

**TOPEKA PUBLIC SCHOOLS
LIBRARY MEDIA TECHNOLOGY - GRADE 12
INSTRUCTIONAL GUIDE**

| 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 |
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| 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 <u>accesses information</u> 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. ...review and compare various documenting styles. LMS Notes: The LMS/Teacher Librarian provides bibliographic instruction in preparation for post-secondary skills. | | 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 | ...revises questions as information needs change. | | | | | 1. ...begin with an initial set of core questions and independently revise to reflect new or different information. 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 | ...recognizes alternative systems for organizing and accessing information (e.g., archives, government sources, digital collections, and electronic databases, paper and electronic journals). | | | | | <ol style="list-style-type: none"> 1. ...understand that there are multiple classification schemes for organizing content in the library. 2. ...view the Dewey Decimal system. 3. ...view the Library of Congress system for organizing information. 4. ...understand that there are specific content-based classification systems, e.g., music, mathematics, law. <p><u>LMS Notes:</u></p> | | <p>Standard 1: The student who is information literate <u>accesses information</u> efficiently and effectively.</p> <p>Benchmark 4: The student identifies a variety of potential sources of information.</p> | | |
| Information Literacy | 1.5.1 | ...locates information sources independently. | | | | | <ol style="list-style-type: none"> 1. ...create a portfolio of narrative video clips, newspaper articles, etc. on a particular current event. <p><u>LMS Notes:</u></p> | | <p>Standard 1: The student who is information literate <u>accesses information</u> efficiently and effectively.</p> <p>Benchmark 5: The student develops and uses successful strategies for locating information.</p> | | |
| 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). | | | | | <ol style="list-style-type: none"> 1. ...create a portfolio of narrative video clips, newspaper articles, etc. on a particular current event. <p><u>LMS Notes:</u></p> | | <p>Standard 1: The student who is information literate <u>accesses information</u> efficiently and effectively.</p> <p>Benchmark 5: The student develops and uses successful strategies for locating information.</p> | | |

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| Information Literacy | 1.5.3 | ...refines electronic searches. | | | | | | 1. ...create a portfolio of narrative video clips, newspaper articles, etc. on a particular current event. 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 | 2.1.1 | ...judges the accuracy, relevance, and completeness of sources and information relation to a large range of topics and information problems. | | | | | | 1. ...select a topic and formulate a research question. 2. ...conduct a literature review and select multiple appropriate sources from electronic and print resources. 3. ...collect information in a format which can be used in the final research product, e.g., notes, electronic files. 4. ...write references in formal editorial style, e.g., MLA, APA. LMS Notes: | | Standard 2: The student who is information literate <u>evaluates information</u> critically and competently. Benchmark 1: The student determines accuracy, relevance, and comprehensiveness. | |
| Information Literacy | 2.2.1 | ...assembles facts, opinions, and point of view and usually determines when it is appropriate in one's own work. | | | | | | 1. ... read excerpts from a controversial document such as <i>Brown vs. Board of Education of Topeka</i> . What were the opposing viewpoints of each side? 2. ...using an "opinion cartoon," identify facts and opinions portrayed. In a specific time limit, find counter/alternate facts and opinions. LMS Notes: | | Standard 2: The student who is information literate <u>evaluates information</u> critically and competently. Benchmark 2: The student distinguishes among fact, point of view, and opinion. | |

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| Information Literacy | 3.1.1 | ...has knowledge and skills to organize an information product that presents different types of information in the most effective way. | | | | | 1. ...independently organizes an information product such as a senior research report that presents different primary information sources, such as interviews, oral histories, databases, and/or reference books. LMS Notes: Mention concept maps and other instructional materials and methods-work on this more. | | Standard 3: The student who is information literate <u>uses the information</u> accurately and creatively. Benchmark 1: The student organizes information for practical application. | | |
| Information Literacy | 3.1.2 | ...organizes information to make sense of it and to present it most effectively to others. | | | | | 1. ...independently organizes an information product such as a senior research report that presents different primary information sources, such as interviews, oral histories, databases, and/or reference books. LMS Notes: Mention concept maps and other instructional materials and methods-work on this more. | | Standard 3: The student who is information literate <u>uses the information</u> accurately and creatively. Benchmark 1: The student organizes information for practical application. | | |

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| Information Literacy | 3.1.3 | ...understands their audience, the demands of the presentation format, and the essential ideas in the topic or issues being presented. | | | | | <p>1. ...independently organizes an information product such as a senior research report that presents different primary information sources, such as interviews, oral histories, databases, and/or reference books.</p> <p>LMS Notes: Mention concept maps and other instructional materials and methods-work on this more.</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 | ...independently 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. | | | | | <p>1. ...independently 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.</p> <p>LMS Notes: Use the learning domains in Bloom's Taxonomy.</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 | ...independently analyzes a problem solving process and evaluates resulting knowledge for relevance, effectiveness, and overall appropriateness. | | | | | <p>1. ...independently 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.</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 | ...has knowledge and skills to utilize a variety of formats to communicate, disseminate, evaluate, and preserve or discard information and ideas. | | | | | <p>1. ...independently produce an electronic presentation on a content-based issue of their choice.</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 | ...uses information literacy strategies for real-life situations. | | | | | <p>1. ...research local governmental entities, e.g., city commission, county commission, elected officials, school board.</p> <p>2. ...create a product for presenting yourself as a public official in one of these bodies.</p> <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 | 4.1.2 | ...applies information problem-solving skills to personal life. | | | | | <p>1. ...research local governmental entities, e.g., city commission, county commission, elected officials, school board.</p> <p>2. ...create a product for presenting yourself as a public official in one of these bodies.</p> <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> | | |

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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. | | | | | <ol style="list-style-type: none"> 1. ...select a candidate in a local election, e.g., student council president, mayor, school board member, state legislator. 2. ...research the background of the selected position. 3. ...prepare a set of interview questions and interview the candidates. 4. ...write a position paper expressing your personal decision about the candidate. <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 | 4.2.2 | ...synthesizes main ideas to construct new concepts. | | | | | <ol style="list-style-type: none"> 1. ...select a candidate in a local election, e.g., student council president, mayor, school board member, state legislator. 2. ...research the background of the selected position. 3. ...prepare a set of interview questions and interview the candidates. 4. ...write a position paper expressing your personal decision about the candidate. <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> | | |

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| Independent Learning | 4.2.3 | ...communicates the product effectively to others. | | | | | <ol style="list-style-type: none"> 1. ...select a candidate in a local election, e.g., student council president, mayor, school board member, state legislator. 2. ...research the background of the selected position. 3. ...prepare a set of interview questions and interview the candidates. 4. ...write a position paper expressing your personal decision about the candidate. <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 | 4.2.4 | ...judges the quality of one's own information products and solutions related to topics of personal interest. | | | | | <ol style="list-style-type: none"> 1. ...select a candidate in a local election, e.g., student council president, mayor, school board member, state legislator. 2. ...research the background of the selected position. 3. ...prepare a set of interview questions and interview the candidates. 4. ...write a position paper expressing your personal decision about the candidate. <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> | | |

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| Independent Learning | 5.1.1 | ...explores works of authors who write in different fictional genres and literary styles. | | | | | <p>1. ...use a best seller list to select materials based on personal criteria.</p> <p>LMS Notes: Provide Sustained Silent Reading (SSR) opportunities.</p> <p>Provide an up-to-date collection of classic and contemporary literature.</p> <p>Encourage independent reading.</p> <p>Facilitate multidisciplinary reading activities.</p> <p>Assist teachers in choosing high-quality literature to supplement and enrich their curricular studies.</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 | ...understands complex forms of literary expression. | | | | | <p>1. ...use a best seller list to select materials based on personal criteria.</p> <p>LMS Notes: Provide Sustained Silent Reading (SSR) opportunities.</p> <p>Provide an up-to-date collection of classic and contemporary literature.</p> <p>Encourage independent reading.</p> <p>Facilitate multidisciplinary reading activities.</p> <p>Assist teachers in choosing high-quality literature to supplement and enrich their curricular studies.</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 | 5.1.3 | ...reads a variety of award-winning materials for educational and personal enjoyment. | | | | | <p>1. ...use a best seller list to select materials based on personal criteria.</p> <p>LMS Notes: Provide Sustained Silent Reading (SSR) opportunities.</p> <p>Provide an up-to-date collection of classic and contemporary literature.</p> <p>Encourage independent reading.</p> <p>Facilitate multidisciplinary reading activities.</p> <p>Assist teachers in choosing high-quality literature to supplement and enrich their curricular studies.</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 | 5.1.4 | ...evaluates the strengths and weaknesses of the literature read. | | | | | <p>1. ...use a best seller list to select materials based on personal criteria.</p> <p>LMS Notes: Provide Sustained Silent Reading (SSR) opportunities.</p> <p>Provide an up-to-date collection of classic and contemporary literature.</p> <p>Encourage independent reading.</p> <p>Facilitate multidisciplinary reading activities.</p> <p>Assist teachers in choosing high-quality literature to supplement and enrich their curricular studies.</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 | 5.1.5 | ...reads regularly for pleasure. | | | | | <p>1. ...use a best seller list to select materials based on personal criteria.</p> <p>LMS Notes: Provide Sustained Silent Reading (SSR) opportunities.</p> <p>Provide an up-to-date collection of classic and contemporary literature.</p> <p>Encourage independent reading.</p> <p>Facilitate multidisciplinary reading activities.</p> <p>Assist teachers in choosing high-quality literature to supplement and enrich their curricular studies.</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 | ...identifies potential information resources in such formats as digital, video, virtual reality, and print. | | | | | <ol style="list-style-type: none"> 1. ...participate in provided avenues to view a play, motion picture, audio, and text formats of the same title and compare the differences in information delivery. 2. ...determine the purpose of a specific production or presentation. 3. ...identify criteria for judging the effectiveness of a production or presentation. 4. ...judge how well the production or presentation meets identified criteria. <p><u>LMS Notes:</u></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> | | |
| | 5.2.2 | applies personal criteria for choosing literature and other creative expressions of information. | | | | | <ol style="list-style-type: none"> 1. ...participate in provided avenues to view a play, motion picture, audio, and text formats of the same title and compare the differences in information delivery. 2. ...determine the purpose of a specific production or presentation. 3. ...identify criteria for judging the effectiveness of a production or presentation. 4. ...judge how well the production or presentation meets identified criteria. <p><u>LMS Notes:</u></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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| | 5.2.3 | relates literature and other creative expressions of information to personal experiences. | | | | | | <ol style="list-style-type: none"> 1. ...participate in provided avenues to view a play, motion picture, audio, and text formats of the same title and compare the differences in information delivery. 2. ...determine the purpose of a specific production or presentation. 3. ...identify criteria for judging the effectiveness of a production or presentation. 4. ...judge how well the production or presentation meets identified criteria. <p><u>LMS Notes:</u></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> | |
| Independent Learning | 5.3.1 | ...creates products that capitalize on each format's particular strengths. | | | | | | <ol style="list-style-type: none"> 1. ...select the most effective presentation form based on audience and purpose. 2. ...make clear, well-supported presentation which addresses the question or problem. 3. ...discuss how sound, color, animation, images, timing, camera angle, and other editing abilities can impact information. <p><u>LMS Notes:</u></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 | 5.3.2 | ...expresses information and ideas creatively in unique products that integrate information in a variety of formats. | | | | | <ol style="list-style-type: none"> 1. ...select the most effective presentation form based on audience and purpose. 2. ...make clear, well-supported presentation which addresses the question or problem. 3. ...discuss how sound, color, animation, images, timing, camera angle, and other editing abilities can impact information. <p><u>LMS Notes:</u></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> | | |
| Independent Learning | 5.3.3 | ...recognizes that format has an effect on content. | | | | | <ol style="list-style-type: none"> 1. ...select the most effective presentation form based on audience and purpose. 2. ...make clear, well-supported presentation which addresses the question or problem. 3. ...discuss how sound, color, animation, images, timing, camera angle, and other editing abilities can impact information. <p><u>LMS Notes:</u></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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| 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 | | | | |
| Independent Learning | 6.1.1 | ...states personal standards of excellence. | | | | | <ol style="list-style-type: none"> 1. ...participate in peer groups and other discussions. 2. ...participate in electronic communication forums designed to encourage discourse on the topic. 3. ...seek expert opinion through a variety of mechanisms (e.g., interviews, email, listservs). <p><u>LMS Notes:</u></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> | | |
| Independent Learning | 6.1.2 | ...validates understanding and interpretation of information through discourse with other individuals, subject-area experts and/or practitioners. | | | | | <ol style="list-style-type: none"> 1. ...participate in peer groups and other discussions. 2. ...participate in electronic communication forums designed to encourage discourse on the topic. 3. ...seek expert opinion through a variety of mechanisms (e.g., interviews, email, listservs). <p><u>LMS Notes:</u></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 | ...recognizes gaps in one's own knowledge. | | | | | <p>1. ...further investigate a research question by incorporating additional details reflecting conversation with an expert on the topic.</p> <p>2. ...from the knowledge obtained, check for quality and revise as needed to add to or extend the body of knowledge.</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> | | |
| 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. | | | | | <p>1. ...further investigate a research question by incorporating additional details reflecting conversation with an expert on the topic.</p> <p>2. ...from the knowledge obtained, check for quality and revise as needed to add to or extend the body of knowledge.</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 | ...evaluates outside information sources used to resolve an information problem or question (e.g., community college, university, government agencies). | | | | | 1. ...prepare a multimedia presentation for the senior project/portfolio that investigates a real world problem. LMS Notes: | | 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. 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. ...develop a sign-up process defining equitable use of resources for a specific time period in order to complete their projects. LMS Notes: | | 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. 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. | | | | | <p>1. ...debate a challenge to a book such as <i>To Kill a Mockingbird</i> or <i>Huckleberry Finn</i>.</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 | ...cites sources properly, makes copies and incorporates texts and images only with appropriate clearance, etc., when creating information products, in order to avoid plagiarism. | | | | | <p>1. ...follows a recognized bibliographic citation style in all reports.</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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| | | | | 1 | 2 | 3 | 4 | | | | |
| Social Responsibility | 9.1.1 | ...helps groups move to consensus after substantive conversation and sharing among all members of the group. | | | | | 1. ...working in teams, choose a platform, nominate a candidate, and conduct a mock mayoral election. LMS Notes: | | 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 | ...helps to organize and integrate the contributions of all the group into information products. | | | | | 1. ...develop a survey of interests to help senior determine the appropriate college choice. LMS Notes: | | 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 | ...applies strategies for identifying and solving problems. | | | | | 1. ...research technology systems, resources, and services to solve technical problems. 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 | 11.1.1 | ...understands ethical issues related to technology. | | | | | <ol style="list-style-type: none"> 1. ...debate the advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. 2. ...forecast changes in laws and legislation that might result from the exponential growth of technology. 3. ...debate the position that technology has been a powerful force in reshaping the social, cultural, and economic landscape, citing references and examples. <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> | | |
| Technology Literacy | 11.1.2 | ...understands cultural issues related to technology. | | | | | <ol style="list-style-type: none"> 1. ...debate the advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. 2. ...forecast changes in laws and legislation that might result from the exponential growth of technology. 3. ...debate the position that technology has been a powerful force in reshaping the social, cultural, and economic landscape, citing references and examples. <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. | | | | | <ol style="list-style-type: none"> 1. ...debate the advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. 2. ...forecast changes in laws and legislation that might result from the exponential growth of technology. 3. ...debate the position that technology has been a powerful force in reshaping the social, cultural, and economic landscape, citing references and examples. <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. | | | | | <ol style="list-style-type: none"> 1. ...make informed choices among technology systems, resources, and services. <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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| Technology Literacy | 11.2.2 | ...practices responsible use of information. | | | | | | 1. ...make informed choices among technology systems, resources, and services. 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. ...make informed choices among technology systems, resources, and services. 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 | ...develops positive attitudes toward technology uses that support for lifelong learning. | | | | | | 1. ...articulate how different factors, such as individual curiosity, advertising, strength of the economy, the goals of a company and current trends, contribute to shaping the design of, and demand for, various technologies. 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 | 11.3.2 | ...develops positive attitudes toward technology uses that support collaboration. | | | | | | 1. ...articulate how different factors, such as individual curiosity, advertising, strength of the economy, the goals of a company and current trends, contribute to shaping the design of, and demand for, various technologies. 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 | 11.3.3 | develops positive attitudes toward technology uses that support personal pursuits. | | | | | | 1. ...articulate how different factors, such as individual curiosity, advertising, strength of the economy, the goals of a company and current trends, contribute to shaping the design of, and demand for, various technologies. 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. ...articulate how different factors, such as individual curiosity, advertising, strength of the economy, the goals of a company and current trends, contribute to shaping the design of, and demand for, various technologies. 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. | | | | | <p>1. ...compile an electronic exit portfolio that demonstrates his/her college or vocational readiness.</p> <p>LMS Notes: Clarifications of information provided in the indicators, benchmarks, and instructional examples.</p> <p>Some examples have been adapted from: <u>National Educational Technology Students for Students: Connection Curriculum and Technology</u>. International Society for Technology in Education, 2000.</p> | | <p>Standard 12: The student uses technology productivity tools.</p> <p>Benchmark 1: The student uses technology tools to enhance learning, increase productivity, and promote creativity.</p> | | |
| Technology Literacy | 12.1.2 | ...uses technology tools to increase productivity. | | | | | <p>1. ...compile an electronic exit portfolio that demonstrates his/her college or vocational readiness.</p> <p>LMS Notes: Clarifications of information provided in the indicators, benchmarks, and instructional examples.</p> <p>Some examples have been adapted from: <u>National Educational Technology Students for Students: Connection Curriculum and Technology</u>. International Society for Technology in Education, 2000.</p> | | <p>Standard 12: The student uses technology productivity tools.</p> <p>Benchmark 1: The student uses technology tools to enhance learning, increase productivity, and promote creativity.</p> | | |

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| Technology Literacy | 12.1.3 | ...uses technology tools to promote learning. | | | | | <p>1. ...compile an electronic exit portfolio that demonstrates his/her college or vocational readiness.</p> <p>LMS Notes: Clarifications of information provided in the indicators, benchmarks, and instructional examples.</p> <p>Some examples have been adapted from: <u>National Educational Technology Students for Students: Connecting Curriculum and Technology</u>. International Society for Technology in Education, 2000.</p> | | <p>Standard 12: The student uses technology productivity tools.</p> <p>Benchmark 1: The student uses technology tools to enhance learning, increase productivity, and promote creativity.</p> | | |
| Technology Literacy | 12.2.1 | ...uses productivity tools to collaborate in constructing technology-enhanced models. | | | | | <p>1. ...create a resume or portfolio to apply for positions on interest.</p> <p>LMS Notes: Some examples have been adapted from: <u>National Educational Technology Students for Students: Connecting Curriculum and Technology</u>. International Society for Technology in Education, 2000. Salina Public Schools Technology Document.</p> | | <p>Standard 12: The student uses technology productivity tools.</p> <p>Benchmark 2: The student uses productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.</p> | | |

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| | | | | 1 | 2 | 3 | 4 | | | | |
| Technology Literacy | 12.2.2 | ...uses productivity tools to prepare publications. | | | | | | <p>1. ...create a resume or portfolio to apply for positions on interest.</p> <p>LMS Notes: Some examples have been adapted from: <u>National Educational Technology Students for Students: Connecting Curriculum and Technology</u>. International Society for Technology in Education, 2000. Salina Public Schools Technology Document.</p> | | <p>Standard 12: The student uses technology productivity tools.</p> <p>Benchmark 2: The student uses productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.</p> | |
| Technology Literacy | 12.2.3 | ...uses productivity tools to produce other creative works. | | | | | | <p>1. ...create a resume or portfolio to apply for positions on interest.</p> <p>LMS Notes: Some examples have been adapted from: <u>National Educational Technology Students for Students: Connecting Curriculum and Technology</u>. International Society for Technology in Education, 2000. Salina Public Schools Technology Document.</p> | | <p>Standard 12: The student uses technology productivity tools.</p> <p>Benchmark 2: The student uses productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.</p> | |

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| Technology Literacy | 13.1.1 | ...uses telecommunications to collaborate with peers, experts, and other audiences. | | | | | <p>1. ...plan and conduct their own collaborative projects using their school's available telecommunication tools (e.g., interactive websites and videoconferencing).</p> <p>2. ...locate and use online applications (e.g., educational, career, scholarship).</p> <p>LMS Notes: Adapted from NETS and Ohio technology standards</p> | | <p>Standard 13: The student uses technology communication tools.</p> <p>Benchmark 1: The student uses telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.</p> | | |
| Technology Literacy | 13.1.2 | ...uses telecommunications to publish with peers, experts, and other audiences. | | | | | <p>1. ...plan and conduct their own collaborative projects using their school's available telecommunication tools (e.g., interactive websites and videoconferencing).</p> <p>2. ...locate and use online applications (e.g., educational, career, scholarship).</p> <p>LMS Notes: Adapted from NETS and Ohio technology standards</p> | | <p>Standard 13: The student uses technology communication tools.</p> <p>Benchmark 1: The student uses telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.</p> | | |

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| | | | | 1 | 2 | 3 | 4 | | | | |
| Technology Literacy | 13.1.3 | ...uses telecommunications to interact with peers, experts, and other audiences. | | | | | <p>1. ...plan and conduct their own collaborative projects using their school's available telecommunication tools (e.g., interactive websites and videoconferencing).</p> <p>2. ...locate and use online applications (e.g., educational, career, scholarship).</p> <p>LMS Notes: Adapted from NETS and Ohio technology standards</p> | | <p>Standard 13: The student uses technology communication tools.</p> <p>Benchmark 1: The student uses telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.</p> | | |
| Technology Literacy | 13.2.1 | ...uses a variety of media to communicate information and ideas effectively to multiple audiences. | | | | | <p>1. ...design own online portfolio, resume, or webpage to share with potential employers.</p> <p>LMS Notes: Adapted from NETS and Ohio standards.</p> | | <p>Standard 13: The student uses technology communication tools.</p> <p>Benchmark 2: The student uses a variety of media and formats to communicate information and ideas effectively to multiple audiences.</p> | | |
| Technology Literacy | 13.2.2 | ...uses a variety of formats to communicate information and ideas effectively to multiple audiences. | | | | | <p>1. ...design own online portfolio, resume, or webpage to share with potential employers.</p> <p>LMS Notes: Adapted from NETS and Ohio standards.</p> | | <p>Standard 13: The student uses technology communication tools.</p> <p>Benchmark 2: The student uses a variety of media and formats to communicate information and ideas effectively to multiple audiences.</p> | | |

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| | | | | 1 | 2 | 3 | 4 | | | | |
| Technology Literacy | 14.1.1 | ...uses appropriate technology tools to locate information. | | | | | <p>1. ...take a computer skills inventory assessment when looking at future occupational decisions.</p> <p>LMS Notes: Some examples have been adapted or taken from USD 305 Salina Public Schools Technology Curriculum.</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 | 14.1.2 | ...uses appropriate technology tools to collect information. | | | | | <p>1. ...take a computer skills inventory assessment when looking at future occupational decisions.</p> <p>LMS Notes: Some examples have been adapted or taken from USD 305 Salina Public Schools Technology Curriculum.</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 | 14.1.3 | ...uses appropriate technology to evaluate information. | | | | | <p>1. ...take a computer skills inventory assessment when looking at future occupational decisions.</p> <p>LMS Notes: Some examples have been adapted or taken from USD 305 Salina Public Schools Technology Curriculum.</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> | | |

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| | | | | 1 | 2 | 3 | 4 | | | | |
| Technology Literacy | 14.2.1 | ...uses appropriate technology tools to process data. | | | | | <p>1. ...use technology tools to model complex systems of information to improve the communication of and access to the information (e.g., modeling physics principals, graphic/geographic information system, weather modeling).</p> <p>LMS Notes: Some examples have been adapted or taken from USD 305 Salina Public Schools Technology Curriculum.</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. ...use technology tools to model complex systems of information to improve the communication of and access to the information (e.g., modeling physics principals, graphic/geographic information system, weather modeling).</p> <p>LMS Notes: Some examples have been adapted or taken from USD 305 Salina Public Schools Technology Curriculum.</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. | | | | | <p>1. ...take a computer skills inventory assessment when looking at future occupational decisions.</p> <p>LMS Notes: Some examples have been adapted or taken from USD 305 Salina Public Schools Technology Curriculum.</p> | | <p>Standard 14: The student uses technology research tools.</p> <p>Benchmark 3: The student evaluates and selects new information resources and technological innovations based on the appropriateness for specific tasks.</p> | | |
| Technology Literacy | 15.1.1 | ...uses technology resources to solve problems. | | | | | <p>1. ...compile data, using it to make predictions (e.g., size and scope of the universe with an acceptable margin or error).</p> <p>LMS Notes: National Educational Technology Standards for Students: Connecting Curriculum and Technology.</p> | | <p>Standard 15: The student uses technology problem-solving and decision-making tools.</p> <p>Benchmark 1: The student uses technology resources for solving problems.</p> | | |
| Technology Literacy | 15.2.1 | ...selects technology resources to make informed decisions. | | | | | <p>1. ...collect data to analyze how variables might affect results (e.g., the state by state results of the 2004 Presidential election, looking at the key states in the election that could have changed the election results.</p> <p>LMS Notes: National Educational Technology Standards for Students: Connecting Curriculum and Technology.</p> | | <p>Standard 15: The student uses technology problem-solving and decision-making tools.</p> <p>Benchmark 2: The student uses technology resources to make informed decisions.</p> | | |

**TOPEKA PUBLIC SCHOOLS
LIBRARY MEDIA TECHNOLOGY - GRADE 12
INSTRUCTIONAL GUIDE**

| 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 | 15.3.1 | ...selects appropriate technology to solve problems. | | | | | | 1. ...select appropriate technologies to create, present, and store projects as part of their senior portfolio. 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. ...select appropriate technologies to create, present, and store projects as part of their senior portfolio. 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. | |