

Nine Information Learning Standards for Student Learning - HS

	Standard	Indicator	Learner Outcomes for High School
Information Literacy	1. Accesses information efficiently and effectively	<ol style="list-style-type: none"> 1. Recognizes the need for information. 2. Recognizes that accurate and comprehensive information is the basis for intelligent decision making. 3. Formulates questions based on information needs. 4. Identifies a variety of potential sources of information. 5. Develops and uses successful strategies for locating information. 	<ol style="list-style-type: none"> 1. Select a research topic and define the problem using the concepts developed in the Big Six. (LMC) 2. Identify and be able to access electronic databases and print resources in the library. (LMC) 3. List 3 questions you may need to answer about your research topic. (LMC) 4. Brainstorm all the possible sources of information on your topic and list the top three that are most suitable. (LMC) <p>Student will use the Internet and online library databases to identify careers that utilize course skills. (PCU)</p> <ol style="list-style-type: none"> 5. Discuss various search methods used on the Internet and on the SAS online databases. (LMC)
	2. Evaluates information critically and competently	<ol style="list-style-type: none"> 1. Determines accuracy, relevance, and comprehensiveness. 2. Distinguishes among facts, point of view, and opinion. 3. Identifies inaccurate and misleading information. 4. Selects information appropriate to the problem or question at hand. 	<ol style="list-style-type: none"> 1. Evaluate the clarity and accuracy of information. (English) 2. Students will differentiate between primary and secondary sources of information. (LMC) <p>Understand and evaluate the effectiveness of techniques used to influence the reader and accomplish the author's purpose. (English)</p> <ol style="list-style-type: none"> 3. Students will analyze bogus websites and learn to spot inaccurate and misleading information. (LMC) 4. Using the Library Info Lit worksheet, the student integrates accurate, relevant and comprehensive information to resolve an informational problem or question. (LMC)
	3. Uses information accurately and creatively	<ol style="list-style-type: none"> 1. Organizes information for practical application. 2. Integrates new information into one's own knowledge. 3. Applies information in critical thinking and problem solving. 4. Produces and communicates information and ideas in appropriate formats. 	<ol style="list-style-type: none"> 1. Organizes a term paper that presents different types of information in the most effective ways. (LMC) 2. Integrates terms from the Sears Subject Headings catalog into keywords for research. (LMC) 3. Argue effectiveness of various forms of media. (English) 4. Use proper MLA documentation in writing. (English) <p>Create appropriate multi-media products. (English)</p>
Independent Learning	4. Pursues information related to personal interests	<ol style="list-style-type: none"> 1. Seeks information related to various dimensions of personal well-being, such as career interests, community involvement, health matters, and recreational pursuits. 2. Designs, develops and evaluates information products and solutions related to personal interests. 	<ol style="list-style-type: none"> 1. Appreciate diverse responses to the text (e.g. personal values, perspectives, and experience). (English) <p>Student will use the Internet and online library databases to identify careers that utilize course skills. (PCU)</p> <ol style="list-style-type: none"> 2. Use new information from texts to clarify or refine understanding of self and literature. (English) <p>Relate to literature both objectively and subjectively. (English)</p> <p>Create a portfolio of their work. (PCU)</p>

	5. Appreciates literature and other creative expressions of information	<ol style="list-style-type: none"> 1. Is a competent and self-motivated reader. 2. Derives meaning from information presented creatively in a variety of formats. 3. Develops creative products in a variety of formats. 	<ol style="list-style-type: none"> 1. Use a range of automatic monitoring and self correcting methods according to the difficulty of the text. (English) 2. Write responses to literature demonstrating an understanding of how the author's style conveys meaning. (English) 3. Will create a document that utilizes graphics from the Internet, scanned images, images downloaded from a digital camera all digitally enhanced with Photoshop elements. (PCU) <p>Students will create an online web presence. (PCU)</p>
	6. Strives for excellence in information seeking and knowledge generation	<ol style="list-style-type: none"> 1. Assesses the quality of the process and products of personal information seeking. 2. Derives strategies for revising, improving, and updating self-generated knowledge. 	<ol style="list-style-type: none"> 1. Appreciate diverse responses to the text. (English) 2. Students will create a portfolio of their work. (PCU)
Social Responsibility	7. Recognizes the importance of information to a democratic society	<ol style="list-style-type: none"> 1. Seeks information from diverse sources, contexts, disciplines, and cultures. 2. Respects the principle of equitable access to information. 	<ol style="list-style-type: none"> 1. Apply sophisticated reading skills and strategies to a variety of literary texts (e.g. fiction, nonfiction, poems, drama, biographies, literary analyses and autobiographies). (English) <p>Apply reading skills and strategies to a variety of informational texts (e.g. textbooks, biographical sketches, essays, editorials, news stories, and periodicals). (English)</p> <ol style="list-style-type: none"> 2. Argue effectiveness of various forms of media. (English)
	8. Practices ethical behavior in regard to information and information technology	<ol style="list-style-type: none"> 1. Respects the principles of intellectual freedom. 2. Respects intellectual property rights. 3. Uses information technology responsibly. 	<ol style="list-style-type: none"> 1. Students will review and discuss the SAS Technology Code of Conduct. (PCU) 2. The student will be able to create an acceptable bibliography for a term paper using MLA standards. (English) <p>Students will demonstrate understanding of current copyright laws for intellectual property. (PCU)</p> <p>Use turnitin.com (English)</p> <ol style="list-style-type: none"> 3. Use the SAS Technology Code of Conduct. (English) <p>Students will discuss the ethical issues of online files sharing programs. (PCU)</p> <p>Students will discuss the ethical and social issues of online student cheat sites. (PCU)</p>
	9. Participates effectively in groups to pursue and generate information	<ol style="list-style-type: none"> 1. Shares knowledge and information with others. 2. Respects others' ideas and backgrounds and acknowledges their contributions. 3. Collaborates with others, both in person and through technologies, to identify information problems and to seek their solutions. 4. Collaborates with others, both in person and through technologies, to design, develop, and evaluate information products and solutions. 	<ol style="list-style-type: none"> 1. Comments on own and others writing using the Six Traits rubric. (English) 2. Appreciate diverse responses to the text... (English) 3. Successfully evaluate own and others effectiveness in group discussions and in formal presentations. (English) 4. Use discussions with peers as a way of understanding information. (English)

Adapted from the American Association of School Librarians and Association for Educational Communications and Technology. *Information Power*. Chicago: American Library Association, 1998.

Learner Outcomes Key: LMC: Skills taught as part of the HS Library Information Literacy Unit
 RLA: HS Reading and Language Arts
 PCU: HS Personal Computer Use course.