

Wilton Public Schools
Library Learning Commons Curriculum



PreK-12 Grade-Level Objective Matrix

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Wilton Public Schools
Library Learning Commons Curriculum
Pre-K-12 School-Level Objective Matrix

PROGRAM GOAL 1: INQUIRY AND INFORMATION FLUENCY

Goal Statement: Students question, locate, evaluate, apply and communicate information and reflect on information to conduct research, solve problems and manage projects throughout all content areas.

Essential Question: What skills and strategies are needed to gather information effectively, solve problems, and conduct research?

Students should know and be able to:	By Grade 2	By Grade 5	By Grade 8	By Grade 12
<p>1.1 Question: Students will define an information need and plan a course of action to solve a problem or conduct research.</p> <p>Enduring Understanding: Questions guide research.</p> <p>Essential Question: What do I need to know before I start my inquiry?</p>	<p>A. Has been introduced to the K-2 Wilton Inquiry Model that allows for application in guided circumstances.</p> <p>B. Determine existing knowledge as a class using teacher-generated concrete organizational materials.</p> <p>C. Collaborative develop questions based on an essential question and</p> <ul style="list-style-type: none"> Understand the difference between big and little questions <p>D. Follow a teacher directed strategy to answer an information need using the Wilton Inquiry Model.</p> <ul style="list-style-type: none"> Follow prescribed task and timeline in order to complete individual segments of task. <p>E. Read and discuss two or more predetermined sources to support ideas for teacher-guided inquiry.</p>	<p>A. Has been introduced to the 3-5 Wilton Inquiry Model that allows for application in guided circumstances.</p> <p>B. Determine existing knowledge using teacher-generated concrete organizational materials.</p> <p>C.. Develop question - guided by the teacher.</p> <p>D. Follow a teacher directed or collaboratively created Action Plan to answer an information need using the Wilton Inquiry Model.</p> <ul style="list-style-type: none"> Keyword searching Determining print, digital, database, multimedia sources Timeline Communicate scope and criteria of the task Determine how they are communicating to an appropriate audience with instructional support <p>E. Read and discuss multiple sources to generate ideas for inquiry two or more sources to support ideas for teacher-guided inquiry.</p> <p>F. Reflect, revise and refine based on new information and ideas about a given topic with teacher support.</p>	<p>A. Has a working knowledge of the Wilton Inquiry Model that allows for application in a variety of circumstances.</p> <p>B. Determine existing knowledge using teacher-prompted organizational methods.</p> <p>C.. Independently develop essential questions. Clarify and revise research questions (both essential and subsidiary) with instructional support</p> <p>D. Independently develop an action plan to answer an information need using the Wilton Inquiry Model.</p> <ul style="list-style-type: none"> Communicate scope and criteria of the task independently Develop and revise keywords Determining print, digital, database, multimedia sources Determine time management Determine if work will be collaborative or Independent Determine how they are communicating to an appropriate audience with instructional support <p>E. Read and discuss multiple sources to generate original ideas for inquiry with instructional support and understand the differences and importance of utilizing multiple sources and formats.</p> <p>F. Reflect, revise and refine based on new information and ideas about a given topic with teacher support</p>	<p>A. Apply an understanding of inquiry to allow for adaptation in a variety of circumstances.</p> <p>B. Independently identify and develop background knowledge using self-determined organizational methods.</p> <p>C. Independently develop, clarify and refine research questions (both essential and subsidiary) related to the topic.</p> <p>D. Independently develop an action plan to answer an information need.</p> <ul style="list-style-type: none"> Communicate scope and criteria of the task independently Determine time management Determine how they are communicating to an appropriate audience <p>E.. Read multiple sources to generate original ideas for inquiry and understand the differences and importance of utilizing multiple sources and formats.</p> <p>F.. Reflect, revise and refine based on new information and ideas about a given topic</p>

	F. Reflect and revise based on new information and ideas about a given topic with teacher support			
<p>1.2 Locate: Students will use organizational strategies to identify, locate, and access a variety of information sources.</p> <p>Enduring Understanding: A variety of skills and strategies facilitate research.</p> <p>Essential Question: What skills and strategies are needed to gather information effectively, solve problems, and conduct research?</p>	<p>A. Identify basic search terms for essential question with support.</p> <p>B. Identify a wide range of resources including encyclopedias, atlases, dictionaries, and maps.</p> <p>C. Access online catalog to identify materials by author, title and subject and locate appropriate areas of the library learning commons.</p> <p>D. Identify and use primary sources specifically photographs, maps and audio recordings,</p> <p>E. Understand that resources can represent different cultural, historical and global perspectives.</p> <p>F. Use icons and links to visit pre-selected websites.</p> <p>G. Locate and identify the parts of a book including cover, spine label, title page, author/illustrator, table of contents, glossary and index.</p> <p>H. Identify and begin using age-appropriate search engines</p> <p>I.. Record call numbers and interpret data to identifying nonfiction and fiction sources in the learning commons</p>	<p>A. Create search terms including keyword, boolean and advanced strategies with support.</p> <p>B. With teacher support, identify and select appropriate sources by comparing and contrasting general reference sources using a hierarchy from general to specific, revising search strategies as needed.</p> <p>C. With teacher support, use online catalog to identify, select and curate resources in a variety of formats by subject, author, title, keyword, and series.</p> <p>D. Identify, locate and use primary and secondary sources with instructional support</p> <p>E. Discuss and identify resources that represent multiple cultural, historical and global perspectives with teacher guidance.</p> <p>F. Utilize browser navigational tools, menus, icons and links to access online resources</p> <p>G. Use organizational attributes of print and non-print media formats to locate research materials such as: table of contents, site maps, glossary, and index</p> <p>H.. Transfer the understanding of the school library learning commons organization to the local public library.</p> <p>I. Reflect on new information and revise questions</p>	<p>A. Create search terms including keyword and boolean based on essential questions to use with search operators and strategies to refine results..</p> <p>B. Identify and select appropriate sources by comparing and contrasting general reference sources using a hierarchy from general to specific, refining search strategies as needed.</p> <p>C. Independently use advanced features of the online catalog to curate materials in a variety of formats</p> <p>D. Determine, locate and use primary, secondary and tertiary sources for an information need with instructional support</p> <p>E. Select resources that represent multiple cultural, historical and global perspective with instructional support.</p> <p>F. Independently identify and use a variety of search engine, specialized databases, and appropriate user generated content</p> <p>G. Utilize menus, icons and links to access and use an online database for magazines, journals (including peer-reviewed), newspapers and ebooks to conduct research</p> <p>H .Use organizational attributes of print and non-print media formats to locate research materials such as: table of contents, site maps, glossary, and index</p> <p>I. Reflect and revise questions based on information from new sources. Self advocate when needed.</p>	<p>A. Create search terms (including keyword and boolean) based on essential questions to use with advanced search strategies (search engine functions, database algorithms)</p> <p>B.. Independently identify and select appropriate sources by comparing and contrasting general reference sources using a hierarchy from general to specific, refining search strategies as needed.</p> <p>C. Determine, locate and use the best sources, such as advanced reference material, scholarly sources and abstracts.</p> <p>D. Determine, locate and use primary, secondary and tertiary sources as appropriate for an information need.</p> <p>E. Select resources that represent multiple cultural, historical and global perspectives.</p> <p>F. Share recommended resources with peers both digitally and physically.</p> <p>G. Self-advocate, reflect and revise questions based on new information.</p> <p>H. . Transfer the understanding of the catalog organization to any public, academic and special library.</p>

	J. Introduce differences and similarities of the community and the school library.			
1:3: Evaluate: Students will apply evaluative criteria to the selection, interpretation, and analysis of information. Enduring Understanding: Information must be evaluated and processed to determine accuracy, relevance, and validity. Essential Question: Why and how do I evaluate information for accuracy, relevance, and validity?	A. Determine if a resource is a good choice based on an essential question. B. Differentiate between fiction and nonfiction. C. Assess if information answered the question.	A. Select and evaluate resources based on set criteria such as relevance, validity and authority. B. Evaluate information resources based on objectivity and identify elements of stereotyping, bias, propaganda and point of view. C. Identify fact vs. opinion. D. Compare and contrast information from a variety of sources on the same topic. E. Assess if the information contributes to answering the essential question.	A. Develop criteria collaboratively to evaluate relevance, credibility, authority, accuracy, purpose, readability and completeness of print, non-print and digital sources. B. Select sources based on criteria. C. Identify elements of stereotyping, bias, propaganda and point of view. D. Using triangulation of information, with guidance, determine how the information in each source agrees with or differs from information from other sources. E. Assess if the information contributes to answering the essential question.	A. Choose sources based on currency, relevance, authority, accuracy, purpose, coverage and readability. B. Recognize elements of bias, propaganda, point of view and stereotyping based on the cultural, social and economic context their impact. C. Utilizing triangulation, determine how the information in each source agrees with or differs from information from other sources. D. Skim and scan to determine of resource is appropriate in terms of rigor and readability. E. Assess if the information contributes to answering the essential question.
1:4: Apply: Students will synthesize and use information from a variety of sources. Enduring Understanding: A variety of skills and strategies facilitate research. Essential Question: What skills and strategies are needed to gather information effectively, solve problems, and conduct research?	A. Collaboratively generate ideas and organize information using mind-mapping.. B. Collect information from sources using teacher-directed organizer. C. Take notes and summarize with guidance using predetermined organizers. D. With guidance, create a first draft of a final product and revise based on feedback. E. Create simple citations identifying the pertinent information about each source used to gather information.	A. Gather notes using a selected note-taking strategy based on teacher guidance. B. Independently organize information using mind-mapping and webbing. C. Take notes and summarize information citing textual evidence to support an idea using multiple sources while avoiding plagiarism. D. Organize and sort notes to create an outline. E. With guidance, create a first draft, gather feedback, edit and revise. F. Cite sources, including images, print, digital and multimedia, using MLA format with teacher assistance.	A. With guidance, select and use a note-taking strategy such as digital tools or graphic organizers. B. Take notes from multiple sources, organize, summarize, connect, and synthesize information using a variety of sources (print, digital, multimedia). C. Summarize or paraphrase each source's main points citing textual evidence while avoiding plagiarism. D. Use webbing, outlining and keywords to organize and sort information by sub-topics to support central ideas. E. Create a first draft, gather feedback, edit and revise with instructional support. F. With guidance, produce or collect images to support main ideas while respecting intellectual property with proper attribution.	A. Independently select a note-taking strategy such as digital tools or graphic organizer. B. Take notes from multiple sources, organize, summarize, connect, and synthesize information. C. Identify each source's main claims and supporting evidence and analyze and make inferences from data. D. Develop evidence-based claim to respond to an inquiry question. E. Create a first draft, gather feedback, edit and revise. F. Produce original work and respect intellectual property by attributing all content (concepts, ideas, quotations, audio visuals) from print and digital sources.

		<p>G. Evaluate level of teamwork and individual effort in using time and meeting the action plan, with teacher guidance.</p>	<p>G. Cite sources using approved MLA style, including all sources and formats such as images, videos, audio recordings, that contains useful information.</p> <p>H. Reflect upon each step of the inquiry process and product, monitoring progress and adjusting plans accordingly with instructional support.</p> <p>I. Assess level of personal effort including use of time, team-work (if applicable) in following the action plan.</p>	<p>G. Cite sources using MLA format, including parenthetical citations, or other discipline-specific citation styles.</p> <p>H. Critically analyze each step of the inquiry process and product, monitoring progress and adjusting plans accordingly.</p> <p>I. Assess level of personal effort including use of time, team-work (if applicable), in following the action plan.</p>
<p>1:5: Communicate: Students will use appropriate technologies to create written, visual, oral and multimedia to present research findings.</p> <p>Enduring Understanding: The appropriate choice of information and media allows us to communicate effectively.</p> <p>Essential Question: How can I express and effectively communicate ideas?</p>	<p>A. Understand why different types of media are best for different audiences.</p> <p>B. Understand and use tools to organize and present conclusions effectively with teacher direction.</p> <p>C. Assess the effectiveness of the tools used</p> <p>D. Understand and use effective oral communication to present information to an authentic audience with teacher guidance.</p> <p>E. Use a checklist to determine whether presentation met expectations.</p>	<p>A. Choose a medium to best communicate information from a list of choices provided and explain rationale.</p> <p>B. With guidance, select and effectively use tools for a variety of purposes to organize and present conclusions collaboratively and/or individually.</p> <p>C. Assess the effectiveness of the tools used..</p> <p>D. Use effective techniques of oral presentation to communicate ideas and information to an authentic audience with instructional support.</p> <p>E. Assess whether the product met established standards for process, product and presentation using a rubric for self and peer evaluation, with provided rubric.</p>	<p>A. Select the best medium to communicate the information for a given audience with instructional support.</p> <p>B. Select and effectively use tools for a variety of purposes to organize and present conclusions collaboratively and/or individually.</p> <p>C. Assess the effectiveness of the tools used.</p> <p>D. Use effective techniques of oral presentation to communicate ideas and information to an authentic audience.</p> <p>E. Create a rubric for self and peer assessment to assess whether the product(s) met established standards for process, product and presentation.</p>	<p>A. Select the best medium to communicate the information for a given audience.</p> <p>B. Communicate clearly and creatively for a variety of purposes using tools, styles, formats, and digital media appropriate to goals collaboratively and/or individually.</p> <p>C. Assess the effectiveness of the tools used.</p> <p>D. Use effective techniques of oral presentation to communicate ideas and information to an authentic audience.</p> <p>E. Assess level of personal or team effort, including use of time, and how well established criteria were met. (rubric?)</p>

LIBRARY LEARNING COMMONS CURRICULUM – GRADES PRE-K - 12

PROGRAM GOAL 2: COMMUNICATION, COLLABORATION AND INNOVATION

Standard 2: Communication, Collaboration and Innovation: Students create new, useful or innovative products to solve problems by working collaboratively with others and connecting with community and global experts using a variety of digital environments, media and emerging technologies.

Enduring Understanding: The appropriate choice and creative use of media allows us to communicate effectively.

Essential Question: How does the appropriate choice of media allow for more effective communication?

Students should know and be able to:	By Grade 2	By Grade 5	By Grade 8	By Grade 12
<p>2.1: Create: Students communicate clearly and express themselves creatively for a variety of purposes using the tools, styles, formats and digital media appropriate to their goals.</p> <p>Enduring Understanding: The appropriate choice and creative use of media allows us to effectively create unique products.</p> <p>Essential Question: How does the appropriate choice of media allow for more effective creation and expression of ideas?</p>	<p>A. Apply existing knowledge to generate new ideas or products with teacher guidance and support..</p> <p>B. Illustrate and communicate original ideas and stories using a variety of technologies including emerging technologies.</p> <p>C. Use an original multimedia product to modify or create works of art for use in a presentation.</p> <p>D. Identify a social issue, explore and discuss possible solutions.</p>	<p>A. Apply existing knowledge to generate new ideas or products with teacher guidance and support.</p> <p>B. Produce a media-rich digital story to convey information or express an idea using a variety of technologies including emerging technologies.</p> <p>C. Use an original multimedia product to modify or create works of art for use in a presentation.</p> <p>D. Identify a social issue, explore and discuss possible solutions.</p>	<p>A. Apply existing knowledge to generate new ideas or products with instructional support. .</p> <p>B. Describe and illustrate a content-related concept or process using a variety of technologies including emerging technologies..</p> <p>C. Create an original multimedia product that informs audiences about a unique issue.</p> <p>D. Identify a global issue, explore and present innovative solutions with instructional support.</p>	<p>A. Apply existing knowledge to generate new ideas or products.</p> <p>B. Describe and illustrate a content-related concept or process using a variety of technologies.</p> <p>C. Create an original multimedia product that informs audiences about a unique issue.</p> <p>D. Identify a complex global issue, explore and present innovative solutions using a variety of technologies including emerging technologies..</p>
<p>2.2: Collaborate: Students use digital tools to interact with others, work collaboratively and demonstrate global awareness by engaging with learners of other cultures.</p> <p>Enduring Understanding: Digital media allows us to collaborate with other people and communities.</p> <p>Essential Question: How can I use digital media to collaborate with others?</p>	<p>A. Students collaborate locally and globally, leveraging digital tools to engage in learning activities with learners from diverse and multicultural perspectives as a class with assistance.</p> <p>B. Students examine issues from multiple viewpoints, using digital tools to interact with people who have varied perspectives, including experts, community members and others as a class with assistance..</p> <p>C. Students begin to lead and contribute in project teams, assuming various roles and responsibilities to work effectively</p>	<p>A. Students collaborate locally and globally, leveraging digital tools to engage in learning activities with learners from diverse and multicultural perspectives..</p> <p>B. Students examine issues from multiple viewpoints, using digital tools to interact with people who have varied perspectives, including experts, community members and others with instructional support.</p> <p>C. Students lead and contribute in cooperative learning teams, assuming various roles and responsibilities to work effectively with others toward a common goal.</p>	<p>A. Students collaborate locally and globally using a variety of technologies to explore common curriculum content from diverse and multicultural perspectives.</p> <p>B. Students examine issues from multiple viewpoints, using digital tools to interact with people who have varied perspectives, including experts, community members, and others with instructional support.</p> <p>C. Students lead and contribute in cooperative learning, assuming a variety of roles and responsibilities, to work effectively toward a</p>	<p>A. Students collaborate locally and globally using a variety of technologies to explore common curriculum content from diverse and multicultural perspectives.</p> <p>B. Students examine issues from multiple viewpoints, using digital tools to interact with people who have varied perspectives, including experts, community members, and others.</p> <p>C. Students lead and contribute in cooperative learning, assuming a variety of roles and responsibilities, to work effectively toward a common goal. .</p>

	<p>with others toward a common goal.</p> <p>D. Begin to digitally publish a variety of work to demonstrate an understanding of different global and local topics as a class with assistance.</p> <p>E. Students begin to build an understanding of empathy for local and global issues and use digital tools to effect positive change as a class with assistance..</p>	<p>D. Begin to digitally publish a variety of work to demonstrate an understanding of different global and local topics with instructional support.</p> <p>E. Students begin to build an understanding of empathy for local and global issues and use digital tools to effect positive change.</p>	<p>common goal, with instructional support.</p> <p>D. Digitally publish a variety of work to demonstrate an understanding of different global and local topics.</p> <p>E. Students begin to build an understanding of and empathy for local and global issues and use digital tools to effect positive change, with instructional support.</p>	<p>D. Digitally publish a variety of work to demonstrate an understanding of different global topics.</p> <p>E. Students build an understanding of and empathy for local and global issues and use digital tools to effect positive change.</p>
<p>2.3: Communication: Students interpret, evaluate and communicate using digital and visual media.</p> <p>Enduring Understanding: In a world of media, it is important to be a critical user in order to understand the impact of both incoming and outgoing messages.</p> <p>Essential Question: How does the appropriate choice of media allow for more effective and creative communication to meet my goals?</p>	<p>A. Discuss how multiple forms of media can be used to communicate ideas.</p> <p>B. Select digital formats appropriate to their audience with assistance.</p> <p>C. Understand how images relate to text and provide supporting information.</p> <p>D. Use, create or repurpose multimedia presentations through a variety of formats with assistance.</p> <p>E. As a class, discuss the elements, structure, vocabulary and format of multimedia products to begin to create diverse digital artifacts with instructional support.</p>	<p>A. Students begin to communicate ideas clearly and effectively by creating visualization, models, simulations and other digital artifacts, with instructional support.</p> <p>B. Students begin to effectively communicate original ideas by selecting digital formats appropriate to their audiences with instructional support.</p> <p>C. Students begin to use, create, or repurpose diverse multimedia products, to identify and interpret its content to persuade to a specific point of view with instructional support.</p> <p>D. Discuss and begin to understand the elements, structure, vocabulary and format of multimedia products to create diverse digital artifacts with instructional support.</p>	<p>A. Students communicate complex ideas clearly and effectively by creating visualization, models, simulations and other digital artifacts, with instructional support.</p> <p>B. Students effectively communicate original ideas by selecting digital formats appropriate to their audiences with instructional support.</p> <p>C. Students use, create, or repurpose diverse multimedia products, to identify and interpret its content to persuade to a specific point of view with instructional support.</p> <p>D. Understand and begin to apply the elements, structure, vocabulary and format of multimedia products to create diverse digital artifacts with instructional support.</p>	<p>A. Students communicate complex ideas clearly and effectively by creating visualization, models, simulations and other digital artifacts.</p> <p>B. Students effectively communicate original ideas by selecting digital formats appropriate to their audiences.</p> <p>C. Use, create, or repurpose diverse multimedia products, to identify and interpret its content to persuade to a specific point of view.</p> <p>D. Apply the elements, structure, vocabulary and format of multimedia products to create diverse digital artifacts.</p>
<p>2.4: Innovative Designer: Students use a design cycle (investigate, design, prototype/test, redesign, create, and evaluate) to solve problems by creating new, useful, and imaginative solutions.</p> <p>Enduring Understanding: In a globalized world in which there are many new problems that emerge, it is important to</p>	<p>A. Students use a design process to ask questions and generate ideas to identify and/or solve problems</p> <p>B. Students utilize digital and physical tools as they plan strategies for managing and designing their projects or products.</p> <p>C. Students develop, test and refine prototypes of innovative designs,</p>	<p>A. Students use a design process to ask questions and generate ideas to identify and/or solve problems</p> <p>B. Students utilize digital and physical tools as they plan strategies for managing and designing their projects or products.</p>	<p>A. Students use a design process to ask questions and generate ideas to identify and/or solve problems</p> <p>B. Students utilize digital and physical tools as they plan strategies for managing and designing their projects or products.</p> <p>C. Students develop, test and refine prototypes of innovative designs, concepts, products or solutions.</p>	<p>A. Students use a design process to ask questions and generate ideas to identify and/or solve problems</p> <p>B. Students utilize digital and physical tools as they plan strategies for managing and designing their projects or products.</p> <p>C. Students develop, test and refine prototypes of innovative designs, concepts, products or solutions.</p>

<p>think innovatively and critically about unique and imaginative solutions and evaluate their effectiveness.</p> <p>Essential Question: How can I use a variety of technologies within a design process to creatively solve emerging and unique problems?</p>	<p>concepts, products or solutions.</p> <p>D. Students exhibit perseverance and a tolerance for ambiguity.</p>	<p>C. Students develop, test and refine prototypes of innovative designs, concepts, products or solutions.</p> <p>D. Students exhibit perseverance and a tolerance for ambiguity, consider design constraints and available resources and make decisions based on calculated risk with teacher support.</p>	<p>D. Students exhibit perseverance and a tolerance for ambiguity, consider design constraints and available resources and make decisions based on calculated risk.</p>	<p>D. Students exhibit perseverance and a tolerance for ambiguity, consider design constraints and available resources and make decisions based on calculated risk.</p>
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LIBRARY LEARNING COMMONS CURRICULUM – GRADES PRE-K - 12

PROGRAM GOAL 3: TECHNOLOGY SKILLS AND CONCEPTS

Standard 3: Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts and systems, and use them for productivity, problem solving and learning.

Enduring Understanding: Effective use of technology enables us to live, learn and work.

Essential Question: How can I use technology to be productive and solve problems?

Students should know and be able to:	By Grade 2	By Grade 5	By Grade 8	By Grade 12
<p>3.1 Systems and Operations: Students understand and demonstrate skills and procedures to operate various technologies</p> <p>Enduring Understanding: Our technology skills and strategies must evolve to meet the changing formats of the digital world. .</p> <p>Essential Question: What skills and strategies do I need to operate technology and troubleshoot problems?</p>	<p>A.. Use basic operational features and some advanced features with guidance and instructional support</p> <p>B. Understand how computers, and networks organize information with guidance and instructional support</p> <ul style="list-style-type: none"> • Demonstrate proper care of equipment. • Identify parts of a computer • Locate, open and close applications • Locate and open saved files • Demonstrate basic computer mouse, touchscreen, and voice operated skills <p>C. Use supported strategies to troubleshoot and resolve systems and operational issues with teacher guidance</p>	<p>A. Use basic operational features and some advanced features with guidance and instructional support.</p> <p>B. Understand how computers, and networks organize information</p> <ul style="list-style-type: none"> • Recognize the difference between folders, documents, and applications • Log on/off to computer network and applications with username and password • Use toolbars/menus within applications • Demonstrate use of peripheral equipment • Understand types of files (e.g.jpg, .gif, html, doc.) <p>C. Use supported strategies to troubleshoot and resolve systems and operations issues.</p> <p>D. Use and effectively navigate a variety of subject-specific systems and applications</p>	<p>A. Use advanced operational features.</p> <p>B.Understand how computers, networks, and cloud storage organize information</p> <p>C. Use strategies to troubleshoot and resolve systems and operations issues</p> <p>D. Access and use a variety of subject-specific systems and applications.</p> <p>E.. Identify and assess the capabilities and limitations of differing technologies and determine appropriate use</p>	<p>A. Use advanced operational features.</p> <p>B. .Understand how computers, networks, and cloud storage organize information.</p> <p>C. Use strategies to troubleshoot and resolve systems and operations issues.</p> <p>D. Access and use a variety of subject-specific systems and applications independently.</p> <p>E. Identify and assess the capabilities and limitations of differing technologies and determine appropriate use based on task, audience and purpose</p> <p>F. Demonstrate systems management skills.</p>

<p>3.2 Keyboarding & Word Processing: Students demonstrate command of keyboarding and word processing skills.</p> <p>Enduring Understanding: Keyboarding and word processing skills are critical for communicating and presenting ideas.</p> <p>Essential Question: How can I best incorporate word processing and other software tools to communicate and present my ideas?</p>	<p>A. Demonstrate beginning keyboarding skills.</p> <ul style="list-style-type: none"> Identify, locate and practice and use letters and numbers as well as common keys on the keyboard such as space bar, shift, delete, backspace. Use ergonomic techniques for proper keyboarding <p>B. Demonstrate beginning word processing skills.</p> <ul style="list-style-type: none"> Use a word processing application to write, edit, print and save a simple assignment Demonstrate ability to format, save and print a document with assistance 	<p>A. Demonstrate grade level appropriate keyboarding skills and techniques (25 wpm 85% accuracy) .</p> <p>B. Demonstrate intermediate word Processing</p> <ul style="list-style-type: none"> Apply previously learned word processing skills and incorporate advanced word processing features (ie tables, graphics) with guidance and instructional support Demonstrate ability to format, share and print a document Collaborate with different audiences including peers, using embedded digital tools to provide feedback Demonstrate mastery in basic word processing functions (highlight, paste, copy, font size, margin). Distinguish when to use different and appropriate word processing tools and features based on purpose, audience, and need with guidance and instructional support. 	<p>A. Demonstrate grade level appropriate keyboarding skills and techniques (35 wpm 85% accuracy) .</p> <p>B. Demonstrate advanced word processing</p> <ul style="list-style-type: none"> Incorporate advanced word processing features (i.e. tables, columns, graphics) Collaborate with different audiences including peers, using embedded digital tools to provide feedback Identify and assess the capabilities and limitations of differing digital tools for word processing and determine appropriate use based on task, audience and purpose 	<p>A. Demonstrate keyboarding skills independently.</p> <p>B. Demonstrate proficiency in word processing..</p> <ul style="list-style-type: none"> Use advanced features independently (ie tables, columns, graphics) in a variety of programs. Collaborate independently with different audiences including peers, using digital tools to provide feedback
<p>3.3 Managing Digital Data Students demonstrate appropriate skills in the use of databases and spreadsheets.</p> <p>Enduring Understanding: Digital data management skills are critical for accessing and organizing information.</p>	<p>A. Demonstrate beginning ability to use databases and spreadsheets.</p> <ul style="list-style-type: none"> Use an age appropriate program to display charts and graphs. Use databases provided through the virtual library with teacher direction With teacher support, use a specific naming convention when naming documents/files/folders that 	<p>A. Demonstrate continuing ability to use databases and spreadsheets.</p> <ul style="list-style-type: none"> Understand how computers can organize information so that it can be searched. Use an age appropriate program to display charts and graphs. Use databases provided through the virtual library with instructional support Understand the need for an organization system to stay digitally organized 	<p>A. Demonstrate continuing ability to use databases and spreadsheets.</p> <ul style="list-style-type: none"> Organize, format, calculate, and analyze data in spreadsheets Choose correct graph format for result when using spreadsheets Identify and discuss spreadsheet terms/concepts (e.g., cell, column, row, values, labels, chart, graph) 	<p>A. Demonstrate proficiency in the use of databases and spreadsheets.</p> <ul style="list-style-type: none"> Organize, format, calculate, and analyze data in spreadsheets independently Identify and use a variety of storage medium and provide a rationale for using a certain medium for a specific purpose. Compress or expand large files

<p>Essential Question: How can I effectively leverage digital data management skills to access and organize information?</p>	<p>allow for easier filing, searching and locating</p>	<ul style="list-style-type: none"> • Use a specific naming convention when naming documents/files/folders that allow for easier filing, searching and locating 	<ul style="list-style-type: none"> • Use software to enter, calculate display data, graph results as a class/group. • Independently use databases provided through the virtual library • Effectively utilize the features in the online-library catalog including Boolean searching. 	<ul style="list-style-type: none"> • Independently select appropriate graph format for chosen purpose • Independently use software to calculate display data, graph results as a class/group • Independently utilize advanced features of online databases provided through the virtual library
<p>3.4 Internet Use: Students apply understanding of search techniques to access information effectively online.</p> <p>Enduring Understanding: An understanding of search techniques is essential to locating specific resources online.</p> <p>Essential Question: How can I create the most effective searches to locate desired information online?</p>	<p>A. Demonstrate an understanding of the Internet.</p> <ul style="list-style-type: none"> • Use menus and icons to visit pre-selected websites. • Understand that the Internet links computers and allows people to access information and communicate. • Navigate the virtual library and school webpage 	<p>A. Demonstrate an understanding of the Internet.</p> <ul style="list-style-type: none"> • Use menus and icons to visit pre-selected websites. • Explore Internet resources and information using an online database or provided curriculum websites with guidance and instructional support • Understand that the Internet links computers and allows people to access information and communicate. • Use effective searching techniques to locate information on the Internet with guidance and instructional support • Use and understand different internet file extensions (e.g. doc, ppt, exe, jpg, .edu, .com, .net, mp3) 	<p>A. Demonstrate an understanding of the Internet.</p> <ul style="list-style-type: none"> • Access Internet resources and information using online databases. • Use advanced searching techniques to locate information on the Internet with support 	<p>A. Demonstrate an understanding of the Internet.</p> <ul style="list-style-type: none"> • Utilize advanced searching techniques to access information including specific file types
<p>3.5 Multimedia Design & Production: Students demonstrate the ability to communicate effectively and creatively using different tools, styles, formats, and digital media.</p> <p>Enduring Understanding: Digital media empowers us to communicate effectively and creatively in a variety of ways.</p> <p>Essential Question: How can I use digital media to communicate effectively in a variety of ways?</p>	<p>A. Use a basic concept map or storyboard to plan technology projects with teacher guidance</p> <p>B. Demonstrate beginning ability to use a variety of multimedia tools and applications</p> <ul style="list-style-type: none"> • Demonstrate the ability to use tools in a painting or drawing application • Create a simple slideshow using an age-appropriate software application including drawing and text. • Use an audio/visual application to express ideas 	<p>A. Use a basic concept map or storyboard to plan technology projects with teacher prompting</p> <p>B. Demonstrate ability to use a variety of multimedia tools and applications</p> <ul style="list-style-type: none"> • Demonstrate the ability to use tools in a painting or drawing application • Create a simple slideshow using an age-appropriate software application including drawing and text. • Use an audio/visual application to express ideas 	<p>A. Use a concept map or storyboard to plan technology projects</p> <p>B. Demonstrate ability to use a variety of multimedia tools and applications</p> <ul style="list-style-type: none"> • Create a slideshow using advanced multimedia features (ie audio/video buttons, hyperlinks) • Use multimedia software to illustrate words/phrases/concepts Understand and use concepts of effective multimedia design. • Use basic features of graphics program to edit images, including resizing, cropping, enhancing, and saving correctly. 	<p>A. Independently use a concept map or storyboard to plan technology projects</p> <p>B. Demonstrate ability to use a variety of multimedia tools and applications</p> <ul style="list-style-type: none"> • Create a slideshow using advanced multimedia features (ie audio/video buttons, hyperlinks).. • Use multimedia software to illustrate words/phrases/concepts • Understand and use concepts of effective multimedia design independently. • Use advanced features of graphics program to edit images, including resizing, cropping, enhancing, and saving correctly

		C. With guidance, make a choice of a preferred application to use	<ul style="list-style-type: none"> Publish original works to the internet for specific audiences with teacher support and guidance <p>C. Independently choose a preferred application, not limited to teacher provided resources (as applies)</p>	<ul style="list-style-type: none"> Publish original works to the internet for specific audiences <p>C. Independently choose a preferred application, not limited to teacher provided resources</p>
<p>3.6 Computational Thinking: Students identify authentic problems, work with data and use a step-by-step process to automate solutions</p> <p>Enduring Understanding: Digital tools can enhance how we identify and solve authentic process by leveraging algorithmic thinking and talk completion.</p> <p>Essential Question: How can I use digital tools to effectively identify and solve authentic problems while also leveraging algorithmic thinking?</p>	<p>A. Demonstrate algorithmic thinking through age appropriate coding applications</p> <p>B. Use age appropriate coding applications to generate original content and express ideas with teacher support</p>	<p>A. Demonstrate algorithmic thinking through age appropriate coding applications</p> <p>B. Use age appropriate coding applications to generate original content, express ideas, and solve authentic problems with teacher support</p>	<p>A. Demonstrate algorithmic thinking through age appropriate coding applications</p> <p>B. Use age appropriate coding applications to generate original content, express ideas and solve authentic problems with teacher guidance</p>	<p>A. Demonstrate algorithmic thinking through coding applications</p> <p>B. Use coding applications to generate original content and express ideas and solve authentic problems</p>

LIBRARY LEARNING COMMONS CURRICULUM – GRADES PRE-K - 12

PROGRAM GOAL 4: DIGITAL CITIZENSHIP

Standard 4: Digital Citizenship: Students demonstrate ethical, safe, legal and responsible use of information and technology and are mindful of audience, purpose and impact on others.

Enduring Understanding: There are rights and responsibilities associated with the use of information technology and resources.

Essential Question: What are the ethics and responsibilities associated with the use of information technology and resources?

Students should know and be able to:	<i>By Grade 2</i>	<i>By Grade 5</i>	<i>By Grade 8</i>	<i>By Grade 12</i>
<p>4.1: Ethical and Responsible Use: Students demonstrate responsible, legal and ethical use of information, technology and resources</p> <p>Enduring Understanding: There are rights and responsibilities associated with the use of information technology and resources.</p> <p>Essential Question: What are the ethics and responsibilities associated with the use of information and technology?</p>	<p>A. Demonstrate proper care of resources in all formats.</p> <ul style="list-style-type: none"> Understand the responsibilities of community resources, print and non-print. Demonstrate ability to check out, return and care for library materials. Understand, discuss, and adhere to classroom rules for responsible use of technologies. <p>B. Understand the concept of attributing ownership of original work with guidance and instructional support.</p> <ul style="list-style-type: none"> Understand and discuss ownership or repurposing of original work with guidance and instructional support. Cite sources using a teacher-directed format. Understand and apply the citation of other content (concepts, ideas, quotations, media). 	<p>A. Demonstrate proper care of resources in all formats.</p> <ul style="list-style-type: none"> Understand the responsibilities of shared resources, print and non-print Demonstrate ability to check out, return and care for library materials. Understand, discuss, and adhere to school policies and classroom rules of responsible use of technologies. <p>B. Respect and observe laws and guidelines for the use of intellectual property in all media and formats with guidance and instructional support.</p> <ul style="list-style-type: none"> Understand and apply usage rights and copyright policies in regards to the ownership or repurposing of any original work with guidance and instructional support. Cite sources using a standardized format. Understand and apply the citation of other content (concepts, ideas, quotations, media). 	<p>A. Demonstrate proper care of resources.</p> <ul style="list-style-type: none"> Understand the responsibilities of shared resources. Adhere to school policies for responsible use of computers and other technologies both locally and globally. Demonstrate organization and preparedness in utilizing digital tools. <p>B. Respect and observe laws and guidelines for the use of intellectual property in all media and formats with guidance and instructional support.</p> <ul style="list-style-type: none"> Understand and apply usage rights and copyright policies in regards to the ownership or repurposing of any original work with guidance and instructional support. Cite sources using a standardized format. Understand and apply the citation of other content (concepts, ideas, quotations, media). 	<p>A. Demonstrate proper care of resources.</p> <p>B. Respect and observe laws and guidelines for the use of intellectual property in all media and formats.</p> <ul style="list-style-type: none"> Understand and apply usage rights and copyright policies in regards to the ownership or repurposing of any original work Cite sources using MLA format, including parenthetical citations and other discipline-specific citation styles. Understand and apply the citation of other content (concepts, ideas, quotations, media).

LIBRARY LEARNING COMMONS CURRICULUM – GRADES PRE-K - 12

Program Goal 4: DIGITAL CITIZENSHIP

Standard 4: Digital Citizenship: Students demonstrate ethical, safe, legal and responsible use of information and technology and are mindful of audience, purpose and impact on others.

Enduring Understanding: There are rights and responsibilities associated with the use of information technology and resources.

Essential Question: What are the ethics and responsibilities associated with the use of information technology and resources?

Students should know and be able to:	<i>By Grade 2</i>	<i>By Grade 5</i>	<i>By Grade 8</i>	<i>By Grade 12</i>
<p>4.2: Digital Identity and Safety : Students understand personal, social, and cultural issues relating to technology, practice digital safety, and proactively foster a positive digital identity.</p> <p>Enduring Understanding: There are rights and responsibilities associated with the use of information technology and resources..</p> <p>Essential Question: What are the ethics and responsibilities associated with the use of information technology and resources?</p>	<p>A. Identify, discuss, and practice appropriate and safe behaviors in the global digital community with guidance and instructional support.</p> <p>B. Understand the basics of digital presence and discuss positive digital identities.</p> <p>C. Engage in positive digital collaboration which benefits the community, with guidance and instructional support.</p>	<p>A. Identify, discuss, and model appropriate and safe behaviors in the global digital community with guidance and instructional support.</p> <p>B. Understand the permanence of their digital presence and discuss positive digital identities, with guidance and instructional support.</p> <p>C. Engage in positive digital collaboration which benefits a global society, with guidance and instructional support.</p>	<p>A. Identify, discuss, and model appropriate and safe behaviors in the global digital community.</p> <p>B. Understand the permanence of their digital presence and construct a positive digital identity with guidance and instructional support.</p> <p>C. Initiate and engage in positive digital collaboration which benefits a global society, with guidance and instructional support.</p>	<p>A. Identify, discuss, and model appropriate and safe behaviors in the global digital community.</p> <p>B. Understand the permanence of their digital presence and construct and model a positive digital identity across social media and platforms.</p> <p>C. Initiate and engage in positive digital collaboration which benefits a global society.</p>

LIBRARY LEARNING COMMONS CURRICULUM – GRADES PRE-K - 12

Program Goal 4: DIGITAL CITIZENSHIP

Standard 4: Digital Citizenship: Students demonstrate ethical, safe, legal and responsible use of information and technology and are mindful of audience, purpose and impact on others.

Enduring Understanding: There are rights and responsibilities associated with the use of information technology and resources.

Essential Question: What are the ethics and responsibilities associated with the use of information technology and resources?

Students should know and be able to:	By Grade 2	By Grade 5	By Grade 8	By Grade 12
<p>4.3: Media Awareness: Students will be aware that media literacy is a life-long skill integral to digital citizenship, critical thinking, informed decision-making and active participation in our society.</p> <p>Enduring Understanding: Media literacy is a lifelong skill integral to digital citizenship, informed decision making, and active participation in our society</p>	<p>A. Understand basic terms and concepts to describe media.</p> <ul style="list-style-type: none"> Identify and discuss a variety of media types and their role in our lives. Share experiences gained through media. <p>B. Analyze, question, evaluate and think critically about select media and their messages.</p> <ul style="list-style-type: none"> Retell the content of a media message. Distinguish between advertising and regular content in print or digital productions. Identify persuasive techniques in advertising. Compare print and non-print versions of a story and describe the differences. <p>C. Recognize elements of a media message.</p>	<p>A. Understand basic terms and concepts to describe media.</p> <ul style="list-style-type: none"> Explain basic terms such as media, mass media and media literacy. Identify how media messages influence political, economic and social attitudes of an individual or society. <p>B. Analyze, question , evaluate and think critically about select media and their messages.</p> <ul style="list-style-type: none"> Evaluate the effectiveness of a media message and its format and delivery. Evaluate persuasive techniques in media messages. Analyze examples of fact and opinion in a variety of media messages. Identify the obvious and hidden messages in a variety of media, including bias/stereotyping. Analyze media messages for accurate vs. misleading information. <p>C. Critique elements of a media message intended for a given purpose.</p>	<p>A. Understand and differentiate among basic terms and concepts to describe media.</p> <p>B. Analyze, question evaluate and think critically about select media and their messages.</p> <p>C. Critique elements of a media message intended for a given purpose.</p>	<p>A. Understand and differentiate among basic terms and concepts to describe media and its political, economic, and social influence.</p> <p>B.Critique elements of a media message intended for a given purpose.</p> <p>C. Create messages with a specific purpose, using digital media, for an authentic audience.</p>

LIBRARY LEARNING COMMONS CURRICULUM – GRADES PRE-K - 12

PROGRAM GOAL 5: LITERATURE APPRECIATION FOR INDEPENDENT READING

Standard 5: Literature Appreciation Students read widely and deeply for personal growth and enjoyment.

Enduring Understanding: Reading is a lifelong skill that provides us with news, information, enjoyment and comfort.

Essential Question: How can reading become a foundational skill for learning, personal growth enjoyment and comfort?

Students should know and be able to:	By Grade 2	By Grade 5	By Grade 8	By Grade 12
<p>5.1: Literary Appreciation: Develop appreciation of literature and self-motivation as a reader for personal growth, independent learning, and enjoyment.</p> <p>Enduring Understanding: Reading is a foundational skill for learning, personal growth, enjoyment and comfort.</p> <p>Essential Question: How can reading become a foundational skill for learning, personal growth, enjoyment and comfort?</p>	<p>A. Develop an appreciation of literature and self-motivation as a reader.</p> <ul style="list-style-type: none"> Read for pleasure and personal interest. Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences. Access texts for both personal and informational needs with assistance. Demonstrate active listening skills. Develop self-motivation as a reader. Discuss award-winning books. Develop awareness of literature from various cultures and genres Understand the difference between an author and an illustrator. Use illustrations to acquire a greater understanding of story. Develop and communicate personal criteria for selecting resources for information needs and enjoyment. 	<p>A..Develop an appreciation of literature and self-motivation as a reader.</p> <ul style="list-style-type: none"> Read for pleasure and personal interest. Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences. Access texts for both personal and informational needs within and beyond the school with assistance. Demonstrate active listening skills Demonstrate self-motivation as a reader. Identify award-winning books, their selection criteria and attributes. Demonstrate awareness of literature from various cultures and genres. Develop and communicate personal criteria for selecting resources for information needs and enjoyment. 	<p>A. Develop an appreciation of literature and self-motivation as a reader.</p> <ul style="list-style-type: none"> Read for pleasure and personal interest. Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences. Identify and read literature from a variety of cultures and genres Identify award-winning books, their selection criteria and attributes for specific genres Access texts for both personal and informational needs within and beyond the school Reflect on preferred reading formats (digital and print) Demonstrate self-motivation as a reader. Demonstrate awareness of literary criticism Develop and communicate personal criteria for selecting resources for information needs and enjoyment. 	<p>A.. Develop an appreciation of literature and self-motivation as a reader.</p> <ul style="list-style-type: none"> Read for pleasure and personal interest. Read and analyze literature from a variety of cultures and genres Access texts for both personal and informational needs within and beyond the school Reflect on preferred reading formats (digital and print) Utilize literary criticism in order to analyze texts Identify award-winning books, their selection criteria and attributes for specific genres Develop and communicate personal criteria for selecting resources for information needs and enjoyment.

<p>5.2 Community of Readers: Collaborate, share and respond to literature and informational texts using a variety of media and methods.</p> <p>Enduring Understanding: Sharing literature and informational texts allows us to convey and understand multiple points of view, make connections, achieve a global perspective and understand the human experience.</p> <p>Essential Question: How can sharing literature and information texts allow us to convey and understand multiple points of view, make connections, achieve global perspective and understand the human experience.?</p>	<p>A. Collaborate, share and respond to literature and informational texts using a variety of media and methods.</p> <ul style="list-style-type: none"> • Collaborate with others, both in person and through technologies, to share knowledge of literary sources, both print and non-print. • Share books by favorite authors and illustrators through a variety of formats with assistance. 	<p>A. Collaborate, share and respond to literature and informational texts using a variety of media and methods</p> <ul style="list-style-type: none"> • Collaborate with others, both in person and through technologies, to share knowledge of literary sources, both print and non-print. • Share books by favorite authors and illustrators through a variety of formats. 	<p>A. Collaborate, share and respond to literature and informational texts using a variety of media and methods.</p> <ul style="list-style-type: none"> • Collaborate with others, both in person and through diverse media , to share titles and reflections • Identify and share favorite books, authors and illustrators through a variety of formats 	<p>A. Collaborate, share and respond to literature and informational texts using a variety of media and methods.</p> <ul style="list-style-type: none"> • Collaborate with others, both in person and through diverse media, to share titles and reflections, • Identify and share favorite books, authors and genres through a variety of formats
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