



Grades 7-12 Information Literacy/Library Media Curriculum

Great Falls Public Schools

presented by
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GREAT FALLS PUBLIC SCHOOLS

VISION:

All kids are engaged in learning today ... for life tomorrow.

MISSION:

We successfully educate students to navigate the future.

WE BELIEVE:

- All students deserve teachers and staff who thrive on student success.
- Each student will have fair and equitable opportunity for quality instruction and academic success.
- All students learn when their individual needs are met.
- All students and staff learn and work best in a safe, secure, and nurturing environment.
- Highly skilled and committed personnel are our greatest asset.
- Quality education is a partnership of student, staff, family, and community engagement.
- Dedication to acknowledging, affirming, and including diversity enriches the educational experience for all.
- District resources, programs and staff are flexible and adaptable to meet the changing needs of all students.
- A well - educated community is the foundation of our democracy.

GREAT FALLS - GREAT SCHOOLS - GREATER TOMORROWS

Introduction

Great Falls Public Schools presents the 2011 Grades 7-12 Information Literacy/Library Media curriculum which was developed from the Montana State Standards for Information Literacy/Library Media adopted by the Montana Board of Public Education in July 2008. The Montana state standards define the basic content and skills benchmarks at the end of the 4th grade, 8th grade, and 12th grade (upon graduation). Local school districts in Montana have the local responsibility to utilize these benchmarks to define what students will know, will understand, and will be able to do in a particular curricular area.

Beginning in the Fall of 2008, district committee members representing K-12 Library Staff started the development of this curriculum utilizing the Understanding by Design (Wiggins & McTighe 2005) process. This process is a backwards design model that assists educators in establishing goals, defining enduring understandings, and developing essential questions that are vital components to a student's learning opportunity. The following curricular document reflects these components in its format: The state standards and benchmarks constitute the Established Goals; Essential Questions are posted to help guide the learning process and student thinking; and the desired outcomes define what Students will know, will understand, and will be able to do as a result of the curriculum.

The new Montana Standards for Information Literacy/Library Media was developed around the national Big6 Framework (Eisenberg & Berkowitz 1987) for identifying, obtaining, evaluating and using information in the 21st Century. The steps of the Big6 Model are infused into the standards and help to provide all GFPS teaching staff and students with direction, purpose and strategies to become Information Literate. The Association for College and Research Libraries (www.acrl.org) defines Information Literacy as the ability to recognize when information is needed and then locate, evaluate, and effectively use the needed information. The Big6 Model will be utilized in GFPS curriculum from 4th grade through high school (Appendix A). Kindergarten through 3rd grade will utilize the Super 3 Model which is an adapted framework for younger students (Appendix B).

Philosophy

The Great Falls Public Schools Library Teachers Believe:

- All students require equitable access to a variety of resources, encompassing the breadth of human conversations and creations for academic achievement and personal growth.
- By learning to access and evaluate information, students gain an appreciation and respect for diverse ideas and creative expressions.
- By using information literacy skills in all aspects of learning, students become empowered and will be prepared to be engaged in lifelong learning.
- To thrive in the 21st Century, students must employ a process of inquiry that can be adapted to any information need.
- By learning strategies to manage and ethically use information, students open the door to the world in all its diversity.
- Library media specialists, in collaboration with other classroom teachers, empower all students to become information literate

(Adapted from the Montana Standards for Information Literacy/Library Media, 2008)

Grades 7-12 Committee Members

Amy Borger	C.M.Russell High School
BJ McCracken	Great Falls High School
Susan Wanke	East Middle School
Shelley O'Rourke	North Middle School
<u>Terri Jones</u>	<u>C.M.Russell High School</u>
Leah Schmirler-Flaten	(Retired North Middle School)

Established Goals: Content Standard 1 - a student must identify the task and determine the resources needed.

S1B12#1. Evaluate the purpose and scope of the problem

Essential Questions:

What is the problem? What are the steps to solve the problem? What information is needed for this task? Are your keywords and vocabulary appropriate?

Grades 9-12 Enduring Understandings

<i>Students will know...</i>	<i>Students will understand...</i>	<i>Students will be able to...</i>
<ol style="list-style-type: none"> 1. the steps to identify and determine the scope of the problem. 2. how to recognize task-related vocabulary and keywords. 3. how to recognize related principles and vocabulary across curriculums. 	<ol style="list-style-type: none"> 1. the rationale of the process. 2. the principles of developing an appropriate vocabulary set to meet the needs of the task. 	<ol style="list-style-type: none"> 1. Apply process steps of task definition. 2. Select relevant vocabulary for problem.

S1B8#1. Analyze the parts of the problem to be solved

Grades 7-8 Enduring Understandings

<i>Students will know...</i>	<i>Students will understand...</i>	<i>Students will be able to...</i>
<ol style="list-style-type: none"> 1. how to identify the topic, problem or task. 2. how to recognize task related vocabulary and keywords. 3. how to analyze the parts of the problem to be solved. 	<ol style="list-style-type: none"> 1. how to apply the steps needed to solve the problem or task. 2. how to subdivide problem components and compose questions. 	<ol style="list-style-type: none"> 1. Create and identify a topic statement or describe the task. 2. Select appropriate key words to investigate. 3. Create an organizational outline.

Established Goals: Content Standard 1 - a student must identify the task and determine the resources needed.

S1B12#2. Identify the types of information needed.

Essential Questions:

What are all the possible sources to check?

Grades 9-12 Enduring Understandings

<i>Students will know...</i>	<i>Students will understand...</i>	<i>Students will be able to...</i>
1. how to recognize resource options including those across curricula.	1. the need to distinguish between appropriate resources.	1. Develop an initial list of level appropriate primary and secondary resources.

S1B8#2. Identify the types of information needed

Grades 7-8 Enduring Understandings

<i>Students will know...</i>	<i>Students will understand...</i>	<i>Students will be able to...</i>
1. that information is available in a wide variety of formats. 2. how to identify the information needed.	1. the need to distinguish between appropriate resources. 2. how to differentiate between and print and non-print sources.	1. Construct a list of possible of resources.

Established Goals: Content Standard 1 - a student must identify the task and determine the resources needed.

S1B12#3. Evaluate and select appropriate resources

Essential Questions:

Are the sources of information for this task appropriate and relevant?

Grades 9-12 Enduring Understandings

<i>Students will know...</i>	<i>Students will understand...</i>	<i>Students will be able to...</i>
<ol style="list-style-type: none">1. how to critique information for relevance, scope, bias, appropriateness, and credentials.2. how to draw appropriate sources of information from across curriculums.	<ol style="list-style-type: none">1. the rationale and principles for selecting and prioritizing resources to solve the problem.	<ol style="list-style-type: none">1. Critique information for relevance, scope, bias, appropriateness, and credentials.2. Reevaluate the problems and resources to determine if refinement is needed.

S1B8#3. Evaluate and select appropriate resources

Grades 7-8 Enduring Understandings

<i>Students will know...</i>	<i>Students will understand...</i>	<i>Students will be able to...</i>
<ol style="list-style-type: none">1. how to identify appropriate and relevant resources.2. grade-level appropriate information seeking strategies.	<ol style="list-style-type: none">1. how to appraise validity, authority and usefulness of resources.2. how to match resources with assignment expectations.3. how to judge the relevance of the sources.	<ol style="list-style-type: none">1. Select and locate the best resources intellectually and physically.2. Identify the relevant and appropriate information within the resources.

Established Goals: Standard 2 - a student must locate sources, use information, and present findings.

S2B12#1. Locate multiple resources using a variety of search tools

Grades 9-12 Enduring Understandings

<i>Students will know...</i>	<i>Students will understand...</i>	<i>Students will be able to...</i>
1. how to identify, locate, and collect multiple resources using a variety of search conventions.	1. that the amount of available information has created a need for understanding advanced search conventions.	1. Discriminate among resources. 2. Locate resources. 3. Use a variety of search conventions.

S2B8#1. Locate multiple resources using search tools

Grades 7-8 Enduring Understandings

<i>Students will know...</i>	<i>Students will understand...</i>	<i>Students will be able to...</i>
1. how to locate resources using search techniques(e.g., keywords, Boolean/limiter, phrase, title, author, subject) 2. how to locate resources using a library catalog and/or database 3. how to locate resources using a call number	1. the necessity for search techniques, use of location tools, and shelving conventions.	1. Locate information in a variety of sources 2. Navigate OPAC and databases to find a specific item 3. Locate a source using Dewey Decimal and Fiction system of shelving books

Established Goals: Standard 2 - a student must locate sources, use information, and present findings.

S2B12#2. Evaluate resources

Grades 9-12 Enduring Understandings

<i>Students will know...</i>	<i>Students will understand...</i>	<i>Students will be able to...</i>
1. how to confirm that the information aligns with the problem requirements. 2. how to remediate incorrect information alignments.	1. the need for a process to assess the quality of available information as it aligns with the task.	1. Conduct a resource evaluation to determine the quality and alignment of the information. 2. Reassess their research plans.

S2B8#2. Evaluate resource

Grades 7-8 Enduring Understandings

<i>Students will know...</i>	<i>Students will understand...</i>	<i>Students will be able to...</i>
1. how to recognize that sources must be evaluated based on set of criteria 2. that selecting sources is based on data needed.	1. determine if the resource is useful: relevant, appropriate, current, accurate, authoratative, non-biased, and format.	1. Evaluate and select information sources based on the appropriateness of the task.

Established Goals: Standard 2 - a student must locate sources, use information, and present findings.

S2B12#3. Locate information within a wide variety of resources

Grades 9-12 Enduring Understandings

<i>Students will know...</i>	<i>Students will understand...</i>	<i>Students will be able to...</i>
1. how a variety of resources are organized.	1. how the information is organized with a given resource.	1. Effectively and efficiently locate information from within a resource.

S2B8#3. Locate information within multiple resources

Grades 7-8 Enduring Understandings

<i>Students will know...</i>	<i>Students will understand...</i>	<i>Students will be able to...</i>
1. different sources require various paths to locate facts.	1. that implementing the search for topic, keyword, and information depends upon the source used.	1. Utilize index/ table of contents/glossary if applicable 2. Skim and/or scan for information 3. Use guide words/captions/bold words/headings.

Established Goals: Standard 2 - a student must locate sources, use information, and present findings.		
S2B12#4. Extract information from a wide variety of resources needed to solve problems		
Essential Questions:		
Grades 9-12 Enduring Understandings		
<i>Students will know...</i> 1. multiple methods to extract information from a variety of resources.	<i>Students will understand...</i> 1. how to determine the best method of extracting the information. 2. how to appropriately cite the extracted information.	<i>Students will be able to...</i> 1. Extract information using the variables of resource type, information need, and personal learning style. 2. Record the source of the information in a manner that clearly connects the information to the correct source.
S2B8#4. Extract information from multiple resources needed to solve problems		
Grades 7-8 Enduring Understandings		
<i>Students will know...</i> 1. how to recognize main ideas/details. 2. how to skim and scan for content, headings and keywords. 3. how to note taking is based on researchable questions.	<i>Students will understand...</i> 1. how to construct meaning from text by reading for purpose. 2. the techniques of note taking including summarizing, paraphrasing, main ideas and citation of source so as to utilize information ethically.	<i>Students will be able to...</i> 1. Recognize and utilize contextual clues. 2. Compile information based on research questions (note taking, graphic organizers, etc.). 3. Summarize information and cite source (e.g., title/author/copyright).

Established Goals: Standard 2 - a student must locate sources, use information, and present findings.

S2B12#5. Organize and manage information from a wide variety of sources to solve the problem

Grades 9-12 Enduring Understandings

<i>Students will know...</i>	<i>Students will understand...</i>	<i>Students will be able to...</i>
1. multiple techniques to organization and manage information.	1. how the use of appropriate organizational and information management tools impacts the quality of the product.	1. Sort and categorize gathered information into a logical system that addresses the needs of the problem.

S2B8#5. Organize and manage information to solve problems

Grades 7-8 Enduring Understandings

<i>Students will know...</i>	<i>Students will understand...</i>	<i>Students will be able to...</i>
1. that information can be organized in a variety of ways.	1. that data should be organized into different formats based on meeting a specific need (i.e. databases, spreadsheets, word processing, graphic organizers, PowerPoint).	1. Organize and select relevant information (e.g., graphic organizer, sort notes, etc.). 2. Plan, select, and edit information for the task.

Established Goals: Standard 2 - a student must locate sources, use information, and present findings.

S2B12#6. Create and defend a product that presents findings

Grades 9-12 Enduring Understandings

Students will know...

1. how to choose a product format that best meets the problem needs.

Students will understand...

1. the relationship between the presentation and the ability to defend both the process and the product.

Students will be able to...

1. Choose the appropriate medium for presentation based on audience and the task (e.g., oral, written, or digital).
2. Create an original product.
3. Evaluate the process, refine as needed.
4. Present and defend the product.

S2B8#6. Create a product that presents findings

Grades 7-8 Enduring Understandings

Students will know...

1. the task, requirements, and options for the final product.

Students will understand...

1. that findings from their research need to be organized and formatted to satisfy the requirements to fit their final product.

Students will be able to...

1. Design original work following established guidelines.
2. Create a product in a format that is suitable for the data.
3. Present information.

Established Goals: Standard 3 - a student must evaluate the product and learning process.

S3B12#1. Assess the quality and effectiveness of the product

Grade 9-12 Enduring Understandings

<i>Students will know...</i>	<i>Students will understand...</i>	<i>Students will be able to...</i>
<ol style="list-style-type: none">1. the elements of a well-designed project.2. how to adhere to a rubric.3. the necessary elements of a rubric.	<ol style="list-style-type: none">1. the reasons for and benefits of adhering to a rubric.	<ol style="list-style-type: none">1. Assess the product incorporating self-assessment, peer assessment, and teacher assessment to create a final revision.2. Adhere to a rubric.3. Create their own rubric if needed.

S3B8#1. Assess the quality and effectiveness of the product

Grades 7-8 Enduring Understandings

<i>Students will know...</i>	<i>Students will understand...</i>	<i>Students will be able to...</i>
<ol style="list-style-type: none">1. recognize and follow product criteria.	<ol style="list-style-type: none">1. how to interpret a rubric.2. improvements may need to be made to meet criteria.3. how to identify areas for improvement.	<ol style="list-style-type: none">1. Evaluate product against criteria (e.g., self, teacher, peers).2. Reflect on the final product and suggest improvements for future products.

Established Goals: Standard 3 - a student must evaluate the product and learning process.

S3B12#2. Evaluate the process in order to revise strategies

~~*K-8 will develop a common Rubric!~~

Grades 9-12 Enduring Understandings

<i>Students will know...</i>	<i>Students will understand...</i>	<i>Students will be able to...</i>
1. the elements of a well-designed process.	1. how the process elements function in achieving a successful product.	1. Evaluate the strengths and weaknesses of the process for future applications. 2. Evaluate the effectiveness of their time management strategies in view of personal learning styles and project requirements.

S3B8#2. Evaluate how the process met the need for information

Grades 7-8 Enduring Understandings

<i>Students will know...</i>	<i>Students will understand...</i>	<i>Students will be able to...</i>
1. the steps of the process. 2. how to match product parts. 3. that revisions might be necessary.	1. how to summarize the steps of the process. 2. that parts of product may need to be modified to meet the process.	1. Describe how well the process worked. 2. Determine whether the prescribed process was followed.

Established Goals: Standard 4 - a student must use information safely, ethically and legally.

S4B12#1. Legally obtain, store and disseminate text, data, images or sounds

Grades 9-12 Enduring Understandings

Students will know...

1. how to locate acceptable use policies for various intellectual property types.
2. that plagiarism is a legal issue that mandates accurate crediting of all intellectual property use.
3. the individual elements of intellectual property.

Students will understand...

1. why plagiarism is a form of theft and is treated as such under the law.

Students will be able to...

1. Adheres to acceptable use policies correlating to the property type.
2. Ethically incorporate and manipulate all forms of intellectual property.

S4B8#1. Legally obtain, store and disseminate text, data, images or sounds

Grades 7-8 Enduring Understandings

Students will know...

1. that non-original materials must be cited in the product such as text, data, images and sounds.
2. that laws and policies exist for ownership of materials

Students will understand...

1. the consequences of misusing copyrighted works
2. that restrictions are often applied to use of materials.
3. how to apply personal integrity in using other's property.

Students will be able to...

1. Respect the concept of intellectual property by following copyright and fair use guidelines
2. Follow school guidelines for responsible use of information resources (e.g., acceptable use policy, checkout policies and library rules)
3. Comply with district technology use policy.

Established Goals: Standard 4 - a student must use information safely, ethically and legally.

S4B12#2. Follow copyright laws and fair use guidelines when using the intellectual property of others

Grades 9-12 Enduring Understandings

Students will know...

1. the legal and ethical responsibilities for obtaining various intellectual property types.
2. how to locate the appropriate laws and fair use guidelines for the desired piece of intellectual property.

Students will understand...

1. the rationales of copyright and fair use laws.
2. there are distinct methodologies for summarizing, paraphrasing or using direct quotes.

Students will be able to...

1. Summarize, paraphrasing, and correctly using direct quotes.
2. Clearly connect the information to the source by either choosing the correct citation format, or following the predetermined format.
3. Credit the intellectual property of others.
4. Adhere to copyright laws.

S4B8#2. Appropriately credit ideas and works of others

Grades 7-8 Enduring Understandings

Students will know...

1. various formats for citations are available for documentation.
2. note taking consists of paraphrasing and summarizing the information.

Students will understand...

1. ho to explain concept of plagiarism.
2. that copyright laws are to be followed
3. that information cannot be copied word for word.

Students will be able to...

1. Credit sources for print and non-print resources (e.g., title/author/copyright).
2. Include some form of citation of the sources used in product.

Established Goals: Standard 4 - a student must use information safely, ethically and legally.

S4B12#3. Participate and collaborate in intellectual and social networks following safe and accepted practices

Grades 9-12 Enduring Understandings

<i>Students will know...</i>	<i>Students will understand...</i>	<i>Students will be able to...</i>
<ol style="list-style-type: none">1. what intellectual and social networks are.2. what constitutes safe and appropriate practices in digital environments.3. the issues surrounding personal safety, cyber bullying, sex-ting and invasion of personal privacy and the personal safety skills needed to protect themselves.	<ol style="list-style-type: none">1. why safety and citizenship issues are concerns within digital environments.2. what constitutes responsible and ethical citizenship.3. the practice of "Hacking" is illegal.	<ol style="list-style-type: none">1. Exhibit responsible digital citizenship2. Appropriately & safely participate in social networks

S4B8#3. Participate and collaborate in intellectual and social networks following safe and accepted practices

Grades 7-8 Enduring Understandings

<i>Students will know...</i>	<i>Students will understand...</i>	<i>Students will be able to...</i>
<ol style="list-style-type: none"> 1. the internet is not always a safe place. 2. safety practices at school. 3. acceptable use policies in place. 4. personal safety skills and etiquette apply to all aspects of using electronic devices. 5. appropriate online behavior on social networking websites, chat rooms, and cyberbullying awareness and response. 6. personal safety skills when using any form of electronic communications. 	<ol style="list-style-type: none"> 1. the need for Internet safety. 2. appropriate online behavior. 3. that information is stored/ cached on the internet/cyberspace. 4. that the practice of "Hacking" is illegal. 	<ol style="list-style-type: none"> 1. Interact appropriately in social situations (e.g., blended learning, etc.). 2. Apply netiquette.

Note* Due to the numerous similarities between Benchmarks 8 and 12 in Standard 5, the committee formatted the two together while designating the 8th Grade Specific verb to be underlined, while the Graduation (12) Specific verb is found in parentheses.

S5B8 & 12 #1. Use & <u>respond to</u> (critique) a variety of print and digital formats for pleasure & personal growth.		
Grades 7-12 Enduring Understandings		
<p><i>Students will know...</i></p> <ol style="list-style-type: none"> 1. that information comes in a variety of formats. 2. exploration of a variety of formats is necessary. 	<p><i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. personal preferences will determine their area of interest. 2. strategies of locating sources of interest. 3. establishing a personal interest is essential in developing self awareness. 	<p><i>Students will be able to...</i></p> <ol style="list-style-type: none"> 1. Express & Justify areas of interest. 2. Locate & select a variety of resources in interest areas. 3. Experiment with a variety of formats. 4. Express & defend opinion on selected resource.

S5B8 & 12 #2. Use & <u>respond to</u> (critique) a variety of genres for pleasure and personal growth.		
Grades 7-12 Enduring Understandings		
<p><i>Students will know...</i></p> <ol style="list-style-type: none"> 1. identify favorite types of literature. 2. that literature will satisfy informational and recreational needs. 	<p><i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. importance of reading different genres . 2. an appreciation of literature for lifelong learning and enjoyment. 	<p><i>Students will be able to...</i></p> <ol style="list-style-type: none"> 1. Compare & contrast the characteristics of various genres. 2. Select resources in various genres. 3. Explain & justify preferred genre.

S5B8 & 12 #3. Analyze and respond to (Evaluate) multiple resources and creative expressions from diverse cultures, including Montana American Indians.

Grades 7-12 Enduring Understandings

<p><i>Students will know...</i></p> <ol style="list-style-type: none"> 1. how literature reflects multicultural differences. 2. cultural resources come in a variety of formats for expression. 	<p><i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. how culture impacts creative expression. 2. how to recognize an author's cultural bias. 3. how to recognize the influences and contributions of different cultures. 	<p><i>Students will be able to...</i></p> <ol style="list-style-type: none"> 1. Compare & contrast the diversity of cultural expression.
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S5B12#4. Access and use resources and information from all types of information environments to pursue personal and creative interests.

S5B8#4. Access & use libraries and other information environments to find information for personal use and to make connections to resources beyond the school library.

Grades 7-12 Enduring Understandings

<p><i>Students will know...</i></p> <ol style="list-style-type: none"> 1. that information is available in a variety of places (i.e. community, people, organizations, school, online, etc.). 	<p><i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. how to use OPAC, online databases, and Infotrac. 2. how to apply Boolean search methods on OPAC and online resources. 	<p><i>Students will be able to...</i></p> <ol style="list-style-type: none"> 1. Access and use a variety of digital resources. 2. Locate & use community resources. 3. Locate & use interlocal and/or intralocal resources.
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Appendix A


The Big6™ Skills

The Big6 is a process model of how people of all ages solve an information problem.

1 <i>task definition</i>	1. Task Definition 1.1 Define the information problem 1.2 Identify information needed (to solve the information problem) <ul style="list-style-type: none">○ What is my current task?○ What are some topics or questions I need to answer?○ What information will I need?
2 <i>information seeking strategies</i>	2. Information Seeking Strategies 2.1 Determine all possible sources (brainstorm) 2.2 Select the best sources <ul style="list-style-type: none">○ What are all the possible sources to check?○ What are the best sources of information for this task?
3 <i>location and access</i>	3. Location and Access 3.1 Locate sources (intellectually and physically) 3.2 Find information within sources <ul style="list-style-type: none">○ Where can I find these sources?○ Where can I find the information in the source?
4 <i>use of information</i>	4. Use of Information 4.1 Engage (e.g., read, hear, view, touch) 4.2 Extract relevant information <ul style="list-style-type: none">○ What information do I expect to find in this source?○ What information from the source is useful?
5 <i>synthesis</i>	5. Synthesis 5.1 Organize from multiple sources 5.2 Present the information <ul style="list-style-type: none">○ How will I organize my information?○ How should I present my information?
6 <i>evaluation</i>	6. Evaluation 6.1 Judge the product (effectiveness) 6.2 Judge the process (efficiency) <ul style="list-style-type: none">○ Did I do what was required?○ Did I complete each of the Big6 Stages efficiently?

The "Big6™" is copyright © (1987) Michael B. Eisenberg and Robert E. Berkowitz. For more information, visit: www.big6.com
Handout created by: Barbara J. Shoemaker, School Media Specialist, Mill Road Elementary, K-2
Red Hook Central School District, Red Hook, NY

Appendix B



Super3™

The Super3 helps you do your work!


(The Super3 is a version of the Big6 Skills for very young students.)

kids corner


know how

fun finder


for grown ups



#1 Plan



#2 Do



#3 Review

Back

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Source: <http://www.big6.com/kids/K-2.htm>