

**Information and Technology Literacy Across the Curriculum**  
**Grades 6-8**

## **Content Standard 1 - Definition and Identification of Information Needs**

### **What do students need to know prior to using information and technology resources?**

Define information needs and identify effective courses of action to conduct research and solve problems

#### Develop Interpretations

- Clearly restate the scope and criteria for a given task, independently
- Identify and discuss existing knowledge concerning a given task, without prompting
- Determine an appropriate course of action for addressing the essential question, with minimal assistance

#### Making connections

- Frame an essential question using given information, and pose additional questions related to completion of the task
- Identify, locate, and use an array of print, non-print, and electronic resources available through the library media center, independently
- Identify, locate and use possible resources outside the school setting, with assistance

## **Content Standard 2 - Information Strategies**

### **What are the learning skills and strategies that students need to successfully find information?**

Understand and demonstrate a command of information skills and strategies to locate and effectively use print, non-print and/or digital resources to solve problems and conduct research

#### Initial Understanding

- Use additional features of online catalog records and demonstrate the ability to locate information from all areas of the media center such as fiction, nonfiction and reference
- Demonstrate the ability to identify and use a variety of features to locate information using an Internet search engine or directory
- Demonstrate ability to take notes, print out or record selected information from a wide range of information sources
- Use additional organizing features of print and non-print (e.g. menus, bibliographies and hyperlinks) to locate and use information
- Demonstrate the ability to navigate through a variety of software menus to access information for research, publication and communication
- Identify keywords for searching information sources, with minimal assistance

### Making connections

- Search, find, sort and evaluate database information from computers, CD-ROM, and on-line resources and know how to apply advanced search strategies to different search engines
- Select and use appropriate resources and/or equipment to accomplish a given task

## **Content Standard 3 - Information Processing**

### **How do students evaluate and use information resources?**

Apply evaluative criteria to the selection, interpretation, analysis, reorganization and synthesis of information from a variety of sources and formats

#### Developing Interpretations

- Apply evaluative criteria to discern stereotypes, biases and propaganda techniques in print, non-print and electronic resources
- Use a variety of technology tools to organize and manipulate data to solve problems

#### Making Connections

- Develop and apply complex criteria for aligning resources with a specific need and presentation
- Organize, analyze and synthesize information to draw meaningful conclusions and determine an appropriate format for presentation, with minimal assistance

## **Content Standard 4 - Application**

### **How do students use information and technology to express and communicate ideas?**

Use appropriate information and technology to create written, visual, oral and multimedia products to communicate ideas, information or conclusions to others

#### Initial Understanding

- Understand strengths and weaknesses of various media formats as communication vehicles

#### Making Connections

- Create databases, spreadsheets and a variety of multimedia products to organize, analyze and interpret information

#### Critical Stance

- Determine the most appropriate technology and format to present information gathered from a variety of print and non-print resources
- Create and deliver a presentation that communicates information and new knowledge appropriate for the audience and purpose

## **Content Standard 5 - Technology Use**

### **What type of technological tools will students use?**

Operate and use computers and other technologies as tools for productivity, problem-solving and learning across the content areas

#### Initial Understanding

- Operate school hardware and demonstrate the ability to use the school network to access and utilize school software, independently
- Demonstrate the ability to independently use personal productivity software and multimedia to create products in a wide range of formats (newsletters, budgets, brochures, imported graphics, web pages, digital movies, etc.)

#### Developing an interpretation

- Understand that technology tools are constantly changing and describe their potential for use
- Describe basic criteria used to evaluate and compare different types of computers, peripherals (e.g. printers, scanners) and other technology tools

#### Making connections

- Identify ways computers and other technologies are affecting the way we live, work and learn
- Demonstrate the use of technological resources to help plan, coordinate and complete group projects
- Identify hardware and software problems that accompany everyday use and seek assistance
- Use content-specific technology tools and software

#### Critical Stance -

- Determine the most appropriate technology(s) and format(s) to present information
- Create and deliver a presentation that communicates information and new knowledge appropriate to the audience and purpose

## **Content Standard 6 - Responsible Use**

### **What are student responsibilities regarding the use of information and technology?**

Demonstrate the responsible, legal and ethical use of information resources, computers and other technologies

#### Initial Understanding

- Demonstrate responsible and ethical use and care of print and non-print information resources, computers, other technologies and networks
- Recognize copyright as protection for the copyright holder

#### Making Connections

- Routinely paraphrase not plagiarize material
- Apply established citation standards for giving credit for information or ideas used
- Differentiate among various types of ownership and protection of intellectual property (e.g. copyright, patents) and observe “fair use” guidelines as they apply to each
- Adhere to the District’s Acceptable Use and Copyright Policies and understand the relationship to local, state and national legislation

#### Critical Stance

- Debate the copyright issues inherent in the protection of intellectual property (e.g. copyright, trademarks, fair use, etc.)

## **Content Standard 7 - Assessment**

### **How do students evaluate the process and the final product?**

Assess the effectiveness and efficiency of their own choices and uses of information/technology for problem-solving and communication

#### Making Connections

- Assess whether the process and information gathered was relevant, complete and accurate in response to the assigned need
- Assess whether their products meet established standards for process, product and presentation

#### Critical stance

- Defend how well the product answers the essential question

## **Content Standard 8-Literature**

### **How do students develop reading habits that foster personal enrichment and continuous growth?**

Assess the effects of personal reading choices on life long learning

#### Developing an Interpretation

- Define and use a variety of evaluative criteria when selecting materials, (e.g. interest, readability and relevance)
- Choose various genres for pleasure reading and listening

#### Making Connections

- Recognize how literature offers a wide variety of life experiences and perspectives
- Recognize that personal reading choices lead to intellectual and aesthetic growth

#### Critical Stance

- Reflect upon the role of personal choice in the development of life-long reading/learning habits

## **Content Standard 9 - Media Literacy**

### **How do students develop a deeper awareness of media literacy?**

Develop skills necessary to identify and critique media messages as they relate to informed decision making

#### Initial Understanding

- Use basic terms and concepts of media
- Recognize the purposeful and careful construction of media productions

#### Developing Interpretations

- Discuss citizens' rights and responsibilities with respect to media

#### Making connections

- Demonstrate how cultural heritage and experiences influence interpretation of media
- Explain how media can represent either accurate versions or fictional versions of the same event
- Explain how advertising can influence and impact life decisions

#### Critical Stance

- Analyze, question and think critically about the content, intent and effect of media messages on the audience
- Evaluate elements of media to facilitate selection for personal and educational use