

**WEST JEFFERSON HILLS SCHOOL DISTRICT
LIBRARY-INFORMATION LITERACY CURRICULUM
GRADES K-12**

Goal 2: The student will recognize the need for information and be able to define the task.				
Objectives	K-2	3-5	6-8	9-12
<p>1. Define the information problem.</p> <p>2. Identify the information needed to complete the task.</p>	<ul style="list-style-type: none"> • Brainstorm to develop question or problem to be explored. • Relate the question to what is already known. (1.8.3 A) • Brainstorm and record questions or keywords needed to gather information. (1.8.3 A) 	<ul style="list-style-type: none"> • Brainstorm to develop question or problem to be explored. • Relate the question to what is already known. • Restate the question in own words. (1.8.5 A) • Use questioning, brainstorming, and webbing to identify what is needed. • Identify keywords related to topic. (1.8.5 A) 	<ul style="list-style-type: none"> • Given a topic, generate a question to be answered on a position to be supported through investigation. • Relate question to what is known. (1.8.8 A) • Generate ideas, keywords, and questions needed to complete the task. (1.8.8 A) (1.8.8 B) 	<ul style="list-style-type: none"> • Develop and research question or a perspective on a topic. (1.8 A) • Generate ideas, keywords, and questions needed to complete the task. (1.8.8 A) (1.8.8 B)

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LIBRARY-INFORMATION LITERACY CURRICULUM
GRADES K-12**

Goal 3: The student will develop information- seeking strategies to access information.				
Objectives	K-2	3-5	6-8	9-12
<p>1. Determine all possible sources.</p> <p>2. Select the best sources.</p>	<ul style="list-style-type: none"> • Identify types of information needed • Brainstorm possible sources of information • (1.8.3 A) • Choose from pre-selected grade appropriate materials • Recognize source has the information needed • (1.8.3 A) • (1.8.3 B) 	<ul style="list-style-type: none"> • Identify types of information needed. • Consider and prioritize possible sources of information . • (1.8.3 A) • (1.8.3 B) • Understand why there might be conflicting information • Distinguish between inference, fact and opinion • (1.3.8 A) • (1.8.3 B) 	<ul style="list-style-type: none"> • Identify the type, amount, and format of information – single, few sources or comprehensive. • Identify appropriate community resources. • Utilize various libraries. • Choose home resources. • (1.8.8 A) • Choose appropriate print resources. • Choose appropriate electronic resources. • Choose appropriate online resources • Choose appropriate audiovisual resources. • (1.8.8 A) 	<ul style="list-style-type: none"> • Construct effective searches using appropriate headings and keywords (1.8A) • Examine various print and non-print resources and select those appropriate to individual needs(1.8B)

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GRADES K-12**

Goal 4: The student will practice ethical behavior in regard to information and technology					
Objectives	K-2	3-5	6-8	9-12	
1. Understand the ethical use of print and non-print information.	<ul style="list-style-type: none"> • Discuss plagiarism • Respect other’s ideas and opinions • Recognize difference between copying and using own words • Demonstrate responsible care of facility • (1.8.3 C) 	<ul style="list-style-type: none"> • Understand intellectual freedom and plagiarism • Demonstrate responsible use of resources • Demonstrate responsible care of the facility and equipment • Respect others’ ideas and opinions • (1.8.5 C) 	<ul style="list-style-type: none"> • Define the term intellectual freedom. • Cite sources in research reports and presentations. • Avoid plagiarism and copyright infringements in using resources. • Practice cyber safety. • Demonstrate understanding of district’s acceptable use policy. • (1.8.8 C) 	<ul style="list-style-type: none"> • Discuss and define plagiarism (1.8C) • Discuss implications of plagiarism (1.8C) • Review district policy and procedures 	

**WEST JEFFERSON HILLS SCHOOL DISTRICT
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GRADES K-12**

<p>Goal 5: The student will be able to locate and access appropriate resources, and evaluate information critically and competently.</p>				
<p style="text-align: center;">Objectives</p>	<p style="text-align: center;">K-2</p>	<p style="text-align: center;">3-5</p>	<p style="text-align: center;">6-8</p>	<p style="text-align: center;">9-12</p>
<p>1. Locate resources</p>	<ul style="list-style-type: none"> • Can use the library with assistance • Recognize alphabetic and numeric systems with guidance • Identify the location system used within the library (Dewey) • (1.8.3 B) 	<ul style="list-style-type: none"> • Can use the library with assistance • Use alphabetic and numeric systems • Use location systems in the library (Dewey) • (1.8.5 B) • Use electronic menus with assistance • Conducts basic searches on appropriate student approved search engines • (1.2.5 A) 	<ul style="list-style-type: none"> • Locate sources in library without assistance • Utilize a variety of print and electronic resources • Develop strategies for safe and efficient use of search engines • Conduct basic online searches at appropriate teacher approved sites • (1.8.8 B) 	<ul style="list-style-type: none"> • Use complex organizational features of print and electronic resources (1.8B) • Use specialized indexes (1.8B) • Conducts advanced searches to find information (1.8B)

**WEST JEFFERSON HILLS SCHOOL DISTRICT
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GRADES K-12**

<p>Goal 5: (continued) The student will be able to locate and access appropriate resources, and evaluate information critically and competently.</p>				
Objectives	K-2	3-5	6-8	9-12
<p>2 Find information within the resources.</p>	<ul style="list-style-type: none"> • Use pictures as information sources • Recognize table of contents within a book with assistance • Recognize parts of a book (chapter, title, and author) • Distinguish between fiction and non-fiction <ul style="list-style-type: none"> ○ (1.8.3 B) 	<ul style="list-style-type: none"> • Use electronic menus with assistance • Conducts basic searches on appropriate student approved search engines • (1.2.5 A) • Use simple indexes, table of contents, and glossaries • Use charts, graphs, tables and maps with assistance • Skim for needed details • Use simple search strategies with assistance • (1.2.5 A) 	<ul style="list-style-type: none"> • Utilize organizational features in print and electronic media • Use charts, graphs, tables, and maps • Understand and use advanced search techniques (e.g.. table of contents, indexes, legends, boldface and italics, graphic clues and icons, cross reference, time lines, hypertext links, URL's, etc.) • (1.8.8 A) • (1.2.8 A) 	<ul style="list-style-type: none"> • Use organizational features in print and electronic media • Use charts, graphs, tables and maps • Understand and use advanced search techniques (1.8B)

**WEST JEFFERSON HILLS SCHOOL DISTRICT
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GRADES K-12**

Goal 6: The student will organize, record, apply, and present information in a variety of formats.					
Objectives	K-2	3-5	6-8	9-12	
<p>1. Understand information.</p> <p>2. Extract relevant information.</p>	<ul style="list-style-type: none"> • Read, view, or listen to sources to identify main ideas and supporting facts • (1.8.3 C) • Use pictures and words to record information • Identifies keywords • (1.8.3 C) 	<ul style="list-style-type: none"> • Read, view, or listen to sources, identify main ideas, opinions, and supporting facts • (1.8.5 C) • Use web or graphic organizer to record main ideas and supporting facts • Begin to use key words and phrases on note cards • (1.8.5 C) 	<ul style="list-style-type: none"> • Identify essential information within the sources relevant to the task definition • Distinguish between factual and unsubstantiated information on the Internet • Document direct quotes to give credit • (1.8.8 B) (1.2.8 A) • Engage, extract, and paraphrase relevant information from various resources using note cards • (1.8.8 B) • Critically select and use the most applicable information • (1.8 B) 	<ul style="list-style-type: none"> • Use a wide variety of techniques to organize and relate information (1.8B) • Use a variety of technology to write, communicate, and publish information effectively for an audience (1.8B) • Cite information sources accurately (1.2A) • Choose an appropriate presentation based on topic, purpose and audience (1.8B) 	

**WEST JEFFERSON HILLS SCHOOL DISTRICT
LIBRARY-INFORMATION LITERACY CURRICULUM
GRADES K-12**

<p>Goal 6: (continued) The student will organize, record, apply, and present information in a variety of formats.</p>				
Objectives	K-2	3-5	6-8	9-12
<p>3. Organize information from multiple sources.</p> <p>4. Present and apply the information.</p>		<ul style="list-style-type: none"> • Use webbing, lists, or simple outlining to organize information • Interpret information, develop contrasts and comparisons • (1.8.5 C) • Use technology tools for individual and collective writing, communication, and publishing activities • Will choose an appropriate presentation based on an audience • Use simple bibliographic citation • (1.8.5 C) 	<ul style="list-style-type: none"> • Organize notes by topic headings using graphic organizers, including outlines • Use organized notes to create a written rough draft or oral presentation • (1.8.8 B) • Use a variety of information resources to create multimedia presentations • Identify information to create a bibliographic citation in the appropriate format • (1.8.8 B) 	<ul style="list-style-type: none"> • Read, view, or listen to sources, identify main ideas, opinions, and supporting facts • Use effective note taking strategies

**WEST JEFFERSON HILLS SCHOOL DISTRICT
LIBRARY-INFORMATION LITERACY CURRICULUM
GRADES K-12**

Goal 7: The student will strive for excellence through the evaluation of the product and process of research.				
Objectives	K-2	3-5	6-8	9-12
<p>1. Evaluate the efficiency of the process.</p> <p>2. Evaluate the effectiveness of the product.</p>	<ul style="list-style-type: none"> • Identify what worked in the research process • (1.2.3 A) • Identify strengths and weakness of project using simple rubric • Set a goal for improvement • (1.2.3 A) 	<ul style="list-style-type: none"> • Identify what worked in the research process • Identify areas that need improvement • (1.2.5 A) • Utilize spell checking • Develop criteria for checklist or rubric • Evaluate the effectiveness of communication using a rubric • Evaluate electronic presentations for content and format • Identify strengths and set goals for improvement • (1.2.5 A) 	<ul style="list-style-type: none"> • Identify what worked in the research process • Identify areas that need improvement • (1.2.8 A) • Develop criteria for checklist or rubric • Evaluate the product to determine if the task definition has been met • Evaluate multimedia products in terms of both content and format • Evaluate oral and written products in terms of requirements and assessment criteria, including legal principle of use • (1.2.8 A) 	<ul style="list-style-type: none"> • Identify what worked in the research process (1.8 AB) • Identify areas that need improvement (1.8AB) • Develop criteria for checklist or rubric (1.8B) • Evaluate the effectiveness of communication using a rubric (1.8B) • Identify strengths and set goals for improvement (1.8B) • Apply legal principles related to information technology (1.8C)