

Kansas Curricular Content Standards for Library/Information and Technology





Education, including schools and school libraries, enables students to become productive citizens. To accomplish this goal, today's children and youth must learn to persist in searching for appropriate information sources necessary to carry out the learning process.

Information and technology literacy skills are embedded in all content standards. These skills have become more complex as the definition of information literacy continues to change. Changes include multiple literacies in digital, visual, and textual skills that are crucial for this century learners. They are important for personal, academic, and career success.

- School libraries are spaces where children and youth can read, think, learn, create, explore and grow either individually or collaboratively.

- In school libraries, what is learned in content areas becomes reinforced and enhanced with informational literacy skills instructed by a school library media professional.

- School librarians are teachers with specialized knowledge and skills for co-teaching with content area teachers. They provide students innovative opportunities to develop intellectual curiosity and deep thinking skills.

- School librarians teach vital 21st century skills useful in academic, nonacademic and career activities.

- School librarians focus on information access and literacy. Informational literacy is defined as a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information sources.

- School librarians use both primary and secondary sources in many modalities, including print, audio and visual resources. Potential resources can include social media sites, podcasts, news footage, articles, music, graphs, visuals, artifacts, personal interviews, and novels.

- School librarians collaborate with other educators to teach reading, writing, thinking, listening, and speaking.

- School librarians, and access to effective school library programs, positively impact student achievement through personalized, rigorous learning experiences, and equitable access to resources for all students.

These standards are designed to provide a framework for school librarians and other coteaching partners to design, implement, and evaluate inquiry based instruction. The instruction can include curriculum, assignments and/or projects that connect content, information, and technology skills toward student success in becoming independent lifelong learners.

Learners who are developing information literate abilities should use cognitive and technical skills, resources, and tools to:

1. **Information Value:** determine the value and purpose of information.

- ➔ Students recognize information as a product or service.
- ➔ Students understand information as a means for education, influence, or entertainment.
- ➔ Students use information as a means of discussing and understanding life-situations to make informed choices.

2. **Information as Exploration:** know the scope of the task required to meet an information need.

- ➔ Students identify and question information experts.
- ➔ Students explore information products for non-academic, academic, or career goals.
- ➔ Students, as independent learners, seek answers to their own questions.

3. **Information Research as Inquiry:** pursue, study, and investigate problems for new understandings.

- ➔ Students develop and refine questions to investigate a problem.
- ➔ Students use appropriate computer technology tools to access, retrieve, evaluate, and use information to create new knowledge across academic disciplines.
- ➔ Students apply an inquiry process for individual or collaborative research.

4. **Information Authority:** identify and evaluate information.

- ➔ Students identify the expertise and credibility of the creators of an information resource.
- ➔ Students critically evaluate information resources based on information need and context for which information is used.

5. **Information Format:** recognize and distinguish uses and limits of products developed through various creative processes.

- ➔ Students use appropriate technology tools and other resources to organize information.
- ➔ Students assess the fit between an information product and a particular information need.

6. **Information as Conversation:** actively engages in non-academic, academic, and professional conversations.

- ➔ Students read and contribute to conversations at an appropriate contextual level.
- ➔ Students correctly cite and refer to evidence from various print and digital sources to support conclusions.

Grades 3-5

By the end of 5th grade, the student will...

Information Value

- G5.1.1.** interact independently with digital media of various types and lengths to gain information.
- G5.1.2.** understand different types of resources can be used for different purposes (e.g., books, databases, periodicals, websites).
- G5.1.3.** explain differences in facts, opinions, and points-of-view.
- G5.1.4.** respond respectfully to the points-of-view of others, to the ideas of others, and acknowledge the contributions of others.
- G5.1.5.** explore a range of resources related to one's information needs, personal interests, and well-being (e.g., nutrition, healthy play, hobbies).
- G5.1.6.** make connections among materials that are read, heard, and viewed.
- G5.1.7.** identify and respond to characteristics of realistic fiction, historical fiction, fantasy, science fiction, legends, fables, and information text representing a variety of cultures and time periods.
- G5.1.8.** differentiate reading strategies among different types of text (i.e. informational, prose, narrative).
- G5.1.9.** analyze elements of a story including characters, setting, theme, and plot.
- G5.1.10.** communicate reaction to books read individually or in a small group.

Information as Exploration

- G5.2.1.** check out materials and understand how to reserve (on hold) and share materials with others.
- G5.2.2.** identify and use subject headings, keywords, author, and title when using the catalog.
- G5.2.3.** understand subject classification and information location in libraries.
- G5.2.4.** expand identification and use of parts of a book, including the appendix, bibliography, glossary, copyright date, publisher, title page, table of contents, index, and preface.

Information Research as Inquiry

- G5.3.1.** refine questions as information needs change.
- G5.3.2.** individually with minimal guidance, follow steps of a basic problem solving model.
- G5.3.3.** use background knowledge as context for new learning.
- G5.3.4.** determine the need for additional information.
- G5.3.5.** demonstrate the knowledge and skills to apply information by combining ideas on a given topic from more than one source and more than one format.

Information Authority

- G5.4.1.** seek and select the most appropriate reference sources of information (e.g., books, databases, websites).
- G5.4.2.** evaluate resources for currency, credibility, and authority.
- G5.4.3.** identify and use parts of a book to gain information (i.e., copyright, publisher, table of contents, index, and glossary).
- G5.4.4.** compare and contrast three information sources to verify accuracy and relevance.

Information Format

- G5.5.1.** take notes to utilize relevant information from a variety of sources.
- G5.5.2.** implement a research model to find and synthesize information.
- G5.5.3.** use online tools and organize information in a visual way that is appropriate for the assignment or project (e.g., graphic organizers, story maps).
- G5.5.4.** with guidance, consider the purpose and audience for presenting information.
- G5.5.5.** choose the most appropriate format to express new understandings.
- G5.5.6.** understand Internet safety precautions (e.g., personal information, passwords, etc.).

Information as Conversation

- G5.6.1.** discuss ideas with others in the group, listen well, and change ideas when appropriate.
- G5.6.2.** respond respectfully to the points-of-view and ideas of others and acknowledge the contributions of each.
- G5.6.3.** with assistance, summarize, and paraphrase information in own words.
- G5.6.4.** give credit using a bibliography with basic citations.
- G5.6.5.** define or give examples of plagiarism.
- G5.6.6.** define or give examples of intellectual freedom.

Grades 6-8

By the end of 8th grade, the student will...

Information Value

- G8.1.1.** determine how different points-of-view can influence the facts and opinions presented in controversial issues.
- G8.1.2.** encourage consideration of ideas and information from all group members.
- G8.1.3.** with guidance analyze and explain information presented in various formats; recognize the relationships of parts and the whole in visual and/or aural messages.
- G8.1.4.** read and evaluate the strengths and weakness of literature.
- G8.1.5.** recognize reading as a lifelong pursuit.
- G8.1.6.** identify characteristics of autobiography, drama, short stories, and mythology representing a variety of cultures and time periods.
- G8.1.7.** recognize characteristic styles of various authors and illustrators.

Information as Exploration

- G8.2.1.** explore a range of resources related to one's information needs, personal interests, and well-being (e.g., nutrition, activities, hobbies).
- G8.2.2.** use information resources efficiently so that resources are available for others to use.
- G8.2.3.** comprehensively use parts and functions of print and electronic information sources (i.e., index, table of contents, glossary, text features, etc.).

Information Research as Inquiry

- G8.3.1.** develop essential questions that go beyond fact finding.
- G8.3.2.** review and extend skills in stating the problem or need for information.
- G8.3.3.** perform advanced search techniques and queries.
- G8.3.4.** seek diverse perspectives to resolve an information problem or question.
- G8.3.5.** independently demonstrate knowledge and skills to apply a problem solving model to critical issues encountered in various non-academic, and academic situations.
- G8.3.6.** demonstrate the knowledge and skills to analyze and synthesize information on given topics from multiple sources to create new meanings.
- G8.3.7.** read and use data as evidence to support claims.
- G8.3.8.** display emotional resilience by persisting in information searching despite challenges.

Information Authority

- G8.4.1.** independently use information from a variety of sources for academic subjects and personal knowledge.
- G8.4.2.** evaluate resources for points-of-view, bias, value or intent of information.
- G8.4.3.** identify inaccurate and misleading information.
- G8.4.4.** compare and contrast multiple sources and formats to verify information accuracy and relevance.
- G8.4.5.** understand the difference between primary and secondary sources.
- G8.4.6.** give credit to original ideas of others through proper attribution.

Information Format

- G8.5.1.** demonstrate the knowledge and skills to find and organize information using a research model.
- G8.5.2.** utilize digital tools to plan strategies for managing and designing projects or products.
- G8.5.3.** independently communicate information in the most appropriate format for the message and audience.
- G8.5.4.** choose a variety of ways to demonstrate competency and content knowledge using digital tools.
- G8.5.5.** seek, communicate actively, and integrate information within a group to create a common product.
- G8.5.6.** apply prior and new information to planning, creation, and evaluation of a particular information product.
- G8.5.7.** create a presentation using primary and secondary sources.
- G8.5.8.** practice safe, legal, ethical, and responsible use of websites and social media (e.g., passwords, personal information, etc.).

Information as Conversation

- G8.6.1.** use appropriate editorial style for referencing documentation.
- G8.6.2.** analyze sources and/or products to determine the steps necessary to respect intellectual property rights.
- G8.6.3.** independently summarize and paraphrase information in students own words avoiding plagiarism.
- G8.6.4.** cite text and image sources properly to avoid plagiarism.
- G8.6.5.** participate in discussion about First Amendment rights, responsibilities, and intellectual freedom.
- G8.6.6.** encourage consideration of ideas and information from all group members.
- G8.6.7.** recognize that there might be more than one published perspective on an issue.