

Information Literacy 2020-2021
St. Michael-Albertville Schools Map

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p>FIRST GRADE CEQ:</p> <ul style="list-style-type: none"> o How do I find an answer to a question? o Where can I go to learn more about my subject? <p>SECOND GRADE CEQ:</p> <ul style="list-style-type: none"> o How does thinking about my reading help me learn? o How do I answer a research question? o Where can I go to learn more about my subject? o How do I know if the information I find meets my need? <p>THIRD & FOURTH GRADE CEQ:</p> <p>How can I make sense of my online search?</p> <p>How do I know what to believe in what I read, hear, and view?</p> <p>How can I locate relevant and accurate information?</p>	<p>FIRST GRADE</p> <p>Think critically about literature such as: predicting outcomes drawing conclusions making connections questioning</p> <p>Utilize teacher provided kid friendly websites.</p> <p>Observe internet safety procedures.</p> <p>SECOND GRADE</p> <p>Think critically about literature such as: predicting outcomes drawing conclusions interpreting meaning making inferences making connections summarizing.</p> <p>Develop a research question from a subject of interest.</p>	<p>FIRST GRADE</p> <p>I can understand that reading critically is an integral part of the information-seeking experience.</p> <p>I can locate websites designed specifically for kids to give you answers to questions.</p> <p>SECOND GRADE</p> <p>I can read critically as part of an integral part of the information-seeking experience.</p> <p>I can locate websites designed specifically for kids to give you the kind of results you can read and understand.</p>	<p>ISTE: Educational Technology (2016) ISTE: All Grades</p> <p>1. Empowered Learner Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:</p> <p>a. articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.</p> <p>2. Digital Citizen Students recognize the rights, responsibilities</p>	<p>CFA: Teacher Observation</p> <p>CSA: Exit Tickets</p>	<p>Destiny Library System.</p> <p>School website</p> <p>Pebble Go/Next</p> <p>World Book Online</p> <p>Reference</p> <p>Author Biographies</p>

	<p>Use the library catalog to find books on a specific subject of interest.</p> <p>Use nonfiction text and text features to find answers to a research question: table of contents, index.</p> <p>Utilize kid-friendly search engines.</p> <p>Observe internet safety procedures.</p> <p>THIRD GRADE</p> <p>Think critically about literature such as:</p> <p>predicting outcomes</p> <p>drawing conclusions</p> <p>interpreting meaning</p> <p>making inferences</p> <p>making connections</p> <p>summarizing.</p>	<p>THIRD GRADE</p> <p>I can read critically as part of an integral part of the information-seeking experience.</p> <p>I can explain why the Internet and general search engines such as Google are not the only sources of information to meet important academic and personal information needs.</p> <p>I can understand that Information must be sought in a variety of formats including free Internet, paid</p>	<p>and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.</p> <p>Students:</p> <p>c. demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</p> <p>3. Knowledge Constructor Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</p> <p>Students:</p> <p>a. plan and employ effective research strategies to</p>		
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	<p>Develop a research question from a subject of interest.</p> <p>Use the library catalog to find books on a specific subject of interest.</p> <p>Use nonfiction text and text features to find answers to a research question: table of contents, index.</p> <p>Utilize kid-friendly search engines.</p> <p>Use technology applications to share information.</p> <p>Observe internet safety procedures.</p> <p>FOURTH GRADE</p> <p>Use navigation strategies to locate specific information within a website or a database.</p> <p>Understand the difference between a database and website.</p>	<p>academic databases and library print collections.</p> <p>FOURTH GRADE</p> <p>I can read critically and evaluate sources is an integral part of the information-seeking experience.</p> <p>I can explain why the Internet and general search engines such as Google is not the only information to meet important academic and personal information needs.</p> <p>I can understand how Information must be sought in a variety of formats including free Internet, paid academic databases and library print collections.</p>	<p>locate information and other resources for their intellectual or creative pursuits.</p> <p>b. evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.</p> <p>c. curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.</p> <p>AASL: AASL Standards Framework for Learners (2018) AASL: K-12 I. INQUIRE</p> <p>A. THINK Learners display curiosity and initiative by: 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background</p>		
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	<p>Develop a research question from a subject of interest.</p> <p>Utilize online search engines.</p> <p>Use technology applications to share information.</p> <p>Observe internet safety procedures.</p>		<p>knowledge as context for new meaning.</p> <p>B. CREATE Learners engage with new knowledge by following a process that includes:</p> <ol style="list-style-type: none"> 1. Using evidence to investigate questions. 2. Devising and implementing a plan to fill knowledge gaps. 3. Generating products that illustrate learning. <p>D. GROW Learners participate in an ongoing inquiry-based process by:</p> <ol style="list-style-type: none"> 1. Continually seeking knowledge. <p>II. INCLUDE</p> <p>D. GROW 1. Learners demonstrate empathy and equity in knowledge building within the global</p>		
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learning community by:
2. Demonstrating interest in other perspectives during learning activities.

IV. CURATE

A. THINK
Learners act on an information need by:
1. Determining the need to gather information.
2. Identifying possible sources of information.
3. Making critical choices about information sources to use.

B. CREATE
Learners gather information appropriate to the task by:
1. Seeking a variety of sources.

V. EXPLORE

A. THINK
Learners develop and satisfy personal curiosity by:

1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.
2. Reflecting and questioning assumptions and possible misconceptions
3. Engaging in inquiry-based processes for personal growth.

VI. ENGAGE

B. CREATE
Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:

2. Acknowledging authorship and demonstrating respect for the intellectual property of others.

C. SHARE
Learners responsibly, ethically, and legally share new information

			<p>with a global community by: 1. Sharing information resources in accordance with modification, reuse, and remix policies.</p> <p>D. GROW Learners engage with information to extend personal learning by: 1. Personalizing their use of information and information technologies.</p>		
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Updated 5/13/2020