

Eau Claire Area School District Curriculum Map—FORM A

Course : Information Technology Literacy Standards, 6-8

Date: September 8, 2005

Content Standards Strand (Letter):					
B. INFORMATION AND INQUIRY					
Content Standard					
Students in Wisconsin will access, evaluate, and apply information efficiently and effectively from a variety of sources in print, nonprint, and electronic formats to meet personal and academic needs.					
Rationale:					
Today's students face a present and future in which they will encounter unprecedented access to ever increasing amounts of information. Students must be prepared to evaluate critically each item of information in order to select and use information effectively in learning and decision-making for personal growth and empowerment. This critical evaluation requires that students have frequent opportunities to learn how knowledge is organized, how to find information, and how to use information in such a way that others can learn from them. Mastery of information and inquiry skills will prepare students to participate in a rapidly changing, information-based environment.					
	Performance Standards	2002	2006-2007	Learning Target or Content Area Standard	Assessment Type(s)
ITLS B.8.1	Define the need for information				
	identify the information problem or question to be resolved		Reading 7		
	relate what is already known to the information need		Reading 7		
	formulate general and specific research questions using a variety of questioning skills		Reading 7		
	revise and narrow the information questions to focus on the information need		Reading 7		
ITLS B.8.2	Develop information-seeking strategies				
	identify relevant sources of information including print, nonprint, electronic, human, and community resources	Communications 8		Find relevant sources of information including print, nonprint, electronic, human, and community resources related to the question researched.	O PA

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	evaluate possible sources of information based on criteria of timeliness, genre, point of view, bias, and authority	Communications 8		Select most relevant sources based on copyright date, author, source (electronic and print), and point of view.	O PA
	select multiple sources that reflect differing or supporting points of view	Communications 8		Find multiple sources that reflect differing or supporting points of view.	O PA
	identify and select keywords and phrases for each source, recognizing that different sources use different terminology for similar concepts	English 6		Identify keywords, synonyms or phrases to search for the answer to your question.	O PA CR
	organize ideas, concepts, and phrases using webbing, outlines, trees, or other visual or graphic tools (Inspiration or other print tools)	English 8		Use webbing, outlines, trees, or other visual or graphic tools to organize ideas, concepts, and phrases.	O PA
	focus search strategies on matching information needs with available resources	Reading 7		Identify best sources to answer their question(s).	O SR CR PA
ITLS B.8.3	Locate and access information sources				
	identify the classification system used in the school library media center, public library, and other local libraries	English 6		Identify the classification system in a school library/media center, public library, and electronic libraries.	O PA SR
	locate materials using the classification systems of the school library media center and the public library	English 6		Locate information by the Dewey Decimal System and/or Library of Congress System.	O PA SR
	use an on-line catalog and other databases of print and electronic resources	English 6		Use an online catalog and other online resources to locate information for your search.	O PA
	recognize differences in searching bibliographic records, abstracts, or full text databases	English 6		Distinguish between types of online catalogs and databases.	O PA
	search for information by subject, author, title, and keyword	English 6		Search for information by subject, author, title, and keyword.	O PA CR
	use Boolean operators with human or programmed guidance to narrow or broaden searches	English 6		Use advanced search strategies to narrow or broaden searches.	O PA CR
	use biographical dictionaries, thesauri, and other common reference tools in both print and electronic formats	Reading 7		Find information using biographical dictionaries and other common reference tools in both print and electronic formats.	O PA CR
	use a search engine to locate appropriate Internet or Intranet resources	Reading 7		Use a search engine to locate Internet resources for your search.	O PA

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ITLS B.8.4	Evaluate and select information from a variety of print, nonprint, and electronic formats				
	examine selected resources for pertinent information using previewing techniques to scan for major concepts and keywords	Reading 6		Apply previewing techniques to pertinent information to scan for concepts and keywords.	O PA
	differentiate between primary and secondary sources		Social Studies 8	<i>Social Studies B.8.1</i> Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews and other primary source materials, and evaluate the credibility of sources used.	
	distinguish between fact and opinion; recognize point of view or bias		Social Studies 8		
	determine if information is timely, valid, accurate, comprehensive, and relevant (images)		Social Studies 8		
	analyze and evaluate information presented in charts, graphs, and tables	Math		Grade 6 – Data about us Grade 7 – Variables, Patterns Grade 8 – MSA, TWMM, GGG	Not a stretch
	locate indicators of authority for all sources of information	Reading 7		Differentiate indicators of authority for all print, electronic, and primary sources of information.	O PA
	select resources in formats appropriate to content and information need and compatible with their own learning style	Reading 7			
ITLS B.8.5	Record and organize information				
	use notetaking strategies including summarizing and paraphrasing	Reading 7		Apply notetaking strategies to record information through the use of summarizing and paraphrasing.	O PA
	record concise notes in a prescribed manner, including bibliographic information	English 6		Record concise notes in a specific format, including bibliographic information	O PA
	cite the source of specific quotations or visuals using footnotes, endnotes, or internal citation formats	English 8		Cite the source of specific quotations.	O PA
	organize and compare information using graphic organizers, storyboarding, and other relational techniques	Reading 6		Use a variety of graphic organizers such as storyboards, and mapping to organize and compare information.	O PA
	organize information in a systematic manner appropriate to question, audience, and intended format of presentation	Communications 8		Organize information in a systematic manner appropriate to question, audience, and intended format of presentation	O PA
	record sources of information in a standardized bibliographic format	Reading 7		Record sources of information in a standardized bibliographic format	O PA

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ITLS B.8.6	Interpret and use information to solve the problem or answer the question				
	compare and integrate new information with prior knowledge	FCE 7 <u>What is the Recipe</u>		Identify what student already knows, apply prior knowledge, and determine appropriate procedures to complete the product.	O CR PA
	analyze information for relevance to the question	FCE 7 <u>Practical Reasoning Unit</u>		Apply the practical reasoning process to make decisions or solve problems.	CR
	analyze findings to determine need for additional information	FCE 7 <u>Nutrition Unit</u>		Apply prior knowledge of nutrition, interpret the food guide pyramid, and identify current lifestyle choice	O PA CR
	gather and synthesize additional information as needed	FCE 7 <u>Nutrition/ Consumerism</u>		Use prior knowledge and information to produce a commercial for a new food product.	PA
draw conclusions to address the problem or question	FCE 7		Analyze information to solve problems.	O PA CR	
ITLS B.8.7	Communicate the results of research and inquiry in an appropriate format				
	determine the audience and purpose for the product or presentation	Tech Ed 7		Determine the target audience and purpose for their webpage, video, or PowerPoint presentation and explain why	CR
	identify possible communication or production formats	Tech Ed 7		identify possible communication or production formats to use for their multimedia presentation and possible advantages/disadvantages of each	CR
	select a presentation format appropriate to the topic, audience, purpose, content, and technology available	Tech Ed 7		select a format appropriate to the topic, audience, purpose, content, and technology available for their multimedia presentation	CR
develop an original product or presentation which addresses the information problem or question	Tech Ed 7		Design and produce a multimedia presentation (e.g. webpage, video, or PowerPoint) that integrates text, graphics/video, and sound and address a problem or answers a question	PA	

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ITLS B.8.8	Evaluate the information product and process				
	identify the criteria to be used in judging both the product (or presentation) and the process	Tech Ed 7		Assist in the development of a class rubric for quality multimedia presentations (e.g. webpage, video, or PowerPoint) Assist in the development of "Checkpoints" or "Benchmarks" along the way to ensure an effective process is followed to develop their multimedia presentation	O CR
	determine how well research conclusions and product meet the original information need or question based on the identified criteria	Tech Ed 7		Reflect on how well the research they found addresses their problem or answer their question (checkpoint)	CR O
	assess the process based on identified criteria	Tech Ed 7		Assess whether they have met "Checkpoints" or "Benchmarks" established by the class	CR SR
	summarize ways in which the process and product can be improved	Tech Ed 7		Include comments recommending ways they (or their peers) can improve future presentations or the process involved in getting there.	CR

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