

## **Information Literacy And Technology**

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

### Initial Understanding

- Use basic operational features of available technology (digital cameras, scanners, etc.)
- Operate school computers and demonstrate ability to use the system's software and special features
- Use established procedures to obtain assistance with hardware and software problems

### Developing an Interpretation

- Create word processing documents, drawing and paint documents, graphs, web pages and multimedia presentations, using age appropriate software
- Work in more than one program or window at the same time
- Understand and expect that technology tools are constantly changing
- Distinguish between different technologies and their uses

### Making Connections

- Describe ways the computer is used to help people work, learn and play
- Work collaboratively and cooperatively with peers and others when using computers
- Use content-specific technology tools and software
- Develop standard keyboarding skills

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

### Initial Understanding

- Identify keywords for searching for information (with assistance)

### Developing an Interpretation

- Identify existing knowledge and, independently, list areas where more information is needed.
- Identify appropriate print, non-print, and / or electronic resources available through library media center, and understand the advantages and disadvantages of each (with assistance)

### Making Connections

- Clearly restate the scope and criteria of a task (such as timeline, length, audience and presentation mode) with minimal prompting
- Describe a course of action for addressing an essential question and completing the task

### 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

- Select appropriate print, non-print and / or electronic resources, (atlases, almanacs, encyclopedias, dictionaries, newspapers, telephone directories, etc.) understanding that information is stored and accessed in different ways
- Perform simple keyword searches
- Use Internet resources to locate information, with supervision

### Developing Interpretation

- Use basic print, non-print, and electronic reference sources (atlases, almanacs, encyclopedias, dictionaries, newspapers, telephone directories, etc.) to locate information
- Take print and/or electronic notes in own words from several sources of information

### Making Connections

- Apply principles of organized information systems to learning endeavors
  - Alphabetize by word to find information in resources
  - Use the online catalog to locate materials by author, title, or subject
  - Locate information from various areas of the media center, including use of the Dewey Decimal System

- Use organizing features of print, non-print and electronic materials (parts of a book, bibliographies, simple menus and hyperlinks) to locate and use information
- Use an Internet search engine from a selected list to locate information
- Navigate Internet web sites

Interpret 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

Determine appropriate sources of information for a specific purpose

Developing Interpretation

Use technology to organize and reorganize information

Making Connections

Develop and apply criteria to judge the relevance, credibility, currency and completeness of information, including Internet resources

Organize information into related categories

Critical Stance

Use critical evaluation skills in listening and viewing

- **Use appropriate technologies 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 in creating a presentation

Making Connections

Construct slide shows, multimedia presentations, web pages, spreadsheets, databases to communicate ideas or data and present conclusions

Create and use digital images in presentations

Critical Stance

Determine the most appropriate technology and format to present information and new knowledge

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**

Critical Stance

Evaluate their process for searching (with assistance)

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

Use a rubric to assess whether the product meets conventional standards and expresses ideas clearly (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 or transmitting information to others

Critical Stance

Demonstrate positive social and ethical behaviors by observing the legal and ethical limitations for using or copying print, non-print or electronic information sources

- **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 using the electronic card catalog

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  
Recognize that the message from a media source may have a purpose that is unstated and or biased

Developing an Interpretation

Describe how an individual's understanding and interpretation of media differs based on his/her emotions, experiences, biases, social and cultural attitudes and back round

Making Connections

Identify messages from media sources and analyze for purpose/ bias

Critical Stance

Analyze and evaluate information read, heard or seen for relevance and credibility