

Eau Claire Area School District Curriculum Map—FORM A

Course : Information Technology Literacy Standards, 9-12

Date: September 30, 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	Course Phase I	Course Phase II	Learning Targets	Assessment Type(s)
ITLS	B.12.1 Define the need for information				
LA F.12.1	state the information problem or question in clear and concise terms	Life Science			
SCI C.12.1 C.12.2	relate prior knowledge to the problem or question	Life Science			
	develop specific research questions or a thesis statement based on the nature, purpose, and scope of project	Life Science			
	conduct a preliminary search to determine if the research questions or thesis statement is clear and searchable; refine and revise if necessary	English 11 (Research Paper)			

Assessment Types: SR = Selected Response (matching, multiple choice, T/F) PA = Performance Assessment (performance or authentic tasks)
 CR = Constructed Response (short Answer/essay) O = Observation (interactive and non-interactive)

ITLS B.12.2	Develop information-seeking strategies				
LA A.12.3 F.12.1	identify a full range of appropriate and available information from local, national, and global sources	Civics			
SCI C.12.4 C.12.7	determine and apply evaluative criteria to prioritizing potential sources	English 11 (Research Paper)			
SS B.12.1 B.12.2 B.12.5 C.12.8	pursue a variety of resources reflecting differing points of view, cultures, and disciplines	World Studies			
	identify and evaluate keywords, concepts, subject headings, and descriptors for each information source	English 11 (Research Paper)			
	organize ideas, concepts, and issues in a manner appropriate to the subject and purpose	English 11 (Research Paper)			
	develop a plan to obtain needed information using a variety of research and investigative strategies (e.g., interviews, questionnaires, experiments, surveys)	Behavioral Sciences			
ITLS B.12.3	Locate and access information sources				
LA F.12.1	identify the different classification systems used in local school, public and post-secondary libraries, and resource agencies	English 9 (Library Media Orientation)			
SS C.12.8	locate information using the classification system and catalog in use at a variety of libraries and resource agencies	English 9 (Library Media Orientation)			
	use increasingly complex organizational features of print and electronic resources such as cumulative and cross-database indexes	English 10 (BadgerLink, Gale Reference Center)			
	use different search strategies for bibliographic citations, abstracts, and full-text resources in electronic formats	English 11 (Research Paper)			
	construct effective electronic and manual searches using keywords, phrases, Boolean logic, and limiters	English 10 (Research Paper)			
	determine when to use general or specialized print and electronic reference tools	English 11	(Research Paper)		
	compare, evaluate, and select appropriate Internet search engines and directories	English 10			

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ITLS B.12.4	Evaluate and select information from a variety of print, nonprint, and electronic formats				
LA A.12.1 A.12.4 E.12.2 F.12.1	select information clearly related to the problem or question	English 11 (Research Paper)			
	evaluate information for stereotyping, prejudice, and misrepresentation	English 10 (Persuasive)			
SCI C.12.7	distinguish among fact, opinion, point of view, and inference	Civics			
SS B.12.2 B.12.5 E.12.14	determine if sources are authoritative, valid, reliable, accurate, relevant, and comprehensive	English 10 (Persuasive)			
	evaluate graphic images for misleading presentation and manipulated data	Math 9			
	determine authorship for all resources and identify points of agreement and disagreement among sources	English 10 (Persuasive)			
	select information in formats and genre most appropriate to content	English 11 (Research Paper)			
ITLS B.12.5	Record and organize information				
LA F.12.1	use data-gathering strategies that include summarizing, paraphrasing, comparing, and quoting	World Studies			
SCI C.12.4 C.12.6	follow standardized notetaking processes and compile bibliographic information in an approved format	English 11 (Research Paper)			
	credit sources for all quotations, visuals, major ideas, and specific facts or data using accepted citation formats	World Studies			
	analyze and relate information using a variety of relational techniques (e.g., graphic organizers, database reports, spreadsheet charts, graphs)	Math 9, 10			
	organize information in systematic manner for unity, coherence, clarity, and emphasis	English 12 Courses			
	compile a bibliography in a format stipulated by an accepted manual of style	English 11 (Research Paper)			

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ITLS B.12.6	Interpret and use information to solve the problem or answer the question				
LA F.12.1	interpret new information to formulate ideas which address the question or problem using comparison, evaluation, inference, and generalization skills	Life Science			
SCI C.12.1 C.12.6	synthesize new ideas, evidence, and prior knowledge to address the problem or question	Life Science			
	draw conclusions and support them with credible evidence	Life Science			
ITLS B.12.7	Communicate the results of research and inquiry in an appropriate format				
LA C.12.1 E.12.1 E.12.3 E.12.5 F.12.1	determine the audience and purpose for communicating the information		English 12 Courses		
	compare strengths and weaknesses of possible presentation methods and products		English 12 Courses		
	select the most appropriate format for the product or presentation		English 12 Courses		
	develop a product or presentation that utilizes the strengths of the medium and supports the conclusions drawn in the research effort		English 12 Courses		
ITLS B.12.8	Evaluate the information product and process				
LA E.12.5	establish the criteria to be used in judging both the product (or presentation) and the process		English 10		
	assess how well the research conclusions and product satisfy the defined information need	Life Science			
	critique the process and identify steps which need further study, skill development, or practice		English 10		
	evaluate how the research question or problem, search strategy, resources, and interpretation could have been expanded or modified		English 10		

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