

**St. Francis School District
Information Technology Curriculum Matrix
2012-2015**



Information Technology Curriculum

St. Francis School District

Curriculum Committee Review Members:

Mary Garcia-Velez, Michelle Mancl, Laurie Pogorzelski

District Website:

<http://www.stfrancisschools.org>

KEY E= Exposed D= Developing P= Proficient

St. Francis School District Information Technology Curriculum Matrix 2012-2015

Definition

Information and Technology Literacy is the ability of an individual, working independently or with others, to use tools, resources, processes, and systems responsibly to access and evaluate information in any medium, and to use that information to solve problems, communicate clearly, make informed decisions and construct new knowledge.

Background

The St. Francis School District Information and Technology Literacy Curriculum is aligned with *Wisconsin's Model Academic Standards* for Information and Technology Literacy. This curriculum defines the criteria necessary for students to access, evaluate and utilize information and technology in a unified conceptual framework. This framework is based on the four content standards for information and technology literacy developed in the Wisconsin Model.

Integration

The curriculum was designed for all students, PK-12, and is intended to be integrated into all content areas. This curriculum will be used for the purpose of focusing on learning *with*, rather than *about*, information and technology. In today's society, the emphasis of teaching and learning must be placed on learning how to learn so that students are enabled to be life-long learners and responsible, productive consumers of information.

Mastery

The purpose of the Information and Technology Literacy Curriculum framework is to ensure that students will be provided learning opportunities to assist them in teaching mastery in accordance with the Wisconsin Model. The following code will be used in the framework to specify at what grade level material is introduced, reinforced, and mastered:

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Software Applications

The St. Francis School District provides networked software instructional and productivity tools to enable the integration of the Information Literacy Curriculum throughout all discipline areas.

A. Media and Technology Content Standard

Students in the St. Francis School District will select and use media and technology to access, organize, create, and communicate information for solving problems and constructing new knowledge, products and systems.

GRADE LEVELS	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Performance Indicator: <i>Use common media and technology terminology and equipment</i>														
Criteria:														
Communicate using computer terminology (cursor, http, network drive, home page, etc.)	E	E	E	E	D	D	D	D	D	P	P	P	P	P
Demonstrate proper use of audio/visual equipment	E	E	E	D	D	D	D	D	D	P	P	P	P	P

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**St. Francis School District
Information Technology Curriculum Matrix
2012-2015**

Demonstrate proper use of a networked computer system (including saving and retrieving)	E	E	E	E	D	D	D	P	P	P	P	P	P	P	P	P	P	P	P
Demonstrate touch keyboarding skills at an acceptable speed and accuracy levels	E	E	E	E	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
Use content specific tools (probes, sensors, etc.)								E	E	D	D	D	D	D	D	D	D	D	D
Demonstrate the use of digital peripherals (camera, scanner) to include images with varying formats (JPEG, GIF, Bitmap) within a document or presentation				E	E	D	D	D	D	D	D	D	D	D	D	D	D	D	D
Demonstrate use of adding video images to presentation																			
Demonstrate use of basic calculator to solve developmentally appropriate problems				E	E	D	D	D	D	D	D	D	D	D	D	D	D	D	D
Performance Indicator: Identify and use common media formats																			
Criteria:																			
Demonstrate understanding of wide variety of current media formats (video program, periodical, CD-ROM, book, internet, etc.)	E	E	E	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
Demonstrate understanding of common organizational characteristics of print media (title page, index, etc.)	E	E	E	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
Demonstrate the use of various types of computer software and on-line resources (simulation, word processing, encyclopedia, etc.)	E	E	E	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
Demonstrate knowledge of virus detection program																			
Performance Indicator: Use a computer and communication software to access and transmit information																			
Criteria:																			
Produce, edit, spell and grammar check a document using a word processing program				E	E	D	D	D	D	D	D	D	D	D	D	D	D	D	D
Produce a document using a word processing program using various toolbar features (bold, italic, font style and size, etc.)																			
GRADE LEVELS	PK	K	1	2	3	4	5	6	7	8	9	10	11	12					
Demonstrate knowledge of spreadsheet application terms (column, row, cell) and use a spreadsheet to enter and edit data to produce a graph or chart				E	E	D	D	D	D	D	D	D	D	D	D	D	D	D	D
Demonstrate knowledge of database application terms (field, query) and use a database to Enter, edit and create a searchable document to produce a report				E	E	D	D	D	D	D	D	D	D	D	D	D	D	D	D
Demonstrate use of integrated software package by incorporating database and spreadsheet information into a word processed document																			
Use a graphical organizer program to construct an outline or web that organizes ideas or information																			
Use desktop publishing and graphic software to produce a page layout in different formats (tri-fold, newsletter, etc.)																			

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B. Information and Inquiry

Students in the St. Francis School District will access, evaluate, and apply information efficiently and effectively from a variety of sources in print, non-print, and electronic formats to meet personal and academic needs.

GRADE LEVELS	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Performance Indicator: <i>Define the need for information</i>														
Criteria:														
Identify the information needed for the problem or question to be resolved														
Relate prior knowledge to the problem or question				E	D	P	P	P	P	P	P	P	P	P
Revise and narrow the information questions to focus on the information need	E	E	D	D	D	P	P	P	P	P	P	P	P	P
Conduct a preliminary search to determine if the research topic is clear and searchable; revise if needed.					E	E	D	D	D	D	D	D	D	P
Performance Indicator: <i>Develop information seeking strategies</i>														
Criteria:														
Identify possible sources of information (print, non-print, electronic, human)	E	E	E	D	D	D	D	P	P	P	P	P	P	P
Evaluate possible resources based on currency, accuracy and genre					E	E	D	D	D	D	D	D	D	P
Prioritize potential sources					E	E	D	D	D	D	D	D	D	P
Obtain needed information using a variety of research strategies (surveys, interviews, etc.)					E	E	D	D	D	D	D	D	D	P
Focus search strategies on matching information needs with available resources					E	E	D	D	D	D	D	D	D	P
Select multiple sources when appropriate					E	E	D	D	D	D	D	D	D	P
Organize ideas and concepts using webbing, outlines, or other visual or graphic tools		E	E	D	D	P	P	P	P	P	P	P	P	P
Performance Indicator: <i>Locate and access information sources</i>														
Criteria:														
Locate materials using the classification systems of the school or public library				E	D	P	P	P	P	P	P	P	P	P
Use on-line catalog and other databases of print and electronic resources				E	E	D	D	D	D	D	D	D	D	P
Search for information by subject, title, author and keyword				E	D	P	P	P	P	P	P	P	P	P
Use Boolean operators to narrow or broaden searches						E	E	D	D	D	D	D	D	P
Use reference tools in print or electronic formats (encyclopedia, dictionary, almanac, atlas, etc.)														
				E	D	P	P	P	P	P	P	P	P	P

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Information Technology Curriculum Matrix
2012-2015**

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Use the index or table of contents of a book, magazine or reference set to locate specific information														
Recognize differences in searching bibliographic records, abstracts and full text databases	E	D	P	P	P	P	P	P	P	P	P	P	P	P
Use search engines and directories to locate appropriate Intranet or Internet resources (including pre-selected sites on school homepage)														
	E	E	D	D	D	D	D	D	D	D	D	D	D	D
Performance Indicator: <i>Evaluate and select information from a variety of print, non-print, and electronic formats</i>														
Criteria:														
Preview selected resources using table of contents, index, etc. to scan for keywords and concepts relevant to selected topic														
Differentiate between fiction and non-fiction	E	D	D	D	D	D	D	D	D	D	D	D	D	D
Differentiate between primary and secondary sources														
Distinguish between fact and opinion; recognize point of view or bias														
Determine if information is timely, valid, accurate, comprehensive and relevant														
Evaluate graphic images for biased or misleading information														
Analyze and evaluate information presented in charts, graphs and tables														
Locate indicators of authority for all sources of information														
Choose resources appropriate to information needs at developmentally appropriate level	E	E	E	D	D	D	D	D	D	D	D	D	D	D
Performance Indicator: <i>Record and organize information</i>														
Criteria:														
Use note-taking strategies including summarizing and paraphrasing to present information in one's own words														
Record the bibliographic sources of information as notes are taken	E	E	D	D	D	D	D	D	D	D	D	D	D	D
Credit sources for quotations, visuals, etc. using accepted citation formats														
Organize information in a systematic manner for unity, clarity, coherence and emphasis														
Record sources of information in a standardized bibliographic format														
Performance Indicator: <i>Interpret and use information to solve the problem or answer the question</i>														
Criteria:														
Compare and integrate new information with prior knowledge	E	E	D	P	P	P	P	P	P	P	P	P	P	P

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Information Technology Curriculum Matrix
2012-2015**

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Determine if information is relevant to the information question		E	E	D	D	P	P	P	P	P	P	P	P	P
Seek additional information if needed				E	D	P	P	P	P	P	P	P	P	P
Apply the information gathered to solve the information problem or question				E	D	P	P	P	P	P	P	P	P	P
Draw conclusions to address the problem or question and support them with credible evidence							E	D	D	D	D	P	P	P
Performance Indicator: <i>Communicate the results of research and inquiry in an appropriate format</i>														
Criteria:														
Determine the audience and purpose for communicating the information					E	D	D	D	D	D	P	P	P	P
Identify whether the purpose of the product or presentation is to inform, entertain, or persuade														
Identify possible communication or production formats (written, oral, visual)				E	D	P	P	P	P	P	P	P	P	P
Choose a presentation format (speech, paper, web page, video, hypermedia) appropriate to the topic, audience, purpose, content and available technology					E	D	D	P	P	P	P	P	P	P
Develop a product or presentation to communicate the results of the research effectively					E	D	D	P	P	P	P	P	P	P
Performance Indicator: <i>Evaluate the information product and process</i>														
Criteria:														
Establish the criteria to be used in judging both the product (or presentation) or process				E	E	D	P	P	P	P	P	P	P	P
Determine how well the product or presentation meets the original information need based on the criteria														
Assess the process based on identified criteria to determine which steps need further study, skill development, or practice				E	E	D	P	P	P	P	P	P	P	P
Summarize ways in which the process and product can be improved														
								E	D	P	P	P	P	P
								E	D	P	P	P	P	P

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St. Francis School District Information Technology Curriculum Matrix 2012-2015

C. Independent Learning

Students in the St. Francis School District will apply information and technology skills to issues of personal and academic interest by actively and independently seeking information; demonstrating critical and discriminating reading, listening, and viewing habits; and, striving for personal excellence in learning and career pursuits.

GRADE LEVELS	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Performance Indicator: Pursue information related to various dimensions of personal well-being and academic success														
Criteria:														
Identify topics of interest and seek relevant information about them														
Identify information appropriate for decision making and personal interest														
Recognize that accurate information is basic to sound decisions														
Performance Indicator: Appreciate and derive meaning from literature and creative expressions of information														
Criteria:														
Choose and read fiction of various genres and other literature of personal interest														
Recognize that award winning books reflect literary and artistic excellence														
Value the guidance of reviews, evaluations and teachers, etc. in assisting with choices														
Recognize that core lists of classics prepare one for a well-rounded literary background														
Relate literature to personal experiences														
Compare and contrast various forms of literature														
Performance Indicator: Develop competency and selectivity in reading, listening, and viewing														
Criteria:														
Identify fiction and non-fiction and choose materials to meet needs at appropriate developmental levels														
Identify and select materials that reflect diverse perspectives														
Identify, compare and contrast characteristics of common literary forms														
Understand and evaluate how media can be constructed to convey messages and influence perspectives														

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Information Technology Curriculum Matrix
2012-2015**

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Performance Indicator: <i>Demonstrate self-motivation and increased responsibility for their learning</i>														
Criteria:														
Select topics suitable for independent learning		E	E	E	E	D	D	D	D	P	P	P	P	P
Pursue individual interests, academic requirements, and career paths				E	E	D	D	D	D	P	P	P	P	P
Participate in classroom projects to meet individual learning goals	E	E	E	D	D	P	P	P	P	P	P	P	P	P
Evaluate progress of personal contributions to learning opportunities				E	E	D	D	D	D	P	P	P	P	P

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St. Francis School District Information Technology Curriculum Matrix 2012-2015

D. The Learning Community

Students in the St. Francis School District will demonstrate the ability to work collaboratively in teams or groups, use information and technology in a responsible manner, respect intellectual property rights, and recognize the importance of intellectual freedom and access to information in a democratic society.

GRADE LEVELS	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Performance Indicator: <i>Participate productively in workgroups or other collaborative learning environments</i>														
Criteria:														
Demonstrate the understanding that individual effort is important to group success	E	E	E	E	E	D	D	D	D	P	P	P	P	P
Participate in the development and completion of workgroup tasks	E	E	E	E	E	D	D	D	D	P	P	P	P	P
Evaluate completed projects and suggest improvements for the process of completing future tasks				E	E	D	D	D	D	P	P	P	P	P
Performance Indicator: <i>Use information, media and technology in a responsible manner</i>														
Criteria:														
Check out, care for and return library media materials properly	E	D	D	D	P	P	P	P	P	P	P	P	P	P
Demonstrate use of the Internet and other on-line sources consistent with the school's acceptable use policy	E	E	E	E	D	P	P	P	P	P	P	P	P	P
Employ proper etiquette in all forms of communication	E	E	E	D	D	P	P	P	P	P	P	P	P	P
Recognize that altering or destroying property, equipment or work of another constitutes unacceptable behavior	E	E	D	P	P	P	P	P	P	P	P	P	P	P
Differentiate between copying and summarizing				E	D	P	P	P	P	P	P	P	P	P
Performance Indicator: <i>Respect intellectual property rights</i>														
Criteria:														
Recognize that documents they write must be stated in their own words				E	D	P	P	P	P	P	P	P	P	P
Demonstrate a knowledge of copyright and copyright law				E	D	P	P	P	P	P	P	P	P	P
Identify violations of copyright law for which there can be serious consequences				E	D	P	P	P	P	P	P	P	P	P
Demonstrate an understanding that sources must be cited for use of direct quotes, graphics, etc.				E	D	P	P	P	P	P	P	P	P	P

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**St. Francis School District
Information Technology Curriculum Matrix
2012-2015**

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Understand how to correspond with authors, publishers, etc. to obtain permission to use copyrighted materials														
Distinguish among freeware, shareware, and commercial software										E	E	D	D	P
										E	E	D	D	P
Performance Indicator: <i>Recognize the importance of intellectual freedom and access to information in a democratic society</i>														
Criteria:														
Explain the concept of intellectual freedom to a democratic society				E	D	P	P	P	P	P	P	P	P	P
Explain and recognize examples of censorship and its implications within a democratic society and the world						E	D	D	D	P	P	P	P	P
Explain the importance of free, equitable and open access to information to an informed citizenry in a democratic society								E	D	P	P	P	P	P
Acknowledge the right for classmates and others to express opinions that may vary from one's own words														
Compare and contrast freedom of the press and other forms of mass media in varying situations	E	E	E	D	P	P	P	P	P	P	P	P	P	P
Demonstrate knowledge of what it means to be a responsible consumer of information								E	D	P	P	P	P	P

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