POCONO MOUNTAIN SCHOOL DISTRICT
K - 12 INFORMATION LITERACY & TECHNOLOGY SKILLS
SCOPE AND SEQUENCE
Revised 2012

PMSD ELEMENTARY SCHOOL LIBRARIES
INFORMATION LITERACY & TECHNOLOGY SKILLS
SCOPE AND SEQUENCE

CURRICULUM OBJECTIVES	AASL	PA SAS	K	1	2	3	4	5	6	Essential Questions
Task Definitions										
TD1. Identify and define the informational need.	1.1.1 2.1.1	1.1.5A			I	I/R	X	E	E	What do I need to know?
TD2. Select topics related to an information need.	3.1.1 2.4.4	1.1.5A			I	I/R	X	E	E	What do I want to learn?
TD3. Making connections to prior knowledge.	1.1.2	1.1.5.A	I	I	I	R	R	X	X	What do I already know about my topic?
TD4. Generate questions and form hypothesis related to a topic.	1.1.3	1.1.5A			I	I/R	I/R	R	X	What do I want to learn about my topic?
Information Seeking Strategies										
ISS1. Identify possible types of information resources, including:	1.1.4 3.2	1.8.5.B R5.A.2								What resources can I use?
• Nonfiction books	1.1.4 3.2	1.8.5.B R5.A.2	I	I/R	I/R	R	X	X	X	What resources can I use?
• General encyclopedias	1.1.4 3.2	1.8.5.B R5.A.2				I	I/R	R	X	What resources can I use?
• Specialized reference sources	1.1.4 3.2	1.8.5.B R5.A.2				I	I/R	R	R	What resources can I use?

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AASL – American Association of School Libraries
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• Almanacs	1.1.4 3.2	1.8.5.B R5.A.2					I	I/R	X	What resources can I use?
• Atlases and other geographical sources	1.1.4 3.2	1.8.5.B R5.A.2				I	I/R	R	R	What resources can I use?
• Biographical resources	1.1.4 3.2	1.8.5.B R5.A.2		I	I/R	I/R	R	R	X	What resources can I use?
• General dictionary	1.1.4 3.2	1.8.5.B R5.A.2			I	I	I/R	R	X	What resources can I use?
• Periodical articles	1.1.4 3.2	1.8.5.B R5.A.2			I	I/R	I/R	R	R	What resources can I use?
• Multimedia Sources (audio, video, graphic)	1.1.4 3.2	1.9.5.A		I	I	I/R	I/R	R	R	What resources can I use?
• Electronic resources, including Internet and POWER Library and subscription databases	1.1.4 3.2	1.9.5.A 1.8.5 B				I	I/R	R	R	What resources can I use?
• Utilize public library and school library information center	1.1.4 3.2	1.9.5.A 1.8.5 B	I	I	I/R	I/R	I/R	R	R	What resources can I use?
• Recognize call number components	1.1.4 3.2	1.9.5.A 1.8.5 B	I	I	I/R	I/R	R	X	X	What resources can I use?
• Locate print material utilizing call numbers	1.1.4 3.2	1.9.5.A 1.8.5 B			I	I/R	I/R	R	R	What resources can I use?
• Explain the organization of the Dewey Decimal System	1.1.4 3.2	1.9.5.A 1.8.5 B			I	I/R	I/R	R	R	What resources can I use?
ISS2. Evaluate and select most appropriate resources: • As directed • Independently	1.1.4 1.2.2	1.2.B 1.9.5.B			I	I/R	I/R	R	X	Which resources will best answer my question?
ISS3. Identify and generate key words related to the topic.	1.1.4 1.2.2	1.1.5.D R5.A.2.1			I	I	I/R	R	R	What keywords are relevant to my topic?

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ISS4. Identify and discuss the copyright date to determine the relevancy of the resource. • Currency • Accuracy • Reliability	1.1.5	1.8.B		I	I/R	I/R	R	R	X	What is a copyright date? Why are copyright dates important?
ISS5. Use a variety of search strategies to find information in the electronic catalog. • Keyword • Subject • Title • Author	1.1.5	1.1.5.D R5.A.2.1			I	I/R	R	R	X	What is subject searching?
ISS6. Identify and compare primary and secondary sources, print and electronic format.	1.1.5	1.1.5.D R5.A.2.1			I	I/R	I/R	R	R	What is keyword searching?
Location and Access										
LA1. Locate and access information from a variety of media, including:	1.1.8 1.2.3 1.3.5	1.1.B 1.8.5.B [R5.A.2]								Where are these resources located? How do I get the information I need from these resources?
• Online catalog (title, author, keyword, subject, series, visual search)	1.1.8 1.2.3 1.3.5	1.2.5B 1.9.5.A			I	R	R	R	X	How do I access this from the District website?
• Books (table of contents, glossary, and index)	1.1.8 1.2.3 1.3.5	1.1.5.B	I	I	I/R	I/R	R	R	X	Where are these resources located? How do I get the information I need from these resources?
• Preselected/Internet sites	1.1.8 1.2.3 1.3.5	1.8.B 1.9.5.A					I	I/R	R	R	Are these sites accessible from District website?

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• Subscription Databases—Britannica on-line, POWER LIBRARY	1.1.8 1.2.3 1.3.5	1.8.B				I	I/R	R	R	Are these sites accessible from District website?
• Additional print resources-periodical and reference sources	1.1.8 1.2.3 1.3.5	1.8.B			I	I	I/R	R	R	Where are these resources located?
LA2. Use keywords and guide words.	1.1.8 1.2.3 1.3.5	1.1.5.C R5.A.2			I	I/R	I/R	R	R	What is a keyword? What is a guide word? How do I use them to find my information?
LA3. Recognize and use cross references (see also) and see references in a variety of media.	1.1.8 1.2.3 1.3.5	1.1.5.C R5.A.2				I	I/R	R	R	What is a cross reference? How can this tool help me find information for my topic?
LA4. Locate relevant resources including primary and secondary to meet informational needs.	1.1.8 1.2.3 1.3.5	1.1.5.C R5.A.2				I	I/R	R	R	When do I use these resources?
Information Use										
IU1. Distinguish between essential and nonessential information in print and digital resources.	1.1.6	1.2.A R5.B.3.2		I	I	I/R	R	R	R	What information is important?
IU2. Discuss plagiarism and copyright infringement in using resources.	1.3.1 1.3.3 3.1.6	1.8.5.C		I	I	I/R	R	R	R	What is plagiarizing?
IU3. Differentiate fact from opinion in print and electronic resources.	1.1.7 1.2.4	1.2.A 1.2.B R5.B.3.1				I	I	I/R	R	R	What is a fact? What is an opinion? How do I use them to find my information?
IU4. Use social networks and information tools to gather and share information.	4.1.7 4.3.1 4.3.4	1.2.A 1.2.B R5.B.3.1						I	I/R	What is a social network? What is social etiquette?

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IU5. Examine and extract relevant information from sources:	1.1.7	1.2.A 1.2.B R5.B.3.1			I	I	I/R	I/R	R	What is relevant information?
• Main ideas	1.1.7	R5.A.1.4, R5.A.2.4			I	I/R	R	X	X	What is the main idea?
• Supporting details or facts	1.1.7	R5.A.1.4, R5.A.2.4			I	I/R	R	X	X	What are the supporting details or facts?
IU6. Using reading strategies to evaluate text organization and content (in print and electronic form) to determine:	1.1.5 1.2.4 1.3.2 3.3.2 4.3.2	1.2.5A R5.A.1, R5.A.2		I	I	I	I/R	R	X	Why did the author write this?
• Author's purpose and effectiveness	1.1.5 1.2.4 1.3.2 3.3.2 4.3.2	R5.A.1.6, R5.A.2.6		I	I	I	I/R	R	R	What is the author's purpose?
• Validity and accuracy of all information	2.3.2	R5.A.1.6, R5.A.2.6		I	I/R	I/R	R	R	R	Is this accurate/relevant?
• Divergent perspectives	2.2.2 2.3.2	R5.A.1.6, R5.A.2.6		I	I	I/R	R	R	R	Are the appropriate groups addressed?
• Take notes from sources using a structured format	2.2.2 2.3.2	R5.A.1.6, R5.A.2.6				I	I	I/R	R	What information do I need for this topic?
IU7. Uses information technology safely and responsibly.	1.3.5 4.3.4	1.9.5.A			I	I	I/R	R	R	What resources will find appropriate web sites?
IU8. Document sources to give correct bibliographic citation in MLA format Information sources in print and electronic forms	2.1.2	1.9.5.A			I	I/R	I/R	R	R	What are notes? What do efficient notes look like? How do I take notes effectively?

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• Direct quotes from print and electronic forms.										
IU9. Use technology and other information tools to analyze and organize information (Graphic organizers).	2.1.2	1.9.5A				I	I/R	I/R	R	How do I select text and print only the information I need?
IU10. Collaborate with others to broaden and deepen understanding and respect differing viewpoints. (Gather and use information).	1.1.9 3.3.1 3.3.2 3.3.6 3.3.7	1.6.5.A	I	I/R	I/R	I	I/R	R	R	How do I work with others effectively?
Synthesis										
S1. Make predictions from pictorial or textual materials sequentially.	2.1.3	1.6.5A	I	I	R	R	X	X	X	What are these pictures/words telling me?
S2. Make inferences and draw conclusions from any format (textual, visual, media, and digital) based on evidence found.	1.1.6 2.1.3 2.2.3 2.4.1	1.2.5A R5.A.1.3 R5.A.2.3		I	I/R	I/R	R	R	R	What is an inference? What is a conclusion?
S3. Paraphrase or synthesize relevant information.	2.1.2 2.1.4	1.2.5A R5.A.1.3 R5.A.2.3			I	I/R	I/R	R	R	What does paraphrase mean? How can graphic organizer help me paraphrase information?
S4. Combine information from print and electronic resources.	2.1.2 2.1.4	1.9.5.A				I	I/R	I/R	R	How do I organize my information?
S5. Organize information by topics and subtopics from multiple sources (print, electronic).	2.1.2 2.1.4	1.9.5A				I	I/R	I/R	R	How do I organize my information?

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S6. Use a variety of information resources to create a written, oral, graphic, or multi-media product to express new understandings that apply to the world around us.	2.1.6 3.1.3 3.2.1 3.3.4 4.1.8	1.2.5B, 1.4.5.B 1.9.5.A			I	I/R	R	R	R	How do I share my information with others? What is the best way to share my information?
S7. Collaboratively shares information to make predictions, draw conclusions, express new meaning, and exchange ideas.	1.3.4 1.4.2 2.1.5 2.4.3 3.1.2 3.2.3 3.2.2 3.3.5	1.6.5.A		I	I/ R	R	R	R	R	What is the best way to present what I know?
S8. Adapt research as needed to achieve success • Pose additional questions beyond a collection of facts • Change inquiry focus, questions, resources, or strategies as needed • Persist in information searching despite challenges	1.2.1 1.2.5 1.2.6 1.2.7 1.4.1 2.2.1	1.6.5A				I	I	I/ R	R	What other questions could I ask?
S9. Properly cite information resources using a structured format, to include:	1.3.1 1.3.3 3.1.6	1.8.5.C				I	I	I/ R	R	What is a citation? Why do you use a citation?
• Title	1.3.1 1.3.3 3.1.6	1.8.5.C			I	I/R	R	R	R	How do you site a title?
• Author(s)	1.3.1 1.3.3 3.1.6	1.8.5.C			I	I/R	R	R	R	How do you site an author?

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• Copyright or publication date	1.3.1 1.3.3 3.1.6	1.8.5.C			I	I	I/ R	R	R	How do you cite a publication date?
• Article title (encyclopedia or periodical)	1.3.1 1.3.3 3.1.6	1.8.5.C				I	I/ R	I/ R	R	How do you cite a periodical/encyclopedia?
• URL and date of use/access	1.3.1 1.3.3 3.1.6	1.8.5.C				I	I/ R	I/ R	R	How do I site a URL?
Evaluation										
E1. Evaluate the end product to see if information task was answered/solved and requirements were met. Students will seek help when necessary.	2.2.4 2.4.2 3.4.2 3.4.1	1.2.5A R5.A.1.3 R5.A2.3			I	I	I/ R	I/ R	R	Did I do what I was supposed to do?
E2. Monitor gathered information and assess for gaps and weaknesses and seek appropriate help when needed.	1.4.3 1.4.4	1.2.5A R5.A.1.3 R5.A2.3			I	I	I/ R	I/ R	R	How could I make the end product better?
E3. Compare the process used to a guided checklist or rubric.	2.4.2	1.2.5A R5.A.1.3 R5.A2.3			I	I	I/ R	I/ R	R	Did I compare my work to the rubric/checklist?
E4. Connect understanding to the real world and use valid information and reasoned conclusions to make ethical decisions.	2.3.1 2.3.3 3.1.5 4.2.3	1.2.5A R5.A.1.3 R5.A2.3		I	I		I/ R	I/ R	R	How does information I learned change my thinking and behavior?
E5. Assess own ability to work with others in a group setting.	3.4.3	1.2.5A R5.A.1.3 R5.A2.3		I	I	I/R	R	R	R	How well did I work in a group?

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E6. Evaluate oral, written, and multi-media products for: • Content and format • Requirement and assessment criteria • Legal principles of use	3.4.3	1.2.5A R5.A.1.3 R5.A.2.3				I	I/R	I/R	R	What is the rubric for evaluation?
BASIC KNOWLEDGE TO BE LEARNED IN CONTEXT										
BK1. Identify/recognize Caldecott award books and a selection of grade level awards, i.e. Geisel, E.B. White, C.S. King.	4.1.1 4.1.5 4.2.1 4.2.2 4.2.4 4.3.3 4.4	1.1.5.A R5.A.1.6.1	I	I	I/R	X	X	X	X	What is the Caldecott award?
BK2. Identify/recognize Newbery award books and a selection of grade level awards, i.e. Siebert, PA Young Reader, L.B. Hopkins, L.I. Wilder, Printz.	4.1.1 4.1.5 4.2.1 4.2.2 4.2.4 4.3.3 4.4	1.1.5.A R5.A.1.6.1					I	I/R	R	What is a Newberry award?
BK3. Select appropriate reading materials for independent reading.	4.1.1 4.1.5 4.2.1 4.2.2 4.2.4 4.3.3 4.4	1.1.5.A R5.A.1.6.1	I	I/R	I/R	R	X	E	E	What is independent reading? How do I know I can read?

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BK4. Identify the purpose for reading a type of text (literature/information) before reading.	4.1.1 4.1.5 4.2.1 4.2.2 4.2.4 4.3.3 4.4	1.1.5.A R5.A.1.6.1			I	I/R	R	R	X	Why did the author write the book?
BK5. Identify and read various genres of literature, including fantasy, science fiction, realistic fiction, historical fiction, mystery, biography/autobiography, folk tales, nursery rhymes and tales, and poetry. This includes differentiating fiction and non-fiction.	4.1.3 4.1.4 4.2.4	1.3.5A R5.A.1, R5.A.2 R5.A.1.6	I	I	I	I/R	R	R	X	What does genre mean? What are the characteristics of each genre?
BK6. Identify various authors and illustrators and their works. Demonstrate an appreciation of different types of literature.	4.1.3 4.1.4 4.2.4	1.1.5.A 1.3.3 A	I	I	I	I/R	I/R	R	X	Who wrote the book? What type of books does this person write?
BK7. Establish a purpose for reading by reading widely and fluently to make connections with own self, the world, and previous reading.	4.1.2	1.1.5.A			I	I	I/R	I/R	R	Why should I read this book?
BK8. Demonstrate appropriate behavior when using library facility, computers, including print and electronic resources.	4.1.2	1.9.5.A	I	I/R	I/R	R	R	R	X	How should I behave in the media center/library?
BK9. Demonstrate respect for others using library resources	4.1.2	1.9.5A	I	I/R	R	R	R	R	X	What is respect?
BK10. Identify and use parts of a book, including:	4.1.2	1.3.5B R5.B.1.1	I	I/R	I/R	I/R	X	X	X	What are the important parts of a book? How do I use them?
• Cover	4.1.2	1.3.5B R5.B.1.1	I	I/R	R	X	X	X	X	What is the function of a cover?

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• Spine and call number	4.1.2	1.3.5B R5.B.1.1	I	I/R	R	X	X	X	X	Where is it located on the shelf?
• Title page	4.1.2	1.3.5B R5.B.1.1	I	I	R	X	X	X	X	Where is it found?
• Copyright page	4.1.2	1.3.5B R5.B.1.1	I	I	R	X	X	X	X	Where is it found?
• Table of contents	4.1.2	1.3.5B R5.B.1.1	I	I	I	R	X	X	X	Where is it found?
• Glossary	4.1.2	1.3.5B R5.B.1.1	I	I	I	R	X	X	X	Where is it found?
• Index	4.1.2	1.3.5B R5.B.1.1	I	I	I	I/R	I/R	R	X	Where is it found?
BK11. Identify story elements (character, setting, plot, theme, point of view)	4.1.3 4.1.4 4.2.4	1.3.5.B R5.B.1.1	I	I	I/R	R	R	R	X	Who are the character/s? What is setting? What is the plot? What is the theme? From whose point of view is the story told?
BK12. Locate the various sections of the library as appropriate for need (circulation desk, reference, magazines, biography, non-fiction, fiction, easy) and an understanding of library procedures.	4.1.4 4.2.1	1.3.5.B R5.B.1.	I	I	I	I/R	R	R	X	What are the different sections of the library? Where do I find what I want?
BK13. Recognizes the safety and privacy issues relevant to Internet resources. Demonstrates an understanding of the district's AUP.	1.3.5	1.8.5.B 1.9.5.A		I	I/R	I/R	I/R	R	R	What is a safe Internet site?

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PMSD Information Literacy Assessment Methods

Assessments measure achievement of skills and standards. Ideally, assessments are incorporated into instruction so that students receive feedback and support throughout the process, rather than only at the end of an instructional unit. Library Media Specialists monitor student progress and achievement by using a combination of the following formative assessment methods:

- Observations

- Rubrics - various to meet the assessment needs

- Graphic organizers used to record and synthesize information

- Individual and group conferencing during research projects

- Assessment checklists

Classroom teachers use summative assessment methods to grade the final research products in the content areas.
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PMSD Information Literacy Curriculum Revision Log:

LAST REVISED 2012

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PMSD JUNIOR HIGH SCHOOL LIBRARIES
INFORMATION LITERACY & TECHNOLOGY SKILLS
SCOPE AND SEQUENCE

CURRICULUM OBJECTIVES	AASL	PA SAS	7	8	ESSENTIAL QUESTIONS
Task Definition					
TD1. Define the informational need.	1.2.1	1.8.A	I/R	R	What type of information do I need to find?
TD2. Use prior knowledge and life experiences as related to the informational need.	1.1.2 2.3.1 3.1.5 4.4.2 4.4.3	1.1.A	I/R	I/R	What do I already know about my topic?
TD3. Focus the task by generating questions related to the information process.	1.3 4.4.3	1.8.A	I/R	I/R	What specific questions do I want to know about my topic?
TD4. Form hypothesis related to the information process.		1.8.A	I/R	I/R	What is a hypothesis?
Information Seeking Strategies					
ISS1. Determine the range of possible resources (print, electronic, AV etc.)	1.1.4.3.2	1.8.B 1.9.A	I/R	R	Where do I look for information about my topic?
ISS2. Determine the most appropriate resources for the informational need	1.2.2 4.3.2	1.8.B 1.9.A	I/R	I/R	How much information do I need? Which resources are best to use to meet my information needs?
ISS3. Identify and generate possible keywords and subjects.	1.1.8	1.8.A 1.8.B	I/R	I/R	What terms do I look up?

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CURRICULUM OBJECTIVES	AASL	PA SAS	7	8	ESSENTIAL QUESTIONS
ISS4. Identify criteria for determining relevant source according to: • Currency • Accuracy • Reliability (is authoritative)	1.1.5 1.2.4	1.8.B R8.A.2	I	I	How do I determine which resource is relevant to my needs?
ISS5. Identify resources outside the library including interlibrary loan.	1.1.8	1.8.B	I	I	Where do I access any resources outside the library I can use?
ISS6. Identify a primary and secondary resource in print and electronic format.		1.8.B	I	I	What is a primary source? What is a secondary source?
ISS7. Compare the differences between primary and secondary resources.		1.8.B	I	I	How do primary and secondary sources differ?
Location and Access					
LA1. Use simple database file structure with electronic resources.	1.1.8	1.8.B 1.9.A	I	I/R	What are the different parts of a database?
LA2. Demonstrate "AND" and "OR" searching in electronic databases to locate information.	2.1.4	1.8.B 1.9.A	I/R	R	How do I use "AND" and "OR" when searching a database?
LA3. Locate, navigate, and use electronic resources, including Web sites and periodical databases to locate information.	1.1.8	1.8.B 1.9.A	I/R	R	How do I use an electronic resource to locate information?
LA4. Locate relevant resources to meet the informational need.	1.1.6	1.8.B 1.9.A	I/R	I/R	Which resources are best to use and where do I find them?
LA5. Locate primary and secondary resources for appropriate use.		1.8.B 1.9.A	I	I	Where do I find primary and secondary sources?
Information Use					
IU1. Identify essential information within the resource relevant to the task definition.	1.1.6	1.2.A R8.B.3	I	I/R R	Is this the information I require for the information need?
IU2. Distinguish between factual and unsubstantiated information on the Internet.	1.1.7 1.2.4	1.2.A 1.2 B R8.B.3	I/R	I/R	How do I determine which facts are true and which aren't on the Internet?
IU3. Engage, extract and paraphrase relevant information from various resources using a graphic organizer (note taking).	2.1.2 2.1.4	1.8.C R8.A.2	I/R	I/R	How do I organize my information?

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CURRICULUM OBJECTIVES	AASL	PA SAS	7	8	ESSENTIAL QUESTIONS
IU4. Use successful reading strategies to understand print information.	1.1.6	1.2.A R8.B.3	I/R	I/R	What reading strategies do I use to find my needed information in print resources?
IU5. Use successful reading strategies to understand digital information.	1.1.6	1.2.B 1.7.B R8.B.3	I/R	I/R	What reading strategies do I use to find my needed information in electronic resources?
IU6. Document direct quotations to give proper credit.	1.3.1 1.3.3	1.8.C	I/R	I	Where does my direct quote come from and how can I assure that credit is properly given?
IU7. Identify information to create a bibliographic citation in MLA format using a graphic organizer.	1.3.5 3.1.6	1.8.C	I/R	I	What information needs to be included in a citation and what is the proper format?
IU8. Avoid plagiarism and copyright infringements in using resources.		1.8.C	I/R	R	Have I paraphrased information correctly and credited sources when necessary?
Synthesis					
S1. Organize notes by topic headings using an outline.	2.1.2 3.1.4	1.8.C R8.A.2	R	R	How do I organize my information?
S2. Use graphic organizers to think about the information to generate new ideas.	1.2.5 1.4.3	1.5 B R8.A.2	I/R	I/R	Have I identified any new ideas or questions from my research?
S3. Use organized information in written, oral, graphic or multimedia presentations.	1.2.3 3.1.4	1.2.B 1.4.B R8.A.2	I/R	I/R	What is the best way to share my information?
S4. Use organized notes to create a written rough draft or oral presentation.	2.1.2 3.1.3 3.1.4	1.4.B R8.A.2	R	R	How do I write a rough draft?
S5. Create a finished bibliography/works cited in the correct format.	1.3.3	1.8.C R8.A.2	I/R	I/R	What is the correct order of a bibliography?
S6. Use a variety of information resources to create multimedia products	1.2.3 2.1.6 3.1.4	1.8.B R8.A.2	I/R	I/R	What resources are available to gather information?
S7. Collaboratively use information to draw conclusions, make predictions, and express new meaning.	1.1.9 2.1.5 3.1.2 3.2 3.3.1 3.4.3	1.8C 1.9.B R8.A.2	R	R	What conclusions can I draw from synthesizing all information gathered?

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CURRICULUM OBJECTIVES	AASL	PA SAS	7	8	ESSENTIAL QUESTIONS
Evaluation					
E1. Evaluate the product to determine if the task definition has been met.	1.4.1 3.4.2	1.5.E	R	R	How have I answered my specific questions about my topic?
E2. Evaluate multimedia products in terms of both the content and format.	3.1.1	1.2.B R8.B.3	I	I/R	In what ways does my project clearly present the information I found?
E3. Evaluate oral and written products in terms of requirements and assessment criteria, including legal principles of use.	2.3.3 3.3.7	1.5.B	I	I	How does my project meet the requirements of the assignment?
E4. Evaluate the information-solving process when working individually or collaboratively, seeking help when necessary.	1.4.1 2.4.2 3.4.1	1.8.A 1.8.B	I	I/R	How did I successfully follow and effectively use the information-solving process?
Basic Knowledge to be Learned in Context					
BK1. Demonstrate an understanding of media center organization, facilities and procedures.			I	I/R	Am I familiar with the media center layout and can I independently find what I need?
BK2. Effectively use equipment for information retrieval such as copiers, audiovisual equipment and computers.	1.3.1 1.3.3 1.3.5 3.1.6	1.8.B	I	I/R	How do I use electronic equipment to find information?
BK3. Recognize the copyright limitations of using the photocopier/printer.	1.3.3	1.8.C	I	I/R	How does copyright affect printing and copying?
BK4. Demonstrate an appreciation of different types of literature.	4.1 4.2.4	1.1.H 1.3.A R8.A.1	I/R	I/R	What are the different genres of literature?
BK5. Demonstrate an understanding of district's acceptable use policy.	1.3.3 1.3.5	1.8.C	I/R	I/R	What are the rules for using the Internet in school?
BK6. Recognizes the safety issues relevant to the Internet.	4.3.4	1.8B 1.9.A	I/R	I/R	How can I use the Internet safely?

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PMSD Information Literacy Assessment Methods

Assessments measure achievement of skills and standards. Ideally, assessments are incorporated into instruction so that students receive feedback and support throughout the process, rather than only at the end of an instructional unit. Library Media Specialists monitor student progress and achievement by using a combination of the following formative assessment methods:

- Observations

- Rubrics - various to meet the assessment needs

- Graphic organizers used to record and synthesize information

- Individual and group conferencing during research projects

- Assessment checklists

Classroom teachers use summative assessment methods to grade the final research products in the content areas.
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PMSD Information Literacy Curriculum Revision Log:

LAST REVISED 2012

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POCONO MOUNTAIN SCHOOL DISTRICT
9 - 12 INFORMATION LITERACY & TECHNOLOGY SKILLS
SCOPE AND SEQUENCE
Revised 2012

PMSD SENIOR HIGH SCHOOL LIBRARIES
INFORMATION LITERACY & TECHNOLOGY SKILLS
SCOPE AND SEQUENCE

CURRICULUM OBJECTIVES	AASL	PA SAS	9	10	11	12	ESSENTIAL QUESTIONS
Task Definition							
TD1. Define the informational need	1.2.1	1.8.A	R	X	X	E	What type of information do I need to find?
TD2. Build upon personal background knowledge as context for new learning	1.1.2 4.1.5		R	X	X	E	How does personal knowledge enhance learning?
TD3. Select and narrow or refine a research topic		1.8.A 1.8.B	R	X	X	X	How do I narrow my broad topic?
TD4. Form hypothesis related to the information process		1.8.A	R	X	X	X	What is a hypothesis?
TD5. Formulate essential questions and subtopics for a research topic	1.1.3	1.8.A	R	R	X	X	What is important to know about my topic? How can I break down this broad topic?
Identify key concepts and terms		1.8.A	R	R	X	X	How do I use electronic tools to find definitions?
TD6. Identify the type, amount, and format of information needed, specifically:		1.8.B	R	R	X	E	What types and how much information do I need about my topic?
• background/overview or in-depth/comprehensive		1.2.A	R	R	X	X	What basic background info do I need to know about my topic?
• fact or opinion (including divergent and global perspectives)	1.3.2 2.3.2		R	R/X	X	X	Why do I need to differentiate between fact and opinion? How do I consider divergent and global perspectives as I define my task?

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CURRICULUM OBJECTIVES	AASL	PA SAS	9	10	11	12	ESSENTIAL QUESTIONS
• primary or secondary		1.8.B	R	R/X	X	E	What is the difference between a primary and secondary source? Why and when do I use each type of source?
• statistical, including graphs and charts			R	R	X	X	How does statistical information validate and improve the information I have collected?
• driven by considering new ideas, divergent and changing opinions, encountered through academic or personal experiences*	4.2.3		R	R	R/X	X	How does exposure to new ideas and divergent opinions change my thinking?
TD7. Write a focused thesis statement		1.2.A 1.5.A 1.8.C	R	R	R	X/E	How does a thesis statement help me to define and write about a topic?
Information Seeking Strategies							
ISS1. Determine the range of possible resources (print, electronic, AV etc.)	1.1.4. 3.2	1.8.B 1.9.A	I/R	R	R	X	Where do I look for information about my topic?
ISS2. Determine the most appropriate sources to use for:	1.1.4 1.2.2	1.8.A	I/R	R	R	R/X/E	What types of print and electronic resources give me summary or detailed information about my topic?
• background/overview or in-depth/comprehensive		1.8.B	I/R	R	R	R	Which are the most appropriate sources for background information?
• fact/opinion (including divergent and global perspectives)	1.3.2 2.3.2 3.3.1	1.2.B 1.2.C	I/R	R	R	X	Which are the most appropriate sources for factual or biased information?
• primary/secondary		1.8.B	I/R	R	R	X	Which are the most appropriate sources for primary or secondary information?
• statistical, including graphs and charts			I/R	R	R	X	Which are the most appropriate sources for statistical and graphical information?
• pursuing personal interests	4.2.1		R	X	X/E	X/E	Which are the most appropriate sources for pursuing my personal interests?
ISS3. Identify criteria for determining relevant print & electronic sources for specific information needs or a variety of purposes, including:	1.1.5 1.2.2 4.3.2	1.8.A 1.9.A 1.9.B	I/R	R	X	X	How do I determine if a source is relevant and appropriate for my information needs?

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CURRICULUM OBJECTIVES	AASL	PA SAS	9	10	11	12	ESSENTIAL QUESTIONS
• Currency		1.2.B 1.8.B	I/R	R	X	X	How do I determine if a source is up to date?
• Accuracy	1.2.4	1.2.B 1.8.B	I/R	R	X	X	How do I determine if the information in a source is accurate?
• reliability (is authoritative)	1.2.4	1.2.B 1.8.B	I/R	R	X	X	How do I determine if the information in a source is reliable?
• Completeness		1.2.B 1.8.B	I/R	R	X	X	How do I determine if the information in a source is comprehensive?
• Preciseness		1.2.B 1.8.B	I/R	R	X	X	How do I determine if the information in a source is detailed enough to meet my needs?
• validity (is on target)	1.2.4	1.2.B 1.8.B	I/R	R	X	X	How do I determine if the information in a source is suitable?
• availability (including interlibrary loan)	1.2.4		I/R	R	X	X	How do I check to see if a needed source is available?
• ease-of-use			I/R	R	X	X	How do I determine if the source is easy to use?
• filtering of inappropriate sites		1.8.B	I/R	R	X	X	What types of tools can I use or skills can I apply to filter inappropriate sites?
ISS4. Identify important keywords embedded in questions of a research problem		1.8.A 1.8.B	I/R	R	X	X/E	How do I determine which words and concepts are important to explore?
ISS5. Know when to use indexing or subject (controlled vocabulary) searching versus keyword searching embedded in full-text		1.8.B	I/R	R	X	X	What is the difference between searching by subject or by free text (keyword)? Which type of searching will improve my search results?
ISS6. Use important or unique keywords and synonyms to formulate a search strategy		1.8.A 1.8.B	I/R	R	X	X	How do I determine which terms are unique? How do they improve my search results?
ISS7. Seek information for personal learning in a variety of formats and genres.	4.1.4		R	X	X/E	X/E	In what formats and genres do I look for information for personal learning and interests?

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Location and Access

LA1. Be able to locate and obtain resources from the library, online networks, interlibrary loan, and the community	1.1.8	1.8.B	I/R	R	X	X/E	How do I find and access resources from the library, online networks, interlibrary loan, and the community? Why and when is it appropriate to use resources from multiple locations?
• Organize and access personal knowledge easily	4.1.6		I/R	R	X	X/E	How do I effectively organize personal knowledge?
LA2. Apply an understanding of database structure when using electronic resources, such as the Internet and online periodical databases		1.2.E 1.8.B	I/R	R	X	X	How is a database structured and how does that help me to find relevant and usable information?
LA3. Use search tools and commands in electronic databases		1.8.B	I/R	R	X	X	Why is it important to use different search tools and various commands when searching?
• Boolean operators: AND, OR and NOT		1.8.B	I/R	R	X	X	What is the difference between the AND and OR Boolean operator? How do I apply the AND and OR operators to improve my search results?
• truncation		1.8.B	I/R	R	X	X	What is truncation and, when needed, how do I apply this technique in my search strategy?
• phrase searching		1.8.B	I/R	R	X	X	What is phrase searching and, when needed, how do I apply this technique in my search strategy?
• date searching		1.8.B	I/R	R	X	X	How do I limit my search by date and when is that important to my search results?
LA4. Effectively use an Internet search tools and/or appropriate databases or sites to locate relevant information	1.1.8	1.8.B	I/R	R	X	X	Which search tool is best for my search needs? Which search strategies or special features are most effective in that particular search tool?

Information Use

IU1. Identify essential information within the resource relevant to the task definition	1.1.6	1.2.A R8.B.3	I/R	R	X	X	Is this the information I require for the information need?
IU2. Locate and use sources appropriate to a research need		1.8.B	R	R	X	X	How do I use primary sources to support my research?
• Use print, AV, and electronic sources		1.8 B	R	R	X	X	What traditional primary resources are available to support my research?

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CURRICULUM OBJECTIVES	AASL	PA SAS	9	10	11	12	Essential Questions
• Use digital informational tools, including social networks to collaborate with peers, community members, experts and others as primary or secondary source alternatives	1.1.8 4.1.7 4.3.1	1.8 B	R	X	X	X	What human resources are available to help me with my research? How do I exchange ideas electronically and in person?
• Collaboratively share (use) information to gather background knowledge or express new meaning	1.1.9 2.1.5 4.1.2	1.8 B	R	X	X	X	How do I effectively collaborate with others to gather information?
IU3. Retrieve relevant information within print, non-print and electronic resources	1.1.6 4.1.2	1.2.E 1.8.B	R	X	X	X	How do I gather and record information found within various formats of sources?
• Use successful reading and listening strategies to understand digital information			R	X	X	X	How do I gather information from various formats (text, graphs, audio-visual)?
IU4. Distinguish between factual, authoritative information and unsubstantiated or biased information, particularly on the Internet	1.1.7 1.2.4	1.2.A 1.2.B 1.2.C	R	R	X	X	When do I only want to use factual, authoritative information? When is it appropriate to use biased or unsubstantiated information? How do I record and note that it is biased?
IU5. Engage, extract, and paraphrase relevant information from selected resources using note cards or other informational tools	2.1.2 2.1.4	1.2.E 1.8.B 1.8.C	R	X	X	X	How do I summarize relevant information for my topic?
IU6. Identify information to correctly cite print, non-print, and electronic resources in proper format		1.8.B	R	R	X	X	How do I properly document and cite various sources used in research. Why is this important?
IU7. Apply legal principles and ethical conduct related to information use, including avoidance of plagiarism and compliance with copyright laws and guidelines	1.3.1 1.3.3 1.3.5 3.1.6	1.8.B	R	R	X	X	What are the legalities in reusing someone else's information? Why is that important? How do I avoid unethical use of information (plagiarism)?

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• Respects others' intellectual property and the principles of intellectual freedom	2.3.3 3.3.6 3.37	1.8.B	R	R	X	X	How do I acknowledge the contributions of others? Why is intellectual freedom important in a democratic society?
• Use valid information and reasoned conclusions to make ethical decisions for both academic and personal communication and interaction	2.3.3 4.3.4	1.8.B 1.8.C	R	R	X	X	How do I make ethical and reasonable decisions regarding the use and communication of information?
IU8. Use parenthetical documentation for direct quotes, statistics, and elsewhere as needed to give credit for origination or authorship	1.3.3	1.8.B	R	X	X	X	How do I parenthetically document someone else's information within the text of my research paper?
Synthesis							
S1. Share knowledge and participate ethically and productively as members of our democratic society.	3		I/R	R	X	X	
• Contribute questions and ideas during group discussions.	3.2.2	1.6.A	I/R	R	X	X	What questions and ideas do I add to group discussions?
• Work productively with others as a team member	3.2.3	1.6.A	I/R	R	X	X	In what ways do I contribute to as a responsible team member?
• Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.	3.2.1	1.6.A	I/R	R	X	X	In what ways do I demonstrate leadership and confidence in working with others in my personal and academic life?
S2. Critically select and use the most applicable information for a variety of contexts including academic, personal, social and cultural	1.1.7 4.4.4	1.2.A 1.2.B 1.8.B	I/R	R	X	X	How do I determine which is the most important information to use for my purpose?
S3. Organize notes according to an outline or other graphic organizer to create an end product	2.1.2 3.1.4	1.8.C	I/R	R	X	X	How do I organize my information effectively?

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S4. Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence	2.2.2	1.8.C	I/R	R	X	X	How do I use both divergent and convergent thinking to draw conclusions?
S5. Draw conclusions using information to apply knowledge to construct new understandings (make predictions) gained through the research process and applying critical thinking skills	2.1.1 2.1.3 2.3.2	1.2.D 1.8.C	I/R	R	X	X	How do I create an end product from my organized information? How do I apply critical thinking skills during the research process?
• Create products that apply to authentic, real-world contexts.	3.3.4	1.8.C	I/R	R	X	X	How do the products that I create apply to the real world?
S6. Use a variety of communication strategies to create products that express new understandings	2.1.6 2.2.4 3.1.3	1.5 1.8.B	I/R	R	X	X	How do I effectively communicate new understandings?
S7. Use a variety of information resources to create products to express new ideas and information	1.2.3 3.1.4	1.2.B 1.4.B 1.8.B	I/R	R	X	X	What types of information sources and tools will help me to create end products in various formats? How do I effectively express new ideas and information?
• Contribute and collaboratively share (use) information to express new meaning within and beyond the learning community	1.1.9 1.3.4 2.1.5 3.1.2 3.3.5	1.6.A 1.8.C	I/R	R	X	X	In what ways do I share new understandings in my personal and academic life?
S8. Effectively use information to defend a position on an issue	1.2.1 2.2.3 2.3.3	1.4.C	I/R	R	X	X	What information should I use to persuade an audience to support my position?
S9. Create a bibliography/works cited in correct format	1.3.3	1.8.B	I/R	R	R/X	X	How do I create a works cited list in the correct format?
S10. Express personal learning in creative and artistic formats	4.1.8		I/R	R	X	X	In what ways do I express my creativity?

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CURRICULUM OBJECTIVES	AASL	PA SAS	K	1	2	3	4
Evaluation							
E1. Ongoing evaluation during the information problem-solving process as an individual or within a group for both personal and academic purposes • Seek help when necessary	1.2.5 1.4 2.2.1 2.4 3.4 4.4	1.5.E 1.9.B	I/R	R	R	R/X	How do I determine if I am addressing the information solving process while working to produce a suitable end product?
E2. Establish evaluation criteria or a self-assessment checklist for a project or assignment			I/R	R	X	X	What forms of measurement do I use to assess my project or assignment?
E3. Evaluate products in terms of both the content and format	3.1.1	1.2.B 1.9.B	I/R	R	X	X	How do I determine if my multimedia product successfully conveyed information correctly and effectively?
E4. Evaluate products in terms of requirements and assessment criteria, including ethical issues of information use	2.3.3	1.4.C 1.8.B	I/R	R	X	X	How did my final product measure up to the assessment criteria? How do I determine if I fulfilled all of the assignment requirements successfully?
E5. Evaluate both the information-solving process and the end product through reflection		1.4.C 1.8.B	I/R	R	X	X	How do I personally determine if I completed the information solving process successfully and produced a suitable end product?
Basic Knowledge to be Learned in Context							
BK1. Demonstrate an understanding of media center organization, facilities, and procedures			I/R	R	X	X	How do I successfully navigate and use the media center facility and resources?
BK2. Identify terminology and define concepts related to 21st century literacy			I/R	R	X	X	What are key terms and concepts I need to understand in order to thrive in the 21st century?
BK3. Demonstrate an understanding of the district's Internet acceptable use policy	1.3.5		I/R	R	X	X	What are the rules and regulations for using the Internet appropriately at school?

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BK4. Demonstrate an understanding of the ethical and legal reuses of information and its related technologies (copiers, recorders, and computers)	1.3.5 3.1.6	1.8.B	I/R	R	X	X	How do I repurpose information and resources ethically and legally?
BK5. Recognizes the safety issues relevant to the Internet		1.9.B	I/R	R	X	X	What type of information should I share or not share on the Internet? How do I determine safety while using e-commerce sites?
• Recognizing the lack of privacy on the Internet			I/R	R	X	X	What can result from my lack of privacy on the Internet?
BK6. Use equipment for information retrieval, such as copiers, AV equipment, and computers	1.1.8	1.8.B	I/R	R	X	X	How do I use information retrieval technology effectively to gather information?
BK7. Respond to literature and creative expressions of ideas in various formats and genres	4.1.3 4.2.4	1.3	I/R	R	X	X	How do I respond to different types of literature?
Self-Awareness							
SA1. Identify own areas of interest	4.4.1		R/X	X	X	X	What interests me?
SA2. Read, view, and listen for pleasure and personal growth	4.1.1	1.1	R/X	X	X	X	Why is it important for me to read, view and listen for pleasure? What do I like to read, view and hear?
SA3. Seek opportunities for pursuing personal and aesthetic growth	4.3.3		R/X	X	X	X	In what ways do I seek to grow personally and aesthetically?
SA4. Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.	1.1.1	1.8 1.9	R/X	X	X	X	What process do I use to solve problems in my academic and personal life?
SA5. Connect understanding to the real world and apply knowledge to community issues.	2.3.1 3.1.5	1.8.B	R/X	X	X	X	How do I apply new understandings in my personal life and connect that knowledge to community issues?

I = Introduced
R = Reviewed/Reinforced
I/R – Reintroducing and building upon skills as academic levels change
X = Expected Achievement
E = Enriched/Expanded

AASL – American Association of School Libraries
PA SAS – Pennsylvania Standards Aligned System

CURRICULUM OBJECTIVES	AASL	PA SAS	9	10	11	12	ESSENTIAL QUESTIONS
SA6. Display emotional resilience by persisting in information searching despite challenges.	1.2.6		R/X	X	X	X	What strategies do I use to deal with information seeking challenges?
SA7. Display persistence by continuing to pursue information to gain a broad perspective.	1.2.7		R/X	X	X	X	To what lengths do I go to gain a broad perspective in the information seeking process?
SA8. Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.	4.2.2	1.8.B	R/X	X	X	X	In what ways do I go beyond academic requirements to answer my personal questions and pursue my interests?

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PMSD Information Literacy Assessment Methods

Assessments measure achievement of skills and standards. Ideally, assessments are incorporated into instruction so that students receive feedback and support throughout the process, rather than only at the end of an instructional unit. Library Media Specialists monitor student progress and achievement by using a combination of the following formative assessment methods:

- Observations

- Rubrics - various to meet the assessment needs

- Graphic organizers used to record and synthesize information

- Individual and group conferencing during research projects

- Assessment checklists

Classroom teachers use summative assessment methods to grade the final research products in the content areas.

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PMSD Information Literacy Curriculum Revision Log*:*

LAST REVISED 2012

Please note the current scope and sequence does not include any "essential questions."

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