VALLEY CENTER USD 262
LIBRARY MEDIA TECHNOLOGY - GRADE 6
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…	Proficient	Correlation to Ks. Lib. Media & Tech. Benchmark	Curriculum Connections
				1	2	3	4				
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.	…uses appropriate editorial style for referencing documentation.						**1.** ...independently use the parts of the book. **2.** …with assistance, use 'see' and 'see also' cross reference. **3.** …with guidance, extend their use of print and electronic indexes. **4.** …with guidance, extend their use of bibliographies and footnotes to a larger variety of sources. **LMS Notes:** The emphasis is on the process of correctly citing original sources.		**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.	

ESS - Essential
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EXT - Extended
KSA - Ks Performance Assessment

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Information Literacy	1.3.1	…develops essential questions that go beyond fact finding.						**1.** …with guidance, formulate two or three essential questions relevant to a topical assignment, e.g. what effects did the ancient Aztecs have on today's society? **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.	
Information Literacy	1.4.1	…independently uses information sources and the accompanying technology (e.g., interlibrary loan, world wide web searches, government agencies, and geographical dictionary).						**1.** ...explore online tutorials. **2.** …use a variety of library material formats as part of the research process, e.g., print, nonprint, electronic, video and audio. **3.** …understand that public library items may be placed on hold, reserved or ordered to meet information needs. **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 information found outside of the library (e.g., virtual libraries, subject experts, field trips, and museums).						**1.** ...practice downloading digital images from a teacher-approved site, e.g., Kansas Historical Society. **2.** …conduct a teacher-directed electronic search. **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 location information.	

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Information Literacy	1.5.2	…interacts with media of various types and lengths (e.g., indexes, including quotations and poetry, geographical dictionaries, and historical atlases).						**1.** ...practice downloading digital images from a teacher-approved site, e.g., Kansas Historical Society. **2.** …conduct a teacher-directed electronic search. **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 location information.	
Information Literacy	1.5.3	…conducts an electronic search.						**1.** ...practice downloading digital images from a teacher-approved site, e.g., Kansas Historical Society. **2.** …conduct a teacher-directed electronic search. **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 location information.	

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Information Literacy	2.1.1	...compares and contrasts two sources to verify accuracy and relevance of information.						**1.** …use several different sources for a research project, comparing information found in various sources, current and appropriate according to copyright date, authority, bias. **2.** …compare materials written by two opposing view points, such as, a book funded by the National Rifle Association and one written by council advocating more gun control.* *Adopted from Pittsburg, Kansas Schools LM Standards **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	...determines, with guidance, how different points of view can influence the facts and opinions present in controversial issues.						**1.** ...describe how information and ideas are influenced by prior knowledge and personal experience. **2.** ...use multicultural books as a focus for discussion of personal life experiences (ex. Nightjohn, by Gary Paulsen). [Adopted from Pittsburg, Kansas Schools LM standards] **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	…with guidance, has the knowledge and skills to organize an information product.						**1.** ...with teacher guidance, use a problem-solving model, such as Handy Five, Big Six, to organize by audience and purpose. **2.** ...with teacher guidance, construct a content specific concept for a report, poster, display, or electronic presentation. **LMS Notes:**		**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	3.2.1	…demonstrates the knowledge and skills, with guidance, the ability to analyze and synthesize information on given topics from more than one source and more than one format, to create new meanings.						**1.** …with guidance, use a variety of primary and secondary sources, in a variety of formats related to a given content area, to construct a synthesis project, such as a poster, handout, brochure, essay, or an electronic presentation. **LMS Notes:**		**Standard 3:** The student who is information literate <u>uses the information</u> 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, demonstrates knowledge and skills to apply a problem solving model to critical issues encountered in various academic and life situations.						**1.** …with guidance, use a five or six step basic problem solving model to outline a critical issue encountered in various academic and life situations, (such as those related to language, culture, ethnicity, and/or religion of ancient civilizations), identify gaps, refine and revise outlines as needed, and to propose a solution. **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	…with guidance, has the knowledge and skills to effectively communicate information in the most appropriate format.						**1.** …with guidance, choose the most appropriate format for presenting information by identifying an audience, and considering length of presentation and type of information to share, and justify their choices. **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	…explore a range of resources related to one's personal interests and well-being.						**1.** …conduct a subject search of print or electronic resources of recreational activities available in the student's community. **LMS Notes:**		**Standard 4:** The student who is an independent learner is information literate and <u>pursues information</u> 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	4.2.1	…evaluates the information product for use related to personal interest and reliability.						**1.** ...choose a leisure-time activity of personal interest, e.g., theater, music. **2.** ...explore a range of information sources to find information on aspects of the topic. **3.** ...create a product promoting real life purposes, e.g., publicizing a concert though newspaper article, ads, brochures. Information power, p. 23 **LMS Notes:** Use an organizational tool, such as the Hand 5 or the Big Six for gathering information.		**Standard 4:** The student who is an independent learner is information literate and <u>pursues information</u> 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	4.2.2	…create information products and solutions related to topics of personal interest.						**1.** ...choose a leisure-time activity of personal interest, e.g., theater, music. **2.** ...explore a range of information sources to find information on aspects of the topic. **3.** ...create a product promoting real life purposes, e.g., publicizing a concert though newspaper article, ads, brochures. Information power, p. 23 **LMS Notes:** Use an organizational tool, such as the Hand 5 or the Big Six for gathering information.		**Standard 4:** The student who is an independent learner is information literate and <u>pursues information</u> related to personal interests. **Benchmark 2**: The student designs, develops, and evaluates information products and solutions to related personal interests.	
Independent Learning	5.1.1	…with guidance, will explore and identify characteristics of a variety of genres, cultures, and time periods. Wichita School District						**1.** ...will seek a variety of information resources in different formats for information and personal enjoyment, e.g., books and videos. **2.** ...with guidance will participate in a book discussion group. **LMS Notes:**		**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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Independent Learning	5.1.2	…with guidance, will evaluate the strengths and weakness of the literature read and will read self-selected materials form outside the school. Wichita School District						**1.** ...will seek a variety of information resources in different formats for information and personal enjoyment, e.g., books and videos. **2.** ...with guidance will participate in a book discussion group. **LMS Notes:**		**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.	
Independent Learning	5.2.1	…with guidance, analyzes and explains information presented in various formats, recognizes the relationships of parts and the whole in visual and/or aural messages.						**1.** ...will read a book and its sequel and discuss the relationship of parts of the story to the whole, e.g., *Sarah Plain and Tall* . **2.** ...check the historical accuracy of the novels and check them against some pioneer women's personal accounts of their lives. Information Power, p. 27 **LMS Notes:**		**Standard 5**: The student who is an independent learner is information literate and <u>appreciates literature</u> 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	5.3.1	…applies knowledge from visual and/or aural messages and uses this knowledge in new, more complex contexts, e.g., video tapes, role playing, broadcasts, posters, computer-generated presentations, collage, and poems.						**1.** …applies knowledge from a story to role-play a character's dilemma. **LMS Notes:**		**Standard 5:** The student who is an independent learner is information literate and <u>appreciates literature</u> and other creative expressions of information. **Benchmark 3**: The student develops creative products in a variety of formats.	
Independent Learning	6.1.1	…analyzes the product for clarification, reorganization, and elimination of extraneous information.						**1.** ...watch a role-play of a character's dilemma by a peer. **2.** ...analyze, with guidance, for clarification, reorganization of ideas and/or elimination of extraneous information. **LMS Notes:**		**Standard 6:** The student who is an independent learner is information literate and <u>strives for excellence</u> 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	…with guidance, selects and applies appropriate strategies for revising, improving and updating work, e.g., proofreading.						**1.** ...work in pairs on a research project in civics. **2.** ...determine the best format, revising as needed, e.g., written report, visual presentation, other kinds of product. **3.** ...create the product. **LMS Notes:**		**Standard 6:** The student who is an independent learner is information literate and <u>strives for excellence</u> in information seeking and knowledge generation. **Benchmark 2:** The student devises strategies for revising, improving, and updating self-generating knowledge.	
Social Responsibility	7.1.1	…accesses extended information resources (e.g., television/radio stations, museum).						**1.** …compare and contrast news coverage in different regions of the country. Through video clips, determine the effect of the locality on the presentation. **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 information from diverse sources, contexts, and disciplines.	

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Social Responsibility	7.2.1	…uses information resources efficiently so that they are available for others to use.						**1.** …discuss alternative methods of accessing library materials if an item is in use, e.g., reserve system, interlibrary loan. **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.	
Social Responsibility	8.1.1	…participates in discussion about the First Amendment rights, responsibilities, and intellectual freedom.						**1.** …reference the First Amendment of the Constitution and compare and contrast what are rights and what are responsibilities in a community. **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 <u>practices ethical behavior</u> in regard to information and information technology. **Benchmark 1:** The student respects the principles of intellectual freedom.	

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Social Responsibility	8.2.1	…analyzes sources and/or products to determine the steps necessary to respect intellectual property right (e.g., creation of a research paper, development of a multimedia product).			**1.** …create a work cited page with a research paper. **LMS Notes:**		**Standard 8:** The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology. **Benchmark 2:** The student respects intellectual property rights.	
Social Responsibility	9.1.1	…seeks, communicates actively, and integrates information within a group to create a common product.			**1.** …working in groups, develop promotional buttons for your school. **LMS Notes:**		**Standard 9:** The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information. **Benchmark 1:** The student shares knowledge and information with others.	

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Social Responsibility	9.2.1	…encourages consideration of ideas and information from all group members.			**1.** …working in groups, choose a community problem to research and then develop a solution to present to the class. **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.** …show how to find answers to research questions using computer resources, CD-Roms, and Internet. **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.						**1.** …discuss how new technologies have resulted from the demands, values, and interests of individuals, businesses, industries, and societies. **2.** …compare key concepts of intellectual property including ownership of technology, copyright, patent, trademark, trade name, and discuss consequences of violating other's intellectual property rights. **3.** ...explain the role of technology in the social and economic development of society. **4.** ...follow policies presented in the district Acceptable Usage Policy (AUP) and discuss consequences of inappropriate use of technology. **LMS Notes:**		**Standard 11:** The student demonstrates knowledge of social, ethical, and human issues. **Benchmark 1:** The student understands the ethical, cultural, and societal issues related to technology.	

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Technology Literacy	11.1.2	…understands cultural issues related to technology.						**1.** …discuss how new technologies have resulted from the demands, values, and interests of individuals, businesses, industries, and societies. **2.** …compare key concepts of intellectual property including ownership of technology, copyright, patent, trademark, trade name, and discuss consequences of violating other's intellectual property rights. **3.** ...explain the role of technology in the social and economic development of society. **4.** ...follow policies presented in the district Acceptable Usage Policy (AUP) and discuss consequences of inappropriate use of technology. **LMS Notes:**		**Standard 11:** The student demonstrates knowledge of social, ethical, and human issues. **Benchmark 1:** The student understands the ethical, cultural, and societal issues related to technology.	

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Technology Literacy	11.1.3	…understands societal issues related to technology.						**1.** …discuss how new technologies have resulted from the demands, values, and interests of individuals, businesses, industries, and societies. **2**. …compare key concepts of intellectual property including ownership of technology, copyright, patent, trademark, trade name, and discuss consequences of violating other's intellectual property rights. **3.** ...explain the role of technology in the social and economic development of society. **4.** ...follow policies presented in the district Acceptable Usage Policy (AUP) and discuss consequences of inappropriate use of technology. **LMS Notes:**		**Standard 11:** The student demonstrates knowledge of social, ethical, and human issues. **Benchmark 1:** The student understands the ethical, cultural, and societal issues related to technology.	
Technology Literacy	11.2.1	…practices responsible use of technology systems.						**1.** …describe and give options for dealing with obsolete hardware in a responsible manner. **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	11.2.2	…practices responsible use of information.						**1.** …describe and give options for dealing with obsolete hardware in a responsible manner. **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.** …describe and give options for dealing with obsolete hardware in a responsible manner. **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.** …use technology to collaborate with others and credit all participants for their contribution to the work. **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	11.3.2	…develops positive attitudes toward technology uses that support collaboration.						**1.** …use technology to collaborate with others and credit all participants for their contribution to the work.\n**LMS Notes:**		**Standard 11:** The student demonstrates knowledge of social, ethical, and human issues.\n**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.** …use technology to collaborate with others and credit all participants for their contribution to the work.\n**LMS Notes:**		**Standard 11:** The student demonstrates knowledge of social, ethical, and human issues.\n**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.** …use technology to collaborate with others and credit all participants for their contribution to the work.\n**LMS Notes:**		**Standard 11:** The student demonstrates knowledge of social, ethical, and human issues.\n**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	12.1.1	...uses technology tools to enhance learning. .						**1.** …organize information by creating a graphic organizer using concept-mapping software (e.g., Inspiration). **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.** …organize information by creating a graphic organizer using concept-mapping software (e.g., Inspiration). **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.** …organize information by creating a graphic organizer using concept-mapping software (e.g., Inspiration). **LMS Notes:**		**Standard 12:** The student uses technology productivity tools. **Benchmark 1:** The student uses technology tools to enhance learning, increase productivity, and promote creativity.	

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Technology Literacy	12.2.1	...uses productivity tools to collaborate in constructing technology-enhanced models.						**1.** …use concept-mapping software (e.g., Inspiration, to design flow charts [e.g., how water and nutrients are absorbed and used by a plant]). **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 concept-mapping software (e.g., Inspiration, to design flow charts [e.g., how water and nutrients are absorbed and used by a plant]). **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 concept-mapping software (e.g., Inspiration, to design flow charts [e.g., how water and nutrients are absorbed and used by a plant]). **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.** …use "Ask an Expert" sites to research a topic. **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 "Ask an Expert" sites to research a topic. **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 "Ask an Expert" sites to research a topic. **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.	

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

Library Media Goals	P.I.#	Student Performance Indicator The student…	ESS EXP EXT KSA	Time Allocation				Sample Teaching Strategy: The LMS has the student…	Proficient	orrelation to Ks. Lib. Media & Tech. Benchmark	Curriculum Connections
				1	2	3	4				
Technology Literacy	13.2.1	...uses a variety of media to communicate information and ideas effectively to multiple audiences.						**1.** …combine individually designed slides to create a presentation on a unit of study to share with parents at a Family Night or parent-teacher conferences. **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.** …combine individually designed slides to create a presentation on a unit of study to share with parents at a Family Night or parent-teacher conferences. **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.** …evaluate, as a class, a website for accuracy and reliability. **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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Library Media Goals	P.I.#	Student Performance Indicator The student…	ESS EXP EXT KSA	Time Allocation				Sample Teaching Strategy: The LMS has the student…	Proficient	Correlation to Ks. Lib. Media & Tech. Benchmark	Curriculum Connections
				1	2	3	4				
Technology Literacy	14.1.2	...uses appropriate technology tools to collect information.						**1.** …evaluate, as a class, a website for accuracy and reliability. **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	14.1.3	...uses appropriate technology to evaluate information.						**1.** …evaluate, as a class, a website for accuracy and reliability. **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.** …use technology application to organized the main idea and supporting details, (e.g., plot in narrative, main idea and supporting details in expository, technical or persuasive). **LMS Notes:**		**Standard 14:** The student uses technology research tools. **Benchmark 2:** The student uses technology tools to process data and report results.	

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Library Media Goals	P.I.#	Student Performance Indicator The student…	ESS EXP EXT KSA	Time Allocation				Sample Teaching Strategy: The LMS has the student…	Proficient	Correlation to Ks. Lib. Media & Tech. Benchmark	Curriculum Connections
				1	2	3	4				
Technology Literacy	14.2.2	...uses appropriate technology tools to report results.						**1.** …use technology application to organized the main idea and supporting details, (e.g., plot in narrative, main idea and supporting details in expository, technical or persuasive). **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.** …evaluate, as a class, a website for accuracy and reliability. **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.** …track, plot, and explain the local data (e.g., changing location of the sunrise and weekly zenith in the sky, explaining the changing seasons and why this information was so important in ancient civilizations. **LMS Notes:**		**Standard 15:** The student uses technology problem-solving and decision-making tools. **Benchmark 1:** The student uses technology resources for solving problems.	

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KSA - Ks Performance Assessment

Library Media Goals	P.I.#	Student Performance Indicator The student…	ESS EXP EXT KSA	Time Allocation				Sample Teaching Strategy: The LMS has the student	Proficient	Correlation to Ks. Lib. Media & Tech. Benchmark	Curriculum Connections
				1	2	3	4				
Technology Literacy	15.2.1	…uses technology resources to make informed decisions.						**1.** …collect data on sources, cost, and technical details of music download websites to select the best option for their needs. **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.** …use technology to analyze data for personal improvement (e.g., state practice assessment data to calculate how many questions they will have to answer correctly to move up to the next proficiency level on the actual assessment.). **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 technology to analyze data for personal improvement (e.g., state practice assessment data to calculate how many questions they will have to answer correctly to move up to the next proficiency level on the actual assessment.). **LMS Notes:**		**Standard 15:** The student uses technology problem-solving and decision-making tools. **Benchmark 2:** The student uses technology resources for solving problems and making informed decisions.	

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