p>	<p><u>Learning Standards for Career Development and Occupational Studies</u> Standard 1: Career development. Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions. standard 2: Integrated learning. Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.</p>
<p><i>Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.</i></p>	<p><u>Learning Standards for the Arts</u> Standard 2: Knowing and using arts materials and resources. Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.</p>
<p><i>Standard 6: The student who is an independent learner is information literate and strives for excellence in</i></p>	<p><u>Learning Standards for Career Development and Occupational Studies</u> Standard 3a: Universal foundation skills. Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.</p> <p><u>Learning Standards for Career Development and Occupational Studies</u></p>

information seeking and knowledge generation	<i>Standard 3b: Career Majors. Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.</i>
Social Responsibility	
<i>Standard 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.</i>	<u>Learning Standards for Social Studies</u> <i>Standard 5: Civics, citizenship, and government. Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the U. S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</i>
Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.	<u>Learning Standards for Social Studies</u> <i>Standard 5: Civics, citizenship, and government. Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the U. S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</i>
Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.	<u>Learning Standards for Social Studies</u> <i>Standard 5: Civics, citizenship, and government. Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the U. S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</i>

BENCHMARKS: INFORMATION LITERACY STANDARDS

The following chart represents 5th – 12th grade curriculum benchmarks for the American Library Association's "Information Literacy Standards for Student Learning" including descriptors and outcome measures.

Standard 1: The student who is information literate accesses information efficiently and effectively.

Descriptor	Grade 5 Benchmark	Grade 8 Benchmark	Grade 12 Benchmark
a. Recognizes the need for information.	Gives examples of situations in which additional information (beyond one's own knowledge) is needed to resolve an information problem or question.	When faced with an information problem or question, determines whether additional information (beyond one's own knowledge) is needed to resolve it.	Assesses whether a range of information problems or questions can be resolved based on one's own knowledge or whether additional information is required.
b. Recognizes that accurate and comprehensive information is the basis for intelligent decision making.	Selects examples of accurate and inaccurate information and of complete and incomplete information for decision making.	Explains the differences between accurate and inaccurate information and complete and incomplete information for decision-making.	Judges the quality of decisions in terms of the accuracy and completeness of the information on which they were based.
c. Formulates questions based on information needs.	States at least one broad question that will help in finding needed information.	States both broad and specific questions that will help in finding needed information.	Revises, adds, and deletes questions as information needs change.
d. Identifies a variety of potential sources of information.	Lists several sources of information and explains the kind of information found in each.	Brainstorms a range of sources of information that will meet an information need.	Uses a full range of information sources to meet differing information needs.
e. Develops and uses successful strategies for locating information.	Lists some ideas for how to identify and find needed information.	Explains and applies a plan to access needed information.	Formulates and revises plans for accessing information for a range of needs and situations.

Standard 2: The student who is information literate evaluates information critically and competently.

Descriptor	Grade 5 Benchmark	Grade 8 Benchmark	Grade 12 Benchmark
a. Determines accuracy, relevance, and comprehensiveness.	Defines or gives examples of the terms "accuracy," "relevance," and "comprehensiveness"	Compares and contrasts sources related to a topic to determine which are more accurate, relevant, and comprehensive.	Judges the accuracy, relevance, and completeness of sources and information in relation to a range of topics and information problems.
b. Distinguishes among fact, point of view, and opinion..	Recognizes fact, opinion, and point of view in various information sources and products.	Explains how fact, point of view, and opinion are different from one another.	Assembles facts, opinions, and point of view as appropriate in one's own work.
c. Identifies inaccurate and misleading information.	Recognizes inaccurate or misleading information in information sources and products.	Explains why inaccurate and misleading information can lead to faulty conclusions.	Judges and supports judgements of the degree of inaccuracy, bias, or misleading information in information sources and products.
d. Selects information appropriate to the problem or question at hand.	Recognizes information that is applicable to a specific information problem or question.	Analyzes information from a variety of sources to determine its applicability to a specific information problem or question.	Integrates accurate, relevant, and comprehensive information to resolve an information problem or question.

Benchmarks: Information Literacy Standards

Standard 3: The student who is information literate uses information accurately and creatively

Descriptors	Grade 5 Benchmark	Grade 8 Benchmark	Grade 12 Benchmark
a. Organizes information for practical application	Describes several ways to organize information - for example, chronologically, topically, and hierarchically.	Organizes information in different ways according to the information problem or question at hand.	Organizes an information product that presents different
b. Integrates new information into one's own knowledge	Recognizes and understands new information and ideas.	Draws conclusions by combining what is already known about a topic with new information.	Integrates one's own previous knowledge with information from a variety of sources to create new meaning.
c. Applies information in critical thinking and problem solving.	Identifies information that meets a particular information need.	Uses information from a variety of sources to resolve an information problem or question.	Devises creative approaches to using information to resolve information problems or questions.
d. Produces and communicates information and ideas in appropriate formats.	Names a variety of different formats for presenting different kinds of information.	Chooses an appropriate format for presenting information based on the information itself, the audience, and the nature of the information problem or question.	Chooses the most appropriate format for presenting information and justifies that choice.

Benchmarks: Independent Learning Standards

Standard 4: the student who is an independent learner is information literate and pursues information related to personal interests.

Descriptors	Grade 5 Benchmark	Grade 8 Benchmark	Grade 12 Benchmark
a. Seeks information related to various dimensions of personal well-being, such as career interests, community involvement, health matters, and recreational pursuits.	Occasionally seeks information about aspects of personal interest or well-being.	Generally goes beyond one's own knowledge to seek information on aspects of personal interest or well-being.	Explores a range of sources to find information on aspects of personal interest or well-being.
b. Designs, develops, and evaluates information products and solutions related to personal interests.	Organizes and presents basic information related to topics of personal interests.	Creates information products and solutions related to topics of personal interest.	Judges the quality of one's own information products and solutions related to topics of personal interest.

Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

Descriptors	Grade 5 Benchmark	Grade 8 Benchmark	Grade 12 Benchmark
a. Is a competent and self-motivated reader.	Explains and discusses various examples of fiction.	Chooses fiction and other kinds of literature to read and analyzes literary plots, themes, and characters.	Reads avidly and evaluates the strengths and weaknesses of the literature read.
b. Derives meaning from information presented creatively in a variety of formats.	Explains and discusses films, plays, and other creative presentations of information.	Analyzes and explains information presented creatively in various formats.	Evaluates the strengths and weaknesses of various creative presentations of information.
c. Develops creative products in a variety of formats.	Expresses information and ideas creatively in simple formats.	Expresses information and ideas creatively in products that combine several formats.	Expresses information and ideas creatively in unique products that integrate information in a variety of formats.

Benchmarks: Independent Learning Standards

Standard 6: The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

Descriptors	Grade 5 Benchmark	Grade 8 Benchmark	Grade 12 Benchmark
a. Assesses the quality of the process and products of personal information seeking.	Retraces the steps taken to find information and explains which were most useful for resolving an information problem or question.	Assesses each step of the information-seeking process related to a specific information problem and assesses the result.	Evaluates the information-seeking process at each stage as it occurs and makes adjustments as necessary to improve both the process and the product.
b. Devises strategies for revising, improving, and updating self-generated knowledge.	Explains basic strategies for revising, improving, and updating work.	Selects and applies appropriate strategies for revising, improving, and updating work.	Recognizes gaps in one's own knowledge and selects and applies appropriate strategies for filling them.

Standard 7: The students who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.

Descriptors	Grade 5 Benchmark	Grade 8 Benchmark	Grade 12 Benchmark
a. Seeks information from diverse sources, contexts, disciplines, and cultures.	Identifies several appropriate sources for resolving an information problem or question.	Uses a variety of sources covering divers perspectives to resolve an information problem or question.	Seeks sources representing a variety of contexts, disciplines, and cultures and evaluates their usefulness for resolving and information problem or question.
b. Respects the principle of equitable access to information.	Explains why it's important for all classmates to have access to information, to information sources, and to information technology.	Uses information, information sources, and information technology efficiently so that they are available for others to use.	Proposes strategies for ensuring that classmates and others have equitable access to information, to information sources, and to information technology.

Benchmarks: Social Responsibility Standards

Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

Descriptors	Grade 5 Benchmark	Grade 8 Benchmark	Grade 12 Benchmark
a. Respects the principles of intellectual freedom.	Defines or gives examples of "intellectual freedom."	Analyzes a situation (e.g., a challenge to a book or video in the library media center) in terms of its relationship to intellectual freedom.	Predicts what might happen if the principles of intellectual freedom were ignored in one's own community.
b. Respects intellectual property rights.	Gives examples of what it means to respect intellectual property rights.	Analyzes situations (e.g., the creation of a term paper or the development of a multimedia product) to determine the steps necessary to respect intellectual property rights.	Avoids plagiarism, cites sources properly, makes copies and incorporates text and images only with appropriate clearance, etc., when creating information products.
c. Uses information technology responsibly.	States the main points of school policy on using computing and communication hardware, software, and networks.	Locates appropriate information efficiently with the school's computing and communications hardware, software, and networks.	Follows all school guidelines related to the use of computing and communications hardware, software, and networks when resolving information problems or questions.

Benchmarks: Social Responsibility Standards

Standard 9: The students who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

Descriptors	Grade 5 Benchmark	Grade 8 Benchmark	Grade 12 Benchmark
a. Shares knowledge and information with others.	Contributes to group efforts by seeking and communicating specific facts, opinions, and points of view related to information problems or questions.	Using information sources, selects information and ideas that will contribute directly to the success of group projects.	Integrates one's own knowledge and information with that of others in the group.
b. Respects others' ideas and backgrounds and acknowledges their contributions.	Describes others' ideas accurately and completely.	Encourages consideration of ideas and information from all group members.	Helps organize and integrate the contributions of all the members of the group into information products.
c. Collaborates with others, both in person and through technologies, to identify information problems and to seek their solutions.	Expresses one's own ideas appropriately and effectively, in person and remotely through technologies, when working in groups to identify and resolve information problems.	Participates actively in discussions with others, in person and remotely through technologies, to analyze information problems and to suggest solutions.	Participates actively in discussions with others, in person and remotely through technologies, to devise solutions to information problems that integrate group members' information and ideas.
d. Collaborates with others, both in person and through technologies, to design, develop and evaluate information products and solutions.	Works with others, in person and remotely through technologies, to create and evaluate simple information products.	Works with others, in person and remotely through technologies, to create and evaluate products that communicate complex information and ideas.	Works with others, in person and remotely through technologies, to create and evaluate complex information products that integrate information in a variety of formats.

PERFORMANCE INDICATORS: ELEMENTARY LEVEL

Students in the elementary Library Media Center are taught very specific skills that relate to basic library protocol. K – 5 students are expected to learn the purpose for and understand the uses of their library media center. Analysis of the use and purpose of the library media center reveals specific skills which can be broken down and taught over the six year period in elementary school. With these skills as a foundation, Clarkstown students can enter the Middle School prepared to build new library skills on this foundation and diversify their ability to be effective users of ideas and information.

Performance Indicators: Elementary Level Access Skills

Standard 1: The student can access information efficiently and effectively.

Adapted from "Developmentally Appropriate Library Media Skills Instruction" by Patience L. McGuire

School Library Media Activities Monthly February, 1998. Pages 22-28.

GRADE LEVEL LIBRARY MEDIA CENTER SKILLS (ACCESS)

	GRADE LEVEL					
	K	1	2	3	4	5
Know people working in the library/ask for help	X	X	X	X	X	X
Know how to check out a book	X	X	X	X	X	X
Replace books on shelf spine out	X	X	X	X	X	X
Know how to keep books clean and safe	X	X	X	X	X	X
Know how to use shelf markers	X	X	X	X	X	X
Learn to select books for personal enjoyment	X	X	X	X	X	X
Know how and when to return a book	X	X	X	X	X	X
Report damage or loss	X	X	X	X	X	X
	1	2	3	4	5	
Locate sections A through Z in the E area	X	X	X	X	X	
Use on-line catalog to find subjects, titles and authors	X	X	X	X	X	
Locate "E" call numbers on the workstation monitor	X	X	X	X	X	
Locate and identify call numbers on "E" area books	X	X	X	X	X	
Select and check out magazines	X	X	X	X	X	
	2	3	4	5		
Know the sections of the library (100, 200,...Fic,B,E)	X	X	X	X		
Locate fiction and biography books by call number	X	X	X	X		
Identify parts of a book	X	X	X	X		
Use print encyclopedias according to volume/number	X	X	X	X		
Use electronic encyclopedias	X	X	X	X		
Awareness of Internet as an information source	X	X	X	X		
Know different types of books (fiction, non-fiction, biography)	X	X	X	X		

Performance Indicators: Elementary Level Access Skills (Continued)

Know how to describe and cite a print source	X	X	X
Look up information in print and electronic encyclopedias	X	X	X
Use indexes of reference books (encyclopedias, almanacs...)	X	X	X
Use electronic workstations to browse/search for books	X	X	X
Use cross-references in online catalog	X	X	X
Use keyword search in multimedia encyclopedias	X	X	X
Define the need for information	X	X	X
Identify and select information from three types of sources	X	X	X
Save relevant information to digital document or notecard	X	X	X
Organize and present information from multiple sources	X	X	X
Use author, subject, key word strategies to locate books	X	X	X
		4	5
Locate books according to "whole" call numbers		X	X
Find specific biographies in biography section		X	X
Assist each other in basic research		X	X
Assist in clearing returned books (selected students)		X	X
Assist in checking books out (selected students)		X	X
Increase use of Internet and other electronic resources		X	X
Use magazine search engines		X	X
Use specialty reference works (biographical dictionary...)		X	X
Use basic research techniques		X	X
Know there is a Library of Congress system.		X	X
Know how to locate books in the story collection.		X	X
Know the sections of a newspaper		X	X
			5
Locate books according to complete decimal system			X
Re-shelve books (selected students)			X
Know how to recognize a URL address on a website			X
Refine basic research techniques using all media			X

Performance Indicators: Elementary Level Use and Evaluation Skills

Standard 2: The student can evaluate information critically and competently.

Standard 3: The student can use information accurately and creatively.

GRADE LEVEL LIBRARY MEDIA CENTER SKILLS (EVALUATE AND USE)

	<u>Grade Levels</u>					
	K	1	2	3	4	5
Practice good listening skills by hearing stories	X	X	X	X	X	X
Learn to identify authors/illustrators	X	X	X	X	X	X
Discuss and enjoy stories	X	X	X	X	X	X
Learn to select books for personal enjoyment	X	X	X	X	X	X
		1	2	3	4	5
Learn basic criteria for examining books.		X	X	X	X	X
Know specific illustrators and authors		X	X	X	X	X
Learn about Caldecott books		X	X	X	X	X
Know information on the title page.		X	X	X	X	X
Know the table of contents		X	X	X	X	X
Establish personal reading lists & diaries		X	X	X	X	X
Begin to critically evaluate books		X	X	X	X	X
			2	3	4	5
Know how to focus selection based on need or preference			X	X	X	X
Know how to use additional criteria for examining books.			X	X	X	X
Read more advanced Caldecott books			X	X	X	X
Learn how to use an index in a book			X	X	X	X
Know what information may be found on the jacket flaps			X	X	X	X
				3	4	5
Know how to critically analyze a web site				X	X	X
Know about the variety of folk literature				X	X	X
Know about Newbery Medal Books				X	X	X
Know about biography books				X	X	X
Know how to differentiate between electronic and print sources				X	X	X
Know how to critically analyze a source				X	X	X
					4	5
Be familiar with a variety of digital and Internet sources					X	X
Know the meaning of copyright					X	X
Know different genres of fiction					X	X
Scan a book or a web site to determine its usefulness					X	X
Learn to develop search strategies using print and computer sources					X	X
						5
Be familiar with a bibliography						X
Take notes using the computer on bibliographic information for later use						X
Take notes on a web site						X
Know basic research skills						X
Know basics of citation						X

PERFORMANCE INDICATORS: MIDDLE SCHOOL

Students entering the Middle School have already mastered the basic literacy skills. Classification, organization and management of information will be built upon this foundation. These skills will be expanded in Middle School and mastered in High School. Upon commencement, Clarkstown students will possess the competencies in research and information literacy skills necessary to succeed in a rapidly changing environment.

- ◆ **Information Literacy** with specific experiences in the location, accession, retrieval and use of information from a variety of formats

- ◆ **Identification and Classification of Information** with experiences in use of a variety of library materials including books, reference materials, electronic resources, audiotapes, videotapes, pictures, charts

- ◆ **Effective Use of Resources** with experiences in online library catalog, periodical database, print indexes, CD-ROM, INTERNET, School Network Programs

- ◆ **Organization of Information** and ideas from multiple sources in systematic ways with experiences in use of timelines, outlines, notes, graphic presentation, work cited

- ◆ **Effective Use of Media Equipment** with specific experiences in operation of OPAC, LAN, CD-ROM station, Copy Machine and Printer to retrieve, copy, or print information

PERFORMANCE INDICATORS: HIGH SCHOOL

At the end of the High School experience students will have skills and competencies in the following areas:

- **Information Literacy** with specific experiences in the identification, location, accession, retrieval, evaluation and use of information from a variety of formats
- **Information management** with specific experiences in the uses of electronic library catalogs, microformats, periodical databases, CD-ROM interfaces, school area network programs, INTERNET, and print materials
- **Research Strategies** with specific experiences in effective use of print and electronic library sources including table of contents, glossary, index, cross references, legends, graphic clues, timelines, user manual, periodical indexes, and Boolean/ keyword and subject searches
- **Classification and Grouping of Information** with specific experiences in word processing, manipulation of database files to download, copy, and print information, and note-taking skills
- **Organization of Information** with specific experiences in the proper citation of sources, including creation of source note cards and bibliography
- **Effective Use of Media Equipment** with specific experiences in operation of OPAC, LAN, Microfilm/ Microfiche, VCR and Videotapes, Audio Cassette Player and tapes, CD-ROM station, Copy Machine and Printer to retrieve, copy, or print materials

RESEARCH SKILLS: THE BIG SIX SKILLS

Big Six Skills Rationale

The Big Six Skills for information literacy is a set of skills which provide students with a problem solving strategy they can apply at all grade levels and across all curriculum content areas. It is an approach which also accommodates differences in teaching and learning styles. Big Six Skills is an ideal approach to information problem solving which can be adapted to existing K – 12 New York State and library curriculum standards in this document. Our students will leave Clarkstown equipped with the skills necessary to efficiently and effectively meet their information needs in school, work and personal lives.

The Big Six Skills for Information Literacy

1. Task Definition:
 - 1.1. Define the problem
 - 1.2. Identify the information needed.
2. Information seeking strategies:
 - 2.1. Brainstorm all possible sources.
 - 2.2. Select the best source.
3. Location and Access:
 - 3.1. Locate sources.
 - 3.2. Find information within sources.
4. Use of information:
 - 4.1. Engage (e.g., read, hear, view).
 - 4.2. Extract relevant information.
5. Synthesis:
 - 5.1. Organize information from multiple sources.
 - 5.2. Present the result.
6. Evaluation:
 - 6.1. Judge the result (effectiveness).
 - 6.2. Judge the process (efficiency)

BENCHMARKS FOR RESEARCH SKILLS

Grade Level Goals for Research Skills

The Big 6 Model

1. Task Definition
2. Information Seeking Strategies
3. Location & Access
4. Use of Information
5. Synthesis
6. Evaluation

Key:

I = Introduce: Demonstrate understanding of the ideas and concepts basic to each skill during grades indicated.

P = Practice: Use skills, when prompted, in increasingly complicated, indirect and subtle contexts from grade indicated to grade where mastery is indicated.

M = Mastery: **Apply** skill without prompting by end of indicated grade. Additional indications of mastery mean that students will demonstrate skills at increasing levels of complexity.

1. Task Definition

The learner will recognize that an information need exists and will construct an appropriate inquiry.

FORMULATE A FOCUS:	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
Select a broad topic; relate information needed either to prior knowledge or general sources	I	P	M	M
Select an aspect of the broad topic to narrow the focus		I/P	P/M	M
Create specific questions and use them to develop a thesis statement or hypothesis		I	P	M

Explore availability of information on topic		I	P	M
Follow parameters given by teacher for the research	I	P/M	M	M
Learner constructs parameters			I/P	M

IDENTIFY THE AUDIENCE AND PURPOSE OF THE COMMUNICATION:				
Tailor communication to audience's characteristics		I	P	M
Understand characteristics of communication's stated purpose		I	P	M

CHOOSE AN APPROPRIATE FORMAT FOR THE COMMUNICATION:				
Select the most effective method of presentation for the stated purpose; know its strengths and limitations		I	P	M
Efficiently access, store, and transmit information using information technologies	I	I/P	M	M

2. Information Seeking Strategies

The learner will plan a search for needed data recognizing the importance of locating data from a variety of sources and will read and record relevant information.

PLAN A SEARCH STRATEGY AND LOCATE RESOURCES:	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
Identify multiple persons as resources and a variety of potential sources and resource formats	I	I/P	M	M
Locate resources within and outside of the school	I	P	M	M
Follow directions to use multiple sources of information	I	P	M	M
Recognize by self the importance of using more than one source		I/P	M	M
List key words, concepts, descriptors, or subject headings; narrow or expand as necessary		I	P	M
Determine what information is relevant		I	P	M

3. Location & Access

SELECT RESOURCES:	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
Know basic operations, terminology, and proper care procedures for information technologies	I	P	M	M
Analyze the timeliness, authoritativeness and reliability of the information		I	P	M
Identify the contributor's/producer's work for point of view, bias, or propaganda			I/P	M
Differentiate between primary and secondary sources		I	P/M	M
Know basic operations and terminology of on-line services such as Dialog, Internet, Periodical Databases		I	P	M
Voluntarily comply with District's Internet Acceptable Use Policy (AUP) and proper telecomputing etiquette		I/P	M	M

CONDUCT PRIMARY RESEARCH WHEN NEEDED:	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
Gather information through observation	I	P	P	M
Write a letter, or use a survey or questionnaire		I/P	M	M
Conduct an interview to collect data		I	P	M
Construct a survey or questionnaire			I	P/M
Compile data and summarize results			I	P/M

USE INTERNAL ORGANIZERS:	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
Use indexes, table of contents, menus, keywords, and graphic clues and icons, and hypertext links within electronic sources	I	P	M	M
Also legends, cross references		I	P	M
Also Boolean connectors (and, or, not,) within electronic sources and Internet URLs or Search engines		I	P	M

4. Use of Information

IDENTIFY AND RECORD RELEVANT INFORMATION:	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
Read, view or listen for major ideas and keywords to identify relevant information from a variety of sources	I	I	P	M
View, download, and open documents from WWW/Internet	I	P	M	M
Record relevant information by taking paraphrased notes using one or more of a variety of methods	I	P	M	M
Summarize, or quote important facts and details		I	P	M
Record bibliography data		I / P	P/M	M
Create a working bibliography		I	P	M

5. Synthesis

The learner will analyze, organize and interpret new information and synthesize it with concepts already known to solve the information problem.

USE THINKING SKILLS TO MAKE SENSE OF THE INFORMATION:	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
Apply analysis strategies, including information technologies, to validate new information		I	P	M
Categorize and sort the data; visually represent the classification scheme	I	P	P	M
Develop a formal outline to organize data		I/P	P	M
Appraise the information gathered to see if it solves the information problem			I/P	M

DRAW CONCLUSIONS:				
Synthesize information to determine relationships or connections		I	P	M
Formulate, state clearly and support conclusions		I	P	M
Make and support personal assertions		I	I/P	M

The learner will communicate an original product to an audience.

	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
Use pre-established purpose, format and audience parameters to guide production of product	*	I/P	M	M
Properly utilize materials or technologies used in production	*	I/P	M	M

Demonstrate skill in using the writing process	I	P	M	M
List sources used in final product	*	I/P	M	M
Prepare final works cited according to style sheet		I	P	M
Comply with laws and ethics related to copyright and plagiarism	*	I/P	P/M	M

PRESENT THE PRODUCT TO THE INTENDED AUDIENCE:	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
Utilize design principles: print, visual, oral, multimedia/electronic	*	I	P	M
Demonstrate skill in logistical planning for and operation of related equipment/technology needed for presentation		I	P/M	M

6. Evaluation

The learners will use pre-established criteria to measure the quality of the final product and assess their success in using the inquiry process.

ASSESS INQUIRY PROCESS:	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
Information Literacy Skills: Use teacher's evaluation (based on pre-determined criteria) to analyze the quality of information literacy skills and to set goals for improvement	*	I	P	M
Also use self, and/or peer evaluations		I	P	M
Inquiry Process: Product and process was personally meaningful	I	P	M	M
Inquiry Process: Scope of inquiry was relevant and authentic		I	P	M
Thinking Traits: Exhibit craftsmanship through persistence and precision of thought and language; demonstrate self-directedness and intrinsic		I	P	M

motivation; practice consciousness of own action and thought through ongoing reflection, analysis, and metacognition				
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ASSESS QUALITY OF PRODUCT:				
Uses teacher's evaluation (based on pre-determined criteria) to analyze the quality of product and to set goals for improvement	*	I	P	M
Also use self and or peer evaluation		I	P	M

Note: * designates skill area optional for introduction

References and Resources

American Library Association Links to Curriculum Design

<http://www.ala.org/aasl/learning/hotlinks/curriculumlinks.html/>

Big6 Skills™ Information Problem-Solving Approach to Library and
Information Skills Instruction <http://big6.com/>

Clarkstown Central School District Curriculum Connections

<http://www.ccsd.edu/curriculum/>

Information Power: The Nine Information Literacy Standards for Student
Learning American Library Association

http://www.ala.org/aasl/ip_nine.html

New York State Education Department <http://www.nysed.gov/>

Putnam Valley (NY) Central Schools Links to Developing Educational
Standards <http://www.putwest.boces.org/Standards.html>

Washington Library Media Association: Essential Skills for Information
Literacy <http://www.wlma.org/literacy/eslintro.htm>