

Grades 5, 6, 7, 8

Adopted 2006

Definition and Identification of Information Needs

Students will define their information needs and identify effective courses of action to conduct research and solve problems.

- Clearly restate the scope and criteria for a given task, independently
- Identify and discuss existing knowledge concerning a given task, without prompting
- 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 and non-print resources available through the library media center independently, and with assistance, access resources outside the school
- Determine an appropriate course of action for addressing the essential question, with minimal assistance

Information Strategies

Students will understand and demonstrate information skills and strategies to locate and effectively use print and non-print resources to solve problems and conduct research.

- Use additional features of online catalog records and demonstrate the ability to locate information from all areas of the library media center, such as fiction, nonfiction and reference
 - Demonstrate the ability to navigate through a variety of software menus to access information for research, publication and communication
 - Describe the variety of ways indexes and tables are used as organizers for information systems
 - Use additional organizing features of print and non-print (e.g., menus, bibliographies and hyperlinks) to locate and use information
 - Search, find, sort and evaluate database information from computers, CD-ROM and online resources and know how to apply specific features of different search engines
 - Select and use appropriate resources and/or equipment to accomplish a given task
 - Demonstrate ability to take notes, print out or record selected information from a wide range of sources of information
 - Demonstrate the ability to identify and use a variety of features to locate information using an Internet search engine or directory
 - Identify key words for searching information sources, with minimal assistance
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Information Processing

Students will apply information from a variety of sources and formats using evaluative criteria to interpret, analyze, organize and synthesize both print and non-print material

Develop and apply more complex criteria for aligning resources with a specific need and presentation

Apply evaluative criteria to discern stereotypes, biases and propaganda techniques in print and non-print resources

Organize, analyze and synthesize information to draw meaningful conclusions and determine an appropriate format for presentation, with minimal assistance

Application

Students will use appropriate information and technology to create written, visual, oral and multimedia products to communicate ideas, information or conclusions to others.

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

Use appropriate technology(s) and format(s) to clearly present information gathered from a variety of print and non-print resources

Technology Use

Students will operate and use computers and other technologies as tools for productivity, problem solving and learning across the content areas.

Operate school hardware and demonstrate the ability to use the school network to access and utilize school software, independently

Use content-specific technology tools and software

Demonstrate proficiency in keyboarding

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.)

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

Understand that technology tools are constantly changing and describe their potential for use

Identify ways computers and other technologies are affecting the way we live, work and learn

Describe basic criteria used to evaluate and compare different types of computers, peripherals (e.g. printer, scanner) and other technology tools

Responsible Use

Students will demonstrate the responsible, legal and ethical use of information resources, computers and other technologies.

Demonstrate responsible and ethical use and care of print and non-print information resources, computers, other technologies and networks

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

Assessment

Students will assess the effectiveness of their information and technology choices for problem-solving and communication.

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