

**VALLEY CENTER USD 262
LIBRARY MEDIA TECHNOLOGY - GRADE 7
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...	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.					<p>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.</p> <p>LMS Notes: Teach a problem-solving model such as The Handy 5, Big 6 and I Search.</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.	...uses appropriate editorial style for referencing documentation.					<p>1. ...independently use the parts of the book.</p> <p>2. ...independently use 'see' and 'see also' cross reference.</p> <p>3. ...independently extend their use of print and electronic indexes.</p> <p>4. ...independently use bibliographies and footnotes.</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>		
Information Literacy	1.3.1	...develops essential questions that go beyond fact finding.					<p>1. ...with assistance, formulate two or three essential questions relevant to a topical assignment, e.g. what are the effects of a natural disaster on a nation's economy?</p> <p>LMS Notes:</p>		<p>Standard 1: The student who is information literate <u>accesses information</u> efficiently and effectively.</p> <p>Benchmark 3: The student formulates questions based on information needs.</p>		

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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)						<p>1. ...discuss search strategies and information retrieval methods with the LMS/Teacher Librarian as needed.</p> <p>2. ...understand there are many types of libraries that serve a variety of purposes, e.g., school, public, academic, government.</p> <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 students identifies a variety of potential sources of information.</p>	
Information Literacy	1.5.1	...locates information found outside of the library (e.g., virtual libraries, subject experts, field trips, and museums)						<p>1. ...identify local off-campus sources of information relative to a specific topic.</p> <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., indexes, including quotations and poetry, geographical dictionaries, and historical atlases).						<p>1. ...identify local off-campus sources of information relative to a specific topic.</p> <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	...conducts an electronic search (e.g., key word, title, author, subject).						1. ...identify local off-campus sources of information relative to a specific topic. 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	...compares and contrasts multiple sources and formats with assistance 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. ...discuss about how to best determine the accuracy of materials, such as checking copyright date, authority of author, and research-base of material.* *Adopted from Pittsburg, Kansas Schools LM Standards 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.	

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Information Literacy	2.2.1	...determines, with assistance, how different points of view can influence the facts and opinions present in controversial issues.					<p>1. ...discuss and compare methods used to present information in local newspaper reports, radio and television news reports, and magazine reports, on a specific topic. Examine each for:</p> <ul style="list-style-type: none"> a. purpose b. point of view c. bias d. stereotypes e. audience <p>Use discussions to chart facts and fiction.</p> <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>		
Information Literacy	3.1.1	...with minimal assistance, has the knowledge and skills to organize an information product.					<p>1. ...with assistance, where needed, use a problem-solving model, such as Handy Five, Big Six to organize and construct a content specific concept for a report, poster, display, or electronic presentation.</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>		

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Information Literacy	3.2.1	...demonstrates the knowledge and skills, with assistance, 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 assistance, 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.	
Information Literacy	3.3.1	...with guidance and assistance, demonstrates knowledge and skills to apply a problem solving model to critical issues encountered in various academic and life situations.						1. ...with assistance, 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 economic, political, cultural, and social process related to Kansas), 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 <u>uses the information</u> accurately and creatively. Benchmark 3: The student applies information to critical thinking and problem solving.	

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Information Literacy	3.4.1	...with assistance, has the knowledge and skills to effectively communicate information in the most appropriate format.						1. ...with assistance, 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 <u>uses the information</u> accurately and creatively. Benchmark 4: The student produces and communicates information and ideas in appropriate formats.	
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 available health care facilities in student's local area. 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.	

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Independent Learning	4.2.1	...evaluates the information product for use related to personal interest and reliability.					<ol style="list-style-type: none"> 1. ...choose a health-related campaign, e.g., immunization, blood mobile, breast cancer awareness. 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., develop a public service announcement. <p>LMS Notes: Use an organized tool, such as the hand 5 or the Big Six for gathering information.</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	...create information products and solutions related to topics of personal interest.					<ol style="list-style-type: none"> 1. ...choose a health-related campaign, e.g., immunization, blood mobile, breast cancer awareness. 2. ...explore a range of information sources to find information of aspects of the topic. 3. ...creates a product promoting real life purposes, e.g., develop a public service announcement. <p>LMS Notes: Use an organized tool, such as the hand 5 or the Big Six for gathering information</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	...with assistance, will explore and identify characteristics of a variety of genres, cultures, and time periods.					<ol style="list-style-type: none"> ...will seek a variety of information resources in different formats for information and personal enjoyment, e.g., books and videos. ...will present a booktalk on a self-selected resource. <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 1: The student is a competent and self-motivated reader.</p>		
Independent Learning	5.1.2	...with assistance, will evaluate the strengths and weakness of the literature read and will read self-selected materials from outside the school.					<ol style="list-style-type: none"> ...will seek a variety of information resources in different formats for information and personal enjoyment, e.g., books and videos. ...will present a booktalk on a self-selected resource. <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 1: The student is a competent and self-motivated reader.</p>		
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.					<ol style="list-style-type: none"> ...with guidance, select an author to research. ...find the author's web page and e-mail address. ...write to the author about his/her experiences. <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>		

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

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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. ...uses the knowledge of an author to formulate a news story tailored for a school broadcast. 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 peer simulation of a broadcast story about an author. 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.						<ol style="list-style-type: none"> 1. ...work in pairs on a research project in the fine arts or visual arts. 2. ...determine the best format, revising as needed, e.g., written report, visual presentation, other kinds of product. 3. ...create the product. <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 2: The student devises strategies for revising, improving and updating self-generating knowledge.</p>	
Social Responsibility	7.1.1	...compares several information sources; seeks diverse perspectives.						<ol style="list-style-type: none"> 1. ...compare and contrast the Greco-Roman myths to those of another culture (e.g., Chinese, Australian, Native American). <p><u>LMS Notes:</u></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>	

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Social Responsibility	7.2.1	...uses information resources efficiently so that they are available for others to use.					1. ...discuss the checkout limitations for number of books and time periods allowed and the negative consequences for others if items are returned damaged or not in a timely manner. 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. ...compare candidates' point of view in an upcoming election. 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. ...demonstrate how to include footnotes or in-text citations in a research paper. LMS Notes:		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 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. ...create a brochure for the school library. 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.		

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Social Responsibility	9.2.1	...encourages consideration of ideas and information from all group members.						1. ...create a survey concerning a relevant school topic. 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. ...solve problems using all available technologies for inquiry, investigation, analysis, and presenting conclusions. 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.						<p>1. ...relate ways that the uses of inventions and innovations have led to changes in society and the creation of new needs and wants.</p> <p>2. ...determine the steps necessary to respect intellectual property rights (e.g., obtain permission from the owner, credit the sources of the items, pay a licenses fee to use the item).</p> <p>3. ...analyze situations that arise regarding the use of intellectual property, including ethical considerations.</p> <p>4. ...follow policies presented in the district Acceptable Usage Policy (AUP) and discuss consequences of inappropriate use of technology.</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	11.1.2	...understands cultural issues related to technology.						<p>1. ...relate ways that the uses of inventions and innovations have led to changes in society and the creation of new needs and wants.</p> <p>2. ...determine the steps necessary to respect intellectual property rights (e.g., obtain permission from the owner, credit the sources of the items, pay a license fee to use the item).</p> <p>3. ...analyze situations that arise regarding the use of intellectual property, including ethical considerations.</p> <p>4. ...follow policies presented in the district Acceptable Usage Policy (AUP) and discuss consequences of inappropriate use of technology.</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.					<ol style="list-style-type: none"> 1. ...relate ways that the uses of inventions and innovations have led to changes in society and the creation of new needs and wants. 2. ...determine the steps necessary to respect intellectual property rights (e.g., obtain permission from the owner, credit the sources of the items, pay a license fee to use the item. 3. ...analyze situations that arise regarding the use of intellectual property, including ethical considerations. 4. ...follow policies presented in the district Acceptable Usage Policy (AUP) and discuss consequences of inappropriate use of technology. <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	11.2.1	...practices responsible use of technology systems.					<ol style="list-style-type: none"> 1. ...understand that installations of software requires an appropriate software license, and that the license determines how many times the software may be installed. <p><u>LMS Notes:</u></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. ...understand that installations of software requires an appropriate software license, and that the license determines how many times the software may be installed. <u>LMS Notes:</u>		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 installations of software requires an appropriate software license, and that the license determines how many times the software may be installed. <u>LMS Notes:</u>		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. ...describe how the use of technology affects humans in various ways including their safety, comfort, choices, and attitudes about technology's development and use. <u>LMS Notes:</u>		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. ...describe how the use of technology affects humans in various ways including their safety, comfort, choices, and attitudes about technology's development and use. <u>LMS Notes:</u>		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. ...describe how the use of technology affects humans in various ways including their safety, comfort, choices, and attitudes about technology's development and use. <u>LMS Notes:</u>		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. ...describe how the use of technology affects humans in various ways including their safety, comfort, choices, and attitudes about technology's development and use. <u>LMS Notes:</u>		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	12.1.1	...uses technology tools to enhance learning.						1. ...participate in webquest activities to discover new information about a given topic. 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. ...participate in webquest activities to discover new information about a given topic. 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. ...participate in webquest activities to discover new information about a given topic. LMS Notes:		Standard 12: The student uses technology productivity tools. Benchmark 1: The student uses technology tools to enhance learning, increase productivity, and promote creativity.	

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Technology Literacy	P.I.#	Student Performance Indicator The student...	ESS EXP EXT KSA	Time Allocation				Sample Teaching Strategy: The LMS/Teacher Librarian has the student	Proficient	Correlation to Ks. Lib. Media & Tech. Benchmark	Curriculum Connections
				1	2	3	4				
Technology Literacy	12.2.1	...uses productivity tools to collaborate in constructing technology-enhanced models.						1. ...use a spreadsheet and drawing software to design a room (e.g., the ideal bedroom, limited by size and price). 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 a spreadsheet and drawing software to design a room (e.g., the ideal bedroom, limited by size and price). 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 a spreadsheet and drawing software to design a room (e.g., the ideal bedroom, limited by size and price). LMS Notes:		Standard 12: The student uses technology productivity tools. Benchmark 2: The student uses productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.	

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Technology Literacy	P.I.#	Student Performance Indicator The student...	ESS EXP EXT KSA	Time Allocation				Sample Teaching Strategy: The LMS/Teacher Librarian has the student...	Proficient	Correlation to Ks. Lib. Media & Tech. Benchmark	Curriculum Connections
				1	2	3	4				
Technology Literacy	13.1.1	...uses telecommunications to collaborate with peers, experts, and other audiences.						1. ...engage in virtual learning activities (e.g., virtual museum tours.simulations). 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. ...engage in virtual learning activities (e.g., virtual museum tours.simulations). 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. ...engage in virtual learning activities (e.g., virtual museum tours.simulations). LMS Notes:		Standard 13: The student uses technology communication tools. Benchmark 1: The student uses telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	

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Technology Literacy	13.2.1	...uses a variety of media to communicate information and ideas effectively to multiple audiences.						1. ...work collaboratively on a newsletter reflecting unit of study using publication software (e.g., Publisher). 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. ...work collaboratively on a newsletter reflecting unit of study using publication software (e.g., Publisher). 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. ...locate online information and verify in print resources. 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.					1. ...locate online information and verify in print resources. 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. ...locate online information and verify in print resources. 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. ...create a presentation using an application of their choice to compare and contrast a topic, (e.g., the inner and outer planets). LMS Notes:		Standard 14: The student uses technology research tools. Benchmark 2: The student uses technology tools to process data and report results.		
Technology Literacy	14.2.2	...uses appropriate technology tools to report results.					1. ...create a presentation using an application of their choice to compare and contrast a topic, (e.g., the inner and outer planets). 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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Technology Literacy	14.3.1	...surveys possible information resources and selects appropriate resources for specific tasks.					<p>1. ...locate online information and verify in print resources.</p> <p>LMS Notes:</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. ... Track and use online data (e.g., track ocean vessels, collecting data on their location, direction and speed and then predict where the vessel may be heading and its expected arrival time).</p> <p>LMS Notes:</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. ...use current data in a design project (e.g., design their own room within set size and cost boundaries, calculating the amount of floor covering and paint required for the room and then creating a spreadsheet to calculate the cost of these items).</p> <p>LMS Notes:</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>		

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Technology Literacy	15.3.1	...selects appropriate technology to solve problems.						1. ...use online map sources to draw conclusions (e.g., GoogleEarth to look at land use in their area, contact area residents to review land use trends). <u>LMS Notes:</u>		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 online map sources to draw conclusions (e.g., GoogleEarth to look at land use in their area, contact area residents to review land use trends). <u>LMS Notes:</u>		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.	