



**KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
CURRICULUM AND INSTRUCTIONAL SERVICES  
LIBRARY MEDIA AND INSTRUCTIONAL TECHNOLOGY**

**STANDARDS AND BENCHMARKS  
INFORMATION AND TECHNOLOGY LITERACY**

<b>GRADE 9</b>	
<b>STANDARD A: MEDIA AND TECHNOLOGY</b>	
<b>Standard A1: Students use common media and technology terminology and equipment.</b>	
<b>A1-1: Computer Terminology</b>	Identify and define basic on-line and telecommunications terminology or concepts (e.g., bandwidth, broadband, operating system, analog versus digital).  <i>A1-1.9</i>
<b>A1-2: Computer Equipment</b>	Recognize, identify, and solve routine computer hardware and software problems.  <i>A1-2.9</i>
<b>A1-3: File Management</b>	<i>Access, download, organize, and backup files on a computer disk, drive, server, or other storage device.</i>  <i>A1-3.9</i>
<b>A1-4: File Formats</b>	Identify common file formats (e.g., .doc, .dv, .jpg, .gif, .mov, .mpeg, .pdf, .ppt, .aiff, .mp3, .html, .xls).  <i>A1-4.9</i>
<b>A1-5: Digital Media Equipment</b>	Capture, edit, and combine audio, still, and video segments using a multi-media computer with editing software.  <i>A1-5.9</i>
<b>A1-6: Keyboarding</b>	<i>Demonstrate proficient keyboarding skills.</i>  <i>A1-6.9</i>
<b>Standard A2: Students use a computer and productivity software to organize and create information.</b>	
<b>A2-1: Word Processing Basics</b>	<i>Apply terminology and concepts connected with integrated software or an applications suite.</i>  <i>A2-1.9</i>
<b>A2-2: Word Processing Skills</b>	<i>Manipulate graphics or objects in a word processing document.</i>  <i>A2-2.9</i>
<b>A2-3: Special Features</b>	Use word processing or desktop publishing and graphics software to produce page layouts in different formats (e.g., brochure, tri-fold, .pdf, .htm, newsletter).  <i>A2-3.9</i>
<b>A2-4: Graphic Organizers</b>	Use a graphic organizer application to generate modifiable flow charts, project time lines, organizational charts, or calendars.  <i>A2-4.9</i>

<b>GRADE 9</b>	
<b>A2-5: Spreadsheet Terms and Use</b>	Incorporate spreadsheet information in word-processed documents (e.g., charts, graphs, lists).  <i>A2-5.9</i>
<b>A2-6: Database Terms and Use</b>	Analyze data from a database, and present conclusions in a document or report.  <i>A2-6.9</i>
<b>Standard A3: Students use a computer and communications software to access and transmit information.</b>	
<b>A3-1: Electronic Communication</b>	<i>Communicate digitally with others regarding assignments or class projects using video conferencing, email, blogs, or groupware.</i>  <i>A3-1.9</i>
<b>A3-2: Internet Terminology and Searching</b>	<i>Access primary sources and other experts for class reports or projects.</i>  <i>A3-2.9</i>
<b>Standard A4: Students use media and technology to create and present information.</b>	
<b>A4-1: Graphics Software</b>	Use draw, paint, or graphics soft-ware to create or modify visuals that will enhance a class project or report.  <i>A4-1.9</i>
<b>A4-2: Multimedia Production</b>	Plan (e.g., storyboard, graphic organizer, script, or outline) and deliver a presentation using media and technology appropriate to topic, audience, purpose, and content.  <i>A4-2.9</i>
<b>A4-3: Identifying Project Evaluation Criteria</b>	Identify criteria for assessing the delivery, pacing, focus, and technical quality of the production or presentation.  <i>A4-3.9</i>
<b>A4-4: Project Evaluation and Improvement</b>	Recommend ways the product or presentation could better meet specified criteria.  <i>A4-4.9</i>
<b>STANDARD B: INFORMATION AND INQUIRY</b>	
<b>Standard B1: Students define the need for information.</b>	
<b>B1-1: Defining the Information Need</b>	<i>State the information, problem, or question in clear and concise terms.</i>  <i>B1-1.9</i>
<b>B1-2: Relating Existing Knowledge</b>	Relate existing knowledge to the information need.  <i>B1-2.9</i>
<b>B1-3: Question Development</b>	<i>Develop specific research questions or a thesis statement based on the nature, purpose, and scope of project.</i>  <i>B1-3.9</i>

<b>GRADE 9</b>	
<b>B1-4: Search Focus</b>	<i>Conduct a preliminary search to determine if the research questions or thesis statement is clear, searchable, and sufficiently narrowed.</i>  <i><b>B1-4.9</b></i>
<b>Standard B2: Students develop information seeking strategies.</b>	
<b>B2-1: Information Sources</b>	<i>Identify a full range of appropriate and available information from local, national, and global sources.</i>  <i><b>B2-1.9</b></i>
<b>B2-2: Evaluating Possible Resources</b>	<i>Evaluate and prioritize potential sources, pursuing a variety of resources reflecting differing points of view, cultures, and disciplines.</i>  <i><b>B2-2.9</b></i>
<b>B2-3: Search Terms</b>	<i>Identify keywords, phrases, subject headings, and descriptors for each information source and apply Boolean (and, or, not) logic concepts.</i>  <i><b>B2-3.9</b></i>
<b>B2-4: Information Search Plan</b>	<i>Organize ideas, concepts, and issues in a manner appropriate to the subject and purpose.</i>  <i><b>B2-4.9</b></i>
<b>Standard B3: Students locate and access information sources.</b>	
<b>B3-1: Library Organization</b>	Locate information resources using the classification systems in use at a variety of libraries.  <i><b>B3-1.9</b></i>
<b>B3-2: Online Catalog</b>	Use an online catalog to identify and access library resources.  <i><b>B3-2.9</b></i>
<b>B3-3: Reference Materials</b>	<i>Use specialized reference resources (e.g., print, non-print, and electronic).</i>  <i><b>B3-3.9</b></i>
<b>B3-4: Locating Information Within Source</b>	<i>Use increasingly complex organizational features of print and electronic resources.</i>  <i><b>B3-4.9</b></i>
<b>B3-5: Online Subscription Resources</b>	<i>Conduct effective electronic searches using keywords, phrases, Boolean logic (and, or, not), and advanced search options.</i>  <i><b>B3-5.9</b></i>
<b>B3-6: Internet Use</b>	<i>Conduct effective Internet searches using keywords, phrases, and advanced search options.</i>  <i><b>B3-6.9</b></i>
<b>Standard B4: Students evaluate and select information from a variety of print, nonprint, and electronic formats.</b>	

<b>GRADE 9</b>	
<b>B4-1: Previewing Selected Resources</b>	Determine which information found is clearly related to the problem or question.  B4-1.9
<b>B4-2: Evaluating Information</b>	Differentiate between primary and secondary resources.  B4-2.9
<b>B4-3: Evaluating Information/ Point of View</b>	<i>Evaluate information for stereotyping, prejudice, and misinterpretation, distinguishing among fact, opinion, point of view, and inference.</i>  <b><i>B4-3.9</i></b>
<b>B4-4: Validity of Sources (Electronic, Print, and Nonprint)</b>	<i>Determine if sources are authoritative, timely, valid, reliable, accurate, relevant, and comprehensive</i> (e.g., electronic, print, and non-print).  <b><i>B4-4.9</i></b>
<b>B4-5: Evaluating Information/ Graphics</b>	<i>Analyze and evaluate information presented in charts, graphs, tables, and diagrams.</i>  <b><i>B4-5.9</i></b>
<b>B4-6: Source Authority</b>	<i>Locate indicators of authority for all sources of information</i> (e.g., electronic, print, and non-print).  <b><i>B4-6.9</i></b>
<b>Standard B5: Students record and organize information.</b>	
<b>B5-1: Note Taking</b>	<i>Take notes using data-gathering strategies that include summarizing, paraphrasing, comparing, and quoting, recording the sources of information as notes are taken.</i>  <b><i>B5-1.9</i></b>
<b>B5-2: Citing Sources</b>	<i>Cite/record sources of information including quotes, visuals, major ideas, and specific facts or data using appropriate citation/ bibliographic format.</i>  <b><i>B5-2.9</i></b>
<b>B5-3: Organizing Information</b>	Organize information in a systematic man-ner for unity, coherence, clarity, and emphasis.  B5-3.9
<b>Standard B6: Students interpret and use information to solve the problem or answer the question.</b>	
<b>B6-1: Integrating Prior Knowledge</b>	Interpret new information to formulate ideas which address the question or problem using comparison, evaluation, inference, and generalization skills.  B6-1.9
<b>B6-2: Relevancy of Information</b>	Determine if information is relevant to the question.  B6-2.9
<b>B6-3: Gathering Additional Information</b>	Synthesize new ideas, evidence, and prior knowledge to address the problem or question.  B6-3.9

<b>GRADE 9</b>	
<b>B6-4: Drawing Conclusions</b>	Draw conclusions to address the problem or question.  B6-4.9
<b>Standard B7: Students communicate the results of research and inquiry in an appropriate format.</b>	
<b>B7-1: Audience and Purpose</b>	Determine the audience and purpose for the product or presentation.  B7-1.9
<b>B7-2: Presentation Format</b>	Select the most appropriate format for the product or presentation.  B7-2.9
<b>B7-3: Developing a Product or Presentation</b>	Develop a product or presentation that utilizes the strengths of the medium and supports the conclusions drawn in the research effort.  B7-3.9
<b>Standard B8: Students evaluate the information product and process.</b>	
<b>B8-1: Product Assessment</b>	Assess the product based on identified criteria.  B8-1.9
<b>B8-2: Product Improvement</b>	Summarize ways in which the product and process can be improved.  B8-2.9
<b>STANDARD C: INDEPENDENT LEARNING</b>	
<b>Standard C1: Students pursue information related to various dimensions of personal well-being and academic success.</b>	
<b>C1-1: Information for Personal Growth</b>	Identify topics of interest and seek relevant information about them.  C1-1.9
<b>C1-2: Accurate Information for Decision Making</b>	<i>Recognize that accurate and complete information is essential to making sound decisions in personal, academic, and career pursuits.</i>  <i>C1-2.9</i>
<b>Standard C2: Students select, appreciate, and derive meaning from print and nonprint resources.</b>	
<b>C2-1: Selection for Personal Interest</b>	Apply personal criteria for choosing print or non-print resources of personal interest.  C2-1.9
<b>C2-2: Award-Winning Literature</b>	Recognize that core lists of classics and recommended titles for pre-college reading provide for a well-rounded literary background.  C2-2.9
<b>C2-3: Making Text Connections</b>	<i>Make text-to-self, text-to-text, and text-to-world connections.</i>  <i>C2-3.9</i>
<b>C2-4: Selection/ Developmental Levels</b>	Choose materials at appropriate developmental levels.  C2-4.9

	<b>GRADE 9</b>
<b>C2-5: Diverse Perspectives</b>	<i>Identify and select materials that reflect diverse perspectives.</i>  <i>C2-5.9</i>
<b>STANDARD D: THE LEARNING COMMUNITY</b>	
<b>Standard D1: Students use information, media, and technology in a responsible manner.</b>	
<b>D1-1: Responsibility for Borrowed Library Resources</b>	Return all borrowed library materials on time.  D1-1.9
<b>D1-2: Internet Acceptable Use Policy</b>	<i>Use the Internet and other online resources consistent with the district's acceptable use policy.</i>  <i>D1-2.9</i>
<b>D1-3: Ethical Access to Computer Files</b>	<i>Discriminates between ethical and unethical access to computer files</i>  <i>D1-3.9</i>
<b>D1-4: Privacy of Personal Information</b>	<i>Recognize the need for privacy and protection of personal information and data.</i>  <i>D1-4.9</i>
<b>Standard D2: Students respect intellectual property rights (copyright).</b>	
<b>D2-1: Copyright</b>	Understand how copyright protects the right of an author or producer to control the distribution, performance, display, or copying of original works.  D2-1.9
<b>D2-2: Copyright Law</b>	<i>Demonstrate compliance with legal and ethical issues related to plagiarism and copyright, including "fair use."</i>  <i>D2-2.9</i>
<b>Standard D3: Students recognize the importance of intellectual freedom and access to information in a democratic society.</b>	
<b>D3-1: Intellectual Freedom</b>	Distinguish between intellectual freedom as it relates to children versus adults.  D3-1.9
<b>D3-2: Equitable Access</b>	Recommend strategies for ensuring that others have equitable access to information, media resources, and technology.  D3-2.9