

**VALLEY CENTER USD 262
LIBRARY MEDIA TECHNOLOGY - GRADE 4
INSTRUCTIONAL GUIDE**

Library Media Goals	P.I.#	Student Performance Indicator The student...	ESS EXP EXT KSA	Time Allocation				Sample Teaching Strategy: The LMS has the student...	Proficient	Correlation to Ks. Lib. Media & Tech. Benchmark	Curriculum Connections
				1	2	3	4				
Information Literacy	1.1.1	...determines the need for additional information.						<p>1. ...utilize the library media center facility, staff, and resources whenever an academic or personal information need arises through exposure to a variety of problem-based scenarios.</p> <p>LMS Notes: An example of problem-based scenarios may include issues related to social studies state standards topics.</p>		<p>Standard 1: The student who is information literate <u>accesses information</u> efficiently and effectively.</p> <p>Benchmark 1: The student recognizes the need for information.</p>	
Information Literacy	1.2.1	...expands identification and use of the parts of a book, including the appendix, bibliography, glossary, copyright date, publisher, title page, table of contents, index, and preface.						<p>1. ...expand identification and use of the parts of a book, including appendix, bibliography, glossary, copyright date, publisher, title page, table of contents, index, and preface.</p> <p>LMS Notes:</p>		<p>Standard 1: The student who is information literate <u>accesses information</u> efficiently and effectively.</p> <p>Benchmark 2: The student recognizes that accurate and comprehensive information is the basis for intelligent decision making.</p>	

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Information Literacy	1.2.2	...expands skills to include 'see' and 'see also' cross references and print/electronic indexes.					1. ...expand skills to include 'see' and 'see also' cross references and print/electronic indexes. 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	1.2.3	...constructs a bibliography with full citation.					1. ...construct, with teacher assistance, a bibliography (works used) with citation. LMS Notes: Progress toward student independence in citing sources is emphasized.		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	...refines questions as information needs change.					1. ...with assistance, develop a list of guiding questions about a given topic. 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	...selects the most appropriate reference sources of information (e.g., children's periodicals, online databases, almanacs, thesauruses, primary sources, unabridged dictionaries, newspapers, television, and/or radio programs).					1. ...with assistance, select the source that provides the best information to answer questions posed by the LMS. LMS Notes:		Standard 1: The student who is information literate <u>accesses information</u> efficiently and effectively. Benchmark 4: The student identifies a variety of potential sources of information.		
Information Literacy	1.5.1	...locates nonfiction materials to demonstrate a basic understanding of the Dewey Decimal classification.					1. ...participate in a book-locating game/activity. LMS Notes:		Standard 1: The student who is information literate <u>accesses information</u> efficiently and effectively. Benchmark 5: The student develops and uses successful strategies for locating information.		
Information Literacy	1.5.2	...interacts with media of various types and lengths (e.g., magazines, other indexing tools, dictionary for pronunciations, foreign language dictionaries, and junior thesauruses).					1. ...use the thesaurus to enhance voice in a six-trait writing assignment. LMS Notes:		Standard 1: The student who is information literate <u>accesses information</u> efficiently and effectively. Benchmark 5: The student develops and uses successful strategies for locating information.		

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Information Literacy	1.5.3	...uses the call number to locate materials on the shelves.						<p>1. ...participate in a scavenger hunt to locate various media types in the library.</p> <p>LMS Notes:</p>		<p>Standard 1: The student who is information literate <u>accesses information</u> efficiently and effectively.</p> <p>Benchmark 5: The student develops and uses successful strategies for locating information.</p>	
Information Literacy	2.1.1	...seeks multiple sources to verify accuracy of information (e.g., current and appropriate, according to copyright date and authority.						<p>1. ...use of several different sources for a research project, comparing information found in various sources.</p> <p>2. ...discuss how to best determine the accuracy of materials, such as checking copyright date, authority of author, and research base of material.</p> <p>LMS Notes:</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>	

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Information Literacy	2.2.1	...recognizes how facts, opinions, and points of view are different from one another.						<p>1. ...research endangered animals using various formats of information and recognize that some sources present more opinion and point of view than fact.</p> <p>2. ...Generate statements that demonstrate the difference between fact and opinion, e.g., in discussing characters' actions in a story, differentiate between what actually happens (the fact) and possible alternative points of views.</p> <p><u>LMS Notes:</u></p>		<p>Standard 2: The student who is information literate <u>evaluates information</u> critically and competently.</p> <p>Benchmark 2: The student distinguishes among fact, point of view, and opinion.</p>	
Information Literacy	3.1.1	...with assistance, demonstrates the knowledge and skill to organize information.						<p>1. ...with teacher assistance, write a bibliography using a professional editorial style and various print and/or electronic resources in correct order of author, title, publisher, date, place of publication, and/or page numbers.</p> <p><u>LMS Notes:</u></p>		<p>Standard 3: The student who is information literate <u>uses the information</u> accurately and creatively.</p> <p>Benchmark 1: The student organizes information for practical application.</p>	

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Information Literacy	3.2.1	...demonstrates the knowledge and skills to apply information by combining ideas on a given topic from more than one source and more than one format.					<p>1. ...read and review a variety of information sources, in a variety of formats, for a given content area.</p> <p>LMS Notes:</p>		<p>Standard 3: The student who is information literate <u>uses the information</u> accurately and creatively.</p> <p>Benchmark 2. The student integrates new information into one's own knowledge.</p>		
Information Literacy	3.3.1	...individually, with guidance, follows steps of a basic problem solving model.					<p>1. ...individually, with guidance, use a five or six step basic problem solving model to propose a solution to a content-based problem related to one's community, state, or region.</p> <p>LMS Notes: Use the Super 3, Big 6, and/or The Handy 5 problem solving models. The complexity of the problem-solving model should increase at the upper grade levels.</p>		<p>Standard 3: The student who is information literate <u>uses the information</u> accurately and creatively.</p> <p>Benchmark 3: The student applies information to critical thinking and problem solving.</p>		
Information Literacy	3.4.1	...with assistance, chooses the most appropriate format for presenting information.					<p>1. ...with assistance, choose the most appropriate format for presenting information by identifying an audience, and considering length of presentation and type of information to share.</p> <p>LMS Notes:</p>		<p>Standard 3: The student who is information literate <u>uses the information</u> accurately and creatively.</p> <p>Benchmark 4: The student produces and communicates information and ideas in appropriate formats.</p>		

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

1/30/2008

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Independent Learning	4.1.1	...generally seeks information related to their personal interest and well-being.						<p>1. ...make personal choices within a variety of genres.</p> <p>2. ...use a strategy for locating personal interest materials; e.g., OPAC, A.R. level, Dewey, shelf browsing.</p> <p>3. ...access an on-line database or library catalog, or other method taught by a librarian to find information related to personal interests and well-being.</p> <p>4. ...use their Kansas State Library card to access SIRS Discoverer or World Book Encyclopedia On-line.</p> <p>LMS Notes: :Librarians need to be aware of the free access for all Kansas students to the research database SIRS Discoverer for elementary students and World Book on-line provided by both Kan-Ed and our state library.</p>		<p>Standard 4: The student who is an independent learner is information literate and <u>pursues information</u> related to personal interests.</p> <p>Benchmark 1: The student seeks information related to various dimensions of personal well being, such as career interest, community involvement, health matters, and recreational pursuits.</p>	

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Independent Learning	4.2.1	...evaluates the information product for use related to personal interest.						<p>1. ...Choose a local, regional or national location of interest.</p> <p>LMS Notes:</p>		<p>Standard 4: The student who is an independent learner is information literate and <u>pursues information</u> related to personal interests.</p> <p>Benchmark 2: The student designs, develops and evaluates information products and solutions to related personal interests.</p>	
Independent Learning	4.2.2	...organizes and presents basic information related to topics of personal interest.						<p>1. ...research the conditions of the location 100 years ago and today, e.g., population, climate, industry, transportation, education.</p> <p>2. ...compare and contrast then and now.</p> <p>3. ...present their findings in a format of choice, e.g., poster, picture collage, electronic presentation, realia.</p> <p>LMS Notes: Use an organizational tool, such as the Handy 5 or the Big Six for gathering information.</p>		<p>Standard 4: The student who is an independent learner is information literate and <u>pursues information</u> related to personal interests.</p> <p>Benchmark 2: The student designs, develops and evaluates information products and solutions to related personal interests.</p>	

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Independent Learning	5.1.1	...identifies characteristics of and select books from a variety of genre: realistic fiction, historical fiction, fantasy, science fiction, legends, fables, and information text-expository and technical.						<p>1. ...discuss books they have read with the class and in small groups.</p> <p>LMS Notes: Students may keep a reading log to record the various genre for a variety of cultures and time periods. Display and promote award winning 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>	
Independent Learning	5.1.2	...analyzes elements of a story, including theme and plot.						<p>1. ..."buddy read" with a classmate and determine together what genre they have just read. Share their decision with the class.</p> <p>LMS Notes: Students may keep a reading log to record the various genre for a variety of cultures and time periods. Display and promote award winning 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	...communicates one's reaction to books read.						<p>1. ...play games, such as Genre Jeopardy, to demonstrate their knowledge of the characteristics of a variety of genre.</p> <p>LMS Notes: Students may keep a reading log to record the various genre for a variety of cultures and time periods. Display and promote award winning 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>	
Independent Learning	5.1.4	...reads award winners and/or honor books.						<p>LMS Notes:</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	...is able to understand and enjoy creative works presented in a variety of formats, e.g., video, film, internet, television and other creative presentations of information.						<p>1. ...participate in an author's tea where the students present their own creative and expository writing pieces from throughout the school year.</p> <p>LMS Notes:</p>		<p>Standard 5: The student who is an independent learner is information literate and <u>appreciates literature</u> and other creative expressions of information.</p> <p>Benchmark 2: The student derives meaning from information presented creatively in a variety of formats.</p>	
Independent Learning	5.3.1	...interprets a visual and/or aural message in a different format in a new context and new products (e.g., maps, dioramas, models and computer-generated posters or other products).						<p>1. ...create a diorama of a favorite story.</p> <p>2. ...generate a poster to advertise their most recent favorite story.</p> <p>3. ...make a model of a character in a story.</p> <p>LMS Notes: Some suggested novels might be : <u>Shilo</u>, <u>The Tale of Despereaux</u>, or <u>Poppy</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	6.1.1	...seeks and finds information while following the steps of a problem-solving model.						<p>1. ...begin to apply the basic steps of a problem-solving model to conduct a search for information.</p> <p>LMS Notes: The student can with prompts from the library media specialist, begin to apply the basic steps in problem-solving models such as the Big 6 or the Handy 5.</p>		<p>Standard 6: The student who is an independent learner is information literate and <u>strives for excellence</u> in information seeking and knowledge generation.</p> <p>Benchmark 1: The student assesses the quality of the process and products of personal information seeking formats.</p>	

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Independent Learning	6.1.2	...compiles information to answer one's questions of personal interest.						<p>1. ...conduct keyword and/or subject searches on the library catalog and online sources to locate needed materials on a favorite leisure, animal, or sport activity.</p> <p>2. ...evaluate information for reliability and relevance to the topic being researched.</p> <p>3. ...collect data for a personal use in a graphic organizer, note cards, outline, or any other product to meet the student's needs.</p> <p>4. ...draft a paper, report, or some other representation of one's data that can be presented to others upon completion (e.g., write a poem about a sport, endangered animal, famous person or other topic after gathering facts about that topic).</p> <p>LMS Notes: They could be researching the author of their favorite children's picture book.</p>		<p>Standard 6: The student who is an independent learner is information literate and <u>strives for excellence</u> in information seeking and knowledge generation.</p> <p>Benchmark 1: The student assesses the quality of the process and products of personal information seeking formats.</p>	

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Independent Learning	6.2.1	...explains basic strategies for revising and improving his work.						<p>1. ...participate in peer editing by listening to a classmate read his report.</p> <p>LMS Notes: The student can with guidance from the library media specialist begin to apply the basic steps in problem-solving models such as the Big 6 or the Handy 5.</p>		<p>Standard 6: The student who is an independent learner is information literate and <u>strives for excellence</u> in information seeking and knowledge generation.</p> <p>Benchmark 2: The student devises strategies for revising, improving and updating self-generating knowledge.</p>	
Independent Learning	6.2.2	...updates his work.						<p>1. ...use the assignment instructions to identify gaps and/or holes.</p> <p>2. ...rewrite a final copy of one's work.</p> <p>LMS Notes:</p>		<p>Standard 6: The student who is an independent learner is information literate and <u>strives for excellence</u> in information seeking and knowledge generation.</p> <p>Benchmark 2: The student devises strategies for revising, improving and updating self-generating knowledge.</p>	

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Social Responsibility	7.1.1	...accesses several local information resources (e.g., public library and newspaper office).						<p>1. ...at the public library, obtain at least one of the sources they are using for a class assignment.</p> <p><u>LMS Notes:</u></p>		<p>Standard 7: The student who contributes positively to the learning community and to society is information literate and <u>recognizes the importance of information</u> to a democratic society.</p> <p>Benchmark 1: The student seeks information from diverse sources, contexts, and disciplines.</p>	
Social Responsibility	7.2.1.	...understands the concept of reserve systems and shared access to limited resources.						<p>1. ...create a plan for locating and sharing resources for a specific unit (e.g., placing on a reserve cart for equitable access).</p> <p><u>LMS Notes:</u></p>		<p>Standard 7: The student who contributes positively to the learning community and to society is information literate and <u>recognizes the importance of information</u> to a democratic society.</p> <p>Benchmark 2: The student respects the principle of equitable access to information.</p>	

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Social Responsibility	8.1.1	...defines or gives example of intellectual freedom (e.g., freedom of speech, right to self-select certain topics/titles, movie ratings).					<p>1. ...working in groups, choose a movie that best suits the group's needs based on newspaper ratings.</p> <p>LMS Notes: Use ALA Basic Principles of Intellectual Freedom.</p>		<p>Standard 8: The student who contributes positively to the learning community and to society is information literate and <u>practices ethical behavior</u> in regard to information and information technology.</p> <p>Benchmark 1: The student respects the principles of intellectual freedom.</p>		
Social Responsibility	8.2.1	...defines plagiarism and states the full citation of information used for research.					<p>1. ...expand the idea of crediting an author by writing a formal citation.</p> <p>LMS Notes: Use District or Building adopted citation style.</p>		<p>Standard 8: The student who contributes positively to the learning community and to society is information literate and <u>practices ethical behavior</u> in regard to information and information technology.</p> <p>Benchmark 2: The student respects intellectual property rights.</p>		

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Social Responsibility	9.1.1	...discusses ideas with others in the group, listens well, and changes ideas when appropriate.						1. ...research several versions of Cinderella to present in an oral report. LMS Notes:		Standard 9: The student who contributes positively to the learning community and to society is information literate and <u>participates effectively in groups</u> to pursue and generate information. Benchmark 1: The student shares knowledge and information with others.	
Social Responsibility	9.2.1	...responds respectfully to the points of view and ideas of others and acknowledges the contributions of each.						1. ...interview a parent or grandparent about a childhood custom; compare and contrast that with current day custom. 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	uses input/output devices to successfully operate technology.						1. ...create documents using a keyboard. LMS Notes:		Standard 10: The student understands basic operations and concepts. Benchmark 1: The student demonstrates a sound understanding of the nature of operation of technology systems.	

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Technology Literacy	10.1.2	...discusses common uses of technology in daily life and the advantages and disadvantages those uses provide.						<p>1. ...use media and technology resources for presenting information.</p> <p>LMS Notes:</p>		<p>Standard 10: The student understands basic operations and concepts.</p> <p>Benchmark 1: The student demonstrates a sound understanding of the nature of operation of technology systems.</p>	
Technology Literacy	11.1.1	...understands ethical issues related to technology.						<p>1. ...explore and compare common uses of technology in daily life, and the advantages and disadvantages those use provide.</p> <p>2. ...practice respect for intellectual property rights (e.g., another student's ideas and acknowledge all contributions to group work).</p> <p>3. ...discuss policies presented in the district Acceptable Usage Policy (AUP) and understand that the AUP describes the rules for using school-based technology.</p> <p>LMS Notes:</p>		<p>Standard 11: The student demonstrates knowledge of social, ethical, and human issues.</p> <p>Benchmark 1: The student understands ethical, cultural and societal issues related to technology.</p>	

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Technology Literacy	11.1.2	...understands cultural issues related to technology.						<p>1. ...explore and compare common uses of technology in daily life, and the advantages and disadvantages those use provide.</p> <p>2. ...practice respect for intellectual property rights (e.g., another student's ideas and acknowledge all contributions to group work).</p> <p>3. ...discuss policies presented in the district Acceptable Usage Policy (AUP) and understand that the AUP describes the rules for using school-based 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	11.1.3	...understands societal issues related to technology.						<p>1. ...explore and compare common uses of technology in daily life, and the advantages and disadvantages those use provide.</p> <p>2. ...practice respect for intellectual property rights (e.g., another student's ideas and acknowledge all contributions to group work).</p> <p>3. ...discuss policies presented in the district Acceptable Usage Policy (AUP) and understand that the AUP describes the rules for using school-based technology.</p> <p><u>LMS Notes:</u></p>		<p>Standard 11: The student demonstrates knowledge of social, ethical, and human issues.</p> <p>Benchmark 3: The student develops positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.</p>	
Technology Literacy	11.2.1	...practices responsible use of technology systems.						<p>1. ...discuss basic issues related to responsible use of technology and information, and describe personal consequences of inappropriate use.</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>	

**VALLEY CENTER USD 262
LIBRARY MEDIA TECHNOLOGY - GRADE 4
INSTRUCTIONAL GUIDE**

Library Media Goals	P.I.#	Student Performance Indicator The student...	ESS EXP EXT KSA	Time Allocation				Sample Teaching Strategy: The LMS has the student...	Proficient	Correlation to Ks. Lib. Media & Tech. Benchmark	Curriculum Connections
				1	2	3	4				
Technology Literacy	11.2.2	...practices responsible use of information.						1. ...describe why it is important for everyone to have access to information sources and information technology. LMS Notes:		Standard 11: The student demonstrates knowledge of social, ethical, and human issues. Benchmark 2: The student practices responsible use of technology systems, information, and software.	
Technology Literacy	11.2.3	...practices responsible use of software.						1. ...discuss basic issues related to responsible use of technology and information, and describe personal consequences of inappropriate use. LMS Notes:		Standard 11: The student demonstrates knowledge of social, ethical, and human issues. Benchmark 2: The student practices responsible use of technology systems, information, and software.	
Technology Literacy	11.3.1	...develops positive attitudes toward technology uses that support for lifelong learning.						1. ...develop collaborative strategies for using various hardware/software applications for individual or group projects. LMS Notes:		Standard 11: The student demonstrates knowledge of social, ethical, and human issues. Benchmark 3: The student develops positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.	

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

1/30/2008

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				1	2	3	4				
Technology Literacy	11.3.2	...develops positive attitudes toward technology uses that support collaboration.						1. ...develop collaborative strategies for using various hardware/software applications for individual or group projects. LMS Notes:		Standard 11: The student demonstrates knowledge of social, ethical, and human issues. Benchmark 3: The student develops positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.	
Technology Literacy	11.3.3	...develops positive attitudes toward technology uses that support personal pursuits.						LMS Notes:		Standard 11: The student demonstrates knowledge of social, ethical, and human issues. Benchmark 3: The student develops positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.	

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Library Media Goals	P.I.#	Student Performance Indicator The student...	ESS EXP EXT KSA	Time Allocation				Sample Teaching Strategy: The LMS has the student...	Proficient	Correlation to Ks. Lib. Media & Tech. Benchmark	Curriculum Connections
				1	2	3	4				
Technology Literacy	11.3.4	...develops positive attitudes toward technology uses that support productivity.						LMS Notes:		Standard 11: The student demonstrates knowledge of social, ethical, and human issues. Benchmark 3: The student develops positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.	
Technology Literacy	12.1.1	...uses technology tools to enhance learning.						1. ...incorporate digital images/video clips into artwork and class projects. LMS Notes:		Standard 12: The student uses technology productivity tools. Benchmark 1: The student uses technology tools to enhance learning, increase productivity, and promote creativity.	
Technology Literacy	12.1.2	...uses technology tools to increase productivity.						LMS Notes:		Standard 12: The student uses technology productivity tools. Benchmark 1: The student uses technology tools to enhance learning, increase productivity, and promote creativity.	

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Library Media Goals	P.I.#	Student Performance Indicator The student...	ESS EXP EXT KSA	Time Allocation				Sample Teaching Strategy: The LMS has the student...	Proficient	Correlation to Ks. Lib. Media & Tech. Benchmark	Curriculum Connections
				1	2	3	4				
Technology Literacy	12.1.3	...uses technology tools to promote learning.						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.	