Educational Technology and Library Media Learning Expectations K-5

Basic Operations
Literature Appreciation
Research Skills
Processing and Sharing
Media Literacy
Digital Literacy and Citizenship

Introduction

The Information, Communication, Technology Services (ICTS) department is a collaboration among Library Media, Educational Technology, Media Arts, Web Services, and Technical Services divisions. This department strives to support administration and teachers; inform parents; and to prepare students for lifelong learning, informed decision-making, a love of reading, and the use of information and communication technologies.

The following document outlines six categories of learning expectations that are essential skills to prepare students for life-long learning, informed decision-making, a love of reading, and the responsible and collaborative use of information and communication technologies. These skills should be integrated into all curricula areas with the goal of students applying them in all areas of their life.

Basic Operations

Students are expected to know how to identify and operate the parts of a computer and peripherals, and how to properly maintain and care for technology. Similarly, students are expected to know the basic operations relevant to library use, including navigating the space and accessing resources.

K - 2 LEARNING EXPECTATIONS

By the end of 2nd grade, students will be able to:

Space
- Locate picture books and fiction by last name of the author
- Locate the nonfiction section and recognize that it is organized by topic

Computers
- Identify & locate parts of a computer
- Locate keys and use keyboard to create digital text
- Login to the computer
- Navigate the operating system and applications
- Open, save and print files

District Print & Online Resources
- Identify the parts of a book
- Identify author and illustrator as well as describe their role
- Identify picture books, fiction and nonfiction
- Use the school's library website
- Use online catalog & databases with teacher support
- Search by topic, navigate with assistance
- Create citations for print and online sources with author, title, and URL

3 - 5 LEARNING EXPECTATIONS

By the end of 5th grade, students will be able to:

Space
- Navigate picture books, fiction, nonfiction, reference

Computers
- Open, save and print in word processing, presentation, drawing and data software
- Navigate and implement formatting features within word processing and presentation software
- Insert and manipulate graphics

District Print & Online Resources
- Recognize, identify and locate nonfiction and reference by Dewey Decimal System
- Understand the use of Inter Library Loan to request books from other school libraries
- Identify the parts of a nonfiction book and their uses
- Distinguish between fiction and nonfiction books
- Navigate the online catalog: search by author, title, and keyword
- Within a catalog record, identify and locate the basic information location, call number, and status of a selected title
- Recognize, locate, and navigate online databases
- Identify and use the Cambridge Public Library web site
- Identify and locate the following on a web page: url, title of the website and the web page, author/creator, publishing company, and date of publication

Literature Appreciation

Students will learn to appreciate a wide variety of literature by having books read aloud and by reading books they choose for themselves. They will learn to use the library to expand their own knowledge and pursue personal interests.

K - 2 LEARNING EXPECTATIONS

By the end of 2nd grade, students will be able to:

- Understand the importance of the library as an information source
- Choose books of interest by looking at the cover, content and illustrations
- Recognize and choose picture, poetry, folktales, early reading and informational books
- Listen to literature for pleasure and information
- Recognize books by favorite authors and illustrators

3 - 5 LEARNING EXPECTATIONS

By the end of 5th grade, students will be able to:

- Read, view and listen for pleasure and personal growth
- Recognize and define major genres in children's fiction
- Recognize a variety of distinguished authors in different genres
- Make connections among materials read, heard or viewed to own interests and previous knowledge and experience

Research Skills

Students will be able to ethically use multiple literacies (digital, visual, textual and technological) to plan, gather, evaluate, organize, synthesize, use, and share information. Students must be taught to seek diverse perspectives when gathering and using information.

K - 2 LEARNING EXPECTATIONS

By the end of 2nd grade, students will be able to:

Inquiry Process
- Generate relevant and specific questions about a topic
- Use steps in at least one research model for finding, organizing, and presenting information (Examples: Webbing, KWL, Easy Big3)
- Reflect during and after the inquiry process
- Share what they've learned about a topic, question or problem

Access and Use of Resources
- Use a table of contents, glossary, index, search box, keywords, and graphic organizers
- Use print and online databases and encyclopedias with guidance
- Use multimedia sources (videos, images)
- Use simple note-taking strategies
- Write, draw, or verbalize the main idea and supporting details
- Create citations for print and online sources with author, title, and url

3 - 5 LEARNING EXPECTATIONS

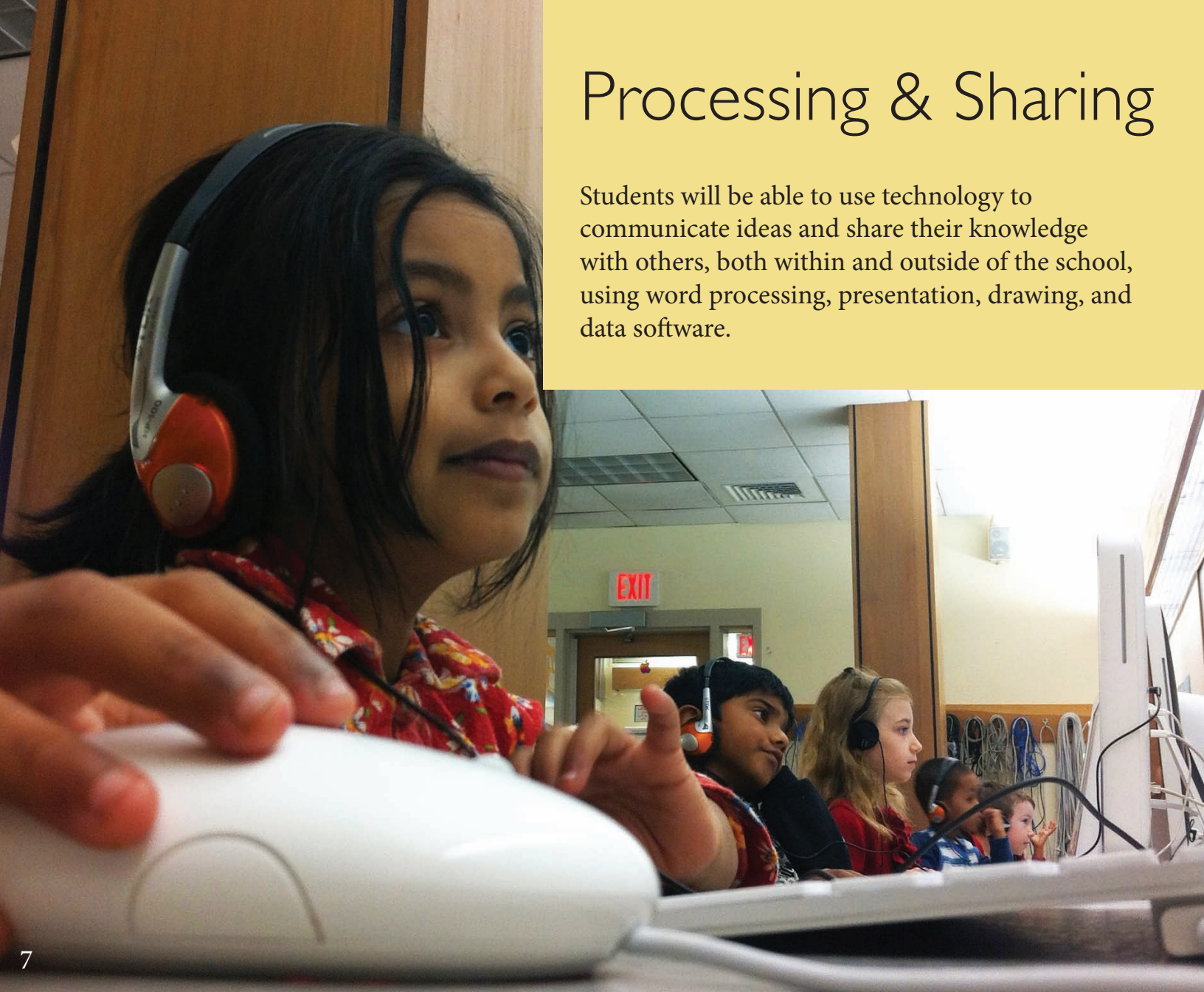By the end of 5th grade, students will be able to:

Inquiry Process
- Generate open-ended research questions
- Identify keywords in a research question
- Use steps in a research model (Big6, Action Research, or Independent Investigation Method)
- Build and share knowledge
- Use a rubric to assess individual or group work

Access and Use of Resources
- Identify and use textual features of nonfiction books
- Gather, evaluate, and organize information from print and digital resources (i.e. advanced search, skimming, note taking)
- Use graphic organizers and/or computer applications (e.g. Inspiration, PowerPoint) to display information (when appropriate)
- Use content-specific technology tools and simulations to gather and analyze data
- Cite print and online sources using MLA format
- Create and share a presentation, product or performance using various formats or online tools

Processing & Sharing

Students will be able to use technology to communicate ideas and share their knowledge with others, both within and outside of the school, using word processing, presentation, drawing, and data software.

K - 2 LEARNING EXPECTATIONS

By the end of 2nd grade, students will be able to:

- Save files, understanding what it means to "save"
- Print files, with permission
- Write and edit in digital formats
- Insert and resize a picture
- Use tools in painting and/or drawing programs
- Use graphing software to show data

3 - 5 LEARNING EXPECTATIONS

By the end of 5th grade, students will be able to:

- Create projects that use text and various forms of graphics, audio, and video
- Organize information in an effective way to present research
- Communicate with other students and other classes using technology
- Use guidelines to evaluate their own and other presentations (e.g. organization, content, design, delivery)

Media Literacy

Students in the 21st century have a practically limitless ability to access and create media and information. Our goal is for students to learn and understand various multimedia, information and communication technologies and use them appropriately to create and communicate. We also want students to participate in online communities to share and build on each other's experience and knowledge. Ultimately, we want students to become creative, responsible consumers and producers of information and media.

"Media Literacy is the ability to access, analyze, evaluate and create media in a variety of forms."
-1992 Aspen Media Literacy Leadership Institute

K - 2 LEARNING EXPECTATIONS

By the end of 2nd grade, students will be able to:

- Create media with painting or drawing program
- Identify different types of media (e.g. newspaper, billboards, TV commercials, online sources)
- Demonstrate knowledge that media messages are constructed and have a purpose
- Comprehend the concepts of perspective and point of view
- Begin to understand the idea of intellectual properties (e.g. brands, characters, slogans)

3 - 5 LEARNING EXPECTATIONS

By the end of 5th grade, students will be able to:

- Identify all types of media
- Analyze purpose of media messages
- Recognize intent of advertisements in the media
- Demonstrate understanding that media expresses a point of view that can influence beliefs and behaviors
- Understand the process of media making by creating and presenting a production with script, storyboard and effective multimedia sources
- Apply the guidelines of intellectual property
- Demonstrate basic audio/video recording and editing skills

Digital Literacy and Citizenship

In this increasingly digitally connected world, students will need to navigate and utilize the Internet responsibly and safely.

K - 2 LEARNING EXPECTATIONS

By the end of 2nd grade, students will be able to:

Safety and Security
- Understand that the Internet is a vast resource and they should only visit age-appropriate sites with adult guidance
- Understand personal and private information (i.e. name, address, school, etc.)
- Explain that a password helps protect the privacy of information

Digital Citizenship
- Understand that the use of the Internet is regulated by the Acceptable Use Policy in school
- Understand that bullying can happen online and should be reported

3 - 5 LEARNING EXPECTATIONS

By the end of 5th grade, students will be able to:

Safety and Security
- Distinguish between appropriate and inappropriate sites and online communities
- Recognize and describe the potential risks and dangers associated with various forms of online communications (predatory behavior, identity theft)
- Adhere to the provisions of the district Acceptable Use Policy

Digital Citizenship

- Understand that all information shared on the Internet is public and permanent (digital footprint)
- Understand appropriate e-mail etiquette (Spam)
- Identify cyberbullying and describe strategies to deal with such a situation

Resources

American Association of School Librarians

Partnership for 21st Century Skills

Common Core Initiative

Massachusetts Department of Elementary & Secondary Education
Curriculum Frameworks

International Society for Technology in Education NETS for Students

English Language Arts & Mathematics Curriculum: Incorporating
the Common Core Standards.

Big6

Massachusetts Children's Book Award (MCBA)

Common Sense Media

NetSmartz

CPS

Cambridge Public Schools

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