

Information Literacy Scope & Sequence

Define

Define

In this stage students formulate questions and clarify the requirements of the problem, question or task. This is the first step in the Information Literacy Cycle. As a result of new learnings and understandings, this phase is constantly revisited during the entire process to refine and redefine the problem as students seek further clarification.

Students may ask:

- . What do I really need to find out?
- . What is my purpose?
- . What are the key words and ideas?
- . What do I need to do?

ATLs:

Research Skills - formulating questions, planning, organising data

Thinking Skills - analysis

Communication Skills - listening, speaking, writing

Self Management Skills - organisation, informed choices

Phase 4

Year 6

Learning outcomes

brainstorm prior knowledge and key ideas using a relevant graphic organiser, about a given topic.

form a variety of focus questions about the topic in groups and independently, asking questions to clarify idea/topic or details.

identify keywords and ideas to formulate questions to drive inquiry.

uses various organisational tools for making connections amongst ideas.

independently formulate focus questions to develop a research plan.

identify and pursues personal interests by reading widely in diverse formats and media.

Locate

Locate

In this phase students identify potential sources of information and locate and access a variety of resources using multiple formats.

Students may ask:

- .Where can I find the information I need?
- .What do I already know?
- .What do I need to find out?
- .What sources can I use?

ATLs:

Research skills - observing, interpreting data, collecting data

Thinking skills - acquisition of knowledge, comprehension

Communication skills - reading

Self Management skills - organisation

Phase 4

Year 6

Learning outcomes

can locate and return fiction and nonfiction books to the shelf.

understands how information is organised and can locate resources independently.

determine relevant information and use an index, glossary and table of contents etc. to locate specific information independently.

select best potential resources that are understandable, relevant, valid and current.

understand the usefulness of both primary and secondary sources and can explain the importance of both types.

identify wide range of secondary sources, use them to conduct research and use techniques to select relevant material.

independently find information from a variety of media sources, select appropriate keywords and navigational features to find relevant information in a website and in print.

use skimming and scanning techniques to select materials independently.

Select

Select

In this stage students select, analyse and reject information appropriate to the problem, question or task from the located resources.

Students may ask:

- .What information do I really need to use?
- .How relevant is the information I have found?
- .How credible is the information I have found?
- .How will I record the information I need?
- .What information can I leave out?

ATLs:

Research skills - planning, organising data

Self-management skills - informed choices

Thinking Skills - analyse, evaluate

Phase 4

Year 6

Learning outcomes

analyse sources to determine perspective, the manipulation of information, bias and motive.

select and interpret current information appropriate to purpose.

differentiate between important and unimportant details.

seek additional information when conflicting information is found.

paraphrase and summarise information.

use various note taking strategies such as graphic organisers, and is able to reflect on the information collected.

interprets diagrams and illustrations.

For further information see Language Scope and Sequence (Viewing and Presenting).

Organise

Organise

In this phase students critically analyse and organise the gathered information, synthesising new learnings incorporating prior knowledge and developing original solutions to a problem, question or task.

Students may ask:

- .How can I best use this information?
- .Do I need to use all this information?
- .How can I best combine information from different sources?

ATLs:

Thinking Skills: comprehension, analysis, synthesis

Self-Management Skills: organization,

Communication Skills: writing, viewing, presenting

Research Skills: collecting data, recording data, organizing data

Social Skills: cooperating, group decision making

Phase 4

Year 6

Learning outcomes

justify the use of various note-taking techniques, bullet points, lists, highlighting, underlining, graphic organizers) depending on purpose and preference.

sort information by questions and integrate with prior knowledge (outlining, webbing).

select and use software to record and organise information.

paraphrase or summarize information.

record information sources in an approved citation format (agreed by the school) and understand its importance

sort information into primary and secondary sources.

understand how information is organised and can locate resources with limited support.

organise using commonalities, trends, inconsistencies, or missing information.

organises ideas and information logically, depending on the purpose and audience.

mark websites with bookmarks and start to organise bookmarks into folders using social bookmarking sites, with guidance.

Present

Present

In this phase students create an original response to the problem, question or task, presenting the solution to an appropriate audience.

Students may ask:

- .How can I present this information?
- .Who will I share this with?
- .What is the best way to present what I have done?

ATLs:

Research skills - planning, interpreting data, presenting research findings

Thinking skills - application, synthesis, dialectical thought

Communication skills - speaking, writing, non-verbal communication

Self-management - organisation, time management

Phase 4

Year 6

Learning outcomes

use information appropriate to the task and intend to impact an audience.

independently select an appropriate presentation format and is able to justify choice.

create first draft, gather feedback, edit and complete final product.

create presentation which exhibits synthesis of information and demonstrates new understandings.

use a range of multimodal texts to communicate and enhance understanding.

deliver presentations with confidence and competence, reflecting on areas of strength and weakness.

design multimodal texts with the intention of influencing the way people think and feel.

explain how visuals and written information work together to reinforce each other and make meaning more explicit.

use appropriate terminology to identify a range of visual effects/formats and critically analyse their effectiveness (mood, media, proportion, juxtaposition).

Evaluate

Evaluate

In this phase students evaluate sources of information and are able to make meaningful reflections on their learning and adapt to future learning processes. Students critically evaluate the effectiveness of their ability to complete the requirements of the task, and identify future learning needs.

Students may ask:

- .What did I learn from this?
- .Did I fulfill my purpose?
- .How did I go with each step of the information process?
- .Where do I go from here?

ATLs:

Communication Skills - viewing
 Self-Management Skills - informed choices
 Research Skills - interpreting data
 Thinking Skills - evaluation

Phase 4

Year 6

Learning outcomes

use a variety of evaluative strategies, using modelled examples, to assess and review learning strengths and weaknesses eg. learning logs, reflective journals etc.

acknowledge and celebrate group skills and achievements and identify areas for improvement and future learning.

reflect on moving through the information literacy process and identify areas for personal improvement.

participate in establishing assessment criteria for student-created work.