

INFORMATION SKILLS



Standard Course of Study and
Grade Level Competencies

K-12



PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction

TABLE OF CONTENTS

Acknowledgements	3-5
Preface	6
Philosophy.....	7-8
Program Description	9
Organization of Curriculum	10-11
Early Grades K-2	12
Grade K	13-14
Grade 1	15-16
Grade 2	17-18
Intermediate Grades 3-5.....	19
Grade 3	20-22
Grade 4	23-25
Grade 5	26-28
Middle Grades 6-8.....	29
Grade 6	30-32
Grade 7	33-35
Grade 8	36-38
High School 9-12.....	39
Grade 9	40-42
Grade 10	43-45
Grade 11	46-48
Grade 12	49-51
Glossary	52
Bibliography.....	53

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The current revision process involved the entire education community at virtually every level, and its end product is a North Carolina curriculum of which the State can be justifiably proud. We will constantly revise and improve the *Standard Course of Study* in order that it will continue to meet the needs of the children of North Carolina.

The Curriculum Revision Process

In January 1997 a committee of system-level media coordinators/directors, school-based library media coordinators, representatives from institutions of higher education and classroom teachers was established to update and revise the 1992 *Information Skills K-12 Standard Course of Study*. The committee conducted an evaluation of the 1992 *Information Skills Curriculum* document and determined the need for revision. The committee developed a survey and disseminated 2500 surveys to get direct input from media supervisors and school-based library media coordinators. Survey results were compiled and reviewed by the committee who formulated a first draft. This first draft document was distributed among Instructional Services consultants for review and comment. In addition, the Information Skills committee met with various Instructional Services content area specialists to get input and help with integrating subject area concepts into the Information Skills document.

From March 1997 through January 1999, versions of the Information Skills K-12 draft have been shared with focus groups at educational conferences, regional and local meetings all across the state. Following focus group sessions, results were reviewed by the committee and appropriate changes made. Focus group sessions were conducted at the following conferences:

- North Carolina Educational Technology Conference - December 1996, 1997, 1998
- North Carolina Association for Educational Communications & Technology Conference - March 1997, 1998, 1999
- East Carolina University Teaching and Technology Conference - April 1997
- North Carolina Middle Schools Association Conference - March 1998

In addition, an update of the curriculum development process and copies of the draft have been shared with attendees at media supervisors'/media coordinators' meetings in February and July 1998. Media supervisors around the state shared various versions of the draft during district level meetings.

In November 1998 members of the Information Skills Curriculum Committee carefully reviewed input from focus group sessions and compared the document to the newly revised *Information Literacy Standards for Student Learning*. The language of the draft was refined and a complete draft was assembled. The Draft Information Skills K-12 document were mailed to district level media/technology leaders, and school-based media coordinators, and community stakeholders in January 1999, along with a request for feedback from school personnel. Draft materials were also posted on the Instructional Services News, Information and Resources webpage to solicit feedback.

In January 1999 four public hearings were conducted:

- Greenville
- Charlotte
- Waynesville
- Raleigh

The Information Skills Curriculum Committee met on January 22, 1999 to review results of public hearings and the written comments and to finalize the document.

STANDARD COURSE OF STUDY
Information Skills K-12

PREFACE

Today's student lives and learns in a world that has been radically altered by the ready availability of vast stores of information in a variety of formats. The learning process and the information search process mirror each other: Students actively seek to construct meaning from the sources they encounter and to create products that shape and communicate that meaning effectively. Developing expertise in accessing, evaluating, and using information is in fact the authentic learning that modern education seeks to promote.¹

Intent The *Information Skills Standard Course of Study K-12* identifies the essential knowledge and skills that prepare students to locate, analyze, evaluate, interpret, and communicate information and ideas in an information-rich society. Authentic practice of these skills enables students to realize their potential as informed citizens who think critically and solve problems, to observe rights and responsibilities relating to the generation and flow of information and ideas, and to appreciate the value of literature in an educated society.²

Revision Historically, the framework for teaching information skills has evolved and has been defined within the broader context of education. Sweeping changes in society and education since the 1960's have influenced skills identified, over time, as library skills, library/media skills, and currently, information skills.

The *1985 Standard Course of Study and Teacher Handbook*, Library Media and Computer Skills curriculum was the most comprehensive identification of skills in North Carolina, to date. This document was revised and approved by the State Board of Education in 1992. The terminology changed in the 1992 revision from Library/Media Skills and Computer Skills to Information Skills and Computer Skills.

The 1999 revision represents an expansion of the competency goals to clearly identify process skills needed by all students in order to actively

¹ *Information Literacy Standards for Student Learning*. Prepared by the American Association of School Librarians/Association for Educational Communications and Technology. (Chicago: ALA, 1998)

² *The Role of the School Library Media Program*. A Position Paper of the American Association of School Librarians. (Chicago: ALA, 1990)

construct meaning from a wide variety of print, non-print, and electronic resources they encounter and to create products in a variety of print and electronic formats that shape and communicate that meaning effectively.

Philosophy

The *Information Skills Standard Course of Study* helps students develop skills to be information literate.

“Ultimately, information literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organized, how to find information in such a way that others can learn from them. They are people who are prepared for lifelong learning, because they can always find the information needed for any task or decision at hand.”³

In 1995, the State Board of Education published *The New ABCs’ of Public Education*, its plan for restructuring education in our state. The B in the ABCs’ focuses instruction on the basics—specifically the mastery of reading, mathematics, and writing. Information Literacy skills are essential for students. When integrated with the core curricular areas, these skills enable students to improve and enhance their learning of the other basic skills.⁴

The *Information Skills Standard Course of Study* is intended to equip learners with the skills needed to find, evaluate, use, and create information and ideas in order to communicate with greater power and effectiveness.

Information Literacy Standards for Student Learning (AASL/AECT, 1998) describes the content and processes related to information that students must master to be considered well educated. The student who is information literate:

National Standards

- Accesses information efficiently and effectively
- Evaluates information critically and competently
- Uses information effectively and creatively
- Pursues information related to personal interests
- Appreciates and enjoys literature and other creative expressions of information

³ *American Library Association Presidential Committee on Information Literacy: Final Report*. (Chicago: ALA, 1989)

⁴ *The Role of the School Library Media Program*. A Position Paper of the American Association of School Librarians. (Chicago: ALA, 1990)

Student Outcomes

- Strives for excellence in information-seeking and knowledge generation
- Contributes positively to the learning community and to society by recognizing the importance of information to a democratic society
- Contributes positively to the learning community and to society by practicing ethical behavior in regard to information and information technology
- Contributes positively to the learning community and to society by participating effectively in groups to pursue and generate information

The revised North Carolina *Information Skills Standard Course of Study* complements *Information Literacy Standards for Students Learning*.

Students meeting these competency goals and objectives will be:

Self-directed learners who

- Pursue knowledge throughout life
- Use systematic processes to seek and use information
- Select discriminately from a wide array of resources
- Read, listen, and view for pleasure

Complex thinkers who

- Use pertinent and reliable information
- Judge quality and usefulness of resources for the specific task
- Question the messages presented in the mass media
- Adapt and transfer strategies for seeking information among various technologies
- Solve problems effectively and make appropriate decisions

Quality producers who

- Communicate information and ideas through products and presentation
- Use systematic processes to create products

Collaborative workers who

- Communicate information and ideas effectively and in a variety of ways
- Recognize that people are sources of information
- Cooperate to complete a task

Community contributors who

- Recognize and appreciate similarities and differences in diverse cultures and environments
- Respect ownership of ideas and information
- Adhere to copyright laws, guidelines, and interpretations

In order for today's students to function in the 21st century, they must be able to acquire, evaluate, and use information effectively. Today's students must become information literate workers, teachers,

**Process/
Content
Integration**

facilitators and coaches. Information Literacy Skills emphasize the problem solving, critical and creative thinking, decision making, and cooperative learning that prepare students for the challenges in society. The new curriculum is more than lessons to be taught at a fixed time. It offers the wider window of opportunity to connect learning with meaningful experiences. **In collaboration with all classroom teachers, the library media specialist focuses on student involvement, activity and action. Through the integration of process and content, today's learners will be better educated to live in a democratic society.**

Purpose

Information Skills are the skills that prepare students to gather, process, use, and communicate information. As we move toward a dynamic, global society, we are continuously bombarded with diverse ideas, new information, and innovative technologies that increase the demand for students to become skilled in accessing, processing, and using information. Integrated with other curricular areas, Information Skills will enable students to become lifelong learners and informed decision-makers.

**Program
Description**

A dynamic relationship exists between the goals and objectives identified in the Information Skills Curriculum and all other curricular areas. Information literacy skills are essential for students when integrated with the core curricular areas. These skills enable students to improve and enhance their learning of the other basic skills.⁵ Classroom instruction in all subject areas requires students to access, analyze, evaluate, organize, and use information from a wide variety of resources (print, non-print, electronic). Students must be able to synthesize information and construct meaning to solve problems, make decisions, and communicate ideas and information in a variety of formats (print, graphical, audio, video, multimedia, web-based) to meet academic and personal needs, **practicing and refining these skills at all grade levels enable students to be effective learners and to make the connection between classroom learning and resources (print, non-print, and electronic), whether accessed in the classroom, library media center, or community.** This practice is known in educational literature as resource-based learning. (Haycock, 1991, p. 15-22)⁶

The following charts identify the variety of resources (print, non-print, electronic) often available in the library media center and classroom.

⁵*The Role of the School Library Media Program.* A Position Paper of the American Association of School Librarians. (Chicago: ALA, 1990)

⁶ Haycock, C. A. (1991). Resource-based learning: a shift in the roles of teacher, learner. *NASSP Bulletin*, 75 (535),15-22.

Chart 1 identifies types of print resources usually found in library media center and classroom.

Chart 1

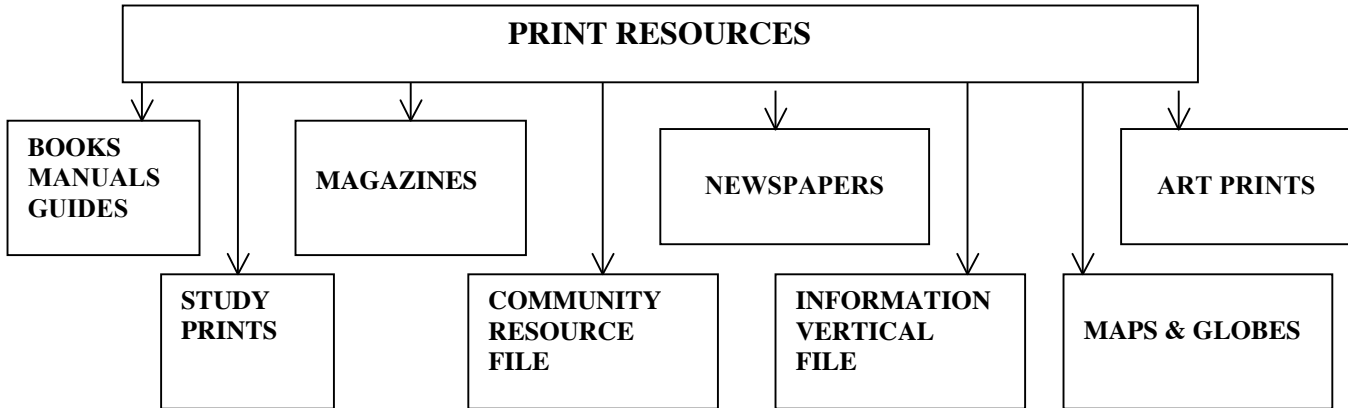


Chart 2 identifies types of non-print resources usually found in library media center and classroom.

Chart 2

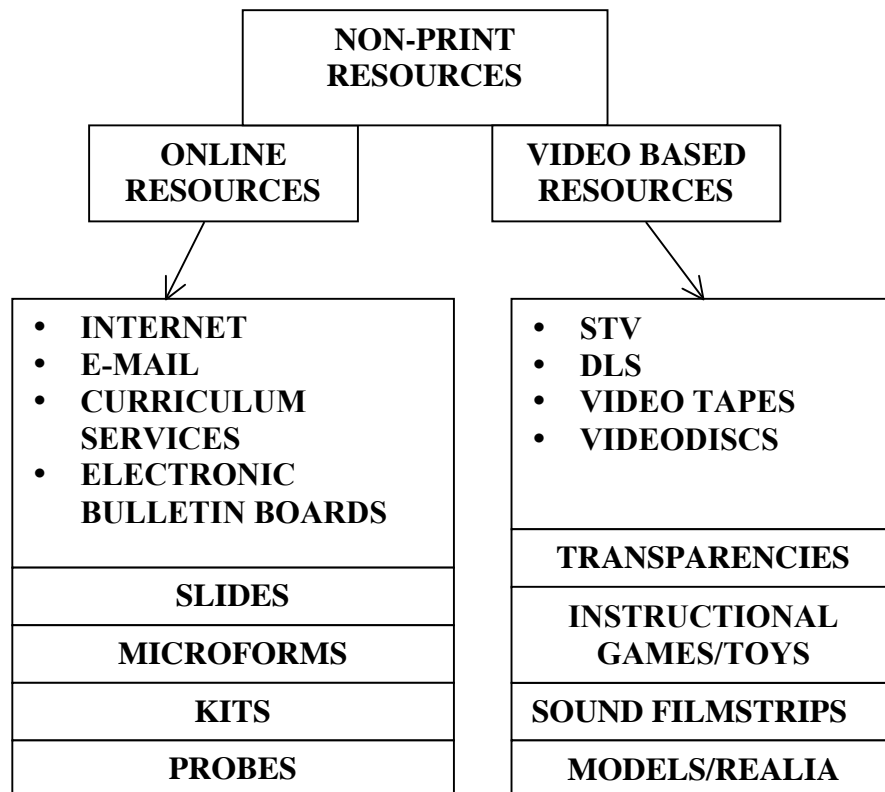
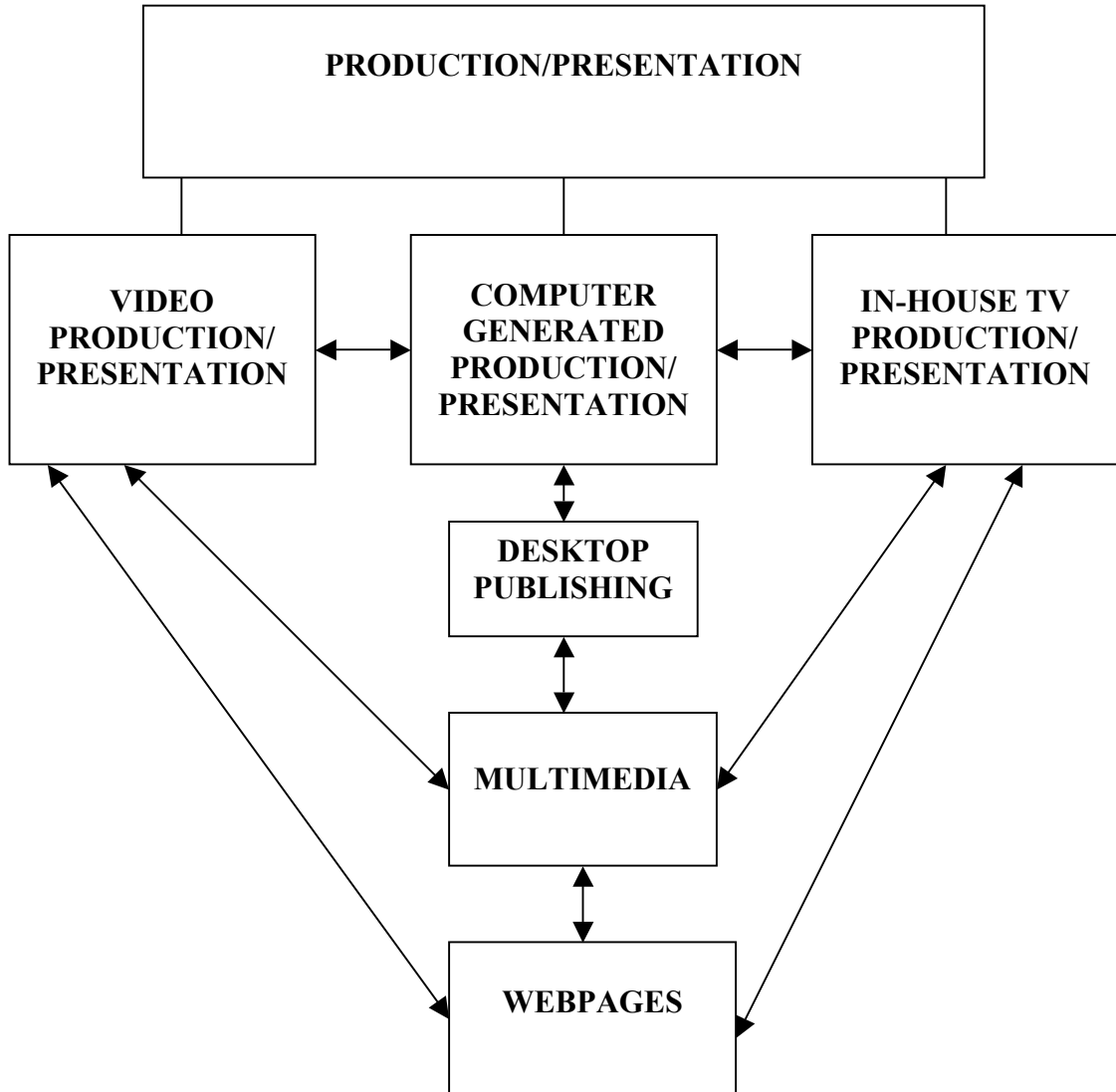


Chart 3 identifies types of production/presentation resources usually found in library media center and classroom.

Chart 3



Organization of Curriculum The Information Skills Standard Course of Study document uses the following format: **Focus, Strands, Goals** and **Objectives** with a transitional statement introducing the primary grades, elementary grades, the middle grades, and high school grades.

Focus The **Focus** provides an overview of skills addressed in each grade.

Strands The **Strands** address the two overarching principles in the *Information Skills K-12 Standard Course of Study* which break down into five Competency Goals. The strands are:

- **Literacy** - *Experiencing a wide variety of reading, listening, and viewing resources to interact with ideas in an information-intensive environment.* The Literacy strand is addressed in all five Competency Goals.
- **Research Process Skills (Information Literacy)**
Developing strategies to access, evaluate, use, and communicate information for learning, decision making, and problem solving. Competency Goal 4 and 5 focus on Information Literacy.

Competency Goals **COMPETENCY GOAL 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.**

COMPETENCY GOAL 2: The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats.

COMPETENCY GOAL 3: The learner will RELATE ideas and information to life experiences.

COMPETENCY GOAL 4: The learner will EXPLORE and USE research processes to meet information needs.

COMPETENCY GOAL 5: The learner will COMMUNICATE reading, listening, and viewing experiences.

The focus of the goals clearly shows that students at all grade levels need many experiences with a wide variety of information, points of view, and formats as well as opportunities to interact with reading, listening, and viewing.

The objectives under each of the five goals in the revised *Information Skills Standard Course of Study* describe the skills needed to access and use information for success in school, work, and personal life.

Information Literacy

The Information Skills objectives are stated grade by grade but are organized by grade ranges: K-2, 3-5, 6-8, 9-12. Structuring the focus, goals, and objectives by grade range recognizes the holistic nature of the learning process. The student actively engaged in information searching does not follow the same path or use the same strategies for every task; indeed, the student must be able to continuously evaluate and alter strategies in the face of ever-shifting information needs. Likewise, new and emerging technologies demand critical thinking strategies that are broader in application—for instance, students must understand and use a full range of indexing applications, not just those in an encyclopedia. Information literacy is not just a matter of *finding* information. **More importantly, the process implicitly focuses on the learning outcomes: how one uses information and what one does with it. Therefore, the Information Skills goals and objectives move away from the traditional approach of learning library location skills taught in isolation and focus instead on information literacy skills embedded in the core curriculum.**

Focus, Goals, and Objectives are parallel for:

K-2

3-5

6-8

9-12

In the primary grades K-2 the curriculum provides structured, supervised learning experiences that include selection of materials for pleasure and leisure as well as for information.

INFORMATION SKILLS – Kindergarten

Focus Areas

The learners will:

- be exposed to a wide variety of resources (print, non-print, electronic)
- develop personal tastes through guided practice
- contrast and compare authors, illustrators, genres, and styles
- identify similarities and differences as related to their environments and personal experiences
- use simple research models to acquire information
- share information and activities in a variety of formats (print, graphical, audio, video, multimedia) to extend content of resources used

Strands: Literacy and Research Process Skills (Information Literacy)

COMPETENCY GOAL 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.

Objectives

- 1.01 Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences.
- 1.02 Demonstrate competence and self motivation as a beginning reader.
- 1.03 Demonstrate appropriate care of resources.
- 1.04 Acknowledge ownership of ideas.
- 1.05 Demonstrate sense of story (e. g., beginning, middle, end, characters, details).
- 1.06 Demonstrate familiarity with a variety of types of books and resources (print, non-print, electronic).
- 1.07 Follow acceptable use policy (AUP/IUP) for electronic resources.
- 1.08 Select resources both within and outside the school for personal and informational purposes.
- 1.09 Demonstrate awareness that resources convey meaning and exist in a variety of formats (print, graphical, audio, video, multimedia).

COMPETENCY GOAL 2: The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats.

Objectives

- 2.01 Identify published criteria of excellence for resources.
- 2.02 Apply identified criteria in selecting resources.
- 2.03 Recognize the diversity of ideas and thoughts by exploring a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia).

- 2.04 Develop and communicate personal criteria for selecting resources for information needs and enjoyment.
- 2.05 Recognize the power of media to influence.

COMPETENCY GOAL 3: The learner will RELATE ideas and information to life experiences.

Objectives

- 3.01 Describe personal cultural heritage and environment.
- 3.02 Collect information about diverse cultures, environments, and peoples.
- 3.03 Identify bias and stereotypes.
- 3.04 Relate cultural similarities and differences to personal life experiences.
- 3.05 Describe how information and ideas are influenced by prior knowledge and personal experience.

COMPETENCY GOAL 4: The learner will EXPLORE and USE research processes to meet information needs.

Objectives

- 4.01 Identify information needs and formulate questions about those needs.
- 4.02 Describe several research models.
- 4.03 Develop a search strategy which includes the continuous evaluation of the research process and the information gathered.
- 4.04 Follow acceptable use guidelines (AUP/IUP) in accessing information.
- 4.05 Gather information.
- 4.06 Comply with the Copyright Law (P. L. 94-553).
- 4.07 Organize and use information.
- 4.08 Credit sources of information.
- 4.09 Present information in a variety of formats (print, graphical, audio, video, multimedia).
- 4.10 Evaluate the product.

COMPETENCY GOAL 5: The learner will COMMUNICATE reading, listening, and viewing experiences.

Objectives

- 5.01 Respond to reading, listening, viewing experiences orally, artistically, dramatically through various formats.
- 5.02 Produce media in various formats (e.g., pictorial, multimedia)
- 5.03 Acknowledge resources used in all print, non-print, and electronic products.
- 5.04 Collaborate with others, both in person and through technologies, to identify information problems and to design, develop and evaluate information products and solutions.

INFORMATION SKILLS – Grade 1

Focus Areas

The learners will:

- be exposed to a wide variety of resources (print, non-print, electronic)
- develop personal tastes through guided practice
- contrast and compare authors, illustrators, genres, and styles
- identify similarities and differences as related to their environments and personal experiences
- use simple research models to acquire information
- share activities in a variety of formats (print, graphical, audio, video, multimedia) to extend content of resources used

Strands: Literacy and Research Process Skills (Information Literacy)

COMPETENCY GOAL 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.

Objectives

- 1.01 Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences.
- 1.02 Demonstrate competence and self motivation as a beginning reader.
- 1.03 Demonstrate appropriate care of resources.
- 1.04 Acknowledge ownership of ideas.
- 1.05 Demonstrate sense of story (e. g., beginning, middle, end, characters, details).
- 1.06 Demonstrate familiarity with a variety of types of books and resources (print, non-print, electronic).
- 1.07 Follow acceptable use policy (AUP/IUP) for electronic resources.
- 1.08 Select resources both within and outside the school for personal and informational purposes.
- 1.09 Demonstrate awareness that resources convey meaning and exist in a variety of formats (print, graphical, audio, video, multimedia, web-based).

COMPETENCY GOAL 2: The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats.

Objectives

- 2.01 Identify published criteria of excellence for resources.
- 2.02 Apply identified criteria to select resources.
- 2.03 Recognize the diversity of ideas and thoughts by exploring a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia, web-based).

- 2.04 Develop and communicate personal criteria for selecting resources for information needs and enjoyment.
- 2.05 Recognize the power of media to influence.

COMPETENCY GOAL 3: The learner will RELATE ideas and information to life experiences.

Objectives

- 3.01 Describe personal cultural heritage and environment.
- 3.02 Collect information about diverse cultures, environments and peoples.
- 3.03 Identify bias and stereotypes.
- 3.04 Relate cultural similarities and differences to personal life experiences.
- 3.05 Describe how information and ideas are influenced by prior knowledge and personal experience.

COMPETENCY GOAL 4: The learner will EXPLORE and USE research processes to meet information needs

Objectives

- 4.01 Identify information needs and formulate questions about those needs.
- 4.02 Describe several research models.
- 4.03 Develop a search strategy which includes the continuous evaluation of the research process and the information gathered.
- 4.04 Follow acceptable use guidelines (AUP/IUP) in accessing information.
- 4.05 Gather information.
- 4.06 Comply with the Copyright Law (P. L. 94-553).
- 4.07 Organize and use information.
- 4.08 Credit sources of information.
- 4.09 Present information in a variety of formats (print graphical, audio, video, multimedia).
- 4.10 Evaluate the product.

COMPETENCY GOAL 5: The learner will COMMUNICATE reading, listening, and viewing experiences.

Objectives

- 5.01 Respond to reading, listening, viewing experiences orally, artistically, dramatically, through various formats.
- 5.02 Produce media in various formats (e.g., pictorial, multimedia).
- 5.03 Acknowledge resources used in all print non-print and electronic products.
- 5.04 Collaborate with others, both in person and through technologies, to identify information problems and to design, develop, and evaluate information products and solutions.

INFORMATION SKILLS – Grade 2

Focus Areas

The learners will:

- be exposed to a wide variety of resources (print, non-print, electronic)
- develop personal tastes through guided practice
- contrast and compare authors, illustrators, genres, and styles
- identify similarities and differences as related to their environments and personal experiences
- use simple research models to acquire information
- share activities in a variety of formats (print, graphical, audio, video, multimedia) to extend content of resources used

Strands: Literacy and Research Process Skills (Information Literacy)

COMPETENCY GOAL 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.

Objectives

- 1.01 Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences.
- 1.02 Demonstrate competence and self motivation as a beginning reader.
- 1.03 Demonstrate appropriate care of resources.
- 1.04 Acknowledge ownership of ideas.
- 1.05 Demonstrate sense of story (e. g., beginning, middle, end, characters, details).
- 1.06 Demonstrate familiarity with a variety of types of books and resources (print, non-print, electronic).
- 1.07 Follow acceptable use policy (AUP/IUP) for electronic resources.
- 1.08 Select resources both within and outside the school for personal and informational purposes.
- 1.09 Demonstrate awareness that resources convey meaning and exist in a variety of formats (print, graphical, audio, video, multimedia, web-based).

COMPETENCY GOAL 2: The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats.

Objectives

- 2.01 Identify published criteria of excellence for resources.
- 2.02 Apply identified criteria in selecting resources.
- 2.03 Recognize the diversity of ideas and thoughts by exploring a variety of resources (print, non-print, electronic) and formats (print, non-print, graphical, audio, video, multimedia, web-based).

- 2.04 Develop and communicate personal criteria for selecting resources for information needs and enjoyment.
- 2.05 Recognize the power of media to influence.

COMPETENCY GOAL 3: The learner will RELATE ideas and information to life experiences.

Objectives

- 3.01 Describe personal cultural heritage and environment.
- 3.02 Collect information about diverse cultures, environments and peoples.
- 3.03 Identify bias and stereotypes.
- 3.04 Relate cultural similarities and differences to personal life experiences.
- 3.05 Describe how information and ideas are influenced by prior knowledge and personal experience.

COMPETENCY GOAL 4: The learner will EXPLORE and USE research processes to meet information needs.

Objectives

- 4.01 Identify information needs and formulate questions about those needs.
- 4.02 Describe several research models.
- 4.03 Develop a search strategy which includes the continuous evaluation of the research process and the information gathered.
- 4.04 Follow acceptable use guidelines (AUP/IUP) in accessing information.
- 4.05 Gather information.
- 4.06 Comply with the Copyright Law (P. L. 94-553).
- 4.07 Organize and use information.
- 4.08 Credit sources of information.
- 4.09 Present information in a variety of formats (print, graphical, audio, video, multimedia).
- 4.10 Evaluate the product.

COMPETENCY GOAL 5: The learner will COMMUNICATE reading, listening, and viewing experiences.

Objectives

- 5.01 Respond to reading, listening, viewing experiences orally, artistically, dramatically, through various formats.
- 5.02 Produce media in various formats (e.g., pictorial, multimedia).
- 5.03 Acknowledge resources used in all print, non-print, and electronic products.
- 5.04 Collaborate with others, both in person and through technologies, to identify information problems and to design, develop and evaluate information products and solutions.

In grades 3-5 the curriculum provides an introduction to independent learning experiences that include more in-depth research strategies and application of personal and evaluative criteria to reading for pleasure.

INFORMATION SKILLS – Grade 3

Focus Areas

The learners will:

- be exposed to a wide variety of resources (print, non-print, electronic)
- develop personal tastes through guided practice, contrast and compare authors, illustrators, genres, and styles
- identify similarities and differences as related to their environments and personal experiences
- use simple research models to acquire information
- share activities in a variety of formats (print, graphical, audio, video, multimedia) to extend content of resources used

Strands: Literacy and Research Process Skills (Information Literacy)

COMPETENCY GOAL 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.

Objectives

- 1.01 Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences.
- 1.02 Demonstrate competence and self motivation as a reader.
- 1.03 Demonstrate appropriate care of resources.
- 1.04. Acknowledge ownership of ideas.
- 1.05 Identify elements of composition.
- 1.06 Identify characteristics of various genres.
- 1.07 Follow acceptable use policy (AUP/IUP) for electronic resources.
- 1.08 Select and use independently, both within and outside the school, a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia).
- 1.09 Recognize that ideas are produced in a variety of formats (print, graphical, audio, video, multimedia, web-based).
- 1.10 Identify characteristics and advantages of various media formats (print, graphical, audio, video, multimedia, web-based) for a specific task.
- 1.11 Explore primary and secondary sources.

COMPETENCY GOAL 2: The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats.

Objectives

- 2.01 Identify published criteria of excellence for resources.
- 2.02 Apply identified criteria to select resources.
- 2.03 Recognize the diversity of ideas and thoughts by exploring a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia, web-based).
- 2.04 Develop and express personal criteria for selecting resources for information needs and enjoyment.
- 2.05 Determine usefulness of information resources.
- 2.06 Recognize the power of media to influence.

COMPETENCY GOAL 3: The learner will RELATE ideas and information to life experiences.

Objectives

- 3.01 Describe personal cultural heritage and environment.
- 3.02 Collect and compare information about diverse cultures, environments, and peoples.
- 3.03 Identify bias and stereotypes.
- 3.04 Relate cultural similarities and differences to personal heritage and environments.
- 3.05 Describe how information and ideas are influenced by prior knowledge, personal experience, and social, cultural, political, economic, and historical events.

COMPETENCY GOAL 4: The learner will EXPLORE and USE research processes to meet information needs.

Objectives

- 4.01 Identify information needs and formulate questions about those needs.
- 4.02 Describe several research models.
- 4.03 Develop a search strategy which includes the continuous evaluation of the research process and the information gathered.
- 4.04 Follow acceptable use guidelines (AUP/IUP) in accessing information.
- 4.05 Gather information.
- 4.06 Comply with the Copyright Law (P. L. 94-553).
- 4.07 Organize and use information.
- 4.08 Credit sources of information.
- 4.09 Present information in a variety of formats (print, graphical, audio, video, multimedia).
- 4.10 Evaluate the product.

COMPETENCY GOAL 5: The learner will COMMUNICATE reading, listening, and viewing experiences.

Objectives

- 5.01 Respond to reading, listening, viewing experiences orally, artistically, dramatically, through various formats (e.g., print, multimedia).
- 5.02 Produce media in various formats (print, graphical, audio, video, multimedia) appropriate to audience and purpose.
- 5.03 Collaborate with others, both in person and through technologies, to identify information problems and to design, develop and evaluate information products and solutions.
- 5.04 Credit sources in all print, non-print, and electronic.
- 5.05 Apply fair use copyright guidelines (Copyright Law, P. L. 94-553) in all projects.

INFORMATION SKILLS – Grade 4

Focus Areas

The learner will:

- be exposed to a wide variety of resources (print, non-print, electronic)
- develop personal taste through guided practice, contrast and compare authors, illustrators, genres, and styles
- identify similarities and differences as related to their environments and personal experiences
- use simple research models to acquire information
- share activities in a variety of formats (print, graphical, audio, video, multimedia) to extend content of resources used

Strands: Literacy and Research Process Skills (Information Literacy)

COMPETENCY GOAL 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.

Objectives

- 1.01 Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences.
- 1.02 Demonstrate competence and self motivation as a reader.
- 1.03 Demonstrate appropriate care of resources.
- 1.04 Acknowledge ownership of ideas.
- 1.05 Identify elements of composition.
- 1.06 Identify characteristics of various genres.
- 1.07 Follow acceptable use policy (AUP/IUP) for electronic resources.
- 1.08 Select and use independently, both within and outside the school, a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia) to extend content of resources used.
- 1.09 Recognize that ideas are produced in a variety of formats (print, graphical, audio, video, multimedia, web-based).
- 1.10 Identify characteristics and advantages of various media formats (print, graphical, audio, video, multimedia, web-based) for a specific task.
- 1.11 Explore primary and secondary sources.

COMPETENCY GOAL 2: The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats.

Objectives

- 2.01 Identify published criteria of excellence for resources.
- 2.02 Apply identified criteria to select resources.
- 2.03 Recognize the diversity of ideas and thoughts by exploring a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia, web-based).
- 2.04 Develop and express personal criteria for selecting resources for information needs and enjoyment.
- 2.05 Determine usefulness of information resources.
- 2.06 Recognize the power of media to influence.

COMPETENCY GOAL 3: The learner will RELATE ideas and information to life experiences.

Objectives

- 3.01 Describe personal cultural heritage and environment.
- 3.02 Collect and compare information about diverse cultures, environments, and peoples.
- 3.03 Identify bias and stereotypes.
- 3.04 Relate cultural similarities and differences to personal heritage and environments.
- 3.05 Describe how information and ideas are influenced by prior knowledge, personal experience, and social, cultural, political, economic and historical events.

COMPETENCY GOAL 4: The learner will EXPLORE and USE research processes to meet information needs.

Objectives

- 4.01 Identify information needs and formulate questions about those needs.
- 4.02 Describe several research models.
- 4.03 Develop a search strategy which includes the continuous evaluation of the research process and the information gathered.
- 4.04 Follow acceptable use guidelines (AUP/IUP) in accessing information.
- 4.05 Gather information.
- 4.06 Comply with the Copyright Law (P. L. 94-553).
- 4.07 Organize and use information.
- 4.08 Credit sources of information.
- 4.09 Present information in a variety of formats (print, graphical, audio, video, multimedia).
- 4.10 Evaluate the product.

COMPETENCY GOAL 5: The learner will COMMUNICATE reading, listening, and viewing experiences.

Objectives

- 5.01 Respond to reading, listening, viewing experiences orally, artistically, dramatically, through various formats (e.g. print, multimedia).
- 5.02 Produce media in various formats (print, graphical, audio, video, multimedia) appropriate to audience and purpose.
- 5.03 Collaborate with others, both in person and through technologies, to identify information problems and to design, develop and evaluate information products and solutions.
- 5.04 Credit sources in all print, non-print, and electronic products.
- 5.05 Apply fair use copyright guidelines (Copyright Law, P. L. 94-553) in all projects.

INFORMATION SKILLS – Grade 5

Focus Areas

The learner will:

- be exposed to a wide variety of resources (print, non-print, electronic)
- develop personal taste through guided practice, contrast and compare authors, illustrators, genres, and styles
- identify similarities and differences as related to their environments and personal experiences
- use simple research models to acquire information
- share activities to extend content of resources used in a variety of formats (print, graphical, audio, video, multimedia)

Strands: Literacy and Research Process Skills (Information Literacy)

COMPETENCY GOAL 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.

Objectives

- 1.01 Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences.
- 1.02 Demonstrate competence and self motivation as a reader.
- 1.03 Demonstrate appropriate care of resources.
- 1.04 Acknowledge ownership of ideas.
- 1.05 Identify elements of composition.
- 1.06 Identify characteristics of various genres.
- 1.07 Follow acceptable use policy (AUP/IUP) for electronic resources.
- 1.08 Select and use independently, both within and outside the school, a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia).
- 1.09 Recognize that ideas are produced in a variety of formats (print, graphical, audio, video, multimedia, web-based).
- 1.10 Identify characteristics and advantages of various media formats (print, graphical, audio, video, multimedia, web-based) for a specific task.
- 1.11 Explore primary secondary sources.

COMPETENCY GOAL 2: The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats.

Objectives

- 2.01 Identify published criteria of excellence for resources.
- 2.02 Apply identified criteria to select resources.
- 2.03 Recognize the diversity of ideas and thoughts by exploring a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia, web-based).
- 2.04 Develop and express personal criteria for selecting resources for information needs and enjoyment.
- 2.05 Determine usefulness of information resources.
- 2.06 Recognize the power of media to influence.

COMPETENCY GOAL 3: The learner will RELATE ideas and information to life experiences.

Objectives

- 3.01 Describe personal cultural heritage and environment.
- 3.02 Collect and compare information about diverse cultures, environments, and peoples.
- 3.03 Identify bias and stereotypes.
- 3.04 Relate cultural similarities and differences to personal heritage and environments.
- 3.05 Describe how information and ideas are influenced by prior knowledge, personal experience, and social, cultural, political, economic and historical events.

COMPETENCY GOAL 4: The learner will EXPLORE and USE research processes to meet information needs.

Objectives

- 4.01 Identify information needs and formulate questions about those needs.
- 4.02 Describe several research models.
- 4.03 Develop a search strategy which includes the continuous evaluation of the research process and the information gathered.
- 4.04 Follow acceptable use guidelines (AUP/IUP) in accessing information.
- 4.05 Gather information.
- 4.06 Comply with the Copyright Law (P. L. 94-553).
- 4.07 Organize and use information.
- 4.08 Credit sources of information.
- 4.09 Present information in a variety of formats (print, graphical, audio, video, multimedia).
- 4.10 Evaluate the product.

COMPETENCY GOAL 5: The learner will COMMUNICATE reading, listening, and viewing experiences.

Objectives

- 5.01 Respond to reading, listening, viewing experiences orally, artistically, dramatically, through various formats (e.g., print, multimedia).
- 5.02 Produce media in various formats (print, graphical, audio, video, multimedia) appropriate to audience and purpose.
- 5.03 Collaborate with others, both in person and through technologies, to identify information problems and to design, develop, and evaluate information products and solutions.
- 5.04 Credit sources in all print, non-print, and products.
- 5.05 Apply fair use copyright guidelines (Copyright Law, P. L. 94-553) in all projects.

In grades 6-8 the curriculum provides a transition from a more structured, supervised learning experience to more independent practice with guidance.

INFORMATION SKILLS – Grade 6

Focus Areas

The learners will:

- begin to independently access a greater and more varied number of resources (print, non-print, electronic)
- continue development of personal criteria that they can describe in detail
- begin to examine and evaluate ideas and opinions using more than their immediate surroundings as a point of comparison, and to recognize bias and stereotypes independently
- develop a search strategy with guidance, access more resources for research, learn how to access these resources more efficiently, and begin to recognize the most appropriate resources (print, non-print, electronic) for specific tasks
- create products with progressively less direction, using a variety of formats (print, graphical, audio, video, multimedia) and begin using formally accepted standards for production, including crediting sources, acceptable formats, etc.

Strands: Literacy and Research Process Skills (Information Literacy)

COMPETENCY GOAL 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.

Objectives

- 1.01 Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences.
- 1.02 Demonstrate competence and self motivation as a reader.
- 1.03 Demonstrate appropriate care of resources.
- 1.04 Acknowledge ownership of ideas.
- 1.05 Identify elements of composition.
- 1.06 Identify characteristics of various genres.
- 1.07 Follow acceptable use policy (AUP/IUP) for electronic resources.
- 1.08 Select and use independently, both within and outside the school, a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia, web-based).
- 1.09 Recognize that ideas are produced in a variety of formats (print, graphical, audio, video, multimedia, web-based).
- 1.10 Identify characteristics and advantages of various media formats (print, graphical, audio, video, multimedia, web-based) for a specific task.
- 1.11 Explore primary and secondary sources.

COMPETENCY GOAL 2: The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats.

Objectives

- 2.01 Identify published criteria of excellence for resources.
- 2.02 Apply identified criteria to select resources.
- 2.03 Recognize the diversity of ideas and thoughts by exploring a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia, web-based).
- 2.04 Develop and articulate personal criteria for selecting resources for information needs and enjoyment.

- 2.05 Determine accuracy, relevance, and comprehensiveness of information resources.
- 2.06 Recognize the power of media to influence.

COMPETENCY GOAL 3: The learner will RELATE ideas and information to life experiences.

Objectives

- 3.01 Describe personal cultural heritage and environment.
- 3.02 Collect and compare information about diverse cultures, environments, and peoples.
- 3.03 Identify bias and stereotypes.
- 3.04 Relate cultural similarities and differences to personal heritage and environments.
- 3.05 Describe how information and ideas are influenced by prior knowledge, personal experience, and social, cultural, political, economic and historical events.

COMPETENCY GOAL 4: The learner will EXPLORE and USE research processes to meet information needs.

Objectives

- 4.01 Identify information needs and formulate questions about those needs.
- 4.02 Identify potential research process models.
- 4.03 Develop a search strategy which includes the continuous evaluation of the research process and the information gathered.
- 4.04 Follow acceptable use guidelines (AUP/IUP) in accessing information.
- 4.05 Gather information from the most effective resources.
- 4.06 Comply with the Copyright Law (P. L. 94-553).
- 4.07 Organize and use information.
- 4.08 Credit sources of information.
- 4.09 Produce and present findings in various formats (print, graphical, audio, video, multimedia).
- 4.10 Evaluate the product.

COMPETENCY GOAL 5: The learner will COMMUNICATE reading, listening, and viewing experiences.

Objectives

- 5.01 Respond to reading, listening, viewing experiences orally, artistically, dramatically, through various formats (print, graphical, audio, video, multimedia).
- 5.02 Produce media in various formats (print, graphical, audio, video, multimedia) appropriate to audience and purpose.
- 5.03 Describe, support an opinion, and/or persuade an audience using a variety of media formats (print, graphical, audio, video, multimedia).
- 5.04 Collaborate with others, both in person and through technologies, to identify information problems and to design, develop, and evaluate information products and solutions.
- 5.05 Credit sources in all print, non-print, and electronic products.
- 5.06 Apply fair use copyright guidelines (Copyright Law, P. L. 94-553) in all projects.

INFORMATION SKILLS – Grade 7

Focus Areas

The learners will:

- begin to independently access a greater and more varied number of resources (print, non-print, electronic)
- continue development of personal criteria that they can describe in detail
- begin to examine and evaluate ideas and opinions using more than their immediate surroundings as a point of comparison, and to recognize bias and stereotypes independently
- develop a search strategy with guidance, access more resources for research, learn how to access these resources (print, non-print, electronic) more efficiently, and begin to recognize the most appropriate resources for specific tasks
- create products with progressively less direction, using a variety of media and begin using formally accepted standards for production, including crediting sources, acceptable formats, etc.

Strands: Literacy and Research Process Skills (Information Literacy)

COMPETENCY GOAL 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.

Objectives

- 1.01 Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences.
- 1.02 Demonstrate competence and self motivation as a reader.
- 1.03 Demonstrate appropriate care of resources.
- 1.04 Acknowledge ownership of ideas.
- 1.05 Identify elements of composition.
- 1.06 Identify characteristics of various genres.
- 1.07 Follow acceptable use policy (AUP/IUP) for electronic resources.
- 1.08 Select and use independently, both within and outside the school, a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia, web-based).
- 1.09 Recognize that ideas are produced in a variety of formats (print, graphical, audio, video, multimedia, web-based).
- 1.10 Identify characteristics and advantages of various media formats (print, graphical, audio, video, multimedia, web-based) for a specific task.
- 1.11 Explore primary and secondary sources.

COMPETENCY GOAL 2: The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats.

Objectives

- 2.01 Identify published criteria of excellence for resources.
- 2.02 Apply identified criteria to select resources.
- 2.03 Recognize the diversity of ideas and thoughts by exploring a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia, web-based).

- 2.04 Develop and articulate personal criteria for selecting resources for information needs and enjoyment.
- 2.05 Determine accuracy, relevance, and comprehensiveness of information resources.
- 2.06 Recognize the power of media to influence.

COMPETENCY GOAL 3: The learner will RELATE ideas and information to life experiences.

Objectives

- 3.01 Describe personal cultural heritage and environment.
- 3.02 Collect and compare information about diverse cultures, environments, and peoples.
- 3.03 Identify bias and stereotypes.
- 3.04 Relate cultural similarities and differences to personal heritage and environments.
- 3.05 Describe how information and ideas are influenced by prior knowledge, personal experience, and social, cultural, political, economic, and historical events.

COMPETENCY GOAL 4: The learner will EXPLORE and USE research processes to meet information needs.

Objectives

- 4.01 Identify information needs and formulate questions about those needs.
- 4.02 Identify potential research process models.
- 4.03 Develop a search strategy which includes the continuous evaluation of the research process and the information gathered.
- 4.04 Follow acceptable use guidelines (AUP/IUP) in accessing information.
- 4.05 Gather information from the most effective resources.
- 4.06 Comply with the Copyright Law (P. L. 94-553).
- 4.07 Organize and use information.
- 4.08 Credit sources of information.
- 4.09 Produce and present findings in various formats (print, graphical, audio, video, multimedia, web-based).
- 4.10 Evaluate the product.

COMPETENCY GOAL 5: The learner will COMMUNICATE reading, listening, and viewing experiences.

Objectives

- 5.01 Respond to reading, listening, viewing experiences orally, artistically, dramatically, through various formats (print, graphical, audio, video, multimedia, web-based).
- 5.02 Produce media in various formats (print, graphical, audio, video, multimedia, web-based) appropriate to audience and purpose.
- 5.03 Describe, support an opinion, and/or persuade an audience using a variety of media formats (print, graphical, audio, video, multimedia, web-based).
- 5.04 Collaborate with others, both in person and through technologies, to identify information problems, and to design, develop and evaluate information products and solutions.
- 5.05 Credit sources in all print, non-print, and electronic products.
- 5.06 Apply fair use copyright guidelines (Copyright Law, P. L. 94-553) in all projects.

INFORMATION SKILLS – Grade 8

Focus Areas

The learners will:

- begin to independently access a greater and more varied number of resources (print, non-print, electronic)
- continue development of personal criteria that they can describe in detail
- begin to examine and evaluate ideas and opinions using more than their immediate surroundings as a point of comparison, and to recognize bias and stereotypes independently
- develop with guidance, a search strategy, access more resources for research, learn how to access these resources (print, non-print, electronic) more efficiently, and begin to recognize the most appropriate resources for specific tasks
- create products with progressively less direction, using a variety of media and begin using formally accepted standards for production, including crediting sources, acceptable formats, etc.

Strands: Literacy and Research Process Skills (Information Literacy)

COMPETENCY GOAL 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.

Objectives

- 1.01 Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences.
- 1.02 Demonstrate competence and self motivation as a reader.
- 1.03 Demonstrate appropriate care of resources.
- 1.04 Acknowledge ownership of ideas.
- 1.05 Identify elements of composition.
- 1.06 Identify characteristics of various genres.
- 1.07 Follow acceptable use policy (AUP/IUP) for electronic resources.
- 1.08 Select and use independently, both within and outside the school, a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia, web-based).
- 1.09 Recognize that ideas are produced in a variety of formats (print, graphical, audio, video, multimedia, web-based).
- 1.10 Identify characteristics and advantages of various media formats (print, graphical, audio, video, multimedia, web-based) for a specific task.
- 1.11 Explore primary and secondary sources.

COMPETENCY GOAL 2: The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats.

Objectives

- 2.01 Identify published criteria of excellence for resources.
- 2.02 Apply identified criteria to select resources.
- 2.03 Recognize the diversity of ideas and thoughts by exploring a variety of resources and formats (print, graphical, audio, video, multimedia, web-based).
- 2.04 Develop and articulate personal criteria for selecting resources for information needs and enjoyment.

- 2.05 Determine accuracy, relevance, and comprehensiveness of information resources.
- 2.06 Recognize the power of media to influence.

COMPETENCY GOAL 3: The learner will RELATE ideas and information to life experiences.

Objectives

- 3.01 Describe personal cultural heritage and environment.
- 3.02 Collect and compare information about diverse cultures, environments, and peoples.
- 3.03 Identify bias and stereotypes.
- 3.04 Relate cultural similarities and differences to personal heritage and environments.
- 3.05 Describe how information and ideas are influenced by prior knowledge, personal experience, and social, cultural, political, economic, and historical events.

COMPETENCY GOAL 4: The learner will EXPLORE and USE research processes to meet information needs.

Objectives

- 4.01 Identify information needs and formulate questions about those needs.
- 4.02 Identify potential research process models.
- 4.03 Develop a search strategy which includes the continuous evaluation of the research process and the information gathered.
- 4.04 Follow acceptable use guidelines (AUP/IUP) in accessing information.
- 4.05 Gather information from the most effective resources.
- 4.06 Comply with the Copyright Law (P. L. 94-553).
- 4.07 Organize and use information.
- 4.08 Credit sources of information.
- 4.09 Produce and present findings in various formats (print, graphical, audio, video, multimedia, web-based).
- 4.10 Evaluate the product.

COMPETENCY GOAL 5: The learner will COMMUNICATE reading, listening, and viewing experiences.

Objectives

- 5.01 Respond to reading, listening, viewing experiences orally, artistically, dramatically, through various formats (print, graphical, audio, video, multimedia, web-based).
- 5.02 Produce media in various formats (print, graphical, audio, video, multimedia, web-based) appropriate to audience and purpose.
- 5.03 Describe, support an opinion, and/or persuade an audience using a variety of media formats (print, graphical, audio, video, multimedia, web-based).
- 5.04 Collaborate with others, both in person and through technologies, to identify information problems, and to design, develop, and evaluate information products and solutions.
- 5.05 Credit sources in all print, non-print, and electronic products.
- 5.06 Apply fair use copyright guidelines (Copyright Law, P. L. 94-553) in all projects.

In grades 9-12 the curriculum provides practice linking and refining previous learning.

INFORMATION SKILLS – Grade 9

Focus Areas

The learners will:

- identify and use the most appropriate resources (print, non-print, electronic) available
- use well-developed and articulated personal criteria
- analyze and evaluate ideas and opinions, recognizing bias and stereotypes
- organize information for presentation
- create products using a variety of media formats (print, graphical, audio, video, multimedia, web-based), following production and design standards, including crediting sources, etc.

Strands: Literacy and Research Process Skills (Information Literacy)

COMPETENCY GOAL 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.

Objectives

- 1.01 Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences.
- 1.02 Demonstrate competence and self motivation as a reader.
- 1.03 Demonstrate appropriate care of resources.
- 1.04 Acknowledge ownership of ideas.
- 1.05 Identify elements of composition.
- 1.06 Identify characteristics of various genres.
- 1.07 Follow acceptable use policy (AUP/IUP) for electronic resources.
- 1.08 Select and use independently, both within and outside the school, a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia, web-based).
- 1.09 Recognize that ideas are produced in a variety of formats (print, graphical, audio, video, multimedia, web-based).
- 1.10 Identify characteristics and advantages of various media formats (print, graphical, audio, video, multimedia, web-based) for a specific task.
- 1.11 Explore primary and secondary sources.

COMPETENCY GOAL 2: The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats.

Objectives

- 2.01 Identify published criteria of excellence for resources.
- 2.02 Apply identified criteria to select resources.
- 2.03 Recognize the diversity of ideas and thoughts by exploring a variety of resources (print, non-print, electronic and formats (print, graphical, audio, video, multimedia, web-based).
- 2.04 Develop and articulate personal criteria for selecting resources for information needs and enjoyment.
- 2.05 Determine accuracy, relevance, and comprehensiveness of information resources.
- 2.06 Recognize the power of media to influence.

COMPETENCY GOAL 3: The learner will RELATE ideas and information to life experiences.

Objectives

- 3.01 Describe personal cultural heritage and environment.
- 3.02 Collect and compare information about diverse cultures, environments, and peoples.
- 3.03 Identify bias and stereotypes.
- 3.04 Relate cultural similarities and differences to personal heritage and environments.
- 3.05 Describe how information and ideas are influenced by prior knowledge, personal experience, and social, cultural, political, economic, and historical events.

COMPETENCY GOAL 4: The learner will EXPLORE and USE research processes to meet information needs

Objectives

- 4.01 Identify information needs and formulate questions about those needs.
- 4.02 Identify potential research process models.
- 4.03 Develop a search strategy which includes the continuous evaluation of the research process and the information gathered.
- 4.04 Follow acceptable use guidelines (AUP/IUP) in accessing information.
- 4.05 Gather information from the most effective resources (print, non-print, electronic).
- 4.06 Comply with the Copyright Law (P. L. 94-553).
- 4.07 Organize and use information.
- 4.08 Credit sources of information.
- 4.09 Produce and present findings in various formats (print, graphical, audio, video, multimedia, web-based).
- 4.10 Evaluate the product.

COMPETENCY GOAL 5: The learner will COMMUNICATE reading, listening, and viewing experiences.

Objectives

- 5.01 Respond to reading, listening, viewing experiences orally, artistically, dramatically, through various formats (print, graphical, audio, video, multimedia, web-based).
- 5.02 Produce media in various formats (print, graphical, audio, video, multimedia, web-based) appropriate to audience and purpose.
- 5.03 Describe, support an opinion, and/or persuade an audience using a variety of media formats (print, graphical, audio, video, multimedia, web-based).
- 5.04 Collaborate with others, both in person and through technologies, to identify information problems, and to design, develop, and evaluate information products and solutions.
- 5.05 Credit sources in all print, non-print, and electronic products.
- 5.06 Apply fair use copyright guidelines (Copyright Law, P. L. 94-553) in all projects.

INFORMATION SKILLS – Grade 10

Focus Areas

The learner will:

- identify and use the most appropriate resources (print, non-print, electronic) available
- use well-developed and articulated personal criteria
- analyze and evaluate ideas and opinions, recognizing bias and stereotypes
- organize information for presentation
- create products using a variety of media formats (print, graphical, audio, video, multimedia, web-based) following production and design standards, including crediting sources, etc.

Strands: Literacy and Research Process Skills (Information Literacy)

COMPETENCY GOAL 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.

Objectives

- 1.01 Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences.
- 1.02 Demonstrate competence and self motivation as a reader.
- 1.03 Demonstrate appropriate care of resources.
- 1.04 Acknowledge ownership of ideas.
- 1.05 Identify elements of composition.
- 1.06 Identify characteristics of various genres.
- 1.07 Follow acceptable use policy (AUP/IUP) for electronic resources.
- 1.08 Select and use independently, both within and outside the school, a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia, web-based).
- 1.09 Recognize that ideas are produced in a variety of formats (print, graphical, audio, video, multimedia, web-based).
- 1.10 Identify characteristics and advantages of various media formats (print, graphical, audio, video, multimedia, web-based), for a specific task.
- 1.11 Explore primary and secondary sources.

COMPETENCY GOAL 2: The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats.

Objectives

- 2.01 Identify published criteria of excellence for resources.
- 2.02 Apply identified criteria to select resources.
- 2.03 Recognize the diversity of ideas and thoughts by exploring a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia, web-based).
- 2.04 Develop and articulate personal criteria for selecting resources for information needs and enjoyment.
- 2.05 Determine accuracy, relevance, and comprehensiveness of information resources.
- 2.06 Recognize the power of media to influence.

COMPETENCY GOAL 3: The learner will RELATE ideas and information to life experiences.

Objectives

- 3.01 Describe personal cultural heritage and environment.
- 3.02 Collect and compare information about diverse cultures, environments, and peoples.
- 3.03 Identify bias and stereotypes.
- 3.04 Relate cultural similarities and differences to personal heritage and environments.
- 3.05 Describe how information and ideas are influenced by prior knowledge, personal experience, and social, cultural, political, economic and historical events.

COMPETENCY GOAL 4: The learner will EXPLORE and USE research processes to meet information needs.

Objectives

- 4.01 Identify information needs and formulate questions about those needs.
- 4.02 Identify potential research process models.
- 4.03 Develop a search strategy which includes the continuous evaluation of the research process and the information gathered.
- 4.04 Follow acceptable use guidelines (AUP/IUP) in accessing information.
- 4.05 Gather information from the most effective resources.
- 4.06 Comply with the Copyright Law (P. L. 94-553).
- 4.07 Organize and use information.
- 4.08 Credit sources of information.
- 4.09 Produce and present findings in various formats (print, graphical, audio, video, multimedia, web-based).
- 4.10 Evaluate the product.

COMPETENCY GOAL 5: The learner will COMMUNICATE reading, listening, and viewing experiences.

Objectives

- 5.01 Respond to reading, listening, viewing experiences orally, artistically, dramatically, through various formats (print, graphical, audio, video, multimedia, web-based).
- 5.02 Produce media in various formats (print, graphical, audio, video, multimedia, web-based) appropriate to audience and purpose.
- 5.03 Describe, support an opinion, and/or persuade an audience using a variety of media formats (print, graphical, audio, video, multimedia, web-based).
- 5.04 Collaborate with others, both in person and through technologies, to identify information problems and to design, develop, and evaluate information products and solutions.
- 5.05 Credit sources in all print, non-print, and electronic products.
- 5.06 Apply fair use copyright guidelines (Copyright Law, P. L. 94-553) in all projects.

INFORMATION SKILLS – Grade 11

Focus Area

The learner will:

- identify and use the most appropriate resources (print, non-print, electronic) available
- use well-developed and articulated personal criteria
- analyze and evaluate ideas and opinions, recognizing bias and stereotypes
- organize information for presentation
- create products using a variety of media formats (print, graphical, audio, video, multimedia, web-based), following production and design standards, including crediting sources, etc.

Strands: Literacy and Research Process Skills (Information Literacy)

COMPETENCY GOAL 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.

Objectives

- 1.01 Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences.
- 1.02 Demonstrate competence and self motivation as a reader.
- 1.03 Demonstrate appropriate care of resources.
- 1.04 Acknowledge ownership of ideas.
- 1.05 Identify elements of composition.
- 1.06 Identify characteristics of various genres.
- 1.07 Follow acceptable use policy (AUP/IUP) for electronic resources.
- 1.08 Select and use independently, both within and outside the school, a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia, web-based).
- 1.09 Recognize that ideas are produced in a variety of formats (print, graphical, audio, video, multimedia, web-based).
- 1.10 Identify characteristics and advantages of various media formats (print, graphical, audio, video, multimedia, web-based) for a specific task.
- 1.11 Explore primary and secondary sources.

COMPETENCY GOAL 2: The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats.

Objectives

- 2.01 Identify published criteria of excellence for resources.
- 2.02 Apply identified criteria to select resources.
- 2.03 Recognize the diversity of ideas and thoughts by exploring a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia, web-based).
- 2.04 Develop and articulate personal criteria for selecting resources for information needs and enjoyment.
- 2.05 Determine accuracy, relevance, and comprehensiveness of information resources.
- 2.06 Recognize the power of media to influence.

COMPETENCY GOAL 3: The learner will RELATE ideas and information to life experiences.

Objectives

- 3.01 Describe personal cultural heritage and environment.
- 3.02 Collect and compare information about diverse cultures, environments, and peoples.
- 3.03 Identify bias and stereotypes.
- 3.04 Relate cultural similarities and differences to personal heritage and environments.
- 3.05 Describe how information and ideas are influenced by prior knowledge, personal experience, and social, cultural, political, economic, and historical events.

COMPETENCY GOAL 4: The learner will EXPLORE and USE research processes to meet information needs.

Objectives

- 4.01 Identify information needs and formulate questions about those needs.
- 4.02 Identify potential research process models.
- 4.03 Develop a search strategy which includes the continuous evaluation of the research process and the information gathered.
- 4.04 Follow acceptable use guidelines (AUP/IUP) in accessing information.
- 4.05 Gather information from the most effective resources.
- 4.06 Comply with the Copyright Law (P. L. 94-553).
- 4.07 Organize and use information.
- 4.08 Credit sources of information.
- 4.09 Produce and present findings in various formats (print, graphical, audio, video, multimedia, web-based).
- 4.10 Evaluate the product.

COMPETENCY GOAL 5: The learner will COMMUNICATE reading, listening, and viewing experiences.

Objectives

- 5.01 Respond to reading, listening, viewing experiences orally, artistically, dramatically, through various formats (print, graphical, audio, video, multimedia, web-based).
- 5.02 Produce media in various formats (print, graphical, audio, video, multimedia, web-based) appropriate to audience and purpose.
- 5.03 Describe, support an opinion, and/or persuade an audience using a variety of media formats (print, graphical, audio, video, multimedia, web-based).
- 5.04 Collaborate with others, both in person and through technologies, to identify information problems and to design, develop, and evaluate information products and solutions.
- 5.05 Credit sources in all print, non-print, and electronic.
- 5.06 Apply fair use copyright guidelines (Copyright Law, P. L. 94-553) in all projects.

INFORMATION SKILLS – Grade 12

Focus Areas

The learner will:

- identify and use the most appropriate resources (print, non-print, electronic) available
- use well-developed and articulated personal criteria
- analyze and evaluate ideas and opinions, recognizing bias and stereotypes
- organize information for presentation
- create products using a variety of media formats (print, graphical, audio, video, multimedia, web-based), following production and design standards, including crediting sources, etc.

Strands: Literacy and Research Process Skills (Information Literacy)

COMPETENCY GOAL 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.

Objectives

- 1.01 Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences.
- 1.02 Demonstrate competence and self motivation as a reader.
- 1.03 Demonstrate appropriate care of resources.
- 1.04 Acknowledge ownership of ideas.
- 1.05 Identify elements of composition.
- 1.06 Identify characteristics of various genres.
- 1.07 Follow acceptable use policy (AUP/IUP) for electronic resources.
- 1.08 Select and use independently, both within and outside the school, a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia, web-based).
- 1.09 Recognize that ideas are produced in a variety of formats (print, graphical, audio, video, multimedia, web-based).
- 1.10 Identify characteristics and advantages of various media formats (print, graphical, audio, video, multimedia, web-based) for a specific task.
- 1.11 Explore primary and secondary sources.

COMPETENCY GOAL 2: The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats.

Objectives

- 2.01 Identify published criteria of excellence for resources.
- 2.02 Apply identified criteria to select resources.
- 2.03 Recognize the diversity of ideas and thoughts by exploring a variety of resources (print, non-print, electronic) formats (print, graphical, audio, video, multimedia, web-based).
- 2.04 Develop and articulate personal criteria for selecting resources for information needs and enjoyment.
- 2.05 Determine accuracy, relevance, and comprehensiveness of information resources.
- 2.06 Recognize the power of media to influence.

COMPETENCY GOAL 3: The learner will RELATE ideas and information to life experiences.

Objectives

- 3.01 Describe personal cultural heritage and environment.
- 3.02 Collect and compare information about diverse cultures, environments, and peoples.
- 3.03 Identify bias and stereotypes.
- 3.04 Relate cultural similarities and differences to personal heritage and environments.
- 3.05 Describe how information and ideas are influenced by prior knowledge, personal experience, and social, cultural, political, economic, and historical events.

COMPETENCY GOAL 4: The learner will EXPLORE and USE research processes to meet information needs.

Objectives

- 4.01 Identify information needs and formulate questions about those needs.
- 4.02 Identify potential research process models.
- 4.03 Develop a search strategy which includes the continuous evaluation of the research process and the information gathered.
- 4.04 Follow acceptable use guidelines (AUP/IUP) in accessing information.
- 4.05 Gather information from the most effective resources.
- 4.06 Comply with the Copyright Law (P. L. 94-553).
- 4.07 Organize and use information.
- 4.08 Credit sources of information.
- 4.09 Produce and present findings in various formats (print, graphical, audio, video, multimedia, web-based).
- 4.10 Evaluate the product.

COMPETENCY GOAL 5: The learner will COMMUNICATE reading, listening, and viewing experiences.

Objectives

- 5.01 Respond to reading, listening, viewing experiences orally, artistically, dramatically, through various formats (print, graphical, audio, video, multimedia, web-based).
- 5.02 Produce media in various formats (print, graphical, audio, video, multimedia, web-based) appropriate to audience and purpose.
- 5.03 Describe, support an opinion, and/or persuade an audience using a variety of media formats (print, graphical, audio, video, multimedia, web-based).
- 5.04 Collaborate with others, both in person and through technologies, to identify information problems, and to design, develop and evaluate information products and solutions.
- 5.05 Credit sources in all print, non-print, and electronic.
- 5.06 Apply fair use copyright guidelines (Copyright Law, P. L. 94-553) in all projects.

Glossary

Acceptable Use Policy (AUP) Internet Use Policy (AUP/IUP)

Policies adopted by school districts to address Internet usage. Acceptable Use Policy is an agreement between the user (students and/or teachers) and the school district requiring responsible use of Internet access. Typically agreements are signed by their parent(s) or guardian.

Booktalking

Strategy by library/media coordinator to share a large number of books with a group of students by telling about plot summaries or reading short selections from books to encourage students to read books selected by common features as author or genre.

Copyright Law

Law granting a legal right to a copyright holder which requires the permission of the copyright holder to make.

Formats

All formats to include print, non-print, graphical, audio, video, multimedia, and web-based. Multimedia and web-based products combine two or more of these elements in an interactive format.

Genre

A category of artistic, musical, or literary composition characterized by a particular style, form, or content.

Information Literacy

Developing strategies to access, evaluate, use, and communicate information for learning, decision making, and problem solving.

Primary Sources

Primary sources are results of experiments or original research, literary works, autobiographies, original theories, and other materials.

Resources

All types of print, non-print and electronic media.

Secondary Sources

Sources compiling or critiquing original works. Examples of secondary source include literary criticism, biographies, encyclopedia articles, and journal articles critiquing the work of others.

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