



# Curriculum

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## *Information Literacy*

Scope and Sequence P-8

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	PRESCHOOL	KINDERGARTEN	GRADE ONE	GRADE TWO	GRADE THREE
<p><b>Information Literacy</b></p> <p><b>(Library)</b></p>	<p>Preschool classes visit the library once during the six-day schedule to listen to stories and check out books. Parents read to the students during most visits. The librarian presents a story program each month.</p> <p><b>Library Orientation</b> Students understand:</p> <ul style="list-style-type: none"> <li>• role of library and librarian</li> <li>• appropriate library behavior</li> <li>• care of library materials</li> <li>• borrowing responsibilities</li> </ul> <p><b>Information Literacy Skills</b></p> <ul style="list-style-type: none"> <li>• identify question or interest</li> <li>• understand the collection has a specific order</li> <li>• identify fiction and nonfiction books</li> <li>• identify parts of a book: cover, spine, title, author, illustrator</li> <li>• select books of interest</li> </ul> <p><b>Group Participation</b></p> <ul style="list-style-type: none"> <li>• share knowledge and information with others</li> <li>• appreciate and respect ideas of others</li> </ul> <p><b>Listening and Comprehension</b></p> <ul style="list-style-type: none"> <li>• focus on sights, sounds of visual and auditory presentation</li> <li>• respond to what is seen and heard and relate to own experience</li> </ul> <p><b>Literature Appreciation</b> Students listen to age-appropriate literature and participate in related activities to:</p> <ul style="list-style-type: none"> <li>• recognize and select from a variety of literature forms, themes, genres, authors and illustrators</li> <li>• appreciate books of merit</li> <li>• understand and respect the diversity in literature across cultures</li> <li>• choose books as a leisure time activity</li> </ul>	<p>Kindergarten classes visit the library twice during the six-day schedule to listen to stories and check out books. Parents read to the students during most visits. The librarian presents a story program each month.</p> <p><b>Library Orientation</b> Students understand:</p> <ul style="list-style-type: none"> <li>• role of library and librarian</li> <li>• appropriate library behavior</li> <li>• care of library materials</li> <li>• borrowing responsibilities</li> <li>• location of library materials</li> </ul> <p><b>Information Literacy Skills</b></p> <ul style="list-style-type: none"> <li>• identify question or interest</li> <li>• use shelf markers to maintain the order of the collection</li> <li>• identify fiction and nonfiction books</li> <li>• identify parts of a book: cover, spine, title, author, illustrator, dedication</li> <li>• select books of interest</li> </ul> <p><b>Group Participation</b></p> <ul style="list-style-type: none"> <li>• share knowledge and information with others</li> <li>• appreciate and respect ideas of others</li> </ul> <p><b>Listening and Comprehension</b></p> <ul style="list-style-type: none"> <li>• focus on sights, sounds of visual and auditory presentation</li> <li>• respond to what is seen and heard and relate to own experience</li> <li>• summarize or paraphrase a story in correct sequence after listening and/or viewing</li> <li>• predict a story line</li> </ul> <p><b>Literature Appreciation</b> Students listen to age-appropriate literature and participate in related activities to:</p> <ul style="list-style-type: none"> <li>• recognize and select from a variety of literature forms, themes, genres, authors and illustrators</li> <li>• appreciate books of merit</li> <li>• understand and respect the diversity in literature across cultures</li> <li>• choose books as a leisure time activity</li> </ul>	<p>First graders visit the library twice during the six-day schedule to participate in literature-related programs and check out books. First graders are introduced to the research process.</p> <p><b>Library Orientation</b> Students practice:</p> <ul style="list-style-type: none"> <li>• appropriate library behavior</li> <li>• care of library materials</li> <li>• borrowing responsibilities</li> </ul> <p><b>Information Literacy Skills</b></p> <ul style="list-style-type: none"> <li>• select books for interest and reading level</li> <li>• differentiate between fiction and nonfiction</li> <li>• ask questions to focus search for information</li> <li>• identify possible sources of information</li> <li>• locate materials in the online catalog with a keyword search</li> <li>• understand basic numerical order of nonfiction</li> <li>• understand alphabetical order of fiction</li> <li>• identify parts of nonfiction books: title page, copyright date, table of contents</li> </ul> <p><b>Group Participation</b></p> <ul style="list-style-type: none"> <li>• share knowledge and information with others</li> <li>• appreciate and respect ideas of others</li> <li>• participate effectively in team or group to find and create information</li> </ul> <p><b>Listening and Comprehension</b></p> <ul style="list-style-type: none"> <li>• focus on sights, sounds of visual and auditory presentation</li> <li>• respond to what is seen and heard and relate to own experience</li> <li>• summarize or paraphrase a story in correct sequence after listening and/or viewing</li> <li>• predict a story line</li> <li>• identify plot, setting, characters, point of view</li> </ul> <p><b>Literature Appreciation</b> Students listen to age-appropriate literature and participate in related activities to:</p> <ul style="list-style-type: none"> <li>• recognize and select from a variety of literature, themes, genres, authors and illustrators</li> <li>• appreciate books of merit</li> <li>• understand and respect the diversity in literature across cultures</li> <li>• increase independent reading</li> <li>• choose reading as a leisure time activity</li> </ul>	<p>Second graders visit the library twice during the six-day schedule to participate in literature-related programs, check out books and learn research skills.</p> <p><b>Information Literacy Skills</b></p> <ul style="list-style-type: none"> <li>• locate and select appropriate books for interest and reading level</li> <li>• differentiate between fiction and nonfiction</li> <li>• ask questions to focus search for information</li> <li>• identify possible sources of information</li> <li>• locate materials in the online catalog through keyword, title and author searches</li> <li>• understand numerical and alphabetical organization of books; use of shelf codes</li> <li>• use of nonfiction features to locate, understand information</li> <li>• use of general and subject encyclopedias</li> </ul> <p><b>Group Participation</b></p> <ul style="list-style-type: none"> <li>• share knowledge and information with others</li> <li>• appreciate and respect ideas of others</li> <li>• participate effectively in team or group to find and create information</li> </ul> <p><b>Listening and Comprehension</b></p> <ul style="list-style-type: none"> <li>• recognize main idea, sequencing, plot in content of story</li> <li>• identify and characters and character traits</li> <li>• recognize the works a certain author/illustrator</li> </ul> <p><b>Literature Appreciation</b> Students listen to age-appropriate literature and participate in related activities to:</p> <ul style="list-style-type: none"> <li>• recognize and select from a variety of literature, themes, genres, authors and illustrators</li> <li>• appreciate books of merit</li> <li>• understand and respect the diversity in literature across cultures</li> <li>• increase independent reading</li> <li>• choose reading as a leisure time activity</li> </ul>	<p>Third graders visit the library twice during the six-day schedule to participate in literature-related programs, check out books and learn research skills.</p> <p><b>Information Literacy Skills</b></p> <ul style="list-style-type: none"> <li>• locate and select appropriate books for interest and reading level</li> <li>• differentiate between fiction and nonfiction</li> <li>• ask questions to focus search for information</li> <li>• identify possible sources of information</li> <li>• locate materials in the online catalog through keyword, title, author and subject searches</li> <li>• use of bibliographic catalog record to locate information about a book</li> <li>• locate nonfiction books using Dewey numerical system</li> <li>• locate fiction books using alphabetical order of author names</li> <li>• use of nonfiction features to locate, understand information</li> <li>• locate information in print and online encyclopedias</li> <li>• use selected Internet sites to locate information</li> <li>• understand ethical use of information, copyright</li> <li>• use of appropriate materials outside the library</li> </ul> <p><b>Group Participation</b></p> <ul style="list-style-type: none"> <li>• share knowledge and information with others</li> <li>• appreciate and respect ideas of others</li> <li>• participate effectively in team or group to find and create information</li> </ul> <p><b>Literature Appreciation</b> Students listen to age-appropriate literature and participate in related activities to:</p> <ul style="list-style-type: none"> <li>• recognize and select from a variety of literature, themes, genres, authors and illustrators</li> <li>• appreciate books of merit</li> <li>• understand and respect the diversity in literature across cultures</li> <li>• increase independent reading</li> <li>• choose reading as a leisure time activity</li> </ul>

	GRADE FOUR	GRADE FIVE	GRADE SIX	GRADE SEVEN	GRADE EIGHT
<p><b>Information Literacy</b>  <b>(Library)</b></p>	<p><b>Fourth graders visit the library once during the six-day schedule for research, literature appreciation and book checkout.</b></p> <p><b>Information Literacy Skills</b></p> <ul style="list-style-type: none"> <li>locate and select appropriate books for interest, reading level; identify genres</li> <li>identify possible sources of information</li> <li>use of keywords to focus search for information</li> <li>locate materials in the online catalog through keyword, title, author, and subject searches</li> <li>use of bibliographic catalog record to locate information about a book</li> <li>locate fiction/nonfiction books using shelf codes</li> <li>use of nonfiction features to locate, understand information</li> <li>determine which print or online sources are best used to locate relevant information</li> <li>use of print and online encyclopedias</li> <li>use of selected Internet sites for information</li> <li>determine relevancy of information: accuracy, currency, authority</li> <li>compile bibliographic information for each research source; create a citation list</li> <li>understand ethical use of information; copyright</li> <li>use of appropriate materials outside the library</li> </ul> <p><b>Group Participation</b></p> <ul style="list-style-type: none"> <li>share knowledge and information with others</li> <li>appreciate and respect ideas of others</li> <li>participate effectively in team or group to find and create information</li> </ul> <p><b>Literature Appreciation</b></p> <p>Students listen to age-appropriate literature and participate in related activities to:</p> <ul style="list-style-type: none"> <li>recognize and select from a variety of literature forms, themes, genres, authors and illustrators</li> <li>appreciate books of merit</li> <li>understand and respect the diversity in literature across cultures</li> <li>increase independent reading</li> <li>choose reading as a leisure time activity</li> </ul>	<p><b>Fifth graders visit the library once during the six-day schedule for research, literature appreciation and book checkout. They spend additional research time in the library for science and foreign language.</b></p> <p><b>Information Literacy Skills</b></p> <ul style="list-style-type: none"> <li>use of keywords to focus search for information</li> <li>locate materials in the online catalog through basic and advanced searches</li> <li>use of bibliographic catalog record to locate information about a book</li> <li>use of print and online encyclopedias to locate articles, websites and magazine articles</li> <li>determine which print or online sources are best used to locate relevant information</li> <li>differentiate between primary and secondary sources of information</li> <li>determine relevancy of information: accuracy, currency, objectivity, authority</li> <li>use of selected Internet sites to locate information for research</li> <li>differentiate between Internet subject directory and search engine; basic search strategies</li> <li>compile bibliographic information for each research source; create a citation list</li> <li>practice ethical use of information; copyright</li> <li>use of materials outside the library</li> </ul> <p><b>Group Participation</b></p> <ul style="list-style-type: none"> <li>share knowledge and information with others</li> <li>appreciate and respect ideas of others</li> <li>participate effectively in research team or group</li> </ul> <p><b>Literature Appreciation</b></p> <p>Students listen to age-appropriate literature and participate in related activities to:</p> <ul style="list-style-type: none"> <li>recognize and select from a variety of literature forms, themes, genres, authors and illustrators</li> <li>appreciate books of merit</li> <li>understand and respect the diversity in literature across cultures</li> <li>increase independent reading</li> <li>choose reading as a leisure time activity</li> </ul>	<p><b>Sixth graders visit the library as needed for research and book selection. They practice skills learned in Lower School and are introduced to more advanced research skills:</b></p> <p><b>Information Literacy Skills</b></p> <ul style="list-style-type: none"> <li>use of keywords to focus search for information</li> <li>use of print and online encyclopedias to locate articles, websites, magazine articles</li> <li>determine which print or online sources would be best used to locate relevant information</li> <li>basic search techniques for online databases; Boolean searching</li> <li>differentiate between primary and secondary sources of information</li> <li>locate and use online primary resources including magazines and newspapers</li> <li>determine relevancy of information: accuracy, currency, objectivity, authority</li> <li>differentiate between fact and opinion; determine point of view</li> <li>differentiate between Internet subject directory and search engine</li> <li>use of selected Internet sites to locate information for research</li> <li>use of selected Internet search engines and directories; effective search strategies</li> <li>use of materials outside the library</li> </ul> <p><b>Responsible Information Use</b></p> <ul style="list-style-type: none"> <li>compile bibliographic information for each research source; create a citation list</li> <li>use of footnotes to credit information source</li> <li>follow guidelines and etiquette when using electronic information resources</li> <li>practice ethical use of information and information technologies</li> <li>respect copyright laws</li> </ul>	<p><b>Seventh graders visit the library as needed for research and book selection. They are introduced to more advanced research skills:</b></p> <p><b>Information Literacy Skills</b></p> <ul style="list-style-type: none"> <li>use of keywords to focus search for information</li> <li>use of print and online encyclopedias to locate articles, websites, magazine articles</li> <li>determine which print or online sources would be best used to locate relevant information</li> <li>advanced search techniques for online databases; Boolean searching</li> <li>differentiate between primary and secondary sources of information</li> <li>locate and use online primary resources including magazines and newspapers</li> <li>determine relevancy of information: accuracy, currency, objectivity, authority</li> <li>differentiate between fact and opinion; determine point of view</li> <li>use of selected Internet sites to locate information for research</li> <li>understand a variety of Internet search engines and directories; effective search strategies</li> <li>use of materials outside the library</li> </ul> <p><b>Responsible Information Use</b></p> <ul style="list-style-type: none"> <li>compile bibliographic information for each research source; create a citation list</li> <li>use of footnotes to credit information source</li> <li>follow guidelines and etiquette when using electronic information resources</li> <li>practice ethical use of information and information technologies</li> <li>respect copyright laws</li> </ul>	<p><b>Eighth graders visit the library as needed for research and book selection. They practice advanced research skills:</b></p> <p><b>Information Literacy Skills</b></p> <ul style="list-style-type: none"> <li>use of keywords to focus search for information</li> <li>use of print and online encyclopedias to locate articles, websites, magazine articles</li> <li>determine which print or online sources would be best used to locate relevant information</li> <li>advanced search techniques for online databases; Boolean searching</li> <li>differentiate between primary and secondary sources of information</li> <li>locate and use online primary resources including magazines and newspapers</li> <li>determine relevancy of information: accuracy, currency, objectivity, authority</li> <li>differentiate between fact and opinion; determine point of view</li> <li>use of selected Internet sites to locate information for research</li> <li>understand a variety of Internet search engines and directories; effective search strategies</li> <li>Use of materials outside the library</li> </ul> <p><b>Responsible Information Use</b></p> <ul style="list-style-type: none"> <li>compile bibliographic information for each research source; create a citation list</li> <li>use of footnotes to credit information source</li> <li>follow guidelines and etiquette when using electronic information resources</li> <li>practice ethical use of information and information technologies</li> <li>respect copyright laws</li> </ul>