

VBCPS Essential Information Literacy Skills Grades 9-12

As part of the Library Media Program coordination for the Department of Technology, the Essential Information Literacy Skills for grades K-12 are to be reviewed, revised, realigned and updated biannually. An EILS Revision and Realignment Committee consisting of elementary, middle and high school library media specialists reviewed and realigned the current EILS. The committee compressed and streamlined current skills resulting in a spiral approach to teaching information literacy and technology skills. This approach allows for increased creativity and enhancement when correlating to the curricular objectives for Virginia Beach Public Schools.

EILS are no longer divided by individual grade levels but are clustered into 4 groups: K-2, 3-5, 6-8, and 9-12. Draft copies of the revised EILS were sent to LMSs for comments and the consensus was that the cluster approach was positive and the work of the committee was on target. Alignment with the newly revised Computer Technology SOL was included in the revision. EILS continue to align and reflect the national Information Literacy Standards for Student Learning as defined in Information Power.

The EILS should be used in conjunction with the goals and objectives of the Educational Technology Team. They serve as a collaborative tool and guideline for library media specialists during planning sessions with teachers. Since the emphasis is integrating the EILS across all curricular areas, teachers should provide the curricular objectives. Hence, the EILS do not include direct correlations to the Virginia Beach Public Schools curricular objectives. LMSs should ensure that the information literacy skills are being integrated with the VBOs while continuing to provide multiple opportunities for students to become successful life-long learners.

Since the EILS serve as a basic guideline for LMSs, it does require that library media specialists have a clear working understanding of content and instructional delivery systems. LMSs are encouraged to provide experiences for students above and beyond the EILS. For example, listening to and responding to literature is no longer included in the EILS; although, it is expected that LMSs would continue to integrate literature into the curriculum.

Once, again, the VBCPS Essential Information Literacy Skills are designed to be a guideline for library media specialists when collaborating and planning with teachers. While integrating the EILS into the curricular, library media specialists should remember that a major goal is the integration of the nine information literacy standards from Information Power: Building Partnerships for Learning. These standards provide a framework for school libraries ensuring that students and teachers have the skills necessary to succeed in a world where information and the ways of obtaining information change with each passing day.

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<i>Information Power Literacy Standards</i>	<i>Essential Information Literacy Skills Grades 9-12</i>
<i>Information Literacy</i>	<i>Information Literacy</i>
<p>A student who is information literate</p> <ul style="list-style-type: none"> • accesses information efficiently and effectively. • evaluates information critically and competently. • uses information accurately and creatively. 	<p>The student will:</p> <p>EILS 9-12.1 identify and select the appropriate print and non-print sources. (C/T 9-12.9)</p> <p>EILS 9-12.2 demonstrate the use of resources independently or collaboratively. (C/T 9-12.8)</p> <p>EILS 9-12.3 analyze pros and cons of the use and reliance on technology in the workplace and in society. (C/T 9-12.5)</p> <p>EILS 9-12.4 utilize a variety of subscription databases independently. (C/T 9-12.6)</p> <p>EILS 9-12.5 evaluate sources for bias, currency, validity, and authority. (C/T 9-12.7)</p> <p>EILS 9-12.6 evaluate and demonstrate the appropriate use of information from a variety of sources.</p> <p>EILS 9-12.7 utilize advanced print and non-print searching skills. (C/T 9-12.6)</p> <p>EILS 9-12.8 narrow and refine topics for research.</p> <p>EILS 9-12.9 explore and participate in new and emerging technologies. (C/T 9-12.7)</p> <p>EILS 9-12.10 explore technology-based options, including distance and distributed education, for lifelong learning. (C/T 9-12.9)</p> <p>EILS 9-12.11 evaluate the product and the process.</p>
<i>Independent Learner</i>	<i>Independent Learner</i>
<p>A student who is an independent learner</p> <ul style="list-style-type: none"> • appreciates literature and other creative expressions of information. • pursues information related to personal interests. • strives for excellence in information seeking and knowledge generation. 	<p>The student will:</p> <p>EILS 9-12.12 select a variety of resources to address personal, lifelong learning, and workplace needs.</p> <p>EILS 9-12.13 access, evaluate, analyze, and synthesize information to create an original work using a variety of formats. (C/T 9-12.9)</p> <p>EILS 9-12.14 apply problem solving and</p>

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	critical thinking skills independently and collaboratively. (C/T 9-12.8)
<i>Social Responsibility</i>	<i>Social Responsibility</i>
<p>A student who contributes positively to the learning community and to society is information literate and</p> <ul style="list-style-type: none"> • participates effectively in groups to pursue and generate information. • practices ethical behavior in regard to information and information technology. • recognizes the importance of information to a democratic society. 	<p>The student will:</p> <p>EILS 9-12.15 demonstrate legal and ethical use of technology and print information. (C/T 9-12.4)</p> <p>EILS 9-12.16 demonstrate the ability to cite correctly print and non-print sources.</p> <p>EILS 9-12.17 comply with the school-division's acceptable use policy. (C/T 9-12.4)</p> <p>EILS 9-12.18 practice Internet safety. (C/T 9-12.4)</p>