

Information Literacy and Technology Curriculum



Updated August 3rd, 2018 (K-6 Only)

Yorkville CUSD 115

Information Literacy and Technology Curriculum

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Periodic changes will occur in these materials. The Yorkville Community Unit School District 115 maintains the right to make changes or corrections to this document in accordance with changes to Board of Education policy, the Common Core Learning Standards, and its own modification within the validation process.

Implementation/Validation – 2017/2018 Special Acknowledgements

Special thanks go to the members of the Information Literacy and Technology Subject Area Committee (SAC) for their dedication and commitment to the creation of this curriculum.

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Yorkville CUSD 115 Mission Statement

Cultivating learners who enrich society.



Information Literacy and Technology Subject Mission Statement

Yorkville's information literacy and technology curriculum is based upon the belief that college and career readiness is guided by the knowledge of effectively and ethically using information, research, and technology. Each student completing the K-12 Yorkville Information Literacy and Technology curriculum will...

- adapt to and apply technology.
- use technology to collaborate and communicate effectively.
- apply a research process across the curriculum.
- demonstrate ethical and responsible use of information and technology.

Yorkville CUSD 115

Information Literacy & Technology K-12 Curriculum-at-a-Glance

Kindergarten

Students will demonstrate a beginning understanding of the research process and apply new skills in technology.

- Students will use fundamental digital tool skills to produce with guidance.
- Students will identify sources as a whole group.
- Students will generate questions on a given topic or problem, locate information from a variety of sources, and synthesize the information as a whole group.

First Grade

Students will use the research process and apply digital tools to collaborate and communicate.

- Students will apply expanded digital tool skills.
- Students will collaborate with peers to produce and publish with guidance.
- Students will generate questions on a given topic or problem and compile a list of sources with assistance.
- Students will locate information from a variety of sources with assistance.
- Students will synthesize the information gathered and assess their success with assistance.
- Students will describe basic personal safety on digital devices.

Second Grade

Students will navigate digital tools, utilize keyboarding skills, and examine personal identity safety.

- Students will operate technical systems and demonstrate the ability to save and locate files.
- Students will utilize keyboarding skills to create and modify word processing files.
- Students will utilize presentation tools for an assigned task, with guidance.
- Students will create a research question based on a given information need and identify resources.
- Students will extract relevant information to answer research questions.
- Students will create and present a product with guidance. They will evaluate their product.
- Students will examine identity safety on digital devices.

Third Grade

Students will demonstrate responsible use of digital tools, extract relevant information, and provide a standardized citation.

- Students will utilize word processing functions and organize files on a technical system.
- Students will determine the purpose of different research, communication, and collaboration tools and utilize the most appropriate tool for the task with guidance.
- Students will plan a research process based on an information need and locate resources.
- Students will locate, extract, and cite relevant information to answer a research question.
- Students will create and evaluate a product and evaluate the process used.

- Students will demonstrate knowledge of safe practices when on digital devices.

Fourth Grade

Students will access relevant and appropriate print and/or digital information when researching and assessing their personal and information needs.

- Students will demonstrate how to organize saved files and identify basic connectivity problems and functions.
- Students will distinguish between a variety of applications to complete a task.
- Students will utilize a variety of applications to complete a task
- Students will analyze an information problem and determine the appropriate source for the information needed.
- Students will locate, extract, and organize relevant information needed for the problem.
- Students will create and evaluate a product that communicates the results of the research.
- Students will model and explain ethical and safe use of digital tools and information.
- Students will develop and critique appropriate online personal identity safety on a variety of digital devices and/or digital resources.

Fifth Grade

Students will access and analyze print and/or digital information for credible and appropriate content.

- Students will compare and contrast resources and identify solutions for technological malfunctions.
- Students will utilize a variety of applications to complete word processing, presentation and spreadsheet tasks.
- Students will propose and prioritize an information problem.
- Students will locate, extract, and organize relevant information from multiple sources needed for the problem.
- Students will create and evaluate a self-selected product that communicates the results of the research.
- Students will evaluate ethical use of digital property.
- Students will develop strategies for the appropriate and safe use of a variety of digital devices and/or digital resources.

Sixth Grade

Students will interact, collaborate, and publish using a variety of technological resources. They will demonstrate responsible and safe digital citizenship.

- Students will use advanced keyboarding techniques.
- Students will interact, collaborate, and publish using a variety of technological resources.
- Students will develop essential questions for research and locate and analyze the validity of sources, both primary and secondary.
- Students will extract and organize information from a variety of sources.
- Students will develop a product and utilize an evaluation tool to assess their product.
- Students will analyze online identity safety and threats on a variety of digital devices and/or digital resources.

- Students will examine safety issues involved in online social networking.

Seventh Grade

Students will apply advanced search techniques while conducting research. They will identify a variety of digital tools for collaboration and communication. They will describe how an individual's use of digital tools affects society.

- Students will demonstrate troubleshooting techniques given a variety of technical situations and digital tools and they will utilize digital tools to create a multimedia product.
- Students will analyze the benefits of various applications, communication, and collaboration tools.
- Students will refine essential questions for an information task and produce a plan for information needs.
- Students will utilize varied methods to gather information and evaluate it for validity.
- Students will synthesize organized information and communicate the results of their research using multimedia. They will evaluate the research process and/or product.
- Students will analyze appropriate use of digital tools.
- Students will communicate the ethical and societal issues of digital tools.

Eighth Grade

Students will critique the use of digital components. They will develop an evaluation tool to evaluate a research process and/or product. They will describe how an individual's use of digital tools affects their digital footprint.

- Students will evaluate the effective use of digital components in a multimedia product.
- Students will create and refine essential questions for an information task and produce a plan for information needs.
- Students will locate and evaluate information for research.
- Students will synthesize organized information and use multimedia to communicate the results of their research. They will develop a tool to evaluate the process and/or product.
- Students will apply knowledge of legal use, ethical use, and societal issues to analyze their use of digital tools.

Ninth-Tenth Grade

Students will differentiate, utilize, and develop their use of digital tools.

- Students will demonstrate their ability to troubleshoot digital tools and networks by correcting simulated situations.
- Students will utilize various applications and analyze digital tools to determine the most effective application.
- Students will generate a list of essential questions to formulate a research topic and identify diverse sources to complete a project.
- Students will locate, access, extract and organize information.
- Students will synthesize information to create a variety of products that express new understanding. They will self-assess and develop revision strategies for effective future learning.
- Students will analyze existing laws governing illegal online behavior.
- Students will evaluate digital visual content to determine bias and image manipulation.
- Students will appraise a digital footprint for evidence of questionable content/netiquette.

- Students will differentiate between legal use and protection of digital content.

Eleventh-Twelfth

Students will make informed decisions regarding their technology and information needs and apply their knowledge of technology and information literacy to their courses.

- Students will reflect upon how they troubleshoot digital tools by correcting real life situations.
- Students will reflect upon the effectiveness of various applications of digital tools.
- Students will reflect upon their research process and research products and analyze the use of diverse sources to complete a product.
- Students will analyze cyber security issues to protect their digital footprint.
- Students will analyze societal issues related to digital citizenship and their digital footprint.

Explanation of Coding and Numbering

The following examples provide clarification on the coding and numbering used for each of the grade level course curriculums in District 115.

Sample of Document

Key Terms:

“Outcome”- a positive statement about what the students themselves will do, verbs that describe specific, measurable action, and that has an end result.

“Component” – knowing and understanding level thinking skills, both simple and complex. These skills are a result of students engaging in activities that may include questioning, research, experiments, collaboration, identification, analysis, summarization, and application.

“Dual Taught Technology and Research Skills” – core ELA curriculum components which are taught in the general education classroom and supported by the ILT instructor. These skills will be assessed in the ELA classroom by the ELA instructor.

Explanation for “ILT.5.2.3”:

“ILT”=Information Literacy and Technology (subject area)

“5” =Fifth (Grade level or course)

“1” =Outcome number

“3” =Component number

Explanation for (5.RIT.7):

This indicates common core alignment

“5” =Grade level

“RIT”=Domain

“7” =Standard number in that area

Explanation for “6b”:

This indicates NETS-S alignment

(Please see attached document for reference)

Explanation for “1.1.4”:

This indicates Standards for the 21st-Century Learner AASL alignment

(Please see attached document for reference)

Technology		
ILT.5.1	Outcome: Students will compare and contrast resources and identify solutions for technological malfunctions.	
	Students will...	
ILT/ Core	ILT.5.1. 1	Compare and contrast three or more search engines. (5.RIT.7) 6b 1.1.4
ILT	ILT.5.1. 2	Utilize file access and define upload, download, import, and export.
ILT	ILT.5.1. 3	Compare and contrast three or more databases. (5.RIT.7) 6b 1.1.4
ILT	ILT.5.1. 4	Identify examples of malfunction solutions for monitor, tower and programs.

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Kindergarten Information Literacy and Technology

Focus: Students will apply new technology and research skills.

Technology		
ILT.K. 1	Outcome: Students will use general technology skills.	
	Students will...	
ILT	ILT.K.1.1	Identify parts of the device which may include: mouse, cursor, tower, keyboard, monitor.
ILT	ILT.K.1.2	Demonstrate how to use a device which may include how to: minimize a window, maximize a window, close a window, adjust the volume, scroll and backspace, use space bar, click, double click, drag, enter, locate cursor, and open a program.
ILT	ILT.K.1.3	Produce a product using a digital tool with guidance.

Research		
ILT.K. 2	Outcome: Students will identify sources as a whole group.	
	Students will...	
ILT	ILT.K.2.1	Identify the circulation desk, everybody picture books, and informational text sections in the library.

Dual Taught Technology and Research Skills		
ILT.K. 3	Outcome: Students will narrate events and revise and publish text to convey meaning.	
	Students will...	
ILT	ILT.K.3.1	participate in shared research and writing projects (e.g. explore a number of books by a favorite author and express opinions about them). (K.W.7) (LA.K.16.2)
ILT	ILT.K.3.2	explore a variety of digital tools to produce and publish writing in collaboration with peers with guidance and support. (K.W.6) (LA.K.16.3)

Yorkville CUSD 115**1st Grade Information Literacy and Technology**

Focus: Students will apply new technology and research skills and continue to grow as a responsible digital citizen.

Technology		
ILT.1.1	Outcome: Students will apply general technology skills.	
	Students will...	
ILT	ILT.1.1.1	Demonstrate the proper use of keyboard functions including: number lock, caps lock, and identify home row.
ILT	ILT.1.1.2	Demonstrate the ability to log on/off with a school issued password, toggle between open programs, and perform shut down of a device.

Technology		
ILT.1.2	Outcome: Students will apply application specific technology skills.	
	Students will...	
ILT	ILT.1.2.1	Produce and publish a writing piece using a digital tool collaboratively with assistance.
ILT	ILT.1.2.2	Modify a word processing document with verbal assistance, using different font styles, sizes, and colors.

Digital Citizenship		
ILT.1.3	Outcome: Students will describe basic personal safety on digital devices.	
	Students will...	
ILT	ILT.1.3.1	Define password.
ILT	ILT.1.3.2	Explain the importance of keeping login information private.

Dual Taught Technology and Research Skills		
ILT.1.4	Outcome: Outcome: Students will produce and strengthen writing, participating in the writing process, to produce writing with correct conventions.	
	Students will...	
ILT	ILT.1.4.1	use digital tools to produce and publish writing with guidance and support from adults and peers. (1.W.6) (LA.1.13.3)
ILT	ILT.1.4.2	participate in shared research and writing projects. (1.W.7) (LA.1.13.4)

ILT	ILT.1.4.3	compose a written answer to questions using provided sources or student background knowledge. (1.W.8) (LA.1.13.5)
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2nd Grade Information Literacy and Technology

Focus: Students will apply new technology and research skills and continue to grow as a responsible digital citizen.

Technology		
ILT.2.1	Outcome: Students will apply general technology skills.	
	Students will...	
ILT	ILT.2.1.1	Use shift and zoom.
ILT	ILT.2.1.2	Demonstrate the proper use of home row.
ILT	ILT.2.1.3	Define and identify a URL.

Technology		
ILT.2.2	Outcome: Students will apply application specific technology skills.	
	Students will...	
ILT	ILT.2.2.1	Log onto Google accounts.
ILT	ILT 2.2.2	Locate and access Google Drive.
ILT	ILT 2.2.3	Create, name, rename and delete a file.
ILT	ILT 2.2.4	Create and name a folder in a specified location.
ILT	ILT 2.2.5	Locate and open a specified file (locate a document on Google Drive and Google Shared Drive).
ILT	ILT 2.2.6	Utilize bold, italicize, undo, redo, underline, insert images, and different font styles, colors and sizes in an application

Research		
ILT.2.3	Outcome: Students will utilize appropriate research techniques.	
	Students will...	
ILT	ILT.2.3.1	Create keywords that can be used as search terms.

Digital Citizenship		
ILT.2.4	Outcome: Students will identify and distinguish digital safety on devices.	
	Students will...	
ILT	ILT.2.4.1	Identify the components of an appropriate username.
ILT	ILT.2.4.2	Identify the components of a safe password.

ILT	ILT.2.4.3	Distinguish between information that can be shared or kept private.
ILT	ILT.2.4.4	Distinguish between types of friends (in person versus online).

Dual Taught Technology and Research Skills		
ILT.2.5		Outcome: Students will revise and edit essays with guidance, use proper sentence structure and conventions in written pieces, and use a variety of digital tools to produce and publish writing.
		Students will...
ILT	ILT.2.5.1	use a variety of digital tools to produce and publish writing, including collaboration with peers with guidance and support from adults. (2.W.6) (LA.2.15.3)
ILT	ILT.2.5.2	create audio recordings of stories or poems; add drawings or other visual displays to stories when appropriate to clarify ideas, thoughts, and feelings. (2.SL.5) (LA.2.15.4)
ILT	ILT.2.5.3	use grade appropriate MLA formatting. Use quotation marks (short works) and italics/underlining (long works) when referring to sources. (LA.2.15.5) Examples: o "Invitation" by Shel Silverstein o The Lorax by Dr. Seuss

Yorkville CUSD 115**3rd Grade Information Literacy and Technology**

Focus: Students will apply new technology and research skills and continue to grow as a responsible digital citizen.

Technology		
ILT.3.1	Outcome: Students will apply general technology skills.	
	Students will...	
ILT	ILT.3.1.1	Demonstrate typing 10 words per minute using proper keyboarding technique with a grade appropriate text.
ILT	ILT.3.1.2	Demonstrate use of number row and punctuation keys.
ILT	ILT.3.1.3	Demonstrate an appropriate use of the right click menu.
ILT	ILT 3.1.4	Share a digital file with all permission types. (View, Comment, Edit)
ILT	ILT.3.1.5	Identify links.
ILT	ILT 3.1.6	Bookmark webpages.

Technology		
ILT.3.2	Outcome: Students will apply application specific technology skills	
	Students will...	
ILT	ILT.3.2.1	Utilize insert, menu, format, delete, copy, cut, paste, text box features, spell check, bullets, and numbering in an application.
ILT	ILT.3.2.2	Utilize design (theme, background, pictures and videos) in a presentation application.
ILT	ILT 3.2.3	Run a presentation.
ILT	ILT 3.2.4	Identify features of Drive including: Shared with Me, Recent, Starred, Trash, and different sorting and view options.
ILT	ILT.3.2.5	Identify word processing, presentation, email and spreadsheet programs and their uses.
ILT	ILT 3.2.6	Rename and delete a folder.

Research		
ILT.3.3	Outcome: Students will utilize digital and print sources for research needs.	
	Students will...	
ILT	ILT 3.3.1	Compare and contrast two or more digital research tools.
ILT	ILT.3.3.2	Search a database for information relevant to a research question, with assistance.
ILT	ILT.3.3.3	Identify relevant and understandable sources for a research questions.
ILT	ILT.3.3.4	Identify keywords and subtopics for a research question.
ILT	ILT.3.3.5	Use an OPAC to search for resources by keyword and subject. Record title,

		author, and call number.
ILT	ILT.3.3.6	Locate resources in a library by call number or other spine information.
ILT	ILT.3.3.7	Search a database for information relevant to a research question.

Digital Citizenship		
ILT.3.4	Outcome: Students will demonstrate knowledge of safe practices when on digital devices.	
	Students will...	
ILT	ILT.3.4.1	Create a safe username.
ILT	ILT.3.4.2	Create a strong password.
ILT	ILT.3.4.3	Identify elements of cyberbullying.
ILT	ILT.3.4.4	Compare and contrast bullying with cyberbullying.
ILT	ILT.3.4.5	Identify various advertisements on digital devices.

Dual Taught Technology and Research Skills		
ILT.3.4	Outcome: Students will construct short research projects using grade appropriate grammar skills and report on that topic.	
	Students will...	
ILT	ILT.3.5.1	conduct short research projects about a specific topic. (3.W.7) (LA.3.12.1)
ILT	ILT.3.5.2	construct a presentation on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details. (3.SL.4) (LA.3.12.5)
ILT	ILT.3.5.3	compose writing in which the development and organization are appropriate to task and purpose with guidance and support from adults (3.W.4). (LA.3.22.1)
ILT	ILT.3.5.4	utilize technology to produce writing (using keyboarding skills) as well as interact and collaborate with guidance and support from adults (3.W.6) (LA.3.22.2)
ILT	ILT.3.4.5	utilize grade appropriate MLA format when writing. (LA.3.22.5) Use Times New Roman font. <ul style="list-style-type: none"> ● Double space between the title and the first line of the text. ● Create the heading in the upper left-hand corner of the first page (only): list your name, your instructor's name, the course, and the date. Again, be sure to use double-spaced text (when typed). <p>Your name: John Smith Instructor's name: Mr. McGillicuddy Course name: Biology Date: 22 April 2005 (or April 22, 2005)</p>

Yorkville CUSD 115**4th Grade Information Literacy and Technology**

Focus: Students will apply new technology and research skills and continue to grow as a responsible digital citizen.

Technology		
ILT.4.1	Outcome: Students will apply general technology skills.	
	Students will...	
ILT	ILT.4.1.1	Identify storage devices including secondary locations such as a hard drive, cloud or portable storage device.
ILT	ILT.4.1.2	Identify examples of malfunction solutions for keyboard, mouse/trackpad, headphones, tower, monitor, and/or device and non-responsive programs.
ILT	ILT.4.1.3	Distinguish between search engine, web browser and database.
ILT	ILT.4.1.4	Define troubleshoot, upload, download, import, export and synonyms.
ILT	ILT.4.1.5	Demonstrate typing 20 words per minute using proper keyboarding technique with a grade appropriate text.
ILT	ILT 4.1.6	Change account passwords.

Technology		
ILT.4.2	Outcome: Students will apply application specific skills.	
	Students will...	
ILT	ILT.4.2.1	Utilize margins, orientation, header/footer, borders, columns, alignment, shapes, hyperlink, image format tools, tables, and review tools in a word processing application.
ILT	ILT.4.2.2	Utilize animations, transitions, and presenter notes in a presentation application and change the order of slides.
ILT	ILT.4.2.3	Utilize and title a spreadsheet application to insert and edit data, make a basic table, select a range of cells, cut, copy and paste cell content, drag and drop cell content, change the alignment in a cell.
ILT	ILT.4.2.4	Insert, delete, modify and move rows and columns and sort a specific range of data.
ILT	ILT 4.2.5	Distinguish between read and unread email, compose an email, attach a file to email, open and delete email, include a subject, greeting, closing & signature.
ILT	ILT.4.2.6	Identify features of email: contacts, settings, starred, sent, drafts, sort by category (all, none, read, unread, starred, unstarred), and search by keyword.
ILT	ILT.4.2.7	Define carbon copy (cc) and blind carbon copy (bcc) in an email.
ILT	ILT.4.2.8	Create a subfolder.
ILT	ILT 4.2.9	Share and move a folder.
ILT	ILT 4.2.10	Search for a file by keyword.
ILT	ILT.4.2.11	Make a copy of a file.
ILT	ILT.4.2.12	Utilize revision history in all Google tools.

ILT	ILT.4.2.13	Collaborate using a digital tool with a small group to complete a task; (students will use Comment and Edit features in Google.)
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Research		
ILT.4.3	Outcome: Students will determine the appropriate source for the information needed.	
	Students will...	
ILT	ILT.4.3.1	Determine a site's appropriateness using preselected websites.
ILT	ILT.4.3.2	Utilize OPAC to create and use a resource list.
ILT	ILT.4.3.3	Locate and access information from at least two databases.

Digital Citizenship		
ILT.4.4	Outcome: Students will model and explain ethical and safe use of digital tools and information.	
	Students will...	
ILT	ILT.4.4.1	Describe the techniques used to avoid plagiarism in research.
ILT	ILT.4.4.2	Identify and demonstrate components of netiquette.
ILT	ILT.4.4.3	Explain the purpose of district policies concerning digital devices and Internet access.
ILT	ILT 4.4.4	Demonstrate proper handling and use of Chromebook.
ILT	ILT.4.4.5	Identify safe/appropriate dialogue when using text, chat, and email.

Dual Taught Technology and Research Skills		
ILT.4.4	Outcome: Students will utilize technology and the research process to create an informative/ explanatory product.	
	Students will...	
ILT	ILT.4.5.1	conduct short research projects that build knowledge through investigation of different aspects of a topic. (4.W.7) (LA.4.17.1)
ILT	ILT.4.5.2	recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information. (4.W.8) (LA.4.17.6)
ILT	ILT.4.5.3	provide a Works Cited page, according to MLA format. (LA.4.17.7)
ILT	ILT 4.5.4	utilize technology to produce and publish writing. (4.W.6) (LA.4.17.8)
ILT	ILT.4.5.5	apply keyboarding skills to type a minimum of one page in a single sitting. (4.W.6) (LA.4.17.9)
ILT	ILT.4.5.6	use grade appropriate MLA format. (LA.4.17.10) Use 1" Margins <ul style="list-style-type: none"> ● Create a header in the upper right-hand corner that includes your last name, followed by a space with a page number; number all pages consecutively with Arabic numerals (1, 2, 3, 4, etc.), one-half inch from the top and flush with the right margin. Example: Smith 2

Yorkville CUSD 115**5th Grade Information Literacy and Technology**

Focus: Students will apply new technology skills and continue to grow as a responsible digital citizen.

Technology General		
ILT.5.1	Outcome: Students will apply general technology skills	
	Students will...	
ILT	ILT.5.1.1	Compare and contrast two or more search engines.
ILT	ILT.5.1.2	Create a video recording and move a copy of it to a specified location.
ILT	ILT.5.1.3	Communicate using a two way digital tool.
ILT	ILT.5.1.4	Demonstrate typing 30 words per minute using proper keyboarding technique with a grade appropriate text.
ILT	ILT.5.1.5	Utilize keyboarding shortcuts including: copy, paste, cut, undo, select all, save, open, and print.

Technology		
ILT.5.2	Outcome: Students will apply application specific technology skills.	
	Students will...	
ILT	ILT.5.2.1	Utilize tables, find, word count, and replace, using a word processing application.
ILT	ILT.5.2.2	Create a digital presentation without a template.
ILT	ILT.5.2.3	Modify basic title and axis title, insert and edit graphs while using a spreadsheet application.
ILT	ILT.5.2.4	Insert page numbers.
ILT	ILT.5.2.5	Identify different view modes; (edit, suggesting, view)
ILT	ILT.5.2.6	Create a form, add a form description and change the theme of the form.
ILT	ILT.5.2.7	Describe the differences between the "form settings" options.
ILT	ILT.5.2.8	Add a question for each of the nine question types, make all the questions require an answer within Google forms.
ILT	ILT.5.2.9	Duplicate a question, and shuffle the question order in a form.
ILT	ILT.5.2.10	View the live form and summary of responses within Google forms.
ILT	ILT.5.2.11	Enable "show link to submit another response" and "allow responders to edit responses after submitting" in forms.
ILT	ILT.5.2.12	Change the cell border and cell background in a spreadsheet application.
ILT	ILT.5.2.13	Enable text wrapping in a spreadsheet application.
ILT	ILT.5.2.14	Merge cell contents in a spreadsheet application.
ILT	ILT.5.2.15	Freeze row and column in a spreadsheet application.
ILT	ILT.5.2.16	Explain the different text and number formatting options in a spreadsheet application.
ILT	ILT.5.2.17	Add, rename, protect, move, duplicate, and delete a sheet in a spreadsheet application.
ILT	ILT.5.2.18	Change the tab color in a sheet in a spreadsheet application.

ILT	ILT.5.2.19	Insert a simple formula that demonstrates knowledge of the sum, average, count, min, and max functions in a spreadsheet application.
ILT	ILT.5.2.20	Create a simple chart from sample data in a spreadsheet.
ILT	ILT.5.2.21	Utilize labels and groups in an email.
ILT	ILT.5.2.22	Demonstrate use of mark all as “read” and “unread” in email.

Research		
ILT.5.3	Outcome: Students will utilize different search techniques for search engines.	
	Students will...	
ILT	ILT.5.3.1	Utilize an advanced search feature to locate information in a database.
ILT	ILT.5.3.2	Compare and contrast search techniques for a search engine, database and OPAC.
ILT	ILT.5.3.3	Cite a website using an online citation generator.

Digital Citizenship		
ILT.5.4	Outcome: Students will evaluate ethical use of digital property.	
	Students will...	
ILT	ILT.5.4.1	Distinguish between copyright and intellectual property.
ILT	ILT.5.4.2	Determine if a sample work has been appropriately paraphrased, summarized, quoted, and cited.

Digital Citizenship		
ILT.5.5	Outcome: Students will develop strategies for the appropriate and safe use of a variety of digital devices and/or digital resources.	
	Students will...	
ILT	ILT.5.5.1	Develop a set of guidelines for appropriate text, email and chat.
ILT	ILT.5.5.2	Distinguish and know where to report suspicious online behavior.
ILT	ILT.5.5.3	Explain how netiquette relates to digital citizenship.
ILT	ILT.5.5.4	Develop a plan for responding to cyberbullying.

Dual Taught Technology and Research Skills		
ILT.5.6	Outcome: Students will apply research in order to develop a project through the use of multimedia elements.	
	Students will...	
ILT	ILT.5.6.1	utilize research practices by finding several sources to build knowledge. (5.W.7) (LA.5.16.1)
ILT	ILT.5.6.2	compile information from print and digital sources. (5.W.8) (LA.5.16.2)
ILT	ILT.5.6.3	utilize technology or digital sources to produce a final product. (5.W.6) (LA.5.16.3)
ILT	ILT.5.6.4	create a work cited page following MLA formatting expectations. (5.W.8)

	(LA.5.16.4)
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6th Grade Information Literacy and Technology

Focus: Students will apply new technology and research skills and continue to grow as a responsible digital citizen.

Technology		
ILT.6.1	Outcome: Students will apply general technology skills	
	Students will...	
ILT	ILT.6.1.1	Demonstrate typing 40 words per minute using proper keyboarding technique with a grade appropriate text.
ILT	ILT.6.1.2	Determine the purpose of research, communication, and/or collaboration tools for an assigned task with guidance.

Technology		
ILT.6.2	Outcome: Students will apply application specific skills.	
	Students will...	
ILT	ILT.6.2.1	Create a graph starting with an empty spreadsheet, use auto sum, and average formulas using a spreadsheet application.
ILT	ILT 6.2.2	Create and utilize folders in email.
ILT	ILT 6.2.3	Locate "Activity Feed" and view "Details" in Drive.
ILT	ILT 6.2.4	Search for a file by user, type, and ownership in Drive.
ILT	ILT 6.2.5	Insert a bookmark in a document.
ILT	ILT.6.2.6	Edit preferences to autocorrect commonly misspelled words in a document.
ILT	ILT.6.2.7	Email the collaborators from a document.
ILT	ILT 6.2.8	Insert help text, images, and videos in a form.
ILT	ILT 6.2.9	Add a section header, page break, and custom confirmation message in a form.
ILT	ILT 6.2.10	View the responses spreadsheet and explore the different response destination options in forms.
ILT	ILT 6.2.11	"Send" a form via email with the shortened url and add a custom message.
ILT	ILT 6.2.12	Share a form with edit rights to specific collaborators.
ILT	ILT 6.2.13	Download a presentation as a different file type.
ILT	ILT 6.2.14	Insert a comment into one of the cells in a spreadsheet.
ILT	ILT 6.2.15	Create a conditional formatting rule in a spreadsheet.

Research		
ILT.6.3	Outcome: Students will analyze the validity of sources, both primary and secondary.	
	Students will...	
ILT	ILT.6.3.1	Determine the difference between sources with bias and sources without bias.
ILT	ILT.6.3.2	Critique the understandability, relevance, currency and credibility of sources.

Research		
ILT.6.4	Outcome: Students will organize information from a variety of sources.	
	Students will...	
ILT	ILT.6.4.1	Generate accurate MLA citations for all sources including images.

Digital Citizenship		
ILT.6.5	Outcome: Students will analyze online identity safety and threats on a variety of digital devices and/or digital resources.	
	Students will...	
ILT	ILT.6.5.1	Describe traits of open and secure networks and determine appropriate behavior on these networks.
ILT	ILT.6.5.2	Identify various security risks when online and how to safely manage these risks. (e.g., spam, scams, hacking, phishing and identity theft).
ILT	ILT.6.5.3	Develop guidelines to safely and responsibly manage photos and videos shared digitally.

Digital Citizenship		
ILT.6.6	Outcome: Students will examine issues in online networking.	
	Students will...	
ILT	ILT.6.6.1	Define digital footprint.
ILT	ILT.6.6.2	Describe ways to protect personal information in online communities.
ILT	ILT.6.6.3	Identify the pros and cons of using social networks and online communities.

Dual Taught Technology and Research Skills		
ILT.6.7	Outcome: Students will utilize the writing process in order to compose a research paper citing information from several sources.	
	Students will...	
ILT	ILT.6.7.1	conduct research and compose a paper on a suggested topic, and draw on several sources for inquiry when appropriate. (6.W.7) (LA.6.14.5)
ILT	ILT.6.7.2	produce clear coherent writing that is developed, and organized for a specific task, purpose and audience. (6.W.4) (LA.6.14.7)
ILT	ILT.6.7.3	use technology to produce writing and demonstrate keyboarding skills in order

		to type a minimum of three pages utilizing correct spelling and punctuation using MLA format. (Appendix T in ELA Curriculum) (6.W.6, 6.L.2a, 6.L.2b) (LA.6.14.8)
ILT	ILT.6.7.4	show multimedia components and visual displays in presentations to clarify information. (6.SL.5) (LA.6.15.1)

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7th Grade Information Literacy and Technology

Focus: Students will apply advanced search techniques while conducting research. They will identify a variety of digital tools for collaboration and communication. They will describe how an individual's use of digital tools affects society.

Technology		
ILT.7.1	Outcome: Students will demonstrate troubleshooting techniques given a variety of technical situations and digital tools and they will utilize digital tools to create a multimedia product.	
	Students will...	
ACSE	ILT.7.1.1	Identify and describe the given technological problem. 6c
ACSE	ILT.7.1.2	Apply troubleshooting techniques to technological problems and evaluate the results; if not successful, try another technique. 6c
ACSE	ILT.7.1.3	Design a multimedia product that includes writing, sound, images, and/or video. (7.W.2a, 7.W.6) 2b

Technology		
ILT.7.2	Outcome: Students will analyze the benefits of various applications, communication and collaboration tools.	
	Students will...	
ACSE	ILT.7.2.1	Describe the benefits of, presentation, publishing, communication, and collaboration tools. 6b
ACSE	ILT.7.2.2	Compare and contrast applications and/or tools for independent assignments. 6b
ACSE	ILT.7.2.3	Compare and contrast applications and/or tools for collaborative assignments. 6b

Research		
ILT.7.3	Outcome: Students will refine essential questions for an information task and produce a plan for information needs.	
	Students will...	
ELA	ILT.7.3.1	List topics related to a given theme or problem.
ELA	ILT.7.3.2	Examine a list of topics in order to focus research. (7.WHST.7)
ELA	ILT.7.3.3	Develop research questions to identify the information needed. (7.W.7) 1.1.3
ELA	ILT.7.3.4	Construct a plan to locate relevant information. (7.W.7) 1.1.1

Research		
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ILT.7.4	Outcome: Students will utilize varied methods to gather information and evaluate it for validity.	
	Students will...	
ELA	ILT.7.4.1	Access information with multiple points of view (ex. www.procon.org, www.idebate.org, controversial issue books). 1.1.7
ELA	ILT.7.4.2	Evaluate sources for understandability, relevancy, currency, credibility, and accuracy. (7.W.8) 1.1.5
ELA	ILT.7.4.3	Use quotation marks to search for specific terms.
ELA	ILT.7.4.4	Use Boolean search terms (i.e., and, or, not, *).
ELA/ SS/ Science	ILT.7.4.5	Extract information from a variety of sources and mediums (e.g., text, images, charts, graphs). 1.1.6
ELA	ILT.7.4.6	Organize information gathered into a given organizational tool. 2.1.2

Research		
ILT.7.5	Outcome: Students will synthesize organized information and communicate the results of their research using multimedia. They will evaluate the research process and/or product.	
	Students will...	
ELA/SS/Science	ILT.7.5.1	Create a product and include multimedia components and visual displays using MLA citations when needed. (7.W.2a, 7.WHST.2a, 7.SL.5) 2.1.6
ELA	ILT.7.5.2	Use evaluation tools to assess their research process and/or product. 3.4.1/3.4.2

Digital Citizenship		
ILT.7.6	Outcome: Students will analyze appropriate use of digital tools.	
	Students will...	
Advisory/ Library	ILT.7.6.1	Analyze cell phone use in schools to determine appropriateness. 5a
Advisory/ Library	ILT.7.6.2	Analyze camera use in schools to determine appropriateness. 5a
ELA/ Library	ILT.7.6.3	Distinguish between actions that affect a digital footprint.
ELA/ Library	ILT.7.6.4	Analyze their personal digital footprint. 5a

Digital Citizenship		
ILT.7.7	Outcome: Students will communicate the ethical and societal issues of digital tools.	
	Students will...	
Library	ILT.7.7.1	Distinguish between legal use and ethical use. 5a
Library	ILT.7.7.2	Identify the use of digital devices as described in various district digital policies. 5a
Advisory/ Library	ILT.7.7.3	Identify at least three societal issues related to digital tools. 5a

Advisory/ Library	ILT.7.7.4	Describe the effects of cyberbullying on society and the school community. 5a
ELA/ Library	ILT.7.7.5	Describe the effects of various forms of cheating on society and the school community. 5a
Library	ILT.7.7.6	Describe the effects of sexting and inappropriate disclosure on society and the school community. 5a

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8th Grade Information Literacy and Technology

Focus: Students will critique the use of digital components. They will develop an evaluation tool to evaluate a research process and/or product. They will describe how an individual's use of digital tools affects their digital footprint.

Technology		
ILT.8.1	Outcome: Students will evaluate the effective use of digital components in a multimedia product.	
	Students will...	
ELA/ SS/ Science	ILT.8.1.1	Critique the use of sound within a multimedia product. (8.RIT.7) 6b
ELA/ SS/ Science	ILT.8.1.2	Critique the use of images within a multimedia product. (8.RIT.7) 6b
ELA/ SS/ Science	ILT.8.1.3	Critique the use of a video within a multimedia product. (8.RIT.7) 6b

Research		
ILT.8.2	Outcome: Students will create and refine essential questions for an information task and produce a plan for information needs.	
	Students will...	
ELA	ILT.8.2.1	Generate topics for personal information needs. (8.W.7)
ELA	ILT.8.2.2	Develop a list of synonyms for a topic. (8.W.7)
ELA	ILT.8.2.3	Develop and assess essential questions for an information task. 1.1.3

Research		
ILT.8.3	Outcome: Students will locate and evaluate information for research.	
	Students will...	
ELA/ SS/ Science	ILT.8.3.1	Utilize informational text features to access information.
ELA/ SS/ Science	ILT.8.3.2	Utilize cross-references to locate additional information.
ELA/ SS/	ILT.8.3.3	Analyze several sources for bias, prejudice, and point of view. (8.RH.8)

Science		1.1.7
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Research		
ILT.8.4	Outcome: Students will synthesize organized information and use multimedia to communicate the results of their research. They will develop a tool to evaluate the process and/or product.	
	Students will...	
ELA/ SS/ Science	ILT.8.4.1	Create products using multimedia that strengthens and/or clarifies the information using MLA citations when needed.(8.SL.5) 2.1.6
ELA/ SS/ Science	ILT.8.4.2	Develop and use an evaluation tool to assess their research process and/or product. 3.4.1/3.4.2

Digital Citizenship		
ILT.8.5	Outcome: Students will apply knowledge of legal use, ethical use, and societal issues to analyze their use of digital tools.	
	Students will...	
Library/ ELA	ILT.8.5.1	Compare and contrast ethical and legal scenarios. 5a
Library	ILT.8.5.2	Analyze and summarize the use of digital devices as described in various district digital policies. 5a
Library/ SS	ILT.8.5.3	Describe how personal use of digital tools can impact their digital footprint positively or negatively. 5a
Library	ILT.8.5.4	Analyze a digital profile to understand the impact on the digital footprint. 5a

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9th-10th Grade Information Literacy and Technology

Focus: Students will be able to differentiate, utilize, and develop their use of digital tools.

Technology		
ILT.9-10.1	Outcome: Students will demonstrate how to troubleshoot digital tools and networks by correcting simulated situations.	
	Students will...	
	ILT.9-10.1.1	Identify and define components and functions of digital tools. 6a
	ILT.9-10.1.2	Setup a digital tool using the directions for initial set up. 6b
	ILT.9-10.1.3	Analyze a pictorial representation of a digital tool.
	ILT.9-10.1.4	Identify, analyze, and evaluate a troubleshooting problem. 6c

	ILT.9-10.1.5	Apply troubleshooting techniques. 6c
	ILT.9-10.1.6	Evaluate results, if not successful, try another technique. 6c
	ILT.9-10.1.7	Identify and define components and the functions of networks. 6a
	ILT.9-10.1.8	Setup a network for digital tools. 6a
	ILT.9-10.1.9	Connect a digital tool to a network. 6a

Technology		
ILT.9-10.2	Outcome: Students will utilize various applications and analyze digital tools to determine the most effective application.	
	Students will...	
	ILT.9-10.2.1	Use web design software to create a website. 6b
	ILT.9-10.2.2	Use word processing software to create a written document utilizing given formatting requirements. (9.W.6, 10.W.6) 6b
	ILT.9-10.2.3	Use spreadsheet software to create a document utilizing formulas. 6b
	ILT.9-10.2.4	Use a presentation tool to enhance a presentation. (9.SL.5) 2b
	ILT.9-10.2.5	Use a programming language to create an application. 6a
	ILT.9-10.2.6	Create and update a database using database software. 6a
	ILT.9-10.2.7	Use best practices to shoot and edit a video. 6a
	ILT.9-10.2.8	Analyze and evaluate a given problem, to justify an application to solve that problem. 6a

Research		
ILT.9-10.3	Outcome: Students will generate a list of essential questions to formulate a research topic and identify diverse sources to complete a project.	
	Students will...	
	ILT.9-10.3.1	Generate a list of potential ideas for research.
	ILT.9-10.3.2	Narrow a topic, after initial inquiries about a subject. (9.W.7)
	ILT.9-10.3.3	Develop and refine a range of questions to frame the search for new understanding. (9.W.7) 1.1.3
	ILT.9-10.3.4	Develop a pacing guide for their project.
	ILT.9-10.3.5	Evaluate a variety of resources for accuracy, usefulness, misconceptions, credibility, and bias. (9.W.8, 9.SL.2) 1.1.5
	ILT.9-10.3.6	Generate a list of credible resources to use for their project. 1.1.5

Research		
ILT.9-10.4	Outcome: Students will locate, access, extract, and organize information.	
	Students will...	
	ILT.9-10.4.1	Locate general and specialized reference materials, both print and digital. (9.L.4c)
	ILT.9-10.4.2	Extract information from a variety of print and digital reference materials. (9.W.8) 1.1.6
	ILT.9-10.4.3	Compare and contrast information extracted from multiple sources. (9.RST.9)

Research		
ILT.9-10.5	Outcome: Students will synthesize information to create a variety of products that express new understanding. They will self-assess and develop revision strategies for effective future learning.	
	Students will...	
	ILT.9-10.5.1	Determine style (critical stance, e.g., abortion; timeline, e.g., historical) and conclusion of final product.
	ILT.9-10.5.2	Use an effective digital tool to enhance subject presentation.(9.W.2a, 9.WHST.2a) 2.1.6
	ILT.9-10.5.3	Reflect upon and revise their final product. 3.4.2
	ILT.9-10.5.4	Generate a list of possible revisions for future projects. 3.4.2

Digital Citizenship		
ILT.9-10.6	Outcome: Students will analyze existing laws governing illegal online behavior.	
	Students will...	
	ILT.9-10.6.1	Compare and contrast laws related to online behavior (Illinois HB 3281, Illinois HB3782, and Illinois HB4583). 5a
	ILT.9-10.6.2	Identify effects of social networking netiquette on their digital footprint (e.g., substance abuse, racism, sexism, sexting). 5a
	ILT.9-10.6.3	Compare and contrast Illinois laws with the district's policies, other states, and federal laws. 5a

Digital Citizenship		
ILT.9-10.7	Outcome: Students will evaluate digital visual content to determine bias and image manipulation.	

	Students will...	
ILT.9-10.7.1		Compare and contrast a set of images that have been manipulated.
ILT.9-10.7.2		Determine the purpose of manipulating images as it relates to bias.
ILT.9-10.7.3		Compare and contrast technologies that safeguard against image manipulation.

Digital Citizenship		
ILT.9-10.8	Outcome: Students will appraise a digital footprint for evidence of questionable content and netiquette.	
	Students will...	
ILT.9-10.8.1		Evaluate a profile for cyberbullying behavior. 5a
ILT.9-10.8.2		Develop a risk assessment of a given profile. 5a
ILT.9-10.8.3		Compare and contrast identity protection technologies to determine their use and effectiveness. 5a

Digital Citizenship		
ILT.9-10.9	Outcome: Students will differentiate between legal use and protection of digital content.	
	Students will...	
ILT.9-10.9.1		Contrast different copyright protection technologies to determine use and effectiveness. 5a
ILT.9-10.9.2		Distinguish use of different copyrighted materials in an academic versus business environment.
ILT.9-10.9.3		Outline the consequences of illegal use of digital content on their academic and personal careers. 5a

Yorkville CUSD 115
11th-12th Grade Information Literacy and Technology

Focus: Students will make informed decisions regarding their technology and information needs and apply their knowledge of technology and information literacy to their courses.

Technology		
ILT.11-12.1	Outcome: Students will reflect upon how they troubleshoot digital tools by correcting real life situations.	
	Students will...	
ILT.11-12.1.1		Identify a situation in which they had to troubleshoot a digital tool. 6c
ILT.11-12.1.2		Describe the troubleshooting techniques they followed when solving real life situations.6c

	ILT.11-12.1.3	Evaluate and explain results of their troubleshooting techniques.
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Technology		
ILT.11-12.2	Outcome: Students will reflect upon the effectiveness of various applications of digital tools.	
	Students will...	
	ILT.11-12.2.1	Identify where they utilized five varied applications: web design, word processing, spreadsheet, presentation tool, programming language, database, and video. 6b
	ILT.11-12.2.2	Identify use of digital tools to produce and publish writing that was shared or updated in response to feedback. (11.W.6, 12.W.6, 11.WHST.6, 12.WHST.6)
	ILT.11-12.2.3	Analyze and evaluate the effectiveness of their chosen applications.

Research		
ILT.11-12.3	Outcome: Students will reflect upon their research process and research products and analyze the use of diverse sources to complete a product.	
	Students will...	
	ILT.11-12.3.1	Identify and explain chosen sources utilized. 3b
	ILT.11-12.3.2	Evaluate strengths and weaknesses of sources, including credibility and accuracy. (11.W.8, 12.W.8) 3c
	ILT.11-12.3.3	Identify and explain the use of the information gathered and utilized in research products. (11.RIT.7, 12.RIT.7)
	ILT.11-12.3.4	Demonstrate the use of an evaluation tool, to assess the research process and the product, for use of multiple authoritative print and digital sources, advanced searches, avoidance of plagiarism and standard citation. (11.W.8, 12.W.8, 11.WHST.8, 12.WHST.8)
	ILT.11-12.3.5	Generate a list of possible revisions for their future projects. 3.4.2

Digital Citizenship		
ILT.11-12.4	Outcome: Students will analyze cyber security issues to protect their digital footprint.	
	Students will...	
	ILT.11-12.4.1	Distinguish multiple types of malicious code to determine potential dangers. 5a
	ILT.11-12.4.2	Discriminate various types of cyber scams (e.g., phishing, vishing, spear phishing) to protect their identity. 5a
	ILT.11-12.4.3	Compare and contrast antivirus and malware technologies for use and effectiveness.

Digital Citizenship		
ILT.11-12.5	Outcome: Students will analyze societal issues related to digital citizenship and their digital footprint.	
	Students will...	
	ILT.11-12.5.1	Identify current cyber legislation. 5a
	ILT.11-12.5.2	Evaluate digital censorship concerns within existing cultural and legal frameworks. 5a
	ILT.11-12.5.3	Classify questionable content (patently offensive vs. indecent).

Glossary for Information Literacy and Technology Curriculum

Antivirus - Programs to detect and remove computer viruses. The simplest kind scans executable files and boot blocks for a list of known viruses. Others are constantly active, attempting to detect the actions of general classes of viruses. Antivirus software should always include a regular update service allowing it to keep up with the latest viruses as they are released. (*Dictionary.com*)

Bias - Prejudice in favor of/ or against one thing, person, or group compared with another, usually in a way considered to be unfair. (*Oxford English Dictionary*)

Boolean Terms - A set of terms used to narrow or broaden a digital search, including: and, or, not, *, +, -, ""

Collaboration Tool - For example: Edmodo, Wikis, blogs, Moodle, Blackboard, Facebook, Google Docs.

Copyright - The exclusive legal right, given to an originator or an assignee to print, publish, perform, film, or record literary, artistic, or musical material, and to authorize others to do the same. (*Oxford English Dictionary*)

Cyberbullying - The use of the Internet and related technologies to harm other people in a deliberate, repeated, and hostile manner. (*Wikipedia.com*)

Digital Footprint - Trail left by interactions in a digital environment. (*Wikipedia.com*)

Digital Media - (1) Any storage device that holds digital data. All data generated in a computer are digital. (2) Any type of information stored in the computer, including data, voice and video.

Digital Tool - For example: cell phones, cameras, tablets, computers, MP3 players, microphones

Essential Question - A definition question, serving as an umbrella for other guiding questions. It frames the organizing center and is written to promote higher level thinking due to its broadness. It helps link concepts and principals and anchors them. An essential question cannot be answered in one sentence, as it is so broad that it encompasses a hierarchical structure within.

Export - To save a copy of the current open document, database, image or video into a file format required by a different application. Applications may export to a variety of popular formats. The Save As command in a program gives you access to the export filters in a program.

Graphics - Digital images, including pictures, diagrams, and illustrations.

Hack - Use a computer to gain unauthorized access to data in a system. (*Oxford English Dictionary*)

Home row - Keyboard letters (Left hand) A, S, D, F, (right hand) J, K, L, ;

Illinois HB 3281 - Provides that the gross disobedience or misconduct for which a school board (except Chicago) may expel pupils includes that perpetuated by electronic means. Provides that a school board (including Chicago) may suspend or by regulation authorize the superintendent of the district or the principal, assistant principal, or dean of students of any school to suspend a student for a certain period of time or may expel a student for a definite period of time if (i) that student has been determined to have made an explicit threat on an Internet website against a school employee, a student, or any school-related personnel, (ii) the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and (iii) the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school. (*ilga.gov*)

Illinois HB3782 – Right to Privacy in the Workplace Act - It shall be unlawful for any employer to request or require any employee or prospective employee to provide any password or other related account information in order to gain access to the employee's or prospective employee's account or profile on a social networking website or to demand access in any manner to an employee's or prospective employee's account or profile on a social networking website. (*ilga.gov*)

Illinois HB4583 - Provides that a minor shall not distribute or disseminate an indecent visual depiction of another minor through the use of a computer or electronic communication device. Provides that a minor who violates any of these provisions may be subject to a petition for adjudication and adjudged a minor in need of supervision. Provides that a minor found to be in need of supervision under this provision may be: (1) ordered to obtain counseling or other supportive services to address the acts that led to the need for supervision; or (2) ordered to perform community service. (*ncsl.org*)

Import - To convert a file into the format required by the application being used. (*yourdictionary.com*)

Indecent material - A depiction or portrayal in any pose, posture, or setting involving a lewd exhibition of the unclothed or transparently clothed genitals, pubic area, buttocks, or, if such person is female, a fully or partially developed breast of the person. (*ilga.gov*)

Information Literacy - A set of skills, which require an individual to: “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. The Standards dictate that an information literate person:

- **Determines** the nature and extent of information needed.
- **Accesses** the needed information effectively and efficiently.

- **Evaluates** information and its sources critically and **incorporates** selected information into his or her knowledge base and value system.
- **Uses** information effectively to accomplish a specific purpose.
- **Understands** many of the economic, legal, and social issues surrounding the use of information, and accesses and uses information ethically and legally. (*Stanford.edu*)

Information Problem Vs. Topic/Theme (i.e. Should there be zoos? Vs. Zoos)

Insert - To put or introduce into the body of something. (*Merriam-Webster.com*)

Intellectual Property - Property (as an idea, invention, or process) that derives from the work of the mind or intellect; *also* : an application, right, or registration relating to this. (*Merriam-Webster.com*)

Malicious code - Code causing damage to a computer or system. It is code not easily or solely controlled through the use of anti-virus tools. Malicious code can either activate itself or be like a virus requiring a user to perform an action, such as clicking on something or opening an email attachment. (*techopedia.com*)

Malware - Short for "malicious software," malware refers to software programs designed to damage or do other unwanted actions on a computer system. Common examples of malware include viruses, worms, Trojan horses, and spyware. (*TechTerms.com*)

MLA - Modern Language Association, is defined as a style of writing used for college-level writing. (*yourdictionary.com*)

Multimedia - (also known as digital media) - Using, involving, or encompassing several media. (*Merriam-Webster.com*)

Netiquette - Etiquette governing communication on the Internet. (*Merriam-Webster.com*)

Network - A network is a group of two or more computer systems linked together. There are many types of computer networks, including:

- **local-area networks (LANs)** : The computers are geographically close together (that is, in the same building).
- **wide-area networks (WANs)** : The computers are farther apart and are connected by telephone lines or radio waves.
- **campus-area networks (CANs)**: The computers are within a limited geographic area, such as a campus or military base.
- **metropolitan-area networks (MANs)**: A data network designed for a town or city.
- **home-area networks (HANs)**: A network contained within a user's home that connects a person's digital devices. (*webopedia.com*)

OPAC - Online Patron Access Computer - Online library database containing materials held by the library.

Patently offensive - Any obscene acts or materials that are considered to be openly, plainly, or clearly visible as offensive to the viewing public. The *Roth* standard outlined what is to be considered obscene and thus not under First Amendment protection. The *Roth* standard was largely replaced by the *Miller* test established by *Miller v. California* (1973). The Miller test was developed in the 1973 case *Miller v. California*. It has three parts:

- Whether the average person, applying contemporary community standards, would find that the work, taken as a whole, appeals to the prurient interest,
- Whether the work depicts/describes, in a patently offensive way, sexual conduct or excretory functions-specifically defined by applicable state law,
- Whether the work, taken as a whole, lacks serious literary, artistic, political or scientific value.

Chief Justice Warren E. Burger, writing for the majority, included the following definitions of what may be "patently offensive":

- "Representations or descriptions of ultimate sex acts normal or perverted, actual or simulated."
- "Representations or descriptions of masturbation, excretory functions, and lewd exhibitions of the genitals." (*Wikipedia.org*)

Phishing - A scam by which an e-mail user is duped into revealing personal or confidential information which the scammer can use illicitly. (*Merriam-Webster.com*)

Point of View - A position or perspective from which something is considered or evaluated. (*Merriam-Webster.com*)

Prejudice - Preconceived judgment or opinion (2) : an adverse opinion or leaning formed without just grounds or before sufficient knowledge. (*Merriam-Webster.com*)

Primary Source – Information that provides first-hand accounts of the events, practices, or conditions you are researching. In general, these are documents that were created by the witnesses or first recorders of these events at about the time they occurred, and include diaries, letters, reports, photographs, creative works, financial records, memos, and newspaper articles. (*Illinois.edu*)

Secondary Source – Information that was created *later* by someone who *did not* experience first-hand or participate in the events or conditions you're researching. For the purposes of a historical research project, secondary sources are generally scholarly books and articles. Also included would be reference sources like encyclopedias. (*Illinois.edu*)

Self-Reflection- Careful thought about your own behavior and beliefs (*Merriam-Webster.com*)

Sexting - The sending of sexually explicit messages or images by cell phone. (*Merriam-Webster.com*)

Short Cuts - In Windows, a shortcut is an icon that points to a program or data file. Shortcuts can be placed on the desktop or stored in other folders, and double clicking a shortcut is the same as double clicking the original file. (*PC Magazine.com*)

Spam - Unsolicited, usually commercial email sent to a large number of addresses. (*Merriam-Webster.com*)

Spear phishing - Spear phishing is a variation on phishing in which hackers send emails to groups of people with specific common characteristics or other identifiers. Spear phishing emails appear to come from a trusted source but are designed to help hackers obtain trade secrets or other classified information. (*Technopedia.com*)

Storage Device - For example: external hard drive, flash drive, USB drives, jump drives, memory cards, the cloud, Dropbox.

Technical System - Application systems that are installed in your system landscape.

Toggle - An expression used in computer interfaces meaning to switch between two or more programs. (*Wikipedia.com*)

URL - Uniform Resource Locator - The address of a resource on the Internet. (*Merriam-Webster.com*)

Vishing - (**Voice phISHING**) Also called "VoIP phishing," it is the voice counterpart to phishing. Instead of being directed by e-mail to a Web site, an e-mail message asks the user to make a telephone call. The call triggers a voice response system that asks for the user's credit card number. The initial bait can also be a telephone call with a recording that instructs the user to phone an 800 number. (*PC Magazine.com*)

Information Literacy and Technology Curriculum Resources

Teachers should look for ILT Curriculum resources to help with the instruction and assessment of the outcomes and components in the District Folder. A file named ILT will contain resources organized by outcome and component.

NETS for Students 2007



1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. develop cultural understanding and global awareness by engaging with learners of other cultures.
- d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information.

Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of

- sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Students:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.
- c. collect and analyze data to identify solutions and/or make informed decisions.
- d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies.

American Association of School Librarians

Standards for the 21st-Century Learner

LEARNERS USE SKILLS, RESOURCES, & TOOLS TO: Inquire, think critically, and gain knowledge.

1.1 Skills

- 1.1.1** Follow an inquiry- based process in seeking knowledge in curricular subjects, and make the real- world connection for using this process in own life.
- 1.1.2** Use prior and background knowledge as context for new learning.
- 1.1.3** Develop and refine a range of questions to frame the search for new understanding.
- 1.1.4** Find, evaluate, and select appropriate sources to answer questions.
- 1.1.5** Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
- 1.1.6** Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
- 1.1.7** Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
- 1.1.8** Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
- 1.1.9** Collaborate with others to broaden and deepen understanding.

1.2 Dispositions in Action

- 1.2.1** Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.
- 1.2.2** Demonstrate confidence and self- direction by making independent choices in the selection of resources and information.
- 1.2.3** Demonstrate creativity by using multiple resources and formats.
- 1.2.4** Maintain a critical stance by questioning the validity and accuracy of all information.
- 1.2.5** Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.
- 1.2.6** Display emotional resilience by persisting in information searching despite challenges.
- 1.2.7** Display persistence by continuing to pursue information to gain a broad perspective.

1.3 Responsibilities

- 1.3.1** Respect copyright/ intellectual property rights of creators and producers.

1.3.2 Seek divergent perspectives during information gathering and assessment.

1.3.3 Follow ethical and legal guidelines in gathering and using information.

1.3.4 Contribute to the exchange of ideas within the learning community.

1.3.5 Use information technology responsibly.

1.4 Self-Assessment Strategies

1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.

1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.

1.4.3 Monitor gathered information, and assess for gaps or weaknesses.

1.4.4 Seek appropriate help when it is needed.

LEARNERS USE SKILLS, RESOURCES, & TOOLS TO: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

2.1 Skills

2.1.1 Continue an inquiry- based research process by applying critical- thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.1.2 Organize knowledge so that it is useful.

2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real- world situations, and further investigations.

2.1.4 Use technology and other information tools to analyze and organize information.

2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

2.2 Dispositions in Action

2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.

2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.

2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.

2.2.4 Demonstrate personal productivity by completing products to express learning.

2.3 Responsibilities

2.3.1 Connect understanding to the real world.

2.3.2 Consider diverse and global perspectives in drawing conclusions.

2.3.3 Use valid information and reasoned conclusions to make ethical decisions.

2.4 Self-Assessment Strategies

2.4.1 Determine how to act on information (accept, reject, modify).

2.4.2 Reflect on systematic process, and assess for completeness of investigation.

2.4.3 Recognize new knowledge and understanding.

2.4.4 Develop directions for future investigations.

LEARNERS USE SKILLS, RESOURCES, & TOOLS TO: Share knowledge and participate ethically and productively as members of our democratic society.

3.1 Skills

3.1.1 Conclude an inquiry- based research process by sharing new understandings and reflecting on the learning.

3.1.2 Participate and collaborate as members of a social and intellectual network of learners.

3.1.3 Use writing and speaking skills to communicate new understandings effectively.

3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

3.1.5 Connect learning to community issues.

3.1.6 Use information and technology ethically and responsibly.

3.2 Dispositions in Action

3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.

3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

3.2.3 Demonstrate teamwork by working productively with others.

3.3 Responsibilities

3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.

3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.

3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.

3.3.4 Create products that apply to authentic, real-world contexts.

3.3.5 Contribute to the exchange of ideas within and beyond the learning community.

3.3.6 Use information and knowledge in the service of democratic values.

3.3.7 Respect the principles of intellectual freedom.

3.4 Self-Assessment Strategies

3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.

3.4.2 Assess the quality and effectiveness of the learning product.

3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints

LEARNERS USE SKILLS, RESOURCES, & TOOLS TO: Pursue personal and aesthetic growth.

4.1 Skills

4.1.1 Read, view, and listen for pleasure and personal growth.

4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

4.1.4 Seek information for personal learning in a variety of formats and genres.

4.1.5 Connect ideas to own interests and previous knowledge and experience.

4.1.6 Organize personal knowledge in a way that can be called upon easily.

4.1.7 Use social networks and information tools to gather and share information.

4.1.8 Use creative and artistic formats to express personal learning.

4.2 Dispositions in Action

4.2.1 Display curiosity by pursuing interests through multiple resources.

4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.

4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.

4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.

4.3 Responsibilities

4.3.1 Participate in the social exchange of ideas, both electronically and in person.

4.3.2 Recognize that resources are created for a variety of purposes.

4.3.3 Seek opportunities for pursuing personal and aesthetic growth.

4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction.

4.4 Self-Assessment Strategies

4.4.1 Identify own areas of interest.

4.4.2 Recognize the limits of own personal knowledge.

4.4.3 Recognize how to focus efforts in personal learning.

4.4.4 Interpret new information based on cultural and social context.

4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.

4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.

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