

## LIBRARY/RESEARCH SKILLS AND TECHNOLOGY CURRICULUM: GRADE 6

#	STANDARDS/ GOALS/ OBJECTIVES
	<p><b>National Information Literacy Standards for Student Learning #1:</b> The student who is information literate accesses information efficiently and effectively; recognizes the need for information; recognizes that accurate and comprehensive information is the basis for intelligent decision-making; formulates questions based on information needs; identifies a variety of potential sources of information; and develops and uses successful strategies for locating information.</p>
	<b>I. ORIENTATION</b>
	<b>A. Purpose and Mission of the Library Media Center</b>
	<i>The student learns about the services and resources available at the library media center.</i>
O1	identify library media center staff and recognize their role in student learning.
O2	demonstrate the correlation between the classroom reading program and library experiences.
O3	demonstrate the correlation between the classroom curriculum and library resources.
	<b>B. Circulation Policies and Procedures</b>
	<i>The student learns about the circulation policies and procedures at each new level.</i>
O4	demonstrate knowledge of acceptable behavior and responsibility in the library media center.
O5	use correct circulation procedures for checking out library materials.
O6	recognize the importance of student numbers/bar code labels.
O7	understand when books are due and the importance of returning them on time.
O8	recognize the consequences for lost books, damaged books, and overdue books.
O9	identify the hours of service available during the day or week for open checkout.
	<p><b>National Information Literacy Standards for Student Learning #1:</b> The student who is information literate accesses information efficiently and effectively; recognizes the need for information; recognizes that accurate and comprehensive information is the basis for intelligent decision-making; formulates questions based on information needs; identifies a variety of potential sources of information; and develops and uses successful strategies for locating information.</p> <p><b>National Information Literacy Standards for Student Learning #2:</b> The student who is information literate evaluates information critically and completely; determines accuracy, relevance, and comprehensiveness; distinguishes among fact, point of view, and opinion; identifies inaccurate and misleading information; and selects information appropriate to the problem or question at hand.</p> <p><b>National Information Literacy Standards for Student Learning #3:</b> The student who is information literate uses information accurately and creatively; organizes information for practical application; integrates new information into one's own knowledge; applies information in critical thinking and problem-solving; and produces and communicates information and ideas in appropriate formats.</p>
	<b>II. ACCESSING AND USING INFORMATION</b>
	<b>A. Information Access: Identification, Location, and Retrieval</b>

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	<i>The student accesses information efficiently and effectively.</i>
A1	demonstrate an understanding that the automated card catalog/OPAC is an index to the library media center collection and interpret its information to locate materials.
A2	select and use the appropriate search in the card catalog/OPAC for specific information (title, author, subject) and most effective way to view/sort the search.
A3	identify the arrangement of fiction, nonfiction, and biography on shelves.
A4	use the Dewey Decimal System as a method of locating nonfiction books for research and individual assignments.
A5	understand the unique shelf arrangement of biographies within nonfiction.
A6	demonstrate a working knowledge of library media center vocabulary (publisher, copyright date, place of publication, index, automated card catalog/OPAC, call number, atlas, almanac, periodical).
A7	use a table of contents, index, and glossary to locate information.
A8	know how to use a dictionary: understand its four uses (word definition, spelling, word pronunciation, and parts of speech), identify guide words and entry words, understand division of syllables, understand abbreviations used.
A9	identify a variety of traditional and non-print media as sources of information.
A10	understand the use and organization of a simple, alphabetically arranged encyclopedia and be able to select the appropriate volume to find a specific topic.
A11	recognize that the Dewey Decimal System's main classifications can be divided and subdivided into more specific subjects.
A12	recognize that other library classifications exist.
A13	use an atlas: understand compass rose, longitude and latitude, physical features, and how to read a map.
A14	use an almanac to locate specific information.
A15	use electronic databases for simple searches (LiLI, BigChalk).
A16	locate and use periodicals for entertainment and information.
A17	use the Boolean and key word search strategy to locate information on the Internet, electronic databases, and the OPAC.
A18	use skimming and scanning to retrieve information.
	<b>B. Information Analysis: Interpretation and Evaluation</b>
	<i>The student analyzes information critically and completely.</i>
A19	develop and use criteria to select media for an identified information need (appeal, format, information on cover, specific title/ author/ illustrator/ copyright date).
A20	differentiate between fiction and nonfiction.
A21	differentiate between fact and opinion.
A22	demonstrate understanding of cross reference and bibliography/works cited.
A23	practice and develop skills in the Big 6 Skills Approach to Information Problem Solving (define, search, sort, select, organize/ produce, evaluate/ reflect).

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A24	use subject headings, chapter titles, guide words and other graphic features to locate and organize information.
A25	identify text as written for entertainment (narrative) or for information (expository).
A26	be introduced to evaluating both print and electronic sources in terms of accuracy, relevancy, currency, bias, and validity.
A27	demonstrate knowledge of short story elements (time and place - setting, problem, goal, resolution, sequential order of events).
	<b>C. Information Use: Communication and Presentation</b>
	<i>The student uses information effectively and creatively.</i>
A28	share literature with other children.
A29	use comprehension skills to retell or summarize a story.
A30	demonstrate information literacy by recalling facts and details from listening to and reading fiction and nonfiction.
A31	establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems.
A32	gain information and understanding from viewing non-print media (videos, DVD's, CD's computers, audio tapes, electronic data bases).
	<p><b>National Information Literacy Standards for Student Learning #4:</b> The student who is an independent learner is information literate and pursues information related to personal interests; seeks information related to various dimensions of personal well-being, such as career interests, community involvement, health matters, and recreational pursuits; and designs, develops, and evaluates information products and solutions related to personal interests.</p> <p><b>National Information Literacy Standards for Student Learning #5:</b> The student who is an independent learner is information literate and appreciates literature and other creative expressions of information; is a competent and self-motivated reader; derives meaning from information presented creatively in a variety of formats; and develops creative products in a variety of formats.</p> <p><b>National Information Literacy Standards for Student Learning #6:</b> The students who is an independent learner is information literature and strives for excellence in information seeking and knowledge generation; assesses the quality of the process and products of personal information seeking; and devises strategies for revising, improving, and updating self-generated knowledge.</p>
	<b>III. Lifelong Learning</b>
	<b>A. Independent Learning</b>
	<i>The student develops skills that help the student satisfy personal and educational needs on one's own.</i>
L1	browse the collection for individual interests.
L2	select books at appropriate reading level.
L3	select, listen to, and respond to several types of fictional literature, including historical fiction.
L4	recognize the concept that information is presented in a variety of formats.
L5	participate in various reading incentive programs (Book IT, Accelerated Reader, etc.).
L6	set and monitor reading goals.
L7	read to accomplish various purposes, both assigned and self-selected.
L8	balance reading by selecting a variety of works.

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	<b>B. Literature Appreciation</b>
	<i>The student appreciates literature and other creative forms of expression.</i>
L9	recognize noted children's and young adult authors.
L10	identify and distinguish the types of fiction such as historical, contemporary realistic, humorous, adventure, etc.
L11	listen to stories from a variety of multicultural materials read aloud.
L12	demonstrate active listening.
L13	recognize various genres of literature and their distinguishing features (general fiction, poetry, folk tales, historical fiction, science fiction, fantasy, and plays).
L14	identify series literature.
	<p><b><u>National Information Literacy Standards for Student Learning #7:</u></b> The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society; seeks information from diverse sources, contexts, disciplines, and cultures; and respects the principle of equitable access to information.</p> <p><b><u>National Information Literacy Standards for Student Learning #8:</u></b> The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology; respects the principles of intellectual freedom; respects intellectual and property rights; and uses information technology responsibly.</p> <p><b><u>National Information Literacy Standards for Student Learning #9:</u></b> The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information; shares knowledge and information with others; respects others' ideas and backgrounds and acknowledges their contributions; collaborates with others, both in person and through technologies, to identify information problems and to seek their solutions; and collaborates with others, both in person and through technologies, to design, develop, and evaluate information products and solutions.</p>
	<b>C. Social Responsibility and Library Citizenship</b>
	<i>The student practices ethical usage of information and information technology, and values the rights of others.</i>
L15	recognize that library materials are shared and must be returned in a timely manner.
L16	demonstrate respect for the rights and privileges of all library patrons.
L17	learn and demonstrate proper care of library materials.
L18	know where to place books/materials when finished, rather than reshelving them.
L19	exhibit appropriate, self-controlled behavior in the library media center.
L20	exhibit ethical use of information, respecting copyright restrictions in order to avoid plagiarism and the illegal use and reproduction of media.
L21	demonstrate care and appropriate use of available electronic hardware and software, as outlined in the Vallivue School District Acceptable Use Policy.