Trinity Valley School Curriculum Map – Technology and Information Literacy Skills

	Research and Inquiry Skills	Life-long Reading	Technology Skills	Appropriate Use of Resources
Kindergarten	• Ask a question about a specific topic of interest. • Use a library card to check out books. • Understand difference between fiction/factual books. • Find books about specific topics. • Identify author and illustrator. • Identify parts of a book. • Share something observed or heard. • Select a book of interest and appropriate reading level.	• Enjoy and learn from books. • Understand that media centers are sources of information.	• Identify computer keyboard, monitor, CD-ROM drive, mouse. • Log in/out of TVS network with assistance. • Use mouse to select, drag, and drop. • Use curriculum software correctly. • Create, save, and print pictures using graphics program. • Recognize letters/numbers on keyboard and type simple words and sentences.	• Listen to or watch A/V presentations appropriately. • Use and care for books and media in a respectful way. • Understand/follow LS computer usage agreement.
Grade One	• In a group, formulate 3 questions about a topic. • Identify copyright page and date. • Use table of contents, index, and glossary. • Use online catalog with assistance. • Contribute to class information sheet. • Identify basic parts of a story. • Understand why research sources need to be listed. • Complete project checklist. • Compile simple reading log. • Estimate reading level of a book using pre-developed criteria.	• Recognize pictures that enhance the story. • Recognize Caldecott Award books. • Recognize that books can be read for both pleasure and information.	• Turn computer on/off, log in/out of TVS network. • Correctly spell username and use password. • Left-click, right-click, and double-click. • Use arrow keys and scroll bars. • Use menus and basic commands. • Open, create, and close documents. • Use curriculum and multimedia software correctly. • Use software to create simple graphs and diagrams. • Use previously-set browser bookmarks. • Use beginning keyboarding skills.	• Use online research software and websites with assistance. • Communicate ideas with others in a respectful manner. • Print only with permission from the teacher. • Understand/follow LS computer usage agreement.
Grade Two	• Create 3 questions about a research topic. • Locate fiction, non-fiction, biography, reference sections. • Recognize that books are arranged alphabetically and numerically. • Find book using keyword in online catalog. • Write a simple book report. • Participate in classroom novel study. • Recommend a book to a friend. • Make a simple list of sources. • Take comprehensive book quiz using software. • Understand how to take a multiple choice test.	• Check out books on a regular basis. • Identify different kinds of stories: folktales, biographies, and autobiographies.	• Demonstrate basic Windows skills (i.e., minimize, maximize, task bar). • Edit/delete text; change fonts, styles, color, and size; and insert/alter graphics with simple word processor. • Use tab key and alignment commands in word processing and graphing software. • Use multimedia, graphic organizing, and graphing software. • Use home row keys to complete simple touch-typing keyboarding lessons.	• Use online/offline dictionary, thesaurus, and encyclopedias. • Use browser to navigate pre-selected grade-appropriate websites. • Select different printers; print with teacher permission. • Understand/follow LS computer usage agreement.
Grade Three	• Create 5 research questions on assigned topic. • Use the electronic catalog. • Locate fiction books by author. • Summarize a story. • Explain research findings with relevant facts. • List research sources using a template. • Track reading skills through computer quizzes. • Self-evaluate work using teacher generated checklist. • Choose and vote for a favorite book.	• Identify different kinds of literature including folklore, fairy tales and pour quoi tales. • Explore a variety of books through participation in the Texas Bluebonnet Award Program.	• Perform basic Windows tasks with increased skill. • Use a word processor to align/edit text, insert/manipulate graphics from a variety of sources, and create numbered/bulleted lists. • Use presentation software to create/edit/present projects with transitions/sound effects/animated graphics/WordArt. • Use simple spreadsheet software. • Use a graphic organizer. • Use correct touch-typing skills with 90% accuracy.	• Use Print Preview before printing and print only with permission from the teacher. • Understand/follow LS computer and library usage agreements.
Grade Four	• Create 5 research questions on a single topic of choice. • Use online catalog to check availability of a book. • Locate non-fiction/reference materials using call number. • Use OPAC Book Bag to create a list of books. • Create simple bibliography using template. • Write journal entries. • Create a book report that includes visuals. • Evaluate a project using a checklist. • Track reading progress using computerized software.	• Make a connection between books read and other areas of life. • Recommend books or authors to others. • Select books from a variety of sources including school media center, classroom collection, and book fairs.	• Use keyboard, mouse, printers, and other input/output devices effectively. • Perform basic Windows tasks with increased skill. • Copy, cut, and paste. • Use Microsoft Draw tools. • Create effective multi-media presentation. • Use complex graphic organizers and spreadsheets. • Use correct keyboarding skills to type 15 wpm with 90% accuracy.	• Search online catalog by title, subject, and keyword. • Use Print Preview and print with teacher permission. • Understand/follow LS computer and library usage agreements. • Understand basic issues related to responsible use of technology/information and personal consequences of inappropriate use.

Grade Five	• Create research questions that identify topics, subtopics, and key words. • Understand the difference between the Internet and an online database. • Find information using on-shelf resources and at least one online database. • Take usable notes, including the source of the information, to answer research questions. • Communicate and record data on a single topic. • Report and organize findings. • Compare individual findings to large group findings. • Identify areas for further investigation.	• Identify award-winning Newbery and Bluebonnet books. • Select books from a variety of sources including school media center, public library, classroom collections, and personal collections. • Recommend books to others.	• Troubleshoot basic computer problems. • Store, organize and back up files of original work. • Create a signature and contact in an e-mail program. • Transfer files between school and home. • Use Print Preview and Print Selection before printing. • Understand how to route a print job to the appropriate printer. • Create and manipulate a table in a word processor. • Create a newsletter using desktop publishing software. • Produce a multimedia presentation for the Web. • Create diagrams, webs and outlines with graphic organizer. • Use selected software to develop problem-solving skills. • Develop map skills with mapmaking software. • Create a simple timeline on the computer. • With assistance, produce a spreadsheet and graph with legend/key, axis labels, appropriate scale and intervals. • Use WebQuests to develop higher-level thinking skills. • Use correct positioning to type 20 wpm w/ 90% accuracy.	• Care for media materials and equipment. • Understand the difference between appropriate and inappropriate websites. • Understand and follow MS/US computer usage agreement.
Grade Six	• Create research questions that identify topics, related topics, key words, and search terms. • Locate information using Internet search engines, at least three online databases, and specialized print materials (i.e. biographical dictionaries). • Collect and report results on a spreadsheet. • Determine differences and similarities in news stories. • Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of most electronic information resources.	• Read silently up to thirty minutes per day. • Relate a current event found in a newspaper or magazine. • Identify the sections of a newspaper. • Identify Lone Star and Coretta Scott King award-winning books.	• Create a chart from a spreadsheet. • Use the spellchecker and thesaurus in computer applications. • Format a word processing document with margins, tabs, bold, italics, underlining and centering. • Use graphic organizing software to further develop organization and outlining skills. • Use specific software to further develop problem-solving skills • Use an electronic dictionary. • Use correct positioning to type 25 wpm w/ 90% accuracy.	• Care for media materials and equipment respectfully and independently. • Understand and practice appropriate Internet use and follow MS/US computer usage agreement.
Grade Seven	• Generate questions and information in order of importance and relevance. • Communicate information through multimedia. • Use Boolean logic (and, or, not) in a search. • Use a variety of search engines to locate information. • Use at least five online databases to locate information. • Create a bibliography, annotated bibliography or works cited list to accompany a report. • Represent and support a position on a given topic using direct observation, interviews, and/or surveys. • Evaluate the relevance, accuracy, appropriateness, comprehensiveness and bias of most electronic resources concerning real-world topics.	• Read silently up to thirty minutes per day. • Check out leisure reading materials from the library media center on a regular basis. • Identify award-winning titles from Newbery and Lone Star lists.	• Locate and use information from the Internet. • Produce a multimedia presentation to communicate information. • Develop further skills in word processing, concept mapping, and outlining. • Insert audio and/or video into a multimedia presentation. • Use a computer to complete an increasing number of school projects. • Continue to develop speed and accuracy in keyboarding. • Evaluate resources for accuracy and validity and use them appropriately to complete research assignments.	• Understand and practice appropriate Internet use and follow MS/US computer usage agreement. • Understand and follow copyright laws.
Grade Eight	• Narrow or broaden the scope of a topic. • Copy and paste between resources to take notes, with appropriate source attribution information. • Create a bibliography or annotated bibliography or works cited list to accompany a report. • Synthesize information from print and non-print sources to answer a question or support a position. • Evaluate the relevance, accuracy, appropriateness, comprehensiveness and bias of electronic resources.	• Read silently for thirty minutes or more each day. • Identify a favorite author or genre. • Identify award-winning titles the Tayshas list.	• Use the Internet and online databases to gather information. • Insert audio and/or video into a multimedia presentation. • Produce an informational HTML document (web page). • Use probes and science software to gather and interpret scientific data. • Use graphing calculators for basic mathematical functions and concepts and to further develop problem-solving skills. • Further develop research and reporting skills.	• Practice appropriate Internet usage and follow MS/US computer usage agreement. • Understand and follow copyright laws and understand the concept of plagiarism.

Grades Nine through Twelve				

	• Ask an original question and formulate a topic of limited scope for a research project that requires an original supported conclusion.
	• Identify the information sources available, including print, electronic, and primary sources and determine which sources best suit the chosen research topic.
	• Collaborate with others using technology for the completion of academic work.
	• Identify the important information from research performed, and be able to communicate it to various audiences by means of the following:
	  o word processed report.
	  o face-to-face talk supplemented by a computer presentation program that includes digital images.
	  o web page that meets the school's guidelines.
	  o spreadsheet and pictorial representation of data from charting and graphing programs.
	• Use Internet search engines efficiently and effectively to locate information relevant to the research topic.
	• Efficiently use a variety of online databases, including periodical databases, to locate information.
	• Use criteria to judge the accuracy, currency and bias of information found.
	• Cite the source of information in proper format from print, electronic and primary sources.
	• Efficiently gather and organize information by copying and pasting information into an original word processing document or database.
	• Use assessment tools provided by the instructor to judge the quality of research performed.
	• Establish criteria for a self-assessment of research.
	• Evaluate ethical decisions made during the research process.
		• Identify favorite authors and literary types for personal reading.
		• Identify sources of information for topics of personal interest in both print and electronic formats.
		• Identify sources of information about current events in both print and electronic formats.
		• Articulate the criteria used when evaluating the quality of either a fictional or a factual work.
			• Format word processing documents with columns, headers, footers and tabs.
			• Purposefully use the following types of software:
			  o e-mail program.
			  o Internet browser.
			  o spreadsheet.
			  o graphic tools and graphic editing programs.
			  o Database.
			  o hypermedia or presentation program.
			• Send database articles to home or school e-mail address.
			• Use peripheral devices such as digital cameras, still and video, scanner, removable storage devices and scientific probes.
			• Store, organize and back up files of original work.
			• Transfer files between school and home.
			• Troubleshoot basic computer and printer problems.
			• Recognize the differences in various computer platforms and transfer documents between platforms when necessary.
				• Understand basic e-mail etiquette.
				• Protect self from harmful acts of others by recognizing threats to privacy and property.
				• Understand and follow copyright laws and understand the concept of plagiarism.
				• Understand and follow the MS/US computer usage agreement.
				• Identify the uses of technology as they relate to academic work, personal life, and future career.

Because upper school classes may incorporate different grade levels, standards are presented in a block format rather than individually. Students practice technology and information literacy skills throughout the upper school curriculum.