

## Technology/Library/Media Literacy Standard One

*Students demonstrate an understanding of the basic operations of technologies and recognize that media messages are constructed using specific techniques which manipulate sound, image, text and movement to convey meaning.*

### Rationale

*Students need to construct a base of technical skills in order to be competent and confident users of technology. These basics will assure safe and efficient operation as students apply technology.*

*Media messages are representations of reality, rather than reality itself, but they affect people in very real ways. In order to understand messages sent through media and their ultimate impact on society, students need to realize that media messages are created with a specific goal or purpose in mind. Each form of media, whether newspaper, television or computer games, has its own unique “language” in which sounds, images, text and movement are manipulated to create the message. When students understand who creates the media messages and how the messages are created, they are less susceptible to manipulation by the media and are better able to enjoy media and use it effectively.*

K/1	2	3	4
Recognize different kinds of media messages.	Identify different purposes for media messages.	Compare how different media messages are constructed for specific purposes.	<b>M: Benchmark 1 a: Recognize that media messages are constructed for specific purposes (e.g., entertainment, persuasion, informative).</b>
Correctly turn equipment on/off (e.g., computers, monitor, overhead projectors, VCR).	Correctly use equipment for simple operations (e.g., playing audio tapes, simple word processing).	Demonstrate appropriate conduct and various procedures (e.g., saving data, operating simple equipment or programs).	<b>M: Benchmark 1 b: Develop basic skills and procedures needed to operate various technologies.</b>
Identify parts and equipment (e.g., mouse, computers, overhead projectors, VCR, digital camera, etc.).	Demonstrate correct use of equipment (e.g., pressing keys gently, no eating & drinking around equipment).	Demonstrate correct use of equipment (e.g., pressing keys gently, no eating & drinking around equipment).	<b>M: Benchmark 2. Communicate using appropriate terminology and demonstrate simple care and maintenance of various technology tools.</b>
Identify appropriate storage mediums (e.g., floppy, hard, zip, cassette tapes, etc.).	Check to see if equipment is plugged in and turned on.	Select and store in the appropriate medium and identifies basic operating problems.	<b>M: Benchmark 3. Identify and solve simple operating problems.</b>

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5	6	7	8
Identify media forms (e.g., newspapers, magazines, radio, television, film, and websites) and elements that will create an audience response (e.g., music, colors, visual image, word selection).	Compare media forms and elements that will create a desired audience response.	Select media forms and elements for a specific audience response (e.g., music, colors, visual image, word selection).	<b>M: Benchmark 1 a: Analyze how media content are influenced by media form.</b>
Demonstrate an understanding of file management.	Identify peripheral devices of a computer (such as scanners, modems, digital cameras and sound recorders).	Demonstrate use of other technologies (e.g., scanner, digital cameras, and sound recorders).	<b>M: Benchmark 1 b: Use and refine skills and procedures needed to operate various technologies.</b>
Learn new programs and operations of technologies.	Instruct others in basic system and tool set-up, using appropriate terminology.	Provide basic care and maintenance of technology.	<b>M: Benchmark 2. Develop competence with basic system and tool set-up, technology terminology, and basic care and maintenance.</b>
Check connections of equipment and control panels.	Demonstrate how to retrieve lost files.	Apply information from user manuals help screens and other technical support.	<b>M: Benchmark 3. Develop troubleshooting strategies to solve operations’ problems (e.g. lost files, equipment failures).</b>

## Technology/Library/Media Literacy Standard Two

*Students distinguish among and use a variety of technologies and media for a variety of purposes to enhance productivity.*

### Rationale

*Tools, materials and processes can be applied to improve efficiency and effectiveness and ease task completion. With an appropriate number of technologies, students can match the tool to the task and improve their productivity. As producers and consumers of media, students must select the media most appropriate for their specific needs. For example, some media may be effective for entertaining, but less suited for informing or persuading. Students need to understand the dynamic nature of media and the ways in which media change to adapt to the times so that they will be better able to select the media which suits their purpose most appropriately.*

K/1	2	3	4
Demonstrate a rudimentary understanding of touch typing skills and posture.	Use the word processor for simple word processing and a drawing program to create a story or report with a drawing/illustration.	Demonstrate keyboarding skills: touch-typing, posture, and use the word processor to write and edit with basic skill, a half to full page report with a title.	<b>M: Benchmark 1: Develop skills to enhance performance and ease task completion (e.g., word processing, calculating, graphing, and imaging).</b>
	Use basic presentation software.	Create a report/presentation using presentation software and use spreadsheets to create a simple graph or chart.	<b>M: Benchmark 2: Develop and present a project using technology.</b>
	Distinguish between different applications (word processing, paint/draw)	Select the technology tool appropriate to the task and recognize examples in media of information, entertainment and persuasion.	<b>M: Benchmark 3: Choose various technology/ media to accomplish user's purpose (information, entertainment and persuasion).</b>
Identify examples of media in school and everyday life.	Identify examples of media tied to history lessons.	Compare changes in media from certain historic times to now.	<b>M: Benchmark 4: Identify the way media have changed through history.</b>

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5	6	7	8
Continue developing keyboard skills, typing 15-20 wpm using proper techniques.	Use word processor to write and edit a 1-2 page report and use appropriate art work to enhance stories and reports.	Create spreadsheets and graphs with a focus on Math/ Science integration and some focus on Social Studies.	<b>M: Benchmark 1: Refine skills to enhance performance and ease task completion (e.g.; programming, authoring, editing).</b>
Create a report/presentation in presentation software.	Choose appropriate media for the report or presentation.	Integrate various forms of technology and select appropriate media for projects in various subject areas.	<b>M: Benchmark 2: Apply technology in designing, developing and presenting a project and select and apply appropriate media to a task or topic.</b>
Select the technology and/or media tool(s) appropriate for a given task and identify point of view in the media.	Compare technologies and/or media and explain which are best for a task. Identify values embedded in media messages.	Select the technology and/or media tool(s) appropriate for a given task. Analyze point of view and embedded values in media messages.	<b>M: Benchmark 3: Compare technologies and media and select the best one for a task. Analyze point of view and embedded values in media messages.</b>
Identify cultural differences in media.	Explain changes in cultural differences in media.	Understand historical and cultural differences in media.	<b>M: Benchmark 4: Compare the historical and cultural differences in media.</b>

## Technology/Library/Media Literacy Standard Three

*Students apply knowledge, skills and strategies to design and create media messages while using a variety of technologies. Students understand an inquiry process including how to access, evaluate, and use information.*

### Rationale

*Today's and tomorrow's citizens need to communicate effectively using appropriate technologies. Citizens need to use appropriate communication technologies to collaborate and to exchange ideas and information. An effective way for students to understand how media messages are created is to design and create their own media messages. While available equipment may vary from school to school, all students can learn to select appropriate media to convey effective media messages and how to apply those strategies to their own productions. Equally important, they develop skills to assess the strengths and weaknesses of the strategies selected and make adjustments for future productions. Students encounter overwhelming amounts of information in today's world. They must be prepared to access, evaluate and use resources that effectively and efficiently meet their information search. The inquiry process provides a systematic approach that applies to all academic and personal interests and work endeavors. Students who have the opportunity to practice a process that orders and organizes the vast quantities and varying qualities of information are empowered lifelong learners.*

K/1	2	3	4
Create age appropriate media messages (e.g., skit)	Create age appropriate media messages (e.g., video).	Create age appropriate media messages (e.g., advertisement).	<b>M: Benchmark 1: Use multiple communication technologies and media to fulfill a variety of purposes and create age appropriate media messages (e.g., skits, videos, advertisements).</b>
Identify 'good' and 'bad' parts in media messages.	Select things liked and not liked about media messages.	Identify strengths and weaknesses for personal media messages.	<b>M: Benchmark 2 a: Identify strengths and weaknesses in personal media messages.</b>
View information on the World Wide Web.	Access information from the World Wide Web.	Access and use information on the World Wide Web.	<b>M: Benchmark 2 b: Explore various online telecommunications tools.</b>
Ask questions and recognize what a question is.	Ask appropriate questions to gain knowledge and use grade appropriate resources.	Identify and utilize resource materials (e.g., dictionary, encyclopedia, books, internet).	<b>M: Benchmark 3: Identify the steps of the inquiry process as it is used in research (i.e., identify the question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate the product and process).</b>
Identify difference between reality and fantasy	Develop concept of fact and fiction (e.g., fantasy/reality).	Compose guidelines for judging accuracy.	<b>M: Benchmark 4: Judge information for accuracy, relevancy, and type (e.g., fact or fiction).</b>
Recognize a problem or a need.	Locate information to fill the need or solve a problem.	Describe solutions for a problem or a need.	<b>M: Benchmark 5: Identify and use information to create a product that satisfies the need or solves the problem.</b>
Identify the inquiry process by using questions and problems.	Locate and evaluate potential resources as needed to solve problems	Gather and synthesize the information to satisfy needs or solve problems.	<b>M: Benchmark 6: Recognize that they have followed an inquiry process and describe how well their products satisfy the need or solve the problem.</b>

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5	6	7	8
Create & maintain age appropriate media messages (group web page).	Create age appropriate media message incorporating mixed media (music, sound, graphics, and geographic information).	Create age appropriate mixed-media messages in collaboration with others (e.g., system maps, web pages).	<b>M: Benchmark 1: Design or create media messages that integrate images, music, sound effects, graphics, etc. and identify and use telecommunication tools to exchange ideas and information with others (e.g., geographic information, system maps, and web pages).</b>
Analyze strengths and weaknesses in personal media messages.	Use a rubric to analyze strengths and weaknesses in personal media messages.	Critique peer's media messages.	<b>M: Benchmark 2 a: Analyze and evaluate strengths and weaknesses of personal media messages.</b>
Use World Wide Web to search access and share information on the internet.	Participate in an internet project on the World Wide Web.	Participate in an internet project on the World Wide Web.	<b>M: Benchmark 2 b: Identify and use telecommunications tools to participate in online projects.</b>
Locate and evaluate sources of information.	Synthesize information from resources to create a product (e.g., report, project).	Introduce evaluation of the quality of inquiry process and projects (e.g., peer evaluation).	<b>M: Benchmark 3 a: Apply steps of the inquiry process to satisfy both academic and personal information needs (i.e., identify the question or problem, locate and evaluate potential resources,</b>
Recognize and record prior knowledge. (e.g., K-W-L)	Construct relative questions for a specific subject.	Develop and organize information and determine the need for any further information.	<b>M: Benchmark 3 b: Focus the information need as it relates to what they already know to formulate specific questions.</b>
Identify types of sources (e.g., primary and secondary).	Recognize point of view or bias (e.g., historical and current events).	Evaluate validity and accuracy of sources and point of view.	<b>M: Benchmark 4: Recognize point of view or bias, use primary and secondary sources, and analyze and evaluate information for specific needs.</b>
Examine information to be used in a presentation or product.	Plan the product or presentation	Use information in original products and presentations.	<b>M: Benchmark 5: Interpret and use information in original products and presentations.</b>
Recognize criteria necessary to evaluate how well the research process, products and conclusions meet the original need for information.	Establish guidelines for use of the criteria.	Apply specific aspects of the criteria.	<b>M: Benchmark 6: Apply criteria to determine how well the research process, products and conclusions meet the original need for information.</b>

## Technology/Library/Media Literacy Standard Four

*Students use technology and identify, analyze, and evaluate the impacts of technology and media on individuals and societies demonstrating an understanding of ethical, legal, and social responsibility in accessing, evaluating, and using information, materials and technologies.*

### Rationale

*Students need to understand that today's technology and media are extremely powerful tools impacting all aspects of human life. In using technology and media students should demonstrate both sound judgment and respect. They must analyze media to determine the point of view embedded in messages and the accuracy of the message. They must actively evaluate the influence that media have on behaviors, values, and democracy and learn to use media in legal and ethical ways. Libraries provide equitable access for all citizens to a variety of information. For students to contribute positively in a learning community, they must respect open access to information, intellectual property rights, ideas and backgrounds of others and library policies. Students will be able to collaborate with others and make informed, reasoned decisions as they participate in our democratic society and interdependent world.*

K/1	2	3	4
Understand basic electrical safety and how it applies to technology.	Use a few technologies safely.	Use more technologies safely.	<b>M: Benchmark 1</b> <b>Safely use various technologies (e.g., internet, software, computers)</b>
Understand not all sites on the Internet or other technology and media messages are helpful for them.	Select appropriate strategies and information from the internet and other technology and media messages.	Recognize that rules and laws exist to govern the use of all media (i.e., copyright laws, software privacy, plagiarism).	<b>M: Benchmark 2</b> <b>Describe ethical and legal technology and media use (e.g. fair use, ownership, etc, and recognize that rules and laws exist to govern the use of all media and respond appropriately.</b>
Identify how technology and media are used at home, at school, at work and at play.	Identify the uses of technology and media in the community.	Identify the importance of technology and media to the lives of people in the community.	<b>M: Benchmark 3</b> <b>Recognize that all media influence individuals and society and identify some impacts of technology on people.</b>
Identify facts from fiction in media messages.	Compare facts to fiction in media messages.	Compare fact and opinion in various media messages.	<b>M: Benchmark 4</b> <b>Identify fact, fiction, and opinion in various media messages.</b>
Recognize responsibility for the care and use of classroom and library materials.	Show responsible conduct in use of materials and tech. equipment.	Show responsible conduct in use of materials and tech. equipment.	<b>M: Benchmark 5: Demonstrate individual responsibility for equitable access to information (e.g., share access to limited resources, return materials diligently).</b>

<b>K/1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Recognize and acknowledge contributions of classmates in class projects/artworks (e.g., daily news).	Paraphrase information while recognizing and acknowledging its sources.	Demonstrate research skills. Gather information and paraphrase it.	<b>M: Benchmark 6: State the conclusion of his/her research finding in his/her own words and cite his/her sources.</b>
Observe and practice library rules (e.g., behavior, care of books) and checkout policy.	Practice library and technology rules.	Practice library and technology rules.	<b>M: Benchmark 7: Follow school guidelines for responsible use of information resources (e.g., check out policies and library rules).</b>
Share information with class (e.g., show and tell, daily classroom news).	Contribute during brainstorming and class discussions.	Contribute during brainstorming and class discussions, projects and group work.	<b>M: Benchmark 8: Share knowledge and information with others.</b>



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5	6	7	8
Select appropriate strategies and information from the internet.	Select appropriate strategies and information from the internet.	Select appropriate strategies and information from the internet.	<b>M: Benchmark 1: Safely use various technologies (e.g., e-mail, chat software, tools).</b>
Recognize basic laws for ethical technology and media use.	Describe basic laws for ethical technology and media use in own words.	Analyze the individual and social consequences of unethical use of media and technology.	<b>M: Benchmark 2: Develop a personal code of standards for ethical technology use (e.g., privacy, copyright, etiquette) and analyze the individual and social consequences of unethical use of media.</b>
Identify ways technology and media can improve lives and recognize and demonstrate the importance of sharing access to a variety of information.	Compare the historical and cultural differences in media and technology use and recognize and demonstrate the importance of sharing access to a variety of information.	Illustrate how media and technology influence meanings and people's perceptions and recognize and demonstrate the importance of sharing access to a variety of information.	<b>M: Benchmark 3: Explain the importance of equitable access to a variety of information in a democratic society and explore the present and future impacts of technology and media on people and the environment and the way meaning and perception of reality are created and shared.</b>
Identify point of view and target audience in media messages.	Understand what embedded values are in media messages.	Analyze embedded messages in media messages.	<b>M: Benchmark 4: Analyze point of view and embedded values in media messages.</b>
Identify concepts of intellectual property rights and plagiarism.	Develop skills in concept mapping, outlining to organize information and paraphrase it.	Develop skills in bibliographic form and cite information sources.	<b>M: Benchmark 5: Recognize and apply concepts of intellectual property rights, avoid plagiarism, follow bibliographic form and cite all information sources used.</b>

5	6	7	8
Follow school guidelines for responsible use of information resources specifically in regards to internet use.	Follow school guidelines for responsible use of information resources specifically in regards to internet use.	Follow school guidelines for responsible use of information resources specifically in regards to internet use.	<b>Benchmark 6: Follow school guidelines for responsible use of information resources (e.g., circulation policies, acceptable use policies).</b>
Recognize contributions of peers in class discussions.	Recognize varied and diverse backgrounds and opinions of others.	Recognize varied and diverse backgrounds and opinions of others.	<b>Benchmark 7: Recognize the ideas and backgrounds of others and acknowledge their contributions.</b>

## Technology/Library/Media Literacy Standard Five

*Students develop the skills, knowledge and abilities to apply a variety of technologies to conduct research, manage information and solve problems. They distinguish among, evaluate and appropriately use current emerging media and technologies in the inquiry process.*

### Rationale

*Current and emerging technology tools will provide increased and alternative methods for problem-solving and thinking. Students must be able to access the credibility of information sources, use sophisticated search technologies to support research, problem-solving and decision making. Current emerging technologies and media require students to recognize the possibilities these tools can play in their information-rich futures. The variety of formats for both creating and presenting abound. Therefore, students must recognize and analyze how different media and technologies contribute to their own inquiry processes.*

K/1	2	3	4
I: Explore teacher-selected web sites or computer programs to find answers to questions.	D: Write questions, search and describe answers found on the web, CD ROM, or disk.	D: Use web sites, CD ROM's, and computer programs to research information.	M: <b>Benchmark 1: Ask a question and use technology to find the answer.</b>
I: Explore teacher-selected technology resources (e.g., audio, video tapes, newspaper, magazine articles, and books).	D: Write questions, search and describe answers found in a variety of technology.	D: Use a variety of technologies to research information.	M: <b>Benchmark 2: Use various technologies to identify sources and access information.</b>
I: Recognize dictionaries, encyclopedias, and atlases and talk about what they found.	D: Find technical sources (e.g., dictionaries, encyclopedias, and atlases) to identify information and discuss what they find.	D: Find technical sources including computer help screens and manuals from various technologies to identify information and write about what they find.	M: <b>Benchmark 3: Identify information from technical sources &amp; communicate findings.</b>
I: Recognize various media tech. sources.	D: Identify different media and tech. sources. (e.g., T.V., radio, newspaper, magazine, computers.)	Use search strategies to locate information in various media and technologies.	M: <b>Benchmark 4: Identify and use various media, technologies and search strategies to meet information needs.</b>
I: Recognize information from a variety of media tech.	D: Compare and contrast the type of information.	D: Compare and contrast the relevancy and type of information.	M: <b>Benchmark 5: Compare and contrast the quality and accuracy, relevancy, and type of information from a variety of media and technologies.</b>

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5	6	7	8
Access web sites for research information on curriculum related activities.	Access web sites for research information on curriculum related activities; share information with others.	Access web sites for help in solving a problem.	<b>M: Benchmark 1: Ask questions and use technology resources to solve problems.</b>
Begin to determine the best sources for information through comparisons.	Develop specific strategies for assessing the quality of sources and information.	Use various technologies with strategies to assess quality of sources and information.	<b>M: Benchmark 2: Use various technologies and develop strategies to assess the quality of sources &amp; information.</b>
Determine a topic, organize information found and write a report.	See connections among information, organize them and discuss relationships.	See connections among more varied information, organize them and discuss relationships.	<b>M: Benchmark 3: Organize information &amp; communicate findings.</b>
Recognize and select appropriate media and technology to meet information needs including exploring use of appropriate search strategies to locate information (e.g., Infotrac, search engines).	Select and apply search strategies in appropriate media and technology to meet information needs.	Select and apply appropriate media and technology searches to meet information needs.	<b>Benchmark 4: Select and refine appropriate search strategies to locate information in various media and technologies.</b>
Recognize point of view from a variety of media and tech.	Recognize embedded values in a variety of media and tech.	Develop criteria to evaluate the point of view and embedded values in information from a variety of media and tech.	<b>M: Benchmark 5: Apply criteria to evaluate the point of view and embedded values in information from a variety of media and technologies.</b>

## Technology/Library/Media Literacy Standard Six

*Students seek a variety of materials for independent learning and personal enjoyment and apply technological abilities and knowledge to appreciate literature and other creative expressions and to construct new personal understanding.*

### Rationale

*Technologies develop in response to the changing needs of the individual and society. Technological literacy implies not only understanding current applications of technology to common tasks and problems, it implies that students use technology to build new understandings, formulate novel hypotheses, and generate innovative solutions to challenging problems. Technological tools should be applied in ways that foster exploration and invention appropriate to the age and ability of the student. Central to lifelong learning is a respect and appreciation for the many voices and cultures, such as American Indian cultures, that contribute to the arts, literature and expressions of human productivity and creativity. Students must understand the ephemeral nature of information and value the enduring expressions of universal experiences. Students deserve to experience the satisfaction of fulfilling academic tasks as well as to connect with the excitement of independent learning.*

<b>K/1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Relate information to their lives and observe diverse cultures through literature and multi-media.	Relate information to their lives and describe diverse cultures found through a variety of format (e.g., literature, media, assemblies, field trips).	Apply information to understand their lives and describe diverse cultures found through a variety of formats (e.g., literature, media, assemblies, field trips).	<b>M: Benchmark 1: Apply existing information to develop personal understanding and recognize that diverse cultures are represented in a variety of creative formats.</b>
Create a class publication (e.g., poem, story, etc.).	Create a class publication (e.g., newspaper, story).	Produce a presentation (e.g., slide show, web-page, hyper stack).	<b>M: Benchmark 2: Create original works using various technologies.</b>
Use different types of software and technologies (e.g., computer, telephone, audio, video) to build problem-solving skills.	Use different types of software and technologies (e.g., computer, telephone, audio, video) to build problem-solving skills in a content area (e.g., math).	Use different types of software and technologies (e.g., computer, telephone, audio, video) to build problem-solving skills in a content area (e.g., science, art, music).	<b>M: Benchmark 3: Apply a variety of technologies to investigate a problem within a content area.</b>
Use different types of software and programs to develop critical thinking skills.	Use different types of software and programs to develop critical thinking and decision-making skills.	Use different types of software and programs to develop critical thinking and decision-making skills.	<b>M: Benchmark 4: Apply personal understanding and technologies to solve a problem.</b>
Listen to a variety of literature and poetry.	Hear and read a variety of literature and other creative expressions, share personal experiences.	Hear and read a variety of literature and other creative expressions, share personal experiences.	<b>M: Benchmark 5: Experience a variety of literature and other creative expressions and relate them to their own lives.</b>
Visit the library.	Explore the library as a place to seek information.	Locate information in the library for personal interest.	<b>M: Benchmark 6: Use libraries as places to seek information for personal interest.</b>

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5	6	7	8
Analyze existing information, materials and creative expressions from diverse cultures and tell how it relates to them (e.g., Literature, assemblies, multimedia).	Analyze existing information to generate personal understanding and describe diverse cultures after learning about them through various sources.	Apply existing information to generate personal understanding and use and respond to materials and creative expressions from diverse cultures (e.g., Compare and contrast to our culture with skits, write stories).	<b>M: Benchmark 1: Analyze and apply existing information to generate personal understanding and to respond to materials and creative expressions from diverse cultures.</b>
Create a collection of original work using various technologies (e.g., spreadsheets, graphs).	Create a collection of original work using various technologies (e.g. charts, cover page for report).	Create a collection of original work using various technologies (e.g. graphics, journal, portfolio, computer and video).	<b>M: Benchmark 2: Create a collection of original work using various technologies.</b>
Use a variety of technologies to examine a problem.	Apply a variety of technologies to examine a problem across two or more context areas.	Apply a variety of technologies to examine a problem across two or more context areas.	<b>M: Benchmark 3: Apply a variety of technologies to investigate a problem across content areas.</b>
Use various software applications to enhance critical thinking skills.	Use various software applications to enhance critical thinking skills.	Use various software applications to enhance creative and critical thinking skills.	<b>M: Benchmark 4: Apply personal understanding and technologies to develop an invention or original solution to an authentic problem.</b>
Recognize and read different genres and formats of literature and creative expressions.	Distinguish between a wide variety of literature and other creative expressions in various genres and formats.	Demonstrate comprehension of a wide variety of literature and other creative expressions in various genres (e.g., dramatization, book reports, skits).	<b>M: Benchmark 5: Interpret a wide variety of literature and other creative expressions in various genres and formats.</b>
Recognize resources beyond a school library. (e.g., human resources, search engines, and multimedia).	Determine the validity of resources.	Use the library to find information for personal use and to make connections to resources beyond the school library.	<b>M: Benchmark 6: Use the library to find information for personal use and to make connections to resources beyond the school library.</b>

