

# **Information Literacy Components**

**Newark Valley School District**

## **Scope and Sequence of Skills, Concepts and Information**

NTH – Nathan T. Hall Elementary (grades K – 3)

NVH – Newark Valley Middle School (grades 4 – 7)

NVA – Newark Valley High School (grades 8 – 12)

I – introduced

R – reinforced

O – ongoing

OM – ongoing leading to mastery

### ***Traditional Skills & Information***

Although computers and technology have expanded and transformed the traditional role of a library, there are certain skills and ways of accessing information that remain more or less constant. Interpretation of text in a bibliographic reference is very similar whether it is on a 3 X 5 card or a computer screen. There may also be times where the traditional way of acquiring an information source may have advantages both intellectually and technologically.

I. Traditional Skills & Information	NTH	NVH	NVA
Recognize the parts of a book and their purpose [Standard #1]	I	R	OM
Identify bibliographic references and citations [Standard #1]	I (3)	R	OM
Recognize that a library has varied collections: fiction, nonfiction, reference, biography, periodicals, etc. [Standard #1]	I	R(4)	OM (8)
Recognize the difference between fiction and nonfiction [Standard #1]	I (1)	R (4)	OM
Demonstrate proper care and respect for library materials and demonstrate proper behavior when using library facilities [Standard #8]	I	R	OM
Access the collection through the online catalog and recognize the varied ways of access: subject, author, title, keyword, series, etc. [Standard #1]	I (3)	R (4)	OM
Understand the organizational structure and theory behind the Dewey Decimal System and other classification systems. [Standard #2]	I (3)	R (4)	OM
Be able to find materials in their various locations. [Standard #1]	I (3)	R (4)	OM
Choose appropriate books to read independently [Standards #2 & 4]	I (K)	R	O

Be able to use the index of a nonfiction book or reference book to find citations within the body of the text. [Standard #3]	I (3)	R	OM
Understand how to access Subject Headings, See References and See Also References [Standard #1]		I – R	OM (9)
Be able to distinguish between primary and secondary sources and understand the advantages and disadvantages of each. [Standards #2 & 3]	I (1)	R (5)	O
Be able to define an information need and locate the materials necessary to solve the need [Standard #1]	I (2)	R	O
Be able to take notes from source that can be later be made into a report. [Standards # 2 & 3]	I (2)	R (4)	OM
Be able to synthesize material from several sources from which a report can be produced and have the ability to evaluate the final product. [Standards #2, 3 & 6]	I (3)	R (4 & 6)	OM
Be able to use a systematic process or outline when doing research projects. [Standards #1, 2 & 3]		I (4)	OM
Understand the availability and resources of other libraries in the area.	I	R	OM

## *Reading & Literature*

Although there is valid criticism for placing a child in front of a computer screen at too young an age, having contact with books, literature, stories and text has a huge impact on helping students focus on intellectual tasks when they first enter school. The stories from the world of literature provide endless ways to stimulate interest in the written word, develop vocabulary, increase comprehension and provide insights into other times, other cultures and our own development and evolution. The concept and goal of life long learning has no better illustration than that of life long reader.

II. Reading & Literature	NTH	NVH	NVA
View literature and reading as a worthwhile and important recreational activity [Standards # 4 & 5]	I (K)	R	O
Understand the importance of how early contact with literature and the printed word in general is important for educational and intellectual development [Standards #4 & 6]	I	R	O
Recognize the major genres in fiction [Standard #5]	I (3)	R (4)	OM
Understand how literature may treat many themes, subjects and issues with great validity above and beyond just being good stories [Standard #4 & 5]		I – R	O

Understand the varied types of newspapers, their organization and uses including online versions [Standards # 1 & 4]		I – R	O
Understand the varied types of magazines, their uses, organization and function [Standards #1 & 4]	I (3)	R	O

***Digital Information Skills and the Use of the Internet***

Not too many years ago the internet or its earlier versions were viewed as the realm of the “geeks”, the “nerds” and the academics. My how things have changed! The number of organizations or individuals without a website or an email address seems to be shrinking geometrically. This phenomenon has brought about new terminology, new technology and new ways of searching and retrieving information.

III. Digital Information Skills and Use of the Internet	NTH	NVH	NVA
Demonstrate an understanding of Internet terminology, the World Wide Web and how the various functions operate in conjunction with one another. [Standards #1 & 4]	I (2)	R	OM

Access website by entering address, examine homepage and make use of hyperlinks		I – R	OM
Demonstrate simple searching techniques [Standard #1]		I – R	OM
Demonstrate use of various types of search engines [Standards # 1 & 2]		I – R	O
Demonstrate Boolean searching [Standard #2]		I – R	O
Demonstrate use of various online databases and/or subscription services [Standard #1]		I – R	OM
Do a formal evaluation of a website [Standard #2]	I (3)	R	O
Demonstrate an ability to use Powerpoint or some other presentation program [Standard #9]		I – R	O
Ability to utilize a webquest for a classroom assignment		I – R	O

### ***Media Literacy***

A great deal of the information that we receive about the world comes to us through ways other than print i.e. radio, television, film, photos, graphic images, the internet, etc. Understanding the types of media, how they have evolved and how we can be influenced by subtle and not so subtle means is an increasingly important skill if one can claim to be information literate.

IV. Media Literacy	NTH	NVH	NVA
Identify the different mediums through which we receive information [Standard #1]	I (3)	R	O
Understand how media exposure effects the way we learn and the way we view events or concepts [Standard #2]		I – R	O
Understand how media messages can be manipulated to conform to a particular point of view or agenda [Standard #2]	I (3)	R	O

***Information Ethics, Rights & Responsibilities***

There have always been ethical issues in regards to information: who should have it, how should it be distributed and under what circumstances should an individual’s privacy be compromised or investigated. With the advent of new technologies, these issues have become lightning rods in the efforts to close the gap between technological capability and the ethical and legal use of data.

V. Information Ethics, Rights & Responsibilities	NTH	NVH	NVA
Understand how to properly site information [Standard #8]	I (3)	R	OM
Understand how to put information into your own words [Standard #8]	I (3)	R	OM

Have a willingness to read a variety of viewpoints before reaching a opinion on an issue or concept [Standards #1, 2, 3 & 7]		I	R – O
Understand the justification and penalties for breaches of academic integrity and plagiarism [Standard #8]	I (3)	R	O
Understand the reasons for selection of library or curriculum materials and the procedure challenging certain materials [Standards #7 & 8]			I - R
Understand the uses and proper protocol for email [Standard #8]		I	O
Understand the personal consequences for internet use and the sharing of personal information [Standard #8]	I	R	O
Understand privacy rights as they apply to the use of library materials [Social Responsibility Standards]		I	R - O
Understand need to protect personal ID information and can take immediate steps if ID theft has occurred [Standard #8]			I - R

Leave public school with an understanding of how libraries support lifelong learning and how they cannot be kept relevant without continuous support [Standards #7 & 9]	I	R	O
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