



Literacy with ICT* Across the Curriculum

Student Friendly** Version of the *Literacy with ICT* Continuum ©2006

Cognitive Domain			
	Knows – Comprehends – Becomes Aware	Analyzes – Applies – Believes	Synthesizes – Evaluates – Values
Plan and Question	P-1.1 I recall what I already know about something, and think about what I want to learn.	P-2.1 I ask ‘how’ and ‘why’ questions, and I know when I need more information to answer my questions.	P-3.1 I decide if I am asking the right questions and I can change my questions to get the information I need.
	P-1.2 I follow a plan my teacher gives me.	P-2.2 I change a plan my teacher gives me.	P-3.2 I design my own plan to help me map out how I will complete my work.
Gather and Make Sense	G-1.1 I find information I need, from CD-ROMs or websites that my teacher gives me.	G-2.1 I search in many ways and narrow my search to find just the right information.	G-3.1 I combine new information I find, with what I already know, and use the results to change my plan.
	G-1.2 I make a bibliography of where I got my information, and of who created it.	G-2.2 I check the information I find by comparing it with given criteria.	G-3.2 I think critically about the information I find, and about its source, to determine if it might be biased in any way.
	G-1.3 I take notes in my own words and organize my notes so they make sense.	G-2.3 I categorize my information using suitable tools.	
	G-1.4 I collect information of my own using a digital camera or other tools.	G-2.4 I determine if the information I find is useful for my purpose, and if I have enough information to answer my questions.	
	G-1.5 I question if information I find is real or distracting.	G-2.5 I figure out if the information I find is true and if I can trust its source.	
Produce to Show Understanding	Pr-1.1 I help come up with criteria for what I am making.	Pr-2.1 I choose suitable tools to create my electronic work and explain my choices.	Pr-3.1 I design and create my own electronic products that respond to the needs of my audience.
	Pr-1.2 I make an electronic product using words, numbers, sounds, pictures, or graphs that shows I understand my information.	Pr-2.2 I make the content of my electronic work clear and appealing to my audience, and revise it based on criteria or on feedback.	Pr-3.2 I look for ways to enhance the quality of my electronic work, beyond the established criteria, to better meet the needs of my audience.
	Pr-1.3 I edit my work to match the criteria.	Pr-2.3 I analyze the information and data I find, so that I can solve problems and make my own conclusions.	Pr-3.3 I design and create my own simulations and models to explain concepts .
Communicate	C-1.1 I show and explain the plan I followed, the information I gathered, or the work I created.	C-2.1 I discuss my work with others at a distance by using electronic communication tools.	C-3.1 I communicate with a wide audience and collect feedback to improve my work.
Reflect	R-1.1 I talk with others about how I use ICT to help me learn.	R-2.1 I ask for and share feedback about learning with ICT.	R-3.1 I set my own learning goals and think about how ICT might help me to meet them.
Affective Domain			
	Knows – Comprehends – Becomes Aware	Analyzes – Applies – Believes	Synthesizes – Evaluates – Values
Ethics and Responsibility	E-1.1 I show respect as I work with others and with ICT.	E-2.1 I follow my school division rules for using ICT	E-3.1 I think about the effects that my use of ICT has on others and I choose to use ICT ethically and responsibly.
	E-1.2 I understand the rules and how they help keep me safe when I use ICT.	E-2.2 I follow guidelines that help keep me safe while communicating electronically.	E-3.2 I evaluate whether my use of ICT will help or get in the way of my learning in a particular situation.
	E-1.3 I know I must give credit to authors when I use their work.	E-2.3 I tell how breaking the rules of using ICT can hurt me and others.	
	E-1.4 I tell about ways that using ICT can be unhealthy.	E-2.4 I am a good digital citizen and use ICT responsibly.	
Social Implications	S-1.1 I give examples of how ICT is used in my home, in school, and where people work.	S-2.1 I predict how ICT might be used in the future.	S-3.1 I make up my mind about whether information needs to remain private or be made public.
	S-1.2 I explain how dishonest use of ICT can harm people and society.	S-2.2 I predict some ICT skills I might need in my future career.	S-3.2 I determine some benefits and risks of ICT for society.
	S-1.3 I use ICT only at appropriate times and in appropriate places.	S-2.3 I analyze some of the advantages and disadvantages of how ICT is used in the world.	
Collaboration	Co-1.1 I work with others to gather information or to create electronic work.	Co-2.1 I team up with others to plan and work together.	Co-3.1 I lead my group in a collaborative task.
		Co-2.2 I work with others online to complete assignments.	Co-3.2 I determine the benefits and challenges of using ICT to complete a particular collaborative task.
Motivation and Confidence	M-1.1 I am confident and interested in what I am doing and learning with ICT.	M-2.1 I investigate and solve ICT problems.	M-3.1 I combine what I already know, with new information, to solve new ICT problems.
	M-1.2 I am aware when I am having problems with ICT and I know how to get help.	M-2.2 I figure out more than one way to solve difficult ICT problems and I keep trying.	
	M-1.3 I remember how I fixed problems I once had with ICT, and try to fix any new problems I have.		

*ICT – Information and Communication Technology

** This student friendly version of the *Developmental Continuum for Literacy with ICT Across the Curriculum* was created for students to use during self-assessment AS Learning. Teachers are expected to use the age-appropriate snapshots of the *Developmental Continuum for Literacy with ICT Across the Curriculum* to plan instruction and to observe students http://www.edu.gov.mb.ca/k12/tech/licit/show_me/index.html