TOPEKA PUBLIC SCHOOLS
LIBRARY MEDIA TECHNOLOGY - GRADE 2
INSTRUCTIONAL GUIDE

Library Media Goals	P.I.#	Student Performance Indicator The student…	ESS EXP EXT KSA	Time Allocation 1	2	3	4	Sample Teaching Strategy: The LMS has the student…	Sample Assessment	Correlation to Ks. Lib. Media & Tech. Benchmark	Curriculum Connections
Information Literacy	1.1.1	...locates information appropriate to problems or needs.						**1.** ...understand that library books and materials are housed in specific areas of the library media center. **LMS Notes:** Students are encouraged to compare and contrast the differences of how book and materials are housed in the school library media center as compared to the public library.		**Standard 1:** The student who is information literate accesses information efficiently and effectively. **Benchmark 1:** The student recognizes the need for information.	
Information Literacy	1.2.1	...identifies and uses parts of a book to gather information for classroom assignments (e.g., title page, glossary, index).						**1.** ...identify parts of a book to gather information for classroom assignments (e.g., title page, glossary, index). **LMS Notes:**		**Standard 1:** The student who is information literate accesses information efficiently and effectively. **Benchmark 2:** The student recognizes that accurate and comprehensive information is the basis for intelligent decision making.	
Information Literacy	1.2.2	...understands and uses subject headings/descriptors, author's name, and titles and key words when using the automated catalog.						**1.** ...understand subject headings, author's names, and titles and key words. **LMS Notes:**		**Standard 1:** The student who is information literate accesses information efficiently and effectively. **Benchmark 2:** The student recognizes that accurate and comprehensive information is the basis for intelligent decision making.	

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Information Literacy	1.2.3	...constructs a simple bibliography (works used) with author/title.						**1.** …construct a simple bibliography (works used) with author/title. **LMS Notes:** Progress toward student independence in citing sources is emphasized.		**Standard 1:** The student who is information literate accesses information efficiently and effectively. **Benchmark 2:** The student recognizes that accurate and comprehensive information is the basis for intelligent decision making.	
Information Literacy	1.3.1	...formulates broad questions with prompting.						**1.** …respond to the teacher's broad question with a more specific question of their own. **LMS Notes**:		**Standard 1:** The student who is information literate accesses information efficiently and effectively. **Benchmark 3:** The student formulates questions based on information needs.	
Information Literacy	1.4.1	...identifies simple reference sources (e.g., pre-encyclopedias, dictionaries, atlases, bookmarked world wide web, and local experts).						**1.** …introduce and practice the use of guide words in encyclopedias and dictionaries. **2.** ...use last name to look up people in reference. **LMS Notes:**		**Standard 1:** The student who is information literate accesses information efficiently and effectively. **Benchmark 4:** The student identifies a variety of potential sources of information.	

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Information Literacy	1.5.1	...locates the library media center independently and identifies sections (e.g., fiction and nonfiction reference).						**LMS Notes:**		**Standard 1:** The student who is information literate accesses information efficiently and effectively. **Benchmark 5:** The student develops and uses successful strategies for locating information.	
Information Literacy	1.5.2	...interacts with media of various types and lengths to gain information (e.g., pictures, captions, text, icons, CD-ROM).						**LMS Notes:**		**Standard 1:** The student who is information literate accesses information efficiently and effectively. **Benchmark 5:** The student develops and uses successful strategies for locating information.	
Information Literacy	1.5.3	...recognizes the call number and alphabetizes to the second letter with teacher guidance.						**1.** ...alphabetizes words, using packets of word pairs. **LMS Notes:**		**Standard 1:** The student who is information literate accesses information efficiently and effectively. **Benchmark 5:** The student develops and uses successful strategies for locating information.	

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Information Literacy	1.5.4	...uses a problem solving strategy to locate information (e.g., The Handy 5, Big Six, Little Three (see glossary for citation).						**LMS Notes:**		**Standard 1:** The student who is information literate accesses information efficiently and effectively. **Benchmark 5:** The student develops and uses successful strategies for locating information.	
Information Literacy	2.1.1	...defines and gives examples of accurate information.						**1.** ...brainstorm with the LMS examples from various sources with students whether they reflect fact or opinion. **2.** ...discuss which types of sources give the most accurate information (e.g., does a web page written by a 5th grader give accurate information about how to drive a car?). **LMS Notes:**		**Standard 2:** The student who is information literate evaluates information critically and competently. **Benchmark 1**: The student determines accuracy, relevance, and comprehensiveness.	
Information Literacy	2.2.1	recognizes facts, opinions, and point of view in various information sources.						**1.** ...show opinions and points of view from the editorial page of a newspaper and media ads. **2.** ...create a Venn diagram showing fact and opinion on a give topic. **LMS Notes:**		**Standard 2**: The student who is information literate evaluates information critically and competently. **Benchmark 2:** The student distinguishes among fact, point of view, and opinion.	

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Information Literacy	3.1.1	...demonstrates, in a group setting, the knowledge and skills to organize information.						**1.** ...with teacher assistance, sort by selecting and de-selecting ideas, concepts, details such as time, characters, and sequence of events to determine same and/or differences. **LMS Notes:**		**Standard 3:** The student who is information literate uses the information accurately and creatively. **Benchmark 1:** The student organizes information for practical application.	
Information Literacy	3.2.1.	...demonstrates the knowledge and skills to draw conclusions by integrating prior knowledge with new information from materials viewed, read, or heard.						**1.** ...with teacher guidance, use picture clues and complex illustrates, text, and prior knowledge to make inferences and to draw conclusions. **LMS Notes:**		**Standard 3:** The student who is information literate uses the information accurately and creatively. **Benchmark 2.** The student integrates new information into one's own knowledge.	
Information Literacy	3.3.1	...follows steps of a basic problem solving model in a group setting.						**1.** plan, do, and review a content-based problem in a group setting, e.g., planning a field trip. **LMS Notes:** Use the Super 3, Big 6, and/or The Handy 5 problem solving models. The complexity of the problem-solving model should increase at the upper grade levels.		**Standard 3:** The student who is information literate uses the information accurately and creatively. **Benchmark 3:** The student applies information to critical thinking and problem solving.	

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Information Literacy	3.4.1	...uses and evaluates multiple formats to gain and present information.						**1.** use and evaluate print and non-print (electronic) books and sources for appropriate formats to communicate specific ideas and activities. **LMS Notes:**		**Standard 3:** The student who is information literate uses the information accurately and creatively. **Benchmark 4**: The student produces and communicates information and ideas in appropriate formats.	
Independent Learning	4.1.1	...generally seeks information related to their personal interest.						**1.** ...identify an area of interest. **2.** ...explore writings of various authors by reading to them from a variety of genres and authors. **3.** ...choose materials based on one's own preferences. **4.** ...shelf browse for materials of interest. **LMS Notes:**		**Standard 4:** The student who is an independent learner is information literate and pursues information related to personal interests. **Benchmark 1:** The student seeks information related to various dimensions of personal well being, such as career interest, community involvement, health matters, and recreational pursuits.	

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Independent Learning	4.2.1	...evaluates information for personal interest.						**1.** ...choose an animal they would like to have for a pet. **LMS Notes:**		**Standard 4:** The student who is an independent learner is information literate and pursues information related to personal interests. **Benchmark 2:** The student designs, develops and evaluates information products and solutions to related personal interests.	
Independent Learning	4.2.2	...organizes and presents basic information related to topics of personal interest.						**1.** ...locate nonfiction books in the Library. **2.** ...use index to locate information about the animal. **3.** ...orally present their findings. **LMS Notes:**		**Standard 4:** The student who is an independent learner is information literate and pursues information related to personal interests. **Benchmark 2:** The student designs, develops and evaluates information products and solutions to related personal interests.	
Independent Learning	5.1.1	...explains and discusses various examples of fiction.						**LMS Notes:**		**Standard 5**: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information. **Benchmark 1:** The student is a competent and self-motivated reader.	

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Independent Learning	5.1.2	...identifies characteristics of folklore: fairy tale, folk tale, and tall tale.						**LMS Notes:**		**Standard 5:** The student who is an independent learner is information literate and appreciates literature and other creative expressions of information. **Benchmark 1**: The student is a competent and self-motivated reader.	
Independent Learning	5.1.3	...identifies elements of a story (e.g. characters, problem, setting, main idea, and sequence of events).						**LMS Notes:**		**Standard 5:** The student who is an independent learner is information literate and appreciates literature and other creative expressions of information. **Benchmark 1:** The student is a competent and self-motivated reader.	
Independent Learning	5.1.4	...understands the significance of award winning books, e.g., Caldecott and William Allen White.						**1.** ...choose a Caldecott award winner for information and personal enjoyment. **2.** …read it to or with a parent. **3.** ...in small groups, discuss what makes the choice special, e.g., why is it an award winner. **LMS Notes:**		**Standard 5:** The student who is an independent learner is information literate and appreciates literature and other creative expressions of information. **Benchmark 1:** The student is a competent and self-motivated reader.	

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Independent Learning	5.2.1	...is able to understand and enjoy creative works presented in a variety of formats, e.g., video, film, internet, television, and other creative presentations information.						**1.** ...listen to text and observe the illustrations of the same title by various authors and compare the differences. **LMS Notes:**		**Standard 5:** The student who is an independent learner is information literate and appreciates literature and other creative expressions of information. **Benchmark 2:** The student derives meaning from information presented creatively in a variety of formats.	
Independent Learning	5.3.1	...interprets a visual and/or aural message in a different format with more complexity.						**1.** ...act out a scene from a story (e.g., have the scenes prewritten on note cards and let small group draw the card then act out the scenes in sequence). **LMS Notes:**		**Standard 5:** The student who is an independent learner is information literate and appreciates literature and other creative expressions of information. **Benchmark 3:** The student develops creative products in a variety of formats.	

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Independent Learning	6.1.1	...applies the basic steps of a problem-solving model.						**1.** ...begin to apply the basic steps of a problem-solving model to conduct a search for information, focusing on the big idea. **2.** ...conduct keyword and/or subject searches on the library catalog and online sources to locate needed materials on a favorite leisure, animal, or sport activity. **LMS Notes:** The student can with prompts from the teacher/librarian begin to apply the basic steps in problem-solving models such as the Big 3 or the Handy 5.		**Standard 6:** The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation. **Benchmark 1:** The student assesses the quality of the process and products of personal information seeking formats.	
Independent Learning	6.2.1	...explains basic strategies for revising and improving his work.						**1.** ...participate in peer editing by listening to a classmate read his book report and discuss what additional details might be included. **LMS Notes:** The student can with prompts from the teacher/librarian begin to apply the basic steps in problem-solving models such as the Big 3 or the Handy 5.		**Standard 6:** The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation. **Benchmark 2:** The student devises strategies for revising, improving and updating self-generating knowledge.	

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Independent Learning	6.2.2	...updates his work.						**1.** ...rewrite a final copy of one's work. **LMS Notes:**		**Standard 6:** The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation. **Benchmark 2:** The student devises strategies for revising, improving and updating self-generating knowledge.	
Social Responsibility	7.1.1	...accesses and uses a library with assistance.						**1.** ...discuss ways to ensure that everyone can access resources when copies of a book or item are limited. **LMS Notes:**		**Standard 7:** The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society. **Benchmark 1:** The student seeks information from diverse sources, contexts, and disciplines.	

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Social Responsibility	7.2.1	...checks out materials with assistance and returns materials on time.						**1.** ...select materials independently for check-out, recognizing that every student has equal access. **LMS Notes:**		**Standard 7:** The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society. **Benchmark 2:** The student respects the principle of equitable access to information.	
Social Responsibility	8.1.1	...is introduced to the concept of intellectual freedom.						**1.** ...understand the definition of intellectual freedom. **2.** ...identify the media by which opinions are given publicly, e.g., newspapers, radio, television. **LMS Notes:** Use ALA Basic Principles of Intellectual Freedom.		**Standard 8:** The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology. **Benchmark 1:** The student respects the principles of intellectual freedom.	

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Social Responsibility	8.2.1	...recognizes the importance of expressing information in the student's own words.						**1.** ...write a 5 sentence autobiography, citing the student as author. **LMS Notes:**		**Standard 8:** The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology. **Benchmark 2:** The student respects intellectual property rights.	
Social Responsibility	9.1.1	...shares information that will contribute to the success of the group (e.g., through collaborative activities, cooperative groups, pair-share).						**1.** ...collect information/statistics about the class that they can then graph. **LMS Notes:**		**Standard 9:** The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information. **Benchmark 1:** The student shares knowledge and information with others.	

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Social Responsibility	9.2.1	...describes other's ideas accurately and completely.	.					**1.** ...research holiday traditions of the different ethnicities represented in the class by interviewing other members of the class or community. **LMS Notes:**		**Standard 9:** The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information. **Benchmark 2:** The student respects other's ideas and backgrounds and acknowledges their contributions.	
Technology Literacy	10.1.1	...uses input/output devices to successfully operate technology.						**1.** ...name parts of a computer and print documents. **LMS Notes:**		**Standard 10:** The student understands basic operations and concepts. **Benchmark 1:** The student demonstrates a sound understanding of the nature of operation of technology systems.	
Technology Literacy	10.1.2	...use a variety of media and technology resources for directed and independent learning activities.						**1.** ...use a computer and multimedia technology for directed learning activities. **LMS Notes:**		**Standard 10:** The student understands basic operations and concepts. **Benchmark 1:** The student demonstrates a sound understanding of the nature of operation of technology systems.	

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Technology Literacy	10.1.3	...communicates about technology using developmentally appropriate and accurate terminology.						**1.** ...use correct terminology when talking about computers and multimedia technology. **LMS Notes:**		**Standard 10:** The student understands basic operations and concepts. **Benchmark 1:** The student demonstrates a sound understanding of the nature of operation of technology systems.	
Technology Literacy	11.1.1	...understands ethical issues related to technology.						**1.** ...describe or list ways technology has changed the way people lived and worked throughout history (e.g., grandparents' era to today). **LMS Notes:**		**Standard 11:** The student demonstrates knowledge of social, ethical, and human issues. **Benchmark 1:** The student understands ethical, cultural and societal issues related to technology.	
Technology Literacy	11.1.2	...understands cultural issues related to technology.						**1.** ...describe or list ways technology has changed the way people lived and worked throughout history (e.g., grandparents' era to today). **LMS Notes:**		**Standard 11:** The student demonstrates knowledge of social, ethical, and human issues. **Benchmark 1:** The student understands ethical, cultural and societal issues related to technology.	
Technology Literacy	11.1.3	...understands societal issues related to technology.						**1.** ...describe or list ways technology has changed the way people lived and worked throughout history (e.g., grandparents' era to today). **LMS Notes:**		**Standard 11:** The student demonstrates knowledge of social, ethical, and human issues. **Benchmark 1:** The student understands ethical, cultural and societal issues related to technology.	

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Technology Literacy	11.2.1	...practices responsible use of technology systems.						**1.** ...review the above concepts and discuss how they relate to print and non-print materials. **LMS Notes:**		**Standard 11:** The student demonstrates knowledge of social, ethical, and human issues. **Benchmark 2:** The student practices responsible use of technology systems, information, and software.	
Technology Literacy	11.2.2	...practices responsible use of information.						**1.** ...review the above concepts and discuss how they relate to print and non-print materials. **LMS Notes:**		**Standard 11:** The student demonstrates knowledge of social, ethical, and human issues. **Benchmark 2:** The student practices responsible use of technology systems, information, and software.	
Technology Literacy	11.2.3.	...practices responsible use of software.						**1.** ...review the above concepts and discuss how they relate to print and non-print materials. **LMS Notes:**		**Standard 11:** The student demonstrates knowledge of social, ethical, and human issues. **Benchmark 2:** The student practices responsible use of technology systems, information, and software.	

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Technology Literacy	11.3.1	...Not introduced at this level.						n/a		**Standard 11:** The student demonstrates knowledge of social, ethical, and human issues. **Benchmark 3:** The student develops positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.	
Technology Literacy	12.1.1	…uses technology tools to enhance learning.						**1.** ...explore simulations through interactive software and websites. **LMS Notes:**		**Standard 12:** The student uses technology productivity tools. **Benchmark 1:** The student uses technology tools to enhance learning, increase productivity, and promote creativity.	
Technology Literacy	12.1.2	...uses technology tools to increase productivity.						**1.** …respond electronically using a classroom performance system (e.g., eInstruction, Qwizdom, Interwrite Pads, or Smartboards). **LMS Notes:**		**Standard 12:** The student uses technology productivity tools. **Benchmark 1:** The student uses technology tools to enhance learning, increase productivity, and promote creativity.	

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Technology Literacy	12.1.3	...uses technology tools to promote learning.						**LMS Notes:**		**Standard 12:** The student uses technology productivity tools. **Benchmark 1:** The student uses technology tools to enhance learning, increase productivity, and promote creativity.	
Technology Literacy	12.2.1	...uses productivity tools to collaborate in constructing technology-enhanced models.						**1.** ...research a topic, (in books or online, or both), take notes using a graphic organizer, and present information using multimedia software in small groups. **LMS Notes:**		**Standard 12:** The student uses technology productivity tools. **Benchmark 2:** The student uses productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.	
Technology Literacy	12.2.2	...uses productivity tools to prepare publications.						**1.** ...research a topic, (in books or online, or both), take notes using a graphic organizer, and present information using multimedia software in small groups. **LMS Notes:**		**Standard 12:** The student uses technology productivity tools. **Benchmark 2:** The student uses productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.	

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Technology Literacy	12.2.3	...uses productivity tools to produce other creative works.						**LMS Notes:**		**Standard 12:** The student uses technology productivity tools. **Benchmark 2:** The student uses productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.	
Technology Literacy	13.1.1	...uses telecommunications to collaborate with peers, experts, and other audiences.						**1.** ...demonstrate knowledge of telecommunications tools (e.g., telephone, e-mail, bulletin boards, newsgroups, and blogs, with adult guidance). **LMS Notes:**		**Standard 13:** The student uses technology communication tools. **Benchmark 1:** The student uses telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	
Technology Literacy	13.1.2	...uses telecommunications to publish with peers, experts, and other audiences.						**1.** ...demonstrate knowledge of telecommunications tools (e.g., telephone, e-mail, bulletin boards, newsgroups, and blogs, with adult guidance). **LMS Notes:**		**Standard 13:** The student uses technology communication tools. **Benchmark 1:** The student uses telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	

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Technology Literacy	13.1.3	...uses telecommunications to interact with peers, experts, and other audiences.						**1.** ...demonstrate knowledge of telecommunications tools (e.g., telephone, e-mail, bulletin boards, newsgroups, and blogs, with adult guidance). **LMS Notes:**		**Standard 13:** The student uses technology communication tools. **Benchmark 1:** The student uses telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	
Technology Literacy	13.2.1	…uses a variety of media to communicate information and ideas effectively to multiple audiences.						**1.** ...share information in teacher-directed group e-mail sessions. **LMS Notes:**		**Standard 13:** The student uses technology communication tools. **Benchmark 2:** The student uses a variety of media and formats to communicate information and ideas effectively to multiple audiences.	
Technology Literacy	13.2.2	...uses a variety of formats to communicate information and ideas effectively to multiple audiences.						**1.** ...use presentation software (e.g., Kid Pix or Power Point, or newsletter templates to communicate classroom/school news). **LMS Notes:**		**Standard 13:** The student uses technology communication tools. **Benchmark 2:** The student uses a variety of media and formats to communicate information and ideas effectively to multiple audiences.	

ESS - Essential
EXP - Expected
EXT - Extended
KSA - Ks Performance Assessment

TOPEKA PUBLIC SCHOOLS
LIBRARY MEDIA TECHNOLOGY - GRADE 2
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Technology Literacy	14.1.1	...uses appropriate technology tools to locate information.						**1.** ...use appropriate products to gather, evaluate, and cite source(s), with adult guidance. **LMS Notes:**		**Standard 14:** The student uses technology research tools. **Benchmark 1:** The student uses technology to locate, collect, and evaluate information from a variety of sources.	
Technology Literacy	14.1.2	...uses appropriate technology tools to collect information.						**1.** ...use appropriate products to gather, evaluate, and cite source(s), with adult guidance. **LMS Notes:**		**Standard 14:** The student uses technology research tools. **Benchmark 1:** The student uses technology to locate, collect, and evaluate information from a variety of sources.	
Technology Literacy	14.2.1	...uses appropriate technology tools to process data.						**1.** …collect, process, and report classroom data with adult guidance (e.g., most popular candy bar). **LMS Notes:**		**Standard 14:** The student uses technology research tools. **Benchmark 2:** The student uses technology tools to process data and report results.	
Technology Literacy	14.2.2	…uses appropriate technology tools to report results.						**1.** …collect, process, and report classroom data with adult guidance (e.g., most popular candy bar). **LMS Notes:**		**Standard 14:** The student uses technology research tools. **Benchmark 2:** The student uses technology tools to process data and report results.	

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Library Media Goals	P.I.#	Student Performance Indicator The student…	ESS EXP EXT KSA	Time Allocation 1	2	3	4	Sample Teaching Strategy: The LMS has the student…	Sample Assessment	Correlation to Ks. Lib. Media & Tech. Benchmark	Curriculum Connections
Technology Literacy	14.3.1	...surveys possible information resources and selects appropriate resources for specific tasks.						**1.** …recognize that information can and should be gathered from a variety of print and non-print sources. **LMS Notes:**		**Standard 14:** The student uses technology research tools. **Benchmark 3:** The student evaluates and selects new information resources and technological innovations based on the appropriateness for specific tasks.	
Technology Literacy	15.1.1	...uses technology resources to solve problems.						**1.** ...access introductory non-print materials (e.g., ASPCA web site), with adult guidance, on how to prepare their homes for a pet. **LMS Notes:**		**Standard 15:** The student uses technology problem-solving and decision-making tools. **Benchmark 1:** The student uses technology resources for solving problems.	
Technology Literacy	15.2.1	...selects technology resources to make informed decisions.						**1.** …use features such as "Favorites" or Filamentality "hotlists" to locate and select the most appropriate web site resources for a given project. **LMS Notes:**		**Standard 15:** The student uses technology problem-solving and decision-making tools. **Benchmark 2:** The student uses technology resources to make informed decisions.	

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Library Media Goals	P.I.#	Student Performance Indicator The student…	ESS EXP EXT KSA	Time Allocation 1	2	3	4	Sample Teaching Strategy: The LMS has the student…	Sample Assessment	Correlation to Ks. Lib. Media & Tech. Benchmark	Curriculum Connections
Technology Literacy	15.3.1	…not introduced at this level.						n/a		**Standard 15:** The student uses technology problem-solving and decision-making tools. **Benchmark 3:** The student uses technology resources for solving problems and making informed decisions.	

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