

Information Literacy Standards for Student Learning:

1. The student who is information literate accesses information efficiently and effectively.
4. The student who is an independent learner pursues information related to personal interests.
7. The student who contributes positively to the learning community and to society recognizes the importance of information to a democratic society.

Maryland Learning Outcomes in Library Media:

1. The independent learner will locate and use information resources and technologies effectively and efficiently.

Skills for Success:

1. The student will plan, monitor and evaluate his or her own learning.
3. The student will plan, participate in, monitor and evaluate communication in a variety of settings.
4. The student will understand, use and evaluate technologies for a variety of purposes in a rapidly changing technological society.

Program Outcomes

1. Students will access information to address personal or curricular information needs.

PROFICIENCY / GRADE LEVEL INDICATORS

1.1 Define the need for personal or curricular information.

ILSSL 1, 4 MD 1 SS 1, 4

1.2 Form questions based on identified information needs.

ILSSL 1 MD 1 SS 1

1.3 Identify a wide range of potential sources of information.

ILSSL 1 MD 1 SS 1

Basic: Discuss the information problem at hand and relate it to prior knowledge.

Proficient: Identify personal or curricular information needs and reflect upon prior knowledge.

Exemplary: Define the scope of personal or curricular information needs by independently identifying topics of interest and their relationship to prior knowledge.

Basic: Distinguish between open and closed questions and articulate at least one appropriate question.

Proficient: Formulate, revise and classify broad and specific questions related to the identified information need.

Exemplary: Develop and refine research questions appropriate to the changing needs of the information problem.

1.3.1 Define interlibrary loan, Marina, Target 6 Program, information file, pamphlet, gazetteer, periodical databases and periodicals (magazines and newspapers.)

1.3.2 Differentiate among print, media, electronic and human resources including illustrations, photographs, maps, charts, glossary, fiction and nonfiction, biography, collective biography and autobiography, reference materials, abridged and unabridged dictionaries, encyclopedias (print and online), atlas, thesaurus, almanac, databases,

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PROFICIENCY / GRADE LEVEL INDICATORS

<p>1.3 (Continued.)</p> <p>ILSSL 1 MD 1 SS 1</p>	<p>1.4 Develop successful information seeking strategies.</p> <p>ILSSL 1 MD 1 SS 1, 3, 4</p>	<p>1.4 (Continued)</p>
<p>internet, subject experts, videotapes, audiotapes, radio, , CD-ROMs, television (all programming formats) and public library as sources of information.</p>	<p>1.4.1 Justify the use of classification schemes in a library.</p> <p>1.4.2 Justify the exceptions to the Dewey Decimal System (e.g., fiction, easy, story collection, special collections, biography and collective biography.)</p> <p>1.4.3 Use the Dewey Decimal System as an aid to browsing.</p> <p>1.4.4 Use the catalog (print or electronic) to locate information sources efficiently.</p> <p>1.4.5 Classify identified questions into broad categories and specific subtopics.</p> <p>1.4.6 Use keywords or subject headings to locate information in electronic sources.</p>	<p>1.4.7 Broaden or narrow search terms as needed.</p> <p>1.4.8 Use hypertext links to locate related information in electronic sources.</p> <p>1.4.9 Design and apply complex search statements using Boolean operators (e.g., AND, OR, NOT.)</p> <p>1.4.10 Use truncation to locate additional information on a topic in electronic indexes.</p> <p>1.4.11 Use reference skills to locate information in general reference sources.</p> <p>1.4.12 Locate periodical information by subject headings in a print index.</p>

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PROFICIENCY / GRADE LEVEL INDICATORS

<p>1.4 (Continued.)</p> <p>ILSSL 1 MD 1 SS 1, 3, 4</p>	<p>1.5 Acquire information from diverse sources, contexts, disciplines and cultures.</p> <p>ILSSL 1, 7 MD 1 SS 1</p>	
<p>1.4.13 Communicate with subject experts.</p>	<p>Basic: Access appropriate sources that address the identified question or information need.</p> <p>Proficient: Access multiple sources covering a variety of perspectives that address the identified question or information need.</p> <p>Exemplary: Actively seek diverse sources that address all aspects of the identified question or information need.</p>	

Information Literacy Standards for Student Learning:

2. The student who is information literate evaluates information critically and competently.

Maryland Learning Outcomes in Library Media:

2. The independent learner will demonstrate the ability to review, evaluate, and select media for an identified information need.

4. The independent learner will comprehend content in various types of media.

5. The independent learner will retrieve and manage information.

Skills for Success:

2. The student will think creatively, critically, and strategically to make effective decisions, solve problems, and achieve goals.

3. The student will plan, participate in, monitor, and evaluate communication experiences in a variety of situations.

Program Outcomes

2. Students will retrieve, evaluate and select information in order to address their identified questions or information needs.

PROFICIENCY / GRADE LEVEL INDICATORS

2.1 Comprehend content in print, visual, audio and electronic media..

ILSSL 2 MD 4 SS 2

2.2 Evaluate content from print, visual, audio and electronic media.

ILSSL 2 MD 2 SS 2, 3

2.3 Select appropriate information.

ILSSL 2 MD 5 SS 2

Basic: Recognize that all forms of media (print, visual, audio, and electronic) contain constructed messages.

Proficient: Analyze the motive or purpose of messages as they appear in print, visual, audio or electronic media.

Exemplary: Critically analyze the tools and techniques used to create messages in print, visual, audio and electronic media.

2.2.1 Distinguish between fact and opinion in all forms of media.

2.2.2 Identify point of view or bias in all forms of media.

2.2.3 Distinguish between primary and secondary sources.

2.2.4 Evaluate information from print, visual, audio or electronic sources for authority, audience, accuracy, currency and relevance.

2.2.5 Describe the effect of camera angles, lighting, special effects and editing on visual messages.

Basic: Recognize and select information that addresses the identified question or information need.

Proficient: Select information from diverse sources and perspectives relevant to the identified question or information need.

Exemplary: Select information from diverse sources and perspectives relevant to all aspects of the identified question or information need.

Information Literacy Standards for Student Learning:

3. The student who is information literate uses information accurately and creatively.
4. The student who is an independent learner pursues information related to personal interest.

Maryland Learning Outcomes in Library Media:

3. Independent learners will apply research and critical thinking skills to organize information.
5. Independent learners will retrieve and manage information.
7. Independent learners will create materials in various formats.

Skills for Success:

2. The student will think creatively, critically, and strategically to make effective decisions, solve problems, and achieve goals.
3. The student will plan, participate in, monitor and evaluate communication experiences in a variety of situations.
4. The student will understand, use and evaluate technologies for a variety of purposes in a rapidly changing technological society.

Program Outcomes

3. Students will use information effectively to address their identified question or information need.

PROFICIENCY / GRADE LEVEL INDICATORS

3.1 Record pertinent information.

ILSSL 3, 4 MD 3, 5 SS 2,3,4

3.2 Organize information to achieve clarity.

ILSSL 3 MD 3, 5 SS 2, 3, 4

3.3 Synthesize information.

ILSS 3 MD 3, 5 SS 2,3,4

Basic: Capture main ideas that address an identified question or information need and record source information.

Proficient: Use note-taking strategies such as summarizing and paraphrasing to capture and restate pertinent information, and document all sources.

Exemplary: Select the most appropriate note-taking strategy, restate all pertinent information, and document all sources using an accepted style manual.

Basic: Use simple organizational techniques to sort and clarify information.

Proficient: Use effective organizational techniques to clarify and analyze information.

Exemplary: Use a variety of effective techniques to clarify, analyze and unify information.

3.3.1 Compare and integrate new information gathered from a variety of sources with prior knowledge.

3.3.2 Draw conclusions which address the identified question or information need.

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Maryland Learning Outcomes in Library Media:

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Skills for Success:

- 2. The student will think creatively, critically, and strategically to make effective decisions, solve problems, and achieve goals.
- 3. The student will plan, participate in, monitor and evaluate communication experiences in a variety of situations.
- 4. The student will understand, use and evaluate technologies for a variety of purposes in a rapidly changing technological society.

Program Outcomes

- 3. Students will use information to address their identified question or information need.

PROFICIENCY / GRADE LEVEL INDICATORS

3.4 Communicate results.

ILSSL 3, 4 MD 7 SS 3

Basic: Considering audience and purpose, develop a product or presentation which addresses the identified question or information need.

Proficient: Using a format best suited to audience and purpose, develop a product or presentation that resolves an identified question or information need.

Exemplary: Using a format best suited to audience and purpose, develop a product or presentation that creatively resolves an identified question or information need.

Information Literacy Standards for Student Learning:

7. The student who contributes positively to the learning community and to society recognizes the importance of information to a democratic society.
8. The student who contributes positively to the learning community and to society practices ethical behavior in regard to information and information technology.

Maryland Learning Outcomes in Library Media:

8. The independent learner applies ethical behavior to the use of information.

Skills for Success:

4. The student will understand, use, and evaluate technologies for a variety of purposes in a rapidly changing technological society.
5. The student will work effectively with others and participate responsibly in a variety of situations.

Program Outcomes

4. Students will use information and technology ethically..

PROFICIENCY / GRADE LEVEL INDICATORS

4.1 Recognize the importance of access to information in a democratic society.

ILSSL7, 8 MD 8 SS 4, 5

4.2 Respect principles of intellectual freedom.

ILSSL7, 8 MD 8 SS 4, 5

4.3 Respect intellectual property rights.

ILSSL 7, 8 MD 8 SS 4, 5

Basic: Recognize the importance of sharing access to information, information sources, and technology with others.

Proficient: Use information sources and technology efficiently and return materials on time so that they can be shared with others.

Exemplary: Plan and initiate strategies to ensure equitable access to information sources and technology.

Basic: Respect the opinions and ideas of others.

Proficient: Discuss the relationship between censorship and intellectual freedom.

Exemplary: Discuss the implications of censorship and intellectual freedom in a democratic society (e.g., the purpose and implication of Banned Books Week.)

Basic: Explain the rationale for copyright law and the consequences, personally and to society, if it is violated.

Proficient: Use information responsibly by avoiding plagiarism, using correct bibliographic citation, and obtaining permission when copying text, images, or sound.

Exemplary: Use information responsibly by avoiding plagiarism, using correct bibliographic citation, obtaining permission when copying text, images, or sound, and applying "Fair Use" appropriately.

Information Literacy Standards for Student Learning:

7. The student who contributes positively to the learning community and to society recognizes the importance of information to a democratic society.
8. The student who contributes positively to the learning community and to society practices ethical behavior in regard to information and information technology.

Maryland Learning Outcomes in Library Media:

8. The independent learner applies ethical behavior to the use of information.

Skills for Success:

4. The student will understand, use, and evaluate technologies for a variety of purposes in a rapidly changing technological society.
5. The student will work effectively with others and participate responsibly in a variety of situations.

Program Outcomes

4. Students will use information and technology ethically..

PROFICIENCY / GRADE LEVEL INDICATORS

4.4 Use information products and technology responsibly.

ILSSL 7, 8 MD 8 SS 4, 5

Basic: Describe how Cecil County's Acceptable Use Policy addresses such issues as privacy, proper communication etiquette, and permissible use of technology and electronic information resources.

Proficient: Demonstrate use of technology and information resources consistent with Cecil County's Acceptable Use Policy.

Exemplary: Assess the need for different information policies and user agreements in a variety of settings.

Information Literacy Standards for Student Learning:

6. The student who is an independent learner strives for excellence in information seeking and knowledge generation.

Skills for Success:

1. The student will plan, monitor, and evaluate his or her own learning.
2. The student will think creatively, critically and strategically to make effective decisions, solve problems and achieve goals.
3. The student will plan, participate in, monitor, and evaluate communication experiences in a variety of settings.

Program Outcomes

5. Students will monitor the quality of their own information seeking process.

PROFICIENCY / GRADE LEVEL INDICATORS

5.1 Evaluate one's own information seeking process and product.

ILSSL 6 SS 1, 3

5.2 Devise strategies for improving the process and product.

ILSSL 6 SS 2

Basic: List the steps taken to answer an information need or create a product.

Proficient: Analyze the impact of each step taken to answer an information need or create a product.

Exemplary: Continuously monitor and adjust the steps taken to answer an information need or create a product.

Basic: Suggest basic strategies for improving the information search or final product (e.g., peer review, and comparison to an exemplar.)

Proficient: Apply appropriate strategies to improve the information search or final product.

Exemplary: Continuously monitor information needs and select appropriate strategies to resolve them.

Information Literacy Standards for Student Learning:

5. The student who is an independent learner appreciates literature and other creative expressions of information.

Maryland Learning Outcomes in Library Media:

4. Independent learners comprehend content in a variety of sources.

6. The independent learner demonstrates an appreciation of literature and other creative expressions as sources of information and recreation.

Skills for Success:

2. The student will think creatively, critically, and strategically to make effective decisions, solve problems, and achieve goals.

3. The student will plan, participate in, monitor, and evaluate communication experiences in a variety of settings.

Program Outcomes

6. Students will appreciate literature and creative expressions of information.

PROFICIENCY / GRADE LEVEL INDICATORS

6.1 Develop competence as an independent reader.

ILSSL 5 MD 6 SS 3

6.2 Develop competence as an independent listener.

ILSSL 5 MD 6 SS 3

6.3 Develop competence as an independent viewer.

ILSSL 5 MD 6 SS 3

Basic: Select and read works within a limited range of literary genres.

Proficient: Select and read works from a broad range of literary genres.

Exemplary: Select, read and critically analyze works from a broad range of literary genres.

6.2.1 Demonstrate courteous, attentive listening in formal and informal settings.

6.2.2 Listen sensitively to language and note changes in dialogue, impact of rhythm and sensory perceptions evoked by language.

6.2.3 Make inferences or draw conclusions based on tone in oral communication.

6.3.1 Understand the 5 core principles of media literacy:

- media are constructed;
- economic interests influence the media that are manufactured;
- media have unique characteristics;
- media contain value messages that differ by purpose, point of view, age, gender, race and experience.
- media images are interpreted differently by different audiences.

6.3.2 Analyze the importance of media messages in today's society.

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Program Outcomes

6. Students will appreciate literature and creative expressions of information.

PROFICIENCY / GRADE LEVEL INDICATORS

6.4 Comprehend and apply meaning derived from literature and other creative expressions.

ILSSL 5 MD 6

6.5 Compare media from diverse cultures.

ILSSL 5 MD 4 SS 2

Basic: Recognize that literature and creative expressions of information reflect, examine and influence human experience.

Proficient: Explain how a literacy work or creative expression of information reflects, examines, or influences human experience.

Exemplary: Critically analyze the meanings of various literary works or creative expressions of information, describing how they reflect, examine, or influence human experience.

6.5.1 Make connections between works in various media that convey history and culture.

6.5.2 Apply knowledge of various cultures to text or media.

Grade Level: Sixth

Information Literacy Standards for Student Learning:

9. The student who Contributes positively to the learning community and to society participates effectively in groups to pursue and generate information.

Skills for Success:

- 3. The student will plan, participate in, monitor, and evaluate communication experiences in a variety of settings.
- 5. The student will work effectively with others and participate responsibly in a variety of situations.

Program Outcomes

7. Students will participate in groups to pursue and generate information.

PROFICIENCY / GRADE LEVEL INDICATORS

7.1 Work cooperatively with others, in person or remotely, to identify personal or curricular information needs.

ILSSL 9 SS 3, 5

7.2 Work cooperatively with others, in person or remotely, to use information effectively when addressing identified information needs.

ILSSL 9 SS 3, 5

Basic: Express ideas appropriately when participating in any group situation.

Proficient: Engage in discussions that identify questions or information needs and seek their solution.

Exemplary: Synthesize the contributions of all discussion participants when collaborating to identify information needs.

Basic: Work cooperatively to create information products in print, visual, audio or electronic formats.

Proficient: Work cooperatively to select, evaluate and use the appropriate format (print, visual, audio or electronic) and techniques to construct information products.

Exemplary: Work cooperatively to assign the specialized roles involved in group construction and evaluation of complex information products in print, visual, audio or electronic formats.