






<p>Addison Trail Information Literacy System in student friendly language- <b><u>STUDY</u></b> (Resources for each step have been designed and available on the LMC Webpage)</p>	<p><b><u>*Information Literacy Standards</u></b></p>	<p><b><u>**National Education Technology Standards</u></b></p>
<p><b>S</b>tate the Question</p>  <p><b>"Stating the Question" includes:</b></p> <ul style="list-style-type: none"> <li>● The task analysis (<b>read the assignment and write down all that needs to be done</b>), asking the questions and knowing what needs to be done (<b>review your list with your teacher to be sure you did not miss a piece of the assignment</b>).</li> <li>● Set a timeline that allows you to meet your deadlines (<b>write all of the due dates in your assignment notebook so you remember when the pieces are due</b>).</li> <li>● Read the all of the rubrics so that you know what is expected for each piece of this assignment. Avoid surprises by being organized!</li> </ul> <p><b>Your Teacher is your key resource for this step. Ask questions NOW so you know what to do later!</b></p>	<p>The student who is information literate accesses information efficiently and effectively.</p> <ul style="list-style-type: none"> <li>• recognizes the need for information</li> <li>• formulates questions based on information need</li> </ul>	
<p><b>T</b>rack down the Resources</p>  <p><b>Tracking down the resources for this project includes:</b></p> <ul style="list-style-type: none"> <li>● Finding out what resources you need to answer your questions. Plan your search for information by considering all of the sources available to you.</li> <li>● Where do you find them? The AT Media Center and its web page has</li> </ul>	<p>The student who is information literate accesses information efficiently and effectively.</p> <ul style="list-style-type: none"> <li>• Identifies a variety of potential sources of information</li> <li>• Develops and uses successful strategies</li> </ul>	<p>Technology research tools</p> <ul style="list-style-type: none"> <li>• Students use technology to locate, evaluate, and collect information from a variety of sources.</li> </ul>

<p>specific information for this project.  <b>Plan to visit and ask for assistance on your topic. Take note of the information provided and where it is located so you can come back to the sources at a later time for additional details.</b></p> <ul style="list-style-type: none"> <li>● What access do you have? The AT Media Center provides access for school and home access to the databases specific to this project. <b>Be sure to get the Work@Home sheet from the Center. Check out the web links on the Media Center Web page.</b></li> <li>● Organize the resources you find. Use the forms provided for your Working Bibliography. Some teachers call these the source cards.  <b>The Media Center Staff, and your Teacher will be able to assist you with your questions on how to track down resources for your project.</b></li> </ul>		
<p><b>T</b>rack down the Resources</p>  <p><b>Tracking down the resources for this project includes:</b></p> <ul style="list-style-type: none"> <li>● Finding out what resources you need to answer your questions. Plan your search for information by considering all of the sources available to you.</li> <li>● Where do you find them? The AT Media Center and its web page has specific information for this project.  <b>Plan to visit and ask for assistance on your topic. Take note of the information provided and where it is located so you can come back to the sources at a later time for additional details.</b></li> <li>● What access do you have? The AT Media Center provides access for school and home access to the databases specific to this project. <b>Be sure to get the Work@Home sheet from the Center. Check out the web links on the Media Center Web page.</b></li> <li>● Organize the resources you find. Use the forms provided for your Working Bibliography. Some teachers call these the source cards.  <b>The Media Center Staff, and your</b></li> </ul>	<p>The student who is information literate evaluates information critically and competently.</p> <ul style="list-style-type: none"> <li>● Selects information appropriate to the problem or question at hand</li> <li>● Determines accuracy, relevance, and comprehensiveness</li> </ul>	<p>Technology research tools</p> <ul style="list-style-type: none"> <li>● Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.</li> </ul>

<p>Teacher will be able to assist you with your questions on how to track down resources for your project.</p>		
<p><b>D</b>o your assigned project.</p>  <ul style="list-style-type: none"> <li>● Use the information to design your presentation.</li> <li>● Prepare your research paper, your oral presentation and display.</li> <li>● Remember the research paper will need internal citations and a works cited page.</li> <li>● Your First Draft is not your Final Presentation.</li> <li>● Editing and revisions are a real part of presenting your thoughts based on the information you found. <b>Check with your teacher when you have questions.</b></li> </ul>	<p>The student who uses information literate evaluates information critically and competently.</p> <ul style="list-style-type: none"> <li>● Distinguishes among fact, point of view and opinion</li> </ul>	<p>Technology productivity tools</p> <ul style="list-style-type: none"> <li>● Students use technology tools to enhance learning, increase productivity, and promote creativity.</li> <li>● Students practice responsible use of technology systems, information, and software.</li> </ul>
<p><b>Y</b>ou Evaluate.</p>  <ul style="list-style-type: none"> <li>● Reflect on the project and the process. How did you do?</li> <li>● Are you skilled at finding and using information?</li> <li>● What do you think of your skills in</li> </ul>	<p>The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generalization.</p> <ul style="list-style-type: none"> <li>● Assess the quality of the process and products of personal information seeking</li> <li>● Devises strategies for revising, improving, and updating self-generated knowledge</li> </ul>	<p>Technology productivity tools</p> <ul style="list-style-type: none"> <li>● Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works</li> </ul> <p>Technology communications tools</p> <ul style="list-style-type: none"> <li>● Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.</li> <li>● Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.</li> </ul> <p>Technology research tools</p> <ul style="list-style-type: none"> <li>● Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.</li> </ul>

gathering information, presenting, and meeting requirements? ● What will you do differently when you do this again?		
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**Prepared by Elaine E. Buch, 12/13/06**

**Information literacy standards for student learning taken from AASL Information Power**

<http://www.ala.org/ala/aasl/aaslproftools/informationpower/informationpower.htm>

**Technology Foundation Standards for Students taken from iSTENETS** [http://cnets.iste.org/students/s\\_stands.html](http://cnets.iste.org/students/s_stands.html)