K-12 Information and Digital Literacy

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It is the goal of the educators of the Burlington Public Schools to foster a dynamic learning environment that promotes engagement, relevant education, and student preparedness to be empowered members of their community through immersive experiences with reading, information, and technology. This goal is consistent with the mission statement of the school district.

To reach this goal, the library and technology program will follow what is considered best practice as indicated by the guiding organizations of the American Association of School Librarians and the International Society for Technology in Education. The library and technology program is most effective to student learning when information and digital literacy skills are fully integrated and embedded into the curricula where all educators plan, design, teach, and assess collaboratively. We believe embedding these skills is integral to the fabric of education, and teaching these skills in isolation is detrimental to student learning.

In order to promote and foster this goal, the library and technology program will provide relevant, engaging, flexible, and enjoyable learning environments that offer open access in both the physical space of the school and beyond its walls. These physical and virtual spaces will be equipped with powerful reading, information, and technology resources and tools. The library and technology team is committed to supporting this learning goal in all areas of the Burlington educational community.

The K-12 Information and Digital Literacy Goals outline the vibrant skills and experiences necessary to help students flourish and thrive.

K-12 Information and Digital Literacy

Inspiration

BHS and MSMS Student Discussions

Goals should lead to
Active, Infused, Collaborative, Authentic, Goal Directed, and Transformative Experiences

Critical Thinking and Problem Solving
Students Can Ask the Right Questions

Student Choice and Leadership

Agility and Adaptability

Initiative and Entrepreneurialism

Accessing and Analyzing Information

Curiosity and Imagination

My Life of Learning
BPS Student Digital Portfolios

Creation and Curation

Examples of Student Work
Teacher and Student Choice
Digital and Non-Digital Products

Project Based Learning Examples

Student Academic Growth

Student Personal Growth and Achievements
Individuality and Creative Voice

Audience
Family Sharing
College Admissions

Google Accounts
Google Blogger - Google Apps for Education

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Information and Digital Technology

Research and media skills blended into the Standards as a whole
To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, ***research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.***

They use technology and digital media strategically and capably.
Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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Information and Digital Technology

Use appropriate tools strategically.
Mathematically proficient students consider the available tools when solving a mathematical problem.

When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. ***They are able to use technological tools to explore and deepen their understanding of concepts.***

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

K-12 Information and Digital Literacy

Digital Citizenship and Web Safety

Creativity and Innovation

Integrate

Evaluate

Access

Collaborate

Organize

Transform

Curate

Share

Exceptional Technology and Web Skills

Exceptional Information and Media Literacy

Critical Thinking and Evaluation

Lifelong Love of Reading and Learning

Cultural and Social Understanding

Authentic Goal Directed Learning Opportunities

Educational Technology Integration

Aspects	Results
Active	Students actively participate in educational activities in which technology is a ubiquitous tool used to instruct, engage, educate, create, and accomplish learning objectives.
Collaborative	Students use technology devices and applications to participate in engaging collaborative instruction and project based learning.
Constructive	Students use technology devices and applications to help understand content and add authentic meaning to their education.
Authentic	Students use technology devices and applications to analyze, study, and solve real world problems. Students are immersed in Digital Citizenship opportunities.
Goal Directed	Students use devices and applications to access, organize, evaluate, collaborate, transform and share educational concepts and curriculum content.

Levels	Integration
Entry	Students use applications for the purpose of drill and practice type activities. Students usually work individually in fully guided technology lessons. Teacher uses technology to deliver or distribute curriculum materials.
Adoption	Students interact with applications and during lessons for the purpose of completing a task. Students use teacher directed technology to solve problems and connect to curriculum content.
Adaptation	Students are able to choose or adapt digital tools that can help enhance collaborative activities. Students may be encouraged to use various tools for a specific task.
Infusion	Students use technology devices and applications consistently throughout curriculum. Students interact with each other and the community through authentic learning opportunities using technology as a foundational resource.
Transformation	Students are encouraged to choose technology tools for student initiated investigations, discussions, or projects. Students display grade level skills and digital citizenship using devices and applications for any learning opportunity.

Kindergarten - Grade 2

Area	Characteristics	Goals
Digital Citizenship	Understand and practice appropriate and safe uses of information and technology Demonstrate personal responsibility for lifelong learning	☑Use technology to explore personal interests ☑Collaborate in a positive and productive way using digital tools ☑Use technology responsibly explaining the difference between appropriate and inappropriate online behavior ☑Explain simple ways to protect identity online (logins, protecting personal information, etc.) ☑Demonstrate to others how to use technology tools in ways that assist others in learning
Technology	Understand basic technology hardware and software and their applications Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity	☑Demonstrate proper handling of devices ☑Use a variety of input devices and keyboarding options ☑Use provided technology resources to practice content area skills ☑Demonstrate the ability to navigate in virtual environments (ebooks, applications, websites) ☑Create digital content which includes text and images in different formats (word processing, presentations, ebooks, etc) ☑Add content to BPS Student Digital Portfolio
Information and Media Literacy	Engage in the information literacy process: access, evaluate, organize, and communicate information and ideas Use a variety of skills and strategies to comprehend nonfiction and informational text Use digital tools and resources to investigate real-world issues, answer questions, or solve problems	☑Demonstrate respect for library materials and follow proper library procedures ☑Use the library catalog to locate information sources with guidance ☑Ask questions that require research to answer ☑Identify the parts of a book (author, title, illustrator, publisher, copyright date, front cover, back cover, spine, and spine label) ☑Identify the elements of nonfiction and informational texts (table of contents, index, glossary, illustrations, captions, headings, bold words, and electronic menus) ☑Use information gained from the illustrations and words in a print or digital text to demonstrate understanding, including using a simple note taking strategy with guidance ☑Demonstrate respect for other people's work by creating simple citations ☑Explain the difference between fiction and nonfiction ☑Combine text and images in appropriate ways to demonstrate understanding ☑Develop online reading and etext skills
Love of Reading	Read for a variety of purposes and across content areas Independently read a variety of books and texts each year	☑Choose books according to interest and reading level ☑Identify basic genres of literature and stories ☑Share information about books and authors ☑Evaluates grade appropriate quality children's literature

Grade 3 - Grade 5

Area	Characteristics	Goals
Digital Citizenship	Understand and practice appropriate and safe uses of information and technology Demonstrate personal responsibility for lifelong learning	☑Use technology to responsibly explore personal interests ☑Help peers with digital technologies ☑Collaborate in a positive and productive way using digital tools ☑Demonstrate appropriate online safety (create strong passwords, protect personal information, etc) ☑Communicate responsibly and understand the consequences of inappropriate communications ☑Demonstrate a basic understanding of Appropriate Use Policies
Technology	Understand basic technology hardware and software and their applications Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity	☑Write, edit, revise, and publish work using a range of devices and keyboarding skills ☑Use technology to develop understanding of topic in all content areas ☑Create visually pleasing and well organized multimedia content to demonstrate understanding in all content areas ☑Suggest and use appropriate technology tools to accomplish particular tasks ☑Conceptualize, guide, and manage learning projects using digital planning tools with teacher support ☑Add content to BPS Student Digital Portfolio
Information and Media Literacy	Engage in the information literacy process: access, evaluate, organize, and communicate information and ideas Use a variety of skills and strategies to comprehend nonfiction and informational text Use digital tools and resources to investigate real-world issues, answer questions, or solve problems	☑Develop and refine a range of questions to frame the inquiry process ☑Evaluate print and digital resources for usefulness ☑Demonstrate the ability to locate an answer to a question quickly or to solve a problem efficiently, drawing on information from multiple print or digital sources ☑Demonstrate understanding of simple concepts of copyright, plagiarism, and Creative Commons including citing sources ☑Use and evaluate primary sources ☑Develop various note taking strategies and determine the best strategy for the information need ☑Identify and access resources in the library catalog including ebooks ☑Use evidence to support analysis, reflection, and research ☑Develop online reading and etext skills
Love of Reading	Read for a variety of purposes and across content areas Independently read a variety of books and texts each year	☑Share information about authors and books using various formats ☑Read independently from different genres of literature and stories ☑Evaluate grade appropriate quality children's literature

Grade 6 - Grade 8

Area	Characteristics	Goals
Digital Citizenship	Advocate and practice safe, legal, and responsible use of information and technology Demonstrate personal responsibility for lifelong learning Evaluate, Collaborate, Transform, and Share	☑Demonstrate and maintain a positive digital footprint ☑Use technology responsibly to explore personal interests ☑Help peers and adults with digital technologies ☑Collaborate in a positive and productive way using digital tools ☑Recognize digital resources that are copyright free ☑Debate benefits and safety concerns of contributing information online ☑Demonstrate understanding of concepts of copyright and Creative Commons, ☑Demonstrate ethical use of information by citing sources and create original works to avoid plagiarism ☑Demonstrate an understanding of Acceptable Use Policies ☑Understand the consequences when people use inappropriate communication online
Technology	Understand technology hardware and software and their application Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity	☑Understand and use effectively powerful applications and web enabled devices ☑Show others how to use technology devices and applications effectively ☑Troubleshoot systems and applications ☑Seek answers to technology questions using online resources ☑Transfer current knowledge to learning of new technologies ☑Use digital resources to plan and manage activities to develop a solution or complete a project ☑Develop and understand graphs, charts, and data driven content ☑Add content to BPS Student Digital Portfolio
Information and Media Literacy	Engage in the information literacy process: access, evaluate, and communicate informational text Use a variety of skills and strategies to comprehend nonfiction and informational text Access, **curate**, and organize information and media	☑Evaluate and select information sources and digital tools based on appropriateness to specific tasks ☑Use and evaluate primary sources ☑Plan strategies to guide inquiry ☑Collect and analyze data to identify solutions and/or make informed decisions ☑Interact, collaborate, and publish with peers and experts, employing a variety of digital solutions ☑Communicate information and ideas effectively to multiple audiences ☑Develop cultural understanding and global awareness by engaging with learners of other cultures ☑Contribute to project teams to produce original works or solve problems ☑Identify and define authentic problems and questions for investigation ☑Develop online reading and etext skills
Love of Reading	Access to exciting and engaging literature in a comfortable and welcoming learning environment Read for a variety of purposes and across content areas Independently read books and texts each year	☑Access blogs, websites, and online resources that help guide literature choices ☑Connection with others in the community to develop a greater interest in reading ☑Demonstrate the ability to collaborate within literature circles, paired shared reading, or book clubs ☑Read from a variety of formats including digital and print formats

Grade 9 - Grade 12

Area	Characteristics	Goals
Digital Citizenship	Advocate and practice safe, legal, and responsible use of information and technology Demonstrate personal responsibility for lifelong learning Evaluate, Collaborate, Transform, and Share	☑Demonstrate and maintain a positive digital footprint ☑Define and demonstrate thorough understanding of Acceptable Use Policies ☑Define and demonstrate copyright and fair use of digital media ☑Define and demonstrate safe and appropriate use of social media ☑Design and create dynamic, multimedia rich presentations for Creative Commons use ☑Design a Digital Citizenship lesson for elementary and high school students ☑Exhibit collaborative learning and build dynamic project workflows ☑Model outstanding Digital Citizenship for entire school community
Technology	Understand technology hardware and software and their application Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity	☑Define operating systems and their components ☑Design web 2.0 or web based applications ☑Identify native files and cloud based files ☑Identify appropriate tools and applications for connecting in digital spaces ☑Identify the digital tools needed for college or the work place ☑Develop outstanding troubleshooting skills and seek answers to technology related issues ☑Develop digital media projects ☑Complete progress on the BPS Student Digital Portfolio ☑Use web 2.0 tools to communicate with experts
Information and Media Literacy	Engage in the information literacy process: access, evaluate, and communicate informational text Use a variety of skills and strategies to comprehend nonfiction and informational text Access, **curate**, and organize information and media	☑Evaluate and select information sources and digital tools based on appropriateness to specific tasks ☑Develop powerful strategies to guide inquiry and problem solving ☑Transfer current knowledge to learning of new technologies ☑Use multiple processes and diverse perspectives to explore alternative solutions ☑Use models and simulations to explore complex systems and issues ☑Identify trends and forecast possibilities ☑Define and navigate virtual worlds ☑Demonstrate sophisticated ways to manipulate images and visual content in a variety of applications ☑Develop online reading and etext skills
Love of Reading	Access to exciting and engaging literature in a comfortable and welcoming learning environment Read for a variety of purposes and across content areas Independently read books and texts each year	☑Exhibit characteristics of lifelong learning and enjoyment of reading ☑Refer to blogs, websites, online book clubs, and print resources that guide literature choices ☑Evaluate grade level appropriate quality literature ☑Engage in technical reading