

Fairfield School District

Media Curriculum

Kindergarten through Sixth Grade



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Mission Statement

The mission of the school library media program is to ensure that students and staff are effective, responsible users of ideas and information. This mission is accomplished by:

- supplying intellectual and physical access to materials in all formats;
- maintaining a collection that not only supports the curriculum, but also addresses contemporary life issues and student interests;
- providing instruction to foster proficiency and encourage a love of reading, viewing, and using information and ideas;
- collaborating with other educators to create meaningful units of inquiry for cross-curricular purposes and design targeted instruction to meet the needs of individual students;
- teaching students to seek diverse perspectives, gather and use information ethically, and use social tools responsibly and safely; and
- supporting the New Jersey Student Learning Standards for English Language Arts, Social Studies, Science, and Technical Subjects by stressing critical-thinking, problem-solving, and analytical skills that are required for success in college, career, and life.

Philosophy

The school library is at the heart of the school, as it houses all relevant information for both the curriculum and student interests. Through the physical space and online presence, all members of the school community have equal access to the wide variety of resources in both print and digital formats curated. The School Library Media Specialist (SLMS) spearheads the curation of these materials, enabling students to come into contact with high-quality reading materials that support the curriculum and appeal to their curiosity, encouraging them to become lifelong learners. Students develop critical thinking, problem solving, and communication skills as they use a variety of resources to meet the demands of curriculum and the challenges of the future.

The SLMS models, advocates for, and promotes inquiry learning through cross-curricular readings, activities, and projects that reinforce skills and concepts addressed in the classroom. Working collaboratively with the classroom teachers, units and lessons are designed by the SLMS to connect learning to real-world events by using stories and personal narratives to engage learners and make connections. Data and evidence are effectively used to create an inclusive and individualized experience for students, allowing them to succeed now

and in their future endeavors. This success fuels learners to incorporate inquiry, learning, and self-improvement into their daily lives, empowering students to become innovative thinkers beyond the school building and into their professional lives. In addition, school libraries include all school community members by bridging the socioeconomic divide in providing up-to-date, appropriate technology and connectivity, enabling all students and educators access to information technologies and to develop related skills.

It is the job of the SLMS to educate fellow educators, learners, and other school community members about student freedoms concerning the library and the materials it houses. Instead of allowing others to control student access, the SLMS protect students' rights to be able to connect with ideas and information. Students have the freedom to choose which ideas and information appeal to them and/or are suitable for their purpose, whatever it may be.

Reading is paramount in our world, especially as the definition of information literacy has become more complex as resources and technologies have changed. The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own. The SLMS bridges this gap for students and propels school-wide achievement.

Principles of Evaluation and Selection

I. Library media specialists should select materials having these elements of quality:

- A. Permanent or timely value
- B. Accuracy
- C. Authority
- D. Clear presentation, readability, and popular appeal
- E. Format - - substantial binding and paper, clear print, clean graphics

II. Factors influencing selection are:

- A. Curriculum
- B. Reading interests and abilities of students
- C. Background and maturity of students
- D. Need to develop a balanced collection
- E. Literary value
- F. Size of the budget
- G. Need for multiple copies

III. Books and other materials should appear with a favorable designation in one or more of the recognized reviewing tools unless it is possible to examine and evaluate them

carefully before purchase. Examples of reviewing tools are Booklist, School Library Journal, and Follett Titlewave.

IV. Materials selected should be free of gender bias and accurately reflect all religious, social, political, and ethnic groups and their contributions to the American heritage, as well as a knowledge and appreciation of global history and culture.

V. The library media center welcomes gifts of books and other materials provided that:

- A. they meet the same standards of selection as those applied to original purchases
- B. they can be integrated into the general library media collection
- C. the library media center may offer the gift to another library or institution
- D. the library media center may dispose of the gift at its discretion

VI. Worn or missing standard items should be disposed of in accordance with District Policy and should be replaced if the items continue to meet the selection guidelines.

VII. No longer useful materials should be withdrawn from the collection. Materials will be examined on a continuous basis for the purpose of identifying items to be withdrawn. Factors influencing the decision to withdraw include: curricular needs, age, condition, accuracy of information, circulation history, suitability to student population served.

Interdisciplinary Connections

Library Media teaches students a love of reading through exposure to a diverse collection of written works and also enables students to be responsible consumers of information while exploring a variety of print and electronic sources. As a result, in order to make content relevant to real-life experiences, it is vital that the SLMS maintains consistent content with classroom and content-specific teachers to incorporate skills and knowledge students are attaining and improving upon throughout the school year. After working with grade level teams, the SLMS creates units and lessons centered around grade-level topics that can be the driving force behind an inquiry-based research approach. Cross-curricular research opportunities are designed to immerse students in the content, enabling them to develop background knowledge, deepen their understanding of concepts through questioning, and honing their writing and speaking skills to adequately present their ideas to a given audience. Once in grades 5 and 6, MLA format is incorporated into lessons and students are expected to use proper MLA format. Intellectual property and the creative commons license are discussed throughout the duration of the program, culminating in a research project that includes in-text citations and a works cited page in grade 6.

Integration of the Technology Standard through NJSL 8

In this ever-changing digital world where citizenship is being re-imagined, our students must be able to harness the power of technology to live, solve problems and learn in college, on the job and throughout their lives. Enabled with digital and civic citizenship skills, students are empowered to be responsible members of today's diverse global society.

Readiness in this century demands that students actively engage in critical thinking, communication, collaboration, and creativity. Technology empowers students with real-world data, tools, experts and global outreach to actively engage in solving meaningful problems in all areas of their lives. The power of technology discreetly supports all curricular areas and multiple levels of mastery for all students.

Integration of 21st Century Skills through NJSL 9

21st century skills are inherent in the Library Media program through the cross-curricular opportunities presented to students. While employers are relying on the ability of workers to think unconventionally while collaborating with others to communicate efficiently on a global scale, information is being accessed more frequently than ever. Furthermore, information is always changing and evolving through latest technological advancements, yet a discerning eye is still necessary in order to be able to effectively evaluate the validity and credibility of these sources. Library Media provides students with exposure to these very issues in order to prepare them to be fully functional, contributing members of society on a local and global scale, making the program critical for student success.

Integration of 21st Century Life and Career Skills through Career Education

For students to be college and career ready they must have opportunities to understand career concepts and financial literacy. This includes helping students make informed decisions about their future personal, educational, work, and financial goals. By integrating Standard 9 into instruction, New Jersey students will acquire the necessary academic and life skills to not only achieve individual success but also to contribute to the success of our society. For example: Career Day event, exposure to a variety of literature and sources of information, exploration of technology career options, class trips that reinforce the curriculum and cross-curricular units and projects (e.g., the 5th grade trip to the Lakota Wolf Preserve), making them relevant to students.

Teacher's Toolbox

| <u>Assessments</u> | <u>Resources</u> |
|---|--|
| <ul style="list-style-type: none"> ● Procuring requested materials found in the library and online ● Visual depictions of and written connections to literature ● Graphic organizers ● Individual and small group tasks ● Individual and group research projects and presentations ● Turntable discussions ● Written feedback and student reflections ● Quizzes and surveys through Google Forms ● Observation of skill development | <ul style="list-style-type: none"> ● School library collection ● Read alouds ● Posters and anchor charts ● Handouts and graphic organizers ● SMART boards ● Videos ● Chromebooks / Internet websites ● Google Suite applications ● School library website and teacher-curated materials in Google Docs and Slides ● Professional associations and organizations (i.e., NJASL, AASL) |
| <p>Goals- After completing all levels of this program, a student will be able to:</p> <ul style="list-style-type: none"> ● Understand how the library is set up in different sections and classifications, and locate materials in the library and through online resources ● Determine the central themes in read alouds and other provided texts, and make connections to these themes (i.e. text to word, text to text, or text to self) ● Work with peers to share ideas and appreciate unique perspectives displayed through discussions, readings, and presentations ● Work with peers to solve problems presented in real life or through literature and other mediums ● Conduct research <ul style="list-style-type: none"> ○ Build and recall background knowledge to prepare to form new meaning through inquiry ○ Narrow a topic to address a question and/or informational need ○ Create an essential question to guide the research process ○ Evaluate possible print and electronic sources ○ Curate a list of credible sources for research purposes and credit these sources in final products ○ Independently write a research paper or | <p>Standards- Library Media is based on the American Association of School Librarians Standards Framework for Learners.</p> <p>Standard 1: Inquire - Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.</p> <p>Standard Two: Include - Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.</p> <p>Standard Three: Collaborate - Work effectively with others to broaden perspectives and work toward common goals.</p> <p>Standard Four: Curate - Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.</p> <p>Standard Five: Explore - Discover and innovate in a growth mindset developed through experiences and reflection.</p> <p>Standard Six: Engage - Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of</p> |

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| <p>presentation while utilizing proper MLA format</p> <ul style="list-style-type: none"> ● Present ideas and information learned through research to peers, both informally (turntable discussions with peers) and formally (i.e., Google Slides) ● Provide constructive feedback to peers ● Understand that learning is a life-long process and continually strive for personal growth | <p>practice and an interconnected world.</p> |
| <p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> ● Teacher modeling (e.g., creating a works cited page) ● Read alouds with class discussions ● Leveled group work ● Targeted, small group instruction ● Use of graphic organizers ● Think, pair, share ● Anticipation guides ● Graffiti boards ● Centers, both teacher- and student-led ● Exit slips ● Use of teacher-generated Google Forms & Docs | <p style="text-align: center;"><u>Opportunities to Differentiate & Accommodate</u></p> <ul style="list-style-type: none"> ● Information provided in smaller increments ● Provide preferential seating at the carpet ● Use of special tools and resources ● Use of visual and supportive material ● Systematic assessment and feedback ● Consultations with the classroom teacher(s) as necessary ● Practice and reinforcement ● Per student's IEP |

Grades K & 1 Details for a 6 Week Cycle

| | Kindergarten | Grade 1 |
|-------------------------------|--|---|
| Basic concepts | Habitats: report on functions, characteristics, and inhabitants of various places (students will have their choice of habitat). | Community workers: define the job of a certain community worker, describe why they like the job, and explain how it helps the community. |
| HEP | Add animals INTO their habitats and label their adaptations (ie. otter needs claws to dig) and add sentences. | Research the schooling/training needed to be successful in a particular community job. |
| Tier 2 | -Generate guiding research questions about habitats, what might live there, and how they survive. -Dab a sheet of which animals live in which location (ie. Bingo board). | -Generate guiding research questions about community workers that they personally would like to know more about. -Read books that describe different jobs of people in the community. |
| Tier 3 | Have pre-written and cut labels for the habitat diagrams and/or animals. | Interview someone from the community. |
| IEP | Use the books and photos from the computer while making their display | Draw and label the equipment needed to complete a job successfully |
| 504 | Sort animals by who lives above and below ground. | Act out the roles of a community helper. |
| ELL | Provide sentence starters for the descriptions of the habitat. | Create a vocabulary sheet matching the job to a photograph of a person doing that job. |
| Technology | Present photos of different habitats - interactive videos to see the animals in action 8.1.2.D.1 Develop an understanding of ownership of print and nonprint information. | Use online resources to find the research, photographs, and Skype interviews. Take a virtual field trip to a place in the community. 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue. |
| Interdisciplinary Connections | Science K-ESS3-1 Use a model to represent the relationship between the | Social Studies 6.1.4A.11 Explain how the fundamental rights of the individual and the common good of |

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| | <p>needs of different plants or animals (including humans) and the places they live.</p> <p>RL.K.5. Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> | <p>the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.</p> <p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> |
| Career Ready Practices | CRP4. Communicate clearly and effectively and with reason. | CRP1. Act as a responsible and contributing citizen and employee. |
| 21st Century Life and Careers | 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. | 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. |

Grades 2 & 3 Details for a 6 Week Cycle

| | Grade 2 | Grade 3 |
|-------------------------------|---|--|
| Basic concepts | Communities: report on types, contents (people and buildings), and what it means to people. | Countries: report on general facts and unique traditions found in a country. |
| HEP | -Read fiction text about communities and analyze how the characters respond to the communities in which they live. -Collaborate with STEAM team to create a model of a green city and program Ozo Bots to navigate their creation. | -Make a slideshow and orally present their findings to their classmates. -Identify a problem present in the choice country and formulate possible solutions to offer. |
| Tier 2 | Collaborate with peers to complete parts of their collage. | Find photos to enhance their project. Can input onto their doc or poster. |
| Tier 3 | Write about how community members help each other. | Same countries or regions can partner up to share resources during the research phase of the project. |
| IEP | Use a Venn diagram to compare/contrast urban to rural... or a community then and now. | Use a graphic organizer with questions to collect and organize information from their research. |
| 504 | Paint a collage depicting how they view their community. | Offer small group support during the production phase. |
| ELL | Write about how communities change using sentence starters. | Bring something personal from their own country/culture to share with their classmates. |
| Technology | Research different paintings by Romare Bearden. 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue. | Use Google Suite to publish their findings. 8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue. |
| Interdisciplinary Connections | Social Studies 6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for change. | Social Studies 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world. |

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| | <p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot</p> | <p>RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p> |
| Career Ready Practices | CRP1. Act as a responsible and contributing citizen and employee. | CRP2. Apply appropriate academic and technical skills. |
| 21st Century Life and Careers | 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. | 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. |

Grades 4 & 5 Details for a 6 Week Cycle

| | Grade 4 | Grade 5 |
|-------------------------------|--|---|
| Basic concepts | -Research a topic based upon the ELA unit that cycle. Teacher will offer a variety of options and students will select a topic to research and display. -Students will then fill out a reflection sheet to help them identify strengths and weaknesses. | -Research an animal in reference to biodiversity and the ecosystem, in preparation for the field trip to Lakota Wolf Preserve. -Students will then critique one another's websites to encourage constructive growth. |
| HEP | Elaborate details about their topic, beyond the rubric given. | Create a webpage/site that explores the six animals found at the Lakota Wolf Preserve. |
| Tier 2 | 2 students with the same topic can share the source and support each other in their work (not have the same facts) | Create a slideshow to present their information to others. |
| Tier 3 | Find and print photos to add details to their posters | Review vocabulary specific to ecosystems (ie. endangered vs. protected) |
| IEP | Offer 1:1 support to read, comprehend, and discuss organization of the piece. | Collect information online and condense main ideas onto 6 trading cards from the animals at the preserve |
| 504 | Complete a graphic organizer with the 5 areas of research to produce the piece. | Complete a research organizer before they make their own project. |
| ELL | Identify key vocabulary terms by adding captions to their piece. | Watch videos about the animals and see what people are doing to help them survive. Point out key words |
| Technology | Research, appropriate photo cite sources 8.1.5.D.1 Understand the need for and use of copyrights. | Watch and discuss videos about the animals 8.1.5.D.1 Understand the need for and use of copyrights. |
| Interdisciplinary Connections | RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including | Science 5-ESS3-1 obtain and combine information about ways that individual communities use science ideas to protect the Earth's resources and |

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| | <p>what happened and why, based on specific information in the text.</p> <p>W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>Social Studies 6.1.4.D.18 Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.</p> | <p>environment.</p> <p>RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>W.5.9.B Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p> |
| Career Ready Practices | CRP7. Employ valid and reliable research strategies. | CRP5. Consider the environmental, social and economic impacts of decisions |
| 21st Century Life and Careers | 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. | 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. |

Grade 6 Details for a 6 Week Cycle

| | Grade 6 |
|-------------------------------|--|
| Basic concepts | <p>-Complete a research paper on Middle Ages. All students select one topic from a bank of 10 options related to the Middle Ages. They will produce an essay (at least five paragraphs) following MLA format with in text citations and a works cited page at the end.</p> <p>-Once teacher-feedback and scored rubrics are provided, students will write a reflection paper to identify strengths, weaknesses, and ways in which they plan to improve for future research tasks.</p> |
| HEP | Use more than 3 sources and reference them with only minor MLA errors. |
| Tier 2 | Small group conferencing to aid in developing their guiding questions for their research. |
| Tier 3 | Take notes on index cards and group facts to organize paragraphs. |
| IEP | Copy teacher slideshow sample of citations and they can fill it in with their own reference information. |
| 504 | Perform a skit from Reader's Theater about the Middle Ages. |
| ELL | Build background about the Middle Ages through online videos. |
| Technology | <p>Research topics, MLA format, show videos</p> <p>Google Docs, slides</p> <p>8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.</p> |
| Interdisciplinary Connections | <p>RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>Social Studies 6.2.8.D.4.a Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these</p> |

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| | hierarchical structures had on the lives of various groups of people. |
| Career Ready Practices | CRP7. Employ valid and reliable research strategies. |
| 21st Century Life and Careers | 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. |

SCOPE AND SEQUENCE

COURSE OUTLINE USING [AASL STANDARDS](#)

Key: I=Introduce

R=Reinforce

A=Apply

N=Not applicable

The students in grades Kindergarten – 6 will be able to:

I. **INQUIRE:** Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

| Course Outline/Scope Sequence | K | 1 | 2 | 3 | 4 | 5 | 6 |
|--|---|---|---|---|---|---|---|
| A. THINK: Learners display curiosity and initiative by: | | | | | | | |
| 1. Formulating questions about a personal interest or a curricular topic. | I | R | R | R | A | A | A |
| 2. Recalling prior and background knowledge as context for new meaning. | I | I | R | R | R | A | A |
| B. CREATE: Learners engage with new knowledge by following a process that includes: | | | | | | | |
| 1. Using evidence to investigate questions. | I | I | I | R | R | A | A |
| 2. Devising and implementing a plan to fill knowledge gaps. | | | | I | I | R | R |
| 3. Generating products that illustrate learning. | I | I | R | R | A | A | A |
| C. SHARE: Learners adapt, communicate, and exchange learning products with others in a cycle that includes: | | | | | | | |
| 1. Interacting with content presented by others. | | | I | I | R | R | A |
| 2. Providing constructive feedback. | | | | | I | I | R |
| 3. Acting on feedback to improve. | | | | | | I | I |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 4. Sharing products with an authentic audience. | | | | | I | R | A |
| D. GROW: Learners participate in an ongoing inquiry-based process by: | | | | | | | |
| 1. Continually seeking knowledge. | I | I | R | R | R | A | A |
| 2. Engaging in sustained inquiry. | | | I | R | R | A | A |
| 3. Enacting new understanding through real-world connections. | | | | | I | I | R |
| 4. Using reflection to guide informed decisions. | | | | | I | I | R |

II. INCLUDE: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

| Course Outline/Scope Sequence | K | 1 | 2 | 3 | 4 | 5 | 6 |
|--|----------|----------|----------|----------|----------|----------|----------|
| A. THINK: Learners contribute a balanced perspective when participating in a learning community by: | | | | | | | |
| 1. Articulating an awareness of the contributions of a range of learners. | | | | | I | R | A |
| 2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products. | | | | | I | I | R |
| 3. Describing their understanding of cultural relevancy and placement within the global learning community. | | | | | | | I |
| B. CREATE: Learners adjust their awareness of the global learning community by: | | | | | | | |
| 1. Interacting with learners who reflect a range of perspectives. | I | I | I | R | R | A | A |
| 2. Evaluating a variety of perspectives during learning activities. | | | | | | I | R |
| 3. Representing diverse perspectives during learning activities. | | | | | | I | I |
| C. SHARE: Learners exhibit empathy with and tolerance for diverse ideas by: | | | | | | | |
| 1. Engaging in informed conversation and active debate. | | | | | | I | I |
| 2. Contributing to discussions in which multiple viewpoints on a topic are expressed. | | | | I | I | R | R |
| D. GROW: Learners demonstrate empathy and equity in knowledge | | | | | | | |

| building within the global learning community by: | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. Seeking interactions with a range of learners. | I | I | I | R | R | R | A |
| 2. Demonstrating interest in other perspectives during learning activities. | | | | I | I | R | R |
| 3. Reflecting on their own place within the global learning community. | | | | | | | I |

III. Collaborate: Work effectively with others to broaden perspectives and work toward common goals.

| Course Outline/Scope Sequence | K | 1 | 2 | 3 | 4 | 5 | 6 |
|---|----------|----------|----------|----------|----------|----------|----------|
| A. THINK: Learners identify collaborative opportunities by: | | | | | | | |
| 1. Demonstrating their desire to broaden and deepen understandings. | I | I | I | R | R | A | A |
| 2. Developing new understandings through engagement in a learning group. | | | I | R | R | A | A |
| 3. Deciding to solve problems informed by group interaction. | | | | I | I | R | A |
| B. CREATE: Learners participate in personal, social, and intellectual networks by: | | | | | | | |
| 1. Using a variety of communication tools and resources. | | | | I | R | A | A |
| 2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge. | | | | | I | R | A |
| C. SHARE: Learners work productively with others to solve problems by: | | | | | | | |
| 1. Soliciting and responding to feedback from others. | | | | | I | R | A |
| 2. Involving diverse perspectives in their own inquiry processes. | | | | | | | I |
| D. GROW: Learners actively participate with others in learning situations by: | | | | | | | |
| 1. Actively contributing to group discussions. | I | I | R | R | R | A | A |
| 2. Recognizing learning as a social responsibility. | | | | | | I | R |

IV. CURATE: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

| Course Outline/Scope Sequence | K | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| A. THINK: Learners act on an information need by: | | | | | | | |
| 1. Determining the need to gather information | I | I | R | R | A | A | A |
| 2. Identifying possible sources of information. | | I | I | R | R | A | A |
| 3. Making critical choices about information sources to use. | | | | | I | R | A |
| B. CREATE: Learners gather information appropriate to the task by: | | | | | | | |
| 1. Seeking a variety of sources. | | | | I | R | R | A |
| 2. Collecting information representing diverse perspectives. | | | | I | I | R | R |
| 3. Systematically questioning and assessing the validity and accuracy of information. | | | | | I | R | R |
| 4. Organizing information by priority, topic, or other systematic scheme. | | | | | I | R | A |
| C. SHARE: Learners exchange information resources within and beyond their learning community by: | | | | | | | |
| 1. Accessing and evaluating collaboratively constructed information sites. | | | | | I | R | A |
| 2. Contributing to collaboratively constructed information sites by ethically using and reproducing others' work. | | | | | | I | I |
| 3. Joining with others to compare and contrast information derived from | | | | | I | I | R |

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|---|--|--|--|--|---|---|---|
| collaboratively constructed information sites. | | | | | | | |
| D. GROW: Learners select and organize information for a variety of audiences by: | | | | | | | |
| 1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. | | | | | | I | I |
| 2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources. | | | | | I | R | A |
| 3. Openly communicating curation processes for others to use, interpret, and validate. | | | | | | I | R |

V. EXPLORE: Discover and innovate in a growth mindset developed through experience and reflection.

| Course Outline/Scope Sequence | K | 1 | 2 | 3 | 4 | 5 | 6 |
|--|----------|----------|----------|----------|----------|----------|----------|
| A. THINK: Learners develop and satisfy personal curiosity by: | | | | | | | |
| 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. | I | I | I | R | R | A | A |
| 2. Reflecting and questioning assumptions and possible misconceptions. | | | | | I | I | R |
| 3. Engaging in inquiry-based processes for personal growth. | I | I | I | R | R | A | A |
| B. CREATE: Learners construct new knowledge by: | | | | | | | |
| 1. Problem solving through cycles of design, implementation, and reflection | | | I | I | R | R | A |
| 2. Persisting through self-directed pursuits by tinkering and making. | | | I | I | R | R | A |
| C. SHARE: Learners engage with the learning community by: | | | | | | | |
| 1. Expressing curiosity about a topic of personal interest or curricular relevance. | I | I | R | R | A | A | A |
| 2. Co-constructing innovative means of investigation. | | | | I | I | R | R |
| 3. Collaboratively identifying innovative solutions to a challenge or problem. | | | | I | R | R | A |
| D. GROW: Learners develop through experiences and reflection by: | | | | | | | |

| | | | | | | | |
|---|--|--|---|---|---|---|---|
| 1. Iteratively responding to challenges. | | | I | R | R | A | A |
| 2. Recognizing capabilities and skills that can be developed, improved, and expanded. | | | | | I | R | A |
| 3. Open-mindedly accepting feedback for positive and constructive growth. | | | | | | I | R |

VI. ENGAGE: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

| Course Outline/Scope Sequence | K | 1 | 2 | 3 | 4 | 5 | 6 |
|--|----------|----------|----------|----------|----------|----------|----------|
| A. THINK: Learners follow ethical and legal guidelines for gathering and using information by: | | | | | | | |
| 1. Responsibly applying information, technology, and media to the learning. | | | | I | I | R | R |
| 2. Understanding the ethical use of information, technology, and media. | | | | I | I | R | R |
| 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need. | | | | I | I | R | R |
| B. CREATE: Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: | | | | | | | |
| 1. Ethically using and reproducing others' work. | | | | I | R | R | A |
| 2. Acknowledge authorship and demonstrating respect for the intellectual property of others. | | | | I | R | R | A |
| 3. Including elements in personal-knowledge products that allow others to credit content appropriately. | | | | | | I | R |
| C. SHARE: Learners responsibly, ethically, and legally share new information with a global community by: | | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. Sharing information resources in accordance with modification, reuse, and remix policies. | | | | | | | I |
| 2. Disseminating new knowledge through means appropriate for the intended audience. | I | I | R | R | A | A | A |
| D. GROW: Learners engage with information to extend personal learning by: | | | | | | | |
| 1. Personalizing their use of information and information technologies. | | | | I | I | R | R |
| 2. Reflecting on the process of ethical generation of knowledge. | | | | | I | I | R |
| 3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors. | | | | | | I | I |

APPENDIX A: [AASL Standards](#)



AASL Standards Fram

| SHARED FOUNDATIONS AND KEY COMMITMENTS | | | |
|--|---|--|---|
| DOMAINS AND COMPETENCIES | I. INQUIRE | II. INCLUDE | III. COLLABORATE |
| | Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems. | Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community. | Work effectively with others to broaden perspectives and work toward common goals. |
| A. THINK | <p>Learners display curiosity and initiative by:</p> <ol style="list-style-type: none"> 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning. | <p>Learners contribute a balanced perspective when participating in a learning community by:</p> <ol style="list-style-type: none"> 1. Articulating an awareness of the contributions of a range of learners. 2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products. 3. Describing their understanding of cultural relevancy and placement within the global learning community. | <p>Learners identify collaborative opportunities by:</p> <ol style="list-style-type: none"> 1. Demonstrating their desire to broaden and deepen understandings. 2. Developing new understandings through engagement in a learning group. 3. Deciding to solve problems informed by group interaction. |
| B. CREATE | <p>Learners engage with new knowledge by following a process that includes:</p> <ol style="list-style-type: none"> 1. Using evidence to investigate questions. 2. Devising and implementing a plan to fill knowledge gaps. 3. Generating products that illustrate learning. | <p>Learners adjust their awareness of the global learning community by:</p> <ol style="list-style-type: none"> 1. Interacting with learners who reflect a range of perspectives. 2. Evaluating a variety of perspectives during learning activities. 3. Representing diverse perspectives during learning activities. | <p>Learners participate in personal, social, and intellectual networks by:</p> <ol style="list-style-type: none"> 1. Using a variety of communication tools and resources. 2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge |
| C. SHARE | <p>Learners adapt, communicate, and exchange learning products with others in a cycle that includes:</p> <ol style="list-style-type: none"> 1. Interacting with content presented by others. 2. Providing constructive feedback. 3. Acting on feedback to improve. 4. Sharing products with an authentic audience. | <p>Learners exhibit empathy with and tolerance for diverse ideas by:</p> <ol style="list-style-type: none"> 1. Engaging in informed conversation and active debate. 2. Contributing to discussions in which multiple viewpoints on a topic are expressed. | <p>Learners work productively with others to solve problems by:</p> <ol style="list-style-type: none"> 1. Soliciting and responding to feedback from others. 2. Involving diverse perspectives in their own inquiry processes. |
| D. GROW | <p>Learners participate in an ongoing inquiry-based process by:</p> <ol style="list-style-type: none"> 1. Continually seeking knowledge. 2. Engaging in sustained inquiry. 3. Enacting new understanding through real-world connections. 4. Using reflection to guide informed decisions. | <p>Learners demonstrate empathy and equity in knowledge building within the global learning community by:</p> <ol style="list-style-type: none"> 1. Seeking interactions with a range of learners. 2. Demonstrating interest in other perspectives during learning activities. 3. Reflecting on their own place within the global learning community. | <p>Learners actively participate with others in learning situations by:</p> <ol style="list-style-type: none"> 1. Actively contributing to group discussions. 2. Recognizing learning as a social responsibility. |

ework for Learners

| IV. CURATE Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance. | V. EXPLORE Discover and innovate in a growth mindset developed through experience and reflection. | VI. ENGAGE Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world. |
|--|---|--|
| Learners act on an information need by: <ol style="list-style-type: none"> Determining the need to gather information. Identifying possible sources of information. Making critical choices about information sources to use. | Learners develop and satisfy personal curiosity by: <ol style="list-style-type: none"> Reading widely and deeply in multiple formats and write and create for a variety of purposes. Reflecting and questioning assumptions and possible misconceptions. Engaging in inquiry-based processes for personal growth. | Learners follow ethical and legal guidelines for gathering and using information by: <ol style="list-style-type: none"> Responsibly applying information, technology, and media to learning. Understanding the ethical use of information, technology, and media. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need. |
| Learners gather information appropriate to the task by: <ol style="list-style-type: none"> Seeking a variety of sources. Collecting information representing diverse perspectives. Systematically questioning and assessing the validity and accuracy of information. Organizing information by priority, topic, or other systematic scheme. | Learners construct new knowledge by: <ol style="list-style-type: none"> Problem solving through cycles of design, implementation, and reflection. Persisting through self-directed pursuits by tinkering and making. | Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: <ol style="list-style-type: none"> Ethically using and reproducing others' work. Acknowledging authorship and demonstrating respect for the intellectual property of others. Including elements in personal-knowledge products that allow others to credit content appropriately. |
| Learners exchange information resources within and beyond their learning community by: <ol style="list-style-type: none"> Accessing and evaluating collaboratively constructed information sites. Contributing to collaboratively constructed information sites by ethically using and reproducing others' work. Joining with others to compare and contrast information derived from collaboratively constructed information sites. | Learners engage with the learning community by: <ol style="list-style-type: none"> Expressing curiosity about a topic of personal interest or curricular relevance. Co-constructing innovative means of investigation. Collaboratively identifying innovative solutions to a challenge or problem. | Learners responsibly, ethically, and legally share new information with a global community by: <ol style="list-style-type: none"> Sharing information resources in accordance with modification, reuse, and remix policies. Disseminating new knowledge through means appropriate for the intended audience. |
| Learners select and organize information for a variety of audiences by: <ol style="list-style-type: none"> Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. Integrating and depicting in a conceptual knowledge network their understanding gained from resources. Openly communicating curation processes for others to use, interpret, and validate. | Learners develop through experience and reflection by: <ol style="list-style-type: none"> Iteratively responding to challenges. Recognizing capabilities and skills that can be developed, improved, and expanded. Open-mindedly accepting feedback for positive and constructive growth. | Learners engage with information to extend personal learning by: <ol style="list-style-type: none"> Personalizing their use of information and information technologies. Reflecting on the process of ethical generation of knowledge. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors. |