

1. Shenendehowa High School Libraries
Essential Content and Competencies Matrix

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Sources:

Shenendehowa Elementary Libraries Information Literacy Scope and Sequence and Library Media Competencies

Shenendehowa Middle School Libraries Information Literacy Curriculum Skills Matrix

WSWHE BOCES School Library System Information Literacy Curriculum Skills Matrix

***Information Power: Guidelines for School Library Media Centers.* American Association of School Librarians. Chicago: American Library Association, 1988.**

Shenendehowa High School Libraries Essential Content and Competencies Matrix

Skill or subset	K	1	2	3	4	5	6	7	8	9	10	11	12
Functions of a Library: Awareness & Responsibility Students will:													
Understand that libraries contain collections of informational/recreational materials							A	A	A	A	A	A	A
Recognize library media center staff roles and duties							E	A	A	E	A	A	A
Demonstrate proper care of library materials and respect for library procedures							E	A	A	D	A	A	A
Use correct library vocabulary and terminology (for example – borrow, loan, fiction, non-fiction, shelf markers, circulation, reference, online catalog)							E	A	A	E	A	A	A
Demonstrate understanding of procedures for borrowing and returning library materials, using the online catalog and ILL (InterLibrary Loan)							E	A	A	A	A	A	A
Demonstrate understanding and use of media formats and collections (for example reference, periodicals, databases)							E	A	A	A	A	A	A
Understand the importance of access to information in a free society							D	E	E	E	A	E	A

IDEA

I = Introduce

D=Develop

E = Expand

A = Apply

Skill or subset	K	1	2	3	4	5	6	7	8	9	10	11	12
Literacy Students will:													
Read, view and listen for social interaction and enjoyment							E	E	E	E	E	E	E
Identify and locate appropriate titles for pleasure reading assisted by book talks							E	E	E	E	E	E	E
Select literature based on personal needs and interests from a variety of genres and by different authors							E	E	E	E	E	E	E
Explore a variety of print and/or multi-media sources for reading, listening and viewing purposes							D	E	E	E	E	A	A
Share literacy experiences in a variety of ways							E	E	E	E	E	E	E
Respond to literature through writing, speaking or artistic expression							E	E	E	E	E	E	E
Identify elements of fiction (for example – character, plot, setting, style, theme, point of view)							E	E	E	A	A	A	A
Identify parts of a book for example cover, (spine, title page, copyright date) for bibliographic/location purposes							E	E	A	A	A	A	A
Identify contributors to book (for example author, illustrator, editor, art director, publisher)							E	E	A	A	A	A	A
Identify and differentiate between fiction and non-fiction							A	A	A	A	A	A	A
Differentiate between fact and opinion							E	E	E	E	E	E	E

Recognize the characteristics of selected literary genres (for example, folk and fairy tales, biography, poetry, mystery, science fiction, wordless books, fantasy, humor, plays)							E	A	A	E	E	A	A
Explore award winning books and noteworthy authors/illustrators							E	E	E	E/A	E/A	E/A	E/A

Skill or subset	K	1	2	3	4	5	6	7	8	9	10	11	12
Information problem solving and research: Defines task Students will:													
Select topics progressing from guided to independent choice							D	E	E	E	E	A	A
Define the information problem or task							D	E	E	A	A	A	A
Explore a topic using basic subject-related information to develop a research question							D	E	E	E	E	A	A
Formulate questions and ideas on a topic to focus information on a problem or task							D	E	E	E	E	A	A
Assess the topic for feasibility, scope, connections to known and unknown areas of knowledge							D	E	E	E	E	A	A
Redefine/refine the information problem or task							D	E	E	E	E	A	A
Develop keywords that define the search							D	E	E	E	E	A	A

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Information problem solving and research: Information seeking strategies Students will:													
Determine possible sources for information including print, non-print and community resources							E	E	E	E	E	E/A	E/A
Understand differences between primary & secondary source										E	E	A	A
Assess the availability of potential resources							E	E	E	E	E	A	A
Know when and how to use print, non-print and electronic resources (for example – online catalogs, specialized databases, search engines, websites, etc.)							D	D	D	E	E	E/A	E/A
Evaluate the available resources to determine the best for the task considering readability, timeliness, bias, point of view, authority, reliability, relevance, including web evaluation							D	D	D	D	E	E	E
Select resources, progressing from guided to independent, to meet information needs							D	E	E	E	A	A	E/A

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Information problem solving and research: Location & Access Students will:													
Brainstorm, develop, refine and use a search strategy							D	D	E	E	E	A	A
Locate sources of print and non-print information including databases, websites, and reference tools							D	D	D	E	E	A	A
Understand and use alphabetical arrangement of fiction, shelf order and Dewey Decimal Classification for non-fiction							D	E	A	A	A	A	A
Use inverted names where appropriate (print resource)							A	A	A	A	A	A	A
Understand concept of cross-referencing							I	D	E	A	A	A	A
Recognize, locate and use organizational features in works of non-fiction (for example – title page, table of contents, index, glossary, bibliography, guide words, page numbers, abstracts)							D	E	A	A	A	A	A
Use online library catalogs (Horizon, public, college and university)							E	D	D	E	E	A	A
Understand and use natural language, Boolean, and other search strategies							D	E	E	E	D	D	A

Employ effective search strategies when using Internet search engines							D	E	E	E	E	D	A
Differentiate between online database and Internet sources							I	D	E	E	E	D	A
Understand scope and navigation of library online databases; choose appropriate database for information needs							I	D	E	E	E	D	A

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Information problem solving and research: Use of information Students will:													
Engage (read, view, hear) information in a source to collect and interpret data, facts, and ideas							E	E	A	A	A	A	A
Use context clues for comprehension of information							D	E	A	A	A	A	A
Interpret information (for example – main idea, sequence, prediction, format)							A	A	A	A	A	A	A
Identify and interpret significant facts taken from maps, graphs, charts, and other visual or graphical information							D	E	A	E	E	A	A
Locate and record bibliographic information from resources used							D	E	A	E	E	A	A
Use information about a topic from a variety of sources for completeness and accuracy							D	E	E	A	A	A	A
Extract and record the relevant information from a resource in their own words (for example – note taking)							E	A	E	A	A	A	A
Recognize and practice ethical and legal use of information by respecting intellectual property (for example – copyright, plagiarism, source citation)							D	E	A	E/A	E/A	E/A	E/A

Skill or subset	K	1	2	3	4	5	6	7	8	9	10	11	12
Information Problem Solving and Research: Evaluation Students will:													
Critically analyze the quality and effectiveness of the final product:										E	E/A	A	A
Evaluate product in terms of content and format										E	E/A	A	A
Assess the product for completeness, strengths and weaknesses										E	E	A	A
Demonstrate a high degree of confidence in quality of product										A	A	A	A
Critically analyze the quality and efficiency of the process:							D	D	D	E	E	A	A
• Develop criteria to determine the effectiveness of the process used to solve information problem							I	D	D	E	E	A	A
• Reflect on information seeking process							I	D	D	E	E	A	A
• Explain what sources were used and why							I	D	D	E	E	A	A
• Know when additional sources are needed							I	D	D	E	E	A	A
• Make recommendations to improve results							I	D	D	E	E	A	A
Apply the grading rubric or criteria for assessment							E	A	A	E	E	A	A

Evaluate the validity and accuracy of information, ideas, themes, opinions and experiences in print and non-print resources								I	D	D	E	E	A	A
Continually apply the following criteria to evaluate the product and process: readability, authority, timeliness, reliability, relevance, and point of view								I	D	D	E	E	A	A

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Information Problem Solving and Research: Synthesis Students will:													
Organize information from multiple resources (for example – outlining, graphical organizers, topical subdivisions, notetaking) – 3 sources by 3 rd ; 5 sources by 7 th ; 10 sources by 12 th							I	D	D	E	E	A	A
Understand and comply with an appropriate citing format (for example – MLA, APA, or a simplified version)							I	D	D	E	E/A	E/A	E/A
Construct an hypothesis/thesis <ul style="list-style-type: none"> Identify, sort, classify, compare and contrast differences and similarities in data, facts, opinions Identify and apply frames of reference, perspectives Form judgments based on evidence Evaluate facts and opinions using valid criteria 				I	I	D	D	D	E	E	E	A	A

<ul style="list-style-type: none"> Draw conclusions making connections, seeing relationships between facts, ideas, data 													
Organize collected information in an acceptable format			I	I	D	D	E	D	D	E	D	A	A
Present information in an appropriate format as a coherent whole			I	I	D	D	E	D	D	E	D	A	A
Employ current multimedia technologies to present information (Powerpoint, Web page, digital video)										D	D	E	A

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