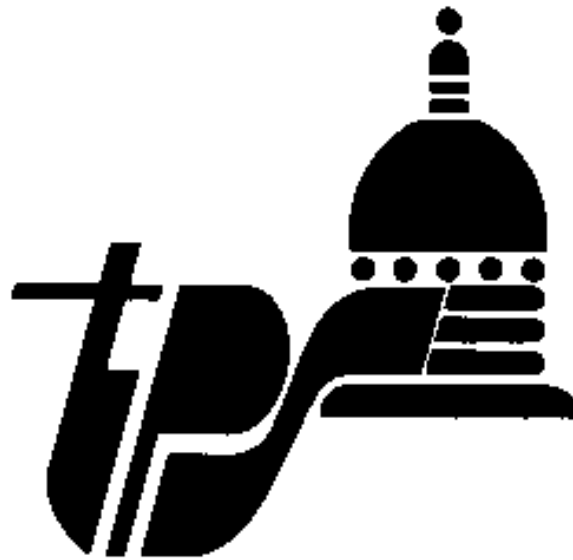


TOPEKA PUBLIC SCHOOLS



Library Media & Technology – Grade 11 Instructional Guide

Draft June, 2007

Aligned with the Kansas Model Curricular Standards for Library Media and Technology, 2007



MISSION:

The mission of the Topeka Public Schools Library Media Program is to empower all students and staff to be effective users of information and information technology in order to communicate ideas and solve problems in an ever-changing world, and to foster life-long literacy.

**Improve student achievement
Foster literacy
Produce technologically astute students
Nurture life-long learning**

VISION:

The **library media specialist will provide instruction for all students and staff** about finding and using information and will encourage all to read for pleasure. Through collaboration with teachers and other school staff, instruction will support differentiated student learning, the development of reading skills, the use of instructional technology, and the use of information to solve problems. Students will be encouraged to pursue knowledge and to read beyond the formal curriculum in pursuit of their individual interests.

The **library media specialist will provide access to information and technology equipment** for both students and staff. Policies and procedures will provide equitable and easy use of information resources and materials. The library media center resources and materials will be selected to support the school curricula, multicultural interests, multiple issue perspectives, multiple skills and abilities and general student interests. They will be organized and accessible to all. Where possible, access to information and resources beyond the walls of the library media center will be provided.

The **library media center environment will encourage learning**. The library media specialist, other school staff and students will work together with respect and rapport to establish a culture for investigation and a love of literature. The physical appearance and design of the media center will be comfortable, inviting and spark interest in a variety of intellectual pursuits.

Information Problem Solving Model Topeka Public Schools

The Topeka Public Schools has adopted a simple information problem solving model to use across the curriculum and in the library media curriculum. The model is a 5-step process that can be used in any curriculum, K-12. It gives students and teachers a common vocabulary for addressing “finding and using information” in classroom activities as well as an approach to problem solving that can be used in any subject area.

Below is a comparison of this problem solving model, known as the Handy 5 , to the Big Six model of Eisenberg and Berkowitz. Classroom posters of the model are available from the TPS Media Services office.

<p style="text-align: center;">Kansas Association of School Librarians Integrated Problem Solving Model January 31, 1996</p> <p style="text-align: center;">The Handy Five</p>	<p>The KASL model was initially based on and closely associated with Michael B. Eisenberg and Robert E Berkowitz, <u>INFORMATION PROBLEM SOLVING: THE BIG SIX SKILLS APPROACH TO LIBRARY AND INFORMATION SKILLS INSTRUCTION</u>, Norwood, New Jersey; Ablex Publishing Corp., 1990, p24</p> <p style="text-align: center;">Definitions of the Big Six Skills</p>
<ol style="list-style-type: none"> 1. Information Problem Solving: Define Task <i>Assignment: What needs to be done?</i> 2. Information Problem Solving: Information Seeking Strategies <i>Plan of Action: What resources can I use?</i> 3. Information Problem Solving: Locate, Access and Use Information <i>Doing the Job: Where can I find these resources? What can I use from these resources?</i> 4. Information Problem Solving: Synthesize and Present Information <i>Finished Product: What can I make to finish the job?</i> 5. Information Problem Solving: Evaluation Process <i>Evaluation: How will I know I did my job well?</i> 	<ol style="list-style-type: none"> 1. Task definition: <ol style="list-style-type: none"> 1.1 Define the problem 1.2 Identify the information requirements of the problem. 2. Information Seeking Strategies: <ol style="list-style-type: none"> 2.1 Determine the range of possible sources. 2.2 Evaluate the different possible sources to determine priorities. 3. Locate and Access: <ol style="list-style-type: none"> 3.1 Locate sources (intellectually and physically). 3.2 Find information within sources. 4. Use of Information: <ol style="list-style-type: none"> 4.1 Engage (e.g., read hear, view) the information in a source. 4.2 Extract information from a source. 5. Synthesis: <ol style="list-style-type: none"> 5.1 Organize information from multiple sources. 5.2 Present information. 6. Evaluation: <ol style="list-style-type: none"> 6.1 Judge the product (effectiveness). 6.2 Judge the information problem-solving process (efficiency).

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				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 <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. ...view 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).						1. ...understand the importance of diverse information and access to information in a democratic society. 2. ...identify a topic and share multiple perspectives. <u>LMS Notes:</u>		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 sources independently.						1. ...introduce an interest inventory pertaining to college choices or career fields. 2. ...use electronic government documents to obtain income tax forms. <u>LMS Notes:</u>		Standard 1: The student who is information literate <u>accesses information</u> efficiently and effectively. Benchmark 5: The student develops and uses successful strategies for locating information.	
Information Literacy	1.5.2	...interacts with media of various types and lengths (e.g., periodical index in a variety of formats, government documents, sources of career information, online databases, interlibrary loan, or other media).						1. ...introduce an interest inventory pertaining to college choices or career fields. 2. ...use electronic government documents to obtain income tax forms. <u>LMS Notes:</u>		Standard 1: The student who is information literate <u>accesses information</u> efficiently and effectively. Benchmark 5: The student develops and uses successful strategies for locating information.	

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Information Literacy	1.5.3	...refines electronic searches.						1. ...introduce an interest inventory pertaining to college choices or career fields. 2. ...use electronic government documents to obtain income tax forms. <u>LMS Notes:</u>		Standard 1: The student who is information literate <u>accesses information</u> efficiently and effectively. Benchmark 5: The student develops and uses successful strategies for locating information.	
Information Literacy	2.1.1	...selects accurate and relevant facts from different sources and usually determines the adequacy of the information gathered according to the topic, questions, or product that is expected.						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. <u>LMS Notes:</u>		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 as appropriate in one's own work.						1. ... discuss the subject to gather knowledge, to introduce new vocabulary, and to discuss the purpose for research. The teacher helps the students develop logical questions to aid in comprehension of the text. 2. ...negotiate, clarify, and defend opinions in large and small discussion groups. <u>LMS Notes:</u>		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	...demonstrates the knowledge and skills to organize an information product.						1. ...with assistance, chooses an area or topic from one of the content areas, and consults multiple reference resources to organize the information problem or question at hand. 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	...with assistance, demonstrates the knowledge and skills to analyze, synthesize and evaluate information on more complex topics from multiple sources and multiple formats to create new meanings.						1. ...with assistance, use complex content-related topics from multiple sources and multiple formats to present new ideas in oral, written, or multi-media presentation and evaluate the effectiveness of the presentation. LMS Notes: Use the learning domains in Bloom's Taxonomy.		Standard 3: The student who is information literate <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 minimal assistance, analyzes a problem solving process and evaluates resulting knowledge for relevance, effectiveness, and overall appropriateness.						1. ...with minimal assistance, use a five or six step basic problem solving model to analyze a problem such as those in embedded in communication arts, English literature and/or composition, mathematics, science, social studies, family consumer sciences, business education, fine arts, and/or physical education, to propose a solution and to evaluate resulting knowledge for relevance, effectiveness, and overall appropriateness. LMS Notes: Use the Super 3, Big 6, and/or the Handy 5 problem solving models. The complexity of the problem-solving model should increase at the upper grade levels.		Standard 3: The student who is information literate <u>uses the information</u> accurately and creatively. Benchmark 3: The student applies information to critical thinking and problem solving.	
Information Literacy	3.4.1	...has knowledge and skills to utilize a variety of formats to communicate and disseminate information and ideas, and to evaluate the effectiveness of their product.						1. ...with assistance, produce an electronic presentation on a content-based issue of their choice. 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.	

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Independent Learning	4.1.1	...uses information literacy strategies for real-life situations.						1. ...research a career of choice and develop a plan for attaining that goal, e.g., a timeline, cost analysis, financial aid, higher learning institution/vocational training. <u>LMS Notes:</u>		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	4.1.2	...applies information problem-solving skills to personal life.						1. ...research a career of choice and develop a plan for attaining that goal, e.g., a timeline, cost analysis, financial aid, higher learning institution/vocational training. <u>LMS Notes:</u>		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	...applies prior and new information to the planning, creation, and evaluation of a particular information product.						<p>1. ...choose an aspect of their personal family or cultural heritage.</p> <p>2. ...explore a range of information sources to find information on aspects of the topic.</p> <p>3. ...create an information product, e.g., a family tree, electronic scrapbook, or digital collection of songs or celebrations.</p> <p>4. ...respond to feedback about how they could make the product better, e.g., peer review.</p> <p>LMS Notes: Show students the wide variety of formats for recording family heritage. Introduce design elements for visual design elements.</p>		<p>Standard 4: The student who is an independent learner is information literate and <u>pursues information</u> related to personal interests.</p> <p>Benchmark 2: The student designs, develops and evaluates information products and solutions to related personal interests.</p>	

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Independent Learning	4.2.2	...synthesizes main ideas to construct new concepts.						<p>1. ...choose an aspect of their personal family or cultural heritage.</p> <p>2. ...explore a range of information sources to find information on aspects of the topic.</p> <p>3. ...create an information product, e.g., a family tree, electronic scrapbook, or digital collection of songs or celebrations.</p> <p>4. ...respond to feedback about how they could make the product better, e.g., peer review.</p> <p>LMS Notes: Show students the wide variety of formats for recording family heritage. Introduce design elements for visual design elements.</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.						<p>1. ...choose an aspect of their personal family or cultural heritage.</p> <p>2. ...explore a range of information sources to find information on aspects of the topic.</p> <p>3. ...create an information product, e.g., a family tree, electronic scrapbook, or digital collection of songs or celebrations.</p> <p>4. ...respond to feedback about how they could make the product better, e.g., peer review.</p> <p>LMS Notes: Show students the wide variety of formats for recording family heritage. Introduce design elements for visual design elements.</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	4.2.4	...judges the quality of one's own information products and solutions related to topics of personal interest.						<p>1. ...choose an aspect of their personal family or cultural heritage.</p> <p>2. ...explore a range of information sources to find information on aspects of the topic.</p> <p>3. ...create an information product, e.g., a family tree, electronic scrapbook, or digital collection of songs or celebrations.</p> <p>4. ...respond to feedback about how they could make the product better, e.g., peer review.</p> <p>LMS Notes: Show students the wide variety of formats for recording family heritage. Introduce design elements for visual design elements.</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. ...choose a self-selection from a recognized booklist, e.g., BBYA, What the College Board Student Should Read, Michael Printz Award, Alex Award.</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>Assist teachers in choosing high-quality literature to supplement and enrich their curricular studies.</p> <p>Provide students with lists of suggested books.</p>		<p>Standard 5: The student who is an independent learner is information literate and <u>appreciates literature</u> and other creative expressions of information.</p> <p>Benchmark 1: The student is a competent and self-motivated reader.</p>	

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Independent Learning	5.1.2	...understands complex forms of literary expression.						<p>1. ...choose a self-selection from a recognized booklist, e.g., BBYA, What the College Board Student Should Read, Michael Printz Award, Alex Award.</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>Assist teachers in choosing high-quality literature to supplement and enrich their curricular studies.</p> <p>Provide students with lists of suggested books.</p>		<p>Standard 5: The student who is an independent learner is information literate and <u>appreciates literature</u> and other creative expressions of information.</p> <p>Benchmark 1: The student is a competent and self-motivated reader.</p>	

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Independent Learning	5.1.3	...reads a variety of award-winning material, from classic literature to best sellers.						<p>1. ...choose a self-selection from a recognized booklist, e.g., BBYA, What the College Board Student Should Read, Michael Printz Award, Alex Award.</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>Assist teachers in choosing high-quality literature to supplement and enrich their curricular studies.</p> <p>Provide students with lists of suggested books.</p>		<p>Standard 5: The student who is an independent learner is information literate and <u>appreciates literature</u> and other creative expressions of information.</p> <p>Benchmark 1: The student is a competent and self-motivated reader.</p>	

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Independent Learning	5.1.4	...evaluates the strengths and weaknesses of the literature read.						<p>1. ...choose a self-selection from a recognized booklist, e.g., BBYA, What the College Board Student Should Read, Michael Printz Award, Alex Award.</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>Assist teachers in choosing high-quality literature to supplement and enrich their curricular studies.</p> <p>Provide students with lists of suggested books.</p>		<p>Standard 5: The student who is an independent learner is information literate and <u>appreciates literature</u> and other creative expressions of information.</p> <p>Benchmark 1: The student is a competent and self-motivated reader.</p>	

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Independent Learning	5.1.5	...reads regularly for pleasure.						<p>1. ...choose a self-selection from a recognized booklist, e.g., BBYA, What the College Board Student Should Read, Michael Printz Award, Alex Award.</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>Assist teachers in choosing high-quality literature to supplement and enrich their curricular studies.</p> <p>Provide students with lists of suggested books.</p>		<p>Standard 5: The student who is an independent learner is information literate and <u>appreciates literature</u> and other creative expressions of information.</p> <p>Benchmark 1: The student is a competent and self-motivated reader.</p>	

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Independent Learning	5.2.1	...identifies potential information resources in such formats as digital, video, virtual reality, and print.						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. <u>LMS Notes:</u>		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.	
	5.2.2	applies personal criteria for choosing literature and other creative expressions of information.						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. <u>LMS Notes:</u>		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	5.2.3	relates literature and other creative expressions of information to personal experiences.						<p>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.</p> <p>2. ...determine the purpose of a specific production or presentation.</p> <p>3. ...identify criteria for judging the effectiveness of a production or presentation.</p> <p>4. ...judge how well the production or presentation meets identified criteria.</p> <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>	
	5.3.1	...creates products that capitalize on each format's particular strengths.						<p>1. ...tell stories and act out stories and plays.</p> <p>2. ...write book reviews and share with other students.</p> <p>3. ...audio or video tape an interview.</p> <p>4. ...create presentations to express ideas or tell a story.</p> <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.						1. ...tell stories and act out stories and plays. 2. ...write book reviews and share with other students. 3. ...audio or video tape an interview. 4. ...create presentations to express ideas or tell a story. <u>LMS Notes:</u>		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	5.3.3	...recognizes that format has an effect on content.						1. ...tell stories and act out stories and plays. 2. ...write book reviews and share with other students. 3. ...audio or video tape an interview. 4. ...create presentations to express ideas or tell a story. <u>LMS Notes:</u>		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.	

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Independent Learning	6.1.1	...states personal standards of excellence.						1. ...examine and compare information from various sources in order to evaluate reliability, validity, accuracy, authority, timelines, and point of view or bias. <u>LMS Notes:</u>		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.	
Independent Learning	6.1.2	...recognizes and understands own biases and cultural context.						1. ...examine and compare information from various sources in order to evaluate reliability, validity, accuracy, authority, timelines, and point of view or bias. <u>LMS Notes:</u>		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	...recognizes gaps in one's own knowledge.						1. ...further investigate a research question by incorporating additional details reflecting conversation with an expert on the topic. 2. ...from the knowledge obtained, check for quality and revise as needed to add to or extend the body of knowledge. <u>LMS Notes:</u>		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.	
Independent Learning	6.2.2	...selects and applies appropriate strategies for filling the gaps, e.g., peer review, focus groups, reaction panels, comparisons with models and trial and revision strategies.						1. ...further investigate a research question by incorporating additional details reflecting conversation with an expert on the topic. 2. ...from the knowledge obtained, check for quality and revise as needed to add to or extend the body of knowledge. <u>LMS Notes:</u>		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.	

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Social Responsibility	7.1.1	...uses sources representing a variety of contexts, perspectives, disciplines, and cultures.						1. ...in preparation for a debate on the subject of immigration in the early 1900's in the United States, interview a descendant from a different culture, gather information from a variety of sources to support the debate question. <u>LMS Notes:</u>		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.	
	7.2.1	...actively supports and/or creates strategies for ensuring equitable access to information resources.						1. ...uses an interlibrary loan source as one source for a written paper. <u>LMS Notes:</u>		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.						1. ...working in groups, develop a challenged materials policy that is suitable for a school. 2. ...compare the student-developed policy with the school's actual policy. <u>LMS Notes:</u> 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.	
Social Responsibility	8.2.1	...cites sources properly, makes copies and incorporates texts and images only with appropriate clearance, etc., when creating information products, in order to avoid plagiarism.						1. ...understand the copyright laws as explained by a local attorney. <u>LMS Notes:</u>		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.	

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Social Responsibility	9.1.1	...helps groups move to consensus after substantive conversation and sharing among all members of the group.						1. ...develop campaign materials for a mock election. <u>LMS Notes:</u>		Standard 9: The student who contributes positively to the learning community and to society is information literate and <u>participates effectively in groups</u> to pursue and generate information. Benchmark 1: The student shares knowledge and information with others.	
	9.2.1	...helps to organize and integrate the contributions of all the group into information products.						1. ...develop a community service project that could be implemented. <u>LMS Notes:</u>		Standard 9: The student who contributes positively to the learning community and to society is information literate and <u>participates effectively in groups</u> to pursue and generate information. Benchmark 2: The student respects other's ideas and backgrounds and acknowledges their contributions.	
Technology Literacy	10.1.1	...applies strategies for identifying and solving problems.						1. ...research technology systems, resources, and services to solve technical problems 2. ...research options for local Internet access (e.g., cost, speed, reliability of connection, value for the money) <u>LMS Notes:</u>		Standard 10: The student understands basic operations and concepts. Benchmark 1: The student demonstrates a sound understanding of the nature of operation of technology systems.	

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Technology Literacy	10.1.2	...makes informed choices among technology systems, resources, and services.						1. ...research technology systems, resources, and services to solve technical problems. 2. ...research options for local Internet access (e.g., cost, speed, reliability of connection, value for the money). 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.	
Technology Literacy	11.1.1	...understands ethical issues related to technology.						1. ...describe how changes caused by the use of technology can range from gradual to rapid, and from subtle to obvious. 2. ...examine and discuss how technology, its use, and resultant societal changes are viewed by different ethnic, cultural, and religious groups. 3. ...debate the ethical considerations involved in the development or deployment of new technologies (e.g., medical technologies to create or extend life, satellite imagery, software to capture content or monitor user activity). 4. ...compare and evaluate the advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. LMS Notes:		Standard 11: The student demonstrates knowledge of social, ethical, and human issues. Benchmark 1: The student understands ethical, cultural and societal issues related to technology.	

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				1	2	3	4				
Technology Literacy	11.1.2	...understands cultural issues related to technology.						<p>1. ...describe how changes caused by the use of technology can range from gradual to rapid, and from subtle to obvious.</p> <p>2. ...examine and discuss how technology, its use, and resultant societal changes are viewed by different ethnic, cultural, and religious groups.</p> <p>3. ...debate the ethical considerations involved in the development or deployment of new technologies (e.g., medical technologies to create or extend life, satellite imagery, software to capture content or monitor user activity).</p> <p>4. ...compare and evaluate the advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole.</p> <p><u>LMS Notes:</u></p>		<p>Standard 11: The student demonstrates knowledge of social, ethical, and human issues.</p> <p>Benchmark 1: The student understands ethical, cultural and societal issues related to technology.</p>	

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Technology Literacy	11.1.3	...understands societal issues related to technology.						<p>1. ...describe how changes caused by the use of technology can range from gradual to rapid, and from subtle to obvious.</p> <p>2. ...examine and discuss how technology, its use, and resultant societal changes are viewed by different ethnic, cultural, and religious groups.</p> <p>3. ...debate the ethical considerations involved in the development or deployment of new technologies (e.g., medical technologies to create or extend life, satellite imagery, software to capture content or monitor user activity).</p> <p>4. ...compare and evaluate the advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole.</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>	
Technology Literacy	11.2.1	...practices responsible use of technology systems.						<p>1. ...assess technology systems and resources and services relative to responsible usage 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 2: The student practices responsible use of technology systems, information, and software.</p>	

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				1	2	3	4				
Technology Literacy	11.2.2	...practices responsible use of information.						1. ...assess technology systems and resources and services relative to responsible usage of technology. <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. ...assess technology systems and resources and services relative to responsible usage of technology. <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.	

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Technology Literacy	11.3.1	...develops positive attitudes toward technology uses that support for lifelong learning.						1. ...compare and evaluate the advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. <u>LMS Notes:</u>		Standard 11: The student demonstrates knowledge of social, ethical, and human issues. Benchmark 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. ...compare and evaluate the advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. <u>LMS Notes:</u>		Standard 11: The student demonstrates knowledge of social, ethical, and human issues. Benchmark 3: The student develops positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.	

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Technology Literacy	11.3.3	develops positive attitudes toward technology uses that support personal pursuits.						1. ...compare and evaluate the advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. <u>LMS Notes:</u>		Standard 11: The student demonstrates knowledge of social, ethical, and human issues. Benchmark 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. ...compare and evaluate the advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. <u>LMS Notes:</u>		Standard 11: The student demonstrates knowledge of social, ethical, and human issues. Benchmark 3: The student develops positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.	
Technology Literacy	12.1.1	...uses technology tools to enhance learning.						1. ...present a visual representation using concept-mapping software (e.g., character relationships with Inspiration). <u>LMS Notes:</u>		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	12.1.2	...uses technology tools to increase productivity.						1. ...present a visual representation using concept-mapping software (e.g., character relationships with 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. ...present a visual representation using concept-mapping software (e.g., character relationships with 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	12.2.1	...uses productivity tools to collaborate in constructing technology-enhanced models.						1. ...use desktop publishing software to produce a school newspaper, yearbook, and/or magazine). 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	12.2.2	...uses productivity tools to prepare publications.						1. ...use desktop publishing software to produce a school newspaper, yearbook, and/or magazine). 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 desktop publishing software to produce a school newspaper, yearbook, and/or magazine). 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	13.1.1	...uses telecommunications to collaborate with peers, experts, and other audiences.						1. ...locate and employ web-based learning (tutorials, virtual classes, etc.). 2. ...locate and use online applications (e.g., educational, career, scholarship). LMS Notes:		Standard 13: The student uses technology communication tools. Benchmark 1: The student uses telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	

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				1	2	3	4				
Technology Literacy	13.1.2	...uses telecommunications to publish with peers, experts, and other audiences.						1. ...locate and employ web-based learning (tutorials, virtual classes, etc.). 2. ...locate and use online applications (e.g., educational, career, scholarship). 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. ...locate and employ web-based learning (tutorials, virtual classes, etc.). 2. ...locate and use online applications (e.g., educational, career, scholarship). 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	13.2.1	...uses a variety of media to communicate information and ideas effectively to multiple audiences.						1. ...gather information and share results using online communication tools (e.g., e-mail discussions, listserv, www.writely.com or blogs). LMS Notes:		Standard 13: The student uses technology communication tools. Benchmark 2: The student uses a variety of media and formats to communicate information and ideas effectively to multiple audiences.	

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				1	2	3	4				
Technology Literacy	13.2.2	...uses a variety of formats to communicate information and ideas effectively to multiple audiences.						1. ...gather information and share results using online communication tools (e.g., e-mail discussions, listserv, www.writely.com or blogs). LMS Notes:		Standard 13: The student uses technology communication tools. Benchmark 2: The student uses a variety of media and formats to communicate information and ideas effectively to multiple audiences.	
Technology Literacy	14.1.1	...uses appropriate technology tools to locate information.						1. ...use probes (e.g., thermometers, pH, velocity, to collect and present data). LMS Notes:		Standard 14: The student uses technology research tools. Benchmark 1: The student uses technology to locate, collect, and evaluate information from a variety of sources.	
Technology Literacy	14.1.2	...uses appropriate technology tools to collect information.						1. ...use probes (e.g., thermometers, pH, velocity, to collect and present data). 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. ...use probes (e.g., thermometers, pH, velocity, to collect and present data). 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	14.2.1	...uses appropriate technology tools to process data.						1. ...apply emerging technology tools and resources for managing and communicating personal/professional information (e.g., distance learning, voice-recognition tools, personal digital devices, automatic identification systems, bar codes, radio frequency tags). 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. ...apply emerging technology tools and resources for managing and communicating personal/professional information (e.g., distance learning, voice-recognition tools, personal digital devices, automatic identification systems, bar codes, radio frequency tags). LMS Notes:		Standard 14: The student uses technology research tools. Benchmark 2: The student uses technology tools to process data and report results.	
Technology Literacy	14.3.1	...surveys possible information resources and selects appropriate resources for specific tasks.						1. ...use probes (e.g., thermometers, pH, velocity, to collect and present data). LMS Notes:		Standard 14: The student uses technology research tools. Benchmark 3: The student evaluates and selects new information resources and technological innovations based on the appropriateness for specific tasks.	

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				1	2	3	4				
Technology Literacy	15.1.1	...uses technology resources to solve problems.						1. ...use government online data to analyze and make predictions (e.g., the federal census records to analyze ethnic diversity). <u>LMS Notes:</u>		Standard 15: The student uses technology problem-solving and decision-making tools. Benchmark 1: The student uses technology resources for solving problems.	
Technology Literacy	15.2.1	...selects technology resources to make informed decisions.						1. ...analyze prices and options to make a financial decision (e.g., the price per square foot of the housing market in their area to calculate the amount of insurance that should be carried on their home in case of total loss). <u>LMS Notes:</u>		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. ...select appropriate technology to study a local problem and find possible causes and solutions (e.g., a local fish kill in a lake, collecting and evaluating data to draw conclusions about cause and solutions). <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.	

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				1	2	3	4				
Technology Literacy	15.3.2	...selects appropriate technology to make informed decisions.						1. ...select appropriate technology to study a local problem and find possible causes and solutions (e.g., a local fish kill in a lake, collecting and evaluating data to draw conclusions about cause and solutions). <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.	

Possible Accommodations for Special Education and/or Struggling Students

Because of “No Child Left Behind” and the importance of insuring that all students are successful, it may be necessary to consider accommodations for students who seem to be struggling in your class. The following is simply a list of ideas you may want to consider.

BEHAVIORS

Praise specific behaviors
Keep classroom rules simple/clear
Allow for short breaks
Cue student to stay on task (non-verbal signs)
Allow student time out of seat to run errands
Ignore inappropriate behaviors not drastically outside classroom limits
Increase immediacy of rewards
Give extra privileges and rewards
Make “prudent use” of negative consequences
Implement a classroom behavior management system
Allow legitimate movement
Contract with student
Implement time-out procedures
For each student, determine whether: “This student’s exceptionality
would/would not cause him/her to violate school/class rules.”

ASSIGNMENTS

Give extra time to complete tasks
Require fewer correct responses to achieve grade
Provide access to Study Skills
Shorten assignments or break work into smaller segments
Notify Study Skills teacher (or special education teacher) of any missing assignments or C/R (correct & return)
Simplify complex directions
Provide structured routine in written form
Give frequent short quizzes and avoid long quizzes
Allow typewritten or computer-generated assignments

ORGANIZATION

Provide peer assistance with organizational skills
Write daily assignment on board for student to copy in individual planner
Develop reinforcement system for school work completion
Provide feedback in planner
Provide on-going supervision of planner completion

PHYSICAL ROOM ARRANGEMENTS

Seat student near teacher and away from distractions
Seat student away from others, but within sight of teacher
Avoid distracting stimuli (high traffic areas, pencil sharpener, doorway, view of hall, etc.)
Seat student near a positive role model
Stand near student while giving directions or presenting lessons
Increase distance between student desks
Seat student near front and center for visual/hearing needs

LESSON PRESENTATION

Pair students to check work
Provide peer tutoring/cooperative learning groups
Underline key points
Make sure directions are understood
Break longer presentations into short segments
Provide written outlines
Write key points on board/overhead
Provide visual aides
Provide copies of notes to student
Provide copies of notes to Study Skills teacher
Include a variety of activities during each lesson
Teach through multi-sensory modes

TEST TAKING

Allow extra time
Use more objective items and/or fewer essay responses
Clarify questions during the test
Accept oral responses for essay questions
Allow open-book tests
Provide quiet room free from distractors