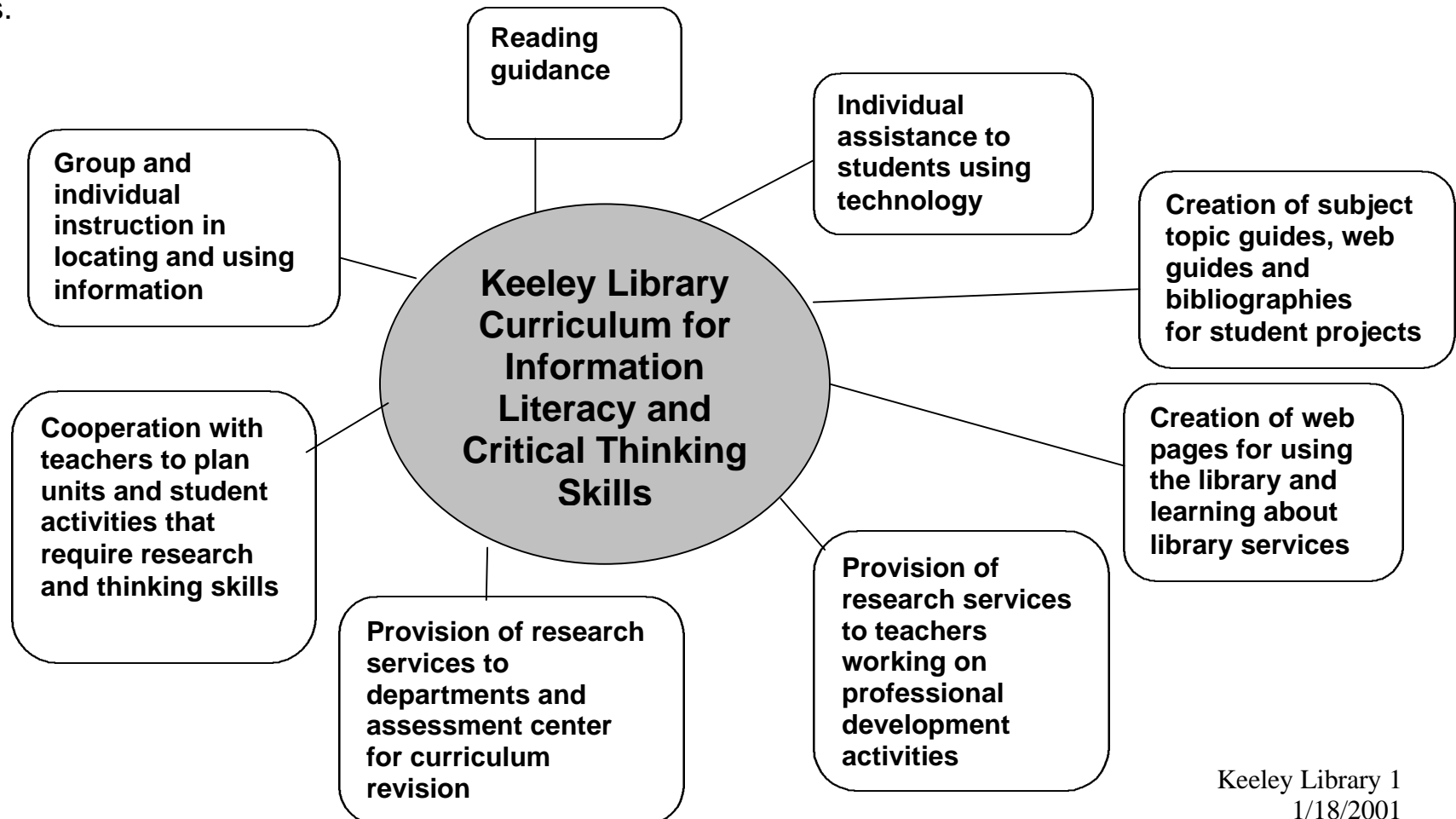


## **Keeley Library Curriculum for Information Literacy and Critical Thinking Skills**

Unlike subject department curricula which are linear, our curriculum is more web-like to reflect the kind of support we provide. Our services are provided in response to the learning needs of individual teachers, classes and students at individual times.

Our curriculum, in part, is a book of instructional strategies that are used to help students become skilled users of information. In practice, we help this to happen by planning units with teachers, providing instruction in information access, and helping individual students and teachers meet needs on a daily basis.



# THINKING SKILLS

**Content Standard:** Students will access, evaluate, and apply information efficiently and effectively from a variety of sources in print, nonprint, and electronic formats to meet personal and academic needs

**Rationale:** Today's students face a present and future in which they will encounter unprecedented access to ever increasing amounts of information. Students must be prepared to evaluate critically each item of information in order to select and use information effectively in learning and decision-making for personal growth and empowerment. This critical evaluation requires that students have frequent opportunities to learn how knowledge is organized, how to find information, and how to use information in such a way that others can learn from them. Mastery of information and inquiry skills will prepare students to participate in a rapidly changing, information-based environment. Wisconsin's Model Academic Standards for Information And Inquiry

Basic skills  
will become  
internalized  
if they are  
introduced  
early and  
reinforced  
throughout a  
student's  
educational  
experience.

## FOCUSING SKILLS

→ Define the need for information.

## INFORMATION GATHERING SKILLS

→ Locate and access information sources.  
Evaluate and select information from a variety of  
print, nonprint, and electronic formats.

## ORGANIZING SKILLS

→ Record and organize information.  
Interpret and use information to solve the  
problem or answer the question.

## SYNTHESIZING SKILLS

→ Communicate the results of research and inquiry  
in an appropriate format.

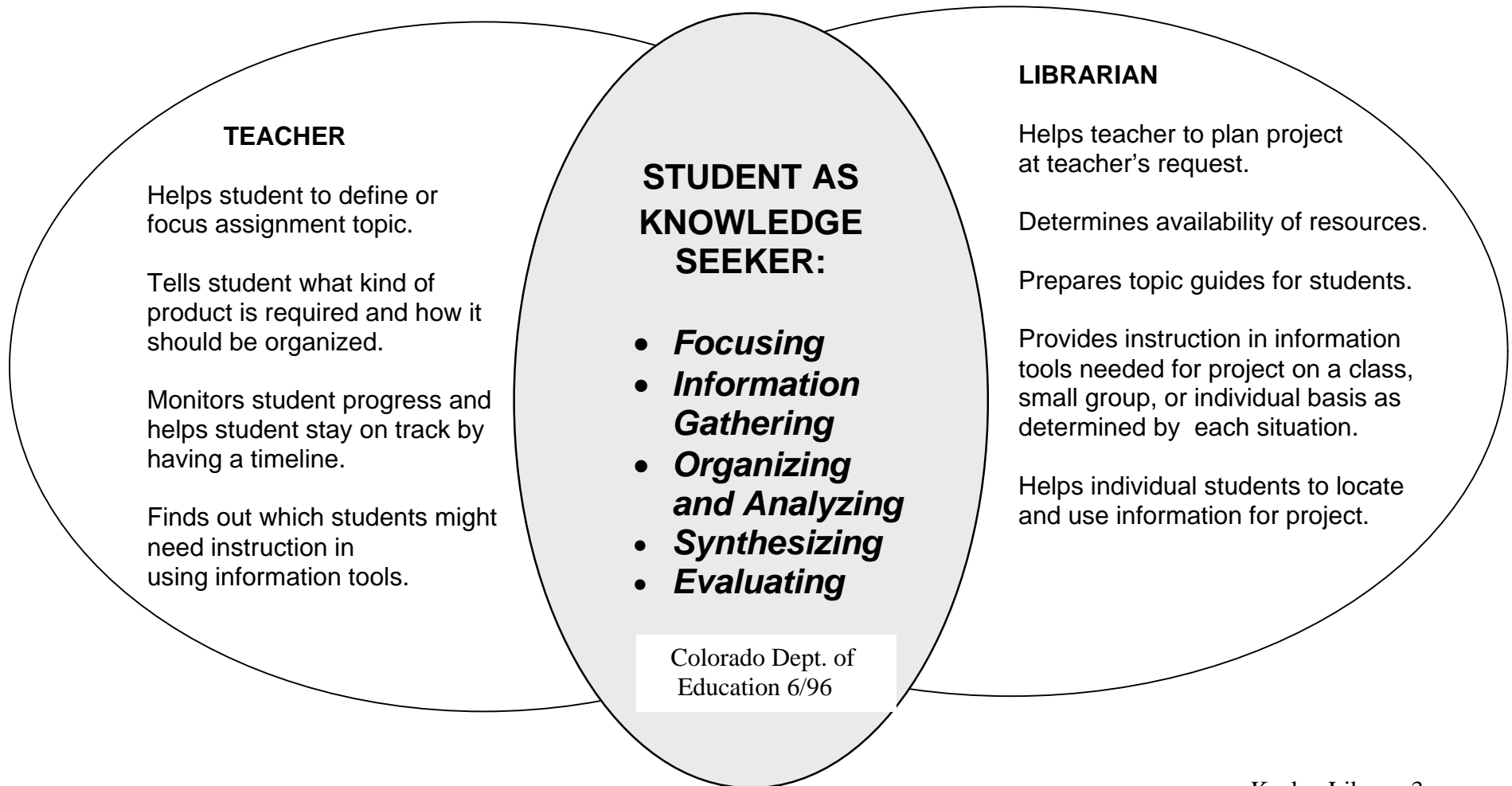
## EVALUATING SKILLS

→ Evaluate the information product and process.

At the high school level, information skills acquired from grades 1-8 should be reinforced and refined. To do this, students must be given assignments that require them to use these information skills.

Information Literacy is a broad concept that requires the cooperation of many stakeholders. Since ours is a large, comprehensive high school with one librarian responsible for approximately 3,000 students, teaching information literacy skills becomes a shared responsibility that requires the cooperation of classroom teachers and support specialists.

Students begin to learn these skills in the elementary and middle grades. Previous learning should be reinforced and refined at the high school through practice in carrying out purposeful projects such as reports, debates, oral presentations, and similar activities as part of class lessons or units of study.



Project-based learning is an important element in the teaching of critical thinking and information problem solving. Responsibility is shared among teachers and support specialists.

**TEACHER:**

Considers the ability level of the class and gives assignments which require the student to produce a product. Product can be simple or complex, depending on the class. (See attached list of possible products.)

**STUDENT AS QUALITY PRODUCER**

- ***Understands what a quality product is***
- ***Plans quality products***
- ***Creates quality products***
- ***Presents quality products***
- ***Evaluates quality products***

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**TELEVISION MEDIA  
SPECIALIST**

Teaches classes in media. Works with teachers to help students evaluate media. Helps teachers and students to videotape class performances for evaluation. Helps students to produce video reports.

**LIBRARIAN**

Helps student to locate background information, images, and statistics for the speech, survey, debate, poster, presentation, persuasive essay, chart, storyboard, news article, research paper, game or other product.

**COMPUTER TECHNOLOGY  
SPECIALIST**

Teaches the student how to do the word processing report, outline, table of contents, database reports, graphs, charts, PowerPoint presentation, web page, and other technology related projects.

## POSSIBLE END PRODUCTS

### Electronic Productions/

Computer Games  
Movie/Radio/TV Play  
Musical Recording  
Radio or TV  
documentary  
Talk Show  
Radio/TV Report  
Radio or TV Ad  
Use spreadsheet to  
Slide/Tape  
Show/Filmstrip  
Use a database to.....  
Use word processing to...

### Portfolios

Art Portfolio  
Writing Portfolio  
Mixed Portfolio

### Artistic Products and Forms

Poster Drawing,  
Etching,  
Lithograph  
Cartoon  
Sculpture, Monument  
Editorial Cartoon  
Diorama  
Bulletin Board Display  
Collage, Montage  
Label or Container  
Mixed Media  
Game  
Mobile  
Computer Graphics  
Painting, Mural  
Jewelry and Clothing  
Photo Essay

### Graphic Organizers

Flowchart  
Table  
Map/Globe  
List  
Chart  
Timeline  
Schematic  
Drawing/  
Blueprint  
Overhead  
Transparency

### Individual and Group Presentations/Performances

|                        |   |
|------------------------|---|
| Group presentation     | Informative or Persuasive Speech        |
| Panel Discussion       | Sing or Play an Instrument              |
| Demonstration/Exhibit  | Oral Presentation                       |
| Information/Interview  | Role Playing                            |
| Job Interview          | Theatricals (Skit, Play, Puppets, etc.) |
| Student-led Conference | Character/Person Portrayal              |
| Reenactment            | Fairs (History, Science etc.)           |
| Teach a Lesson         | Musical Rap/Jingle                      |
| Meeting of the Minds   | Marketing/ Political Campaign           |
| Competitions           | Rope Jumping and Other Routines         |

### Technical Writing Forms and Technical Products

Technical Report,  
Manual  
Create a Plan/Design  
Instructions  
Survey/Poll  
Sales Pitch  
Explain Solution to a  
Problem  
Scale or Working Model  
Explain Products and  
Services  
Mathematical Model  
Lab Report  
Assembly Line  
Conclusions from  
Analysis  
Recipe  
Request Ideas/Input  
Checklist  
Request Authorization  
Actual Product/Invention  
Explain a Procedure  
Technical Specifications  
Explain a Policy  
Place an Order  
Propose a Plan  
Make a Complaint  
Thank an Employee or  
Customer  
Make a Bid  
Explain a Change  
Create a Rubric  
Scale drawing

### Written Forms

Report/Research  
Paper  
News Story  
Journal  
Poetry  
Editorial  
Sales Brochure  
Feature Story  
Position Paper  
Letter to the Editor  
Summary  
Analysis/Critique/  
Review  
Outline  
Letter  
Travel and Other  
Brochure  
Advertisement  
Itinerary/Travelogue  
Magazine Article  
Policy/Law  
Whole Magazine  
Character Sketch  
Story/Tale/Fable/  
Comic Book  
Perspective/  
Points of View

Reprinted and adapted  
from: "Complete Guide to  
Performance-Based  
Learning" by John D.  
Wessels, PhD

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Life-long learning is a process that results from habits of mind learned early and reinforced throughout a student's education. We all have a stake in helping students acquire these habits.

**TEACHER:**

Uses questioning techniques that promote student curiosity and student thinking. (See list of questions.)  
Encourages students to use a wide variety of information sources and presentation tools to explore topics of interest and develop creative potential.

**LIBRARIAN:**

Provides reading guidance.  
Helps student locate information in many formats for personal needs and interests.  
Provides assistance in using computer applications on an individual basis as needs arise.

**STUDENT AS SELF-DIRECTED LEARNER**

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- **Sets goals**
- **Reads for pleasure**
- **Uses media sources for information and personal needs**
- **Seeks answers to questions**
- **Explores topics of interest**

**COMPUTER TECHNOLOGY SPECIALIST AND TELEVISION MEDIA SPECIALIST:**

Provide guidance to classes and individual students on creative aspects of product or presentation.

# ? QUESTIONS THAT PROMOTE THINKING ? ?

## 1. KNOWLEDGE LEVEL (DEFINE, FOCUS)

- What happened after....?
- How many....?
- Who was it that....?
- Describe what happened at...?
- Who spoke to....?

## 2. COMPREHENSION LEVEL

- Can you write in your own words....?
- Write a brief outline.....
- What do you think could have happened next....?
- Who do you think.....?
- What was the main idea?
- Who was the main character?
- Can you distinguish between....?
- What differences exist between...?
- Can you provide an example of what you mean by....?
- Can you provide a definition for....?

## 3. ANALYSIS LEVEL

- Which event could not have happened if....?
- If....happened, what might the ending have been?
- How was this similar to....?
- What was the underlying theme of....?
- What do you see as other possible outcomes?
- Why did....changes occur?
- Can you compare your....with that presented in....?
- What must have happened when....?
- How is...similar to....?
- What are some of the problems of....?
- Can you distinguish between...?
- What was the turning point in the story?
- What was the problem with....?
- What were some of the motives behind....?

## 4. SYNTHESIS LEVEL

- Can you design a....to....?
- What is a possible solution to....?
- What would happen if....?
- If you had access to all resources, how would you deal with....?
- How would you devise your own way to....?
- How many ways can you....?
- Can you create new and unusual uses for....?
- Can you develop a proposal that would....?
- How would you compose a song about....?
- Can you write a new recipe for a tasty dish?

## 5. EVALUATION LEVEL

- Is there a better solution to....?
- Judge the value of....?
- Defend your position about....?
- Do you think....is a good or bad thing? Explain.
- How would you have handled....?
- What changes to...would you recommend? Why?
- Do you believe....?
- Are you a ....person? Why?
- How would you feel if....
- How effective are....?
- What do you think about....?

Quoted directly from Covington's *Higher Order Thinking Skills*  
<http://www.covington.k12.tn.us/resources/word/hots1.htm>

Group activities help to develop cooperation and leadership skills. We are all responsible for this activity.

### **TEACHER**

Assigns various group projects, from simple to complex, based on the nature of individual classes, and other factors, such as time constraints and curriculum requirements.

Gives group parameters for determining goals, setting up timeline, and setting up checkpoints for teacher evaluation of progress.

Lets group know that each member will be evaluated on participation and overall contribution to group project.

Plans with the librarian for group or individual instruction in a particular information tool or skill that students will need to accomplish assigned group tasks.

### **LIBRARIAN**

Helps classes and individual students to use the indexing features in tools such as INFOTRAC WEB to help students to see related subject headings. This helps them to determine where there are gaps to fill. Classes also use encyclopedia indexes to get an overview of topics as needed. This helps students to allocate tasks to individual members of the group.

Provides individual students with "HOW TO" information for ways in which the student might want to get or show information. Examples: How to set up a questionnaire, How to conduct an interview, How to cite electronic sources, How to put the information into a chart format, etc.

### **STUDENTS AS GROUP CONTRIBUTORS**

- **Work together to plan a project**
- **Decide together what information is needed**
- **Respect ideas of others**
- **Include different points of view**
- **Offer useful information to the**
- **Clearly communicate ideas**
- **Help evaluate the group project**

### **COMPUTER TECHNOLOGY SPECIALISTS AND TELEVISION MEDIA SPECIALISTS:**

Depending on the nature of the class and the requirements of the course, the computer specialist shows students how to use project planning software.

The computer specialist also shows the class how to use PowerPoint to present the project. This would include using the Outline Mode, and Table of Contents features, and the Drawing features to draw a flowchart to track progress. Television Media Specialists videotape the final presentation, and help students convert their PowerPoint presentations, charts, etc. to video for sharing over Cable television if desired.



We all share responsibility for helping our students to become responsible information users.

**SCHOOL ADMINISTRATION**

Has a written copyright policy.  
Encourages teachers at all grade levels to require students to credit sources.

**TEACHER**

Makes certain classes know how to take notes, and/or extract relevant information from sources instead of merely copying and pasting information without giving proper credit for the ideas and words of others.

Makes certain classes know how to cite information in a bibliography.

**STUDENTS AS RESPONSIBLE INFORMATION USERS**

- **Don't copy information**
- **Give credit to sources**
- **Understand others' rights to choose their own reading material**

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**LIBRARIAN**

Helps individual students to determine which information might be useful, based on the assignment sheet provided by the teacher.  
Helps individual students to locate documentation for citing information in a bibliography.  
Helps individual students with setting up their bibliography, etc.

**COMPUTER SPECIALIST**

Shows classes how to use word processing programs to extract relevant information from downloaded files (highlighting or changing color of relevant text) before extracting this information for a report.  
Shows classes how to insert headers and footers for the research projects or other product the student is preparing.  
Helps students to set up format for typing the bibliography.