

# Information Literacy Standards and Benchmarks Grade 9-12

## Standard 1: Reads widely both for information and in pursuit of personal interests.

Indicators:

- *Is a competent and self-motivated reader*
- *Reads both fiction and non-fiction fluently*
- *Uses a variety of reading strategies to understand non-fiction and informational text.*
- *Develops a background in types of literature and literary elements*
- *Connects ideas to personal interests and previous knowledge and experience*

**Key**

- Black** – State Recommended Standards and Benchmarks
- Black\*** - Added Grade Level Benchmarks
- Red** – ISTE
- Green** – Math
- Blue** – Reading (Treasures)
- Orange** – Social Studies
- Brown** - Science

Grade Level Benchmarks	Vocabulary	Knowledge	Skills	Classroom Resources
A. Seeks information related to personal interests	<ul style="list-style-type: none"> <li>• OPAC</li> <li>• Dewey Decimal System</li> <li>• Union Catalog</li> <li>• Appreciation</li> </ul>	<ul style="list-style-type: none"> <li>• Knows that information is available from school and public library print and digital resources.</li> <li>• Is acquainted with award-winning literature</li> </ul>	<ul style="list-style-type: none"> <li>• Explores topics of interest using library resources.</li> <li>• Reads for pleasure from various literary and informational genres.</li> <li>• Explores literature from award lists such as the Printz award, the Iowa Teen award and the Iowa High School Book Award.</li> <li>• Obtains a public library card.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Pathways to Knowledge Research Model</i> <ul style="list-style-type: none"> <li>○ <i>Appreciation</i></li> <li>○ <i>Evaluation</i></li> </ul> </li> <li>• Award books and lists.</li> <li>• Davenport Public Library</li> <li>• Teacher Librarian</li> <li>• School Library Website Online Reading Guides</li> <li>• Book Talks</li> </ul>

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<p>B. Independently selects appropriate books and materials for school assignments and personal interest.</p>	<ul style="list-style-type: none"> <li>• Genre</li> <li>• Prairie CAT</li> <li>• Union Catalog</li> </ul>	<ul style="list-style-type: none"> <li>• Understands library organization.</li> <li>• Knows how to locate fiction and non-fiction using electronic catalogs and Understands eBooks and eAudio Books and understands how to access them.</li> </ul>	<ul style="list-style-type: none"> <li>• Locates information desired from library, internet, and other sources of information.</li> <li>• Uses OPAC to do keyword, subject, title, and author searches</li> <li>• Understands and is able to use the Dewey Decimal System to locate library materials.</li> <li>• Uses the internet to access and reserve available sources from the public library union catalog.</li> <li>• Independently reads a significant number of books each year</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Pathways to Knowledge Research Model</i> <ul style="list-style-type: none"> <li>○ <i>Appreciation</i></li> <li>○ <i>Evaluation</i></li> </ul> </li> <li>• Follett OPAC</li> <li>• Prairie CAT</li> <li>• Library collection.</li> <li>• A Dewey Subject Guide <a href="http://www.apl.org/libcats/dewey.html">http://www.apl.org/libcats/dewey.html</a></li> <li>• Let's Do Dewey <a href="http://frank.mtsu.edu/~vvesper/dewey2.htm">http://frank.mtsu.edu/~vvesper/dewey2.htm</a></li> <li>• Interest Inventory</li> <li>• Web sites</li> <li>• Teacher-librarian</li> </ul>
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### Standard 2: Uses inquiry and critical thinking skills to acquire, evaluate, use and create information.

#### **Power Benchmark 1: The learner accesses information efficiently and effectively.**

Indicators:

- Recognizes the need for information
- Formulates questions based on information needs
- Identifies a variety of potential sources of information
- Develops and uses successful strategies for locating information
- Uses technology effectively to locate information
- Uses a variety of print and electronic tools to find information

Grade Level Benchmarks	Vocabulary	Knowledge	Skills	Classroom Resources
A. Develops and executes successful strategies to efficiently and effectively access information.	<ul style="list-style-type: none"> <li>• <i>Appreciation</i></li> <li>• <i>Presearch</i></li> <li>• <i>Search</i></li> <li>• <i>Interpretation</i></li> <li>• <i>Communication</i></li> <li>• <i>Evaluation</i></li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes the need for information</li> <li>• Knows how to articulate questions that address the information need.</li> <li>• Understands that research is a process.</li> <li>• Knows the components of the <i>Pathways to Knowledge Research Model</i> and the information need addressed by each component.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses various strategies to identify information needs.</li> <li>• Establishes a focus.</li> <li>• Develops an overview of the topic of information.</li> <li>• Uses various strategies to formulate questions based on information needs</li> <li>• Plans a research strategy for differing information needs using the <i>Pathways to Knowledge Research Model</i>.</li> <li>• Evaluates and revises research strategies, choosing the appropriate research component to address the information need.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Pathways to Knowledge Research Model</i> <ul style="list-style-type: none"> <li>○ <i>Appreciation</i></li> <li>○ <i>Evaluation</i></li> </ul> </li> <li>• Follett OPAC</li> <li>• Prairie CAT</li> <li>• Library collection.</li> <li>• A Dewey Subject Guide <a href="http://www.apl.org/libcats/dewey.html">http://www.apl.org/libcats/dewey.html</a></li> <li>• Let's Do Dewey <a href="http://frank.mtsu.edu/~vvesper/dewey2.htm">http://frank.mtsu.edu/~vvesper/dewey2.htm</a></li> <li>• Interest Inventory</li> <li>• Web sites</li> <li>• Teacher-librarian</li> </ul>
B. Understands scope, depth and potential usefulness of more advanced, sophisticated and diverse resources	<ul style="list-style-type: none"> <li>• Bibliography</li> <li>• Source Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Knows the range of potential sources of information available both within the library and beyond school walls.</li> <li>• Understands the organization and content of available print, electronic, and digital resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies potential sources of information, both within library and beyond the school walls</li> <li>• Selects appropriate sources from print and electronic reference materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• <i>Pathways to Knowledge Research Model</i> <ul style="list-style-type: none"> <li>○ <i>Appreciation</i></li> <li>○ <i>Presearch</i></li> <li>○ <i>Evaluation</i></li> </ul> </li> <li>• DCSD Research</li> </ul>

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				<p><i>Brochure</i>  <a href="http://dcsdweb/media/pathways/A+%20Research%20Brochure.pdf">http://dcsdweb/media/pathways/A+%20Research%20Brochure.pdf</a></p> <ul style="list-style-type: none"> <li>• <i>Pathways to Knowledge Posters</i>  <a href="http://dcsdweb/media/pathways/posters.doc">http://dcsdweb/media/pathways/posters.doc</a></li> <li>• <i>Information Seeking Behaviors Site</i>  <a href="http://www.bcps.org/offices/lis/models/tips/">http://www.bcps.org/offices/lis/models/tips/</a></li> <li>• <i>LOC Teaching with Primary Sources</i>  <a href="http://www.loc.gov/teachers/tps/">http://www.loc.gov/teachers/tps/</a></li> <li>• <i>Iowa City Community Schools Information Literacy Website</i>  <a href="http://www.iccsd.k12.ia.us/Library/Curriculum/InfoLit/Component1.htm">http://www.iccsd.k12.ia.us/Library/Curriculum/InfoLit/Component1.htm</a></li> </ul>
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<p>C. Identifies and uses various strategies and techniques to execute and refine successful searches</p>	<ul style="list-style-type: none"> <li>• Boolean Search</li> <li>• Thesis Statement</li> <li>• Keyword Search</li> <li>• Deep Web</li> <li>• Government Documents</li> <li>• Bibliography</li> </ul>	<ul style="list-style-type: none"> <li>• Knows the difference between online databases and the World Wide Web.</li> <li>• Knows how to use the available online databases, and reputable resources on the World Wide Web.</li> <li>• Knows the difference between a keyword and a Boolean search.</li> <li>• Knows how to plan, execute, evaluate and revise a Boolean search.</li> <li>• Knows how to refine a research topic to create a working thesis statement.</li> </ul>	<ul style="list-style-type: none"> <li>• Navigates within print, electronic, and digital resources effectively and independently.</li> <li>• Chooses reputable sources that potentially answer research questions.</li> <li>• Narrows and broadens topics for research using graphic organizers.</li> <li>• Executes a refined search on the World Wide Web.</li> <li>• Creates a working bibliography</li> <li>• Creates a working thesis statement based on presearch.</li> </ul>	<ul style="list-style-type: none"> <li>• Deep Web <a href="http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/InvisibleWeb.html">http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/InvisibleWeb.html</a></li> <li>• Government Resources <a href="http://thomas.loc.gov/links/">http://thomas.loc.gov/links/</a></li> <li>• Search Engines</li> <li>• School and Public Library websites</li> <li>• eDesk</li> <li>• Teacher websites</li> <li>• Library print reference materials</li> <li>• Iowa City Community Schools Information Literacy Website <a href="http://www.iccsd.k12.ia.us/Library/Curriculum/InfoLit/Component1.htm">http://www.iccsd.k12.ia.us/Library/Curriculum/InfoLit/Component1.htm</a></li> <li>• DCSD Thesis Statement Brochure</li> <li>• DCSD Thesis Statement PowerPoint <a href="http://dcsdweb/media/pathways/What%20is%20a%20thesis%20statement.ppt">http://dcsdweb/media/pathways/What%20is%20a%20thesis%20statement.ppt</a></li> </ul>
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## Information Literacy Standards and Benchmarks Grade 9-12

### Standard 2: Uses inquiry and critical thinking skills to acquire, evaluate, use and create information.

#### *Power Benchmark 2: The learner evaluates information critically and competently.*

Indicators:

- *Determines accuracy, relevance, and comprehensiveness*
- *Seeks information from diverse sources, contexts, disciplines, and cultures*
- *Distinguishes among fact, point of view, and opinion*
- *Identifies inaccurate and misleading information*
- *Selects information relevant to the problem or question at hand*
- *Derives meaning from information presented in a variety of formats*

Grade Level Benchmarks	Vocabulary	Knowledge	Skills	Classroom Resources
A. Examines and evaluates information	<ul style="list-style-type: none"> <li>• Criteria</li> <li>• Relevancy</li> <li>• Suitability</li> <li>• Authority</li> <li>• Objectivity</li> <li>• Currency</li> <li>• Point of View</li> </ul>	<ul style="list-style-type: none"> <li>• Knows criteria to determine the value of sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Reads, views, listens to information critically.</li> <li>• Applies evaluative criteria to determine the relative value of the information: relevancy, suitability, authority, objectivity, currency</li> <li>• Compares and contrasts information from various sources</li> <li>• Identifies author point of view</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Pathways to Knowledge Research Model</i> <ul style="list-style-type: none"> <li>○ <i>Search</i></li> <li>○ <i>Evaluation</i></li> </ul> </li> <li>• Information Seeking Behaviors Site <a href="http://www.bcps.org/offices/lis/models/tips/">http://www.bcps.org/offices/lis/models/tips/</a></li> <li>• DCSD Secondary Literacy Initiative Strategies</li> <li>• Iowa City Community Schools Information Literacy Website <a href="http://www.iccsd.k12.ia.us/Library/Curriculum/InfoLit/Component1.htm">http://www.iccsd.k12.ia.us/Library/Curriculum/InfoLit/Component1.htm</a></li> </ul>

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<p>B. Extracts relevant and essential information from sources</p>	<ul style="list-style-type: none"> <li>• Intellectual Freedom</li> </ul>	<ul style="list-style-type: none"> <li>• Knows several note taking strategies.</li> <li>• Understands how to match information to questions.</li> <li>• Respects intellectual freedom and recognizes various viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks and identifies information relevant and essential to the information need</li> <li>• Seeks diverse sources and multiple points of view</li> <li>• Uses note taking strategies to identify and record relevant information.</li> <li>• Compares and contrasts information from various sources.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Pathways to Knowledge Research Model</i> <ul style="list-style-type: none"> <li>○ Search</li> <li>○ Evaluation</li> </ul> </li> <li>• Information Seeking Behaviors Site <a href="http://www.bcps.org/offices/lis/models/tips/">http://www.bcps.org/offices/lis/models/tips/</a></li> <li>• DCSD Secondary Literacy Initiative Strategies</li> <li>• Iowa City Community Schools Information Literacy Website <a href="http://www.iccsd.k12.ia.us/Library/Curriculum/InfoLit/Component1.htm">http://www.iccsd.k12.ia.us/Library/Curriculum/InfoLit/Component1.htm</a></li> <li>• DCSD Note taking brochure <a href="http://pathways/lessons/notetaking/Brochure.pdf">pathways/lessons/notetaking/Brochure.pdf</a>;</li> <li>• Deb Logan Note taking graphic organizers <a href="http://dcsdweb/media/pathways/lessons/notetaking/Notetaking_files/frame.htm">http://dcsdweb/media/pathways/lessons/notetaking/Notetaking_files/frame.htm</a></li> </ul>
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**Standard 2: Uses inquiry and critical thinking skills to acquire, evaluate, use and create information.**

**Power Benchmark 3: *The learner uses information accurately, creatively and ethically.***

Indicators:

- Organizes information for practical application
- Integrates new information into current knowledge
- Creates and communicates information and ideas in appropriate formats
- Uses technology effectively to organize, present and document research findings
- Designs, develops and evaluates information products and solutions both for school assignments and personal interests
- Reflects on strategies for revising and improving process and product

Grade Level Benchmarks	Vocabulary	Knowledge	Skills	Classroom Resources
A. Organizes and synthesizes information from multiple sources	<ul style="list-style-type: none"> <li>• Interpretation</li> <li>• Analysis</li> <li>• Refine</li> </ul>	<ul style="list-style-type: none"> <li>• Knows how to use higher order thinking skills to apply information to create new knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes information and identifies topics, subtopics and relationships</li> <li>• Refines the thesis statement.</li> <li>• Evaluates information to determine if enough has been obtained to answer the research question.</li> <li>• Revises, refines and seeks added information as necessary.</li> <li>• Organizes information in a logical sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Pathways to Knowledge Research Model</i> <ul style="list-style-type: none"> <li>○ Interpretation</li> <li>○ Evaluation</li> </ul> </li> <li>• Graphic Organizers</li> <li>• Information Seeking Behaviors Site <a href="http://www.bcps.org/offices/lis/models/tips/">http://www.bcps.org/offices/lis/models/tips/</a></li> <li>• DCSD Secondary Literacy Initiative Strategies</li> <li>• Iowa City Community Schools Information Literacy Website <a href="http://www.iccsd.k12.ia.us/Library/Curriculum/InfoLit/Component1.htm">http://www.iccsd.k12.ia.us/Library/Curriculum/InfoLit/Component1.htm</a></li> </ul>

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<p>B. Creates and effectively communicates information and ideas to others</p>	<ul style="list-style-type: none"> <li>• Outline</li> <li>• Storyboard</li> <li>• Graphic Organizer</li> </ul>	<ul style="list-style-type: none"> <li>• Understands various presentation models in order to choose the best format for communication.</li> <li>• Knows how to use a variety of digital resources to create products that communicate knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Selects an appropriate format for communicating ideas</li> <li>• Develops a formal outline or storyboard</li> <li>• Revises and refines as necessary</li> <li>• Creates a product that clearly expresses ideas</li> <li>• Uses appropriate resources and technology skillfully in creating products</li> <li>• Uses writing and speaking skills to present information</li> <li>• Presents, performs or shares information and ideas successfully</li> <li>• Evaluates product or presentation</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Pathways to Knowledge Research Model</i> <ul style="list-style-type: none"> <li>○ <i>Communication</i></li> <li>○ <i>Evaluation</i></li> </ul> </li> <li>• DCSD Language Arts <u>Research Paper Guidelines using MLA Format</u> <a href="http://www.davenportschools.com/curriculum/MLA.pdf">http://www.davenportschools.com/curriculum/MLA.pdf</a></li> <li>• Iowa City Create and Communicate Product List <a href="http://www.iccsd.k12.ia.us/Library/Curriculum/InfoLit/EndProdList.htm">http://www.iccsd.k12.ia.us/Library/Curriculum/InfoLit/EndProdList.htm</a></li> <li>• Microsoft Office Tools</li> <li>• Web 2.0 Tools           <ul style="list-style-type: none"> <li>○ Blog</li> <li>○ Wiki</li> <li>○ Podcast</li> </ul> </li> </ul>
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### Standard 3: Seeks multiple perspectives, shares information and ideas with others and uses information and resources ethically.

*Indicators:*

- *Respects intellectual property rights and understands the need for documenting sources*
- *Uses technology and resources responsibly*
- *Works independently and in groups to pursue information to solve problems*
- *Participates and collaborates as a member of a team of learners*

Grade Level Benchmarks	Vocabulary	Knowledge	Skills	Classroom Resources
<p>A. Understands the concept of plagiarism and cites sources properly</p>	<ul style="list-style-type: none"> <li>• Citing text</li> <li>• Referencing text</li> <li>• Paraphrasing</li> <li>• Plagiarism</li> <li>• Primary/Secondary Sources</li> <li>• MLA/APA format</li> <li>• Synthesize</li> <li>• Netiquette</li> <li>• Digital Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Knows district copyright and plagiarism policy.</li> <li>• Knows district AUP (acceptable use policy).</li> <li>• Understands the process of in-text citation</li> <li>• Understands the requirement to cite sources</li> <li>• Understands the consequences of plagiarism</li> </ul>	<ul style="list-style-type: none"> <li>• Paraphrases and uses quotes properly.</li> <li>• Applies copyright guidelines</li> <li>• Uses in-text citation</li> <li>• Cites sources in a properly formatted citation page</li> <li>• Synthesizes research to avoid plagiarism</li> <li>• Uses library materials, computers and other equipment productively, responsibly, and independently following district guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>• Library Website Copyright Resources</li> <li>• Citation makers               <ul style="list-style-type: none"> <li>○ EasyBib</li> <li>○ NoodleBib</li> </ul> </li> <li>• Information Seeking Behaviors Site  <a href="http://www.bcps.org/offices/lis/models/tips/">http://www.bcps.org/offices/lis/models/tips/</a></li> <li>• Iowa City Community Schools Information Literacy Website  <a href="http://www.iccsd.k12.ia.us/Library/Curriculum/InfoLit/Component1.htm">http://www.iccsd.k12.ia.us/Library/Curriculum/InfoLit/Component1.htm</a></li> </ul>

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<p>B. Works effectively in groups, both local and at a distance.</p>	<ul style="list-style-type: none"> <li>• Active Listening</li> <li>• Web 2.0</li> <li>• Digital Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of cultural and global differences.</li> <li>• Understands digital citizenship and implied responsibilities</li> <li>• Understands the roles of working collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>• Uses technology independently or collaboratively to do research, solve problems and prepare presentations.</li> <li>• Interacts, collaborates, and publishes with peers, experts, or others employing a variety of digital environments and media.</li> <li>• Engages with learners of other cultures to share knowledge and viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>• Web 2.0</li> <li>• ISTE Standards</li> <li>• Information Seeking Behaviors Site <a href="http://www.bcps.org/offices/lis/models/tips/">http://www.bcps.org/offices/lis/models/tips/</a></li> <li>• Iowa City CSD Information Literacy Website <a href="http://www.iccsd.k12.ia.us/Library/Curriculum/InfoLit/Component1.htm">http://www.iccsd.k12.ia.us/Library/Curriculum/InfoLit/Component1.htm</a></li> </ul>
<p>C. Uses library materials, computers and other equipment productively, responsibly, and independently</p>	<ul style="list-style-type: none"> <li>• Acceptable Use Policy (AUP)</li> <li>• Social Networking Pages</li> <li>• Blogs</li> <li>• Wiki's</li> <li>• E-lockers</li> <li>• edesk</li> </ul>	<ul style="list-style-type: none"> <li>• Knows the DCSD Acceptable Use Policy</li> <li>• Understands the ethical responsibility of the use of technology</li> <li>• Understands the consequences of violating confidential files including email and e-lockers and the ethics involved with common files and folders</li> <li>• Understands the essentials of internet safety.</li> </ul>	<ul style="list-style-type: none"> <li>• Practices responsible use of library materials and technology through abiding by the school technology, Internet Acceptable Use Policy (AUP), as well as the positive use of technology in the home (social networking pages, chat rooms, blogs, instant messages, text messages and emails)</li> <li>• Applies knowledge of internet safety when using electronic resources.</li> </ul>	<ul style="list-style-type: none"> <li>• DCSD Internet Acceptable Use Policy</li> <li>• Web safety sites</li> <li>• Social networking sites</li> <li>• Web 2.0</li> </ul>