

St. George's Episcopal School Library & Media Center

Information Literacy Curriculum Standards and Scope & Sequence

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SGES Library Program Mission Statement

The mission of the SGES school library program is to provide an inviting, dynamic learning environment and services that support and enhance teaching, literacy and learning.

To achieve this mission, the school library:

- § Provides all members of the learning community access to a supportive, welcoming and learner-centered environment.
- § Works in collaboration with teachers, administrators, support staff and parents to provide learning experiences that promote student achievement.
- § Fosters the development of reading, writing, speaking and listening skills and provides experiences that expand and reinforce classroom reading instruction.
- § Promotes life-long learning through information literacy instruction that is integrated with classroom content.
- § Promotes critical thinking, engagement with information in all of its forms and the use of technology to enhance learning.
- § Contains rich and abundant collections of materials in many formats—both print and electronic—to meet the teaching and learning needs of the school curriculum and reflect diversity and intellectual freedom principles.
- § Fosters connections with the larger learning community to provide students with access to learning resources and activities beyond the school walls.
- § Communicates library program plans, needs and accomplishments to stakeholders on a regular basis.

From the American Association of School Librarians (AASL):

POSITION STATEMENT ON INFORMATION LITERACY

To be prepared for a future characterized by change, students must learn to think rationally and creatively, solve problems, manage and retrieve information, and communicate effectively. By mastering information problem-solving skills students will be ready for an information-based society and a technological workplace.

INFORMATION LITERACY is the term being applied to the skills of information problem-solving. The purpose of this position paper is to identify the key elements of information literacy and present a rationale for integrating information literacy into all aspects of the K-12 and post-secondary curriculum. Many aspects of both the school restructuring movement and library media programs relate directly to information literacy and its impact on student learning.

Today, many different groups are helping to define information literacy. For example, information literacy is one of five essential competencies for solid job performance according to the U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS). The SCANS report makes the case for developing high-performance skills to support an economy characterized by high skills, high wages, and full employment. A high-skill workforce is also called for in the President's National Technology Policy for America.

Educators are recognizing the importance of information literacy. In 1991, the Association of Supervision and Curriculum Development (ASCD) adopted the following statements:

Information literacy...equips individuals to take advantage of the opportunities inherent in the global information society. Information literacy should be a part of every student's educational experience. ASCD urges schools, colleges, and universities to integrate information literacy programs into learning programs for all students.

RESTRUCTURING AND INFORMATION LITERACY

Research on the restructuring of schools calls for the teacher's role to change from a textbook lecturer to that of a coach. Students become active learners who create their own knowledge after interacting with information from a variety of resources. Learning which results from use of multiple resources is often referred to as resource-based learning.

Resource-based learning requires that students are effective users of information regardless of format. Print resources such as books and magazines as well as electronic resources such as computer databases and laser videodiscs will be used by students. Students will master information literacy skills when teachers and library media specialists guide them as they use information with a discipline or through an interdisciplinary project. Another component of restructuring, performance assessment, flows from active resource-based learning. Learning is assessed by observing student demonstrations of ability, knowledge or competencies. In a fully functioning performance assessment setting, student portfolios and other assessment techniques are used to measure outcomes or competencies.

CURRICULUM AND INFORMATION LITERACY

To become effective information users, students must have frequent opportunities to handle all kinds of information. Locating, interpreting, analyzing, synthesizing, evaluating, and communicating information should become a part of every subject across the curriculum. Resource-based learning calls for all members of the educational community to become partners in a shared goal, providing successful learning experiences for all students. Learning environments should be structured to allow students unlimited access to multiple resources in the classroom, the library media center, and beyond the school walls.

In an effective information literacy curriculum, the students' experience with information moves away from learning traditional library location skills taught in isolation. Rather, the student learns information literacy skills, as defined in this paper, embedded into the core curriculum. Once acquired, a solid foundation of information literacy skills will prepare students for a lifetime of learning.

LIBRARY MEDIA PROGRAMS

The role of the library media program is to ensure that students and staff are effective users of ideas and information. The library media program supports the curriculum by providing adequate resources, personnel and training so that both students and teachers become independent users of information.

The library media specialist plays a critical role in a schools instructional program. To foster information literacy, the library media specialist:

- § Works with the classroom teacher as a partner to plan, design, deliver, and evaluate instruction using a variety of resources and information problem-solving skills.
- § Serves as a teacher and consultant in the transition from a textbook centered classroom to a resource-based classroom.
- § Provides leadership, expertise and advocacy in the use of technology and resources.
- § Partners with teachers to empower students to accept responsibility for their own learning, thereby becoming capable of learning over a lifetime.
- § Manages a program (personnel, resources, facility, and services) in which students receive instruction and practice in the use of information. Guidance is given for reading, viewing, and listening so that students can locate resources for both personal enrichment as well as for information problem-solving.

A school library media program that is truly integrated into the school's curriculum is central to helping students master information literacy skills.

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 and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning, because they can always find the information needed for any task or decision at hand.

American Library Association President's Committee on Information Literacy

Common Beliefs

Reading is a window to the world. Reading is a foundational skill for learning, personal growth, and enjoyment. The degree to which students can read and understand text in all formats (e.g., picture, video, print) and all contexts is a key indicator of success in school and in life. As a lifelong learning skill, reading goes beyond decoding and comprehension to interpretations and development of new understandings.

Inquiry provides a framework for learning. To become independent learners, students must gain not only the skills but also the disposition to use those skills, along with an understanding of their own responsibilities and self-assessment strategies. Combined, these four elements build a learner who can thrive in a complex information environment.

Ethical behavior in the use of information must be taught. In this increasingly global world of information, students must be taught to seek diverse perspectives, gather and use information ethically, and use social tools responsibly and safely.

Technology skills are crucial for future employment needs. Today's students need to develop information skills that will enable them to use technology as an important tool for learning, both now and in the future.

Equitable access is a key component for education. All children deserve equitable access to books and reading, to information, and to information technology in an environment that is safe and conducive to learning.

The definition of information literacy has become more complex as resources and technologies have changed. Information literacy has progressed from the simple definition of using reference resources to find information. Multiple literacies, including digital, visual, textual, and technological, have now joined information literacy as crucial skills for this century.

The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own. The amount of information available to our learners necessitates that each individual acquire the skills to select, evaluate, and use information appropriately and effectively.

Learning has a social context. Learning is enhanced by opportunities to share and learn with others. Students need to develop skills in sharing knowledge and learning with others, both in face-to-face situations and through technology.

School libraries are essential to the development of learning skills. School libraries provide equitable physical and intellectual access to the resources and tools required for learning in a warm, stimulating, and safe environment. School librarians collaborate with others to provide instruction, learning strategies, and practice in using the essential learning skills needed in the 21st century.

SGES Information Literacy Curriculum Standards

Standard 1: Learners use skills, resources, and tools to inquire, think critically, and gain knowledge.

Skills:

- § Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.
- § Use prior and background knowledge as context for new learning.
- § Develop and refine a range of questions to frame the search for new understanding.
- § Find, evaluate, and select appropriate sources to answer questions.
- § Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
- § Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
- § Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
- § Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
- § Collaborate with others to broaden and deepen understanding.

Benchmarks:

- § Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.
- § Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
- § Demonstrate creativity by using multiple resources and formats.
- § Maintain a critical stance by questioning the validity and accuracy of all information.
- § Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.
- § Display emotional resilience by persisting in information searching despite challenges.
- § Display persistence by continuing to pursue information to gain a broad perspective.

Responsibilities:

- § Respect copyright/intellectual property rights of creators and producers.
- § Seek divergent perspectives during information gathering and assessment.
- § Follow ethical and legal guidelines in gathering and using information.
- § Contribute to the exchange of ideas within the learning community.
- § Use information technology responsibly.

Assessments:

- § Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.
- § Use interaction with and feedback from teachers and peers to guide own inquiry process.
- § Monitor gathered information, and assess for gaps or weaknesses.
- § Seek appropriate help when it is needed.

Standard 2: Learners use skills, resources, and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

Skills:

- § Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
- § Organize knowledge so that it is useful.
- § Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.
- § Use technology and other information tools to analyze and organize information.
- § Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
- § Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

Benchmarks:

- § Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.
- § Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.
- § Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.
- § Demonstrate personal productivity by completing products to express learning.

Responsibilities:

- § Connect understanding to the real world.
- § Consider diverse and global perspectives in drawing conclusions.
- § Use valid information and reasoned conclusions to make ethical decisions.

Assessments:

- § Determine how to act on information (accept, reject, modify).
- § Reflect on systematic process, and assess for completeness of investigation.
- § Recognize new knowledge and understanding.
- § Develop directions for future investigations.

Standard 3: Learners use skills, resources, and tools to share knowledge and participate ethically and productively as members of our democratic society.

Skills:

- § Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.
- § Participate and collaborate as members of a social and intellectual network of learners.
- § Use writing and speaking skills to communicate new understandings effectively.
- § Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
- § Connect learning to community issues.
- § Use information and technology ethically and responsibly.

Benchmarks:

- § Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.
- § Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
- § Demonstrate teamwork by working productively with others.

Responsibilities:

- § Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.
- § Respect the differing interests and experiences of others, and seek a variety of viewpoints.
- § Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.
- § Create products that apply to authentic, real-world contexts.
- § Contribute to the exchange of ideas within and beyond the learning community.
- § Use information and knowledge in the service of democratic values.
- § Respect the principles of intellectual freedom.

Assessments:

- § Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.
- § Assess the quality and effectiveness of the learning product.
- § Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.

Standard 4: Learners use skills, resources, and tools to pursue personal and aesthetic growth.

Skills:

- § Read, view, and listen for pleasure and personal growth.
- § Read widely and fluently to make connections with self, the world, and previous reading.
- § Respond to literature and creative expressions of ideas in various formats and genres.
- § Seek information for personal learning in a variety of formats and genres.
- § Connect ideas to own interests and previous knowledge and experience.
- § Organize personal knowledge in a way that can be called upon easily.
- § Use social networks and information tools to gather and share information.
- § Use creative and artistic formats to express personal learning.

Benchmarks:

- § Display curiosity by pursuing interests through multiple resources.
- § Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.
- § Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.
- § Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.

Responsibilities:

- § Participate in the social exchange of ideas, both electronically and in person.
- § Recognize that resources are created for a variety of purposes.
- § Seek opportunities for pursuing personal and aesthetic growth.
- § Practice safe and ethical behaviors in personal electronic communication and interaction.

Assessments:

- § Identify own areas of interest.
- § Recognize the limits of own personal knowledge.
- § Recognize how to focus efforts in personal learning.
- § Interpret new information based on cultural and social context.
- § Develop personal criteria for gauging how effectively own ideas are expressed.
- § Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.

Scope & Sequence By Grade Level & Division

Accepted Best Practices

1. All lessons will be taught with an awareness of the variety of learning styles found within any group of children.
2. Cooperative learning groups will be used as appropriate.
3. This curriculum, curriculum maps, and scope and sequence will be used as a guide to plan lessons.
4. The library staff will use as a basis for their philosophy of service the following position statement from the AASL. The staff recognizes that not every item is necessarily the best standard for SGES, but hopes to fulfill the spirit of the statement.

Pre-Kindergarten through Second Grade Scope & Sequence

1. First Quarter (August, September, October)
 - A Locate the early reader and junior fiction sections of the library media center.
 - B Locate the circulation area.
 - C Request assistance of the library media staff.
 - D Define the following terms:
 - i picture books
 - ii author
 - iii title
 - iv spine
 - v cover
 - vi title page
 - vii illustrator
 - E Demonstrate how to use and care for books.
 - F Listen to selections of children's literature.
 - G Respond to literature presentations.
2. Second Quarter (October, November, December)
 - A Choose appropriate books for recreational use that can be read independently or that students know will be read aloud to them.
 - B Reads or listens to traditional world literature/folklore:
 - i nursery rhymes
 - ii fairy tales
 - iii trickster tales
 - iv fables
 - v tall tales
 - vi legends
 - vii myths
 - C Reads or listens to types of fiction in picture book and novel format:

- i realistic fiction
 - ii historical fiction
 - iii fantasy
 - iv science fiction
 - D Selects a picture book to share with family
 - E Is able to check out books following a standard selection and circulation process.
 - F Locate the following in the library media center:
 - i picture books
 - ii easy readers
 - iii fiction
 - iv nonfiction (Dewey Books)
 - v Accelerated Reader books
3. Third Quarter (January, February, March)
- A Evaluate books to see if they can be read independently.
 - i Tell if a book is real or make-believe.
 - ii Defines difference between fiction and nonfiction
 - B After the first semester uses the Accelerated Reader Program independently.
 - C Asks a question about finding a book
 - D Reads or listens to nonfiction (biography, information books, poetry)
 - E Identifies literary elements:
 - i plot
 - ii character
 - iii setting
 - iv theme
 - v point of view
 - F Increases understanding of literature by participating in discussion
 - i opinions & responses
 - ii compare/contrast
 - iii inferences
 - iv predictions
4. Fourth Quarter (March, April, May)
- A Engages in an in-depth study of an author's and/or illustrator's body of work
 - B Reads or listens to award-winning literature (Georgia Book Award, Coretta Scott King, Caldecott, Newbery, Robert F. Sibert Informational Book Award)
 - C Responds to literature by participating in a variety of activities such as storytelling, drama, puppetry, finger plays, songs, poetry, reader's theater or visual arts
 - D Identifies a variety of formats:
 - i magazines
 - ii books
 - iii non-print
 - iv electronic resources
 - v newspapers

Third Through Fifth Grade Scope & Sequence

1. First Quarter (August, September, October)
 - A Applies guidelines for choosing a “just right book” during literature selection.
 - B Reads or listens to traditional world literature/folklore
 - i nursery rhymes
 - ii fairy tales
 - iii trickster tales
 - iv fables
 - v tall tales
 - vi legends
 - vii myths
 - C Reads or listens to types of fiction in picture book and novel format:
 - i realistic fiction
 - ii historical fiction
 - iii fantasy
 - iv science fiction
 - D Identifies literary elements:
 - i plot
 - ii character
 - iii setting
 - iv theme
 - v point of view
 - E Increases understanding of literature by participating in discussion
 - i opinions & responses
 - ii compare/contrast
 - iii inferences
 - iv predictions
 - F Reads or listens to award-winning literature
 - i Georgia Book Award
 - ii Coretta Scott King
 - iii Caldecott
 - iv Newbery
 - v Robert F. Sibert Informational Book Award
2. Second Quarter (October, November, December)
 - A Uses both text and visuals to understand literature.
 - B Distinguishes between different types and elements of literature
 - C Demonstrate the ability to alphabetize a list of author names to the third letter.
 - D Determine whether a fiction or nonfiction book is appropriate for a specific need.
 - E Locate books on the shelves:
 - i State the function of the spine label.
 - a Define the meaning of the prefixes E. ER, FIC.
 - ii State that fiction is arranged alphabetically by the first three letters of the author’s last name.
 - iii Given the author and title of a picture book, “easy reader”, or fiction book, the student will retrieve that book.

- F Demonstrate ability to alphabetize lists of titles discounting initial articles as needed.
- 3. Third Quarter (January, February, March)
 - A Locate the following sections of the Library:
 - i YP fiction
 - ii Nonfiction (Dewey) books
 - iii Reference.
 - B Select appropriate reference sources:
 - i encyclopedias
 - ii atlases
 - iii almanacs
 - iv dictionaries
 - C Use an index to locate information.
 - D Define and Locate:
 - i verso page
 - ii biography
 - iii collective biography
 - iv autobiography
 - E Use the automated catalog system:
 - i Sort "hits" by material type.
 - ii Locate call number and determine location within the Library.
 - iii Determine if book is checked out.
 - iv Locate the complete information screen for an entry and identify the following:
 - a title
 - b author
 - c call #
 - d place of publication
 - e publisher
 - f copyright date.
- 4. Fourth Quarter (March, April, May)
 - A Identify, select and use appropriate search strategies:
 - i keyword
 - ii author
 - iii title
 - iv subject.
 - B State that the Dewey classification system is a means of classifying similar books together.
 - i Put Dewey numbers in order up to 3 decimal places.
 - C Locate books on the shelves:
 - i Define the call number prefixes used at SGES. (E, ER, JFIC, FIC, SC, REF, SP, PRO, YP)
 - ii Given a call number and a book title the student will locate the book.
 - D Use, with assistance, the MLA bibliographic form for "Works Cited."
 - E Define a research question, select appropriate materials, locate an answer, and articulate the answer.
 - F Explain the significance of copyright.
 - G Uses table of contents, index and glossary to find information within sources

- H Edits, formats, spell checks, saves, proofreads, and prints original documents using a word processor
- I Organizes information using such techniques as graphic organizers, storyboarding or webbing
 - i Creates products using multimedia techniques
 - ii Presents the results of information search in a new form
 - iii Presents, performs or shares a product successfully
 - iv Evaluates projects

Sixth Through Eighth Grade Scope & Sequence

1. One Quarter Per Grade Level

- A Reads for pleasure, to learn and to solve information needs
 - i Seeks answers to questions
 - ii Explores topics of interest
 - iii Is acquainted with award-winning literature and award lists (Georgia Book Award, Newbery, etc.).
 - iv Independently reads a significant number of books each year
- B Selects books and other materials independently for classroom assignments and personal interests.
 - i Define a task.
 - ii Develop an information seeking strategy.
 - iii Locate information sources.
 - iv Use a source to gain information.
 - v Integrate information drawn from a variety of sources.
 - vi Evaluate the information gathering process.
- C The internet as an information source.
 - i Boolean search strategies.
- D Use of the MLA handbook for bibliographic forms.
- E Generates appropriate keywords to use as access points in a search
 - i Is aware of the unique features of various resources
 - ii Demonstrates skill using the electronic library catalog
 - iii Locates library materials on the shelf by call number
 - iv Searches online databases and the Internet effectively
 - v Navigates within print and electronic resources to locate and access information
- F Understands scope, depth and potential usefulness of a variety of available information resources
 - i Applies evaluative criteria to determine the usefulness of the information: relevancy, suitability, authority, objectivity, currency
 - ii Identifies information relevant and essential to the information need
 - iii Uses paraphrasing, note-taking and other strategies to record results of information searching
- G Selects an appropriate format for communicating ideas
 - i Develops a storyboard
 - ii Uses a variety of technology tools to create products
 - iii Uses writing and speaking skills to present information
 - iv Presents, performs or shares information and ideas successfully
 - v Evaluates product or presentation

- vi Organizes and synthesizes information from multiple sources
- vii Creates and effectively communicates information and ideas to others
- H Observes copyright guidelines
 - i Cites sources in a properly formatted bibliography
 - ii Understands the concept of plagiarism and cites sources properly
 - iii Uses library materials, computers and other equipment productively, responsibly, and independently.

Standards for the 21st Century Learner

Knowing how to learn for a lifetime is the first characteristic of an information literate person. Mastering a set of information and communication technology skills while at SGES helps ensure success in the freshman year of high school and beyond. Each of the information literacy standards presented here has a subset of skills that should be mastered before graduating. As often as possible, instruction in these skills will be integrated into content-area subjects, but students must take the initiative to ensure that they can perform each with ease. Your librarian will be happy to help you with any of these skills.

Bibliography

Standards are based on Information Power: Building Partnerships for Learning. Chicago: American Library Association, 1998, and incorporate ideas from the revised standards of the American Association of School Librarians Framework for 21st Century Learning and the Model Core Curriculum developed by the Iowa Department of Education and other documents.

American Association of School Librarians. AASL Position Statement on Information Literacy. Online. Internet. Dec. 2, 1996.
http://www.ala.org/aasl/positionsPS_infolit.html.

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http://www.ala.org/ala/aasl/aasproftools/learningstandards/AASL_LearningStandards.pdf.