

Information Literacy And Technology

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

Initial Understanding

- Use basic operational features of a computer and other available technology
- Use basic features of software (entering information, editing, and saving)
- Use established procedures to obtain assistance with hardware or software problems

Developing an Interpretation

- Create word processing documents, drawing and paint documents, slide shows, and simple graphs using age-appropriate software
- Understand and expect that technology tools are constantly changing
- Distinguish between different technologies and their uses

Making Connections

- Describe ways computers are used to help people, work, learn, and play
- Work collaboratively and cooperatively with peers and others when using computers
- Use content-specific software
- Begin to use proper keyboarding techniques

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

Initial Understanding

- Understand concept of keywords for searching for information

Developing an Interpretation

- Identify existing knowledge and list areas where more information is needed (with assistance)
- Develop an awareness of print, non-print, and / or electronic resources available through library media center

Making Connections

- Restate the scope and criteria of a task (such as timeline, length, audience and presentation mode) with prompting

- Describe a course of action for addressing an essential question (with assistance)

Critical Stance

- Frame an essential question that is related to a topic of interest or a given assignment (with assistance)

- **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

- Understand that information is stored and accessed in different ways - print, non-print and / or electronic resources (atlases, encyclopedias, dictionaries)
- Understand that keywords are used in searches
- Use Internet resources to locate information, with supervision

Developing Interpretation

- Use basic print, non-print, and electronic reference sources (atlases, encyclopedias, dictionaries) to locate information (with assistance)
- Take notes in own words from a single source of information (with assistance)

Making Connections

- Apply principles of organized information systems to learning endeavors
 - Alphabetize by first and second letter to find information in resources
 - Understand the purpose of online catalog to locate materials
 - Understand that information in the media center is organized in a standard way
 - Use organizing features of print, non-print and electronic materials (parts of a book and simple menus) to locate and use information
 - Navigate appropriate Internet web sites (with assistance)
- Interpret simple charts, graphs and tables in information sources

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

Initial Understanding

Identify appropriate sources of information for a specific purpose

Developing Interpretation

Use technology to organize information

Demonstrate attentive and purposeful listening and viewing skills

Making Connections

Develop criteria to judge the relevance and completeness of information

Organize information into related categories (with assistance)

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

Initial Understanding

Develop awareness of the use of multimedia tools for communication

Making Connections

Construct slide shows and multimedia presentations to communicate ideas and present conclusions

Critical Stance

Create and share clear and meaningful presentations that communicate information and new knowledge appropriate for a specific audience

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

Making Connections

Describe a process for searching for information (with assistance)

Critical Stance

Assess the retrieved information for relevancy and completeness (with assistance)

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

Initial Understanding

Understand that the right to copy original works is owned by the author or artist

Developing an Interpretation

Practice responsible use of print and non-print materials, computers and other technologies and networks

Making Connections

Give citation credit to original sources when using information

- **Develop life-long reading habits to foster personal enrichment and continuous learning**

Initial Understanding

Locate and access various genres of literature in the media center

Developing an Interpretation

Choose various genres for pleasure reading and/or listening

Choose a variety of reading material for information

Making Connections

Explain the role that reading plays as a valid activity outside of school

Analyze personal reading habits for the purpose of expanding reading choices

Critical Stance

Evaluate and choose reading materials based on interest, readability, and relevance

- **Develop a deeper awareness of media literacy as a life skill that is integral to modern citizenship and informed decision-making**

Initial Understanding

Recognize that information comes to us from a variety of media sources - print, television, radio, Internet

Developing an Interpretation

Understand the difference between reality and fantasy in the media

Making Connections

Understand that the purpose of advertising is to sell a product

Critical Stance

Question the credibility of information read, heard or seen