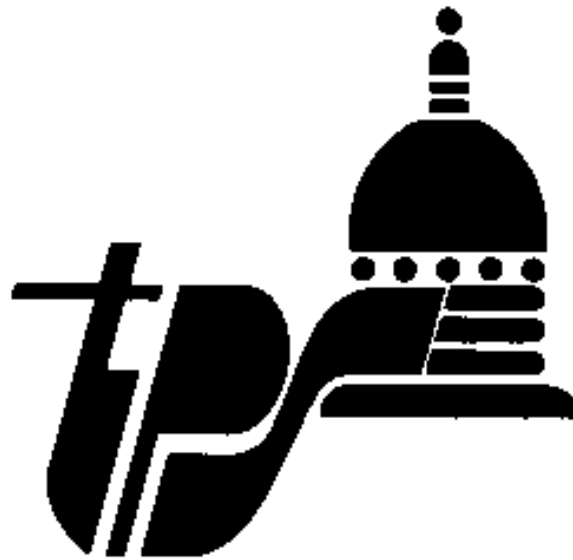


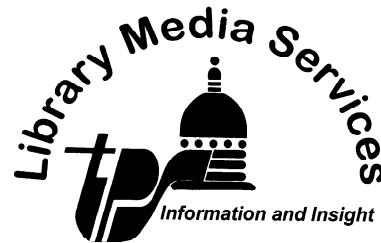
TOPEKA PUBLIC SCHOOLS



Library Media & Technology – Grade 9 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).

**TOPEKA PUBLIC SCHOOLS
LIBRARY MEDIA TECHNOLOGY - GRADE 9
INSTRUCTIONAL GUIDE**

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				1	2	3	4				
Information Literacy	1.1.1reviews 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 use examples of school department suggested style sheet for documentation. LMS Notes:		Standard 1: The student who is information literate <u>accesses information</u> efficiently and effectively. Benchmark 2: The student recognizes that accurate and comprehensive information is the basis for intelligent decision making.	
Information Literacy	1.3.1	...revises questions as information needs change.						1. ...begin with an initial set of core questions and, with guidance, 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.	

**TOPEKA PUBLIC SCHOOLS
LIBRARY MEDIA TECHNOLOGY - GRADE 9
INSTRUCTIONAL GUIDE**

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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 that there are local and regional archival collections of various types. 2. ...understand that there are various kinds of resources available in paper and electronic formats. 3. ...access government libraries and information services, e.g., Kan-Ed and university digital collections. 4. ...locate resources using title, subject, author, keyword and advanced searches in the library catalog or with appropriate online resources, e.g., Boolean operators or limiters, copyright year, or material type. <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. ...critically review two or more web sites according to a list of criteria. <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.	

**TOPEKA PUBLIC SCHOOLS
LIBRARY MEDIA TECHNOLOGY - GRADE 9
INSTRUCTIONAL GUIDE**

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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. ...critically review two or more web sites according to a list of criteria. <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	1.5.3	...refines electronic searches.						1. ...critically review two or more web sites according to a list of criteria. <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.	

**TOPEKA PUBLIC SCHOOLS
LIBRARY MEDIA TECHNOLOGY - GRADE 9
INSTRUCTIONAL GUIDE**

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Information Literacy	2.1.1	...realizes that conflicting facts are found in different sources and understands the terms accurate, relevant, and comprehensive.						<p>1. ...discuss effective ways to identify relevant, quality print and electronic information resources throughout the year.</p> <ul style="list-style-type: none"> - Provide opportunities to compare and contrast print resources such as encyclopedias for accuracy, relevance, and comprehensiveness. - Review and discuss evaluation criteria for electronic information resources. - Visit websites and authoritative, up-to-date information and identify reliable sources that evaluate websites (e.g., Evalutech, ALA). - Review and practice using rubrics for evaluating websites. <p>2. ...examine bogus websites, e.g., Holocaust, racial discrimination.</p> <p>3. ...develop bookmark files of reliable websites on a variety of topics.</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 1: The student determines accuracy, relevance, and comprehensiveness.</p>	

**TOPEKA PUBLIC SCHOOLS
LIBRARY MEDIA TECHNOLOGY - GRADE 9
INSTRUCTIONAL GUIDE**

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Information Literacy	2.2.1	...recognizes facts, opinions, and point of view and sometimes determines when it is appropriate in one's own work.						1. ...identify, discuss, and explain each other's point of view and biases in their writing during a peer editing activity. <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.	
Information Literacy	3.1.1	...demonstrates the knowledge and skills to organize an information product.						1. ...with assistance, organize chronologically, topically, and hierarchically, an information product about a current event using a paper or electronic news source. <u>LMS Notes:</u>		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 guidance, 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 guidance, 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. <u>LMS Notes:</u> Teach 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.	

**TOPEKA PUBLIC SCHOOLS
LIBRARY MEDIA TECHNOLOGY - GRADE 9
INSTRUCTIONAL GUIDE**

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Information Literacy	3.3.1	...with guidance, analyzes a problem solving process and evaluates resulting knowledge for relevance, effectiveness, and overall appropriateness.						1. ...with guidance, 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.	
	3.4.1	...has knowledge and skills to review the range of formats and their selection criteria to choose the most appropriate format for an information need.						1. ...with guidance and in groups, develop a script format for a daily news broadcast for the high school. 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.	

**TOPEKA PUBLIC SCHOOLS
LIBRARY MEDIA TECHNOLOGY - GRADE 9
INSTRUCTIONAL GUIDE**

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Independent Learning	4.1.1	...uses information literacy strategies for real-life situations.						<p>1. ...research physical fitness assessments and develop a personal fitness plan, e.g., diet, exercise, including cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition.</p> <p>*From Information Power, p. 22 <u>LMS Notes:</u></p>		<p>Standard 4: The student who is an independent learner is information literate and <u>pursues information</u> related to personal interests.</p> <p>Benchmark 1: The student seeks information related to various dimensions of personal well being, such as career interest, community involvement, health matters, and recreational pursuits.</p>	
Independent Learning	4.1.2	...applies information problem-solving skills to personal life.						<p>1. ...research physical fitness assessments and develop a personal fitness plan, e.g., diet, exercise, including cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition.</p> <p>*From Information Power, p. 22 <u>LMS Notes:</u></p>		<p>Standard 4: The student who is an independent learner is information literate and <u>pursues information</u> related to personal interests.</p> <p>Benchmark 1: The student seeks information related to various dimensions of personal well being, such as career interest, community involvement, health matters, and recreational pursuits.</p>	

**TOPEKA PUBLIC SCHOOLS
LIBRARY MEDIA TECHNOLOGY - GRADE 9
INSTRUCTIONAL GUIDE**

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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 a physical activity of personal interest.</p> <p>2. ...explore a range of information sources to find information on aspects of the topic.</p> <p>3. ...working in small groups, create and share information products that promote individual choices and personal decisions about physical activities, e.g., a poster session, small group presentation.</p> <p>4. ...respond to feedback/evaluations they reflect on how they can make changes in products and solutions.</p> <p>*from Information Power, p. 24</p> <p>LMS Notes: Show students how to use truncation and wildcards in internet searches.</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>	

**TOPEKA PUBLIC SCHOOLS
LIBRARY MEDIA TECHNOLOGY - GRADE 9
INSTRUCTIONAL GUIDE**

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				1	2	3	4				
Independent Learning	4.2.2	...synthesizes main ideas to construct new concepts.						<p>1. ...choose a physical activity of personal interest.</p> <p>2. ...explore a range of information sources to find information on aspects of the topic.</p> <p>3. ...working in small groups, create and share information products that promote individual choices and personal decisions about physical activities, e.g., a poster session, small group presentation.</p> <p>4. ...respond to feedback/evaluations they reflect on how they can make changes in products and solutions.</p> <p>*From Information Power, p. 24 LMS Notes: Show students how to use truncation and wildcards in internet searches.</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>	

**TOPEKA PUBLIC SCHOOLS
LIBRARY MEDIA TECHNOLOGY - GRADE 9
INSTRUCTIONAL GUIDE**

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				1	2	3	4				
Independent Learning	4.2.3	...communicates the product effectively to others.						<p>1. ...choose a physical activity of personal interest.</p> <p>2. ...explore a range of information sources to find information on aspects of the topic.</p> <p>3. ...working in small groups, create and share information products that promote individual choices and personal decisions about physical activities, e.g., a poster session, small group presentation.</p> <p>4. ...respond to feedback/evaluations they reflect on how they can make changes in products and solutions.</p> <p>*From Information Power, p. 24 LMS Notes: Show students how to use truncation and wildcards in internet searches.</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>	

**TOPEKA PUBLIC SCHOOLS
LIBRARY MEDIA TECHNOLOGY - GRADE 9
INSTRUCTIONAL GUIDE**

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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 a physical activity of personal interest.</p> <p>2. ...explore a range of information sources to find information on aspects of the topic.</p> <p>3. ...working in small groups, create and share information products that promote individual choices and personal decisions about physical activities, e.g., a poster session, small group presentation.</p> <p>4. ...respond to feedback/evaluations they reflect on how they can make changes in products and solutions.</p> <p>*From Information Power, p. 24 LMS Notes: Show students how to use truncation and wildcards in internet searches.</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>	

**TOPEKA PUBLIC SCHOOLS
LIBRARY MEDIA TECHNOLOGY - GRADE 9
INSTRUCTIONAL GUIDE**

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Independent Learning	5.1.1	...explores works of authors who write in different fictional genres and literary styles.						<p>1. ...select reading material from another culture based on personal criteria, e.g., personal interest, knowledge of authors and genres, text difficulty recommendation of others. (Information Power, p. 28)</p> <p>2. ...participate in a panel discussion comparing and contrasting information.</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>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>	

**TOPEKA PUBLIC SCHOOLS
LIBRARY MEDIA TECHNOLOGY - GRADE 9
INSTRUCTIONAL GUIDE**

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Independent Learning	5.1.2	...understands complex forms of literary expression.						<p>1. ...select reading material from another culture based on personal criteria, e.g., personal interest, knowledge of authors and genres, text difficulty recommendation of others. (Information Power, p. 28)</p> <p>2. ...participate in a panel discussion comparing and contrasting information.</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>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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LIBRARY MEDIA TECHNOLOGY - GRADE 9
INSTRUCTIONAL GUIDE**

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Independent Learning	5.1.3	...participates in library media center activities and reading celebrations.						<p>1. ...select reading material from another culture based on personal criteria, e.g., personal interest, knowledge of authors and genres, text difficulty recommendation of others. (Information Power, p. 28)</p> <p>2. ...participate in a panel discussion comparing and contrasting information.</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>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>	

**TOPEKA PUBLIC SCHOOLS
LIBRARY MEDIA TECHNOLOGY - GRADE 9
INSTRUCTIONAL GUIDE**

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Independent Learning	5.1.4	...evaluates the strengths and weaknesses of the literature read.						<p>1. ...select reading material from another culture based on personal criteria, e.g., personal interest, knowledge of authors and genres, text difficulty recommendation of others. (Information Power, p. 28)</p> <p>2. ...participate in a panel discussion comparing and contrasting information.</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>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>	

**TOPEKA PUBLIC SCHOOLS
LIBRARY MEDIA TECHNOLOGY - GRADE 9
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Independent Learning	5.1.5	...reads regularly for pleasure.						<p>1. ...select reading material from another culture based on personal criteria, e.g., personal interest, knowledge of authors and genres, text difficulty recommendation of others. (Information Power, p. 28)</p> <p>2. ...participate in a panel discussion comparing and contrasting information.</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>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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LIBRARY MEDIA TECHNOLOGY - GRADE 9
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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. ...with guidance, relate information and ideas from personal experience in the form of a poem, biographical essay blog, or wiki. LMS Notes: Focus this learning activity on various content areas, e.g., 9th grade English, 10th grade science, 11th grade history, 12th grade government.		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.	
Independent Learning	5.3.1	...creates products that capitalize on each format's particular strengths.						1. ...decide on a presentation form based on audience and purpose. 2. ...make a clear presentation which addresses the question or problem. 3. ...use desktop publishing software to create a variety of publications. 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.	

**TOPEKA PUBLIC SCHOOLS
LIBRARY MEDIA TECHNOLOGY - GRADE 9
INSTRUCTIONAL GUIDE**

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				1	2	3	4				
Independent Learning	5.3.2	...expresses information and ideas creatively in simple formats.						1. ...decide on a presentation form based on audience and purpose. 2. ...make a clear presentation which addresses the question or problem. 3. ...use desktop publishing software to create a variety of publications. <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. ...decide on a presentation form based on audience and purpose. 2. ...make a clear presentation which addresses the question or problem. 3. ...use desktop publishing software to create a variety of publications. <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.	

**TOPEKA PUBLIC SCHOOLS
LIBRARY MEDIA TECHNOLOGY - GRADE 9
INSTRUCTIONAL GUIDE**

Library Media Goals	P.I.#	Student Performance Indicator The student...	ESS EXP EXT KSA	Time Allocation				Sample Teaching Strategy: The LMS/Teacher Librarian has the student...	Sample Assessment	Correlation to Ks. Lib. Media & Tech. Benchmark	Curriculum Connections
				1	2	3	4				
Independent Learning	6.1.1	...evaluates the information-seeking process at each stage as it occurs.						<p>1. ...ask and answer a series of questions about their research, e.g., Do my questions really get to the heart of what I need to know? Have I found enough information to give an accurate picture of all sides of the issue?</p> <p>2. ...revise the search as they answer their own assessment questions, setting their own criteria and checking the quality of their own work.</p> <p>*from Information Power, p. 30</p> <p><u>LMS Notes:</u></p>		<p>Standard 6: The student who is an independent learner is information literate and <u>strives for excellence</u> in information seeking and knowledge generation.</p> <p>Benchmark 1: The student assesses the quality of the process and products of personal information seeking formats.</p>	
	6.1.2	...makes adjustments as necessary to improve both the process and product.						<p>1. ...ask and answer a series of questions about their research, e.g., Do my questions really get to the heart of what I need to know? Have I found enough information to give an accurate picture of all sides of the issue?</p> <p>2. ...revise the search as they answer their own assessment questions, setting their own criteria and checking the quality of their own work. (From Information Power, p. 30.)</p> <p><u>LMS Notes:</u></p>		<p>Standard 6: The student who is an independent learner is information literate and <u>strives for excellence</u> in information seeking and knowledge generation.</p> <p>Benchmark 1: The student assesses the quality of the process and products of personal information seeking formats.</p>	

**TOPEKA PUBLIC SCHOOLS
LIBRARY MEDIA TECHNOLOGY - GRADE 9
INSTRUCTIONAL GUIDE**

Library Media Goals	P.I.#	Student Performance Indicator The student...	ESS EXP EXT KSA	Time Allocation				Sample Teaching Strategy: The LMS/Teacher Librarian has the student...	Sample Assessment	Correlation to Ks. Lib. Media & Tech. Benchmark	Curriculum Connections
				1	2	3	4				
Independent Learning	6.2.1	...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	...with minimal guidance, 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.	

**TOPEKA PUBLIC SCHOOLS
LIBRARY MEDIA TECHNOLOGY - GRADE 9
INSTRUCTIONAL GUIDE**

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				1	2	3	4				
Social Responsibility	7.1.1	...accesses, integrates, and evaluates various resources for knowledge and information seeking.						1. ...develop an argument supporting the constitutional right to intellectual freedom in defending a challenged book. *from Information Power, p. 34 <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. ...understand and use the library policies for materials checkout, fines, reserves, interlibrary loan, and other policies dealing with equitable access. <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.	

**TOPEKA PUBLIC SCHOOLS
LIBRARY MEDIA TECHNOLOGY - GRADE 9
INSTRUCTIONAL GUIDE**

Library Media Goals	P.I.#	Student Performance Indicator The student...	ESS EXP EXT KSA	Time Allocation				Sample Teaching Strategy: The LMS/Teacher Librarian has the student...	Sample Assessment	Correlation to Ks. Lib. Media & Tech. Benchmark	Curriculum Connections
				1	2	3	4				
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. ...recognize ALA Banned Books Week as a champion for intellectual freedom. 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.	
	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. ...review product logos as they relate to intellectual property rights. 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.	

**TOPEKA PUBLIC SCHOOLS
LIBRARY MEDIA TECHNOLOGY - GRADE 9
INSTRUCTIONAL GUIDE**

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				1	2	3	4				
Social Responsibility	9.1.1	...helps groups move to consensus after substantive conversation and sharing among all members of the group.						1. ...working in groups, plan a trip to a neighboring city for a day. 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.	
	9.2.1	...helps to organize and integrate the contributions of all the group into information products.						1. ...working in groups, develop a position paper on a current school issue. 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. ...describe strategies for identifying and solving routine hardware and software problems that occur during everyday use. 2. ...use the correct device to store data for a research project. 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.	

**TOPEKA PUBLIC SCHOOLS
LIBRARY MEDIA TECHNOLOGY - GRADE 9
INSTRUCTIONAL GUIDE**

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				1	2	3	4				
Technology Literacy	10.1.2	...makes informed choices among technology systems, resources, and services.						1. ...describe strategies for identifying and solving routine hardware and software problems that occur during everyday use. 2. ...use the correct device to store data for a research project. <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.	
Technology Literacy	11.1.1	...understands ethical issues related to technology.						1. ...explain how making decisions about the use of technology involves weighing the trade-offs between the positive and negative effects. 2. ...practice responsible usage of technologies (e.g., download legally, install licensed software, adhere to copyright restrictions. 3. ...understand that ethical considerations are important in the development, selection, and use of technologies. 4. ...discuss access to information in a democratic society. <u>LMS Notes:</u>		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.	

**TOPEKA PUBLIC SCHOOLS
LIBRARY MEDIA TECHNOLOGY - GRADE 9
INSTRUCTIONAL GUIDE**

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				1	2	3	4				
Technology Literacy	11.1.2	...understands cultural issues related to technology.						<p>1. ...explain how making decisions about the use of technology involves weighing the trade-offs between the positive and negative effects.</p> <p>2. ...practice responsible usage of technologies (e.g., download legally, install licensed software, adhere to copyright restrictions.</p> <p>3. ...understand that ethical considerations are important in the development, selection, and use of technologies.</p> <p>4. ...discuss access to information in a democratic society.</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>	

**TOPEKA PUBLIC SCHOOLS
LIBRARY MEDIA TECHNOLOGY - GRADE 9
INSTRUCTIONAL GUIDE**

Library Media Goals	P.I.#	Student Performance Indicator The student...	ESS EXP EXT KSA	Time Allocation				Sample Teaching Strategy: The LMS/Teacher Librarian has the student...	Sample Assessment	Correlation to Ks. Lib. Media & Tech. Benchmark	Curriculum Connections
				1	2	3	4				
Technology Literacy	11.1.3	...understands societal issues related to technology.						1. ...explain how making decisions about the use of technology involves weighing the trade-offs between the positive and negative effects. 2. ...practice responsible usage of technologies (e.g., download legally, install licensed software, adhere to copyright restrictions. 3. ...understand that ethical considerations are important in the development, selection, and use of technologies. 4. ...discuss access to information in a democratic society. <u>LMS Notes:</u>		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.	
Technology Literacy	11.2.1	...practices responsible use of technology systems.						1. ...discuss access to information in a democratic society. 2. ...describe criteria for assessing the quality of information. 3. ...practice responsible usage of technologies (e.g., download legally, install licensed software, adhere to copyright restrictions). <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.	

**TOPEKA PUBLIC SCHOOLS
LIBRARY MEDIA TECHNOLOGY - GRADE 9
INSTRUCTIONAL GUIDE**

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				1	2	3	4				
Technology Literacy	11.2.2	...practices responsible use of information.						1. ...discuss access to information in a democratic society. 2. ...describe criteria for assessing the quality of information. 3. ...practice responsible usage of technologies (e.g., download legally, install licensed software, adhere to copyright restrictions). <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. ...discuss access to information in a democratic society. 2. ...describe criteria for assessing the quality of information. 3. ...practice responsible usage of technologies (e.g., download legally, install licensed software, adhere to copyright restrictions). <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.	

**TOPEKA PUBLIC SCHOOLS
LIBRARY MEDIA TECHNOLOGY - GRADE 9
INSTRUCTIONAL GUIDE**

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				1	2	3	4				
Technology Literacy	11.3.1	...develops positive attitudes toward technology uses that support for lifelong learning.						1. ...understand that the appropriate design of technological systems maximizes performance. <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. ...understand that the appropriate design of technological systems maximizes performance. <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. ...understand that the appropriate design of technological systems maximizes performance. <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.	

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

7/19/2008

**TOPEKA PUBLIC SCHOOLS
LIBRARY MEDIA TECHNOLOGY - GRADE 9
INSTRUCTIONAL GUIDE**

Library Media Goals	P.I.#	Student Performance Indicator The student...	ESS EXP EXT KSA	Time Allocation				Sample Teaching Strategy: The LMS/Teacher Librarian has the student...	Sample Assessment	Correlation to Ks. Lib. Media & Tech. Benchmark	Curriculum Connections
				1	2	3	4				
Technology Literacy	11.3.4	...develops positive attitudes toward technology uses that support productivity.						1. ...understand that the appropriate design of technological systems maximizes performance. <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. ...record and respond to literature in an electronic journal or blog. <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.	
Technology Literacy	12.1.2	...uses technology tools to increase productivity.						1. ...record and respond to literature in an electronic journal or blog. <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.	

**TOPEKA PUBLIC SCHOOLS
LIBRARY MEDIA TECHNOLOGY - GRADE 9
INSTRUCTIONAL GUIDE**

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				1	2	3	4				
Technology Literacy	12.1.3	...uses technology tools to promote learning.						1. ...record and respond to literature in an electronic journal or blog. 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 word processing and/or multimedia software to present analytical essays on various topics. 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 word processing and/or multimedia software to present analytical essays on various topics. 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.	

**TOPEKA PUBLIC SCHOOLS
LIBRARY MEDIA TECHNOLOGY - GRADE 9
INSTRUCTIONAL GUIDE**

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				1	2	3	4				
Technology Literacy	12.2.3	...uses productivity tools to produce other creative works.						1. ...use word processing and/or multimedia software to present analytical essays on various topics. <u>LMS Notes:</u>		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. ...use online communication technologies to inquire, research, and share results. <u>LMS Notes:</u>		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 online communication technologies to inquire, research, and share results. <u>LMS Notes:</u>		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.	

**TOPEKA PUBLIC SCHOOLS
LIBRARY MEDIA TECHNOLOGY - GRADE 9
INSTRUCTIONAL GUIDE**

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				1	2	3	4				
Technology Literacy	13.1.3	...uses telecommunications to interact with peers, experts, and other audiences.						1. ...use online communication technologies to inquire, research, and share results. <u>LMS Notes:</u>		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. ...create and publish information in building/district web pages. <u>LMS Notes:</u>		Standard 13: The student uses technology communication tools. Benchmark 2: The student uses a variety of media and formats to communicate information and ideas effectively to multiple audiences.	
Technology Literacy	13.2.2	...uses a variety of formats to communicate information and ideas effectively to multiple audiences.						1. ...create and publish information in building/district web pages. <u>LMS Notes:</u>		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.	

**TOPEKA PUBLIC SCHOOLS
LIBRARY MEDIA TECHNOLOGY - GRADE 9
INSTRUCTIONAL GUIDE**

Library Media Goals	P.I.#	Student Performance Indicator The student...	ESS EXP EXT KSA	Time Allocation				Sample Teaching Strategy: The LMS/Teacher Librarian has the student...	Sample Assessment	Correlation to Ks. Lib. Media & Tech. Benchmark	Curriculum Connections
				1	2	3	4				
Technology Literacy	14.1.1	...uses appropriate technology tools to locate information.						1. ...research and evaluate online resources for accuracy and reliability. <u>LMS Notes:</u>		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. ...research and evaluate online resources for accuracy and reliability. <u>LMS Notes:</u>		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. ...research and evaluate online resources for accuracy and reliability. <u>LMS Notes:</u>		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. ...explore state-of-the-art devices to store data that will be used for researching projects. <u>LMS Notes:</u>		Standard 14: The student uses technology research tools. Benchmark 2: The student uses technology tools to process data and report results.	

**TOPEKA PUBLIC SCHOOLS
LIBRARY MEDIA TECHNOLOGY - GRADE 9
INSTRUCTIONAL GUIDE**

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				1	2	3	4				
Technology Literacy	14.2.2	...uses appropriate technology tools to report results.						1. ...explore state-of-the-art devices to store data that will be used for researching projects. <u>LMS Notes:</u>		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. ...research and evaluate online resources for accuracy and reliability. <u>LMS Notes:</u>		Standard 14: The student uses technology research tools. Benchmark 3: The student evaluates and selects new information resources and technological innovations based on the appropriateness for specific tasks.	
Technology Literacy	15.1.1	...uses technology resources to solve problems.						1. ...collect, plot, and analyze current world data on digital maps, looking for cause/effect relationships and potential future problems (e.g., current population growth around the world). <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.	

**TOPEKA PUBLIC SCHOOLS
LIBRARY MEDIA TECHNOLOGY - GRADE 9
INSTRUCTIONAL GUIDE**

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				1	2	3	4				
Technology Literacy	15.2.1	...selects technology resources to make informed decisions.						1. ...use the Internet to research possible careers (e.g., collect data on salary, possible demand, and educational requirements). <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. ...use geo-locating equipment to analyze local data (e.g., GPS to plot the location of deer sightings or car accidents and analyze the data on GoogleEarth to study cause/effect). <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 geo-locating equipment to analyze local data (e.g., GPS to plot the location of deer sightings or car accidents and analyze the data on GoogleEarth to study cause/effect). <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