

# Information and Communications Technology Literacy Grade-Level Expectations

The Information and Communications Technology Literacy Grade-Level Expectations document began as an update of the former Information Literacy strand of Communication Arts Grade-Level and Course-Level Expectations. Early in the work it became apparent that the knowledge and skills required for proficiency in this area are not limited to one content area. Furthermore, several factors influenced the proposal to elevate this area to a separate content area. Some of those factors are:

1. The marked increase in the influence of technology in the lives of students and the world of work
2. Growing demands for an awareness of the utility—and the risks—of various uses of technology
3. The relevance of this content to all areas of study, rather than the one area of Communication Arts

This document is the result of collaboration between the Department of Elementary and Secondary Education Curriculum and Assessment section, the section of School Support Services, and Missouri educators from across the state. The working group ranged from educators at the primary grades to college level instructors, and met numerous times to carefully examine the current Information Literacy Grade Level Expectations, as well as current research in the areas of communications and media. Those educators included classroom teachers, media specialists, directors of technology, and professors in related areas, and they are listed below. This document is the result of their discussion and study.

## Sources:

AASL Learning Standards 2007, <http://ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards.cfm>

Information Literacy Standards for Student Learning (AASL and AECT standards),

[http://www.ala.org/ala/mgrps/divs/aasl/aaslproftools/informationpower/InformationLiteracyStandards\\_final.pdf](http://www.ala.org/ala/mgrps/divs/aasl/aaslproftools/informationpower/InformationLiteracyStandards_final.pdf)

Colorado Information Literacy Standards (based on ALA standards), <http://www.cde.state.co.us/litstandards/litstandards.htm>

ISTE National Educational Technology Standards for Students,

[http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS\\_for\\_Students\\_2007\\_Standards.pdf](http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007_Standards.pdf)

**MDHE's Curriculum Alignment Initiative** - Appendix C: Draft Cross-Disciplinary Competencies, <http://www.dhe.mo.gov/casinitiative.shtml>

Massachusetts Technology Literacy Standards and Expectations, <http://www.doe.mass.edu/edtech/standards.html>

Ohio Academic Content Standards for K-12 Technology,

<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicID=1696&TopicRelationID=1707>

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# Information and Communications Technology Literacy

<b>1 Follow an inquiry process to construct new understandings, draw conclusions, and create new knowledge</b>									
	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>A</b>	Follow an inquiry process, with assistance, including: a. Identify an information need b. Identify relevant information to meet the need c. Evaluate whether the need was met d. Develop critical thinking skills to adapt process, as necessary, to fulfill purpose.	Follow an inquiry process, with assistance, to: a. Identify an information need b. Access prior knowledge relevant to the needed information c. Identify what additional information is needed d. Recognize relevant information within a source e. Evaluate whether the need was met f. Develop critical thinking skills to adapt process, as necessary, to fulfill purpose.	Follow an inquiry process to: 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.	Follow an inquiry process to: 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.	Follow an inquiry process to: 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.	Follow and monitor an inquiry process to: 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.	Follow, monitor, and reflect on an inquiry process to: 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 and select information appropriate to the problem or question e. Seek feedback from others f. Exchange knowledge and ideas in appropriate formats g. Evaluate the results h. Use critical thinking skills to adapt process, as necessary, to fulfill purpose.	Follow, monitor, and reflect on an inquiry process, including: a. Identify an information need b. Access prior knowledge relevant to the needed information c. Identify additional information to meet the need d. Locate relevant sources and select information appropriate to the problem or question e. Seek feedback from others f. Exchange knowledge and ideas in appropriate formats g. Evaluate the results h. Use critical thinking skills to adapt process, as necessary, to fulfill purpose.	Follow, monitor, and evaluate inquiry process: a. Identify an information need b. Access prior knowledge relevant to the needed information c. Identify additional information to meet the need d. Locate relevant sources and select information appropriate to the problem or question e. Seek feedback from others f. Exchange knowledge and ideas in appropriate formats g. Evaluate the results h. Use critical thinking skills to adapt process, as necessary, to fulfill purpose.
<b>Process Components</b>									
<b>ST</b>	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	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	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

# Information and Communications Technology Literacy

<b>1 Follow an inquiry process to construct new understandings, draw conclusions, and create new knowledge</b>									
	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>B</b> <b>Process Approach</b>	Contribute to the construction and exchange of ideas through independent, cooperative, and/or collaborative work	Contribute to the construction and exchange of ideas through independent, cooperative, and/or collaborative work	Contribute to the construction and exchange of ideas through independent, cooperative, and/or collaborative work	Contribute to the construction and exchange of ideas through independent, cooperative, and/or collaborative work	Contribute to the construction and exchange of ideas through independent, cooperative, and/or collaborative work	Contribute to the construction and exchange of ideas through independent, cooperative, and/or collaborative work	Contribute to the construction and exchange of ideas through independent, cooperative, and/or collaborative work	Contribute to the construction and exchange of ideas through independent, cooperative, and/or collaborative work	Contribute to the construction and exchange of ideas through independent, cooperative, and/or collaborative work
	<b>ST</b>	2.3, 2.4, 2.7, 4.6	2.3, 2.4, 2.7, 4.6	2.3, 2.4, 2.7, 4.6	2.3, 2.4, 2.7, 4.6	2.3, 2.4, 2.7, 4.6	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

<b>2 Determine nature and intent of information needed</b>										
	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	
<b>A</b>	<b>Purpose and Audience</b>	Identify, with assistance, a. that various audiences require different information b. the intended use of information	Identify, with assistance, 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, 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.	Identify, with assistance, how intended audience and purpose affect information needed.	Identify, with minimal assistance, how intended audience and purpose affect information needed.	Identify how audience and purpose affect information needed	Identify how intended audience and purpose affect information needed
		<b>ST</b>	1.5, 1.6, 2.3	1.5, 1.6, 2.3	1.5, 1.6, 2.3	1.5, 1.6, 2.3	1.5, 1.6, 2.3, 3.5	1.5, 1.6, 2.3, 3.5	1.5, 1.6, 2.3, 3.5	1.5, 1.6, 2.3, 3.5
<b>B</b>	<b>Focus Questions / Keywords</b>	a. Share what is known about a topic. b. Recognize that questions are a form of communicating an information need (understand correct uses of who, what, when, where ,why, how)	a. Use, with assistance, prior knowledge to determine the information needed. b. Recognize that questions are a form of communicating an information need (understand correct uses of who, what, when, where ,why, how) c. Ask questions, with assistance, to answer an information need.	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.	a. Develop 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.	a. Develop questions based on prior knowledge. b. Generate key words to research topics. c. Revise or clarify, with minimal assistance, focus questions and/or key words as information is gathered.	a. Use prior knowledge to develop questions and identify key words to focus and guide information seeking b. Revise or clarify focus questions and key words/phrases as information is gathered	a. Evaluate, with assistance, prior knowledge to develop questions and identify key words to focus and guide information seeking b. Revise or clarify focus questions and key words/phrases as information is gathered
		<b>ST</b>	1.1, 1.4	1.1, 1.4	1.1, 1.4	1.1, 1.4, 2.2	1.1, 1.4, 2.2	1.1, 1.4, 2.2	1.1, 1.4, 2.2	1.1, 1.4, 2.2

# Information and Communications Technology Literacy

<b>3 Access information efficiently and effectively</b>										
	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	
<b>A</b>	<b>Source Selection</b>	a. Recognize that there are many types of media.	a. Identify, with assistance, types of sources, including oral, print, and digital, appropriate for the information needed.	a. Identify, with assistance, types of sources, including oral, print, and digital, appropriate for the information needed.	a. Identify types of sources, including oral, print, and digital, appropriate for the information needed.	a. Identify types of sources, including oral, print, and digital, appropriate for the information needed.	a. Identify types of sources, including oral, print, and digital, appropriate for the information needed.	a. Identify types of sources, including oral, print, and digital, appropriate for the information needed.	a. Locate multiple primary and secondary sources of various media using appropriate organizational tools	a. Locate multiple primary and secondary sources of various media using appropriate organizational tools
		b. Recognize, with assistance, that there are organizational tools for locating sources.	b. Recognize, with assistance, that there are organizational tools for locating sources.	b. Recognize that there are organizational tools for locating sources.	b. Locate, with assistance, information sources using appropriate organizational tools based on the information needed.	b. Identify, with assistance, whether a source is primary or secondary.	b. Explain, with assistance, whether a primary or secondary source is the best choice for the information needed.	b. Explain whether a primary or secondary source is the best choice for the information needed.	b. Select materials appropriate to <b>student's</b> reading ability	b. Select materials appropriate to <b>student's</b> reading ability
<b>ST</b>	1.4, 1.6	1.4, 1.6	1.2, 1.4, 1.6	1.2, 1.4, 1.6	1.2, 1.4, 1.6	1.2, 1.4, 1.6	1.2, 1.4, 1.6	1.2, 1.4, 1.6	1.2, 1.4, 1.6	
<b>B</b>	<b>Source Navigation</b>	Use, with assistance, the navigational features of print and digital sources.	Use, with assistance, the navigational features of print and digital sources.	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	Select and use the navigational features of print and digital sources using critical thinking skills	Select and use the navigational features of print and digital sources using critical thinking skills	Use the navigational features of sources to locate appropriate information	Use the navigational features of sources to locate appropriate information
<b>ST</b>	1.4, 2.7	1.4, 2.7	1.4, 2.7	1.4, 2.7	1.4, 2.7	1.4, 2.7	1.4, 2.7	1.4, 2.7	1.4, 2.7	

# Information and Communications Technology Literacy

<b>4 Evaluate information critically and competently</b>									
	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>A</b>	Identify, with assistance, topics of messages conveyed through various media	a. Identify, with assistance, simple messages conveyed through various media b. Recognize, with assistance, that media techniques are used to convey messages.	a. Identify, with assistance, messages conveyed through various media b. Recognize that media techniques are used to convey messages.	a. Identify messages conveyed through various media b. Identify, with assistance, media techniques used to convey messages.	a. Identify messages conveyed through various media b. Identify, with assistance, media techniques used to convey messages.	a. Identify messages conveyed in various media b. Identify media techniques used to convey messages.	Identify and explain, with assistance, media techniques used to convey the message.	Explain media techniques used to convey the message	Analyze media techniques used to convey the message
<b>Message</b>									
<b>ST</b>	1.5, 1.7	1.5, 1.7	1.5, 1.7	1.5, 1.7	1.5, 1.7	1.5, 1.7	1.5, 1.7	1.5, 1.7	1.5, 1.7
<b>B</b>	Recognize, with assistance, that some sources better meet a determined information need	a. Recognize, with assistance, that some sources better meet a determined information need b. Recognize, with assistance, that timeliness may affect the value of the information.	a. Identify information, with assistance, to determine relevance in relationship to the topic. b. Identify, with assistance, that timeliness may affect the value of the information.	a. Identify information, with minimal assistance, to determine relevance in relationship to the topic. b. Identify that timeliness may affect the value of the information.	a. Identify information to determine relevance in relationship to the topic. b. Explain, with assistance, how timeliness impacts source selection.	a. Analyze information, with assistance, to determine relevance in relationship to the topic. b. Explain how timeliness impacts source selection.	a. Analyze information, with assistance, to determine relevance in relationship to the topic. b. Analyze how timeliness impacts source selection.	a. Analyze information, with assistance, to determine relevance in relationship to the topic. b. Analyze impact of timeliness when choosing sources	a. Analyze information to determine relevance in relationship to the topic b. Analyze impact of timeliness when selecting sources
<b>Relevance</b>									
<b>ST</b>	1.5, 1.7	1.5, 1.7	1.7, 3.5	1.7, 3.5	1.7, 3.5	1.7, 3.5	1.7, 3.5	1.7, 3.5	1.7, 3.5

# Information and Communications Technology Literacy

4 Evaluate information critically and competently										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
<b>C</b>	<b>Reliability</b>	Identify, with assistance, materials that are fiction and non-fiction.	<ul style="list-style-type: none"> <li>a. Identify materials that are fiction and non-fiction.</li> <li>b. Recognize, with assistance, that the copyright date can affect the value of information.</li> </ul>	<ul style="list-style-type: none"> <li>a. Explain the difference between fiction and non-fiction.</li> <li>b. Recognize, with assistance, that not all sources are credible.</li> <li>c. Identify, with assistance, the effect of the copyright date on the value of the information.</li> </ul>	<ul style="list-style-type: none"> <li>a. Recognize that not all sources are credible.</li> <li>b. Recognize, with assistance, that sources may contradict or verify other sources.</li> <li>c. Identify varying viewpoints in multiple sources.</li> <li>d. Identify the effect of the copyright date on the value of the information.</li> </ul>	<ul style="list-style-type: none"> <li>a. Recognize the credibility of the source based on fact and opinion.</li> <li>b. Recognize whether the information contradicts or verifies other sources.</li> <li>c. Explain how viewpoint affects bias.</li> <li>d. Evaluate, with assistance, the effect of the copyright date on the value of the information.</li> </ul>	<ul style="list-style-type: none"> <li>a. Recognize the origin of a source affects a <b>source's</b> credibility.</li> <li>b. Identify whether the information contradicts or verifies other sources.</li> <li>c. Explain, with assistance, bias within a source.</li> <li>d. Evaluate the effect of the copyright date on the value of the information.</li> </ul>	<ul style="list-style-type: none"> <li>a. Analyze the origin of a source to determine its credibility.</li> <li>b. Identify whether the information contradicts or verifies other sources.</li> <li>c. Explain bias within a source.</li> <li>d. Evaluate the effect of the copyright date on the value of the information.</li> <li>e. Recognize different ways an author can support ideas.</li> </ul>	<ul style="list-style-type: none"> <li>a. Analyze the source, with assistance, to determine its credibility.</li> <li>b. Evaluate, with assistance, accuracy of information by determining whether it contradicts or verifies other sources.</li> <li>c. Evaluate for bias, with assistance, by analyzing viewpoint(s) conveyed in source.</li> <li>d. Evaluate the copyright date of information to best meet the information need.</li> </ul>	<ul style="list-style-type: none"> <li>a. Analyze the source to determine its credibility.</li> <li>b. Evaluate, with minimal assistance, accuracy of information by determining whether it contradicts or verifies other sources.</li> <li>c. Evaluate for bias, with assistance, by analyzing viewpoint(s) conveyed in source.</li> <li>d. Evaluate the copyright date of information to best meet the information need.</li> </ul>
<b>ST</b>		1.5, 1.6	1.5, 1.6, 1.7	1.6, 1.7, 2.3	1.6, 1.7, 2.3	1.6, 1.7, 2.3	1.6, 1.7, 2.3	1.6, 1.7, 2.3	1.6, 1.7, 2.3	1.6, 1.7, 2.3

# Information and Communications Technology Literacy

4 Evaluate information critically and competently									
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>D</b>			a. Analyze, with assistance, teacher-selected sources for gaps in information.	a. Analyze, with assistance, information gathered for gaps.	a. Analyze, with minimal assistance, information gathered for gaps.	a. Analyze information gathered for gaps.	a. Analyze and evaluate, with assistance, information gathered for gaps and weaknesses.	a. Analyze and evaluate, with assistance, information to determine usefulness, including ability to read, comprehend and make meaning of the information.	a. Analyze and evaluate, with assistance, information to determine usefulness, including ability to read, comprehend and make meaning of the information.
			b. Locate, with assistance, additional information as needed.	b. Locate, with assistance, additional information as needed.	b. Locate additional information as needed.	b. Locate additional information as needed.	b. Locate additional information as needed.	b. Locate additional information as needed.	b. Analyze and evaluate information gathered for gaps and weaknesses.
<b>Comprehensiveness</b>									
<b>ST</b>			1.4, 1.6	1.4, 1.6	1.4, 1.6	1.4, 1.6	1.4, 1.6, 3.5	1.4, 1.6, 3.5	1.4, 1.6, 3.5

# Information and Communications Technology Literacy

<b>5 Use information effectively and creatively</b>									
	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>A</b>	Record relevant information, with assistance, in at least one format (e.g., writing, pictures, audio recordings, photos)	Record relevant information, with assistance, in at least one format (e.g., writing, pictures, audio recordings, photos)	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.	Record relevant information using a variety of note-taking or organizational strategies.	Record relevant information using a self-selected note-taking or organizational strategy.	Record relevant information using a self-selected note-taking or organizational strategy	Record relevant information using a self-selected note-taking or organizational strategy
<b>ST</b>	1.2, 1.4, 1.8, 2.1	1.2, 1.4, 1.8, 2.1	1.2, 1.4, 1.8, 2.1	1.2, 1.4, 1.8, 2.1	1.2, 1.4, 1.8, 2.1	1.2, 1.4, 1.8, 2.1	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>B</b>	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.	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.	Construct new knowledge based on information gathered from a variety of sources.	Synthesize information, with assistance, to make meaning (draw conclusions, formulate hypothesis, make inferences, etc.)	Synthesize, with assistance, information to make meaning (draw conclusions, formulate hypothesis, make inferences, etc.)
<b>ST</b>	1.2, 1.4, 1.6, 1.10	1.2, 1.4, 1.6, 1.10	1.2, 1.4, 1.6, 1.10	1.2, 1.4, 1.6, 1.10	1.2, 1.4, 1.6, 1.10	1.2, 1.4, 1.6, 1.10	1.2, 1.4, 1.6, 1.10	1.2, 1.4, 1.6, 1.10, 3.4, 3.5, 3.6	1.2, 1.4, 1.6, 1.10, 3.4, 3.5, 3.6
<b>C</b>	<ul style="list-style-type: none"> <li>a. Recognize that there are a variety of ways to share information.</li> <li>b. Effectively share information</li> </ul>	<ul style="list-style-type: none"> <li>a. Recognize that there are a variety of ways to share information.</li> <li>b. Select, with assistance, a format appropriate for the intended audience and purpose.</li> <li>c. Effectively share information.</li> </ul>	<ul style="list-style-type: none"> <li>a. Recognize that there are a variety of ways to share information.</li> <li>b. Select, with assistance, a format appropriate for the intended audience and purpose.</li> <li>c. Effectively share information.</li> </ul>	<ul style="list-style-type: none"> <li>a. Recognize that there are a variety of ways to share information</li> <li>b. Select, with minimal assistance, the format appropriate for the intended audience and purpose</li> <li>c. Effectively share information</li> </ul>	<ul style="list-style-type: none"> <li>a. Recognize that there are a variety of ways to share information</li> <li>b. Select the format appropriate for the intended audience and purpose</li> <li>c. Effectively share information</li> </ul>	<ul style="list-style-type: none"> <li>a. Recognize that there are a variety of ways to share information</li> <li>b. Select the format appropriate for the intended audience and purpose</li> <li>c. Effectively share information</li> </ul>	<ul style="list-style-type: none"> <li>a. Recognize that there are a variety of ways to share information</li> <li>b. Select the format appropriate for the intended audience and purpose</li> <li>c. Effectively share information</li> </ul>	<ul style="list-style-type: none"> <li>a. Organize information in a logical arrangement appropriate to format, audience and purpose</li> <li>b. Use an appropriate format to share information with intended audience for intended purpose</li> </ul>	<ul style="list-style-type: none"> <li>a. Organize information in a logical arrangement appropriate to format, audience and purpose</li> <li>b. Use an appropriate format to share information with intended audience for intended purpose</li> </ul>
<b>ST</b>	1.4, 1.8, 2.1, 2.4	1.4, 1.8, 2.1, 2.4	1.4, 1.8, 2.1, 2.4	1.4, 1.8, 2.1, 2.4	1.4, 1.8, 2.1, 2.4	1.4, 1.8, 2.1, 2.4	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

<b>6 Practice ethical, legal, and safe use of information and technology</b>									
	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>A</b>	Demonstrate ethical behaviors (personal and social) when using information and technology	Demonstrate ethical behaviors (personal and social) when using information and technology	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	a. Demonstrate ethical behaviors (personal and social) when using information and technology b. Develop strategies to avoid cyber-bullying	a. Demonstrate ethical behaviors (personal and social) when using information and technology b. Develop strategies to avoid cyber-bullying	a. Demonstrate ethical behaviors (personal and social) when using information and technology b. Develop strategies to avoid cyber-bullying	a. Demonstrate ethical behaviors (personal and social) when using information and technology b. Develop strategies to avoid cyber-bullying
<b>ST</b>	2.7, 4.1, 4.4, 4.7	2.7, 4.1, 4.4, 4.7	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	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	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>B</b>	Develop awareness that it is important to give credit to an idea.	a. Identify, with assistance, acceptable uses of information and technology. b. Document, with assistance, each source referenced (e.g., author, title, URL)	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	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 an appropriate citation format	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 minimal assistance, each source referenced using an appropriate citation format	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 each source referenced using an appropriate citation format	a. Follow copyright laws, 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 each source referenced using an appropriate citation format
<b>ST</b>	4.4	2.7, 4.4, 4.7	2.7, 4.4, 4.7	2.7, 4.4, 4.7	2.7, 4.4, 4.7	2.7, 4.4, 4.7	2.7, 4.4, 4.7	2.7, 4.4, 4.7	2.7, 4.4, 4.7

# Information and Communications Technology Literacy

<b>6 Practice ethical, legal, and safe use of information and technology</b>									
	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>C</b>	Discuss what information is personal and private.	Discuss what information is personal and private.	Recognize, with assistance, what information is personal and private.	<ul style="list-style-type: none"> <li>a. Recognize what information is personal and private</li> <li>b. Discuss safe behaviors in personal electronic communication and interaction (e.g., response to cyber-bullying, inappropriate contact, solicitation, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>a. Recognize consequences of online behavior, such as sharing personal information</li> <li>b. Practice safe behaviors in personal electronic communication and interaction (e.g., response to cyber-bullying, inappropriate contact, solicitation, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>a. Recognize consequences of online behavior, such as sharing personal information</li> <li>b. Practice safe behaviors in personal electronic communication and interaction (e.g., response to cyber-bullying, inappropriate contact, solicitation, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>a. Recognize consequences of online behavior, such as cyber-bullying; sharing personal information, pictures, videos; on-going subscriptions; etc.</li> <li>b. Practice safe behaviors in personal electronic communication and interaction (e.g., response to cyber-bullying, inappropriate contact, solicitation, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>a. Analyze consequences of online behavior, such as cyber-bullying; sharing personal information, pictures, videos; on-going subscriptions; etc.</li> <li>b. Practice safe, legal, and ethical behaviors in personal electronic communication and interaction</li> </ul>	<ul style="list-style-type: none"> <li>a. Analyze consequences of online behavior, such as cyber-bullying; sharing personal information, pictures, videos; on-going subscriptions; etc.</li> <li>b. Practice safe, legal, and ethical behaviors in personal electronic communication and interaction</li> </ul>
<b>ST</b>	4.7	4.7	4.7	3.1, 4.7	3.1, 4.3, 4.7	3.1, 4.3, 4.7	3.1, 4.3, 4.7	3.1, 4.3, 4.7	3.1, 4.3, 4.7