Library Media and Information Technologies K-12 Scope and Sequence
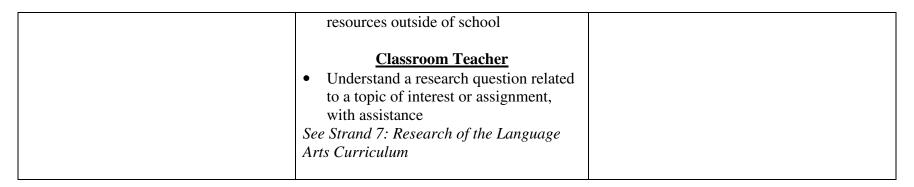
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Definition and Identification of Information Needs

ENDURING UNDERSTANDING(S)	ESSENTIAL QUESTIONS
• Information is stored in multiple formats and there are a variety of ways to access that information.	• What do students need to know prior to using information and technology resources? • What resources are available? • Where is information that I plan to use located? • What knowledge/skills do I need to access resources?

Kindergarten	Grade 1	Grade 2
Classroom Teacher and Library- Media Specialist • Identify appropriate print resources, with assistance **Library- Media Specialist (LMS)** • Check out and return books using established procedures • Recognize the library media center as a source of shared materials **Classroom Teacher** *See Strand 7: Research of the Language Arts Curriculum*	**Classroom Teacher and Library- Media Specialist** • Locate, with guidance, resources that are appropriate to ability level and interest level • Utilize the library as a source of information. • Distinguish between fiction and non-fiction **Library- Media Specialist (LMS)** • Recognize different areas of the library serve different purposes • Check out and return books using established procedures • Recognize that picture books are ordered alphabetically • Recognize that non-fiction books are ordered numerically • Demonstrate awareness of information	**Classroom Teacher and Library- Media Specialist** • Identify and locate appropriate print resources, with assistance • Distinguish between fiction and non-fiction **Library- Media Specialist (LMS)** • Recognize that the library is organized in a particular way **Classroom Teacher** • Identify existing knowledge with assistance • Understand a research question related to a topic of interest or assignment, with assistance *See Strand 7: Research of the Language Arts Curriculum*

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	resources outside of school **Classroom Teacher** • Understand a research question related to a topic of interest or assignment, with assistance *See Strand 7: Research of the Language Arts Curriculum*	

Definition and Identification of Information Needs

ENDURING UNDERSTANDING(S)	ESSENTIAL QUESTIONS
• Information is stored in multiple formats and there are a variety ways to access that information. • Effective research can be conducted by applying a variety of strategies and utilizing multiple resources.	• What do students need to know prior to using information and technology resources? • What resources are available? • Where is information that I plan to use located? • What knowledge/skills do I need to access resources?

Grade 3	Grade 4	Grade 5
Classroom Teacher and Library- Media Specialist • Identify and locate appropriate print, digital, and/or digital resources, with assistance **Library- Media Specialist** • Recognize the basic structure of the Dewey Decimal system	**Classroom Teacher and LMS** • Clearly restate the scope and criteria of a task (such as time line, length, audience and presentation mode) with minimal prompting • Identify existing knowledge and, with assistance, list areas where more information is needed • Develop a research question related to a topic of interest or assignment, with	**Classroom Teacher and LMS** • Clearly restate the scope and criteria of a task (such as time line, length, audience and presentation mode) • Identify existing knowledge and list areas where more information is needed • Develop a research question related to a topic of interest or assignment • Describe a course of action for addressing a research question

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Classroom Teacher • Identify the scope and criteria of a task (such as time line, length, audience and presentation mode) with minimal prompting • Identify existing knowledge and, with assistance, list areas where more information is needed • Understand a research question related to a topic of interest or assignment *See Strand 7: Research of the Language Arts Curriculum*	assistance • Describe a course of action for addressing a research question **Classroom Teacher, LMS, and Information Technology Resource Teacher (IT Teacher)** • Identify and locate appropriate print and digital resources, with minimal prompting • Use appropriate print and digital resources, with assistance **Library- Media Specialist** • Locate materials using the Dewey Decimal system **Classroom Teacher** *See Strand 7: Research of the Language Arts Curriculum*	**Classroom Teacher, LMS, and IT Teacher** • Identify and locate appropriate print and digital resources, with minimal prompting • Use appropriate print and digital resources, with assistance **Classroom Teacher** *See Strand 7: Research of the Language Arts Curriculum*

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Definition and Identification of Information Needs

ENDURING UNDERSTANDING(S)	ESSENTIAL QUESTIONS

• Before one can solve an information problem, one must determine the exact nature of the information needed.
• Effective research can be conducted by applying a variety of strategies and utilizing multiple resources.
	• What are my specific information needs?
	    o What do I already know about my topic?
	    o What do I need to find out?
	    o What do I need to know before I can refine and adjust my research?
	• What resources are available?
	• Where is information that I plan to use located?
	• What knowledge/skills do I need to access resources?

Grade 6	Grade 7	Grade 8
Teacher, LMS, and Information Technology Resource Teacher (IT Teacher) • Clearly restate the scope and criteria for a given task • Identify existing knowledge concerning a given task • Develop research questions related to topic of interest or assignment • Plan a course of action for addressing a research question • Identify, locate and use an array of print and digital resources	**Teacher, LMS, and Information Technology Resource Teacher (IT Teacher)** • Clearly restate the scope and criteria for a given task • Identify existing knowledge concerning a given task • Develop research questions related to topic of interest or assignment and pose additional questions related to completion of the task • Plan a course of action for addressing a research question • Identify, locate and use an array of print and digital resources	**Teacher, LMS, and Information Technology Resource Teacher (IT Teacher)** • Clearly restate the scope and criteria for a given task • Identify and apply existing knowledge concerning a given task • Develop research questions related to topic of interest or assignment and pose additional questions related to completion of the task • Plan a course of action for addressing a research question, modify plan based on research findings • Identify, locate and use an array of print and digital resources independently

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Definition and Identification of Information Needs

ENDURING UNDERSTANDING(S)	ESSENTIAL QUESTIONS

• Before one can solve an information problem, one must determine the exact nature of the information needed.
• Effective research can be conducted by applying a variety of strategies and utilizing multiple resources.
• One must be able to learn from one's initial research, and adjust and revise the search to meet the general purpose of the 'assignment'.
	• What are my specific information needs?
	    o What do I already know about my topic?
	    o What do I need to find out?
	    o What do I need to know before I can refine and adjust my research?
	• Which resources meet each specific information need?
	• Where is information that I plan to use located?
	• What knowledge/skills do I need to access resources?
	• Is there an action plan and a time table? How will I best address both?

Grade 9-12

Teacher, LMS, and Information Technology Resource Teacher (IT Teacher)

- Clearly state the scope and criteria for a given task and communicate them to others
- Identify and assess existing knowledge related to a given task and articulate information needs
- Develop research questions related to topic of interest or assignment and pose additional questions related to completion of the task
- Formulate a research hypothesis related to the topic
- Plan a course of action for addressing a research question, modify plan based on research findings
- Identify, locate and use an array of print and digital resources independently

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Information Strategies

ENDURING UNDERSTANDING(S)	ESSENTIAL QUESTIONS	
• Information skills and strategies are used to locate and effectively use print and digital resources to solve problems and conduct research	• What are the best tools/strategies to solve this problem? • How are print / digital resources organized and accessed? • Where do I go for help?	
Kindergarten	**Grade 1**	**Grade 2**
Classroom Teacher and Library- Media Specialist • Recognize parts of a book (cover, author, illustrator)	**Classroom Teacher and Library- Media Specialist** • Recognize parts of a book (cover, author, illustrator, index, table of contents, spine, spine label, title page, barcode date due slip, and identification stamp)	**Classroom Teacher and Library- Media Specialist** • Identify parts of a book (title, author, illustrator, index, table of contents, glossary, chapter headings) • Identify and use print (e.g. dictionaries) and digital reference sources **Classroom Teacher** • Use menus, icons and links to access and use digital media

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Information Strategies

ENDURING UNDERSTANDING(S)	ESSENTIAL QUESTIONS
• Information skills and strategies are used to locate and effectively use print and digital resources to solve problems and conduct research.	• How do I use technology that I need? • What are the best tools/strategies to solve this problem? • How do I sort, organize, cite and present information? • How are print / digital resources organized and accessed? • Where do I go for help?

Grade 3	Grade 4	Grade 5
Classroom Teacher and Library- Media Specialist • Use parts of a book (index, table of contents, glossary, chapter headings, captions, charts, graphs, diagrams, maps) • Identify and use print and digital reference sources (encyclopedias, dictionaries, etc.) • Identify key words for searching for information, with assistance. • Use information presented graphically (e.g., pictures, captions, diagrams or labels) **Library- Media Specialist** • Use the search capabilities of the online catalog **Classroom Teacher**	**Classroom Teacher, LMS and IT Teacher** • Select appropriate print and digital resources, understanding that information is stored and accessed in different ways • Identify and use print and digital reference sources (atlases, almanacs, encyclopedias, dictionaries, etc.) • Use information presented graphically (e.g., pictures, captions, diagrams or labels) • Broaden and narrow key words for searching for information, with assistance **Classroom Teacher and Library- Media Specialist** • Use parts of a book (index, table of contents, glossary, chapter headings,	**Classroom Teacher, LMS and IT Teacher** • Select appropriate print and digital resources, understanding that information is stored and accessed in different ways • Identify and use print and digital reference sources (atlases, almanacs, encyclopedias, dictionaries, etc.) • Use information presented graphically (e.g., pictures, captions, diagrams or labels) • Broaden and narrow key words for searching for information, with assistance **Classroom Teacher and Library- Media Specialist** • Use parts of a book (index, table of contents, glossary, chapter headings, captions, charts, graphs, diagrams, maps) • Identify and use parts of a periodical

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• Use menus, icons and links to access and use digital media to conduct basic research • Locate information from a teacher selected Internet site	captions, charts, graphs, diagrams, maps) • Identify and use parts of a periodical **Library- Media Specialist** • Use the search capabilities of the online catalog **IT Teacher** • Identify digital characteristics, organizing features and purposes (e.g., menus, links, address bar, title bar, URL, icons) • Use age-appropriate search engines, directories, and online encyclopedias to locate information **Classroom Teacher** • Use menus, icons and links to access and use digital media to conduct basic research	**Classroom Teacher and IT Teacher** • Use menus, icons and links to access and use digital media to conduct basic research **Library- Media Specialist** • Use the search capabilities of the online catalog **IT Teacher** • Identify digital characteristics, organizing features and purposes (e.g., menus, links, address bar, title bar, URL, icons) • Use age-appropriate search engines, directories, and online encyclopedias to locate information

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Information Strategies

ENDURING UNDERSTANDING(S)	ESSENTIAL QUESTIONS
• Information is stored in a variety of formats, for example print, video, audio, and electronic. • Each information format has its own organizational structure and its own way of locating specific information within it. • To research a topic effectively, use a variety of resources and formats. • Information found in initial stages of research may require an adjustment and revision of the original research strategy.	• Which resources will best meet the specific information need? • How is information organized within each of those resources? • How does one best access the required information? • How do I use technology that I need? • What are the best tools and strategies to obtain information effectively and efficiently? • How do I sort, organize, cite and present information? • Where do I go for help?

Grade 6	Grade 7	Grade 8
Teacher, LMS, and Information Technology Resource Teacher (IT Teacher) • Use the search capabilities of the online catalog • Navigate through a variety of electronic resources (hyperlinks, menus, site-based search, site map, indexes) • Use organizing features of print and digital resources (menus, bibliographies, and hyperlinks) to locate and use information • Search, find, sort and evaluate database information	**Teacher, LMS, and Information Technology Resource Teacher (IT Teacher)** • Use the search capabilities of the online catalog • Navigate through a variety of electronic resources (hyperlinks, menus, site-based search, site map, indexes) • Use organizing features of print and digital resources (menus, bibliographies, and hyperlinks) to locate and use information • Search, find, sort and evaluate database information	**Teacher, LMS, and Information Technology Resource Teacher (IT Teacher)** • Use additional features of the online catalog • Navigate through a variety of electronic resources (hyperlinks, menus, site-based search, site map, indexes) • Use organizing features of print and digital resources (menus, bibliographies, and hyperlinks) to locate and use information • Search, find, sort and evaluate database information • Use age-appropriate search engines,

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• Use age-appropriate search engines, directories, and online encyclopedias to locate information • Select appropriate print and digital resources related to a specific task • Broaden and narrow keywords for searching for information, with minimal assistance	• Use age-appropriate search engines, directories, and online encyclopedias to locate information • Select appropriate print and digital resources related to a specific task • Broaden and narrow keywords for searching for information, with minimal assistance	directories, and online encyclopedias to locate information • Select appropriate print and digital resources related to a specific task • Broaden, narrow and revise keywords for searching for information, with minimal assistance

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Information Strategies

ENDURING UNDERSTANDING(S)	ESSENTIAL QUESTIONS
- By applying appropriate strategies a student can become research proficient. - Information is stored in a variety of formats, for example print, video, audio, and digital. - Each information format has its own organizational structure and its own way of locating specific information within it. - To research a topic effectively, use a variety of resources and formats. - Information found in initial stages of research may require an adjustment and revision of the original research strategy.	- Which resources will best meet the specific information need? - How is information organized within each of those resources? - How does one best access the required information? - How do I use technology that I need? - What are the best tools and strategies to obtain information effectively and efficiently? - How do I sort, organize, cite and present information?

Grade 9-12

Teacher, LMS, and Information Technology Resource Teacher (IT Teacher)

- Determine the best resource for locating the required information
- Apply advanced search features of the online catalog and for a variety of print and digital resources recognizing that resources are organized differently
- Access specific information from print and digital resources by using internal organizers (e.g., indexes, cross-references)
- Plan and design methods to collect reliable data for particular purposes and audiences, using advanced reference materials, indexes, dictionaries, abstracts, and databases of print and digital resources
- Use keyword descriptors and Boolean logic to perform advanced searches to located relevant information in print and digital resources
- Broaden, narrow and revise keywords for searching for information

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Information Processing

ENDURING UNDERSTANDING(S)	ESSENTIAL QUESTIONS
• Information can be found from a variety of sources and in a variety of formats.	• What do I already know about my topic? • What do I need to find out?

Kindergarten	Grade 1	Grade 2
Not a focus of the curriculum at this grade level.	**Library- Media Specialist** • Develop attentive and purposeful listening and viewing skills • Become familiar with the work of authors and illustrators • Make connections by responding to a literary resource	**Classroom Teacher and LMS** • Organize information into related categories **Library- Media Specialist** • Develop attentive and purposeful listening and viewing skills • Determine the distinguishing attributes of the work of authors and illustrators • Make connections by responding to a literary resource

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Information Processing

ENDURING UNDERSTANDING(S)	ESSENTIAL QUESTIONS
- Information from both print and digital sources should be evaluated for reliability, interpreted, organized and synthesized to ensure accuracy, application, and understanding. - Not all information is valid, reliable, relevant, or appropriate.	- What do I already know about my topic? - What do I need to find out? - How does this source meet my needs? - How do I verify that this a reliable source? - What research strategies and skills are appropriate?

Grade 3	Grade 4	Grade 5
Classroom Teacher and Library- Media Specialist - Recognize appropriate sources of information for a specific purpose - Recognize that the relevance, credibility and completeness of both print and digital information varies - Organize information into related categories - Begin to use note-taking strategies (bulleting, highlighting, and using graphic organizers)	**Classroom Teacher, LMS, and IT Teacher** - Identify appropriate sources of information for a specific purpose - Use criteria to judge the relevance, credibility and completeness of both print and digital information - Organize information into related categories - Use a variety of note-taking strategies (bulleting, highlighting. categorizing, outlining, using graphic organizers)	**Classroom Teacher, LMS, and IT Teacher** - Identify appropriate sources of information for a specific purpose - Use criteria to judge the relevance, credibility and completeness of both print and digital information - Synthesize information into related categories and determine appropriate format - Use a variety of note-taking strategies (bulleting, highlighting. categorizing, outlining, using graphic organizers)

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Information Processing

ENDURING UNDERSTANDING(S)	ESSENTIAL QUESTIONS
• Not all information is valid, reliable, relevant, or appropriate. • Information from both print and digital sources should be analyzed and evaluated for reliability, bias, accuracy, point of view, authenticity, scope and depth, and to separate fact from opinion. • Information can be found in a variety of sources and in a variety of formats. • An organized and structured process for note taking is essential for effective, efficient, and ethical synthesis of information.	• How do I verify that this a valid, reliable, relevant and appropriate source? • How can I best determine opinion, reliability, bias, accuracy, point of view, authenticity, scope and depth? • How well does this source meet my needs? • What additional research strategies and skills are appropriate? • What is the best way to collect the specific information required to complete this task? • How do I maintain accurate records of my sources?

Grade 6	Grade 7	Grade 8
Classroom Teacher, LMS, and Information Technology Resource Teacher (IT Teacher) • Develop and apply increasingly complex criteria for aligning resources with a specific need and presentation • Use criteria to judge the relevance, credibility and completeness of both print and digital information • Synthesize information from multiple sources to draw meaningful conclusions • Use a variety of note-taking	**Classroom Teacher, LMS, and Information Technology Resource Teacher (IT Teacher)** • Develop and apply increasingly complex criteria for aligning resources with a specific need and presentation • Use criteria to judge the relevance, credibility and completeness of both print and digital information • Identify stereotypes, biases and propaganda in print and digital resources • Synthesize information from multiple sources to draw meaningful	**Classroom Teacher, LMS, and Information Technology Resource Teacher (IT Teacher)** • Develop and apply increasingly complex criteria for aligning resources with a specific need and presentation • Use criteria to judge the relevance, credibility and completeness of both print and digital information • Apply evaluative criteria to discern stereotypes, biases and propaganda techniques in print and digital resources • Synthesize information from multiple sources to draw meaningful conclusions

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strategies • Determine appropriate format for presentation	conclusions • Use a variety of note-taking strategies • Determine appropriate format for presentation	• Use a variety of note-taking strategies • Determine appropriate format for presentation

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Information Processing

ENDURING UNDERSTANDING(S)	ESSENTIAL QUESTIONS
• Not all information is valid, reliable, relevant, or appropriate. • Information can be found in a variety of sources and in a variety of formats. • Not all sources and/or formats are appropriate for all information needs. • Information from both print and digital sources should be analyzed and evaluated for reliability, bias, accuracy, point of view, authenticity, scope and depth, and to separate fact from opinion. • An organized and structured process for note taking is essential for effective, efficient, and ethical synthesis of information. • Effective, efficient, and ethical synthesis of information enhances learning.	• How do I verify that this is a valid, reliable, relevant and appropriate source? • How can I best determine opinion, reliability, bias, accuracy, point of view, authenticity, scope and depth? • How well does this source meet my needs? • What additional research strategies and skills are appropriate? • What is the best way to collect the specific information required to complete this task? • How do I maintain accurate records of my sources?

Grade 9-12

Teacher, LMS, and Information Technology Resource Teacher (IT Teacher)

- Demonstrate the ability to solve problems by collecting, analyzing and interpreting data through the use of data management software (database, spreadsheets, etc.)
- Develop and use criteria for selecting appropriate resources (breadth and depth, format, illustrations, special features, level, content, purpose and intended audience)
- Compare sources of information and apply multiple evaluative criteria (purpose, point of view, biases and stereotypes, accuracy, continuity and currency)
- Organize, analyze and synthesize information from multiple sources to draw accurate and informed conclusions
- Use a variety of note-taking strategies
- Determine an appropriate and effective format for presentation

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Application

ENDURING UNDERSTANDING(S)		ESSENTIAL QUESTIONS	
Kindergarten	**Grade 1**		**Grade 2**
Not a focus of the curriculum at this grade level.	*Not a focus of the curriculum at this grade level.*		*Not a focus of the curriculum at this grade level.*

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Application

ENDURING UNDERSTANDING(S)	ESSENTIAL QUESTIONS
• Information can be shared by integrating appropriate resources to create written, visual, oral and/or multimedia products.	• Who is the audience? How will my product impact my audience? • What is the best way to present my product? • What is the action plan and time table? • What are the best tools to use to solve this problem or present my findings? • What technology tools increase productivity? • What are potential resources? • Which sources will I use and in what order?

Grade 3	Grade 4	Grade 5
Not a focus of the curriculum at this grade level.	**Classroom Teacher, LMS, and IT Teacher** • Organize, analyze, interpret information, and present conclusions using print and digital resources **Classroom Teacher and Library- Media Specialist** • Follow a course of action for completing a research project **Classroom Teacher and IT Teacher** • Create a simple non-research based multimedia presentation • Use word processing to enter multi-paragraph text, format text, edit text • Create/ modify graphics using software • Import graphics into a document	**Classroom Teacher, LMS, and IT Teacher** • Follow a course of action for completing a research project • Organize, analyze, interpret information, and present conclusions using print and digital resources **Classroom Teacher and IT Teacher** • Use technology to present information in a variety of ways (e.g. table, chart, diagram, graph, paragraph, bulleted list) • Create a customized research based multimedia presentation • Use word processing skills to enhance meaning by visually displaying text and images

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Application

ENDURING UNDERSTANDING(S)	ESSENTIAL QUESTIONS
• Information can be shared by integrating appropriate resources to create written, visual, oral and/or multimedia products.	• What is the purpose of my product? • Who is the audience? • What is the message that I am trying to convey? • How will my product impact my audience? • What are the best tools to use to solve this problem or present my findings?

Grade 6	Grade 7	Grade 8
Information Technology Resource Teacher (IT Teacher) • Create spreadsheets to organize, analyze, interpret and communicate information • Create graphs using a spreadsheet program • Create a desktop publishing document **Teacher, LMS, and IT Teacher** • Create at least 2 different types of digital products (such as desktop publishing, multimedia presentation, word processing, blogs) to organize, analyze, interpret and communicate information	**Teacher and Information Technology Resource Teacher (IT Teacher)** • Create spreadsheets to organize, analyze, interpret and communicate information • Create graphs using a spreadsheet program **Teacher, LMS, and Information Technology Resource Teacher (IT Teacher)** • Explore advanced features of desktop publishing software • Create at least 2 different types of digital products (such as desktop publishing, multimedia presentation, word processing, blogs) to organize, analyze, interpret and communicate information	**Teacher and Information Technology Resource Teacher (IT Teacher)** • Create spreadsheets to organize, analyze, interpret and communicate information • Create graphs using a spreadsheet program **Teacher, LMS, and Information Technology Resource Teacher (IT Teacher)** • Explore advanced features of multimedia software • Create at least 2 different types of digital products (such as desktop publishing, multimedia presentation, word processing, blogs, podcasting, wikis) to organize, analyze, interpret and communicate information

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Teacher and IT Teacher • Use advanced word processing techniques (such as columns, tables, page set-up, graphics) to communicate information		

Application

ENDURING UNDERSTANDING(S)	ESSENTIAL QUESTIONS
• Effective communication of information and ideas to multiple audiences involves selecting appropriate media and formats. • Information can be shared by integrating appropriate resources to create written, visual, oral and/or multimedia products.	• What is the purpose of my product? • Who is the audience? • What is the message that I am trying to convey? • How will my product impact my audience? • What are the most effective tools to solve this problem or present my findings?

Grade 9-12

Teacher, LMS, and Information Technology Resource Teacher (IT Teacher)

- Determine appropriate technologies and formats to clearly and effectively present information gathered from a variety of print and digital resources for a variety of audiences
- Use appropriate software and hardware to organize, analyze and interpret and communicate information:

-Word processing	- Spreadsheets
- Graphing	- Multimedia presentations
- Desktop publishing	- Blogs
- Pod casting	- Web pages
- Concept mapping	- Wikis

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Technology Use

ENDURING UNDERSTANDING(S)	ESSENTIAL QUESTIONS
• Computers and other technologies can be used as tools for productivity, problem solving, and learning across the content areas. • Knowledge of technology tools and operational procedures enables people to use technology effectively.	• What type of technological tools will students use? • How can technology assist my learning? • Where do I go for help? • Do I know how to use the technology that I need?

Kindergarten	Grade 1	Grade 2
Classroom Teacher • Demonstrate a basic ability to use a computer, including keyboard, mouse, and headphones • Use content-specific software • Seek assistance for technology problems • Describe ways technology is used to help people work, learn and play and how it constantly changes	**Classroom Teacher** • Demonstrate a basic ability to use a computer, including keyboard, mouse, CD-Rom, and headphones • Use content-specific software • Seek assistance for technology problems • Describe ways technology is used to help people work, learn and play and how it constantly changes • Use simple menus and screen prompts	**Classroom Teacher** • Demonstrate a basic ability to use a computer, including two hands on a keyboard • Use content-specific technology tools and software • Demonstrate the ability to use basic features (entering words and simple sentences and saving files) of productivity software • Seek assistance for technology problems • Describe ways technology is used to help people work, learn and play and how it constantly changes • Use simple menus and screen prompts

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Technology Use

ENDURING UNDERSTANDING(S)	ESSENTIAL QUESTIONS
• Computers and other technologies can be used as tools for productivity, problem solving, and learning across the content areas. • Knowledge of technology tools and operational procedures enables people to use technology effectively.	• What type of technological tools will students use? • How can technology resources increase productivity? • Where do I go for help? • What are the best technology tools to complete the task?

Grade 3	Grade 4	Grade 5
Classroom Teacher	**Classroom Teacher and IT Teacher**	**Classroom Teacher and IT Teacher**
• Use basic operational features of school technology (accessing programs, input devices, printing, output devices, keyboard, etc.) • Use content-specific technology tools and software • Use basic typing • Demonstrate the ability to use basic features (entering information, editing, manipulating text, saving files) of productivity software • Seek assistance for technology problems • Describe ways technology is used to help people work, learn and play and how it constantly changes	• Use basic operational features of school technology (accessing programs, input devices, printing, output devices, keyboard, etc.) • Use content-specific technology tools and software • Use basic touch typing focused on correct finger placement and shift key • Demonstrate the ability to use basic features (entering information/data, editing, manipulating text, sound and graphics, saving files) of productivity software • Identify common hardware and software problems and seek assistance • Describe the potential for using various technologies	• Use basic operational features of school technology (accessing programs, input devices, printing, output devices, keyboard, etc.) • Use content-specific technology tools and software • Use basic touch typing focused on accuracy, speed and rhythm • Demonstrate the ability to use basic features (entering information/data, editing, calculating, manipulating text, sound and graphics, saving files) of productivity software • Identify common hardware and software problems and seek assistance • Describe the potential for using various technologies

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Technology Use

ENDURING UNDERSTANDING(S)	ESSENTIAL QUESTIONS
• Computers and other technologies can be used as tools for productivity, problem solving, and learning across the content areas. • Knowledge of technology tools and operational procedures enables people to use technology effectively. • Technologies influence the way we live, work and learn.	• How can technology resources increase productivity? • Where do I go for help? • What are the best technology tools to complete the task? • How can technology impact our lives?

Grade 6	Grade 7	Grade 8
IT Teacher • Operate school hardware and demonstrate the ability to use the school network • Demonstrate proficiency in keyboarding • Demonstrate the ability to use advanced features of software, such as toolbars, menus, menu shortcuts, keyboard shortcuts, views, task panes, graphics, text layout, page setup • Identify strategies for solving hardware and software problems • Understand that technology tools are constantly changing and describe their potential for use	**Classroom Teacher, LMS, and Information Technology Resource Teacher (IT Teacher)** • Operate school hardware and demonstrate the ability to use the school network • Use content-specific technology tools and software • Maintain proficiency in keyboarding. • Demonstrate the ability to use advanced features of desktop publishing software • Identify strategies for solving hardware and software problems	**Classroom Teacher, LMS, and Information Technology Resource Teacher (IT Teacher)** • Operate school hardware and demonstrate the ability to use the school network • Use content-specific technology tools and software • Maintain proficiency in keyboarding • Demonstrate the ability to independently use advanced features of multimedia software • Explore use of telecommunications (wikis, blogs, podcasts, document sharing) to collaborate with peers, experts and others to research, compile, synthesize, produce and disseminate information or creative works

• Identify ways computers and other technologies are affecting the way we live, work and learn • Describe basic criteria used to evaluate and compare different types of computers, peripherals and other technology tools **Classroom Teacher, LMS and Information Technology Resource Teacher (IT Teacher)** • Use content-specific technology tools and software		• Identify and apply strategies for solving hardware and software problems

Library Media and Information Technologies K-12 Scope and Sequence

Technology Use

ENDURING UNDERSTANDING(S)	ESSENTIAL QUESTIONS
• Computers and other technologies can be used as tools for productivity, problem solving, and learning across the content areas. • Knowledge of technology tools and operational procedures enables people to use technology effectively. • Technologies influence the way we live, work and learn. • Competency in digital environments allows us to easily interact, collaborate, and publish with peers, experts, or others.	▪ How can technology resources increase productivity? ▪ What are the best technology tools to complete the task? ▪ How does technology impact our personal and professional lives?

Grade 9-12

Teacher, LMS, and Information Technology Resource Teacher (IT Teacher)

- Operate content specific software and tools and use the capabilities of the school network
- Use telecommunications to collaborate with peers, experts and others to research, compile, synthesize, produce and disseminate information or creative works
- Identify and apply strategies for solving hardware and software problems
- Demonstrate the ability to identify, assess and adapt to new technology tools and resources
- Analyze the educational, social and ethical issues related to technology use

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Responsible Use

ENDURING UNDERSTANDING(S)	ESSENTIAL QUESTIONS
• The integrity of the worldwide technology community depends upon its members exhibiting safe and ethical use of electronic resources. • The contents of books and media are owned by its creator and must be acknowledged with proper citations.	• How have I demonstrated responsible use of information? • How do I maintain accurate records of my sources? • How do I demonstrate responsible use of technology?

Kindergarten	Grade 1	Grade 2
Classroom Teacher and Library- Media Specialist • Adhere to the district's acceptable use and copyright policies • Demonstrate proper use and care of print and digital resources	**Classroom Teacher and Library- Media Specialist** • Adhere to the district's acceptable use and copyright policies • Demonstrate proper use and care of print and digital resources	**Classroom Teacher and Library- Media Specialist** • Give citation credit to original sources when sharing information with others using appropriate grade level format • Adhere to the district's acceptable use and copyright policies • Demonstrate proper use and care of print and digital resources

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Responsible Use

<table>
<tr><td>ENDURING UNDERSTANDING(S)
The integrity of the worldwide technology community depends upon its members exhibiting safe and ethical use of electronic resources.
The contents of books and media are owned by its creator and must be acknowledged with proper citations.</td><td>ESSENTIAL QUESTIONS
How up to date is my information?
How have I demonstrated responsible use of information?
How do I maintain accurate records of my sources?
How do I demonstrate responsible use of technology?</td></tr>
</table>

Grade 3	Grade 4	Grade 5
Classroom Teacher and Library- Media Specialist - Give citation credit to original sources when sharing information with others using appropriate grade level format - Adhere to the district's acceptable use and copyright policies - Demonstrate responsible online behavior - Demonstrate awareness of risks of behavior online - Discuss plagiarism and its consequences - Demonstrate proper use and care of print and digital resources	**Classroom Teacher, LMS, and IT Teacher** - Demonstrate responsible and ethical use and care of print and digital information resources, computers and other technologies - Give citation credit to original sources when sharing information with others using appropriate grade level format - Demonstrate an understanding of the concept of ownership of ideas and information by respecting and observing laws and/or guidelines for using print and digital information, software, hardware and networks - Adhere to the district's acceptable use and copyright policies - Demonstrate responsible online behavior - Demonstrate awareness of risks of behavior online - Explain plagiarism	**Classroom Teacher, LMS, and IT Teacher** - Demonstrate responsible and ethical use and care of print and digital information resources, computers and other technologies - Give citation credit to original sources when sharing information with others using appropriate grade level format - Demonstrate an understanding of the concept of ownership of ideas and information by respecting and observing laws and/or guidelines for using print and digital information, software, hardware and networks - Adhere to the district's acceptable use and copyright policies - Demonstrate responsible online behavior - Demonstrate awareness of risks of behavior online - Recognize and avoid plagiarism

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Responsible Use

ENDURING UNDERSTANDING(S)	ESSENTIAL QUESTIONS
• The integrity of the worldwide technology community depends upon its members exhibiting safe and ethical use of electronic resources. • The contents of books and media are owned by its creator and must be acknowledged with proper citations. • There are personal, academic, professional and legal repercussions for failing to use resources responsibly.	• How have I demonstrated responsible use of information? • How do I demonstrate responsible use of technology? • How do I maintain accurate records of my sources? • How and why must we respect intellectual property? • What is academic honesty? What is plagiarism? • How does one best avoid plagiarism? • What are the possible repercussions for irresponsible or unsafe use of electronic resources?

Grade 6	Grade 7	Grade 8
Classroom Teacher, LMS, and Information Technology Resource Teacher (IT Teacher) • Demonstrate responsible and ethical use and care of print and digital information resources, computers, other technologies and networks • Give citation credit using established citation standards • Differentiate among various types of ownership and protection of intellectual property and observe "fair use" guidelines as they apply • Adhere to the district's acceptable use and copyright policies • Demonstrate responsible online behavior	**Classroom Teacher, LMS, and Information Technology Resource Teacher (IT Teacher)** • Demonstrate responsible and ethical use and care of print and digital information resources, computers, other technologies and networks • Give citation credit using established citation standards • Differentiate among various types of ownership and protection of intellectual property and observe "fair use" guidelines as they apply • Adhere to the district's acceptable use and copyright policies • Demonstrate responsible online behavior	**Classroom Teacher, LMS, and Information Technology Resource Teacher (IT Teacher)** • Demonstrate responsible and ethical use and care of print and digital information resources, computers, other technologies and networks • Give citation credit using established citation standards • Differentiate among various types of ownership and protection of intellectual property and observe "fair use" guidelines as they apply • Adhere to the district's acceptable use and copyright policies • Demonstrate responsible online behavior • Demonstrate awareness of risks of

• Demonstrate awareness of risks of behavior online • Recognize and avoid plagiarism • Identify potential consequences of plagiarism	• Demonstrate awareness of risks of behavior online • Recognize and avoid plagiarism • Identify potential consequences of plagiarism	behavior online • Recognize and avoid plagiarism • Identify potential consequences of plagiarism

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Responsible Use

ENDURING UNDERSTANDING(S)	ESSENTIAL QUESTIONS
• The integrity of the worldwide technology community depends upon its members exhibiting safe and ethical use of electronic resources. • The contents of books and media are owned by its creator and must be acknowledged with proper citations. • There are personal, academic, professional and legal repercussions for failing to use resources responsibly.	• How have I demonstrated responsible use of information? • How do I demonstrate responsible use of technology? • How do I maintain accurate records of my sources? • How and why must we respect intellectual property? • What is academic honesty? What is plagiarism? • How do I avoid plagiarism? • What are the possible repercussions for irresponsible or unsafe use of electronic resources

Grade 9-12

Teacher, LMS, and Information Technology Resource Teacher (IT Teacher)

- Observe local, state and national laws and policies and procedures regarding the use of print and non-print information resources, computers, other technologies and networks
- Adhere to the district's acceptable use and copyright policies as well as local, state and national laws and policies
- Differentiate among various types of ownership and protection of intellectual property and observe "fair use" guidelines as they apply
- Apply established citation standards for a wide range of information sources and formats
- Demonstrate an understanding of the process for copyrighting/protecting their own original work
- Demonstrate responsible online behavior
- Demonstrate awareness of risks of behavior online
- Recognize and avoid plagiarism
- Identify potential consequences of plagiarism
- Use on-line tools to assist with the creation of bibliographies, works cited pages, and in-text citation
- Demonstrate academic honesty

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Self-assessment and Reflection

ENDURING UNDERSTANDING(S)		ESSENTIAL QUESTIONS
Kindergarten	**Grade 1**	**Grade 2**
Not a focus of the curriculum at this grade level.	*Not a focus of the curriculum at this grade level.*	*Not a focus of the curriculum at this grade level.*

Self-assessment and Reflection

ENDURING UNDERSTANDING(S)		ESSENTIAL QUESTIONS
• Self-assessment and reflection are powerful skills that allow one to determine if they have met established standards and encourage on-going learning.		• What criteria will be used to judge the quality of my work? • How well did my final product achieve the desired purpose? • What new skills and strategies did I learn? What do I need to learn more about? • What would I do differently next time?
Grade 3	**Grade 4**	**Grade 5**
Classroom Teacher • Self-assess whether the process and information gathered was relevant, complete and accurate in response to the assigned task. • Self-assess whether their products meet established standards for process, product and presentation	**Classroom Teacher, LMS, and IT Teacher** • Self-assess whether the process and information gathered was relevant, complete and accurate in response to the assigned task. • Self-assess whether their products meet established standards for process, product and presentation	**Classroom Teacher, LMS, and IT Teacher** • Self-assess whether the process and information gathered was relevant, complete and accurate in response to the assigned task. • Self-assess whether their products meet established standards for process, product and presentation

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Self-assessment and Reflection

ENDURING UNDERSTANDING(S)	ESSENTIAL QUESTIONS
• Self-assessment and reflection are powerful skills that allow one to determine if they have met established standards and encourage on-going learning. • Not only content but also process must be assessed and evaluated to insure continued learning and refinement of information problem solving skills.	• What criteria will be used to judge the quality of my work? • How well did my final product achieve the desired purpose? • What new skills and strategies did I learn? What do I need to learn more about? • How efficiently and effectively was the information located? • How can the process of information gathering be improved? • What would I do differently next time?

Grade 6	Grade 7	Grade 8
Classroom Teacher, LMS, and Information Technology Resource Teacher (IT Teacher) • Self-assess whether the process and information gathered was relevant, complete and accurate in response to the assigned task • Self-assess whether their products meet established standards for process, product and presentation	**Classroom Teacher, LMS, and Information Technology Resource Teacher (IT Teacher)** • Self-assess whether the process and information gathered was relevant, complete and accurate in response to the assigned task • Self-assess whether their products meet established standards for process, product and presentation	**Classroom Teacher, LMS, and Information Technology Resource Teacher (IT Teacher)** • Self-assess whether the process and information gathered was relevant, complete and accurate in response to the assigned task • Self-assess whether their products meet established standards for process, product and presentation

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Self-assessment and Reflection

ENDURING UNDERSTANDING(S)	ESSENTIAL QUESTIONS
• Self-assessment and reflection are powerful skills that allow one to determine if they have met established standards and encourage on-going learning. • Not only content but also process must be assessed and evaluated to ensure continued learning.	• What criteria will be used to judge the quality of my work? • How well did my final product achieve the desired purpose? • What new skills and strategies did I learn? What do I need to learn more about? • How efficiently and effectively was the information located? • How can the process of information gathering be improved? • What would I do differently next time?

Grade 9-12
Teacher, LMS, and Information Technology Resource Teacher (IT Teacher)
• Self-assess the efficiency and effectiveness of the research process • Self-assess whether the information gathered was relevant, complete and accurate in response to the assigned task • Self-assess whether a product meets established standards for process, content and presentation • Develop a plan to improve the effective, efficient, and ethical use of information and information resources in the future