

Information Literacy Curriculum Framework

Library Media Department

April 2008

Mission of the Sioux City Community School District

The Sioux City Community School District exists to develop and graduate students who have the knowledge, skills and competencies to lead productive lives in society.

Mission of the District Library Media Program

The mission of the district library program is to provide all students the library materials and online resources necessary to meet their immediate needs and to help them develop the information and communication skills they will need as lifelong learners.

In order to accomplish this mission the department believes:

- That student need for information will best be satisfied through hands-on experiences with information resources available from a wide variety of sources and found in a variety of formats including print, audio, visual, and electronic.
- That students will acquire lifelong learning skills through instruction on locating, evaluating, and synthesizing information to complete classroom assignments.
- That information literacy will be achieved through exposure to and practice with a wide variety of appropriate information resources and formats as an integral part of student curriculum.
- That technological literacy will be achieved through hands-on experiences with and instruction on the types of information technology which students will most likely encounter in their daily lives now and in the future.
- That students will best succeed in the Information Age if they acquire a vision of virtual library (i.e., library without walls) through the use of technologies which access information 24/7.
- That the exploration of library materials for personal enjoyment, discovery, and enrichment will endure for all generations.

Sioux City Community School District's Nondiscrimination Policy

It is the policy of the Sioux City Community School District not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, religion, age, physical or mental disability in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 19B.11, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. 1681-1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. 794), and the Americans with Disabilities Act (42 U.S.C. 12101, et seq.). Inquiries or grievances regarding compliance may be directed to the Director of Educational Equity, Marilyn Charging, Educational Equity Office, Education Service Center, Sioux City Community Schools, 1221 Pierce Street, Sioux City, IA 51105-1497, (712) 279-6075.

Library Program Standards Required by the Iowa Board of Education

The library program standards adopted by the Iowa Board of Education (Iowa Administrative Code 12.3(12)) include the following requirement: “The teacher librarian and classroom teachers will collaborate to develop, teach, and evaluate building curricular goals with emphasis on promoting inquiry and critical thinking; providing information literacy learning experiences to help students access, evaluate, use, create, and communicate information; enhancing learning and teaching through technology; and promoting literacy through reader guidance and activities that develop capable and independent readers.”

Sioux City Community School District Library Media Standards

The library media department based its standards upon the Big6TM information literacy model (Super 3 for elementary students) developed by Mike Eisenberg and Bob Berkowitz, as well as on the ALA's Information Literacy Standards for Student Learning. The department feels that all students need to meet the standards listed in this document in order to be successful, no matter their direction in life. If these standards are applied, students will develop strong searching techniques which will help them locate, evaluate, synthesize, and use information. In order for all students to meet these standards, a great deal of collaboration needs to take place between the teacher librarians and the classroom teachers. Ideally, information literacy skills need to be taught in context. Students need to be given assignments in class that require the use of technology and the many online resources available both in the library and in the classroom. Teacher librarians are trained as information specialists; therefore, teachers are encouraged to team up with them to make sure these standards are taught.

Standard	Benchmarks	Core Indicators
<p>Standard 1: Students will recognize an information need.</p>	<p><u>Benchmark 1.1:</u> <i>Students will focus on an information need.</i></p> <p><u>Benchmark 1.2:</u> <i>Students will develop a statement of purpose.</i></p> <p><u>Benchmark 1.3:</u> <i>Students will use visual learning methods to organize the information seeking process (e.g., webbing or clustering).</i></p> <p><u>Benchmark 1.4:</u> <i>Students will use best practice techniques to determine information need (e.g., pre-search planner, general to specific model, narrow topic with clustering, narrow topic by asking questions).</i></p>	<p style="text-align: center;">K-5</p> <ul style="list-style-type: none"> • Students will identify characteristics of the five main fiction genres (e.g., <i>historical fiction, realistic fiction, mystery, fantasy, science fiction</i>). • Students will name the title, author, or subject of a book needed. • Students will identify the type of information needed (i.e., <i>fiction or nonfiction</i>). • Students will define a topic to research. • Students will list three facts that they would like to know about a topic. <p style="text-align: center;">6-8</p> <ul style="list-style-type: none"> • Students will begin research with a question to be answered. • Students will list the steps of the research process (e.g., <i>Big6™</i>). • Students will determine and understand exactly what the assignment requires them to do and select the appropriate resources. • Students will narrow a general subject by listing sub-topics. <p style="text-align: center;">9-12</p> <ul style="list-style-type: none"> • Students will determine and understand exactly what the assignment requires them to do. • Students will list the steps of a research model (e.g., <i>Big6™</i>). • Students will brainstorm to define or refine the information problem or research question. • Students will develop a list of keywords by accessing subject and topic lists found in the online catalog and online databases. • Students will learn to ask key questions. • Students will generate a thesis statement after conducting a pre-search to gain an overview of the problem.

Standard	Benchmarks	Core Indicators
<p><u>Standard 2:</u> Students will create a search strategy.</p>	<p><u>Benchmark 2.1:</u> <i>Students will recognize that fiction books are organized by the author's last name.</i></p> <p><u>Benchmark 2.2:</u> <i>Students will select the best resource for an information need.</i></p> <p><u>Benchmark 2.3:</u> <i>Students will determine the best words to use for a specific search.</i></p> <p><u>Benchmark 2.4:</u> <i>Students will create an organized search plan.</i></p> <p><u>Benchmark 2.5:</u> <i>Students will use inquiry skills to access information from a variety of resources.</i></p> <p><u>Benchmark 2.6:</u> <i>Students will use advanced search strategies to narrow or broaden the focus of their information searches.</i></p> <p><u>Benchmark 2.7:</u> <i>Students will use a variety of search techniques to access information from online databases.</i></p>	<p style="text-align: center;">K-5</p> <ul style="list-style-type: none"> • Students will identify the first three letters of the author's last name as the second line of an Easy or Fiction call number. • Students will identify keywords and use them to search the online catalog. • Students will select the most appropriate reference resource (e.g., <i>dictionary, encyclopedia, almanac, atlas</i>). • Students will select the most appropriate online resource for their information need (e.g., <i>Web site, search engine, database</i>). <p style="text-align: center;">6-8</p> <ul style="list-style-type: none"> • Students will brainstorm keywords that apply to their topic. • Students will brainstorm a list of information sources that are appropriate for their assignment. • Students will define the term <u>database</u>. • Students will gather information from more than one source. <p style="text-align: center;">9-12</p> <ul style="list-style-type: none"> • Students will complete a graphic organizer (e.g., <i>ALA's "Keyword Search Plan"</i>). • Students will read, view, and listen to a variety of pre-selected resources to refine the question. • Students will use a variety of search techniques (e.g., <i>having available a list of alternative words or synonyms, knowing how to truncate, putting unique words or phrases in quotation marks</i>). • Students will know the difference between a subject and a keyword search and be able to explain when each might be appropriate. • Students will learn to add the word <u>fiction</u> or <u>biography</u> to any search to retrieve materials that interest them.

<p>Standard 2 (continued) Students will create a search strategy.</p>		<ul style="list-style-type: none">• Students will select literature based on need, interest, and appropriateness.• Students will access an online database “topic browse” page to identify a topic.• Students will use advanced search techniques in the online catalog and on the Internet to search a keyword or topic (e.g., <i>truncating, quotes, and wild cards</i>).• Students will brainstorm a list of all possible sources of information to solve a problem or answer a question.• Students will learn to broaden or narrow their searches by listing related words and by using subject headings.• Students will use search engines and directories to survey a topic, understanding that the complexity will vary, as will the kind of information generated.• Students will frame a research question.
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Standard	Benchmarks	Core Indicators
<p>Standard 3: Students will locate information efficiently.</p>	<p><u>Benchmark 3.1:</u> <i>Students will understand the basic organizational pattern of the library.</i></p> <p><u>Benchmark 3.2:</u> <i>Students will access appropriate resources to locate specific information.</i></p> <p><u>Benchmark 3.3:</u> <i>Students will use computer resources and technologies effectively and efficiently.</i></p> <p><u>Benchmark 3.4:</u> <i>Students will understand the basic organizational pattern of the library.</i></p>	<p style="text-align: center;">K-5</p> <ul style="list-style-type: none"> • Students will independently walk down the hall from the classroom to the library. • Students will locate or name the different areas of the library (e.g., <i>circulation desk, return cart or book drop, easy/fiction/nonfiction sections, and reading area</i>). • Students will locate a nonfiction book, using the Dewey Decimal System. • Students will independently select and check out a nonfiction book. • Students will locate an Easy or Fiction book by the author’s last name, thus applying their alphabetical order skills. • Students will identify and record call numbers to help them locate library resources. • Students will locate answers to questions, using reference resources (e.g., <i>dictionary, encyclopedia, almanac, atlas, online database</i>). • Students will determine whether the best information would be found in print or non-print. • Students will recognize the components of the online catalog. • Students will locate an information source independently, using the online catalog and executing an author, title, or keyword search. • Students will learn online catalog search terms (e.g., <i>truncation, wild cards, bread crumbs</i>). • Students will locate answers to questions, using an online database (e.g., <i>World Book Online, Searchasaurus, Fact Monster, Yahoo! Kids</i>). <p style="text-align: center;">6-8</p> <ul style="list-style-type: none"> • Students will understand the layout and organization of the library and will check out a print item. • Students will use the index of a book to locate information. • Students will know how to use the online catalog. • Students will use the online catalog and differentiate between

<p>Standard 3: (continued) Students will locate information efficiently.</p>	<p><u>Benchmark 3.5:</u> <i>Students will use computer resources and technologies effectively and efficiently.</i></p> <p><u>Benchmark 3.6:</u> <i>Students will understand the basic organizational pattern of the library.</i></p> <p><u>Benchmark 3.7:</u> <i>Students will access appropriate resources to locate print information.</i></p> <p><u>Benchmark 3.8:</u> <i>Students will use advanced computer resources and technologies effectively and efficiently.</i></p>	<p>subject and keyword searches.</p> <ul style="list-style-type: none"> • Students will use the library Web page to navigate to online resources and help pages. • Students will learn to access online resources remotely. • Students will locate periodical or reference sources, using the online catalog. • Students will learn online catalog search terms (e.g., <i>truncation, wild cards, bread crumbs</i>). • Students will explain what a URL is and the difference among Internet address abbreviations (e.g., <i>.com, .edu, .org, .mil, .net, .gov</i>). • Students will learn to gather and save their information correctly in a system of folders. <p style="text-align: center;">9-12</p> <ul style="list-style-type: none"> • Students will understand the layout and organization of the library, will locate materials on library shelves by call number, and will check out a print item. • Students will comprehend the systematic organization of resources within the library media center. • Students will point out clues about a source to help locate information therein (e.g., <i>captions, bold print, headings, tables of contents, indices</i>). • Students will use a cumulative index of a multi-volume reference set to locate information. • Students will define basic literary terminology: <i>genre, fiction, nonfiction, biography, autobiography, annotation, citation</i>. • Students will be able to locate and use appropriate computer resources and technologies available within the school library (e.g., <i>online catalog, online databases, full-text sources, scanners, digital cameras</i>). • Students will evaluate information found, using an evaluation rubric that includes the five W's (e.g., <i>Wikipedia reliability</i>). • Students will access online resources remotely. • Students will use Boolean electronic search strategies: <i>and, or, not / +,-</i>. • Students will compare the "hidden" Internet to the "public" Internet.
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<p>Standard 3: (continued) Students will locate information efficiently.</p>		<ul style="list-style-type: none"> • Students will use the library Web page to navigate to online resources and help pages. • Students will evaluate Web sites for <i>authority, relevance, currency, and objectivity</i>. • Students will use a search engine or multiple search engines to locate information relevant to their topic. • Students will use the advanced searching techniques of online databases. • Students will use electronic reference sources available on the Internet (e.g., <i>encyclopedias, dictionaries, biographies, atlases, geographic databanks, thesauri, almanacs, fact books</i>). • Students will use community resources in their search for information (e.g., <i>public library, community Web sites, Lewis & Clark center, and others</i>). • Students will know the definition of <u>hierarchy</u> and its application to online resources and computer programs. • Students will use Internet browser features to track information links and create a bibliography. • Students will analyze the various ways to search and navigate the Internet (e.g., <i>search engines and utilities, search tool bars, and meta search utilities</i>). • Students will use search limiters (e.g., <i>full-text, date range, and publication</i>).
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Standard	Benchmarks	Core Indicators
<p>Standard 4: Students will use information accurately and creatively.</p>	<p><u>Benchmark 4.1:</u> <i>Students will distinguish between fiction and nonfiction.</i></p> <p><u>Benchmark 4.2:</u> <i>Students will summarize information.</i></p> <p><u>Benchmark 4.3:</u> <i>Students will record the source of print, non-print, and electronic information.</i></p> <p><u>Benchmark 4.4:</u> <i>Students will organize and synthesize information from multiple sources.</i></p> <p><u>Benchmark 4.5:</u> <i>Students will analyze information and organize it in a logical sequence.</i></p>	<p style="text-align: center;">K-5</p> <ul style="list-style-type: none"> • Students will identify what types of books are housed in the different sections of the library: <i>easy fiction/picture books, fiction/chapter books, nonfiction/true books, and reference/information books.</i> • Students will locate the following information when searching for a book in the online catalog: <i>title, availability, and call number</i> of the book. • Students will locate three facts from an information resource. <p style="text-align: center;">6-8</p> <ul style="list-style-type: none"> • Students will gather information from a variety of sources. • Students will take notes in their own words from a resource, using a graphic organizer. • Students will paraphrase information from a resource. • Students will point out the differences among fact, fiction, and opinion. • Students will define the following book terms: <i>table of contents, index, glossary, bibliography/list of sources.</i> • Students will distinguish between primary and secondary sources. <p style="text-align: center;">9-12</p> <ul style="list-style-type: none"> • Students will recognize point of view or bias in the presentation of information. • Students will understand the concept of links when they are using Web pages. • Students will use paraphrasing, highlighting, or other extraction techniques or strategies to identify and record relevant information. • Students will distinguish between and search successfully for both primary and secondary sources. • Students will differentiate fact from fiction. • Students will create an outline or timeline of information gathered about a topic.

<p>Standard 4: (continued) Students will use information accurately and creatively.</p>		<ul style="list-style-type: none">• Students will understand the difference between doing a report and doing research.• Students will adapt the format of notes taken to fit the situation.• Students will create electronic notes (e.g., using <i>NoodleTools</i>).
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Standard	Benchmarks	Core Indicators
<p>Standard 5: Students will develop an end product, using the information gathered.</p>	<p><u>Benchmark 5.1:</u> <i>Students, either individually or as a member of a group, will create a project, using information gathered from a print or online source.</i></p> <p><u>Benchmark 5.2:</u> <i>Students will organize and present a personally developed project to an audience.</i></p> <p><u>Benchmark 5.3:</u> <i>Students will save information, using available and current technologies.</i></p> <p><u>Benchmark 5.4:</u> <i>Students will use advanced technologies to develop and present a project.</i></p>	<p style="text-align: center;">K-5</p> <ul style="list-style-type: none"> • Students will use a graphic organizer to plan a project. • Students will write a paragraph based on something read. • Students will create a list of facts extrapolated from a source. <p style="text-align: center;">6-8</p> <ul style="list-style-type: none"> • Students will create a project, using information gathered from a variety of sources. • Students will create an outline, storyboard, script, layout, or rough draft of research notes. • Students will use word processing software to complete a written report. • Students will create and use computer-generated graphics and art in a print or electronic presentation. • Students will learn to properly name computer files. • Students will know how to save their work to the student file system (TSF) and flash drives. • Students will learn how to retrieve information saved. <p style="text-align: center;">9-12</p> <ul style="list-style-type: none"> • Students will consider the purpose and audience for the product and/or presentation. • Students will generate charts, tables, and graphs, using electronic spreadsheets and other graphing programs. • Students will bring together information from a variety of sources, make inferences and judgments about the information, and draw conclusions from the information found. • Students will use presentation software to create electronic slide shows and if needed, correctly print slides to conserve paper and toner. • Students will use word processing, editing, dictionary, and

<p>Standard 5: (continued) Students will develop an end product, using the information gathered.</p>	<p>Benchmark 5.5: <i>Students will save information, using available and current technologies.</i></p>	<p>thesaurus tools to produce a polished, original product that clearly communicates research results.</p> <ul style="list-style-type: none"> • Students will write a research paper with correct formatting, using the information literacy skills they have acquired through the library and language arts curriculum. • Students will use projection devices to show multimedia productions with digital video, audio, and links to HTML documents, or other programs. • Students will save and backup data gathered to a secure location (e.g., <i>personal storage space, TSF, CD-RW, online storage, flash memory</i>). • Students will know how to save in different formats and/or software versions.
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Standard	Benchmarks	Core Indicators
<p>Standard 6: Students will evaluate both the research process and the product created.</p>	<p>Benchmark 6.1: <i>Students will use some basic project evaluation techniques.</i></p> <p>Benchmark 6.2: <i>Students will assess both the sources and the final project created.</i></p> <p>Benchmark 6.3: <i>Students will learn self-assessment techniques.</i></p>	<p style="text-align: center;">K-5</p> <ul style="list-style-type: none"> • Students will use different strategies for revising, improving, and updating work (e.g., <i>peer editing</i>). • Students will review and assess the results of their project according to the classroom teacher’s rubric. • Students will assess reaction from the audience (e.g., <i>peers, teachers, parents, judges</i>). • Students will reflect on and record an assessment of the process (e.g., <i>what was done well and why, what could have been improved</i>). <p style="text-align: center;">6-8</p> <ul style="list-style-type: none"> • Students will use a rubric to compare print resources, database information, and search engine sources. • Students will evaluate the effectiveness of their projects. • Students will select and apply appropriate strategies for revising, improving, and updating work (e.g., <i>proofreading</i>). • Students will assess reaction from the audience (e.g., <i>peers, teachers, parents, judges</i>). • Students will reflect on and record an assessment of the process (e.g., <i>what was done well and why, what could have been improved, what was difficult and why</i>). <p style="text-align: center;">9-12</p> <ul style="list-style-type: none"> • Students will understand that a rubric is an authentic assessment tool which will help establish the criteria for grading a project. • Students will participate in a rubric design process. • Students will create a rubric for self-assessment and use it to evaluate their research strategies. • Students will assume responsibility for self-assessment of their performance in creating a project or completing an assignment. • Students will evaluate electronic presentations in terms of

<p>Standard 6: (continued) Students will evaluate both the research process and the product created.</p>		<p>content, format, and audience.</p> <ul style="list-style-type: none">• Students will design self-assessment tools to help them evaluate their own work for both content and format.• Students will assess reaction from the audience (e.g., <i>peers, teachers, parents, judges</i>).• Students will reflect on and record an assessment of the process (e.g., <i>what was done well and why, what could have been improved, what was difficult and why, in which step did the most learning take place and why</i>).
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<p>Standard 7: (continued) Students will practice ethical behavior with regard to information and information technology.</p>	<p>Benchmark 7.3: <i>Students will use library materials and technology responsibly.</i></p> <p>Benchmark 7.4: <i>Students will learn the basic format of a bibliography.</i></p> <p>Benchmark 7.5: <i>Students will use library materials and equipment productively, responsibly, and independently.</i></p> <p>Benchmark 7.6: <i>Students will understand and respect district policy on legal and ethical use of information.</i></p> <p>Benchmark 7.7: <i>Students will create properly formatted bibliographies.</i></p>	<p>date.</p> <ul style="list-style-type: none"> • Students will use the online catalog to locate books in a responsible manner. • Students will budget time effectively and take turns with other classmates when using the library computers. • Students will recognize how to tell if an online Web site or database is an appropriate reference resource. • Students will use “approved” Web sites to gather information for classroom projects. • Students will resolve all obligations to the library in terms of lost and damaged fees prior to leaving for middle school. <p style="text-align: center;">6-8</p> <ul style="list-style-type: none"> • Students will understand the copyright concepts of authorship, ownership, and plagiarism. • Students will use a simple bibliography composer (e.g. Noodle Tools Starter) to cite all resources used in a project. <ul style="list-style-type: none"> • Students will learn to keep themselves safe online. • Students will understand that using a home computer is different than using one at school or in the work place. <ul style="list-style-type: none"> • Students will understand and follow the district’s policy for acceptable use of networked resources. <p style="text-align: center;">9-12</p> <ul style="list-style-type: none"> • Students will use an online bibliography composer (e.g., NoodleTools Advanced) to cite all resources in a project. • Students will use graphic organizers, like the one provided by NoodleTools, to help record bibliographic details and assist in note taking. • Students will know that credit must be given for a source of information. • Students will know when a citation is necessary.
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<p>Standard 7: (continued) Students will practice ethical behavior with regard to information and information technology.</p>	<p>Benchmark 7.8: <i>Students will respect intellectual property rights.</i></p> <p>Benchmark 7.9: <i>Students will practice good citizenship and use appropriate behavior with regard to resources.</i></p>	<ul style="list-style-type: none"> • Students will define the term <u>intellectual freedom</u>. • Students will recognize differing viewpoints and gain a respect for intellectual freedom. • Students will know that copyright laws must be followed and understand the concept of plagiarism. • Students will know that plagiarism is unethical. • Students will learn to read through their notes and come away with thoughts about the topic which they can state in their own words. • Students will know that “copy and paste” is not an ethical or responsible use of information. • Students will give credit for information that was created by others. • Students will learn to respect different points of view and opinions. • Students will handle all library materials and equipment appropriately. • Students will understand that the way they use a home computer and the way they use a school or work computer is different. • Students will check out and return library materials in a timely fashion. • Students will understand and follow the district’s policy for acceptable use of networked resources. • Students will understand and apply the rules of netiquette when using electronic communications (e.g., e-mail, newsgroups, listservs, and the Internet). • Students will respect other people’s work that might be stored on a public hard drive. • Students will use other people’s computer resources only with permission. • Students will practice good citizenship and appropriate school behaviors online. • Students will learn how to keep themselves safe online. • Students will understand the impact, be it positive or negative, that social networking sites can have on their lives and the lives of those around them.
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Standard	Benchmarks	Core Indicators
<p><u>Standard 8:</u> Students will read both for information and for personal interests.</p>	<p><u>Benchmark 8.1:</u> <i>Students seek a variety of materials for independent learning and personal enjoyment, including the appreciation of literature and other creative expressions.</i></p> <p><u>Benchmark 8.2:</u> <i>Students will recognize that diversity in literature helps cultures to understand one another.</i></p>	<p style="text-align: center;">K-5</p> <ul style="list-style-type: none"> • Students will identify a Caldecott Medal / Caldecott Honor book. • Students will compare and contrast the fiction and nonfiction genres. • Students will choose from the easy section a picture book for pleasure reading. • Students will assess the reading level of a book, using an approved selection strategy (e.g., <i>five finger rule</i>, “<i>just right</i>” <i>book</i>, <i>Goldilocks method</i>). • Students will share knowledge and information about literature with others. <p style="text-align: center;">6-8</p> <ul style="list-style-type: none"> • Students will identify award-winning books (e.g., <i>Newbery</i>, <i>Coretta Scott King</i>, <i>Pura Belpré</i>). • Students will obtain books and media for personal use. • Students will derive meaning from information presented creatively in a variety of formats. <p style="text-align: center;">9-12</p> <ul style="list-style-type: none"> • Students will recognize award winning titles as promoted in the library (e.g., <i>ITA – Iowa Teen Award</i>, <i>IHSBA – Iowa High School Book Award</i>) • Students will define literary reading and how it impacts society. • Students will recognize authors, illustrators, publishers, and producers as reflectors of the human experience. • Students will recognize the importance of free speech and free expression in a democratic society as it relates to “free reading” or SSR time in school. • Students will seek information related to various dimensions of personal well-being, such as career interests, community involvement, health matters, and recreational pursuits.