

Statement of Purpose

In today's organization you have to take responsibility for information because it is your main tool. But you must know how to use it. Few are information literate.

- Peter Drucker, Management Expert

At a time in which information is expanding exponentially, Jenison Public Schools recognizes that its students must be informationally literate. By this, we understand that they are able to apply problem solving skills in all situations they face. However, today's students often grossly underestimate the information process. They lack perspective on the total process, forgetting the need to define, plan, access, and more critically, think and evaluate. Computers are seen as the key to information literacy rather than a tool used to attain it.

The Jenison Public Schools' Information Literacy Curriculum attempts to create a model that defines informational skills in a systematic way that can be applied to each content area. This curriculum coordinates the use of all technologies - print, human, audio-visual and electronic - in creating the informationally literate student who :

- recognizes that accurate and complete information is the basis for intelligent decision making;
- recognizes the need for information;
- formulates questions based on information needs;
- identifies potential sources of information;
- develops successful search strategies;
- accesses sources of information including computer-based and other technologies;
- evaluates information;
- organizes information for practical application;
- integrates new information into an existing body of knowledge;
- uses information in critical thinking and problem solving.

- Christina Doyle, 1992 Final Report to the National Forum on Information Literacy

ENJOY AND APPRECIATE

1. DEVELOP LIFE-LONG READING AND TECHNOLOGY HABITS

- 1-1. Select from a varied collection of materials
 - suitable for personal abilities and interests
 - from different literary genres
 - for personal enjoyment
 - in different formats
 - from a wide range of topics and issues
- 1-2. Select and use appropriate technologies
- 1-3. Reflect and respond to literary, informational, or recreational materials read aloud

2. PROMOTE READING AND TECHNOLOGY USE

- 2-1. Participate in literary activities, such as reading clubs, author visits
- 2-3. Share reading experiences
- 2-4. Listen to literary, informational, or recreational materials read aloud
- 2-5. Articulate the impact of informational technology
- 2-6 Follow district appropriate-use policies

PROBLEM SOLVING

1. DEFINE THE PROBLEM/TASK
 - 1-1 Develop the question or problem
 - 1-2 Identify the information needed
 - 1-3 Determine the standards for process and product
2. PLAN A STRATEGY
 - 2-1 Brainstorm the possible sources
 - 2-2 Assess the sources
 - 2-3 Select factual materials
3. LOCATE AND ACCESS INFORMATION
 - 3-1 Locate the sources
 - 3-2 Find information within the sources
4. USE INFORMATION
 - 4-1 Experience information by reading, hearing, viewing, or operating technology
 - 4-2 Extract relevant information
 - 4-3 Record the sources
5. SYNTHESIZE
 - 5-1 Organize the information
 - 5-2 Present the information
6. EVALUATE
 - 6-1 Judge the use of the process
 - 6-2 Judge the product
 - 6-3 Judge the ethical use of information

PROBLEM SOLVING (Expanded)

1. DEFINE THE PROBLEM/TASK

- 1-1. Develop the question or problem
- 1-2. Identify the information needed
- 1-3. Determine standards for product and process

ASSESS PROGRESS

2. PLAN A STRATEGY

- 2-1. Brainstorm possible sources :
 - Classroom resources
 - Library resources
 - Human resources
 - Electronic resources
 - Original research
- 2-2. Assess sources :
 - Appropriate and inappropriate resources
 - Relevant and irrelevant resources
 - Reliable and unreliable resources
- 2-3. Select factual materials which are:
 - Accurate
 - Authoritative
 - Understandable

ASSESS PROGRESS

3. LOCATE AND ACCESS INFORMATION

- 3-1. Locate Sources
 - 3-1-1. Locate sources within the school library media center and the community
 - 3-1-2. Use a wide variety of indices, databases, search tools and catalogs
 - 3-1-3. Use basic reference materials
- 3-2. Find information within sources
 - 3-2-1. Recognize arrangement of sources
 - 3-2-2. Use access points within the sources
 - 3-2-3. Apply appropriate reading strategies

ASSESS PROGRESS

4. USE INFORMATION

- 4-1. Experience information by reading, hearing, viewing, or operating technology
- 4-2. Extract relevant information
 - 4-2-1. Identify main and supporting ideas
 - 4-2-2. Identify points of view
 - Distinguish between fact and opinion
 - Recognize propaganda and bias

4. USE INFORMATION (CONT.)

- 4-2-3. Identify cause and effect
- 4-2-4. Make inferences from data
- 4-2-5. Recognize omissions in information
- 4-2-6. Recognize logical errors
- 4-3. Record sources
 - 4-3-1. Quote directly
 - 4-3-2. Cite properly

ASSESS PROGRESS

5. SYNTHESIZE

- 5-1. Organize information
 - 5-1-1. Take notes
 - 5-1-2. Arrange by outlining, clustering or webbing
 - 5-1-3. Integrate information from a variety of sources
 - 5-1-4. Edit gathered information
 - 5-1-5. Draw conclusions from information
- 5-2. Think
 - 5-2-1. Reflect on information
 - 5-2-2. Develop personal perspective on information
- 5-3. Present
 - 5-3-1. Create original production, presentation, or report that:
 - Answers the question or solves the problem
 - Is effectively organized
 - Is aesthetically and creatively designed
 - Is properly documented
 - 5-3-2. Communicate using appropriate formats such as:
 - Print
 - Graphic
 - Audio-visual
 - Multimedia
 - Electronic

ASSESS PROGRESS

6. EVALUATE

- 6-1. Judge the use of the process (efficiency). Did I:
 - do my best?
 - follow the steps?
 - learn new skills or knowledge?
 - develop my own thoughts?
- 6-2. Judge the product (effectiveness). Did it:
 - Answer the question or solve the problem? (*content*)
 - Follow the predetermined standards? (*format*)
 - Express my own thoughts? (*originality*)
- 6-3. Judge the ethical use of information. Did I:
 - Apply legal principles?
 - Demonstrate ethical conduct?

**BENCHMARKS FOR INFORMATION LITERACY
JENISON PUBLIC SCHOOLS**

At each grade level, the learner will demonstrate Informational Literacy of the previous grades.

Enjoy and Appreciate

- Enjoy books and other media that are read to them or selected by them (K)
- Identify some authors and/or illustrators (K)
- Reflect and respond to literature (K)
- Identify an author they like (1)
- Enjoy multicultural literature (1)
- Enjoy folk and fairy tales (1)
- Enjoy books in a series (1)
- Respect ownership of computer created work (1)
- Enjoy books written at their personal reading level (2)
- Expand familiarity with books including chapter books (2)
- Enjoy several books by the same author (3)
- Enjoy a variety of literary genres and types - mystery, humor, animal stories, sports stories, fantasy, science fiction, as well as biographies (3)
- Appreciate additional literary genres of poetry, realistic, and historical fiction (4)
- Discuss impact of technology on personal life (4)
- Discuss district appropriate use policies (4)
- Develop personal reading, viewing and listening preferences (5,6)
- Discuss computer crime and vandalism (5,6)
- Articulate author and genre reading preference (7,8)
- Model ethical behavior relating to security, privacy, passwords, and personal information (7,8)
- Explore the impact of technology on the skills needed for the workplace (7,8)

Define the Problem/Task

- Know that the library media center contains a variety of materials (K)
- Know that information exists in a variety of formats including print, electronic and human (K)
- Know where to find materials they enjoy in the library media center (K)
- Recognize the media center as a place to answer questions (1)
- Seek help from library media staff when needed (1)
- Ask a question about an interest (1)
- Develop a question (2)
- Create a research question on a single topic that: (3)
 - Can't be answered by yes or no
 - Is in the form of question
 - Might start with why or how

- Create three research questions on a single topic (4)
- Use a rubric to set standards for process and product (4)
- Select presentation format appropriate for audience and purpose (4)
- Create questions that identify topics, subtopics, key words (5,6)
- Identify the kind of information needed (5,6)
- Generate, prioritize, and narrow questions and topics (7,8)
- Select presentation format appropriate for audience and purpose (7,8)
- Assess the value of various types of resources (7,8)
- Select accurate, authoritative, factual and understandable materials (7,8)
- Independently develop rubrics for process and progress (9-12)
- Create a research question that examines conflicting viewpoints (9-12)

Plan a Strategy

- Have a purpose for coming to the library media center (K)
- Identify relevant areas of the library media center (1)
- Independently select appropriate reading materials (1)
- Recognize the purpose of the call number (1)
- Explain that media materials are arranged by subject (2)
- Brainstorm, in a group, the best resources to select (3)
- Create, in a group, standards for product and process (3)
- Select information from a variety of resources (4)
- Determine the appropriate source from a variety of reference materials (4)
- Identify sources based on the kind of information needed (5,6)
- Organize and sequence an information task (9-12)

Locate and Access Information

- Choose books independently (K)
- Use the library media center appropriately (K)
 - Know library media staff
 - Observe correct behavior
 - Take care of materials
 - Check out materials
 - Return materials on time
- Identify the basic parts of a book (K)
- Know the difference between fiction and non-fiction (stories and informational) books (K)
- Know that every book has a place where it belongs (K)
- Identify and operate some audio-video and electronic equipment (K)
- Use electronic technology appropriately (K)
 - Identify the function of electronic equipment
 - Identify the parts of electronic equipment
 - Demonstrate correct care and use of electronic equipment
 - Use appropriate terminology (text, graphics, mouse, icon, etc.)
- Locate materials by an author they like (1)
- Identify key ideas within a resource (1)

Identify key words within a sentence (1)
Open a program and/or document (1)
Recognize the arrangement of a source and its access points (2)
Use electronic databases to locate information (2)
Use simple keyword searching (2)
Identify the author, title and subject of a resource (2)
Use library browser to find a book by author, subject and keyword (3)
Locate specific fiction books on the shelf (3)
Find the general location of a book using the Dewey Decimal System (3)
Use basic search strategies (3)
Select appropriate resources to answer questions (3)
*Use the table of contents and index of a book (3)
*Use electronic bookmarks in a group activity (3)
Locate non-fiction and reference books on a shelf using the call number (4)
Use a magazine data base to locate an article (4)
Scan topic headings before reading the material (4)
Go to a specific location on the World Wide Web (4)
*Independently use electronic bookmarks (4)
*Use advanced search strategies (Boolean - and/or/not; truncation) (5,6)
Determine appropriate selection before printing and copying (5,6)
Access resources outside the school (7,8)
Develop and conduct an interview (7,8)
*Use search engines and directories to find appropriate sites (7,8)

Use Information

Identify the main idea of a book or story (K)
Use interactive multimedia (K)
Use an instructional program on the computer (1)
Classify fiction and non-fiction (1)
Classify or label information (1)
Create a sentence using keywords from information (1)
Locate the publication date and explain its connection or purpose (2)
Use a reference source to answer a question (2)
Identify the main idea of a resource (2)
Identify main ideas on a page or within paragraphs (2)
Create, access, save, and print text and graphic documents (3)
Use a variety resources (3)
*Use print and online encyclopedias (3)
As a group, use a teacher-selected online site (3)
Develop keyboarding skills (3)
Use spell check (3)
Identify fact and opinion (4)
Identify cause and effect (4)
Independently use instructional programs on the computer (4)
Independently use teacher-selected online sites. (4)

Manipulate graphics electronically (4)
Use correct keyboarding practices (4)
Use several appropriate sources to answer questions (5,6)

- Print sources
- Human sources
- Electronic sources

Distinguish between reliable and unreliable sources (5,6)
Compare and contrast information (5,6)
Infer and conclude from information (5,6)
Use primary and secondary sources (7,8)
Apply appropriate reading strategies (7,8)
Use links to find appropriate sites (7,8)
Evaluate authority of sites (7,8)
Determine currency and accuracy of sources (7,8)
Recognize propaganda and bias of sources (7,8)
Use information ethically (7,8)

- Cite properly
- Quote directly
- Follow copyright law
- Refrain from plagiarizing

Follow acceptable-use policies (7,8)
Recognize errors in logic (9-12)
Determine omissions of information in sources (9-12)
Understand contexts of information using social, political, and economic concepts (9-12)
Do mental battle with ideas encountered, rejecting some, none, or all ideas; deciding to collect new data to replace old (9-12)

Synthesize

Create, explain or demonstrate a product (K)
Sort and group items (K)
Arrange items in order (K)
Describe information from a Venn Diagram (1)
Listen actively (1)
Match answers to questions (2)
Summarize information from a resource (2)
Edit product or presentation (2)
Create a product, report, or presentation that answers a question (2)
Record, with adult help, sources used (2)
Use drawing tools (2)
Record and organize information about a topic from a variety of resources (3)
Present information using own words (3)
Develop word processing skills (3)
Use word processing to create a product or presentation (3)
Compose, edit, save and retrieve a document (3)

Record sources (3)
Create a product and/or presentation which: (3)
 Answers a single question
 Contains three relevant facts
 Is clear and accurate
 Contains a main idea and supporting details
Summarize in their own words (4)
Create an outline to organize information (4)
Cite sources (4)
Create a presentation that uses a multi-media component (4)
Create and demonstrate use of a database and spreadsheet (4)
Create products or presentations that meet standards (4)
Take usable notes (5,6)
Organize information (5,6)
 • Web or cluster map
 • Outline
 • Prioritize and sequence information (5,6)
Use current technology to record, organize or report findings (5,6)
 • Create and manipulate spreadsheets
 • Create graphs and charts
Independently draw conclusions (5,6)
Create a product or presentation using multi-media and desktop publishing components (5,6)
Create a multimedia presentation (7,8)
Develop advanced word-processing skills (7,8)
Independently create databases and spreadsheets (7,8)
Use specialized computer applications (CAD, music comp. software, etc.) (7,8)
Apply information into critical thinking and problem solving to complete a task (9-12)
Integrate new information with prior knowledge (9-12)
Make appropriate decisions based on integrated information (9-12)
Create logical arguments using relevant evidence (9-12)

Evaluate

Discuss enjoyment of an activity (K)
Review steps in finding, using and presenting information that answers a question (1)
Evaluate for currency, relevancy and interest (2)
Record in a journal as personal response to an activity (2)
Evaluate for accuracy (3)
Evaluate respect for copyright (3)
Evaluate process and product verbally or by written reflection in a journal (3)
Evaluate whether or not the question was well answered (4)
Evaluate appropriate Internet use (4)
Evaluate Internet use and information (7,8)

- Efficiency
- Accuracy
- Authority
- Currency

Evaluate format appropriateness(7,8)

Evaluate ethical use of information (7,8)

Evaluate the critical and logical thinking process (9-12)

Evaluate decisions made (9-12)

Evaluate rubric (9-12)

SOURCES

The following sources were instrumental in creating this document:

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Instructional Technology Across the Curriculum (ITAC)

Issaquah School District's Instructional Technology Student Benchmarks

Mankato Public Schools' Information Literacy Curriculum and Benchmarks

North Carolina Computer/Technology : Standard Course of Study : k-12
Computer/Technology Skills. North Carolina Department of Public Instruction.

Schools of California On-Line Resources for Education (SCORE).

Jenison Public Schools Information Literacy Committee Members:

Ric Blank
Vicki Bliss
Gretchen Borst
Nancy Brower
Rebecca Curran
Marlene Fales
Ron Gulembo
Jan Hankamp
Bernice Houseward
Jodi James
Sheila Klaassen
Andrea Klooster
Diane Kokot
Carey Korpi
Tom Kuieck
Leisa Lobbezoo
Deb Macaluso
Jill Morrill
Carol Newman
Sandy Post
Sandra Randall
Sherry Skridulis
Patricia Spafford
Tim Staal
Jan Staley
Tom TenBrink
Barbara Wagenmaker
Karen Weaver
Dirk Weeldreyer
Patricia Westveer
Susan Wright

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