

Springfield Public Schools
K-8 Technology and Information Literacy

KINDERGARTEN

In Springfield Public Schools, Technology and Information Literacy instruction is a sequential, age appropriate course of study taught across the curriculum in classrooms, computer labs, and libraries. Content areas include digital citizenship, technology concepts, the inquiry process, and communication and creative expression. The study of Technology and Information Literacy enriches the entire educational experience by developing students' abilities to think critically, communicate, and collaborate.

MAJOR INSTRUCTIONAL GOALS

- 1. Digital Citizenship: Students will demonstrate an understanding of ethical, legal, and safe use of technology, and its impact on society and the workplace.**
 - a. Recognize the copyright symbol
 - b. Identify types of sources
 - c. Understand author ownership and why it is important to give credit to an idea
 - d. Understand author ownership
 - e. Identify, with assistance, acceptable uses of information and technology
 - f. Demonstrate ethical behaviors when using information and technology
 - g. Understand what information is personal and private
 - h. Understand and explain the impact technology has on you

- 2. Technology Concepts: Students will demonstrate an understanding of information technology systems, tools, and operations.**
 - a. Turn on and use a computer with assistance
 - b. Discuss and use appropriate software tools with assistance
 - c. Recognize, with assistance, that there are organizational tools for locating sources
 - d. Use, with assistance, the navigational features of print and digital sources
 - e. Interact with multimedia presentations with assistance
 - f. Identify and use the keyboard and mouse
 - g. Open and save a file with assistance
 - h. Discuss age appropriate hardware problems and solutions
 - i. Use age appropriate technology vocabulary

3. Inquiry Process: Students will develop the critical thinking skills needed to use technology and other resources to solve problems, apply knowledge to new situations, create new knowledge, and make informed decisions.

- a. Participate in a class lesson using the inquiry process
- b. Identify authentic problems
- c. Share what is known about a given topic
- d. Recognize that questions are a form of communicating an information need (understand correct uses of who, what, when, where, why, how)
- e. Recognize that there are many types of media
- f. Observe search methods
- g. Record relevant information from resources with assistance, in at least one format (e.g., writing, pictures, audio recordings, photos)
- h. Recognize, with assistance, that some sources better meet a determined information need
- i. Identify, with assistance, materials that are fiction and nonfiction
- j. Complete the inquiry process through communication and creative expression (see MIG 4)

4. Communication and Creative Expression: Students will use resources to communicate information, work collaboratively, and creatively express ideas through various media formats.

- a. Recognize that there are a variety of ways to share information
- b. Effectively share information
- c. Evaluate, with assistance, if the information need was met
- d. Develop critical thinking skills to adapt process, as necessary, to fulfill purpose
- e. With assistance, present for an audience utilizing a resource to contribute to the exchange of ideas
- f. Construct new ideas, products, solutions, or processes based on information gathered from a variety of sources

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FIRST GRADE

In Springfield Public Schools, Technology and Information Literacy instruction is a sequential, age appropriate course of study taught across the curriculum in classrooms, computer labs, and libraries. Content areas include digital citizenship, technology concepts, the inquiry process, and communication and creative expression. The study of Technology and Information Literacy enriches the entire educational experience by developing students' abilities to think critically, communicate, and collaborate.

MAJOR INSTRUCTIONAL GOALS

- 1. Digital Citizenship: Students will demonstrate an understanding of ethical, legal, and safe use of technology, and its impact on society and the workplace.**
 - a. Understand the meaning of the copyright symbol
 - b. Understand author ownership and why it is important to give credit to sources
 - c. Identify, with assistance, acceptable uses of information and technology
 - d. Demonstrate ethical behaviors when using information and technology
 - e. Understand what information is personal and private
 - f. Understand and explain the impact technology has on you, your school and community

- 2. Technology Concepts: Students will demonstrate an understanding of information technology systems, tools, and operations.**
 - a. Turn on and use a computer with minimal assistance
 - b. Discuss and use appropriate software tools with assistance
 - c. Recognize, with assistance, that there are organizational tools for locating sources
 - d. Use, with assistance, the navigational features of print and digital sources
 - e. Use word processing software to create a document and print with assistance
 - f. Interact with multimedia presentations
 - g. Identify and use the keyboard and mouse
 - h. Open and save a file with minimal assistance
 - i. Discuss age appropriate hardware problems and solutions
 - j. Use age appropriate technology vocabulary

3. Inquiry Process: Students will develop the critical thinking skills needed to use technology and other resources to solve problems, apply knowledge to new situations, create new knowledge, and make informed decisions.

- a. Participate in a class lesson using the inquiry process
- 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 about an authentic problem to answer an information need
- d. Ask questions about a given topic to answer an information need
- e. Identify, with assistance, types of sources, including oral, print, and digital, appropriate for the information needed and the student's reading level
- f. Record relevant information from resources with assistance, in at least one format (e.g., writing, pictures, audio recordings, photos)
- g. Recognize existing and acquired knowledge with minimal assistance.
- h. Recognize, with assistance, that some sources better meet a determined information need
- i. Recognize, with assistance, that timeliness may affect the value of the information
- j. Identify materials that are fiction and nonfiction
- k. Recognize, with assistance, that the copyright date can affect the value of information
- l. Identify what additional information is needed
- m. Recognize the value of feedback
- n. Complete the inquiry process through communication and creative expression (see MIG 4)

4. Communication and Creative Expression: Students will use resources to communicate information, work collaboratively, and creatively express ideas through various media formats.

- a. Recognize that there are a variety of ways to share information
- b. Select and use appropriate presentation tools to effectively share information with an intended audience for an intended purpose with assistance
- c. Evaluate, with assistance, if the information need was met
- d. Develop critical thinking skills to adapt process, as necessary, to fulfill purpose
- e. Publish and present for an audience utilizing a resource with assistance to contribute to the exchange of ideas
- f. Construct new ideas, products, solutions, or processes based on information gathered from a variety of sources

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SECOND GRADE

In Springfield Public Schools, Technology and Information Literacy instruction is a sequential, age appropriate course of study taught across the curriculum in classrooms, computer labs, and libraries. Content areas include digital citizenship, technology concepts, the inquiry process, and communication and creative expression. The study of Technology and Information Literacy enriches the entire educational experience by developing students' abilities to think critically, communicate, and collaborate.

MAJOR INSTRUCTIONAL GOALS

- 1. Digital Citizenship: Students will demonstrate an understanding of ethical, legal, and safe use of technology, and its impact on society and the workplace.**
 - a. Understand and adhere to copyright laws
 - b. Practice giving credit to sources
 - c. Develop and use techniques, such as paraphrasing, to avoid plagiarism
 - d. Identify, with assistance, acceptable uses of information and technology
 - e. Understand appropriate etiquette when using the internet and electronic mail
 - f. Understand that personal information shared online is public and permanent
 - g. Recognize what information is personal and private
 - h. Understand and explain the impact technology has on you, your school and community

- 2. Technology Concepts: Students will demonstrate an understanding of information technology systems, tools, and operations.**
 - a. Use information technology systems with assistance, such as: personal computer and peripherals, hand-held information devices, and information networks
 - b. Select appropriate software tools for a task with assistance, such as: databases, world-wide web, and collaborative networking
 - c. Recognize that there are organizational tools for locating sources
 - d. Use, with assistance, the navigational features of print and digital sources
 - e. Use word processing software to create, format, edit, and print a document with assistance
 - f. Create and share a multimedia project using text and graphics with assistance
 - g. Identify and use the keyboard and mouse
 - h. Open and save a file
 - i. Explain the difference between files and folders for storing information
 - j. Identify routine hardware and software problems that occur during everyday use
 - k. Use age appropriate technology vocabulary

3. Inquiry Process: Students will develop the critical thinking skills needed to use technology and other resources to solve problems, apply knowledge to new situations, create new knowledge, and make informed decisions.

- a. Access prior knowledge to ask questions to respond to an authentic problem
- b. Access prior knowledge to ask questions to respond to a given research topic
- c. Generate, with assistance, key words to investigate a topic
- d. Recognize and identify the steps of the inquiry process
- e. Identify, with assistance, types of sources, including oral, print, and digital, appropriate for the information needed and the student's reading level
- f. Identify information, with assistance, to determine relevance to the topic
- g. Record relevant information from resources in at least one format (e.g., writing, pictures, audio recordings, photos, highlighting, sticky notes, graphic organizers)
- h. Analyze, with assistance, teacher-selected sources for gaps in information
- i. Locate, with assistance, additional information as needed
- j. Identify, with assistance, that timeliness may affect the value of the information
- k. Recognize, existing and acquired knowledge
- l. Explain the difference between fiction and nonfiction
- m. Recognize, with assistance, that not all sources are credible
- n. Identify, with assistance, the effect of the copyright date on the value of the information
- o. Recognize the value of feedback
- p. Complete the inquiry process through communication and creative expression (see MIG 4)

4. Communication and Creative Expression: Students will use resources to communicate information, work collaboratively, and creatively express ideas through various media formats.

- a. Recognize that there are a variety of ways to share information
- b. Select and use appropriate presentation tools to effectively share information with an intended audience for an intended purpose with assistance
- c. Evaluate the completed project or solutions with assistance
- d. Develop critical thinking skills to adapt process, as necessary, to fulfill purpose
- e. Collaborate, publish, and present for an audience utilizing a variety of digital and print resources with assistance to contribute to the exchange of ideas
- f. Construct new ideas, products, solutions, or processes based on information gathered from a variety of sources

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THIRD GRADE

In Springfield Public Schools, Technology and Information Literacy instruction is a sequential, age appropriate course of study taught across the curriculum in classrooms, computer labs, and libraries. Content areas include digital citizenship, technology concepts, the inquiry process, and communication and creative expression. The study of Technology and Information Literacy enriches the entire educational experience by developing students' abilities to think critically, communicate, and collaborate.

MAJOR INSTRUCTIONAL GOALS

- 1. Digital Citizenship: Students will demonstrate an understanding of ethical, legal, and safe use of technology, and its impact on society and the workplace.**
 - a. Understand and adhere to copyright laws
 - b. Cite, with assistance, sources using an age appropriate citation format
 - c. Develop and use techniques, such as paraphrasing and summarizing, to avoid plagiarism
 - d. Adhere to acceptable use policies
 - e. Describe and use appropriate etiquette when using the internet and electronic mail
 - f. Develop, with assistance, strategies to avoid cyber-bullying
 - g. Understand safe behaviors in electronic communication and interaction, such as response to cyber-bullying, inappropriate contact, solicitation, etc.
 - h. Recognize what information is personal and private
 - i. Demonstrate an understanding of the impact technology has on society and the workplace

- 2. Technology Concepts: Students will demonstrate an understanding of information technology systems, tools, and operations.**
 - a. Select and use information technology systems with assistance, such as: personal computer and peripherals, hand-held information devices, and information networks
 - b. Select appropriate software tools for a task with assistance, such as: databases, world-wide web, and collaborative networking
 - c. Explain how help features can support product use
 - d. Select and use, with assistance, the navigational features of print and digital sources
 - e. Use word processing software to create, format, edit, and print a document with assistance
 - f. Create a spreadsheet and enter data with assistance
 - g. Create and present a multimedia project using text and graphics with assistance
 - h. Use appropriate keyboarding techniques with assistance
 - i. Understand the difference between files and folders for storing information
 - j. Open a file from a folder with assistance
 - k. Identify routine hardware and software problems that occur during everyday use
 - l. Use age appropriate technology vocabulary

3. Inquiry Process: Students will develop the critical thinking skills needed to use technology and other resources to solve problems, apply knowledge to new situations, create new knowledge, and make informed decisions.

- a. Access prior knowledge to pose questions for investigation of an authentic problem
- b. Access prior knowledge to pose questions for investigation of a given research topic with assistance
- c. Generate key words to investigate topics
- d. Revise or clarify, with assistance, focus questions and/or key words as information is gathered
- e. Recognize and identify the steps of the inquiry process
- f. Identify types of sources, including oral, print, and digital, appropriate for the information needed and the student's reading level
- g. Identify that timeliness may affect the value of the information
- h. Record relevant information using a variety of note taking or organizational strategies
- i. Analyze, with assistance, information gathered for gaps
- j. Locate, with assistance, additional information as needed
- k. Identify information, with minimal assistance, to determine relevance to the topic
- l. Recognize that not all sources are credible
- m. Recognize, with assistance, that sources may contradict or verify other sources
- n. Recognize existing and acquired knowledge
- o. Identify varying viewpoints in multiple sources
- p. Identify the effect of the copyright date on the value of the information
- q. Recognize the value of feedback
- r. Complete the inquiry process through communication and creative expression (see MIG 4)

4. Communication and Creative Expression: Students will use resources to communicate information, work collaboratively, and creatively express ideas through various media formats.

- a. Exchange knowledge and ideas in appropriate formats
- b. Recognize that there are a variety of ways to share information
- c. Select and use appropriate presentation tools to effectively share information with an intended audience for an intended purpose with minimal assistance
- d. Evaluate the completed project or solutions using self and peer evaluations
- e. Develop critical thinking skills to adapt process, as necessary, to fulfill purpose
- f. Collaborate, publish, and present for an audience utilizing a variety of digital and print resources with assistance to contribute to the exchange of ideas
- g. Construct new ideas, products, solutions, or processes based on information gathered from a variety of sources

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FOURTH GRADE

In Springfield Public Schools, Technology and Information Literacy instruction is a sequential, age appropriate course of study taught across the curriculum in classrooms, computer labs, and libraries. Content areas include digital citizenship, technology concepts, the inquiry process, and communication and creative expression. The study of Technology and Information Literacy enriches the entire educational experience by developing students' abilities to think critically, communicate, and collaborate.

MAJOR INSTRUCTIONAL GOALS

- 1. Digital Citizenship: Students will demonstrate an understanding of ethical, legal, and safe use of technology, and its impact on society and the workplace.**
 - a. Cite, with assistance, sources using an age appropriate citation format
 - b. Develop and use techniques, such as paraphrasing, summarizing, and quoting to avoid plagiarism
 - c. Understand, explain the purpose of, and adhere to acceptable use policies
 - d. Describe and use appropriate etiquette when using the internet and electronic mail
 - e. Develop, with assistance, strategies to avoid cyber-bullying
 - f. Understand the consequences of sharing personal information online, cyber-bullying, and inappropriate use of technology
 - g. Practice safe behaviors in electronic communication and interaction, such as response to cyber-bullying, inappropriate contact, solicitation, etc.
 - h. Demonstrate an understanding of the impact technology has on society and the workplace

- 2. Technology Concepts: Students will demonstrate an understanding of information technology systems, tools, and operations.**
 - a. Select and use information technology systems with assistance, including: personal computer and peripherals, hand-held information devices, and information networks
 - b. Select appropriate software tools for a task with minimal assistance, including: databases, world-wide web, and collaborative networking
 - c. Use help features to support product use with assistance
 - d. Select and use the navigational features of print and digital sources
 - e. Use word processing software to create, format, edit, and print a document with assistance minimal assistance
 - f. Create a spreadsheet and enter data with minimal assistance
 - g. Discuss and generate charts and graphs with assistance
 - h. Create and present a multimedia project using text, graphics, moving images, and sound with minimal assistance
 - i. Use appropriate keyboarding techniques with minimal assistance
 - j. Organize files into folders with assistance
 - k. Identify and solve age appropriate hardware and software problems that occur during everyday use with assistance
 - l. Use age appropriate technology vocabulary

3. Inquiry Process: Students will develop the critical thinking skills needed to use technology and other resources to solve problems, apply knowledge to new situations, create new knowledge, and make informed decisions.

- a. Access prior knowledge to pose questions for investigation of an authentic problem
- b. Access prior knowledge to pose questions for investigation of a given research topic
- c. Generate key words to research topics
- d. Revise or clarify, with assistance, focus questions and/or key words as information is gathered
- e. Create a plan with assistance to guide the inquiry process
- f. Identify types of sources, including oral, print, and digital, appropriate for the information needed and the student's reading level
- g. Analyze information to determine relevance to the topic with assistance
- h. Record relevant information using a variety of note taking or organizational strategies
- i. Analyze, with minimal assistance, information gathered for gaps
- j. Locate additional information as needed
- k. Explain, with assistance, how timeliness impacts source selection
- l. Recognize the credibility of the source based on fact and opinion
- m. Recognize whether the information contradicts or verifies other sources
- n. Explain how viewpoint affects bias
- o. Evaluate, with assistance, the effect of the copyright date on the value of the information
- p. Collaborate to seek appropriate feedback from others to monitor inquiry
- q. Complete the inquiry process through communication and creative expression (see MIG 4)

4. Communication and Creative Expression: Students will use resources to communicate information, work collaboratively, and creatively express ideas through various media formats.

- a. Exchange knowledge and ideas in appropriate formats
- b. Recognize that there are a variety of ways to share information
- c. Select and use appropriate presentation tools to effectively share information with an intended audience for an intended purpose
- d. Evaluate the completed project or solutions using self and peer evaluations
- e. Use critical thinking skills to adapt, as necessary, to fulfill purpose
- f. Collaborate, publish, and present for an audience utilizing a variety of digital and print resources with minimal assistance to contribute to the exchange of ideas
- g. Apply existing and acquired knowledge to generate new ideas, products, solutions, and processes

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FIFTH GRADE

In Springfield Public Schools, Technology and Information Literacy instruction is a sequential, age appropriate course of study taught across the curriculum in classrooms, computer labs, and libraries. Content areas include digital citizenship, technology concepts, the inquiry process, and communication and creative expression. The study of Technology and Information Literacy enriches the entire educational experience by developing students' abilities to think critically, communicate, and collaborate.

MAJOR INSTRUCTIONAL GOALS

- 1. Digital Citizenship: Students will demonstrate an understanding of ethical, legal, and safe use of technology, and its impact on society and the workplace.**
 - a. Understand, explain the purpose of, and adhere to copyright laws
 - b. Cite, with assistance, sources using an appropriate citation format
 - c. Develop and use techniques, such as paraphrasing, summarizing, and quoting to avoid plagiarism
 - d. Explain the consequences of plagiarism
 - e. Understand, explain the purpose of, and adhere to acceptable use policies
 - f. Describe and use appropriate etiquette when using the internet and electronic mail
 - g. Develop strategies to avoid cyber-bullying
 - h. Understand the consequences of sharing personal information online, cyber-bullying, and inappropriate use of technology
 - i. Practice safe behaviors in electronic communication and interaction, such as response to cyber-bullying, inappropriate contact, solicitation, etc.
 - j. Demonstrate an understanding of the impact technology has on society and the workplace

- 2. Technology Concepts: Students will demonstrate an understanding of information technology systems, tools, and operations.**
 - a. Select and use information technology systems with minimal assistance, including: personal computer and peripherals, hand-held information devices, and information networks
 - b. Select appropriate software tools for a task with minimal assistance, including: databases, world-wide web, and collaborative networking
 - c. Use help features to support product use with minimal assistance
 - d. Select and use the navigational features of print and digital sources
 - e. Use word processing software to create, format, edit, and print a document
 - f. Create a spreadsheet and enter data
 - g. Discuss and generate charts and graphs with assistance
 - h. Create and present a multimedia project using text, graphics, moving images, and sound
 - i. Use appropriate keyboarding techniques with minimal assistance
 - j. Organize files into folders with minimal assistance
 - k. Identify and solve age appropriate hardware and software problems that occur during everyday use with minimal assistance
 - l. Use age appropriate technology vocabulary

3. Inquiry Process: Students will develop the critical thinking skills needed to use technology and other resources to solve problems, apply knowledge to new situations, create new knowledge, and make informed decisions.

- a. Access prior knowledge to pose questions for investigation of an authentic problem
- b. Access prior knowledge to pose questions for investigation of a given research topic
- c. Generate key words to research topics
- d. Revise or clarify, with assistance, focus questions and/or key words as information is gathered
- e. Create a plan with assistance to guide the inquiry process
- f. Identify types of sources, including oral, print, and digital, appropriate for the information needed and the student's reading level
- g. Analyze information to determine relevance to the topic with assistance
- h. Record relevant information using a variety of note taking or organizational strategies
- i. Analyze information gathered for gaps
- j. Locate additional information as needed
- k. Explain how timeliness impacts source selection
- l. Evaluate information from a variety of resources and media, including reviewing bias of viewpoints, credibility of source and validating accuracy of information
- m. Evaluate the effect of the copyright date on the value of the information
- n. Collaborate to seek appropriate feedback from others to monitor and adjust inquiry
- o. Complete the inquiry process through communication and creative expression (see MIG 4)

4. Communication and Creative Expression: Students will use resources to communicate information, work collaboratively, and creatively express ideas through various media formats.

- a. Exchange knowledge and ideas in appropriate formats
- b. Recognize that there are a variety of ways to share information
- c. Select and use appropriate presentation tools to effectively share information with an intended audience for an intended purpose
- d. Evaluate the completed project or solution using self and peer evaluations
- e. Use critical thinking skills to adapt, as necessary, to fulfill purpose
- f. Collaborate, publish, and present for an audience utilizing a variety of digital and print resources with minimal assistance to contribute to the exchange of ideas
- g. Apply existing and acquired knowledge to generate new ideas, products, solutions, or processes

Springfield Public Schools
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SIXTH - EIGHTH GRADES

COURSE DESCRIPTION

In Springfield Public Schools, Technology and Information Literacy instruction is a sequential, age appropriate course of study taught across the curriculum in classrooms, computer labs, and libraries. Content areas include digital citizenship, technology concepts, the inquiry process, and communication and creative expression. The study of Technology and Information Literacy enriches the entire educational experience by developing students' abilities to think critically, communicate, and collaborate.

MAJOR INSTRUCTIONAL GOALS

- 1. Digital Citizenship: Students will demonstrate an understanding of ethical, legal, and safe use of technology, and its impact on society and the workplace.**
 - a. Understand, explain the purpose of, and adhere to copyright laws
 - b. Cite sources using an appropriate citation format
 - c. Develop and use techniques, such as paraphrasing, summarizing, and quoting to avoid plagiarism
 - d. Explain the consequences of plagiarism
 - e. Understand, explain the purpose of, and adhere to acceptable use policies
 - f. Describe and use appropriate etiquette when using the internet and electronic mail
 - g. Develop strategies to avoid cyber-bullying
 - h. Understand the consequences of sharing personal information online, cyber-bullying, and inappropriate use of technology
 - i. Practice safe, legal, and ethical behaviors in electronic communication and interaction
 - j. Demonstrate an understanding of the impact technology has on society and the workplace

- 2. Technology Concepts: Students will demonstrate an understanding of information technology systems, tools, and operations.**
 - a. Select and use information technology systems, including: personal computer and peripherals, hand-held information devices, and information networks
 - b. Select appropriate software tools for a task, including: databases, world-wide web, and collaborative networking
 - c. Use help features to support product use
 - d. Use the navigational features of print and digital sources to locate appropriate information
 - e. Use word processing software to create, format, edit, and print a document
 - f. Create a spreadsheet, enter data, generate charts and graphs, and interpret the information
 - g. Create and present a multimedia project using text, graphics moving images, and sound
 - h. Use appropriate keyboarding techniques
 - i. Organize files into folders
 - j. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use
 - k. Use age appropriate technology vocabulary

3. Inquiry Process: Students will develop the critical thinking skills needed to use technology and other resources to solve problems, apply knowledge to new situations, create new knowledge, and make informed decisions.

- a. Access prior knowledge to pose questions and identify key words to focus and guide information seeking for an authentic problem
- b. Access prior knowledge to pose questions and identify key words to focus and guide information seeking for a given research topic
- c. Revise or clarify focus questions and/or key words as information is gathered
- d. Create a plan to guide the inquiry process
- e. Apply advanced search methods to locate multiple primary and secondary sources of various media appropriate to the student's reading level
- f. Record relevant information using a variety of note taking or organizational strategies
- g. Analyze and evaluate, with assistance, information to determine usefulness, including ability to read, comprehend and make meaning of the information
- h. Analyze and evaluate information gathered for gaps and weaknesses
- i. Locate additional information as needed
- j. Analyze impact of timeliness when selecting sources
- k. Evaluate information from a variety of resources and media, including reviewing bias of viewpoints, credibility of source and validating accuracy of information
- l. Evaluate the copyright date of information to best meet the information need
- m. Collaborate to seek appropriate feedback from others to monitor and adjust inquiry
- n. Complete the inquiry process through communication and creative expression (see MIG 4)

4. Communication and Creative Expression: Students will use resources to communicate information, work collaboratively, and creatively express ideas through various media formats.

- a. Exchange knowledge and ideas in appropriate formats
- b. Apply knowledge to complete a project or create a solution appropriate to audience and purpose
- c. Select and use appropriate presentation tools to effectively share information with an intended audience for an intended purpose
- d. Evaluate the completed project or solution using self and peer evaluations
- e. Use critical thinking skills to adapt, as necessary, to fulfill purpose
- f. Collaborate, publish, and present for an audience utilizing a variety of digital and print resources to contribute to the exchange of ideas