

## IPSD 204 INFORMATION LITERACY LEARNING STANDARDS – 9th GRADE

Learning Standard 1	Learning Standard 2	Learning Standard 3	Learning Standard 4	Learning Standard 5	Learning Standard 6
The student determines information needs	The student plans strategies for research	The student accesses information	The student evaluates information	The student uses information	The student evaluates the process and product
<p><b>A. Identify information needed</b></p> <ol style="list-style-type: none"> <li>1. State the purpose of the information search</li> <li>2. Develop the research question or problem with minimal assistance</li> </ol> <p><b>B. Relate the question/problem to what is already known</b></p> <ol style="list-style-type: none"> <li>1. State what is known about the research question or problem</li> </ol> <p><b>C. Refine the question/problem</b></p> <ol style="list-style-type: none"> <li>1. Explore general information sources to increase familiarity with topic</li> <li>2. Develop a thesis statement and revise (narrow, focus, define, broaden) the question/problem as needed</li> </ol> <p><b>D. Identify what further information is needed</b></p> <ol style="list-style-type: none"> <li>1. Generate ideas for further information, e.g., mind mapping, brainstorming, questioning, listing</li> </ol>	<p><b>A. Identify possible information sources</b></p> <ol style="list-style-type: none"> <li>1. Identify a full range of appropriate information sources, including print, non-print, electronic, human, and community sources</li> <li>2. Distinguish between primary and secondary sources</li> </ol> <p><b>B. Prioritize possible sources of information</b></p> <ol style="list-style-type: none"> <li>1. List a range of possible sources</li> <li>2. Use criteria for evaluating sources based on timeliness, authority, fact v. opinion, ease of use, viewpoint, readability, and validity</li> <li>3. Review and reevaluate nature and extent of information need</li> </ol> <p><b>C. Identify subject headings and key words</b></p> <ol style="list-style-type: none"> <li>1. Construct effective searches with minimal assistance using appropriate subject headings and key words; e.g. electronic index searches, Boolean searches on-line searches</li> </ol>	<p><b>A. Recognize and use a variety of systems that organize information</b></p> <ol style="list-style-type: none"> <li>1. Locate information using the classification system at school and public libraries</li> <li>2. Locate materials using tables of contents and indexes, Dewey decimal, and other call number patterns</li> <li>3. Locate materials using basic and advanced features of electronic resources, i.e. electronic library catalog, online databases, World Wide Web</li> <li>4. Use data gathering strategies that include summarizing, paraphrasing, contrasting, and quoting</li> </ol> <p><b>B. Apply keyword and subject headings when using indexes to access information</b></p> <ol style="list-style-type: none"> <li>1. Construct effective Boolean searches</li> <li>2. Revise searches as needed</li> </ol>	<p><b>A. Use strategies to determine the value of information accessed</b></p> <ol style="list-style-type: none"> <li>1. Determine the source of the information</li> <li>2. Develop and use criteria to evaluate information; e.g., timeliness, authority, fact v. opinion, source, viewpoint, validity</li> <li>3. Read the text, select, and summarize main ideas</li> <li>4. Distinguish among fact, opinion, point of view, and inference</li> <li>5. Evaluate information for stereotyping, prejudice, bias, manipulation, and misrepresentation</li> <li>6. Determine whether information gathered satisfies information need</li> </ol> <p><b>B. Consider and prioritize selected sources of information and access more if needed</b></p> <ol style="list-style-type: none"> <li>1. Analyze the quality and quantity of the information gathered</li> <li>2. Assess appropriateness of information to the information need</li> <li>3. Identify gaps in the information retrieved and determine if search strategy should be revised</li> <li>4. Revise search and locate additional information as needed</li> </ol> <p><b>C. Determine effectiveness of subject headings and key words and modify if needed</b></p> <ol style="list-style-type: none"> <li>1. Evaluate search terms and strategies used and revise as needed with minimal assistance</li> </ol>	<p><b>A. Know and apply ethical practices</b></p> <ol style="list-style-type: none"> <li>1. Understand and follow ethical research practices (no plagiarism)</li> <li>2. Follow established note-taking procedures</li> <li>3. Read information gathered and either paraphrase or use direct quotes</li> <li>4. Credit sources for all quotations, visuals, major ideas, and specific facts or data using appropriate citation format</li> <li>5. Respect principles of intellectual freedom and intellectual property rights</li> <li>6. Respect the principle of equitable access to information</li> </ol> <p><b>B. Use a system to organize information</b></p> <ol style="list-style-type: none"> <li>1. Use effective organizational techniques to clarify and relate ideas, including graphic organizers, charts, tables, databases, outlines, and spreadsheets</li> </ol> <p><b>C. Synthesize ideas and information from various sources</b></p> <ol style="list-style-type: none"> <li>1. Read and understand the information found</li> <li>2. Formulate ideas from information used</li> <li>3. Derive valid inferences and conclusions from information</li> <li>4. Compare information among various sources</li> <li>5. Integrate new information into one's own knowledge</li> <li>6. Support conclusions with relevant information</li> <li>7. Determine whether additional information is needed</li> </ol> <p><b>D. Create and present a product using information effectively</b></p> <ol style="list-style-type: none"> <li>1. Understand a variety of modes to present findings</li> <li>2. Select most effective presentation form based on audience and purpose</li> <li>3. Make clear, well-supported presentation that addresses the question or problem</li> </ol>	<p><b>A. Evaluate the process</b></p> <ol style="list-style-type: none"> <li>1. Determine how well conclusions and product meet the original information need</li> <li>2. Assess the process to determine how the search strategy or resources could have been improved or modified</li> <li>3. Identify those areas of the process that need further study, practice, or development</li> <li>4. Identify strengths and weaknesses and set goals for improvement</li> </ol> <p><b>B. Evaluate the product</b></p> <ol style="list-style-type: none"> <li>1. Determine the effectiveness of the product or presentation</li> <li>2. Identify strengths and weaknesses and set goals for improvement</li> </ol>