

**TOPEKA PUBLIC SCHOOLS
LIBRARY MEDIA TECHNOLOGY - GRADE 3
INSTRUCTIONAL GUIDE**

Library Media Goals	P.I.#	Student Performance Indicator The student...	ESS EXP EXT KSA	Time Allocation				Sample Teaching Strategy: The LMS has the student...	Sample Assessment	Correlation to Ks. Lib. Media & Tech. Benchmark	Curriculum Connections
				1	2	3	4				
Information Literacy	1.1.1	...determines the need for additional information.					<p>1. ...access the library media center facility, and ask for assistance in locating resources whenever an academic or personal information need arises.</p> <p>LMS Notes: Students are encouraged to access information at the public library and when possible, meet with a reference librarian.</p>		<p>Standard 1: The student who is information literate <u>accesses information</u> efficiently and effectively.</p> <p>Benchmark 1: The student recognizes the need for information.</p>		
Information Literacy	1.2.1	...expands identification and use of the parts of a book, including the appendix, bibliography, glossary, copyright date, publisher, title page, table of contents, index, and preface.					<p>1. ...expand identification and use of the parts of a book, including the appendix, bibliography, glossary, copyright date, publisher, title page, table of contents, index, and preface.</p> <p>LMS Notes:</p>		<p>Standard 1: The student who is information literate <u>accesses information</u> efficiently and effectively.</p> <p>Benchmark 2: The student recognizes that accurate and comprehensive information is the basis for intelligent decision making.</p>		

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Information Literacy	1.2.2	...expands skills to include 'see' and 'see also' cross references and print/electronic indexes.						1. ...expands skills to include 'see' and 'see also' cross references and print/electronic indexes. LMS Notes:		Standard 1: The student who is information literate <u>accesses information</u> efficiently and effectively. Benchmark 2: The student recognizes that accurate and comprehensive information is the basis for intelligent decision making.	
Information Literacy	1.2.3	...constructs a bibliography with full citation.						1. ...construct, with teacher assistance, a bibliography (works used) with citation. LMS Notes: Progress toward student independence in citing sources is emphasized.		Standard 1: The student who is information literate <u>accesses information</u> 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	...refines questions as information needs change.						1. ...listen as the teacher develops a list of guiding questions about a given topic. LMS Notes:		Standard 1: The student who is information literate <u>accesses information</u> efficiently and effectively. Benchmark 3: The student formulates questions based on information needs.	

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Information Literacy	1.4.1	...selects the most appropriate reference sources of information (e.g. children's periodicals, online databases, almanacs, thesauruses, primary sources, unabridged dictionaries, newspapers, television, and/or radio programs).					1. ...with guidance, select the source that provides the best information to answer questions posed by the library media specialist. LMS Notes:		Standard 1: The student who is information literate <u>accesses information</u> efficiently and effectively. Benchmark 4: The student identifies a variety of potential sources of information.		
Information Literacy	1.5.1	...locates nonfiction materials to demonstrate a basic understanding of the Dewey Decimal classification.					1. ...do a walking tour of non-fiction to introduce ten categories in the Dewey Decimal System. LMS Notes:		Standard 1: The student who is information literate <u>accesses information</u> 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., magazines, other indexing tools, dictionary for pronunciations, foreign language dictionaries, and junior thesauruses).					LMS Notes:		Standard 1: The student who is information literate <u>accesses information</u> efficiently and effectively. Benchmark 5: The student develops and uses successful strategies for locating information.		

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Information Literacy	1.5.3	...uses the call number to locate materials on the shelves.						<u>LMS Notes:</u>		Standard 1: The student who is information literate <u>accesses information</u> efficiently and effectively. Benchmark 5: The student develops and uses successful strategies for locating information.	
Information Literacy	1.5.4	...reviews and extends.						<u>LMS Notes:</u>		Standard 1: The student who is information literate <u>accesses information</u> efficiently and effectively. Benchmark 5: The student develops and uses successful strategies for locating information.	

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Information Literacy	2.1.1	...seeks multiple sources to verify accuracy of information (e.g., current and appropriate, according to copyright date).					<ol style="list-style-type: none"> 1. ...work with Media Specialist to locate resources in library circulation and identify copyright date. 2. ...learn to look for copyright dates in books that contain information that may change over time, such as books about space or technology. 3. ...examine some outdated sources, such as atlases where names of countries have changed. <p><u>LMS Notes:</u></p>		<p>Standard 2: The student who is information literate <u>evaluates information</u> critically and competently.</p> <p>Benchmark 1: The student determines accuracy, relevance, and comprehensiveness.</p>		
Information Literacy	2.2.1	...with assistance, recognizes how facts, opinions, and points of view are different from one another.					<ol style="list-style-type: none"> 1. ...bring advertisements to discuss and evaluate the reliability and accuracy of the product claim (either food or drug-related). 2. ...write their own ad for a book, showing their point of view and opinions. <p><u>LMS Notes:</u></p>		<p>Standard 2: The student who is information literate <u>evaluates information</u> critically and competently.</p> <p>Benchmark 2: The student distinguishes among fact, point of view, and opinion.</p>		

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Information Literacy	3.1.1	...with guidance, demonstrates the knowledge and skill to organize information.						<p>1. ...with teacher assistance, select a graphic organizer to sort text type into categories (e.g., expository, technical, and persuasive texts).</p> <p>2. ...with teacher assistance, select and sort print and electronic resources by kind and/or type (e.g., non-fiction reference works, dictionary, encyclopedia, atlases, glossaries, thesauri, and online reference materials).</p> <p><u>LMS Notes:</u></p>		<p>Standard 3: The student who is information literate <u>uses the information</u> accurately and creatively.</p> <p>Benchmark 1: The student organizes information for practical application.</p>	
Information Literacy	3.2.1	...demonstrates the knowledge and skills to combine information on a given topic from more than one source.						<p>1. ...use information from the multiple text sources to make inferences and draw conclusions.</p> <p><u>LMS Notes:</u></p>		<p>Standard 3: The student who is information literate <u>uses the information</u> accurately and creatively.</p> <p>Benchmark 2. The student integrates new information into one's own knowledge.</p>	

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Information Literacy	3.3.1	...individually, with guidance, follows steps of a basic problem solving model.					<p>1. ...use a basic problem solving model to individually solve a content-based problem related to one's self, e.g., how to spend an allowance.</p> <p>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.</p>		<p>Standard 3: The student who is information literate <u>uses the information</u> accurately and creatively.</p> <p>Benchmark 3: The student applies information to critical thinking and problem solving.</p>		
Information Literacy	3.4.1	...with guidance, chooses the most appropriate format for presenting information.					<p>1. ...with guidance, choose the most appropriate format for presenting information by identifying and audience, and considering length of presentation and type of information to share.</p> <p>LMS Notes:</p>		<p>Standard 3: The student who is information literate <u>uses the information</u> accurately and creatively.</p> <p>Benchmark 4: The student produces and communicates information and ideas in appropriate formats.</p>		

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Independent Learning	4.1.1	...generally seeks information related to their personal interest and well-being.						<ol style="list-style-type: none"> 1. ...recognize various genres. 2. ...identify a variety of favorite authors. 3. ...use OPAC to seek personal interest materials availability. 4. ...shelf browse to locate materials in fiction and non-fiction sections of the library. <p><u>LMS Notes:</u></p>		<p>Standard 4: The student who is an independent learner is information literate and <u>pursues information</u> related to personal interests.</p> <p>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.</p>	
Independent Learning	4.2.1	...evaluates the information for personal interest or relevancy to the topic being studied.						<ol style="list-style-type: none"> 1. ...research a hobby. 2. ...evaluate information based on relevance and reliability. <p><u>LMS Notes:</u></p>		<p>Standard 4: The student who is an independent learner is information literate and <u>pursues information</u> related to personal interests.</p> <p>Benchmark 2: The student designs, develops and evaluates information products and solutions to related personal interests.</p>	

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Independent Learning	4.2.2	...organizes and presents basic information related to topics of personal interest.						<p>1. ...present their findings in a format of choice, e.g., poster, picture collage, electronic presentation, realia.</p> <p>LMS Notes:</p>		<p>Standard 4: The student who is an independent learner is information literate and <u>pursues information</u> related to personal interests.</p> <p>Benchmark 2: The student designs, develops and evaluates information products and solutions to related personal interests.</p>	
Independent Learning	5.1.1	...explains and discusses various examples of fiction.						<p>1. ...create graphic organizers, story maps, thinking maps, etc. to convey their understanding of story elements.</p> <p>2. ...record their range of reading genres in a log, on a chart, or in a table, and share their results with others.</p> <p>LMS Notes:</p>		<p>Standard 5: The student who is an independent learner is information literate and <u>appreciates literature</u> and other creative expressions of information.</p> <p>Benchmark 1: The student is a competent and self-motivated reader.</p>	

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Independent Learning	5.1.2	...identifies characteristics of realistic fiction, historical fiction, fantasy, science fiction, legends, fables, and informational text representing a variety of cultures and time periods.						<p>1. ...record their range of reading genres in a log, on a chart, or in a table, and share their results with others.</p> <p>LMS Notes: Students may keep a reading log to record the various genre for a variety of cultures and time periods. Display and promote award winning books.</p>		<p>Standard 5: The student who is an independent learner is information literate and <u>appreciates literature</u> and other creative expressions of information.</p> <p>Benchmark 1: The student is a competent and self-motivated reader.</p>	
Independent Learning	5.1.3	...analyzes plot element of a story, in addition to characters, setting, problem/solution, main idea, and sequence of events.						<p>1. ...listen to a variety of genres and a variety of cultures and time periods and discuss the characteristics of the various genres as they listen. Compare and contrast them afterward.</p> <p>LMS Notes:</p>		<p>Standard 5: The student who is an independent learner is information literate and <u>appreciates literature</u> and other creative expressions of information.</p> <p>Benchmark 1: The student is a competent and self-motivated reader.</p>	

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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 of information.						<p>1. ...compare written text and video presentations of the same story, discussing the differences and similarities between the two.</p> <p>LMS Notes: <u>Charlotte's Web</u> and <u>Holes</u> are excellent examples.</p>		<p>Standard 5: The student who is an independent learner is information literate and <u>appreciates literature</u> and other creative expressions of information.</p> <p>Benchmark 2: The student derives meaning from information presented creatively in a variety of formats.</p>	

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Independent Learning	5.3.1	...interprets a visual and/or aural message in a different format with more complexity.					<p>1. ...graph a certain phrase or behavior that happens frequently in a story (e.g., in <u>Curious George Rides a Bike</u>, graph the number of times one hears: "George was curious" or when he gets in trouble, compared to doing something nice for others).</p> <p>2. ...create a poster to advertise a book, handmade or computer generated.</p> <p>LMS Notes: Many of the Curious George books would be applicable for the activity. <u>Because of Winn-Dixie</u> would also be good for some of the above activities (e.g., what did Winn-Dixie look like--have a look-alike contest). Students draw what they think the dog looked like and the class votes on the best "Look-a-Like."</p>		<p>Standard 5: The student who is an independent learner is information literate and <u>appreciates literature</u> and other creative expressions of information.</p> <p>Benchmark 3: The student develops creative products in a variety of formats.</p>		

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Independent Learning	6.1.1	...seeks and finds information while following the steps of a problem-solving model.						<p>1. ...begin to apply the basic steps of a problem-solving model to conduct a search for information, focusing on resources.</p> <p>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.</p> <p>LMS Notes: The student can with prompts from the library media specialist begin to apply the basic steps in problem-solving models such as the Big 6 or the Handy 5. Some topics that third graders may already be doing reports on or seeking information about may be: endangered animals, biomes around the world, famous citizens, inventors. Ask classroom teachers to collaborate with you.</p>		<p>Standard 6: The student who is an independent learner is information literate and <u>strives for excellence</u> in information seeking and knowledge generation.</p> <p>Benchmark 1: The student assesses the quality of the process and products of personal information seeking formats.</p>	

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Independent Learning	6.2.1	...explains basic strategies for revising and improving his work.						<p>1. ...participate in peer editing by listening to a classmate read his report.</p> <p>LMS Notes: The student can with guidance from the library media specialist begin to apply the basic steps in problem-solving models such as the Big 6 or the Handy 5.</p>		<p>Standard 6: The student who is an independent learner is information literate and <u>strives for excellence</u> in information seeking and knowledge generation.</p> <p>Benchmark 2: The student devises strategies for revising, improving and updating self-generating knowledge.</p>	
Independent Learning	6.2.2	...updates his/her work.						<p>1. ...use the assignment instructions to identify gaps and/or holes.</p> <p>2. ...rewrite a final copy.</p> <p>LMS Notes:</p>		<p>Standard 6: The student who is an independent learner is information literate and <u>strives for excellence</u> in information seeking and knowledge generation.</p> <p>Benchmark 2: The student devises strategies for revising, improving and updating self-generating knowledge.</p>	

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Social Responsibility	7.1.1	...accesses and uses a library with assistance; locates and reads stories about different cultures.						<p>1. ...present a story about a culture different from theirs for the school-wide multicultural fair.</p> <p>LMS Notes:</p>		<p>Standard 7: The student who contributes positively to the learning community and to society is information literate and <u>recognizes the importance of information</u> to a democratic society.</p> <p>Benchmark 1: The student seeks information from diverse sources, contexts, and disciplines.</p>	
Social Responsibility	7.2.1	...checks out materials with assistance and returns materials on time.						<p>1. ...come to the library independently for checking out materials.</p> <p>LMS Notes:</p>		<p>Standard 7: The student who contributes positively to the learning community and to society is information literate and <u>recognizes the importance of information</u> to a democratic society.</p> <p>Benchmark 2: The student respects the principle of equitable access to information.</p>	

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Social Responsibility	8.1.1	...defines or gives example of intellectual freedom (e.g., freedom of speech, right to self-select certain topics/titles, movie ratings).					<p>1. ...reviewing the definition of intellectual freedom, collect newspaper examples of editorial pages and discuss points of view expressed in the editorials.</p> <p>LMS Notes: Use ALA Basic Principles of Intellectual Freedom.</p>		<p>Standard 8: The student who contributes positively to the learning community and to society is information literate and <u>practices ethical behavior</u> in regard to information and information technology.</p> <p>Benchmark 1: The student respects the principles of intellectual freedom.</p>		
Social Responsibility	8.2.1	...defines plagiarism and states the full citation of information used for research.					<p>1. ...identify the difference between actual quotations, similar ideas, and original thoughts in constructing a report.</p> <p>LMS Notes:</p>		<p>Standard 8: The student who contributes positively to the learning community and to society is information literate and <u>practices ethical behavior</u> in regard to information and information technology.</p> <p>Benchmark 2: The student respects intellectual property rights.</p>		

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Social Responsibility	9.1.1	...discusses ideas with others in the group, listens well, and changes ideas when appropriate.						1. ...form book discussion groups to read and discuss group selected books. <u>LMS Notes:</u>		Standard 9: The student who contributes positively to the learning community and to society is information literate and <u>participates effectively in groups</u> to pursue and generate information. Benchmark 1: The student shares knowledge and information with others.	
Social Responsibility	9.2.1	...responds respectfully to the points of view and ideas of others and acknowledges the contributions of each.						1. ...research the biography of a president to determine his most notable contributions. <u>LMS Notes:</u>		Standard 9: The student who contributes positively to the learning community and to society is information literate and <u>participates effectively in groups</u> 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. ...practice typing skills. <u>LMS Notes:</u>		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	10.1.2	...discusses common uses of technology in daily life and the advantages and disadvantages those uses provide.						<p>1. ...discuss tasks that a computer can do (e.g., word processing, email, Internet, presentations).</p> <p>LMS Notes:</p>		<p>Standard 10: The student understands basic operations and concepts.</p> <p>Benchmark 1: The student demonstrates a sound understanding of the nature of operation of technology systems.</p>	
Technology Literacy	11.1.1	...understands ethical issues related to technology.						<p>1. ...demonstrate and give examples of how technology has changed the way people lived and worked throughout history and enabled them to contribute to the common good.</p> <p>2. ...understand that people use technology to create new items (products, resources, etc.) and that the creator may own the rights to these items (e.g., an author may create a Web site, a programmer may create software, an inventor may create a device).</p> <p>3. ...know that the direct Acceptable Usage Policy (AUP) describes the rules for using classroom technology and the Internet.</p> <p>LMS Notes:</p>		<p>Standard 11: The student demonstrates knowledge of social, ethical, and human issues.</p> <p>Benchmark 1: The student understands ethical, cultural and societal issues related to technology.</p>	

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Technology Literacy	11.1.2	...understand cultural issues related to technology.					<p>1. ...demonstrate and give examples of how technology has changed the way people lived and worked throughout history and enabled them to contribute to the common good.</p> <p>2. ...understand that people use technology to create new items (products, resources, etc.) and that the creator may own the rights to these items (e.g., an author may create a Web site, a programmer may create software, an inventor may create a device).</p> <p><u>LMS Notes:</u></p>		<p>Standard 11: The student demonstrates knowledge of social, ethical, and human issues.</p> <p>Benchmark 1: The student understands ethical, cultural and societal issues related to technology.</p>		

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Technology Literacy	11.1.3	...understands societal issues related to technology.						<p>1. ...demonstrate and give examples of how technology has changed the way people lived and worked throughout history and enabled them to contribute to the common good.</p> <p>2. ...understand that people use technology to create new items (products, resources, etc.) and that the creator may own the rights to these items (e.g., an author may create a Web site, a programmer may create software, an inventor may create a device).</p> <p>LMS Notes:</p>		<p>Standard 11: The student demonstrates knowledge of social, ethical, and human issues.</p> <p>Benchmark 1: The student understands ethical, cultural and societal issues related to technology.</p>	
Technology Literacy	11.2.1	...practices responsible use of technology systems.						<p>1. ...understand that using other resources requires giving credit.</p> <p>LMS Notes:</p>		<p>Standard 11: The student demonstrates knowledge of social, ethical, and human issues.</p> <p>Benchmark 2: The student practices responsible use of technology systems, information, and software.</p>	

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				1	2	3	4				
Technology Literacy	11.2.2	...practices responsible use of information.						1. ...understand that using other resources requires giving credit. 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. ...understand that using other resources requires giving credit. 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. ...understand that hardware and software can be used for individual and collaborative projects. 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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Library Media Goals	P.I.#	Student Performance Indicator The student...	ESS EXP EXT KSA	Time Allocation				Sample Teaching Strategy: The LMS has the student...	Sample Assessment	Correlation to Ks. Lib. Media & Tech. Benchmark	Curriculum Connections
				1	2	3	4				
Technology Literacy	11.3.2	...develops positive attitudes toward technology uses that support collaboration.						1. ...understand that hardware and software can be used for individual and collaborative projects. 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. ...understand that hardware and software can be used for individual and collaborative projects. 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. ...understand that hardware and software can be used for individual and collaborative projects. 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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				1	2	3	4				
Technology Literacy	12.1.1	...uses technology tools to enhance learning.						1. ...access online databases to access information (e.g., Rosa Parks). 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. ...access online databases to access information (e.g., Rosa Parks). 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. ...access online databases to access information (e.g., Rosa Parks). 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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				1	2	3	4				
Technology Literacy	12.2.1	...uses productivity tools to collaborate in constructing technology-enhanced models.						1. ...research advertisements found in various types of media in small groups, use presentation software to present the attributes of a single ad and create their own advertisement. 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 advertisements found in various types of media in small groups, use presentation software to present the attributes of a single ad and create their own advertisement. 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. ...research advertisements found in various types of media in small groups, use presentation software to present the attributes of a single ad and create their own advertisement. 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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				1	2	3	4				
Technology Literacy	13.1.1	...uses telecommunications to collaborate with peers, experts, and other audiences.						1. ...produce a media-based telecommunications product (e.g., online newsletter, bulletin boards, newsgroups, and blogs). 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. ...produce a media-based telecommunications product (e.g., online newsletter, bulletin boards, newsgroups, and blogs). 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. ...produce a media-based telecommunications product (e.g., online newsletter, bulletin boards, newsgroups, and blogs). 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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				1	2	3	4				
Technology Literacy	13.2.1	...uses a variety of media to communicate information and ideas effectively to multiple audiences.						1. ...create a slide show using presentation software (e.g., Kid Pix or Power Point, to introduce self to classmates or others). 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. ...create a slide show using presentation software (e.g., Kid Pix or Power Point, to introduce self to classmates or others). 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 word processing software to create a class project. 2. ...As a class, create a project using information gathered from the Internet. 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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				1	2	3	4				
Technology Literacy	14.1.2	...uses appropriate technology tools to collect information.						<p>1. ...use word processing software to create a class project.</p> <p>2. ...As a class, create a project using information gathered from the Internet.</p> <p>LMS Notes:</p>		<p>Standard 14: The student uses technology research tools.</p> <p>Benchmark 1: The student uses technology to locate, collect, and evaluate information from a variety of sources.</p>	
Technology Literacy	14.2.1	...uses appropriate technology tools to process data.						<p>1. ...collect, process, and report data from multiple classrooms (e.g., birthday, favorite TV program).</p> <p>LMS Notes:</p>		<p>Standard 14: The student uses technology research tools.</p> <p>Benchmark 2: The student uses technology tools to process data and report results.</p>	
Technology Literacy	14.2.2	...uses appropriate technology tools to report results.						<p>1. ...collect, process, and report data from multiple classrooms (e.g., birthday, favorite TV program).</p> <p>LMS Notes:</p>		<p>Standard 14: The student uses technology research tools.</p> <p>Benchmark 2: The student uses technology tools to process data and report results.</p>	

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				1	2	3	4				
Technology Literacy	14.3.1	...surveys possible information resources and selects appropriate resources for specific tasks.					1. ...demonstrate the selection of appropriate resources. 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. ...collect data and graph results on the local topic (e.g., daily temperatures). 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. ...track local data and use it to make a decision (e.g., track the weather in order to recommend the best day for the school's fire drill). 2. ...use Reader's Advisory tools such as Novelist or those on a public library web site to make informed choices about literature. 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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				1	2	3	4				
Technology Literacy	15.3.1	...selects appropriate technology to solve problems.						1. ...use geo-locating equipment (e.g., GPS to locate latitude and longitude of local historical landmarks). 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.	
Technology Literacy	15.3.2	...selects appropriate technology to make informed decisions.						1. ...use geo-locating equipment (e.g., GPS to locate latitude and longitude of local historical landmarks). 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.	