

IPSD 204 INFORMATION LITERACY LEARNING STANDARDS – 6TH GRADE

Learning Standard 1	Learning Standard 2	Learning Standard 3	Learning Standard 4	Learning Standard 5	Learning Standard 6
<p>The student determines information needs</p> <p>A. Identify information needed</p> <ol style="list-style-type: none"> 1. State the purpose of the information search 2. Develop the research question or problem with assistance <p>B Relate the question/problem to what is already known</p> <ol style="list-style-type: none"> 1. State what is known about the research question or problem with assistance <p>C. Refine the question/problem</p> <ol style="list-style-type: none"> 1. Use sources for additional background information 2. Revise (narrow, focus, define, broaden) the question/problem as needed with assistance <p>D. Identify what further information is needed</p> <ol style="list-style-type: none"> 1. Determine what further information is needed to answer the question or problem by mind mapping, brainstorming, questioning, listing, etc. with assistance 	<p>The student plans strategies for research</p> <p>A. Identify possible information sources</p> <ol style="list-style-type: none"> 1. List a variety of possible information sources with assistance including print, electronic, interview, etc. <p>B. Prioritize possible sources of information</p> <ol style="list-style-type: none"> 1. Use criteria for evaluating sources based on timeliness, authority, fact v. opinion, ease of use, viewpoint and validity 2. Prioritize sources based on the above criteria with assistance <p>C. Identify subject headings and key words</p> <ol style="list-style-type: none"> 1. Construct effective searches with assistance using appropriate subject headings and keywords; e.g. electronic index searches, Boolean searches, on-line searches 	<p>The student accesses information</p> <p>A. Recognize and use a variety of systems that organize information</p> <ol style="list-style-type: none"> 1. Locate materials with minimal assistance using tables of contents and indexes, Dewey decimal, and other call number patterns 2. Locate materials using basic features of electronic resources, i.e. electronic library catalog, online databases, World Wide Web <p>B. Apply keyword and subject headings when using indexes to access information</p> <ol style="list-style-type: none"> 1. Develop keywords, subject headings, synonyms and related terms with assistance to retrieve information relevant to the research question or problem 2. Use keywords and Boolean operators (AND, OR, NOT) to retrieve electronic information relevant to the research question or problem 	<p>The student evaluates information</p> <p>A. Use strategies to determine the value of information accessed</p> <ol style="list-style-type: none"> 1. Determine the source of the information with minimal assistance 2. Develop and use criteria to evaluate information e.g. timeliness, authority, fact v. opinion, source, viewpoint, and validity 3. Read the text, select, and summarize main ideas 4. Distinguish among fact, opinion, point of view, and inference 5. Evaluate information for stereotyping, prejudice, bias, manipulation, and misrepresentation 6. Determine whether information gathered satisfies information needed <p>B. Consider and prioritize selected sources of information and access more if needed</p> <ol style="list-style-type: none"> 1. Analyze the quality and quantity of the information gathered 2. Determine whether information gathered is relevant to the research question 3. Determine if information gathered is sufficient 4. Determine whether to accept or reject viewpoints encountered 5. Revise search and locate additional information as needed <p>C. Determine effectiveness of subject headings and key words and modify if needed</p> <ol style="list-style-type: none"> 1. Evaluate search terms and strategies used and revise as needed with assistance 	<p>The student uses information</p> <p>A. Know and apply ethical practices</p> <ol style="list-style-type: none"> 1. Understand and follow ethical research practices (no plagiarism) with assistance 2. Follow established note-taking procedures 3. Read information gathered and either paraphrase or use direct quotes 4. Credit sources for all quotations, visuals, major ideas, and specific facts or data using MLA format <p>B. Use a system to organize information</p> <ol style="list-style-type: none"> 1. Use effective organizational techniques to clarify and relate ideas, including graphic organizers, note cards, charts, tables, databases, outlines etc. <p>C. Synthesize ideas and information from various sources</p> <ol style="list-style-type: none"> 1. Read and understand the information found 2. Derive valid inferences and conclusions from information with assistance 3. Compare information among various sources 4. Integrate new information into one's own knowledge 5. Support conclusions with relevant information 6. Determine whether additional information is needed <p>D. Create and present a product using information effectively</p> <ol style="list-style-type: none"> 1. Understand a variety of modes to present 2. Select most effective presentation form based on audience and purpose 3. Make clear, well-supported presentation that addresses the question or problem 4. Give credit to sources used 	<p>The student evaluates the process and product</p> <p>A. Evaluate the process</p> <ol style="list-style-type: none"> 1. Determine if conclusions and product answered the original research question(s) 2. Assess the process to determine how the search strategy or resources could have been improved or modified 3. Identify those areas of the process that need further study, practice, or development 4. Identify strengths and weaknesses and set goals for improvement <p>B. Evaluate the product</p> <ol style="list-style-type: none"> 1. Determine the effectiveness of the product or presentation 2. Identify strengths and weaknesses and set goals for improvement