

INFORMATION AND TECHNOLOGY LITERATE STUDENTS AT THE END OF GRADE 12

Comment:

ASIJ Student Learning Outcomes	Information and Technology Literate Student Standards	Performance Indicators/Benchmarks (by the end of grade 12)
<i>Effective Communicators</i>	Technology Communication Tools	<ul style="list-style-type: none"> • Routinely select and apply appropriate technologies to communicate with peers and teachers • Use desktop publishing and presentation applications in order to design, develop, and present/publish curriculum related projects • Display and analyze results of data gathering by producing graphs, tables, and spreadsheets • Use computer-based telecommunications to collaborate, publish, and interact with peers, experts and other audiences • Share knowledge and information with others • Collaborate with others to identify information problems and to seek their solutions • Collaborate with others to design, develop and evaluate information products and solutions
<i>Literate Individuals</i>	Basic operations and concepts	<ul style="list-style-type: none"> • Identify and solve routine hardware and software problems that occur during everyday use • Evaluate and select technology appropriate to specific tasks • Be able to work in a Networking environment • Organize and locate files and folders • Know the variety of materials offered by the library <ul style="list-style-type: none"> ○ Know the variety of ways in which information can be carried in both digital and print formats ○ Understand how the Internet differs from print media • Know how the library materials are organized <ul style="list-style-type: none"> ○ Know the different sections of the library ○ Know the Dewey Decimal Classification System ○ Know the difference between fiction and nonfiction • Know how to use the library catalog

<p><i>Critical Thinkers and Problem Solvers</i></p>	<p>Technology Research Tools</p>	<ul style="list-style-type: none"> • Routinely select and apply appropriate technologies to analyze information, solve problems and make decisions • Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems • Routinely select and apply appropriate technologies to research curriculum-related problems, issues and information • Routinely select and apply appropriate technologies to support independent learning and group collaboration • Evaluate the accuracy relevance, appropriateness, comprehensiveness and bias of electronic information sources concerning real-world problems • Refine internet searches through the use of advanced searching techniques • Select and use appropriate online databases (such as EBSCOHost, NewsBank, Grolier Online, etc.) • Choose the appropriate information medium for research • Know how to perform a complete research cycle
		<table border="1"> <tr> <td data-bbox="863 738 1234 1242"> <p>ES Research Cycle</p> <p>1. Defining</p> <ul style="list-style-type: none"> • Knows how to select an appropriate topic within the guidelines provided by the teacher • Knows how to work with keywords, synonyms and the six whys (what, when where, why, which and how) <p>2. Locating</p> <ul style="list-style-type: none"> • Knows how to identify appropriate print and </td> <td data-bbox="1234 738 1581 1242"> <p>MS & HS The Big6™ Skills</p> <p>1. Task Definition</p> <p>1.1 Define the information problem</p> <p>1.2 Identify information needed in order to complete the task (to solve the information problem)</p> <p>2. Information Seeking Strategies</p> <p>2.1 Determine the range of possible sources (brainstorm)</p> <p>2.2 Evaluate the different possible sources to determine</p> </td> </tr> </table>
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<p><i>Critical Thinkers and Problem Solvers</i></p>	<p>Technology Research Tools</p>	<p>online sources of information for research</p> <ul style="list-style-type: none"> • Knows how to develop an understanding of how to conduct a keyword search and access print and online sources related to research questions. <p>3. Selecting</p> <ul style="list-style-type: none"> • Knows how to retrieve information to answer research using books and internet sources. • Knows how to take notes efficiently in one's own words • Knows how to use information according to copyright restrictions • Knows how to give credit for any direct quotes. • Knows how to cite sources used in a research project both off and online following the ASIJ standard. <p>4. Organizing</p> <ul style="list-style-type: none"> • Knows how to group information into topics and subtopics • Knows how to sequence topics logically 	<p>priorities (select the best sources)</p> <p>3. Location and Access</p> <p>3.1 Locate sources (intellectually and physically)</p> <p>3.2 Find information within sources</p> <p>4. Use of Information</p> <p>4.1 Engage (e.g., read, hear, view, touch) the information in a source</p> <p>4.2 Extract relevant information from a source</p> <p>5. Synthesis</p> <p>5.1 Organize information from multiple sources</p> <p>5.2 Present the information</p> <p>6. Evaluation</p> <p>6.1 Judge the product (effectiveness)</p> <p>6.2 Judge the information problem-solving process (efficiency)</p>
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<p><i>Critical Thinkers and Problem Solvers</i></p>	<p>Technology Research Tools</p>	<p>5. Presenting</p> <ul style="list-style-type: none"> • Knows how to create a presentation that clearly communicates ideas <p>6. Assessing</p> <ul style="list-style-type: none"> • Distinguishes among fact, point of view and opinion 	
<p><i>Self-Directed, Productive Learners</i></p>	<p>Technology Productivity Tools</p>	<ul style="list-style-type: none"> • Routinely use technology as a learning and productivity tool • Use spreadsheets, databases, desk-top publishing, telecommunications, and word processing to enhance learning, increase productivity, and promote creativity • Routinely select and apply technologies to manage personal resource • Strives for excellence in information seeking and knowledge generation <ul style="list-style-type: none"> ○ Pursues information related to personal interests ○ Identifies sources of information about current events in print and non-print formats. ○ Participates effectively in groups to pursue and generate information ○ Develops creative products ○ Devises strategies for revising, improving and updating self-generated knowledge • Appreciates literature and other creative expressions of information <ul style="list-style-type: none"> ○ Identifies favorite authors and literary genres for personal reading ○ Develops criteria to evaluate the quality of fictional works ○ Relates literature and other creative expressions of information to personal experiences ○ Is a competent and self-motivated reader 	

<p><i>Constructive Community Members</i></p>	<p>Social, ethical and human issues</p>	<ul style="list-style-type: none"> • Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information. • Be aware of current technology expectations in post secondary education and in various careers • Understand the advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole • Knows proper library etiquette <ul style="list-style-type: none"> ○ Knows proper library behavior ○ Understands proper book care ○ Knows library circulation procedures • Understands that not all information is freely available due to constraints of language, access, and censorship • Understands that the quality of information might be subject bias and propaganda. • Understands the nature and ethical use of intellectual property • Respects the principle of equitable access to information