TOPEKA PUBLIC SCHOOLS
LIBRARY MEDIA TECHNOLOGY - GRADE 10
INSTRUCTIONAL GUIDE

Technology Literacy	P.I.#	Student Performance Indicator The student…	ESS EXP EXT KSA	Time Allocation 1	2	3	4	Sample Teaching Strategy: The LMS/Teacher Librarian has the student…	Sample Assessment	Correlation to Ks. Lib. Media & Tech. Benchmark	Curriculum Connections
Information Literacy	1.1.1	…reviews and extends skills in stating the problem or need for information, locating information appropriate to problems or needs, and determining need for additional information.						**1.** …apply a research process to and/or an information problem-solving model to decide what information is needed, find sources, use information, and check sources. **LMS Notes**:Teach a problem-solving model such as The Handy 5, Big 6 and I Search.		**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.	…constructs appropriate bibliographic citations for research papers.						**1.** …view and use examples of school department suggested style sheet for documentation. **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	1.3.1	…revises questions as information needs change.						**1.** …begin with an initial set of core questions and, with guidance, revise to reflect new or different information. **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.	

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Information Literacy	1.4.1	…recognizes alternative systems for organizing and accessing information (e.g., archives, government sources, digital collections, and electronic databases, paper and electronic journals).						**1.** …based on informed choices, select sources of information appropriate to the information needed, e.g., academic journals vs. popular periodicals. **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.	
Information Literacy	1.5.1	…locates information sources independently.						**1.** …do a group project to identify and locate useful information on major issues of an era. **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 (e.g., periodical index in a variety of formats, government documents, sources of career information, online databases, interlibrary loan, or other media).						**1.** …do a group project to identify and locate useful information on major issues of an era. **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	1.5.3	…refines electronic searches.						**1.** …do a group project to identify and locate useful information on major issues of an era. **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	…recognizes accurate and relevant facts from different sources and sometimes determines the adequacy of the information gathered according to the topic, questions, or product that is expected.						**1.** …develop an annotated bookmark file for four primary sources. **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	…selects facts, opinions, and points of view and sometimes determines when it is appropriate in one's own work.						**1.** …discuss the effectiveness of various documents dealing with the same issue, but written from a different point of view. **2**. …write a reaction paper in response to two opposing viewpoints, obtained from local or national news. **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 the knowledge and skills to organize an information product.						**1.** …with assistance, organizes a literary critique, uses a variety of scholarly resources. **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	…with minimal guidance, demonstrates the knowledge and skills to analyze, synthesize and evaluate information on more complex topics from multiple sources and multiple formats to create new meanings.						**1.** …with minimal guidance, use complex content-related topics from multiple sources and multiple formats to present new ideas in oral, written, or multi-media presentation and evaluate the effectiveness of the presentation. **LMS Notes:** Use the learning domains in Bloom's Taxonomy.		**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.	

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Information Literacy	3.3.1	…with guidance, analyzes a problem solving process and evaluates resulting knowledge for relevance, effectiveness, and overall appropriateness.						**1.** …with assistance, use a five or six step basic problem solving model to analyze a problem such as those in embedded in communication arts, English literature and/or composition, mathematics, science, social studies, family consumer sciences, business education, fine arts, and/or physical education, to propose a solution and to evaluate resulting knowledge for relevance, effectiveness, and overall appropriateness. **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.	
Information Literacy	3.4.1	…has knowledge and skills to utilize a variety of formats to communicate and disseminate information and ideas.						**1.** …with minimal assistance and in groups, develop poster session on drug testing policies in the high school. **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.	

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Independent Learning	4.1.1	…uses information literacy strategies for real-life situations.						**1.** …research concepts related to health promotion and disease prevention. **2.** …construct a personal plan for health-enhancing behaviors. (KERC website) **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.	
Independent Learning	4.1.2	…applies information problem-solving skills to personal life.						**1.** …research concepts related to health promotion and disease prevention. **2.** …construct a personal plan for health-enhancing behaviors. (KERC website) **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	…applies prior and new information to the planning, creation, and evaluation of a particular information product.						**1.** …choose a topic or personal interest related to substance abuse, e.g., tobacco, non-prescription drugs, steroids. **2.** …explore a range of information sources to find information on aspects of the topic. **3.** …create an informational, awareness, and/or educational web page or PowerPoint presentation. **4.** …create an evaluation of the product that will provide feedback from readers and listeners. **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	…synthesizes main ideas to construct new concepts.						**1.** …choose a topic or personal interest related to substance abuse, e.g., tobacco, non-prescription drugs, steroids. **2.** …explore a range of information sources to find information on aspects of the topic. **3.** …create an informational, awareness, and/or educational web page or PowerPoint presentation. **4.** …create an evaluation of the product that will provide feedback from readers and listeners. **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.	

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Independent Learning	4.2.3	…communicates the product effectively to others.						**1.** …choose a topic or personal interest related to substance abuse, e.g., tobacco, non-prescription drugs, steroids. **2.** …explore a range of information sources to find information on aspects of the topic. **3.** …create an informational, awareness, and/or educational web page or PowerPoint presentation. **4.** …create an evaluation of the product that will provide feedback from readers and listeners. **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	4.2.4	…judges the quality of one's own information products and solutions related to topics of personal interest.						**1.** …choose a topic or personal interest related to substance abuse, e.g., tobacco, non-prescription drugs, steroids. **2.** …explore a range of information sources to find information on aspects of the topic. **3.** …create an informational, awareness, and/or educational web page or PowerPoint presentation. **4.** …create an evaluation of the product that will provide feedback from readers and listeners. **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.	

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Independent Learning	5.1.1	…explores works of authors who write in different fictional genres and literary styles.						**1.** …select reading material from another culture based on personal criteria, e.g., personal interest, knowledge of authors and genres, text difficulty recommendation of others. (Information Power, p. 28) **2.** …in a small group, discuss the literary devices represented in the self-selection, e.g., tone, irony, mood, satire, symbolism, allusion, dialog, diction. **<u>LMS Notes</u>:** Provide Sustained Silent Reading (SSR) opportunities. Provide an up-to-date collection of classic and contemporary literature. Encourage independent reading. Assist teachers in choosing high-quality literature to supplement and enrich their curricular studies.		**Standard 5**: The student who is an independent learner is information literate and <u>appreciates literature</u> and other creative expressions of information. **Benchmark 1:** The student is a competent and self-motivated reader.	

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				1	2	3	4				
Independent Learning	5.1.2	…understands complex forms of literary expression.						**1.** …select reading material from another culture based on personal criteria, e.g., personal interest, knowledge of authors and genres, text difficulty recommendation of others. (Information Power, p. 28) **2.** …in a small group, discuss the literary devices represented in the self-selection, e.g., tone, irony, mood, satire, symbolism, allusion, dialog, diction. **LMS Notes:** Provide Sustained Silent Reading (SSR) opportunities. Provide an up-to-date collection of classic and contemporary literature. Encourage independent reading. Assist teachers in choosing high-quality literature to supplement and enrich their curricular studies.		**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	5.1.3	…reads a variety of award-winning materials, from classic literature to best sellers.						**1.** …select reading material from another culture based on personal criteria, e.g., personal interest, knowledge of authors and genres, text difficulty recommendation of others. (Information Power, p. 28) **2.** …in a small group, discuss the literary devices represented in the self-selection, e.g., tone, irony, mood, satire, symbolism, allusion, dialog, diction. **LMS Notes:** Provide Sustained Silent Reading (SSR) opportunities. Provide an up-to-date collection of classic and contemporary literature. Encourage independent reading. Assist teachers in choosing high-quality literature to supplement and enrich their curricular studies.		**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	5.1.4	…evaluates the strengths and weaknesses of the literature read.						**1.** …select reading material from another culture based on personal criteria, e.g., personal interest, knowledge of authors and genres, text difficulty recommendation of others. (Information Power, p. 28) **2.** …in a small group, discuss the literary devices represented in the self-selection, e.g., tone, irony, mood, satire, symbolism, allusion, dialog, diction. **LMS Notes:** Provide Sustained Silent Reading (SSR) opportunities. Provide an up-to-date collection of classic and contemporary literature. Encourage independent reading. Assist teachers in choosing high-quality literature to supplement and enrich their curricular studies.		**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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				1	2	3	4				
Independent Learning	5.1.5	…reads regularly for pleasure.						**1.** …select reading material from another culture based on personal criteria, e.g., personal interest, knowledge of authors and genres, text difficulty recommendation of others. (Information Power, p. 28) **2.** …in a small group, discuss the literary devices represented in the self-selection, e.g., tone, irony, mood, satire, symbolism, allusion, dialog, diction. **LMS Notes:** Provide Sustained Silent Reading (SSR) opportunities. Provide an up-to-date collection of classic and contemporary literature. Encourage independent reading. Assist teachers in choosing high-quality literature to supplement and enrich their curricular studies.		**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	…differentiates between primary and secondary sources.						**1.** …uses surveys, letters, interviews, and other formats of inquiry to retrieve primary information. **2.** ...analyze and evaluate information presented in charts, graphs, and tables. **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	5.2.2	…selects resources in formats appropriate to content and information need and compatible with their own learning style.						**1.** …uses surveys, letters, interviews, and other formats of inquiry to retrieve primary information. **2.** ...analyze and evaluate information presented in charts, graphs, and tables. **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.	

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Independent Learning	5.2.3	…responds to literature presented through media and other than print.						**1.** …uses surveys, letters, interviews, and other formats of inquiry to retrieve primary information. **2.** ...analyze and evaluate information presented in charts, graphs, and tables. **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	…creates products that capitalize on each format's particular strengths.						**1.** …look at materials in different formats to see if the format changes the information. **2.** …present information in multimedia format then change the media components and determine if the meaning changes. **3.** …tell stories and give booktalks in all forms (e.g., skits, mime, puppet shows, games). **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	5.3.2	…expresses information and ideas creatively in unique products that integrate information in a variety of formats.						**1.** …look at materials in different formats to see if the format changes the information. **2.** …present information in multimedia format then change the media components and determine if the meaning changes. **3.** …tell stories and give booktalks in all forms (e.g., skits, mime, puppet shows, games). **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.	
Independent Learning	5.3.3	…recognizes that format has an effect on content.						**1.** …look at materials in different formats to see if the format changes the information. **2.** …present information in multimedia format then change the media components and determine if the meaning changes. **3.** …tell stories and give booktalks in all forms (e.g., skits, mime, puppet shows, games). **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	…reflects on past successes, failures, and alternative strategies.						**1.** …repeat the search using the revised strategy as necessary. **2.** …critique a completed project for future improvement. **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 1:** The student assesses the quality of the process and products of personal information seeking formats.	
Independent Learning	6.1.2	…identifies gaps in the information retrieved and determines if the search strategy should be revised.						**1.** …repeat the search using the revised strategy as necessary. **2.** …critique a completed project for future improvement. **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 1:** The student assesses the quality of the process and products of personal information seeking formats.	

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Independent Learning	6.2.1	…recognizes gaps in one's own knowledge.						**1.** …further investigate a research question by incorporating additional details reflecting conversation with an expert on the topic. **2.** …from the knowledge obtained, check for quality and revise as needed to add to or extend the body of knowledge. **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.	
Independent Learning	6.2.2	…selects and applies appropriate strategies for filling the gaps, e.g., peer review, focus groups, reaction panels, comparisons with models and trial and revision strategies.						**1.** …further investigate a research question by incorporating additional details reflecting conversation with an expert on the topic. **2.** …from the knowledge obtained, check for quality and revise as needed to add to or extend the body of knowledge. **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.	

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Social Responsibility	7.1.1	…accesses, integrates, and evaluates various resources for knowledge and information seeking.						**1.** …determine valid information and authority of given sources (e.g., compare and contrast bogus web sites such as the Holocaust, Martin Luther Kind; investigate author credentials for print material). **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.	
Social Responsibility	7.2.1	…actively supports and/or creates strategies for ensuring equitable access to information resources.						**1.** …plan a timeline for use of sources when multiple copies of sources are not available. **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.	

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Social Responsibility	8.1.1	…will be able to discuss/debate both sides of an issue to show how access to information supports intellectual freedom and First Amendment Rights.						**1.** …choose a challenged book and refute the challenge. **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.	
Social Responsibility	8.2.1	…cites sources properly, makes copies and incorporates texts and images only with appropriate clearance, etc., when creating information products, in order to avoid plagiarism.						**1.** …develop a multimedia product that uses music and clip art for which copyright clearance must be given. **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.	

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Social Responsibility	9.1.1	…helps groups move to consensus after substantive conversation and sharing among all members of the group.						**1.** …working in pairs, plan a trip to a foreign country, e.g., study abroad programs. **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.	
Social Responsibility	9.2.1	…helps to organize and integrate the contributions of all the group into information products.						**1.** …develop a radio or television news program, utilizing the skills of each person in the group. **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	…applies strategies for identifying and solving problems.						**1.** …describe strategies for identifying and solving routine hardware and software problems that occur during everyday use. **2.** …use accurate information for research (e.g., credible web sites). **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	P.I.#	Student Performance Indicator The student…	ESS EXP EXT KSA	Time Allocation				Sample Teaching Strategy: The LMS/Teacher Librarian has the student…	Sample Assessment	Correlation to Ks. Lib. Media & Tech. Benchmark	Curriculum Connections
				1	2	3	4				
Technology Literacy	10.1.2	…makes informed choices among technology systems, resources, and services.						**1.** …describe strategies for identifying and solving routine hardware and software problems that occur during everyday use. **2.** …use accurate information for research (e.g., credible web sites). **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	P.I.#	Student Performance Indicator The student…	ESS EXP EXT KSA	Time Allocation 1	2	3	4	Sample Teaching Strategy: The LMS/Teacher Librarian has the student…	Sample Assessment	Correlation to Ks. Lib. Media & Tech. Benchmark	Curriculum Connections
Technology Literacy	11.1.1	...understands ethical issues related to technology.						**1.** …understand the development of technology may be influenced by societal opinions and demands, in addition to corporate cultures. **2.** …understand the importance of diverse information and access to information in a democratic society. **3.** ...contrast ethical considerations and how they are important in the development, selection, an use of technology. **4.** ...describe/discuss the ethical considerations involved in the development or deployment of a technology. **5.** ...provide examples of how transfer of a technology from one society to another can cause cultural, social, economic, and political changes. **6.** ...analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. **<u>LMS Notes</u>:**		**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	P.I.#	Student Performance Indicator The student…	ESS EXP EXT KSA	Time Allocation				Sample Teaching Strategy: The LMS/Teacher Librarian has the student…	Sample Assessment	Correlation to Ks. Lib. Media & Tech. Benchmark	Curriculum Connections
				1	2	3	4				
Technology Literacy	11.1.2	...understands cultural issues related to technology.						**1.** …understand the development of technology may be influenced by societal opinions and demands, in addition to corporate cultures. **2.** …understand the importance of diverse information and access to information in a democratic society. **3.** ...contrast ethical considerations and how they are important in the development, selection, an use of technology. **4.** ...describe/discuss the ethical considerations involved in the development or deployment of a technology. **5.** ...provide examples of how transfer of a technology from one society to another can cause cultural, social, economic, and political changes. **6.** ...analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. **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	P.I.#	Student Performance Indicator The student…	ESS EXP EXT KSA	Time Allocation 1	2	3	4	Sample Teaching Strategy: The LMS/Teacher Librarian has the student…	Sample Assessment	Correlation to Ks. Lib. Media & Tech. Benchmark	Curriculum Connections
Technology Literacy	11.1.3	...understands societal issues related to technology.						**1.** …understand the development of technology may be influenced by societal opinions and demands, in addition to corporate cultures. **2.** …understand the importance of diverse information and access to information in a democratic society. **3.** ...contrast ethical considerations and how they are important in the development, selection, an use of technology. **4.** ...describe/discuss the ethical considerations involved in the development or deployment of a technology. **5.** ...provide examples of how transfer of a technology from one society to another can cause cultural, social, economic, and political changes. **6.** ...analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. **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	P.I.#	Student Performance Indicator The student…	ESS EXP EXT KSA	Time Allocation 1	2	3	4	Sample Teaching Strategy: The LMS/Teacher Librarian has the student…	Sample Assessment	Correlation to Ks. Lib. Media & Tech. Benchmark	Curriculum Connections
Technology Literacy	11.2.1	...practices responsible use of technology systems.						**1.** …understand the importance of diverse information and access to information in a democratic society. **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.** …understand the importance of diverse information and access to information in a democratic society. **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	P.I.#	Student Performance Indicator The student…	ESS EXP EXT KSA	Time Allocation 1	2	3	4	Sample Teaching Strategy: The LMS/Teacher Librarian has the student…	Sample Assessment	Correlation to Ks. Lib. Media & Tech. Benchmark	Curriculum Connections
Technology Literacy	11.2.3	...practices responsible use of software.						**1.** …understand the importance of diverse information and access to information in a democratic society. **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	11.3.1	...develops positive attitudes toward technology uses that support for lifelong learning.						**1.** …identify capabilities and limitations of contemporary and emerging technology resources to address lifelong learning and workplace needs. **LMS Notes:**		**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.	

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Technology Literacy	P.I.#	Student Performance Indicator The student…	ESS EXP EXT KSA	Time Allocation 1	2	3	4	Sample Teaching Strategy: The LMS/Teacher Librarian has the student…	Sample Assessment	Correlation to Ks. Lib. Media & Tech. Benchmark	Curriculum Connections
Technology Literacy	11.3.2	...develops positive attitudes toward technology uses that support collaboration.						**1.** …identify capabilities and limitations of contemporary and emerging technology resources to address lifelong learning and workplace needs. **LMS Notes:**		**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	11.3.3	develops positive attitudes toward technology uses that support personal pursuits.						**1.** …identify capabilities and limitations of contemporary and emerging technology resources to address lifelong learning and workplace needs. **LMS Notes:**		**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	11.3.4	...develops positive attitudes toward technology uses that support productivity.						**1.** …identify capabilities and limitations of contemporary and emerging technology resources to address lifelong learning and workplace needs. **LMS Notes:**		**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.	

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Technology Literacy	P.I.#	Student Performance Indicator The student…	ESS EXP EXT KSA	Time Allocation 1	2	3	4	Sample Teaching Strategy: The LMS/Teacher Librarian has the student…	Sample Assessment	Correlation to Ks. Lib. Media & Tech. Benchmark	Curriculum Connections
Technology Literacy	12.1.1	...uses technology tools to enhance learning.						**1.** …reflect on their learning and how technology has affected the process of learning and sharing in an electronic portfolio. **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.** …reflect on their learning and how technology has affected the process of learning and sharing in an electronic portfolio. **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	12.1.3	...uses technology tools to promote learning.						**1.** …reflect on their learning and how technology has affected the process of learning and sharing in an electronic portfolio. **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	P.I.#	Student Performance Indicator The student…	ESS EXP EXT KSA	Time Allocation 1	2	3	4	Sample Teaching Strategy: The LMS/Teacher Librarian has the student…	Sample Assessment	Correlation to Ks. Lib. Media & Tech. Benchmark	Curriculum Connections
Technology Literacy	12.2.1	...uses productivity tools to collaborate in constructing technology-enhanced models.						**1.** …use image software (e.g., Paint, Photoshop, to create original work). **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.** …use image software (e.g., Paint, Photoshop, to create original work). **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	12.2.3	...uses productivity tools to produce other creative works.						**1.** …use image software (e.g., Paint, Photoshop, to create original work). **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	P.I.#	Student Performance Indicator The student…	ESS EXP EXT KSA	Time Allocation 1	2	3	4	Sample Teaching Strategy: The LMS/Teacher Librarian has the student…	Sample Assessment	Correlation to Ks. Lib. Media & Tech. Benchmark	Curriculum Connections
Technology Literacy	13.1.1	...uses telecommunications to collaborate with peers, experts, and other audiences.						**1.** …use online writing software (e.g., www.writely.com, to collaborate create and edit a document). **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.** …use online writing software (e.g., www.writely.com, to collaborate create and edit a document). **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	13.1.3	...uses telecommunications to interact with peers, experts, and other audiences.						**1.** …use online writing software (e.g., www.writely.com, to collaborate create and edit a document). **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	13.2.1	...uses a variety of media to communicate information and ideas effectively to multiple audiences.						**1.** …contribute own ideas and knowledge to online communication tools (e.g., e-mail discussions, listserv, or blogs). **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.** …contribute own ideas and knowledge to online communication tools (e.g., e-mail discussions, listserv, or blogs). **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	14.1.1	...uses appropriate technology tools to locate information.						**1.** …use a spreadsheet or database to collect and graph the results of data collection. **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 a spreadsheet or database to collect and graph the results of data collection. **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.	

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Technology Literacy	P.I.#	Student Performance Indicator The student…	ESS EXP EXT KSA	Time Allocation 1	2	3	4	Sample Teaching Strategy: The LMS/Teacher Librarian has the student…	Sample Assessment	Correlation to Ks. Lib. Media & Tech. Benchmark	Curriculum Connections
Technology Literacy	14.1.3	...uses appropriate technology to evaluate information.						**1.** …use a spreadsheet or database to collect and graph the results of data collection. **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.** …identify/recognize state-of-the-art technology tools for solving problems and managing personal/professional information. **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.** …identify/recognize state-of-the-art technology tools for solving problems and managing personal/professional information. **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	14.3.1	...surveys possible information resources and selects appropriate resources for specific tasks.						**1.** …use a spreadsheet or database to collect and graph the results of data collection. **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.	

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Technology Literacy	P.I.#	Student Performance Indicator The student…	ESS EXP EXT KSA	Time Allocation 1	2	3	4	Sample Teaching Strategy: The LMS/Teacher Librarian has the student…	Sample Assessment	Correlation to Ks. Lib. Media & Tech. Benchmark	Curriculum Connections
Technology Literacy	15.1.1	...uses technology resources to solve problems.						**1.** …investigate the cause(s) of a current world conflict and possible solutions (e.g., Middle East). **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.** …research area educational institutions (e.g., current costs and their options for future educational training). **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.	
Technology Literacy	15.3.1	...selects appropriate technology to solve problems.						**1.** …create a plan to troubleshoot the computer problem, eliminating options in order to isolate the problem. **LMS Notes:**		**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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Technology Literacy	P.I.#	Student Performance Indicator The student…	ESS EXP EXT KSA	Time Allocation 1	2	3	4	Sample Teaching Strategy: The LMS/Teacher Librarian has the student…	Sample Assessment	Correlation to Ks. Lib. Media & Tech. Benchmark	Curriculum Connections
Technology Literacy	15.3.2	...selects appropriate technology to make informed decisions.						**1.** …create a plan to troubleshoot the computer problem, eliminating options in order to isolate the problem. **LMS Notes:**		**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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