

# Envisioning Information Literacy Standard 10

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School librarians work for a better tomorrow every day. We ply our trade with young future leaders as if the world depended on it, and for good reason. With our current guidelines fixed firmly in view, let us together envision an information literacy standard that articulates that better tomorrow. What might that standard look like? Following the format of *Information Power: Building Partnerships for Learning*, the Standard 10 that is envisioned here fits neatly into the last category of standards—Social Responsibility.

**Standard 10** The student who contributes positively to the learning community and to society is information literate and seeks opportunities to use knowledge to create a more socially just and humane world.

**Indicator 1** Considers beneficial use of information equally to all members of local and global community.

#### Levels of Proficiency

*Basic* Recognizes opportunities for beneficial use of accurate, authoritative information derived from reputable sources.

*Proficient* Actively uses accurate, authoritative information in ways that are beneficial to others.

*Exemplary* Promotes school and community activities that advocate the beneficial use of accurate, authoritative information.

**Indicator 2** Seeks authentic learning experiences that have meaningful impact on both the local and global community.

#### Levels of Proficiency

*Basic* Connects classroom learning with the needs of the greater school learning community.

*Proficient* Collaborates with educators and other students to seek individuals and groups in the local and global community who could benefit from the outcomes of classroom learning experiences.

*Exemplary* Participates in developing programs that sustain authentic learning experiences that connect with classroom learning and have a meaningful impact on the local and global community.

Students actively participate in the connection between school and their world. They develop the disposition to seek authentic applications of information problem-solving to make their learning meaningful for themselves and others in society.

**Indicator 3** Collaborates with others, in person and through technology, to identify information problems and seek their solutions for the betterment of society.

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## Levels of Proficiency

**Basic** Is mindful of societal issues that could be beneficially impacted by small groups of people using information to solve problems.

**Proficient** Participates actively with others to identify information problems that could be solved for the betterment of society.

**Exemplary** Guides and mentors others, shares knowledge freely, and advocates for more abundant opportunities and effective channels to identify information problems and seek their solutions.

Students assume leadership roles in collaborating with others to identify information problems, seek viable solutions, and follow through to ensure an effective plan that will have the positive result of the betterment of society.

## Standards in Action

**Grades K–2 (English Language Arts and Life Skills)** Students in second grade write Dear First Grader letters to incoming first graders. The letters are designed to help the first graders adjust to life after kindergarten. The second graders write about their biggest challenge and provide advice to the first graders. The letters could be anonymous if desired. The letters could be distributed either the last week of kindergarten or the first day of first grade.

**Grades 3–5 (Mathematics)** Students use the school library as their mathematics laboratory. Along with the school librarian, they participate in collection analysis. They organize the data and display it in a variety of graph and chart formats and determine the most persuasive manner to interpret the data. As the school librarian presents the data to the administrators or school board, the

students participate in the presentation of the data.

**Grades 6–8 (Civics and Arts)** Students partner with such local civic clubs as the Rotary International or Kiwanis and the local food bank. The students organize a book and magazine drive with the assistance of the school librarian (de-selection as necessary). The students donate the books to the food bank so that families that receive food will also receive books and magazines (*Food for Thought*). The students decorate paper grocery bags that will be used by the food bank for recipients to carry books home. The bags could have literature themes (English Language Arts curriculum connection).

**Grades 9–12 (English Language Arts and Arts)** Students create a local Speakers Bureau. They contact the public library, chamber of commerce, park district, and community service agencies. They photograph local human resources workers in the act of their employment or avocation. They write short biographies about the person, with a few suggested subjects that they might speak about in the high school. The Speakers Bureau could be Web-based and shared among the high school and the community agencies to increase local mentorship of adolescents.

## Examples of Content-Area Standards

Content-area standards that can be linked to Information Literacy Standard 10 include, but are not limited to, the following examples:

**Arts** Understands how such social concepts as cooperation, communication, collaboration, consensus, self-esteem, risk taking, sympathy, and empathy apply in theatre. Standard 6, Grades 5–8 Indicator (McREL, 419)

**Behavioral Studies** Understands that people sometimes react to all members of a group as though they were the same and perceive in their

behavior only those qualities that fit preconceptions of the group (stereotyping), which leads to uncritical judgments (for example, showing blind respect for members of some groups and equally blind disrespect for members of other groups). Standard 2, Grades 6–8 Indicator (McREL, 622)

**Civics** Understands what “civil society” is and how it provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes (for example, family, friendships, membership in organizations, participation in unions and business enterprises). Standard 2, Grades 9–12 Indicator (McREL, 432)

**English Language Arts** Understands the different ways in which people are stereotyped in visual media (for example, clever people wearing glasses; mothers working at home; scientists wearing white coats; superheroes; people from different socio-cultural or minority groups) and understands that people could have been represented differently. Standard 9, Grades 3–5 Indicator (McREL, 355)

**Foreign Language** Understands the general relationship between cultural perspectives and expressive products (such as music, visual arts, literature) and practices (such as holidays, celebrations, work habits, play) in the target and native cultures. Standard 4, Grades 5–8 Indicator (McREL, 524)

**Geography** Knows examples of world conflict or cooperation (for example, countries in trade pacts, areas of the world with refugee problems). Standard 13, Grades K–2 Indicator (McREL, 553) Knows how differences in perception affect people’s interpretations of the world (for example, how different groups of people perceive the same place, environment, or event; how children raised

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in different societies have different views regarding personal life, education, and aspirations). Standard 18, Grades 3–5 Indicator (McREL, 563)

**Health** Knows community resources that are available to assist people with alcohol and tobacco addictions as well as with other drug problems. Standard 9, Grades 6–8 Indicator (McREL, 579)

**History** Understands major contemporary social issues and the groups involved (for example, the current debate over affirmative action and to what degree affirmative action policies have reached their goals; the evolution of government support for the rights of the disabled; the emergence of the Gay Liberation Movement and civil rights of gay Americans; continuing debates over multiculturalism, bilingual education, and group identity and rights

versus individual rights and identity; successes and failures of the modern Feminist movement). Standard 31, Grades 9–12 Indicator (McREL, 196)

**Life Skills** Identifies issues and problems in the school or community that one might help solve. Standard 5, Grades 3–5 Indicator (McREL, 643) Examines different alternatives for resolving local problems and compares the possible consequence of each alternative. Standard 5, Grades 6–8 Indicator (McREL, 643)

**Mathematics** Uses a variety of strategies to understand problem-solving situations and processes (for example, considers different strategies and approaches to a problem, restates problem from various perspectives. Standard 1, Grades 6–8 Indicator (McREL, 48)

**Science** Knows that many characteristics of an organism are inherited from

its parents (such as eye color in human beings, fruit or flower color in plants), and other characteristics result from an individual's interactions with the environment (such as people's table manners, ability to ride a bicycle). Standard 4, Grades 3–5 Indicator (McREL, 80)

**Technology** Knows that science cannot answer all questions, and technology cannot solve all human problems or meet all human needs. Standard 3, Grades 6–8 Indicator (McREL, 605) ●

## Work Cited

Kendall, John S., and Robert J. Marzano. 2000. *Content Knowledge: A Compendium of Standards and Benchmarks for K–12 Education*, 3rd ed. Aurora, Colo.: Mid-continent Research for Education and Learning (McREL).