CURRICULUM GUIDE FOR

INFORMATION & TECHNOLOGY LITERACY

Clinton Public Schools

Clinton
PUBLIC SCHOOLS

Clinton Public Schools
Information & Technology Literacy Curriculum

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Program

Foundations

MISSION STATEMENT

*The mission of the Clinton Public Schools
is to prepare independent and collaborative learners
empowered to embrace the future.*

DRIVING FORCES & UNIFYING PRINCIPLES

As a Professional Learning Community, we will:

1. Develop literacy in core disciplines to ensure quality learning experiences and achievement.

2. Embed the application of knowledge and skills in all learning experiences and new situations.

3. Develop and implement high-performing collaborative teams focused on improving teaching and learning.

4. Provide a safe environment and modern, flexible facilities that support the district's educational mission.

K-12 District
Foundation Skills and Competencies

Preparing independent and collaborative learners empowered to embrace the future

The purpose for establishing a set of common learning competencies is the belief that all teaching and learning should be meaningful, relevant, and connected. Therefore, there should be a common thread to link all disciplines. The following K-12 Foundation Skills and Competencies are essential for all students to become independent and collaborative learners, and must be incorporated in all disciplines. The foundation competencies are not intended to limit any discipline; rather, they are intended to provide teachers, students, and the community with a set of common expectations that will enhance curriculum development and continuity of purpose, assist teachers in planning instruction and assessment, and improve student performance.

1. Reads a variety of literary, informational, and persuasive texts with understanding, and is able to analyze, interpret, evaluate text, and reads for enjoyment.

2. Uses appropriate forms of expressions and conventions of Standard English to communicate and develop thoughts, share ideas, influence and persuade, and create and entertain.

3. Applies understanding of a writing process (drafting, revising, editing, and rewriting) to improve writing.

4. Listens and views verbal and nonverbal presentations in order to analyze, clarify, follow directions, and ask and answer questions.

5. Applies computational skills, number sense and mathematical techniques to solve problems and judge reasonableness of results.

6. Delivers oral and visual presentations using standard conventions, forms of expression, coherent sequence of thoughts, suitable vocabulary, and tools appropriate for the purpose and audience.

7. Collects, organizes, and presents data using charts, tables, and graphs to interpret findings, defend or refute predictions, and draw conclusions.

8. Investigates and evaluates information and arguments from various sources and points of view applying prior knowledge, and inductive and deductive reasoning to establish a personal stance and defend a rationale.

9. Accesses a wide range of resources (print, non-print, and technological) to expand knowledge, conduct research, communicate information, create original works, and investigate complex problems.

10. Designs and applies techniques for investigating real-world issues and problems including; posing questions, hypothesizing, observing, collecting and analyzing data, and communicating findings.

11. Works collaboratively in a group to accomplish a goal by exchanging ideas, synthesizing information, investigating solutions to a problem, sharing workload and completing assigned tasks.

Characteristics of an Exemplary Curriculum

The following characteristics are provided to help guide work of the curriculum renewal teams for all disciplines. These characteristics are widely accepted and supported in curriculum development literature.

1. Meaningful:

   A meaningful curriculum establishes a clear set of expectations for what students need to know and demonstrate in order to be successful in today's complex world.

2. Coherent:

   A coherent curriculum provides opportunities at each level to learn and practice knowledge and skills, building on and expanding previous experiences and knowledge.

3. Articulated:

   An articulated curriculum ensures that learning at different grade levels is appropriately sequenced, maintaining connections and relationships between grade levels.

4. Aligned:

   An aligned curriculum connects the written curriculum, what is really taught, and assessment.

5. High standards for all:

   Curriculum recognizes and reflects the need for all students to perform well in order to gain knowledge and skills necessary to be successful.

6. Reasonable in Scope:

   The curriculum provides a framework that represents a set of expectations that can be accomplished and provides teachers and administrators with guidelines for making decisions about instruction.

Seif, E. (1998). Curriculum Renewal a Case Study. Alexandria, VA: ASCD.

DuFour, R. & Eaker, R. (1998). Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement.

Philosophy of Information and Technology Literacy

The Information and Technology Literacy (ITL) program embodies the district's philosophy of implementing, developing, learning, enhancing, and promoting lifetime learning and inquiry. The primary purpose of the ITL program is to empower students to be effective users of ideas and information in print and non-print formats in a constantly changing learning environment. The ITL program focuses upon strategies that allow each student to retrieve, interpret, utilize, evaluate and synthesize information as it is presented in all formats. In addition, the program will foster competence and stimulate interest in reading, viewing, and using information and ideas.

We further believe that:

- The library media center is both a physical and virtual space that liberates the exploration of ideas and concepts, encouraging inquiry, imagination, discovery and creativity through the connection of learners to information.
- Reading is a foundational skill for learning, personal growth and enjoyment and all students should have opportunities to develop and refine this skill.
- Students should use and explore a variety of literature to develop the imagination and nourish the thinking process.
- Students must be provided multiple literacy experiences so that they will be able to grow with the changes that expanding information and technology brings to their lives.
- Students must be afforded the opportunity to grow as independent, efficient, responsible, creative and critical users of information.
- Students must develop skills in sharing knowledge and learning with others, both in face-to-face situations and through emerging technology.
- Students need to develop their potential as informed citizens who think critically, solve problems, and consider diverse and global perspectives.
- Students must acquire an understanding of legal, ethical and social responsibilities when accessing, using and creating information.
- The Information and Technology Literacy program must promote collaboration among members of the learning community and provide opportunities to explore, develop and share new understandings and ideas.

Goals of Information and Technology Literacy

As a result of the K-12 Information and Technology Literacy Curriculum, students will:

1. *Appreciate a wide variety of literary genres for recreational as well as informational reading.*
2. *Explore preferences and evolving opportunities for accessing content to meet personal needs.*
3. *Define information needs, demonstrate a command of informational skills and strategies and apply evaluative criteria to a variety of sources and formats.*
4. *Assess the effectiveness of information and technology choices for problem solving and communication.*
5. *Demonstrate the responsible, legal, and ethical use of information resources, computers or other technologies.*
6. *Understand human, cultural, and societal issues related to technology and information.*
7. *Participate and collaborate as members of a social and intellectual network of learners.*
8. *Apply principles of organized systems to learning endeavors.*
9. *Operate and use computers and other technologies as tools for information access, productivity, problem solving, and learning across the content areas.*
10. *Use appropriate information and technology to create written, visual, oral, and multimedia products to communicate ideas, information, and/or conclusions to others.*

Curriculum

Structure

**Information & Technology Literacy
District Frameworks**

I. Expanding Literacy

- *Appreciate a wide variety of literary genres for recreational as well as informational reading.*
- *Explore preferences and evolving opportunities for accessing content to meet personal needs.*

II. Information Needs Processing and Strategies (Research & Info Fluency)

- *Define information needs, demonstrate a command of informational skills and strategies and apply evaluative criteria to a variety of sources and formats.*
- *Assess the effectiveness of information and technology choices for problem solving and communication.*

III. Responsible Information Use and Social Responsibility

- *Demonstrate the responsible, legal, and ethical use of information resources, computers or other technologies.*
- *Understand human, cultural, and societal issues related to technology and information.*
- *Participate and collaborate as members of a social and intellectual network of learners.*

IV. Information and Technology Systems

- *Apply principles of organized systems to learning endeavors.*
- *Operate and use computers and other technologies as tools for information access, productivity, problem solving, and learning across the content areas.*
- *Use appropriate information and technology to create written, visual, oral, and multimedia products to communicate ideas, information, and/or conclusions to others.*

	I. Expanding Literacy	K	1	2	3	4	5	6	7	8	9	10	11	12
1	Request and choose materials related to personal interests	x	x	x	x									
2	Distinguish between fiction and nonfiction text	x	x	x	x	x	x							
3	Read, view and listen to a variety of fiction and nonfiction for enjoyment and information	x	x	x	x									
4	Read, listen to, and view an increasingly wide range of genres and formats for recreation and information					x	x	x	x	x				
5	Read, listen to and view information in a variety of formats to explore new ideas, form opinions and solve problems										x	x	x	x
6	Recognize that different genres and text features require different reading, listening or viewing strategies	x	x	x	x	x	x							
7	Independently locate and select information for personal, hobby or vocational interests					x	x	x	x	x	x	x	x	x
8	Independently read, view and listen for personal enjoyment							x	x	x	x	x	x	x
9	Find and read (or be read) books that match interests and comprehension levels	x	x	x	x									
10	Select picture, fiction and nonfiction texts in various genres	x	x	x	x	x	x							
11	Explore and read a variety of genres in multiple formats							x	x	x	x	x	x	x
12	Select resources for classroom learning and personal exploration			x	x	x	x	x	x	x				
13	Select resources for academic, personal and real-world purposes										x	x	x	x
14	Select both "just right" and challenging texts	x	x	x	x	x	x							
15	Select resources on assigned topics and topics of interest at an appropriate reading level							x	x	x	x	x	x	x
16	Compare new ideas to previous knowledge and make changes to initial understandings										x	x	x	x

	I. Expanding Literacy (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
17	For personal growth and learning, take advantage of opportunities available within the community, including classes, lectures, author presentations, museums, public library programming and arts performances.										x	x	x	x
18	Read widely from multicultural texts in various genres to find out about self and the surrounding world.	x	x	x	x	x	x							
19	Read with purpose to investigate new ideas beyond the required curriculum.							x	x	x				
20	Predict and infer about events and characters.	x	x	x	x	x	x							
21	Draw conclusions about main idea and theme of a story.	x	x	x	x	x	x							
22	Use evidence from the text and text features to discuss the author's purpose.	x	x	x	x	x	x							
23	Recognize the author's point of view; consider alternative perspectives and recognize bias.							x	x	x	x				
24	Recognize and evaluate the author's point of view and how it affects the text; consider and evaluate alternative perspectives and bias.										x	x	x	x
25	Recognize how their own points of view influence perspectives on text.										x	x	x	x
26	Compare and contrast characters or plots in different stories	x	x	x	x									
27	Use evidence from text to identify story elements in various fiction genres.					x	x							
28	Read books and make connections to previous reading, own experiences and the world.					x	x	x	x	x				
29	Read to support and challenge their own points of view										x	x	x	x
30	Express new ideas gained through information presented in various formats.										x	x	x	x
31	Discuss favorite books and authors.	x	x	x	x									

	I. **Expanding Literacy** (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
32	Participate in book talks and book discussion groups.					x	x							
33	Use illustrations, context, graphics and layout to extract meaning from different formats.						x	x	x	x				
34	Share reading, listening and viewing experiences in a variety of ways and formats.							x	x	x	x			
35	Demonstrate comprehension of stories read independently or shared aloud.	x	x	x	x									
36	Understand literal meaning and identify the main points reflected in a work.					x	x							
37	Check ideas for accuracy by analyzing the authority of the source and validating the information through multiple resources.						x	x	x	x	x	x	x	x
38	Take notes using graphic organizers provided by teacher or library media specialist.		x	x	x	x								
39	Use various forms of note-taking to record and organize information.					x	x	x	x	x				
40	Utilize note-taking systems to record and organize information, and incorporate personal reflections.										x	x	x	x
41	Categorize new ideas with keywords and tagging.												x	x
42	Experiment with online catalog and/or Web resources to locate information.		x	x										
43	Use basic strategies to locate information using the library's online catalog (author, title, subject) and Web resources.				x	x	x							
44	Use advanced strategies (Boolean searches) to locate information on various topics..							x	x	x	x	x	x	x
45	Use technology tools and resources to collect, organize and evaluate information.							x	x	x	x	x	x	x

	II: Information Needs Processing & Strategies	K	1	2	3	4	5	6	7	8	9	10	11	12
1	Form simple questions and begin to explore ways to answer them.	x	x	x	x									
2	Generate questions and practice different ways to locate and evaluate sources that provide needed information.					x	x							
3	Use a critical-thinking process that involves asking questions, investigating the answers, and developing new understandings for personal or academic independent-learning activities.							x	x	x				
4	With guidance use an inquiry-based process for expanding content knowledge, connecting academic learning with the real world and pursuing personal interests.										x	x		
5	Independently and systematically use an inquiry-based process to deepen content knowledge, connect academic learning with the real world, pursue personal interests, and investigate opportunities for personal growth.												x	x
6	Identify one or two keywords about a topic, problem or question.	x	x	x										
7	Communicate what is known about a topic, problem or question.	x	x	x	x	x	x							
8	Generate a list of keywords for an inquiry-based project.				x	x	x							
9	Identify and use appropriate sources to acquire background information.					x	x	x						
10	Predict answers to inquiry questions based on background knowledge and beginning observations or experiences.					x	x							
11	Explore and analyze a source that introduces a topic, or problem to gather background information.							x	x	x				
12	Explore general information sources to increase familiarity with the topic or question.										x	x	x	x
13	Review the initial information need to develop, clarify, revise or refine the question.										x	x	x	x

	II: Information Needs Processing & Strategies (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
14	Compare new background information with prior knowledge to determine direction and focus of new learning.										x	x	x	x
15	Formulate questions related to listening activities.	x	x	x	x									
16	Formulate questions about the topic.				x	x	x							
17	Assess questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry.					x	x	x						
18	Determine what information is needed to support the investigation and answer the question.							x	x	x				
19	Develop and refine the topic, problem or question independently to arrive at a worthy and manageable topic.										x	x	x	x
20	Refine questions to provide a framework for the inquiry and to fulfill the purpose of the research.										x	x		
21	Formulate questions to collect the needed information to validate or contest a thesis statement.												x	x
22	Recognize that the purpose of the inquiry determines the type of questions and the type of thinking required (for example, an historical purpose may require taking a position and defending it.)												x	x
23	Explore problems or questions for which there are multiple answers or no "best" answer.										x	x	x	x
24	Review the initial information need to clarify, revise, or refine the questions.										x	x	x	x
25	Recognize and use facts that answer specific questions.	x	x	x	x									
26	Interpret information represented in pictures, illustrations and simple charts.	x	x	x	x									
27	Identify facts and details that support main ideas.			x	x	x	x							
28	Select information to answer questions or solve a problem.				x	x	x							

	II: Information Needs Processing & Strategies (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
29	Evaluate facts for accuracy.				x	x	x							
30	Skim/scan to locate information that is appropriate to age and ability level.				x	x	x	x						
31	Recognize that information has a social or cultural context based in currency, accuracy, authority and point of view.							x	x	x				
32	Evaluate and select information based on usefulness, currency, accuracy, authority and point of view							x	x	x				
33	Recognize that knowledge can be organized into disciplines that influence the way information is presented and use this understanding to effectively access information.										x	x	x	x
34	Evaluate information from a variety of social or cultural contexts, based on currency, accuracy, authority and point of view.										x	x	x	x
35	Use simple note-taking strategies.		x	x	x									
36	Use various note-taking strategies (for example, outlining, questioning the text, highlighting, graphic organizers).					x	x							
37	Paraphrase or summarize information.				x	x	x							
38	Draw conclusions based on facts and premises.				x	x	x							
39	Utilize various formats and tools to evaluate, paraphrase and summarize information.							x	x	x				
40	Use both facts and opinions responsibly by identifying and verifying them.							x	x	x				
41	Take notes using one or more note-taking strategies, including reflecting on the information (for example, graphic organizers, two-column notes).							x	x	x	x	x	x	x
42	Categorize information; add new categories as necessary.										x	x	x	x
43	Restate concepts in their own words and select appropriate data accurately.										x	x	x	x

	II: Information Needs Processing & Strategies (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
44	Integrate new information gathered from various formats with previous information or knowledge.										x	x	x	x
45	Analyze initial synthesis of findings and construct new hypotheses or generalizations if warranted.												x	x
46	Challenge ideas represented and make notes of questions to pursue in additional sources.												x	x
47	Summarize or retell key points (Nonfiction and Fiction).	x	x	x	x									
48	Recognize when facts from two different sources conflict and seek additional sources to verify accuracy.				x	x	x							
49	Recognize their own misconceptions when new information conflicts with previously held opinions.				x	x	x							
50	Seek more than one point of view by using diverse sources.							x	x	x				
51	Explain the effect of different perspectives (points of view) on the information.							x	x	x				
52	Identify the presence of bias and explain the effect on the information presented.										x	x	x	x
53	Analyze information for prejudice, deception or manipulation.										x	x	x	x
54	Analyze the structure and logic of supporting arguments or methods.												x	x
55	Compensate for the effect of point of view and bias by seeking alternative perspectives.												x	x
56	Use selected websites and encyclopedias and magazine databases with guidance.	x	x	x	x									
57	Recognize the purpose of the online catalog to locate materials.		x	x	x									
58	Search an online catalog to locate materials.			x	x	x	x							
59	Use software or online tools to record and organize information.				x	x	x							

	II: Information Needs Processing & Strategies (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
60	Use technology resources such as online encyclopedias, online databases, and Web subject directories to locate information.							x	x	x				
61	Utilize Boolean search strategies.							x	x	x				
62	Select and use grade-level appropriate electronic reference materials and teacher-selected websites to answer questions.			x	x	x	x	x	x	x				
63	Use a variety of search engines to do advanced searching.							x	x	x				
64	Use a range of electronic resources efficiently, effectively and safely by applying a variety of search and evaluation strategies.										x	x	x	x
65	Use online collaborative tools to demonstrate and share learning.										x	x	x	x
66	Create their own electronic learning spaces by collecting and organizing links to information resources, working collaboratively and sharing new ideas and understandings with others.										x	x	x	x

	III. Responsible Information Use and Social Responsibility	K	1	2	3	4	5	6	7	8	9	10	11	12
1	Present facts and simple answers to questions.	x	x	x	x									
2	Present facts and information clearly.					x	x							
3	Use information appropriate to task and evaluate the important features of a good product.					x	x	x	x	x				
4	Identify, with guidance, skills that require practice and refinement.					x	x	x	x	x				
5	Set high and clear standards for work and develop criteria for self-assessment or use established criteria (rubrics, checklists).							x	x	x	x	x	x	x
6	Present conclusions and supporting facts in a variety of formats.							x	x	x	x	x	x	x
7	Reflect at the end of an inquiry experience about new learning and new questions to ask.	x	x	x	x									
8	Reflect at the end of an inquiry experience about what ideas would still be interesting to pursue.					x	x	x	x	x	x	x	x	x
9	Assess their own work and establish revision strategies for themselves.							x	x	x	x	x	x	x
10	Identify their own strengths, access their own inquiry processes and products and set goals for improvement.										x	x	x	x
11	Respectfully share knowledge and ideas with others through discussion and listening appropriately.	x	x	x	x									
12	Show respect for the ideas of others, and accurately restate, describe, or respond to the ideas.			x	x	x	x							
13	Offer information and opinions at appropriate times in group discussions.							x	x	x				
14	Ask questions of other team members and encourage them to share ideas and opinions.							x	x	x				
15	Seek ideas and opinions from others.										x	x		
16	Respect and help groups find and incorporate diverse ideas.										x	x		

	III. Responsible Information Use and Social Responsibility (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
17	Seek consensus from a group, when appropriate, to achieve a stronger product.										x	x	x	x
18	Help to organize and integrate contributions of all group members into products.										x	x	x	x
19	Offer and defend information brought to group.												x	x
20	Share information and creative products with others, using diverse formats.	x	x	x	x	x	x	x	x	x	x	x	x	x
21	Acknowledge personal and group achievements.					x	x							
22	Rely on feedback to improve product and process.					x	x	x	x	x				
23	Use interactive tools to exchange data collected, collaborate to design products or solve problems and learn.							x	x	x				
24	Use technology tools to collaborate, publish and interact with peers, experts and other real-world audiences.										x	x	x	x
25	Respect rules and procedures as responsible library users.	x	x	x	x	x								
26	Practice responsible and ethical use of information resources, both in their own library and in other institutions.						x	x	x	x	x	x	x	x
27	Choose and maintain a focus in a piece of writing.	x	x	x	x									
28	Add details from personal experience and research to support ideas.	x	x	x	x									
29	Use significant details and relevant information to develop meaning.					x	x	x	x	x				
30	Use details and language that shows authority and knowledge of topic.										x	x	x	x
31	Use multiple disciplines to present information and main ideas.	x	x	x	x									
32	Present information coherently in oral, written and visual sequence using appropriate vocabulary to convey the intended message.					x	x							
33	Present conclusions so that main ideas are clearly stated and supported by evidence.							x	x	x				

	III. Responsible Information Use and Social Responsibility (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
34	Use the most appropriate format, tone and language to communicate ideas and the points of view clearly to different audiences							x	x	x	x	x		
35	Use an organizational structure that effectively connects ideas and creates the desired intent										x	x		
36	Employ organizational and presentation structures (for example, narrative essays, poems, debates) using various formats to achieve purpose and clarify meaning												x	x
37	Deliver a presentation to support a position on a specific topic and respond to questions from the audience												x	x
38	Use various technology tools to retrieve and organize information	x	x	x	x	x	x							
39	Use word processing and drawing tools to organize and communicate ideas	x	x	x	x									
40	Use a variety of media and formats to create and edit products that communicate syntheses of information and ideas					x	x							
41	Use appropriate media and formats to design and develop products that clearly and coherently display new understanding							x	x	x				
42	Prepare and deliver a "professional" presentation to audiences using technology as medium of presentation										x	x	x	x
43	Activate prior knowledge to make connections to the topic or question.	x	x	x	x									
44	Gather and connect ideas and information from different points of view and make connections beyond					x	x							
45	Identify and address community and global issues							x	x	x				
46	Explain how the topic or question relates to issues in the real world							x	x	x	x	x	x	x

	III. Responsible Information Use and Social Responsibility (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
47	Seek information from different sources to get balanced points of view						x	x	x	x	x	x		
48	Investigate multiple sides of issues and evaluate them carefully												x	x
49	Legally obtain, store and disseminate text, data, images and sounds							x	x	x	x	x	x	x
50	Analyze the consequences and costs of unethical use of information and communication technology (for example, hacking, spamming, consumer fraud, virus setting, intrusion); identify ways of addressing those risks												x	x
51	Distinguish between acceptable and unacceptable computer use	x	x	x	x									
52	Follow school and district policies regarding Acceptable Use of Technology	x	x	x	x	x	x	x	x	x	x	x	x	x
53	Develop understanding of digital citizenship	x	x	x	x	x	x	x	x	x	x	x	x	x
54	Utilize technology productivity tools to responsibly and safely share information and ideas, collaborate with others and to design products							x	x	x	x	x	x	x
55	Participate responsibly and safely in electronic environments using appropriate tools to collaborate, as well as to share ideas and knowledge										x	x	x	x

	IV. Information & Technology Systems	K	1	2	3	4	5	6	7	8	9	10	11	12
1	Answer the question, "What is this mostly about?"	x	x	x	x									
2	Find facts to answer questions in more than one source.	x	x	x	x									
3	Note similarities and differences in information from different sources.	x	x	x	x									
4	Identify supporting details.	x	x	x	x									
5	Use different clues (placement in text, signal words, focal point of illustration) to determine important ideas in illustrations and text.					x	x							
6	Identify facts and evidence that support main ideas.					x	x							
7	Analyze different points of view discovered in different sources.							x	x	x				
8	Determine patterns and discrepancies by comparing and combining information available in different sources.							x	x	x				
9	Interpret information and ideas by defining, classifying and inferring from information in text.							x	x	x				
10	Identify main, supporting and conflicting information using multiple sources to support interpretation or point of view.										x	x		
11	Make and explain inferences about main ideas.										x	x		
12	Critically examine and analyze relevant information from a variety of sources to discover relationships and patterns among ideas.										x	x		
13	If discrepancy in points of view is discovered, continue research until the discrepancy is resolved.										x	x		
14	Build a conceptual framework by synthesizing ideas gathered from multiple texts.												x	x
15	Resolve conflicting evidence or clarify reasons for differing interpretations of information and ideas.												x	x
16	Demonstrate simple organizational skills such as sorting and categorizing.	x	x	x	x									
17	Organize information into different forms (charts, drawings).	x	x	x	x									

	IV. Information & Technology Systems (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
18	Organize notes and ideas to form responses to questions.					x	x							
19	Organize the information in a way that is appropriate for the assignment in question.					x	x							
20	Use common organizational patterns to make sense of information and draw conclusions.					x	x	x	x	x				
21	Combine and categorize information by using an outline or graphic organizer to show connections among ideas.							x	x	x				
22	Organize information independently, deciding the structure based on the relationship among ideas and general patterns discovered.										x	x	x	x
23	Complete a graphic organizer using information gathered during the inquiry experience.	x	x	x	x									
24	Compare new ideas with what was known at the beginning of the inquiry.	x	x	x	x									
25	With guidance, draw a conclusion about the main idea.	x	x	x	x									
26	With guidance make inferences regarding the topic at the conclusion of an inquiry or project.			x	x	x								
27	Draw a conclusion about the main idea.					x	x							
28	Identify connection to the curriculum and real world.					x	x							
29	Review prior knowledge and reflect on how ideas changed with more information.					x	x	x	x	x				
30	Draw conclusions based on explicit and implied information.						x	x	x	x				
31	Form opinions and judgments backed up by supporting evidence.							x	x	x				
32	Draw clear and appropriate conclusions supported by evidence and examples.										x	x		
33	Combine ideas and information to develop and demonstrate new understanding.										x	x		

	IV. Information & Technology Systems (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
34	Apply strategies for making personal and real world connections with information.										x	x		
35	Combine information and inferences to draw conclusions and create meaning.												x	x
36	Develop their own points of view and support with evidence.												x	x
37	Present different perspectives with evidence for each.												x	x
38	Apply new knowledge to real-world issues and problems.												x	x
39	Use word processing and drawing tools to create written product.	x	x	x	x									
40	Use word processing, drawing, presentation, graphing, and other productivity tools to illustrate concepts and convey ideas.				x	x	x							
41	Create and evaluate pictures, images, and charts for word processed reports and electronic presentations.					x	x							
42	Identify and apply common productivity tools and features such as menus and toolbars to plan, create and edit word processing documents, spreadsheets and presentations.							x	x	x				
43	Use interactive tools to analyze and organize information.							x	x	x				
44	Use web-based and other technology tools to show connections and patterns in the ideas and information collected.										x	x		
45	Identify and apply common utilities (for example, spellchecker and thesaurus for word processing; formulas and charts in spreadsheets; and pictures, movies, sounds and charts in presentation tools) to enhance communication to an audience, promote productivity and support creativity.										x	x	x	x
46	Use locally available and web-based interactive presentation and production tools to enhance creativity in effectively organizing and communicating information.										x	x	x	x

	IV. Information & Technology Systems (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
47	Work in groups to create, share and evaluate simple information products.		x	x	x									
48	Work in teams to produce original works or solve problems.					x	x							
49	Work in self-managed teams to understand concepts and to solve problems.							x	x	x				
50	Work collaboratively in using technology to meet information needs.							x	x	x				
51	Work with others to select, organize and integrate information and ideas from a variety of sources and formats.							x	x	x	x	x		
52	Work in groups to evaluate products and presentations.							x	x	x				
53	Use online environments or other collaborative tools to facilitate design and development of materials, models, publications and presentations.							x	x	x	x	x	x	x
54	Work with others to solve problems and make decisions on issues, topics and themes being investigated.												x	x
55	Select presentation form based on audience and purpose.							x	x	x				
56	Draft the presentation/product following an outline of ideas and add supporting details.							x	x	x				
57	Create products that incorporate writing, visuals and other forms of media to convey message and main points.							x	x	x				
58	Assess visual impact and appropriate use of media.							x	x	x				
59	Select the presentation/product to effectively communicate and support a purpose, argument, point of view or interpretation.										x	x	x	x
60	Edit for grammar, language conventions and style.							x	x	x	x	x	x	x
61	Revise work based on ongoing self-assessment and feedback from teachers and peers.										x	x		

	IV. Information & Technology Systems (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
62	Use the most appropriate format to clearly communicate ideas to targeted audiences.												x	x
63	Assess how tone and choice of language impact content in a range of media.												x	x
64	Analyze how composition and placement of visual images influence the message.												x	x
65	Apply various technological skills to create performance and products.												x	x
66	Employ various strategies for revising and reviewing their own work.												x	x
67	Use technology tools to create original products in a variety of formats	x	x	x	x									
68	Create and present original products in a variety of formats.					x	x	x	x	x				
69	Create and present original products to reflect personal interpretations and information and constructions of new knowledge using multiple formats.										x	x	x	x
70	Select and use various types of multimedia applications to create products and presentations appropriate for audience and purpose.							x	x	x	x	x	x	x

Information & Technology Literacy Curriculum
Grade Level Expectations

Kindergarten

I.   Expanding Literacy

1	Request and choose materials related to personal interests.
2	Distinguish between fiction and nonfiction text.
3	Read, view and listen to a variety of fiction and nonfiction for enjoyment and information.
6	Recognize that different genres and text features require different reading, listening or viewing strategies.
9	Find and read (or be read) books that match interests and comprehension levels.
10	Select picture, fiction and nonfiction texts in various genres.
14	Select both "just right" and challenging texts.
18	Read widely from multicultural texts in various genres to find out about self and the surrounding world.
20	Predict and infer about events and characters.
21	Draw conclusions about main idea and theme of a story.
22	Use evidence from the text and text features to discuss the author's purpose.
26	Compare and contrast characters or plots in different stories.
31	Discuss favorite books and authors.
35	Demonstrate comprehension of stories read independently or shared aloud.

II.   Information Needs Processing & Strategies

1	Form simple questions and begin to explore ways to answer them.
6	Identify one or two keywords about a topic, problem or question.
7	Communicate what is known about a topic, problem or question.
15	Formulate questions related to listening activities.
25	Recognize and use facts that answer specific questions.
26	Interpret information represented in pictures, illustrations and simple charts.
47	Summarize or retell key points (Nonfiction and Fiction).
56	Use selected websites and encyclopedias and magazine databases with guidance.

III.   Responsible Information Use and Social Responsibility

1	Present facts and simple answers to questions.
7	Reflect at the end of an inquiry experience about new learning and new questions to ask.
11	Respectfully share knowledge and ideas with others through discussion and listening appropriately.
20	Share information and creative products with others, using diverse formats..
25	Respect rules and procedures as responsible library users.

<u>Kindergarten</u> (continued)

III. Responsible Information Use and Social Responsibility (continued)

27   Choose and maintain a focus in a piece of writing.

28   Add details from personal experience and research to support ideas.

31   Use multiple disciplines to present information and main ideas.

38   Use various technology tools to retrieve and organize information.

39   Use word processing and drawing tools to organize and communicate ideas.

43   Activate prior knowledge to make connections to the topic or question.

51   Distinguish between acceptable and unacceptable computer use.

52   Follow school and district policies regarding Acceptable Use of Technology.

53   Develop understanding of digital citizenship.

IV. Information & Technology Systems

1   Answer the question, "What is this mostly about?"

2   Find facts to answer questions in more than one source

3   Note similarities and differences in information from different sources

4   Identify supporting details

16   Demonstrate simple organizational skills such as sorting and categorizing

17   Organize information into different forms (charts, drawings)

23   Complete a graphic organizer using information gathered during the inquiry experience

24   Compare new ideas with what was known at the beginning of the inquiry

25   With guidance, draw a conclusion about the main idea

39   Use word processing and drawing tools to create written product

67   Use technology tools to create original products in a variety of formats

Grade 1

I. Expanding Literacy

1	Request and choose materials related to personal interests.
2	Distinguish between fiction and nonfiction text.
3	Read, view and listen to a variety of fiction and nonfiction for enjoyment and information.
6	Recognize that different genres and text features require different reading, listening or viewing strategies.
9	Find and read (or be read) books that match interests and comprehension levels.
10	Select picture, fiction and nonfiction texts in various genres.
14	Select both "just right" and challenging texts.
18	Read widely from multicultural texts in various genres to find out about self and the surrounding world.
20	Predict and infer about events and characters.
21	Draw conclusions about main idea and theme of a story.
22	Use evidence from the text and text features to discuss the author's purpose.
26	Compare and contrast characters or plots in different stories.
31	Discuss favorite books and authors.
35	Demonstrate comprehension of stories read independently or shared aloud.
38	Take notes using graphic organizers provided by teacher or library media specialist.
42	Experiment with online catalog and/or Web resources to locate information.
48	Use technology tools to create original products and express ideas.

II. Information Needs Processing & Strategies

1	Form simple questions and begin to explore ways to answer them.
6	Identify one or two keywords about a topic, problem or question.
7	Communicate what is known about a topic, problem or question.
15	Formulate questions related to listening activities.
25	Recognize and use facts that answer specific questions.
26	Interpret information represented in pictures, illustrations and simple charts.
35	Use simple note-taking strategies.
47	Summarize or retell key points (Nonfiction and Fiction).
56	Use selected websites and encyclopedias and magazine databases with guidance.
57	Recognize the purpose of the online catalog to locate materials.

Grade 1 (continued)

III. Responsible Information Use and Social Responsibility

1	Present facts and simple answers to questions.
7	Reflect at the end of an inquiry experience about new learning and new questions to ask.
11	Respectfully share knowledge and ideas with others through discussion and listening appropriately.
20	Share information and creative products with others, using diverse formats.
25	Respect rules and procedures as responsible library users.
27	Choose and maintain a focus in a piece of writing.
28	Add details from personal experience and research to support ideas.
31	Use multiple disciplines to present information and main ideas.
38	Use various technology tools to retrieve and organize information.
39	Use word processing and drawing tools to organize and communicate ideas
43	Activate prior knowledge to make connections to the topic or question.
51	Distinguish between acceptable and unacceptable computer use.
52	Follow school and district policies regarding Acceptable Use of Technology..
53	Develop understanding of digital citizenship.

IV. Information & Technology Systems

1	Answer the question, "What is this mostly about?"
2	Find facts to answer questions in more than one source.
3	Note similarities and differences in information from different sources.
4	Identify supporting details.
16	Demonstrate simple organizational skills such as sorting and categorizing.
17	Organize information into different forms (charts, drawings).
23	Complete a graphic organizer using information gathered during the inquiry experience.
24	Compare new ideas with what was known at the beginning of the inquiry.
25	With guidance, draw a conclusion about the main idea.
39	Use word processing and drawing tools to create written product.
47	Work in groups to create, share and evaluate simple information products.
67	Use technology tools to create original products in a variety of formats

Information & Technology Literacy Curriculum
Grade Level Expectations

Grade 2

I. Expanding Literacy

1 Request and choose materials related to personal interests.
2 Distinguish between fiction and nonfiction text.
3 Read, view and listen to a variety of fiction and nonfiction for enjoyment and information.
6 Recognize that different genres and text features require different reading, listening or viewing strategies.
9 Find and read (or be read) books that match interests and comprehension levels.
10 Select picture, fiction and nonfiction texts in various genres.
12 Select resources for classroom learning and personal exploration.
14 Select both "just right" and challenging texts.
18 Read widely from multicultural texts in various genres to find out about self and the surrounding world.
20 Predict and infer about events and characters.
21 Draw conclusions about main idea and theme of a story.
22 Use evidence from the text and text features to discuss the author's purpose.
26 Compare and contrast characters or plots in different stories.
31 Discuss favorite books and authors.
35 Demonstrate comprehension of stories read independently or shared aloud.
38 Take notes using graphic organizers provided by teacher or library media specialist.
42 Experiment with online catalog and/or Web resources to locate information.
48 Use technology tools to create original products and express ideas.

II. Information Needs Processing & Strategies

1 Form simple questions and begin to explore ways to answer them.
6 Identify one or two keywords about a topic, problem or question.
7 Communicate what is known about a topic, problem or question.
15 Formulate questions related to listening activities.
25 Recognize and use facts that answer specific questions.
26 Interpret information represented in pictures, illustrations and simple charts.
27 Identify facts and details that support main ideas.
35 Use simple note-taking strategies.
47 Summarize or retell key points (Nonfiction and Fiction).
56 Use selected websites and encyclopedias and magazine databases with guidance.
57 Recognize the purpose of the online catalog to locate materials.
58 Search an online catalog to locate materials.
62 Select and use grade-level appropriate electronic reference materials and teacher-selected websites to answer questions.

Grade 2 (continued)

III.   **Responsible Information Use and Social Responsibility**

1   Present facts and simple answers to questions.

7   Reflect at the end of an inquiry experience about new learning and new questions to ask.

11   Respectfully share knowledge and ideas with others through discussion and listening appropriately.

12   Show respect for the ideas of others, and accurately restate, describe, or respond to the ideas.

20   Share information and creative products with others, using diverse formats.

25   Respect rules and procedures as responsible library users.

27   Choose and maintain a focus in a piece of writing.

28   Add details from personal experience and research to support ideas.

31   Use multiple disciplines to present information and main ideas.

38   Use various technology tools to retrieve and organize information.

39   Use word processing and drawing tools to organize and communicate ideas.

43   Activate prior knowledge to make connections to the topic or question.

51   Distinguish between acceptable and unacceptable computer use.

52   Follow school and district policies regarding Acceptable Use of Technology.

53   Develop understanding of digital citizenship.

IV.   **Information & Technology Systems**

1   Answer the question, "What is this mostly about?"

2   Find facts to answer questions in more than one source.

3   Note similarities and differences in information from different sources.

4   Identify supporting details.

16   Demonstrate simple organizational skills such as sorting and categorizing.

17   Organize information into different forms (charts, drawings).

23   Complete a graphic organizer using information gathered during the inquiry experience.

24   Compare new ideas with what was known at the beginning of the inquiry.

25   With guidance, draw a conclusion about the main idea.

26   With guidance make inferences regarding the topic at the conclusion of an inquiry or project.

39   Use word processing and drawing tools to create written product.

47   Work in groups to create, share and evaluate simple information products.

67   Use technology tools to create original products in a variety of formats.

Grade 3

I. Expanding Literacy

1	Request and choose materials related to personal interests.
2	Distinguish between fiction and nonfiction text.
3	Read, view and listen to a variety of fiction and nonfiction for enjoyment and information.
6	Recognize that different genres and text features require different reading, listening or viewing strategies.
9	Find and read (or be read) books that match interests and comprehension levels.
10	Select picture, fiction and nonfiction texts in various genres.
12	Select resources for classroom learning and personal exploration.
14	Select both "just right" and challenging texts.
18	Read widely from multicultural texts in various genres to find out about self and the surrounding world.
20	Predict and infer about events and characters.
21	Draw conclusions about main idea and theme of a story.
22	Use evidence from the text and text features to discuss the author's purpose.
26	Compare and contrast characters or plots in different stories.
31	Discuss favorite books and authors.
35	Demonstrate comprehension of stories read independently or shared aloud.
38	Take notes using graphic organizers provided by teacher or library media specialist.
43	Use basic strategies to locate information using the library's online catalog (author, title, subject) and Web resources.
48	Use technology tools to create original products and express ideas.

II. Information Needs Processing & Strategies

1	Form simple questions and begin to explore ways to answer them.
7	Communicate what is known about a topic, problem or question.
8	Generate a list of keywords for an inquiry-based project.
9	Identify and use appropriate sources to acquire background information.
15	Formulate questions related to listening activities.
16	Formulate questions about the topic.
17	Assess questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry.
25	Recognize and use facts that answer specific questions.
26	Interpret information represented in pictures, illustrations and simple charts.
27	Identify facts and details that support main ideas.
28	Select information to answer questions or solve a problem.
29	Evaluate facts for accuracy.

Grade 3 (continued)

II. **Information Needs Processing & Strategies** (continued)

30	Skim/scan to locate information that is appropriate to age and ability level.
35	Use simple note-taking strategies.
37	Paraphrase or summarize information.
38	Draw conclusions based on facts and premises.
47	Summarize or retell key points (Nonfiction and Fiction).
48	Recognize when facts from two different sources conflict and seek additional sources to verify accuracy.
49	Recognize their own misconceptions when new information conflicts with previously held opinions.
56	Use selected websites and encyclopedias and magazine databases with guidance.
57	Recognize the purpose of the online catalog to locate materials.
58	Search an online catalog to locate materials.
59	Use software or online tools to record and organize information.
62	Select and use grade-level appropriate electronic reference materials and teacher-selected websites to answer questions.

III. **Responsible Information Use and Social Responsibility**

1	Present facts and simple answers to questions.
7	Reflect at the end of an inquiry experience about new learning and new questions to ask.
11	Respectfully share knowledge and ideas with others through discussion and listening appropriately.
12	Show respect for the ideas of others, and accurately restate, describe, or respond to the ideas.
20	Share information and creative products with others, using diverse formats.
25	Respect rules and procedures as responsible library users.
27	Choose and maintain a focus in a piece of writing.
28	Add details from personal experience and research to support ideas.
31	Use multiple disciplines to present information and main ideas.
38	Use various technology tools to retrieve and organize information.
39	Use word processing and drawing tools to organize and communicate ideas
43	Activate prior knowledge to make connections to the topic or question.
51	Distinguish between acceptable and unacceptable computer use.
52	Follow school and district policies regarding Acceptable Use of Technology.
53	Develop understanding of digital citizenship.

Grade 3 (continued)

IV.   **Information & Technology Systems**

1   Answer the question, "What is this mostly about?"

2   Find facts to answer questions in more than one source.

3   Note similarities and differences in information from different sources.

4   Identify supporting details.

16   Demonstrate simple organizational skills such as sorting and categorizing.

17   Organize information into different forms (charts, drawings).

23   Complete a graphic organizer using information gathered during the inquiry experience.

24   Compare new ideas with what was known at the beginning of the inquiry.

25   With guidance, draw a conclusion about the main idea.

26   With guidance make inferences regarding the topic at the conclusion of an inquiry or project.

39   Use word processing and drawing tools to create written product.

40   Use word processing, drawing, presentation, graphing, and other productivity tools to illustrate concepts and convey ideas.

47   Work in groups to create, share and evaluate simple information products.

67   Use technology tools to create original products in a variety of formats.

Information & Technology Literacy Curriculum
Grade Level Expectations

Grade 4

I.   Expanding Literacy

2	Distinguish between fiction and nonfiction text.
4	Read, listen to, and view an increasingly wide range of genres and formats for recreation and information.
6	Recognize that different genres and text features require different reading, listening or viewing strategies.
7	Independently locate and select information for personal, hobby or vocational interests.
10	Select picture, fiction and nonfiction texts in various genres.
12	Select resources for classroom learning and personal exploration.
14	Select both "just right" and challenging texts.
18	Read widely from multicultural texts in various genres to find out about self and the surrounding world.
20	Predict and infer about events and characters.
21	Draw conclusions about main idea and theme of a story.
22	Use evidence from the text and text features to discuss the author's purpose.
27	Use evidence from text to identify story elements in various fiction genres.
28	Read books and make connections to previous reading, own experiences and the world.
32	Participate in book talks and book discussion groups.
36	Understand literal meaning and identify the main points reflected in a work.
38	Take notes using graphic organizers provided by teacher or library media specialist.
39	Use various forms of note-taking to record and organize information.
43	Use basic strategies to locate information using the library's online catalog (author, title, subject) and Web resources.
49	Create and present original products in a variety of formats.

II.   Information Needs Processing & Strategies

2	Generate questions and practice different ways to locate and evaluate sources that provide needed information.
7	Communicate what is known about a topic, problem or question.
8	Generate a list of keywords for an inquiry-based project.
9	Identify and use appropriate sources to acquire background information.
10	Predict answers to inquiry questions based on background knowledge and beginning observations or experiences.
16	Formulate questions about the topic.
17	Assess questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry.
27	Identify facts and details that support main ideas.
28	Select information to answer questions or solve a problem.
29	Evaluate facts for accuracy.
30	Skim/scan to locate information that is appropriate to age and ability level.

Grade 4 (continued)

II. Information Needs Processing & Strategies (continued)

36   Use various note-taking strategies (for example, outlining, questioning the text, highlighting, graphic organizers).

37   Paraphrase or summarize information.

38   Draw conclusions based on facts and premises.

48   Recognize when facts from two different sources conflict and seek additional sources to verify accuracy.

49   Recognize their own misconceptions when new information conflicts with previously held opinions.

58   Search an online catalog to locate materials.

59   Use software or online tools to record and organize information.

62   Select and use grade-level appropriate electronic reference materials and teacher-selected websites to answer questions.

III. Responsible Information Use and Social Responsibility

2   Present facts and information clearly.

3   Use information appropriate to task and evaluate the important features of a good product.

4   Identify, with guidance, skills that require practice and refinement.

8   Reflect at the end of an inquiry experience about what ideas would still be interesting to pursue.

12   Show respect for the ideas of others, and accurately restate, describe, or respond to the ideas.

20   Share information and creative products with others, using diverse formats.

21   Acknowledge personal and group achievements.

22   Rely on feedback to improve product and process.

25   Respect rules and procedures as responsible library users.

29   Use significant details and relevant information to develop meaning.

32   Present information coherently in oral, written and visual sequence using appropriate vocabulary to convey the intended message.

38   Use various technology tools to retrieve and organize information.

40   Use a variety of media and formats to create and edit products that communicate syntheses of information and ideas.

44   Gather and connect ideas and information from different points of view and make connections beyond.

52   Follow school and district policies regarding Acceptable Use of Technology.

53   Develop understanding of digital citizenship.

Grade 4 (continued)

IV.   Information & Technology Systems

5   Use different clues (placement in text, signal words, focal point of illustration) to determine important ideas in illustrations and text.

6   Identify facts and evidence that support main ideas.

18   Organize notes and ideas to form responses to questions.

19   Organize the information in a way that is appropriate for the assignment in question.

20   Use common organizational patterns to make sense of information and draw conclusions.

26   With guidance make inferences regarding the topic at the conclusion of an inquiry or project.

27   Draw a conclusion about the main idea.

28   Identify connection to the curriculum and real world.

29   Review prior knowledge and reflect on how ideas changed with more information.

40   Use word processing, drawing, presentation, graphing, and other productivity tools to illustrate concepts and convey ideas.

41   Create and evaluate pictures, images, and charts for word processed reports and electronic presentations.

48   Work in teams to produce original works or solve problems.

68   Create and present original products in a variety of formats.

Information & Technology Literacy Curriculum
Grade Level Expectations

Grade 5

I. Expanding Literacy

2	Distinguish between fiction and nonfiction text.
4	Read, listen to, and view an increasingly wide range of genres and formats for recreation and information.
6	Recognize that different genres and text features require different reading, listening or viewing strategies.
7	Independently locate and select information for personal, hobby or vocational interests.
10	Select picture, fiction and nonfiction texts in various genres.
12	Select resources for classroom learning and personal exploration.
14	Select both "just right" and challenging texts.
18	Read widely from multicultural texts in various genres to find out about self and the surrounding world.
20	Predict and infer about events and characters.
21	Draw conclusions about main idea and theme of a story.
22	Use evidence from the text and text features to discuss the author's purpose.
23	Recognize the author's point of view; consider alternative perspectives and recognize bias.
27	Use evidence from text to identify story elements in various fiction genres.
28	Read books and make connections to previous reading, own experiences and the world.
32	Participate in book talks and book discussion groups.
33	Use illustrations, context, graphics and layout to extract meaning from different formats.
36	Understand literal meaning and identify the main points reflected in a work.
37	Check ideas for accuracy by analyzing the authority of the source and validating the information through multiple resources.
39	Use various forms of note-taking to record and organize information.
43	Use basic strategies to locate information using the library's online catalog (author, title, subject) and Web resources.
49	Create and present original products in a variety of formats.

II. Information Needs Processing & Strategies

2	Generate questions and practice different ways to locate and evaluate sources that provide needed information.
7	Communicate what is known about a topic, problem or question.
8	Generate a list of keywords for an inquiry-based project.
9	Identify and use appropriate sources to acquire background information.
10	Predict answers to inquiry questions based on background knowledge and beginning observations or experiences.
16	Formulate questions about the topic.
17	Assess questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry.

Grade 5 (continued)

II.   Information Needs Processing & Strategies (continued)

27   Identify facts and details that support main ideas.

28   Select information to answer questions or solve a problem.

29   Evaluate facts for accuracy.

30   Skim/scan to locate information that is appropriate to age and ability level.

36   Use various note-taking strategies (for example, outlining, questioning the text, highlighting, graphic organizers).

37   Paraphrase or summarize information.

38   Draw conclusions based on facts and premises.

48   Recognize when facts from two different sources conflict and seek additional sources to verify accuracy.

49   Recognize their own misconceptions when new information conflicts with previously held opinions.

58   Search an online catalog to locate materials.

59   Use software or online tools to record and organize information.

62   Select and use grade-level appropriate electronic reference materials and teacher-selected websites to answer questions.

III.   Responsible Information Use and Social Responsibility

2   Present facts and information clearly.

3   Use information appropriate to task and evaluate the important features of a good product.

4   Identify, with guidance, skills that require practice and refinement.

8   Reflect at the end of an inquiry experience about what ideas would still be interesting to pursue.

12   Show respect for the ideas of others, and accurately restate, describe, or respond to the ideas.

20   Share information and creative products with others, using diverse formats.

21   Acknowledge personal and group achievements.

22   Rely on feedback to improve product and process.

26   Practice responsible and ethical use of information resources, both in their own library and in other institutions.

29   Use significant details and relevant information to develop meaning.

32   Present information coherently in oral, written and visual sequence using appropriate vocabulary to convey the intended message.

38   Use various technology tools to retrieve and organize information.

40   Use a variety of media and formats to create and edit products that communicate syntheses of information and ideas.

44   Gather and connect ideas and information from different points of view and make connections beyond.

47   Seek information from different sources to get balanced points of view.

52   Follow school and district policies regarding Acceptable Use of Technology.

53   Develop understanding of digital citizenship.

Grade 5 (continued)

IV. Information & Technology Systems

5	Use different clues (placement in text, signal words, focal point of illustration) to determine important ideas in illustrations and text.
6	Identify facts and evidence that support main ideas.
18	Organize notes and ideas to form responses to questions.
19	Organize the information in a way that is appropriate for the assignment in question.
20	Use common organizational patterns to make sense of information and draw conclusions.
27	Draw a conclusion about the main idea.
28	Identify connection to the curriculum and real world.
29	Review prior knowledge and reflect on how ideas changed with more information.
30	Draw conclusions based on explicit and implied information.
40	Use word processing, drawing, presentation, graphing, and other productivity tools to illustrate concepts and convey ideas.
41	Create and evaluate pictures, images, and charts for word processed reports and electronic presentations.
48	Work in teams to produce original works or solve problems.
68	Create and present original products in a variety of formats.

Information & Technology Literacy Curriculum
Grade Level Expectations

Grade 6

I. Expanding Literacy

4	Read, listen to, and view an increasingly wide range of genres and formats for recreation and information.
7	Independently locate and select information for personal, hobby or vocational interests.
8	Independently read, view and listen for personal enjoyment.
11	Explore and read a variety of genres in multiple formats.
12	Select resources for classroom learning and personal exploration.
15	Select resources on assigned topics and topics of interest at an appropriate reading level.
19	Read with purpose to investigate new ideas beyond the required curriculum.
23	Recognize the author's point of view; consider alternative perspectives and recognize bias.
28	Read books and make connections to previous reading, own experiences and the world.
33	Use illustrations, context, graphics and layout to extract meaning from different formats.
34	Share reading, listening and viewing experiences in a variety of ways and formats.
37	Check ideas for accuracy by analyzing the authority of the source and validating the information through multiple resources.
39	Use various forms of note-taking to record and organize information.
44	Use advanced strategies (Boolean searches) to locate information on various topics.
45	Use technology tools and resources to collect, organize and evaluate information.

II. Information Needs Processing & Strategies

3	Use a critical-thinking process that involves asking questions, investigating the answers, and developing new understandings for personal or academic independent-learning activities.
11	Explore and analyze a source that introduces a topic, or problem to gather background information.
18	Determine what information is needed to support the investigation and answer the question.
30	Skim/scan to locate information that is appropriate to age and ability level.
31	Recognize that information has a social or cultural context based in currency, accuracy, authority and point of view.
32	Evaluate and select information based on usefulness, currency, accuracy, authority and point of view.
39	Utilize various formats and tools to evaluate, paraphrase and summarize information.
40	Use both facts and opinions responsibly by identifying and verifying them.
41	Take notes using one or more note-taking strategies, including reflecting on the information (for example, graphic organizers, two-column notes).
50	Seek more than one point of view by using diverse sources.
51	Explain the effect of different perspectives (points of view) on the information.

Grade 6 (continued)

II. **Information Needs Processing & Strategies** (continued)

60	Use technology resources such as online encyclopedias, online databases, and Web subject directories to locate information.
61	Utilize Boolean search strategies.
62	Select and use grade-level appropriate electronic reference materials and teacher-selected websites to answer questions.
63	Use a variety of search engines to do advanced searching.

III. **Responsible Information Use and Social Responsibility**

3	Use information appropriate to task and evaluate the important features of a good product.
4	Identify, with guidance, skills that require practice and refinement.
5	Set high and clear standards for work and develop criteria for self-assessment or use established criteria (rubrics, checklists).
6	Present conclusions and supporting facts in a variety of formats.
8	Reflect at the end of an inquiry experience about what ideas would still be interesting to pursue.
9	Assess their own work and establish revision strategies for themselves.
13	Offer information and opinions at appropriate times in group discussions.
14	Ask questions of other team members and encourage them to share ideas and opinions.
20	Share information and creative products with others, using diverse formats.
21	Acknowledge personal and group achievements.
22	Rely on feedback to improve product and process.
23	Use interactive tools to exchange data collected, collaborate to design products or solve problems and learn.
26	Practice responsible and ethical use of information resources, both in their own library and in other institutions.
29	Use significant details and relevant information to develop meaning.
33	Present conclusions so that main ideas are clearly stated and supported by evidence.
34	Use the most appropriate format, tone and language to communicate ideas and the points of view clearly to different audiences.
41	Use appropriate media and formats to design and develop products that clearly and coherently display new understanding.
45	Identify and address community and global issues.
46	Explain how the topic or question relates to issues in the real world.
47	Seek information from different sources to get balanced points of view.
49	Legally obtain, store and disseminate text, data, images and sounds.
52	Follow school and district policies regarding Acceptable Use of Technology.
53	Develop understanding of digital citizenship.
54	Utilize technology productivity tools to responsibly and safely share information and ideas, collaborate with others and to design products.

<u>Grade 6</u> (continued)

IV.   Information & Technology Systems

7	Analyze different points of view discovered in different sources.
8	Determine patterns and discrepancies by comparing and combining information available in different sources.
9	Interpret information and ideas by defining, classifying and inferring from information in text.
20	Use common organizational patterns to make sense of information and draw conclusions.
21	Combine and categorize information by using an outline or graphic organizer to show connections among ideas.
29	Review prior knowledge and reflect on how ideas changed with more information.
30	Draw conclusions based on explicit and implied information.
31	Form opinions and judgments backed up by supporting evidence.
42	Identify and apply common productivity tools and features such as menus and toolbars to plan, create and edit word processing documents, spreadsheets and presentations.
43	Use interactive tools to analyze and organize information.
49	Work in self-managed teams to understand concepts and to solve problems.
50	Work collaboratively in using technology to meet information needs.
51	Work with others to select, organize and integrate information and ideas from a variety of sources and formats.
52	Work in groups to evaluate products and presentations.
53	Use online environments or other collaborative tools to facilitate design and development of materials, models, publications and presentations.
55	Select presentation form based on audience and purpose.
56	Draft the presentation/product following an outline of ideas and add supporting details.
57	Create products that incorporate writing, visuals and other forms of media to convey message and main points.
58	Assess visual impact and appropriate use of media.
60	Edit for grammar, language conventions and style.
68	Create and present original products in a variety of formats.
70	Select and use various types of multimedia applications to create products and presentations appropriate for audience and purpose.

Grade 7

I. Expanding Literacy

4   Read, listen to, and view an increasingly wide range of genres and formats for recreation and information.

7   Independently locate and select information for personal, hobby or vocational interests.

8   Independently read, view and listen for personal enjoyment.

11   Explore and read a variety of genres in multiple formats.

12   Select resources for classroom learning and personal exploration.

15   Select resources on assigned topics and topics of interest at an appropriate reading level.

19   Read with purpose to investigate new ideas beyond the required curriculum.

23   Recognize the author's point of view; consider alternative perspectives and recognize bias.

28   Read books and make connections to previous reading, own experiences and the world.

33   Use illustrations, context, graphics and layout to extract meaning from different formats.

34   Share reading, listening and viewing experiences in a variety of ways and formats.

37   Check ideas for accuracy by analyzing the authority of the source and validating the information through multiple resources.

39   Use various forms of note-taking to record and organize information.

44   Use advanced strategies (Boolean searches) to locate information on various topics.

45   Use technology tools and resources to collect, organize and evaluate information.

II. Information Needs Processing & Strategies

3   Use a critical-thinking process that involves asking questions, investigating the answers, and developing new understandings for personal or academic independent-learning activities.

11   Explore and analyze a source that introduces a topic, or problem to gather background information.

18   Determine what information is needed to support the investigation and answer the question.

31   Recognize that information has a social or cultural context based in currency, accuracy, authority and point of view.

32   Evaluate and select information based on usefulness, currency, accuracy, authority and point of view.

39   Utilize various formats and tools to evaluate, paraphrase and summarize information.

40   Use both facts and opinions responsibly by identifying and verifying them.

41   Take notes using one or more note-taking strategies, including reflecting on the information (for example, graphic organizers, two-column notes).

50   Seek more than one point of view by using diverse sources.

51   Explain the effect of different perspectives (points of view) on the information.

60   Use technology resources such as online encyclopedias, online databases, and Web subject directories to locate information.

Grade 7 (continued)

II. Information Needs Processing & Strategies (continued)

61   Utilize Boolean search strategies.

62   Select and use grade-level appropriate electronic reference materials and teacher-selected websites to answer questions.

63   Use a variety of search engines to do advanced searching.

III. Responsible Information Use and Social Responsibility

3   Use information appropriate to task and evaluate the important features of a good product.

4   Identify, with guidance, skills that require practice and refinement.

5   Set high and clear standards for work and develop criteria for self-assessment or use established criteria (rubrics, checklists).

6   Present conclusions and supporting facts in a variety of formats.

8   Reflect at the end of an inquiry experience about what ideas would still be interesting to pursue.

9   Assess their own work and establish revision strategies for themselves.

13   Offer information and opinions at appropriate times in group discussions.

14   Ask questions of other team members and encourage them to share ideas and opinions.

20   Share information and creative products with others, using diverse formats.

22   Rely on feedback to improve product and process.

23   Use interactive tools to exchange data collected, collaborate to design products or solve problems and learn.

26   Practice responsible and ethical use of information resources, both in their own library and in other institutions.

29   Use significant details and relevant information to develop meaning.

33   Present conclusions so that main ideas are clearly stated and supported by evidence.

34   Use the most appropriate format, tone and language to communicate ideas and the points of view clearly to different audiences.

41   Use appropriate media and formats to design and develop products that clearly and coherently display new understanding.

45   Identify and address community and global issues.

46   Explain how the topic or question relates to issues in the real world.

47   Seek information from different sources to get balanced points of view.

49   Legally obtain, store and disseminate text, data, images and sounds.

52   Follow school and district policies regarding Acceptable Use of Technology.

53   Develop understanding of digital citizenship.

54   Utilize technology productivity tools to responsibly and safely share information and ideas, collaborate with others and to design products.

<u>Grade 7</u> (continued)

IV.   Information & Technology Systems

7   Analyze different points of view discovered in different sources.

8   Determine patterns and discrepancies by comparing and combining information available in different sources.

9   Interpret information and ideas by defining, classifying and inferring from information in text.

20   Use common organizational patterns to make sense of information and draw conclusions.

21   Combine and categorize information by using an outline or graphic organizer to show connections among ideas.

29   Review prior knowledge and reflect on how ideas changed with more information.

30   Draw conclusions based on explicit and implied information.

31   Form opinions and judgments backed up by supporting evidence.

42   Identify and apply common productivity tools and features such as menus and toolbars to plan, create and edit word processing documents, spreadsheets and presentations.

43   Use interactive tools to analyze and organize information.

49   Work in self-managed teams to understand concepts and to solve problems.

50   Work collaboratively in using technology to meet information needs.

51   Work with others to select, organize and integrate information and ideas from a variety of sources and formats.

52   Work in groups to evaluate products and presentations.

53   Use online environments or other collaborative tools to facilitate design and development of materials, models, publications and presentations.

55   Select presentation form based on audience and purpose.

56   Draft the presentation/product following an outline of ideas and add supporting details.

57   Create products that incorporate writing, visuals and other forms of media to convey message and main points.

58   Assess visual impact and appropriate use of media.

60   Edit for grammar, language conventions and style.

68   Create and present original products in a variety of formats.

70   Select and use various types of multimedia applications to create products and presentations appropriate for audience and purpose.

Information & Technology Literacy Curriculum
Grade Level Expectations

<u>Grade 8</u>

I.   Expanding Literacy

4	Read, listen to, and view an increasingly wide range of genres and formats for recreation and information
7	Independently locate and select information for personal, hobby or vocational interests
8	Independently read, view and listen for personal enjoyment
11	Explore and read a variety of genres in multiple formats
12	Select resources for classroom learning and personal exploration
15	Select resources on assigned topics and topics of interest at an appropriate reading level
19	Read with purpose to investigate new ideas beyond the required curriculum.
23	Recognize the author's point of view; consider alternative perspectives and recognize bias.
28	Read books and make connections to previous reading, own experiences and the world.
33	Use illustrations, context, graphics and layout to extract meaning from different formats.
34	Share reading, listening and viewing experiences in a variety of ways and formats.
37	Check ideas for accuracy by analyzing the authority of the source and validating the information through multiple resources.
39	Use various forms of note-taking to record and organize information.
44	Use advanced strategies (Boolean searches) to locate information on various topics..
45	Use technology tools and resources to collect, organize and evaluate information.

II.   Information Needs Processing & Strategies

3	Use a critical-thinking process that involves asking questions, investigating the answers, and developing new understandings for personal or academic independent-learning activities.
11	Explore and analyze a source that introduces a topic, or problem to gather background information.
18	Determine what information is needed to support the investigation and answer the question.
31	Recognize that information has a social or cultural context based in currency, accuracy, authority and point of view.
32	Evaluate and select information based on usefulness, currency, accuracy, authority and point of view.
39	Utilize various formats and tools to evaluate, paraphrase and summarize information.
40	Use both facts and opinions responsibly by identifying and verifying them.
41	Take notes using one or more note-taking strategies, including reflecting on the information (for example, graphic organizers, two-column notes).
50	Seek more than one point of view by using diverse sources.
51	Explain the effect of different perspectives (points of view) on the information.
60	Use technology resources such as online encyclopedias, online databases, and Web subject directories to locate information.
61	Utilize Boolean search strategies.

Grade 8 (continued)

II.   Information Needs Processing & Strategies (continued)

62   Select and use grade-level appropriate electronic reference materials and teacher-selected websites to answer questions.

63   Use a variety of search engines to do advanced searching.

III.   Responsible Information Use and Social Responsibility

3   Use information appropriate to task and evaluate the important features of a good product.

4   Identify, with guidance, skills that require practice and refinement.

5   Set high and clear standards for work and develop criteria for self-assessment or use established criteria (rubrics, checklists).

6   Present conclusions and supporting facts in a variety of formats.

8   Reflect at the end of an inquiry experience about what ideas would still be interesting to pursue.

9   Assess their own work and establish revision strategies for themselves.

13   Offer information and opinions at appropriate times in group discussions.

14   Ask questions of other team members and encourage them to share ideas and opinions.

20   Share information and creative products with others, using diverse formats.

22   Rely on feedback to improve product and process.

23   Use interactive tools to exchange data collected, collaborate to design products or solve problems and learn.

26   Practice responsible and ethical use of information resources, both in their own library and in other institutions.

29   Use significant details and relevant information to develop meaning.

33   Present conclusions so that main ideas are clearly stated and supported by evidence.

34   Use the most appropriate format, tone and language to communicate ideas and the points of view clearly to different audiences.

41   Use appropriate media and formats to design and develop products that clearly and coherently display new understanding.

45   Identify and address community and global issues.

46   Explain how the topic or question relates to issues in the real world.

47   Seek information from different sources to get balanced points of view.

49   Legally obtain, store and disseminate text, data, images and sounds.

52   Follow school and district policies regarding Acceptable Use of Technology.

53   Develop understanding of digital citizenship.

54   Utilize technology productivity tools to responsibly and safely share information and ideas, collaborate with others and to design products.

Grade 8 (continued)

IV.   Information & Technology Systems

7   Analyze different points of view discovered in different sources.

8   Determine patterns and discrepancies by comparing and combining information available in different sources.

9   Interpret information and ideas by defining, classifying and inferring from information in text.

20   Use common organizational patterns to make sense of information and draw conclusions.

21   Combine and categorize information by using an outline or graphic organizer to show connections among ideas.

29   Review prior knowledge and reflect on how ideas changed with more information.

30   Draw conclusions based on explicit and implied information.

31   Form opinions and judgments backed up by supporting evidence.

42   Identify and apply common productivity tools and features such as menus and toolbars to plan, create and edit word processing documents, spreadsheets and presentations.

43   Use interactive tools to analyze and organize information.

49   Work in self-managed teams to understand concepts and to solve problems.

50   Work collaboratively in using technology to meet information needs.

51   Work with others to select, organize and integrate information and ideas from a variety of sources and formats.

52   Work in groups to evaluate products and presentations.

53   Use online environments or other collaborative tools to facilitate design and development of materials, models, publications and presentations.

55   Select presentation form based on audience and purpose.

56   Draft the presentation/product following an outline of ideas and add supporting details.

57   Create products that incorporate writing, visuals and other forms of media to convey message and main points.

58   Assess visual impact and appropriate use of media.

60   Edit for grammar, language conventions and style.

68   Create and present original products in a variety of formats.

70   Select and use various types of multimedia applications to create products and presentations appropriate for audience and purpose.

Information & Technology Literacy Curriculum
Grade Level Expectations

<u>Grade 9</u>

I. Expanding Literacy

5	Read, listen to and view information in a variety of formats to explore new ideas, form opinions and solve problems.
7	Independently locate and select information for personal, hobby or vocational interests.
8	Independently read, view and listen for personal enjoyment.
11	Explore and read a variety of genres in multiple formats.
13	Select resources for academic, personal and real-world purposes.
15	Select resources on assigned topics and topics of interest at an appropriate reading level.
16	Compare new ideas to previous knowledge and make changes to initial understandings.
17	For personal growth and learning, take advantage of opportunities available within the community, including classes, lectures, author presentations, museums, public library programming and arts performances.
24	Recognize and evaluate the author's point of view and how it affects the text; consider and evaluate alternative perspectives and bias.
25	Recognize how their own points of view influence perspectives on text.
29	Read to support and challenge their own points of view.
30	Express new ideas gained through information presented in various formats.
34	Share reading, listening and viewing experiences in a variety of ways and formats.
37	Check ideas for accuracy by analyzing the authority of the source and validating the information through multiple resources.
40	Utilize note-taking systems to record and organize information, and incorporate personal reflections.
44	Use advanced strategies (Boolean searches) to locate information on various topics.
45	Use technology tools and resources to collect, organize and evaluate information.

II. Information Needs Processing & Strategies

4	With guidance use an inquiry-based process for expanding content knowledge, connecting academic learning with the real world and pursuing personal interests.
12	Explore general information sources to increase familiarity with the topic or question.
13	Review the initial information need to develop, clarify, revise or refine the question.
14	Compare new background information with prior knowledge to determine direction and focus of new learning.
19	Develop and refine the topic, problem or question independently to arrive at a worthy and manageable topic.
20	Refine questions to provide a framework for the inquiry and to fulfill the purpose of the research.
23	Explore problems or questions for which there are multiple answers or no "best" answer.

Grade 9 (continued)

II. Information Needs Processing & Strategies (continued)

24	Review the initial information need to clarify, revise, or refine the questions.
33	Recognize that knowledge can be organized into disciplines that influence the way information is presented and use this understanding to effectively access information.
34	Evaluate information from a variety of social or cultural contexts, based on currency, accuracy, authority and point of view.
41	Take notes using one or more note-taking strategies, including reflecting on the information (for example, graphic organizers, two-column notes).
42	Categorize information; add new categories as necessary.
43	Restate concepts in their own words and select appropriate data accurately.
44	Integrate new information gathered from various formats with previous information or knowledge.
52	Identify the presence of bias and explain the effect on the information presented.
53	Analyze information for prejudice, deception or manipulation.
64	Use a range of electronic resources efficiently, effectively and safely by applying a variety of search and evaluation strategies.
65	Use online collaborative tools to demonstrate and share learning.
66	Create their own electronic learning spaces by collecting and organizing links to information resources, working collaboratively and sharing new ideas and understandings with others.

III. Responsible Information Use and Social Responsibility

5	Set high and clear standards for work and develop criteria for self-assessment or use established criteria (rubrics, checklists).
6	Present conclusions and supporting facts in a variety of formats.
8	Reflect at the end of an inquiry experience about what ideas would still be interesting to pursue.
9	Assess their own work and establish revision strategies for themselves.
10	Identify their own strengths, access their own inquiry processes and products and set goals for improvement.
15	Seek ideas and opinions from others.
16	Respect and help groups find and incorporate diverse ideas.
17	Seek consensus from a group, when appropriate, to achieve a stronger product.
18	Help to organize and integrate contributions of all group members into products.
20	Share information and creative products with others, using diverse formats.
24	Use technology tools to collaborate, publish and interact with peers, experts and other real-world audiences.
26	Practice responsible and ethical use of information resources, both in their own library and in other institutions.
30	Use details and language that shows authority and knowledge of topic.

Grade 9 (continued)

III. Responsible Information Use and Social Responsibility (continued)

34	Use the most appropriate format, tone and language to communicate ideas and the points of view clearly to different audiences.
35	Use an organizational structure that effectively connects ideas and creates the desired intent.
42	Prepare and deliver a "professional" presentation to audiences using technology as medium of presentation.
46	Explain how the topic or question relates to issues in the real world.
47	Seek information from different sources to get balanced points of view.
49	Legally obtain, store and disseminate text, data, images and sounds.
52	Follow school and district policies regarding Acceptable Use of Technology.
53	Develop understanding of digital citizenship.
54	Utilize technology productivity tools to responsibly and safely share information and ideas, collaborate with others and to design products.
55	Participate responsibly and safely in electronic environments using appropriate tools to collaborate, as well as to share ideas and knowledge.

IV. Information & Technology Systems

10	Identify main, supporting and conflicting information using multiple sources to support interpretation or point of view.
11	Make and explain inferences about main ideas.
12	Critically examine and analyze relevant information from a variety of sources to discover relationships and patterns among ideas.
13	If discrepancy in points of view is discovered, continue research until the discrepancy is resolved.
22	Organize information independently, deciding the structure based on the relationship among ideas and general patterns discovered.
32	Draw clear and appropriate conclusions supported by evidence and examples.
33	Combine ideas and information to develop and demonstrate new understanding.
34	Apply strategies for making personal and real world connections with information.
44	Use web-based and other technology tools to show connections and patterns in the ideas and information collected.
45	Identify and apply common utilities (for example, spellchecker and thesaurus for word processing; formulas and charts in spreadsheets; and pictures, movies, sounds and charts in presentation tools) to enhance communication to an audience, promote productivity and support creativity.
46	Use locally available and web-based interactive presentation and production tools to enhance creativity in effectively organizing and communicating information.
51	Work with others to select, organize and integrate information and ideas from a variety of sources and formats.
53	Use online environments or other collaborative tools to facilitate design and development of materials, models, publications and presentations.

Grade 9 (continued)

IV.   **Information & Technology Systems** (continued)

59   Select the presentation/product to effectively communicate and support a purpose, argument, point of view or interpretation.

60   Edit for grammar, language conventions and style.

61   Revise work based on ongoing self-assessment and feedback from teachers and peers.

69   Create and present original products to reflect personal interpretations and information and constructions of new knowledge using multiple formats.

70   Select and use various types of multimedia applications to create products and presentations appropriate for audience and purpose.

Grade 10

I. Expanding Literacy

5   Read, listen to and view information in a variety of formats to explore new ideas, form opinions and solve problems.

7   Independently locate and select information for personal, hobby or vocational interests.

8   Independently read, view and listen for personal enjoyment.

11 Explore and read a variety of genres in multiple formats.

13 Select resources for academic, personal and real-world purposes.

15 Select resources on assigned topics and topics of interest at an appropriate reading level.

16 Compare new ideas to previous knowledge and make changes to initial understandings.

17 For personal growth and learning, take advantage of opportunities available within the community, including classes, lectures, author presentations, museums, public library programming and arts performances.

24 Recognize and evaluate the author's point of view and how it affects the text; consider and evaluate alternative perspectives and bias.

25 Recognize how their own points of view influence perspectives on text.

29 Read to support and challenge their own points of view.

30 Express new ideas gained through information presented in various formats.

37 Check ideas for accuracy by analyzing the authority of the source and validating the information through multiple resources.

44 Use advanced strategies (Boolean searches) to locate information on various topics.

45 Use technology tools and resources to collect, organize and evaluate information.

II. Information Needs Processing & Strategies

4   With guidance use an inquiry-based process for expanding content knowledge, connecting academic learning with the real world and pursuing personal interests.

12 Explore general information sources to increase familiarity with the topic or question.

13 Review the initial information need to develop, clarify, revise or refine the question.

14 Compare new background information with prior knowledge to determine direction and focus of new learning.

19 Develop and refine the topic, problem or question independently to arrive at a worthy and manageable topic.

20 Refine questions to provide a framework for the inquiry and to fulfill the purpose of the research.

23 Explore problems or questions for which there are multiple answers or no "best" answer.

Grade 10 (continued)

II. Information Needs Processing & Strategies (continued)

24   Review the initial information need to clarify, revise, or refine the questions.

33   Recognize that knowledge can be organized into disciplines that influence the way information is presented and use this understanding to effectively access information.

34   Evaluate information from a variety of social or cultural contexts, based on currency, accuracy, authority and point of view.

41   Take notes using one or more note-taking strategies, including reflecting on the information (for example, graphic organizers, two-column notes).

42   Categorize information; add new categories as necessary.

43   Restate concepts in their own words and select appropriate data accurately.

44   Integrate new information gathered from various formats with previous information or knowledge.

52   Identify the presence of bias and explain the effect on the information presented.

53   Analyze information for prejudice, deception or manipulation.

64   Use a range of electronic resources efficiently, effectively and safely by applying a variety of search and evaluation strategies.

65   Use online collaborative tools to demonstrate and share learning.

66   Create their own electronic learning spaces by collecting and organizing links to information resources, working collaboratively and sharing new ideas and understandings with others.

III. Responsible Information Use and Social Responsibility

5   Set high and clear standards for work and develop criteria for self-assessment or use established criteria (rubrics, checklists).

6   Present conclusions and supporting facts in a variety of formats.

8   Reflect at the end of an inquiry experience about what ideas would still be interesting to pursue.

9   Assess their own work and establish revision strategies for themselves.

10   Identify their own strengths, access their own inquiry processes and products and set goals for improvement.

15   Seek ideas and opinions from others.

16   Respect and help groups find and incorporate diverse ideas.

17   Seek consensus from a group, when appropriate, to achieve a stronger product.

18   Help to organize and integrate contributions of all group members into products.

20   Share information and creative products with others, using diverse formats.

24   Use technology tools to collaborate, publish and interact with peers, experts and other real-world audiences.

26   Practice responsible and ethical use of information resources, both in their own library and in other institutions.

30   Use details and language that shows authority and knowledge of topic.

34   Use the most appropriate format, tone and language to communicate ideas and the points of view clearly to different audiences.

Grade 10 (continued)

III. Responsible Information Use and Social Responsibility (continued)

35	Use an organizational structure that effectively connects ideas and creates the desired intent.
42	Prepare and deliver a "professional" presentation to audiences using technology as medium of presentation.
46	Explain how the topic or question relates to issues in the real world.
47	Seek information from different sources to get balanced points of view.
49	Legally obtain, store and disseminate text, data, images and sounds.
52	Follow school and district policies regarding Acceptable Use of Technology.
53	Develop understanding of digital citizenship.
54	Utilize technology productivity tools to responsibly and safely share information and ideas, collaborate with others and to design products.
55	Participate responsibly and safely in electronic environments using appropriate tools to collaborate, as well as to share ideas and knowledge.

IV. Information & Technology Systems

10	Identify main, supporting and conflicting information using multiple sources to support interpretation or point of view.
11	Make and explain inferences about main ideas.
12	Critically examine and analyze relevant information from a variety of sources to discover relationships and patterns among ideas.
13	If discrepancy in points of view is discovered, continue research until the discrepancy is resolved.
22	Organize information independently, deciding the structure based on the relationship among ideas and general patterns discovered.
32	Draw clear and appropriate conclusions supported by evidence and examples.
33	Combine ideas and information to develop and demonstrate new understanding.
34	Apply strategies for making personal and real world connections with information.
44	Use web-based and other technology tools to show connections and patterns in the ideas and information collected.
45	Identify and apply common utilities (for example, spellchecker and thesaurus for word processing; formulas and charts in spreadsheets; and pictures, movies, sounds and charts in presentation tools) to enhance communication to an audience, promote productivity and support creativity.
46	Use locally available and web-based interactive presentation and production tools to enhance creativity in effectively organizing and communicating information.
51	Work with others to select, organize and integrate information and ideas from a variety of sources and formats.
53	Use online environments or other collaborative tools to facilitate design and development of materials, models, publications and presentations.

Grade 10 (continued)

IV.   **Information & Technology Systems** (continued)

59   Select the presentation/product to effectively communicate and support a purpose, argument, point of view or interpretation.

60   Edit for grammar, language conventions and style.

61   Revise work based on ongoing self-assessment and feedback from teachers and peers.

69   Create and present original products to reflect personal interpretations and information and constructions of new knowledge using multiple formats.

70   Select and use various types of multimedia applications to create products and presentations appropriate for audience and purpose.

Information & Technology Literacy Curriculum
Grade Level Expectations

<u>Grade 11</u>

I.   Expanding Literacy

5   Read, listen to and view information in a variety of formats to explore new ideas, form opinions and solve problems.

7   Independently locate and select information for personal, hobby or vocational interests.

8   Independently read, view and listen for personal enjoyment.

11 Explore and read a variety of genres in multiple formats.

13 Select resources for academic, personal and real-world purposes.

15 Select resources on assigned topics and topics of interest at an appropriate reading level.

16 Compare new ideas to previous knowledge and make changes to initial understandings.

17 For personal growth and learning, take advantage of opportunities available within the community, including classes, lectures, author presentations, museums, public library programming and arts performances.

24 Recognize and evaluate the author's point of view and how it affects the text; consider and evaluate alternative perspectives and bias.

25 Recognize how their own points of view influence perspectives on text.

29 Read to support and challenge their own points of view.

30 Express new ideas gained through information presented in various formats.

37 Check ideas for accuracy by analyzing the authority of the source and validating the information through multiple resources.

40 Utilize note-taking systems to record and organize information, and incorporate personal reflections.

41 Categorize new ideas with keywords and tagging.

44 Use advanced strategies (Boolean searches) to locate information on various topics.

45 Use technology tools and resources to collect, organize and evaluate information.

II.   Information Needs Processing & Strategies

5   Independently and systematically use an inquiry-based process to deepen content knowledge, connect academic learning with the real world, pursue personal interests, and investigate opportunities for personal growth.

12 Explore general information sources to increase familiarity with the topic or question.

13 Review the initial information need to develop, clarify, revise or refine the question.

14 Compare new background information with prior knowledge to determine direction and focus of new learning.

Grade 11 (continued)

II. **Information Needs Processing & Strategies** (continued)

19	Develop and refine the topic, problem or question independently to arrive at a worthy and manageable topic.
21	Formulate questions to collect the needed information to validate or contest a thesis statement.
22	Recognize that the purpose of the inquiry determines the type of questions and the type of thinking required (for example, an historical purpose may require taking a position and defending it.)
23	Explore problems or questions for which there are multiple answers or no "best" answer.
24	Review the initial information need to clarify, revise, or refine the questions.
33	Recognize that knowledge can be organized into disciplines that influence the way information is presented and use this understanding to effectively access information.
34	Evaluate information from a variety of social or cultural contexts, based on currency, accuracy, authority and point of view.
41	Take notes using one or more note-taking strategies, including reflecting on the information (for example, graphic organizers, two-column notes).
42	Categorize information; add new categories as necessary.
43	Restate concepts in their own words and select appropriate data accurately.
44	Integrate new information gathered from various formats with previous information or knowledge.
45	Analyze initial synthesis of findings and construct new hypotheses or generalizations if warranted.
46	Challenge ideas represented and make notes of questions to pursue in additional sources.
52	Identify the presence of bias and explain the effect on the information presented.
53	Analyze information for prejudice, deception or manipulation.
54	Analyze the structure and logic of supporting arguments or methods.
55	Compensate for the effect of point of view and bias by seeking alternative perspectives.
64	Use a range of electronic resources efficiently, effectively and safely by applying a variety of search and evaluation strategies.
65	Use online collaborative tools to demonstrate and share learning.
66	Create their own electronic learning spaces by collecting and organizing links to information resources, working collaboratively and sharing new ideas and understandings with others.

III. **Responsible Information Use and Social Responsibility**

5	Set high and clear standards for work and develop criteria for self-assessment or use established criteria (rubrics, checklists).
6	Present conclusions and supporting facts in a variety of formats.
8	Reflect at the end of an inquiry experience about what ideas would still be interesting to pursue.
9	Assess their own work and establish revision strategies for themselves.
10	Identify their own strengths, access their own inquiry processes and products and set goals for improvement.

Grade 11 (continued)

III. **Responsible Information Use and Social Responsibility** (continued)

17   Seek consensus from a group, when appropriate, to achieve a stronger product.

18   Help to organize and integrate contributions of all group members into products.

19   Offer and defend information brought to group.

20   Share information and creative products with others, using diverse formats.

24   Use technology tools to collaborate, publish and interact with peers, experts and other real-world audiences.

26   Practice responsible and ethical use of information resources, both in their own library and in other institutions.

30   Use details and language that shows authority and knowledge of topic.

36   Employ organizational and presentation structures (for example, narrative essays, poems, debates) using various formats to achieve purpose and clarify meaning

37   Deliver a presentation to support a position on a specific topic and respond to questions from the audience

42   Prepare and deliver a "professional" presentation to audiences using technology as medium of presentation

46   Explain how the topic or question relates to issues in the real world

50   Analyze the consequences and costs of unethical use of information and communication technology (for example, hacking, spamming, consumer fraud, virus setting, intrusion); identify ways of addressing those risks.

52   Follow school and district policies regarding Acceptable Use of Technology.

53   Develop understanding of digital citizenship.

54   Utilize technology productivity tools to responsibly and safely share information and ideas, collaborate with others and to design products.

55   Participate responsibly and safely in electronic environments using appropriate tools to collaborate, as well as to share ideas and knowledge.

IV. **Information & Technology Systems**

14   Build a conceptual framework by synthesizing ideas gathered from multiple texts.

15   Resolve conflicting evidence or clarify reasons for differing interpretations of information and ideas.

22   Organize information independently, deciding the structure based on the relationship among ideas and general patterns discovered.

35   Combine information and inferences to draw conclusions and create meaning.

36   Develop their own points of view and support with evidence.

37   Present different perspectives with evidence for each.

38   Apply new knowledge to real-world issues and problems.

Grade 11 (continued)

IV. Information & Technology Systems (continued)

45	Identify and apply common utilities (for example, spellchecker and thesaurus for word processing; formulas and charts in spreadsheets; and pictures, movies, sounds and charts in presentation tools) to enhance communication to an audience, promote productivity and support creativity.
46	Use locally available and web-based interactive presentation and production tools to enhance creativity in effectively organizing and communicating information.
53	Use online environments or other collaborative tools to facilitate design and development of materials, models, publications and presentations.
54	Work with others to solve problems and make decisions on issues, topics and themes being investigated.
59	Select the presentation/product to effectively communicate and support a purpose, argument, point of view or interpretation.
60	Edit for grammar, language conventions and style.
62	Use the most appropriate format to clearly communicate ideas to targeted audiences.
63	Assess how tone and choice of language impact content in a range of media.
64	Analyze how composition and placement of visual images influence the message.
65	Apply various technological skills to create performance and products.
66	Employ various strategies for revising and reviewing their own work.
69	Create and present original products to reflect personal interpretations and information and constructions of new knowledge using multiple formats.
70	Select and use various types of multimedia applications to create products and presentations appropriate for audience and purpose.

Information & Technology Literacy Curriculum
Grade Level Expectations

Grade 12

I. Expanding Literacy

5. Read, listen to and view information in a variety of formats to explore new ideas, form opinions and solve problems.
7. Independently locate and select information for personal, hobby or vocational interests.
8. Independently read, view and listen for personal enjoyment.
11. Explore and read a variety of genres in multiple formats.
13. Select resources for academic, personal and real-world purposes.
15. Select resources on assigned topics and topics of interest at an appropriate reading level.
16. Compare new ideas to previous knowledge and make changes to initial understandings.
17. For personal growth and learning, take advantage of opportunities available within the community, including classes, lectures, author presentations, museums, public library programming and arts performances.
24. Recognize and evaluate the author's point of view and how it affects the text; consider and evaluate alternative perspectives and bias.
25. Recognize how their own points of view influence perspectives on text.
29. Read to support and challenge their own points of view.
30. Express new ideas gained through information presented in various formats.
37. Check ideas for accuracy by analyzing the authority of the source and validating the information through multiple resources.
40. Utilize note-taking systems to record and organize information, and incorporate personal reflections.
41. Categorize new ideas with keywords and tagging.
44. Use advanced strategies (Boolean searches) to locate information on various topics.
45. Use technology tools and resources to collect, organize and evaluate information.

II. Information Needs Processing & Strategies

5. Independently and systematically use an inquiry-based process to deepen content knowledge, connect academic learning with the real world, pursue personal interests, and investigate opportunities for personal growth.
12. Explore general information sources to increase familiarity with the topic or question.
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Grade 12 (continued)

II.   Information Needs Processing & Strategies (continued)

21   Formulate questions to collect the needed information to validate or contest a thesis statement.

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Grade 12 (continued)

III. Responsible Information Use and Social Responsibility (continued)

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Grade 12 (continued)

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Instructional

Support

Assessment

Appendix