

Information and Communications Technology Literacy

1 Follow an inquiry process to construct new understandings, draw conclusions, and create new knowledge

- Integrate faith by researching Martin Luther and developing a presentation of pictures, stories, and drawings to share with class

	Grade 2	Grade 3	Grade 4
A	<p>Follow an inquiry process to:</p> <ol style="list-style-type: none"> a. Identify an information need b. Access prior knowledge relevant to the needed information c. Identify what additional information is needed, with assistance d. Recognize relevant information within a source, with assistance e. Recognize the value of feedback f. Evaluate whether the need was met, with assistance g. Develop critical thinking skills to adapt process, as necessary, to fulfill purpose. <p>Curriculum Use the internet to find information for cross curricular projects</p>	<p>Follow an inquiry process to:</p> <ol style="list-style-type: none"> a. Identify an information need b. Access prior knowledge relevant to the needed information c. Identify what additional information is needed d. Locate relevant sources e. Select information appropriate to the problem or question f. Recognize the value of feedback g. Exchange knowledge and ideas in appropriate formats h. Evaluate the results i. Develop critical thinking skills to adapt process, as necessary, to fulfill purpose. <p>Curriculum Use the internet to find information for cross curricular projects</p>	<p>Follow an inquiry process to:</p> <ol style="list-style-type: none"> a. Identify an information need b. Access prior knowledge relevant to the needed information c. Identify what additional information is needed d. Locate relevant sources e. Select information appropriate to the problem or question f. Seek feedback g. Exchange knowledge and ideas in appropriate formats h. Evaluate the results i. Use critical thinking skills to adapt process, as necessary, to fulfill purpose. <p>Curriculum Use the internet to find information for cross curricular projects</p>
ST	1.2, 1.5, 1.6, 3.4, 3.5	1.2, 1.5, 1.6, 3.4, 3.5	1.2, 1.5, 1.6, 3.4, 3.5
B	<p>Contribute to the construction and exchange of ideas through independent, cooperative, and/or collaborative work</p> <p>Curriculum Use the internet to complete a graphic organizer for Science (animal habitats). Share information with the class.</p>	<p>Contribute to the construction and exchange of ideas through independent, cooperative, and/or collaborative work</p> <p>Curriculum Use the internet to complete a graphic organizer for Science (animal habitats). Share information with the class.</p>	<p>Contribute to the construction and exchange of ideas through independent, cooperative, and/or collaborative work</p> <p>Curriculum Use the internet to complete a graphic organizer for Science (animal habitats).</p> <p>In Language, research author (Mark Twain)</p> <p>Share information with the class.</p>
Process Approach			
ST	2.3, 2.4, 2.7, 4.6	2.3, 2.4, 2.7, 4.6	2.3, 2.4, 2.7, 4.6

Information and Communications Technology Literacy

2 Determine nature and intent of information needed

- Integrating faith by generating a theme, use Bible stories to attract to different audiences

	Grade 2	Grade 3	Grade 4
A	Identify, a. the audience for whom the information is intended b. the intended use of information	Identify, a. the audience for whom the information is intended. b. the intended use of information.	Identify, with assistance, how intended audience and purpose affect information needed.
Purpose and Audience	<p>Curriculum</p> <p>Given magazine, personal letter, product guide, newspaper examples, discuss as a class who each was written for.</p> <p>Create a chart from above examples. Include source, audience, intended use.</p>	<p>Curriculum</p> <p>Given magazine, personal letter, product guide, newspaper examples, discuss as a class who each was written for.</p> <p>Create a chart from above examples. Include source, audience, intended use.</p>	<p>Curriculum</p> <p>Given magazine, personal letter, product guide, newspaper examples, discuss as a class who each was written for. Using personal letter, discuss ways the letter would be different if you were telling the same story to a friend vs. a parent.</p> <p>Create a chart from above examples. Include source, audience, intended use.</p>
ST	1.5, 1.6, 2.3	1.5, 1.6, 2.3	1.5, 1.6, 2.3, 3.5
B	a. Use prior knowledge to determine the information needed. b. Ask questions to answer an information need. c. Generate, with assistance, key words to investigate a topic.	a. Develop, with assistance, questions based on prior knowledge. b. Generate key words to investigate topics. c. Revise or clarify, with assistance, focus questions and/or key words as information is gathered.	a. Develop, with assistance, questions based on prior knowledge. b. Generate key words to research topics. c. Revise or clarify, with assistance, focus questions and/or key words as information is gathered.
Focus Questions/ Keywords	<p>Curriculum</p> <p>*Given a topic from a core area, students list the information needed, questions they have, and list the key words they will need to research.</p>	<p>Curriculum</p> <p>*Given a topic from a core area, students list the information needed, questions they have, and list the key words they will need to research.</p>	<p>Curriculum</p> <p>*Given a topic from a core area, students list the information needed, questions they have, and list the key words they will need to research.</p>
ST	1.1, 1.4	1.1, 1.4, 2.2	1.1, 1.4, 2.2

Information and Communications Technology Literacy

3 Access information efficiently and effectively			
• Integrating faith by researching Bible verses online.			
	Grade 2	Grade 3	Grade 4
A	a. Identify, with assistance, types of sources, including oral, print, and digital, appropriate for the information needed. b. Recognize that there are organizational tools for locating sources. c. Locate, with assistance, information sources using appropriate organizational structures. d. Select materials, with minimal assistance, appropriate to student's reading ability Curriculum *Brainstorm the places we can get information *List the tools used with each source *Students given opportunities to use a glossary, search engine, table of contents. *encourage students to count the number of words they do not know when choosing a book and pick books with less than 5 words they can not read in a small sample.	a. Identify types of sources, including oral, print, and digital, appropriate for the information needed. b. Locate, with assistance, information sources using appropriate organizational tools based on the information needed. c. Select materials appropriate to student's reading ability Curriculum *Brainstorm the places we can get information *List the tools used with each source *Students given opportunities to use a glossary, search engine, table of contents. *encourage students to count the number of words they do not know when choosing a book and pick books with less than 5 words they can not read in a small sample.	a. Identify types of sources, including oral, print, and digital, appropriate for the information needed. b. Identify, with assistance, whether a source is primary or secondary. c. Locate information sources using appropriate organizational tools. d. Select materials appropriate to student's reading ability Curriculum *Brainstorm the places we can get information *List the tools used with each source *Students given opportunities to use a glossary, search engine, table of contents. *encourage students to count the number of words they do not know when choosing a book and pick books with less than 5 words they can not read in a small sample. *Give examples of primary and secondary sources in content area material. Identify clues to know if source is primary or secondary.
ST	1.2, 1.4, 1.6	1.2, 1.4, 1.6	1.2, 1.4, 1.6
B	Use, with assistance, the navigational features of print and digital sources	Select and use, with assistance, the navigational features of print and digital sources.	Select and use the navigational features of print and digital sources using critical thinking skills
Source Navigation	Curriculum *Given information to find, students use search engine to find information *Given magazine and/or newspaper article, student can use table of contents	Curriculum *Given information to find, students use search engine to find information *Given magazine and/or newspaper article, student can use table of contents *Given information to find on the inter-net, students record two of the site generated by their search	Curriculum *Given information to find, students list the navigational feature they used and tell why it was chosen
ST	1.4, 2.7	1.4, 2.7	1.4, 2.7

Information and Communications Technology Literacy

4 Evaluate information critically and competently

- Integrating faith by researching Bible Verses and meaning. Determine as a class what the message is intended to be.

	Grade 2	Grade 3	Grade 4
A	<p>a. Identify, with assistance, messages conveyed through various media</p> <p>b. Recognize that media techniques are used to convey messages.</p> <p>Curriculum: Given newspaper/magazine ads and commercials, students identify the message and articulate how they shared their message.</p>	<p>a. Identify messages conveyed through various media</p> <p>b. Identify, with assistance, media techniques used to convey messages.</p> <p>Curriculum: Given newspaper/magazine ads and commercials, students identify the message and articulate how they shared their message. Identify and discuss appeals to emotion, feeling; the use of music and color.</p>	<p>a. Identify messages conveyed through various media</p> <p>b. Identify, with assistance, media techniques used to convey messages.</p> <p>Curriculum: Given newspaper/magazine ads and commercials, students identify the message and articulate how they shared their message. Identify and discuss appeals to emotion, feeling; the use of music and color.</p>
ST	1.5, 1.7	1.5, 1.7	1.5, 1.7
B	<p>a. Identify information, with assistance, to determine relevance in relationship to the topic.</p> <p>b. Identify, with assistance, that timeliness may affect the value of the information.</p> <p>Curriculum When researching for content area assignments, be able to determine if the information they found is useful.</p> <p>Identify the date newspaper, magazine or internet articles were written.</p> <p>Discuss as a class how date material was written would affect its usefulness.</p>	<p>a. Identify information, with minimal assistance, to determine relevance in relationship to the topic.</p> <p>b. Identify that timeliness may affect the value of the information.</p> <p>Curriculum When researching for content area assignments, be able to determine if the information they found is useful.</p> <p>Identify the date newspaper, magazine or internet articles were written.</p> <p>Discuss as a class how date material was written would affect its usefulness.</p>	<p>a. Identify information to determine relevance in relationship to the topic.</p> <p>b. Explain, with assistance, how timeliness impacts source selection.</p> <p>Curriculum When researching for content area assignments, be able to determine if the information they found is useful.</p> <p>Identify the date newspaper, magazine or internet articles were written.</p> <p>Discuss as a class how date material was written would affect its usefulness.</p>
ST	1.7, 3.5	1.7, 3.5	1.7, 3.5
C	<p>a. Explain the difference between fiction and non-fiction.</p> <p>b. Recognize, with assistance, that not all sources are credible.</p> <p>c. Identify, with assistance, the effect of the copyright date on the value of the information.</p> <p>Curriculum Write journal entries that are fiction and non-fiction.</p> <p>Ask the students to find the copyright date. Discuss how this affect the information. (on content area research)</p> <p>Ask students to write an article on driving a car. Discuss wether or not they would be a credible source. Emphasis that not all sources are credible in their research.</p>	<p>a. Recognize that not all sources are credible.</p> <p>b. Recognize, with assistance, that sources may contradict or verify other sources.</p> <p>c. Identify varying viewpoints in multiple sources.</p> <p>d. Identify the effect of the copyright date on the value of the information.</p> <p>Curriculum Ask the students to find the copyright date. Discuss how this affect the information. (on content area research)</p> <p>Ask students to write an article on driving a car. Discuss wether or not they would be a credible source. Emphasis that not all sources are credible in their research.</p> <p>Give students newspaper articles, ask them to tell the viewpoint of the author. Ask how it would be different from an author of the opposite view.</p>	<p>a. Recognize the credibility of the source based on fact and opinion.</p> <p>b. Recognize whether the information contradicts or verifies other sources.</p> <p>c. Explain how viewpoint affects bias.</p> <p>d. Evaluate, with assistance, the effect of the copyright date on the value of the information</p> <p>Curriculum Ask the students to find the copyright date. Discuss how this affect the information. (on content area research)</p> <p>Give students newspaper articles, ask them to tell the viewpoint of the author. Ask how it would be different from an author of the opposite view.</p> <p>Given statements, students determine if they are fact or opinion. Students create their own fact/opinion statements.</p> <p>Given newspaper articles, students identify facts and opinions given in them.</p>
ST	1.6, 1.7, 2.3	1.6, 1.7, 2.3	1.6, 1.7, 2.3
Message			
Relevance			
Reliability			

Information and Communications Technology Literacy

5 Evaluate information critically and competently			
<ul style="list-style-type: none"> Integrate faith by sharing Jesus through using various means of technology (email, school website, blogs) show pictures of Jesus in various parts of the community, state, and world. 			
	Grade 2	Grade 3	Grade 4
D	a. Analyze, with assistance, teacher-selected sources for gaps in information. b. Locate, with assistance, additional information as needed.	a. Analyze, with assistance, information gathered for gaps. b. Locate, with assistance, additional information as needed.	a. Analyze, with minimal assistance, information gathered for gaps. b. Locate additional information as needed.
Comprehensiveness	<p>Curriculum</p> <p>Complete a graphic organizer for content area research. When gaps occur, complete more research to complete the organizer.</p>	<p>Curriculum</p> <p>Complete a graphic organizer for content area research. When gaps occur, complete more research to complete the organizer.</p>	<p>Curriculum</p> <p>Complete a graphic organizer for content area research. When gaps occur, complete more research to complete the organizer.</p>
ST	1.4, 1.6	1.4, 1.6	1.4, 1.6

Information and Communications Technology Literacy

5 Use information effectively and creatively			
	Grade 2	Grade 3	Grade 4
A Information Recording	Record relevant information in at least one format (e.g., writing, pictures, audio recordings, photos, highlighting, sticky notes, graphic organizers, etc.)	Record relevant information using a variety of note-taking or organizational strategies.	Record relevant information using a variety of note-taking or organizational strategies.
	Curriculum Given a content area topic, research it and complete a graphic organizer, picture, or record information on a sticky note.	Curriculum Given Science reading, highlight the main idea and supporting facts. Record information in a graphic organizer.	Curriculum Given Science reading, highlight the main idea and supporting facts. Summarize information learned in paragraph form.
ST	1.2, 1.4, 1.8, 2.1	1.2, 1.4, 1.8, 2.1	1.2, 1.4, 1.8, 2.1
B Information Synthesis	Construct new knowledge based on information gathered from a variety of sources.	Construct new knowledge based on information gathered from a variety of sources.	Construct new knowledge based on information gathered from a variety of sources.
	Curriculum In content areas, research using magazines, newspaper, inter-net, text books, and classmates. Record information and share with classmates.	Curriculum In content areas, research using magazines, newspaper, inter-net, text books, and classmates. Record information and share with classmates.	Curriculum In content areas, research using magazines, newspaper, inter-net, text books, and classmates. Record information and share with classmates.
ST	1.2, 1.4, 1.6, 1.10	1.2, 1.4, 1.6, 1.10	1.2, 1.4, 1.6, 1.10
C Information Presentation	<ul style="list-style-type: none"> a. Recognize that there are a variety of ways to share information. b. Select, with assistance, a format appropriate for the intended audience and purpose. c. Effectively share information. 	<ul style="list-style-type: none"> a. Recognize that there are a variety of ways to share information b. Select, with minimal assistance, the format appropriate for the intended audience and purpose c. Effectively share information 	<ul style="list-style-type: none"> a. Recognize that there are a variety of ways to share information b. Select the format appropriate for the intended audience and purpose c. Effectively share information
	<p>Curriculum List ways information is shared (verbally, written, electronic). Give examples of each.</p> <p>Given content topic, students can tell which way to share would be best.</p> <p>Share their research with classmates in a clear presentation.</p>	<p>Curriculum List ways information is shared (verbally, written, electronic). Give examples of each.</p> <p>Given content topic, students can tell which way to share would be best.</p> <p>Share their research with classmates in a clear presentation.</p>	<p>Curriculum List ways information is shared (verbally, written, electronic). Give examples of each.</p> <p>Given content topic, students can tell which way to share would be best.</p> <p>Share their research with classmates in a clear presentation.</p>
ST	1.4, 1.8, 2.1, 2.4	1.4, 1.8, 2.1, 2.4	1.4, 1.8, 2.1, 2.4

Information and Communications Technology Literacy

6 Practice ethical, legal, and safe use of information and technology

- Integrate faith by sharing Jesus through using various means of technology (email, school website, blogs) show pictures of Jesus in various parts of the community, state, and world.

	Grade 2	Grade 3	Grade 4
A	Demonstrate ethical behaviors (personal and social) when using information and technology	a. Demonstrate ethical behaviors (personal and social) when using information and technology b. Develop, with assistance, strategies to avoid cyber-bullying	a. Demonstrate ethical behaviors (personal and social) when using information and technology b. Develop, with assistance, strategies to avoid cyber-bullying
Digital Citizenship	Curriculum: Discuss with class what behaviors are acceptable with technology and why.	Curriculum: Discuss with class what behaviors are acceptable with technology and why. Ask if parents would let students explore a new neighborhood by themselves. Explain that the internet is like a neighborhood; we need to be wise when first visiting. Define cyber-bullying and create strategies to avoid it.	Curriculum: Discuss with class what behaviors are acceptable with technology and why. Ask if parents would let students explore a new neighborhood by themselves. Explain that the internet is like a neighborhood; we need to be wise when first visiting. Define cyber-bullying and create strategies to avoid it.
ST	2.7, 4.1, 4.4, 4.7	2.7, 3.2, 3.3, 3.4, 4.1, 4.4, 4.7	2.7, 3.2, 3.3, 3.4, 4.1, 4.4, 4.7
B	a. Identify, with assistance, acceptable uses of information and technology. b. Document, with assistance, each source referenced (e.g., author, title, URL, copyright)	a. Follow school district policies and other regulations while accessing and using sources, including print and digital b. Develop awareness of meaning and consequences of plagiarism. c. Document, with assistance, each source referenced (e.g., author, title, copyright, URL, publisher, and place of publication)	a. Follow school district policies and other regulations while accessing and using sources, including print and digital b. Practice, with assistance, strategies to avoid plagiarism c. Document, with assistance, each source referenced using appropriate citation format
Academic Honesty	Curriculum: As a class, brainstorm and list the acceptable uses of information and technology. Print a page of their research, highlight the source. After completing this a few times, have them identify the source independently in future work.	Curriculum: Print a page of their research, highlight the source. After completing this a few times, have them identify the source independently in future work. Define plagiarism; review 7 th commandment. Print a page of their research, highlight the source. After completing this a few times, have them identify the source independently in future work.	Curriculum: Print a page of their research, highlight the source. After completing this a few times, have them identify the source independently in future work. Define plagiarism; review 7 th commandment. Print a page of their research, highlight the source. After completing this a few times, have them identify the source independently in future work.
ST	2.7, 4.4, 4.7	2.7, 4.4, 4.7	2.7, 4.4, 4.7

Information and Communications Technology Literacy

6 Practice ethical, legal, and safe use of information and technology			
	Grade 2	Grade 3	Grade 4
C	Recognize, with assistance, what information is personal and private.	a. Recognize what information is personal and private b. Discuss safe behaviors in personal electronic communication and interaction (e.g., response to cyber-bullying, inappropriate contact, solicitation, etc.)	a. Recognize consequences of online behavior, such as sharing personal information b. Practice safe behaviors in personal electronic communication and interaction (e.g., response to cyber-bullying, inappropriate contact, solicitation, etc.)
Cyber Safety	<p>Curriculum</p> <p>As a class, create a T chart. One one side, list people who can know my phone number and address. On the other side, list who does not need that. Discuss why this is important.</p>	<p>Curriculum</p> <p>As a class, create a T chart. One one side, list people who can know my phone number and address. On the other side, list who does not need that. Discuss why this is important.</p> <p>Curriculum</p> <p>As a class, view a web-site designed to teach internet safety such as safekids.com. Send link to parents.</p>	<p>Curriculum</p> <p>As a class, create a T chart. One one side, list people who can know my phone number and address. On the other side, list who does not need that. Discuss why this is important.</p> <p>As a class, view a web-site designed to teach internet safety such as safekids.com. Send link to parents.</p>
ST	4.7	3.1, 4.7	3.1, 4.3, 4.7