



Course Description:

Library Media Specialists (also called Librarians) support all students grades K-12 in academic achievement. Ohio School Library Media Specialists are licensed teachers with the Ohio Department of Education, having completed an accredited Master's program and an extensive internship. They develop and implement comprehensive school library programs that promote and enhance information, digital, and media literacy.

Recommended Grade Level:K-12

Course Length: Ongoing

Course Rationale:

Vision Statement: Our vision is to support learning by empowering students with the skills to be lifelong learners who pursue academic and personal interests throughout and beyond their academic careers as contributing members of a global society.

Mission Statement: The WCS Library Media Specialist team promotes creativity, thirst for knowledge, and love of reading by offering engaging and educational programs. We empower learners to become effective users and communicators of information, skillful researchers, as well as global collaborators. Through collaboration with staff, we teach critical thinking with information, digital, and media literacy utilizing a variety of services and resources.

The Westerville City Schools School Library Media Curriculum Framework has been aligned to the Ohio Academic Content Standards, American Association of School Librarians' Standards for the 21st Century Learner, P21's Framework for 21st Century Learning, International Society for Technology in Education's Standards for Students and Westerville City Schools Learning and Teaching Roadmap.

In creating a cohesive Library Media Course of Study, three major unit themes were utilized. These themes were provided in the Ohio State Department of Education Library K-12 Guidelines. This approach allows for students to develop their knowledge and understanding of all three categories throughout their time as students at Westerville City Schools. As students advance through grade levels, the depth of the unit increases. The three unit themes are recursive in nature. They have been

created to allow educators to move in and out of the unit themes, weaving together the Content Statements and the curriculum.

Course Information:

Below are details and descriptions of each component found in the Course of Study.

Strand/Disciplines

The strands listed are derived from the Ohio K-12 Library Guidelines and the 2016 ISTE Standards for Students. They are the cognitive and creative learning processes that the State of Ohio has used to categorize the Content Statements.

Content Statements

The Content Statements are the standards aligned directly with the Ohio K-12 Library Guidelines and the 2016 ISTE Standards for Students. The 2016 ISTE Standards for Students and Ohio Guidelines were placed in one of the three unit themes. Each standard was examined individually and aligned under the appropriate theme.

Enduring Understandings

The enduring understandings coincide with the Content Statements in each theme.

Essential Questions

The essential questions are based on the unit theme. As such, the questions build for each grade so that they can be explored with deeper knowledge and understanding each year. This construction allows for critical thinking and analysis of the theme, creating opportunities for students to determine a focus of inquiry and develop an ethical and sound research approach.

Cultural Relevance

Information literacy has progressed beyond the simple definition of using reference resources to find information. Multiple literacies, including digital, visual, textual, and technological, have now joined information literacy as crucial skills for this century. The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own. The amount of information available to our learners necessitates that each individual acquire the skills to select, evaluate, and use information appropriately and effectively (AASL Standards for the 21st Century Learner).

As educators, we are preparing students for a future that we cannot yet imagine. Empowering students to become lifelong learners and providing them with the skills to face future challenges resourcefully and creatively is critical. Today's students must be prepared to thrive in a constantly evolving technological landscape. Zip codes and borders no longer determine the learning opportunities, skills, and careers that students can access. Whether students leave high school to become civil engineers, city planners, auto mechanics, graphic designers, homeowners, parents, or consumers of delicious pizza, their ability to research and problem solve will impact their daily lives. These standards insure that learning is a student-driven process of exploration, creativity and discovery (International Society for Technology in Education).

Today's secondary students are growing up in a world full of smartphones, texting, YouTube, Internet access, and instant entertainment and information. But, while they may be media-immersed, students are not necessarily media- or digital-literate. Multiple studies have demonstrated that many young people lack the media and information-literacy skills they need to be competent communicators in the 21st century (Baker et. al). The ability to apply information both ethically and creatively is a necessary one.

Instructional Strategies and Resources

This section is comprised of two sections: Instructional Strategies and Instructional Resources. The Instructional Strategies section lists methods to support and engage students in their learning and inquiry. The Instructional Resources section lists tools and categories of resources that are needed to

implement the Library Media Course of Study. Both sections are the same for every grade and unit. This is not an inclusive list; rapid growth of technology dictates that new resources are being developed to meet evolving needs of students. Educators are given options to choose from and are encouraged to implement new strategies and resources as needed to best address student needs.

Assessments and Applications

Both formative and summative assessments are listed. The multiple assessment styles listed are the same for every grade and unit. These are not the only assessments available to educators, but a working list of effective ways to measure student growth.

Key Vocabulary

Over the progression in grade level, the key vocabulary that students should know increases at each level. This is not an exhaustive list of vocabulary. Rather it is a minimum of what students in the district should be able to use to articulate their content mastery.

Learning Targets

The learning targets are different for each grade and each unit theme and are connected to the Content Statements. Each Content Statement was rewritten in order to form an “I can...” statement from the point of view of the student. These are listed to encourage educators to introduce and post what their expectations are for their students based on the content standards.

Core Curriculum and Career Connections

For the Core curriculum, identical subject areas are listed for every grade on every unit theme. English Language Arts, Mathematics, Science, Social Studies, the Visual and Performing Arts, Health, and Business are present in all because every subject area can be connected to competency in library media curricula. Librarians embed library media curriculum across core content areas, ensuring valuable research, technology and media literacy skills are never taught in isolation.

The Career Connections are common across the grade levels. High school students have received many opportunities to explore careers in earlier grades and continue that exploration through their content area classes and the guidance curriculum. As the library curriculum is embedded into content area lessons, students receive instruction on how to access reliable, authoritative career and college information and how to examine the information critically.

Diverse Learners

Every teacher librarian in the district meets the needs of very diverse learners. As such, it is important that educators utilize differentiated strategies to teach. Across grade levels, teacher librarians employ

research-based methods to ensure that the Course of Study is accessible to all learners. The strategies listed in this section are suggested approaches; they are best practices.

Kindergarten - Information Literacy

Discipline	Library Media
Strand/Process	<ul style="list-style-type: none"> • Locate the school library media center, recognize library staff members and participate in library activities. • Recognize that the school library media center has a variety of books and materials that may be used and borrowed, and understand the importance of proper care of these materials. • Understand that library books and materials are housed in specific areas of the library media center. • Read and listen to stories for schoolwork and personal enjoyment. • Understand what information is and use a process to find information.
Content Statement	<ul style="list-style-type: none"> • Understand that many activities take place in the library media center (e.g., reading, movies, puppet plays, storytelling, studying, exploring). • Know that there is a library in the community—public library—that students may visit with their parents. • Explore areas of the library media center with assistance from library media staff and classroom teachers (e.g., easy books, story area, listening centers, and computer lab). • Check out books with help from the library media staff and classroom teacher. • Know that books may be taken home but must be returned. • Discuss proper care of library books. • Know that storybooks are in the easy book section. • Know that the library catalog gives access to information about all of the books and materials in the school library media center. • Listen to stories read by library media center staff. • Look at books and read for pleasure. • Use picture clues to help understand reading material. • Know that there are many types of books (e.g., storybooks, rhyming books, counting books). • Identify what information is and recognize that it can be represented in a variety of ways (e.g., numbers, words, pictures, sounds). • Identify what information is and recognize that it can be represented in a variety of ways (e.g., numbers, words, pictures, sounds). • Decide what information is needed.

	<ul style="list-style-type: none"> Find the information with the assistance of the teacher or librarian (e.g., using books or observations). Use the information by sharing ideas and experiences.
Enduring Understandings	Students will understand what a library is and how it is used.
Essential Questions	What is a library and how is it used?
Cultural Relevance	Libraries are a vibrant piece of student learning and provide a place for the pursuit of reading for personal enjoyment. They are an additional resource for meeting the Third Grade Guarantee.
Key Vocabulary	Library, Author, Illustrator, Media Center, Check In, Check Out, Overdue, Return, Fiction, Non-Fiction, Book Care, Shelf Marker, Shelf Labels, Easy/Everybody/Picture Books, Borrow, Catalog/Destiny, Information

Learning Targets	Assessment and Applications	Instructional Strategies and Resources
<ul style="list-style-type: none"> I can understand that many activities take place in the library media center. I can locate the library in the community—public library—that I may visit with my parents. I can explore areas of the library media center with assistance from library media staff and classroom teachers. I can check out books with help from the library media staff and classroom teacher. 	<p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> Observation Self-assessment Checklist <hr/> <p>Students will apply this learning in the following areas...</p> <p>Core Curriculum</p> <ul style="list-style-type: none"> Social Studies ELA 	<p>Students will be engaged and supported in learning by....</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> Inquiry-based learning Whole group instruction Small group instruction Co-teaching Stations and Rotations Student-led activities Teacher demonstration and modeling <p>Instructional Resources</p> <ul style="list-style-type: none"> Library Media Standards District Course of Study Internet Connection Projector

<ul style="list-style-type: none"> • I can be a responsible book borrower. • I can discuss proper care of library books. • I can locate storybooks in the easy book section. • I can understand how the library catalog is used to find books and materials in the school library media center. • I can listen to stories read by library media center staff. • I can look at books and read for pleasure. • I can use picture clues to help understand reading material. • I can identify and compare the many types of books. • I can identify what information is and recognize that it can be represented in a variety of ways. • I can decide what information is needed to answer a question. • I can find information with the assistance of the teacher or librarian. • I can use the information by sharing ideas and experiences. 	<ul style="list-style-type: none"> • Science • Math 	<ul style="list-style-type: none"> • Speakers • Whiteboard • Computers • Access to CORE curriculum • Print and electronic resources <p>Diverse Learners</p> <ul style="list-style-type: none"> • Integration of IEP, 504, et al. plans for identified students • Assistive technology as needed • Individualized assistance from library media staff • Assistance in using additional outside sources for enriched curriculum • Differentiated projects/lessons based on student learning style • Modified curriculum • Modified materials • Differentiated instructional strategies • Aide support • One-on-one instruction • Pre-made templates and materials • Visual supports • SIOP components • Sensory learning and inputs • Modified materials for students' specific needs
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Kindergarten - Media Literacy

Discipline	Library Media
Strand/Process	<ul style="list-style-type: none"> • Explore the intended effect of media communications and messages when

	<p>delivered and received for personal and various other purposes.</p> <ul style="list-style-type: none"> • Distinguish between a variety of elements used to create and construct media communications for personal and various other purposes.
Content Statement	<ul style="list-style-type: none"> • List personal reasons for creating media communications and messages (e.g., tell a story, to ask for something, to make someone happy). • View familiar information in everyday messages (e.g., birthday greeting, holiday greeting, toy advertisement, road sign, warning label). • Recognize a variety of print and nonprint formats used in the delivery of media messages (e.g., book, television, film, radio, CD-ROM, DVD, e-mail, Web pages, photographs, charts and graphs).
Enduring Understandings	Students will understand the purpose of a message and different formats for media messages.
Essential Questions	<p>What is the purpose of a message?</p> <p>What are different formats for media messages?</p>
Cultural Relevance	Students constantly see media communications and messages. Understanding how to recognize and interpret the meaning of a message.
Key Vocabulary	media, print, non-print format, charts, graphs, photographs, message, communication

Learning Targets	Assessment and Applications	Instructional Strategies and Resources
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<ul style="list-style-type: none"> • I can list personal reasons for creating media communications and messages. • I can view familiar information in everyday messages. • I can recognize a variety of print and nonprint formats used in the delivery of media messages. 	<p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> • Observation • Self-Assessment • Checklist <hr/> <p>Students will apply this learning in the following areas...</p> <p>Core Curriculum</p> <ul style="list-style-type: none"> • Social Studies • ELA • Science • Math 	<p>Students will be engaged and supported in learning by....</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Inquiry-based learning • Whole group instruction • Small group instruction • Co-teaching • Stations and Rotations • Student-led activities • Teacher demonstration and modeling <p>Instructional Resources</p> <ul style="list-style-type: none"> • Library Media Standards • District Course of Study • Internet Connection • Projector • Speakers • Whiteboard • Computers • Access to CORE curriculum • Print and electronic resources <p>Diverse Learners</p> <ul style="list-style-type: none"> • Integration of IEP, 504, et al. plans for identified students • Assistive technology as needed • Individualized assistance from library media staff • Assistance in using additional outside sources for enriched curriculum • Differentiated projects/lessons based on student learning style • Modified curriculum • Modified materials • Differentiated instructional strategies • Aide support
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		<ul style="list-style-type: none"> ● One-on-one instruction ● Pre-made templates and materials ● Visual supports ● SIOP components ● Sensory learning and inputs ● Modified materials for students' specific needs
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Kindergarten - Technology Literacy

Discipline	Library Media
Strand/Process	<ul style="list-style-type: none"> ● Understand that school library materials may be provided in electronic formats that are organized in a system and that access to the system may be provided electronically. ● Apply basic Internet browser and navigation skills to search for information on the internet. ● Leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. ● Recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. ● Critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. ● Use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. ● Communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Content Statement	<ul style="list-style-type: none"> • Know that the school library has technology-based resources (e.g., computer, television, sound devices). • View/listen to multimedia library resources (e.g., listening station, video, DVD). • Understand directions for using library technology. • Talk about the Internet as an information source. • Use Web page functions: a. Scroll up and down page; b. Click on links; c. Use back button. • Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices. • Build knowledge by actively exploring real-world issues and problems, developing theories and pursuing answers and solutions. • Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
Enduring Understandings	Students will use technology to find information and solve problems. Students will use technology to communicate.
Essential Questions	How do we use technology to find information and solve problems? How do we use technology to communicate messages?
Cultural Relevance	Students will know/understand the various technologies available at school and develop a beginning understanding of how to use those technologies.
Key Vocabulary	Chromebook, Internet, Webpage, Technology, Computer

Learning Targets	Assessment and Applications	Instructional Strategies and Resources
<ul style="list-style-type: none"> • I can know that the school library has technology-based resources. • I can view/listen to multimedia library resources. • I can understand directions for using library technology. • I can talk about the Internet as an information source. • I can use Web page functions: a. Scroll up and down page; b. Click on links; c. Use back button. • I can engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices. • I can build knowledge by actively exploring real-world issues and problems, developing theories and pursuing answers and solutions. • I can identify and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems. 	<p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> • Observation • Self-Assessment • Checklist <hr/> <p>Students will apply this learning in the following areas...</p> <p>Core Curriculum</p> <ul style="list-style-type: none"> • Social Studies • ELA • Science • Math 	<p>Students will be engaged and supported in learning by....</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Inquiry-based learning • Whole group instruction • Small group instruction • Co-teaching • Stations and Rotations • Student-led activities • Teacher demonstration and modeling <p>Instructional Resources</p> <ul style="list-style-type: none"> • Library Media Standards • District Course of Study • Internet Connection • Projector • Speakers • Whiteboard • Computers • Access to CORE curriculum • Print and electronic resources <p>Diverse Learners</p> <ul style="list-style-type: none"> • Integration of IEP, 504, et al. plans for identified students • Assistive technology as needed • Individualized assistance from library media staff • Assistance in using additional outside sources for enriched curriculum • Differentiated projects/lessons based on

		student learning style <ul style="list-style-type: none"> • Modified curriculum • Modified materials • Differentiated instructional strategies • Aide support • One-on-one instruction • Pre-made templates and materials • Visual supports • SIOP components • Sensory learning and inputs • Modified materials for students' specific needs
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Grade 1 - Information Literacy

Discipline	Library Media
Strand/Process	<ul style="list-style-type: none"> • Locate the school library media center, recognize library staff members and participate in library activities • Recognize that the school library media center has a variety of books and materials that may be used and borrowed, and understand the importance of proper care of these materials. • Understand that library books and materials are housed in specific areas of the library media center. • Read and listen to stories for schoolwork and personal enjoyment. • Understand what information is and use a process to find information.
Content Statement	<ul style="list-style-type: none"> • Participate in library media center activities (e.g., story time, readers' theatre). • Know that the public library has books and materials that students may use and borrow. • Browse areas of the library media center with assistance from library media staff and classroom teachers (e.g., easy books, story area, listening centers, and computer lab). • Look at easy books and select books to checkout.

	<ul style="list-style-type: none"> • Know how to check out books. • Know when to return books and where to put them. • Discuss proper care of library books and materials. • Know that books are placed in order on the bookshelves. • Know that some books are true and others are make-believe (e.g., nonfiction and fiction). • Use the library catalog to find books, with teacher or librarian assistance. • Listen to stories, look at books and read for pleasure. • Ask questions to help understand information found in reading material. • Participate in literary-enrichment activities (e.g., story time, puppet theatre, draw and tell stories). • Know that authors write books and illustrators draw pictures in books. • Talk about the difference between factual information and fiction (e.g., what is real and what is pretend or make-believe). • Decide what information is needed (e.g., brainstorm needs by deciding what you already know, what you need to know, and what you want to learn). • Find information about the topic by using library materials. • Use the information and communicate findings orally, visually or in writing. • Check work by discussing the process used to find the information.
Enduring Understandings	Students will understand what the library is and how to use it. Students will understand the purpose to read a variety of materials.
Essential Questions	<p>What is the library and how is it used?</p> <p>What is the purpose of reading various types of materials?</p>
Cultural Relevance	Libraries provide various learning opportunities for students in a rapidly changing society while providing engaging reading materials in various formats.
Key Vocabulary	Library, Author, Illustrator, Media Center, Check In, Check Out, Overdue, Return, Fiction, Non-Fiction, Book Care, Shelf Marker, Shelf Labels, Easy/Everybody/Picture Books, Borrow, Catalog/Destiny, Information, Topic, Subject, Communication

Learning Targets	Assessment and Applications	Instructional Strategies and Resources
<ul style="list-style-type: none"> • I can locate the school library media center, recognize library staff members and participate in library activities. • I can recognize that the school library media center has a variety of books and materials that may be used and borrowed, and understand the importance of proper care of these materials. • I can understand that library books and materials are housed in specific areas of the library media center. • I can read and listen to stories for schoolwork and personal enjoyment. • I can understand what information is and use a process to find information. 	<p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> • Observation • Self-Assessment • Checklist • Exit slip <hr/> <p>Students will apply this learning in the following areas...</p> <p>Core Curriculum:</p> <ul style="list-style-type: none"> • Social Studies • ELA • Science • Math 	<p>Students will be engaged and supported in learning by....</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Inquiry-based learning • Whole group instruction • Small group instruction • Co-teaching • Stations and Rotations • Student-led activities • Teacher demonstration and modeling <p>Instructional Resources</p> <ul style="list-style-type: none"> • Library Media Standards • District Course of Study • Internet Connection • Projector • Speakers • Whiteboard • Computers • Access to CORE curriculum • Print and electronic resources <p>Diverse Learners</p> <ul style="list-style-type: none"> • Integration of IEP, 504, et al. plans for identified students • Assistive technology as needed • Individualized assistance from library media staff • Assistance in using additional outside sources for enriched curriculum • Differentiated projects/lessons based on student learning style • Modified curriculum

		<ul style="list-style-type: none"> • Modified materials • Differentiated instructional strategies • Aide support • One-on-one instruction • Pre-made templates and materials • Visual supports • SIOP components • Sensory learning and inputs • Modified materials for students' specific needs
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Grade 1 - Media Literacy

Discipline	Library Media
Strand/Process	<ul style="list-style-type: none"> • Explore the intended effect of media communications and messages when delivered and received for personal and various other purposes. • Distinguish between a variety of elements used to create and construct media communications for personal and various other purposes.
Content Statement	<ul style="list-style-type: none"> • Ask and answer questions about why people communicate through media (e.g., recognize the reason for the message). • Recognize familiar information in messages communicated through media (e.g., use context clues and graphic symbols that help to understand the purpose, function and important idea in media communications). • Recognize printed text, symbols, shapes and other graphics used in media communications. • Identify a variety of sounds, voice tones and facial expressions used to convey emotion. • Explain how clothing and costume are used to convey factual and fictional information.
Enduring Understandings	<p>Students will understand the meaning of the media message.</p> <p>Students will understand the different parts of the media message.</p> <p>Students will understand what tools are used to convey the media message.</p>
Essential Questions	<p>What is the meaning of a media message?</p> <p>What are the different parts of a media message?</p> <p>What are the tools used to convey the message?</p>
Cultural Relevance	Students are exposed to a wide variety of media, yet lack the skills to process media messages.
Key Vocabulary	Media, communication, symbols, context clues, text features, voice tones, facial expressions, emotions, factual, fictional

Learning Targets	Assessment and Applications	Instructional Strategies and Resources
<ul style="list-style-type: none"> • I can explore the intended effect of media communications and messages when delivered and received for personal and various other purpose. • I can distinguish between a variety of elements used to create and construct media communications for personal and various other purposes. • I can recognize printed text, symbols, shapes and other graphics used in media communications. • I can identify a variety of sounds, voice tones and facial expressions used to convey emotion. • I can explain how clothing and costume are used to convey factual and fictional information. 	<p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> • Observation • Self-Assessment • Checklist • Exit slip <hr/> <p>Students will apply this learning in the following areas...</p> <p>Core Curriculum</p> <ul style="list-style-type: none"> • Social Studies • ELA • Science • Math 	<p>Students will be engaged and supported in learning by....</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Inquiry-based learning • Whole group instruction • Small group instruction • Co-teaching • Stations and Rotations • Student-led activities • Teacher demonstration and modeling <p>Instructional Resources</p> <ul style="list-style-type: none"> • Library Media Standards • District Course of Study • Internet Connection • Projector • Speakers • Whiteboard • Computers • Access to CORE curriculum • Print and electronic resources <p>Diverse Learners</p> <ul style="list-style-type: none"> • Integration of IEP, 504, et al. plans for identified students • Assistive technology as needed • Individualized assistance from library media staff • Assistance in using additional outside sources for enriched curriculum • Differentiated projects/lessons based on student learning style • Modified curriculum

		<ul style="list-style-type: none"> • Modified materials • Differentiated instructional strategies • Aide support • One-on-one instruction • Pre-made templates and materials • Visual supports • SIOP components • Sensory learning and inputs • Modified materials for students' specific needs
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Grade 1 - Technology Literacy

Discipline	Library Media
Strand/Process	<ul style="list-style-type: none"> • Understand that school library materials may be provided in electronic formats that are organized in a system and that access to the system may be provided electronically. • Apply basic Internet browser and navigation skills to search for information on the internet. • Leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. • Recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. • Critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. • Use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
Content	<ul style="list-style-type: none"> • Use library computers, software and multimedia materials with assistance.

Statement	<ul style="list-style-type: none"> • Know that information about library resources is stored in the online public access catalog. • List types of information available on the Internet (e.g., school Website, local information, animals, maps). • Use teacher- or librarian-selected Websites to find information or learn new things. • Use browser tools and buttons: a. Forward and back button; b. Home button; c. Choose a link from the bookmarks or favorites list. • Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. • Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices. • Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. • Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
Enduring Understandings	<p>Students understand how to use technology to find information in a safe manner.</p> <p>Students synthesize the information they find to demonstrate understanding of a topic.</p>
Essential Questions	<p>How do you use technology to find information in a safe manner?</p> <p>How do you synthesize the information you find to demonstrate your understanding of a topic?</p>
Cultural Relevance	<p>In today's world of technology, children are at an exposed to all sorts of risks, and must be given the tools stay safe when using technology.</p>
Key Vocabulary	<p>source, software, internet, web pages, home button, refresh, bookmarks, taskbar, Google Doc, share, responsibility, topic</p>

Learning Targets	Assessment and Applications	Instructional Strategies and Resources
<ul style="list-style-type: none"> • I can use library computers, software and multimedia materials with assistance. • I can recognize that information about library books is stored in Destiny. • I can list types of information available on the internet. • I can use teacher or librarian selected websites to find information to learn about new things. • I can use basic browser tools and buttons. • I can set goals of what I want to learn and what I did learn through technology. • I can use technology safely including social media. • I can plan and use research strategies to locate information and other resources for intellectual or creative pursuits. • I can recognize and use the design process to generate ideas, test theories, and solve problems. 	<p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> • Observation • Self-Assessment • Checklist • Exit slip <hr/> <p>Students will apply this learning in the following areas...</p> <p>Core Curriculum</p> <ul style="list-style-type: none"> • Social Studies • ELA • Science • Math 	<p>Students will be engaged and supported in learning by....</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Inquiry-based learning • Whole group instruction • Small group instruction • Co-teaching • Stations and Rotations • Student-led activities • Teacher demonstration and modeling <p>Instructional Resources</p> <ul style="list-style-type: none"> • Library Media Standards • District Course of Study • Internet Connection • Projector • Speakers • Whiteboard • Computers • Access to CORE curriculum • Print and electronic resources <p>Diverse Learners</p> <ul style="list-style-type: none"> • Integration of IEP, 504, et al. plans for identified students • Assistive technology as needed • Individualized assistance from library media staff • Assistance in using additional outside sources for enriched curriculum • Differentiated projects/lessons based on student learning style • Modified curriculum

		<ul style="list-style-type: none"> • Modified materials • Differentiated instructional strategies • Aide support • One-on-one instruction • Pre-made templates and materials • Visual supports • SIOP components • Sensory learning and inputs • Modified materials for students' specific needs
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Grade 2 - Information Literacy

Discipline	Library Media
Strand/Process	<ul style="list-style-type: none"> • Locate the school library media center, recognize library staff members and participate in library activities • Recognize that the school library media center has a variety of books and materials that may be used and borrowed, and understand the importance of proper care of these materials. • Understand that library books and materials are housed in specific areas of the library media center. • Read and listen to stories for schoolwork and personal enjoyment. • Understand what information is and use a process to find information.
Content Statement	<ul style="list-style-type: none"> • Participate in library media center activities and reading celebrations (e.g., story time, Children's Book Week, Read Across America Day). • Know that the public library has many activities for students (e.g., book clubs, guest speakers, summer reading programs). • Locate sections of the library media center based on need or activity (e.g., story area, listening centers, and computer lab). • Select books and other library media materials to borrow • Use correct procedure to check out books and materials • Return books and materials on time.

	<ul style="list-style-type: none"> • Demonstrate proper care of books and other library media center materials • Understand that easy books are arranged alphabetically by the author's last name. • Understand that nonfiction books are arranged on the shelf by numbers • Know the difference between easy books, chapter or fiction books and nonfiction books. • Explore library media center materials using the library catalog, with assistance. • Listen to books read aloud, explore library materials and read for pleasure. • Discuss characters and retell events and facts presented in the reading material. • Participate in literary-enrichment activities (e.g., choral speaking, creative dramatics and other library enrichment activities). • Identify simple literary styles (e.g., standard, rhyming, and alliteration). • Read Caldecott Award books and understand that the book award is given for the best book illustrations. • Tell about the purposes of information use (e.g., information is helpful in solving problems). • Distinguish between fact and fiction (e.g., discuss and compare fact-based documents about a topic with stories about the same topic). • Ask questions to investigate problems or topics (e.g., use brainstorming or graphic organizers to decide what information is needed about the topic). • Find information about a question using library resources. • Use information to communicate findings orally, visually or in writing and draw conclusions about findings. • Check the work and explain the process used to find information.
Enduring Understandings	Students will understand what a library and how to use it. Students will understand what information is and how to use it.
Essential Questions	What is a library and how is it used? What is information and how is it used?
Cultural Relevance	Libraries are a center of information and culture in our communities. Students must know where to locate libraries and how to use them to find information.
Key Vocabulary	Library, Author, Illustrator, Media Center, Check in, Check Out, Overdue, Return, Fiction, Non-fiction, Book Care, Shelf Marker, Shelf Labels, Easy/Everybody/Picture Books, Borrow, Catalog/Destiny, Information

Learning Targets	Assessment and Applications	Instructional Strategies and Resources
<ul style="list-style-type: none"> • I can participate in library media center activities and reading celebrations. • I can be aware of the many activities the public library has for students. • I can select books and other library materials to borrow. • I can use correct procedures to select materials. • I can return books and materials on time. • I can demonstrate proper care of books and materials in the library. • I can understand that easy books are arranged alphabetically by the author's last name. • I can understand that nonfiction books are arranged by Dewey number. • I can recognize the difference between easy, fiction and nonfiction books. • I can explore library materials using Destiny with assistance. • I can listen to books read aloud, explore library materials and read for pleasure. 	<p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> • Observation • Rubric • Self-Assessment <hr/> <p>Students will apply this learning in the following areas...</p> <p>Core Curriculum</p> <ul style="list-style-type: none"> • Social Studies • ELA • Science • Math 	<p>Students will be engaged and supported in learning by....</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Inquiry-based learning • Whole group instruction • Small group instruction • Co-teaching • Stations and Rotations • Student-led activities • Teacher demonstration and modeling <p>Instructional Resources</p> <ul style="list-style-type: none"> • Library Media Standards • District Course of Study • Internet Connection • Projector • Speakers • Whiteboard • Computers • Access to CORE curriculum • Print and electronic resources <p>Diverse Learners</p> <ul style="list-style-type: none"> • Integration of IEP, 504, et al. plans for identified students • Assistive technology as needed • Individualized assistance from library media staff • Assistance in using additional outside sources for enriched curriculum • Differentiated

<ul style="list-style-type: none"> • I can discuss characters and retell events and facts presented in the reading material. • I can participate in literary enrichment activities. • I can identify simple literary styles. • I can read Caldecott Award Books and understand that the award is given to the best book illustrations. • I can identify purposes for information use. • I can distinguish between fact and fiction. • I can ask questions to investigate problems or topics. • I can find information about a question using library resources. • I can use information to communicate findings orally, visually and through writing and drawing conclusions about my findings. • I can check the work and explain the process used to find information. 		<p>projects/lessons based on student learning style</p> <ul style="list-style-type: none"> • Modified curriculum • Modified materials • Differentiated instructional strategies • Aide support • One-on-one instruction • Pre-made templates and materials • Visual supports • SLOP components • Sensory learning and inputs • Modified materials for students' specific needs
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Grade 2 - Media Literacy

Discipline	Library Media
Strand/Process	<ul style="list-style-type: none"> • Explore the intended effect of media communications and messages when delivered and received for personal and various other purposes. • Distinguish between a variety of elements used to create and construct media communications for personal and various other purposes.

Content Statement	<ul style="list-style-type: none"> • Discuss how various elements of print and nonprint medium formats are used to gain the attention of various audiences, and affect their feelings and thoughts (e.g., size, color, shape, sound and voice, motion). • Ask and answer questions concerning the purpose and function of print and nonprint media communications created by a variety of people (e.g., why, who, where, when and how). • Identify various media communications and messages in print and nonprint formats (e.g, newspaper, television news broadcast, commercial, radio announcements). • Sort and label a variety of sounds, voice tones and face expressions used to illustrate emotion (e.g., loud, soft, silent, happy, whiny, sad, angry). • Identify characteristics of motion and movement (e.g., fast, slow, smooth, jerky).
Enduring Understandings	<p>Students understand the purpose of the message.</p> <p>Students understand the different formats for media messages.</p>
Essential Questions	<p>What is the purpose of a message?</p> <p>What are different formats for media messages?</p>
Cultural Relevance	<p>Students see media communications and messages daily. They must learn to navigate and interpret these messages.</p>
Key Vocabulary	<p>media, communication, symbols, context clues, text features, voice tones, facial expressions, emotions, factual and fictional</p>

Learning Targets	Assessment and Applications	Instructional Strategies and Resources
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<ul style="list-style-type: none"> • I can discuss how various elements of print and nonprint media are used to gain the attention of various audiences, affecting their feelings and thoughts. • I can ask and answer questions concerning the purpose and function of print and non-print media, created by a variety of people. • I can identify various media communications and messages in print and nonprint formats. • I can sort and label a variety of sounds, voice tones, and facial expressions used to illustrate emotions. • I can identify characteristics of motion and movement. 	<p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> • Observation • Self-Assessment • Checklist • Exit slip <hr/> <p>Students will apply this learning in the following areas...</p> <p>Core Curriculum</p> <ul style="list-style-type: none"> • Social Studies • ELA • Science • Math 	<p>Students will be engaged and supported in learning by....</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Inquiry-based learning • Whole group instruction • Small group instruction • Co-teaching • Stations and Rotations • Student-led activities • Teacher demonstration and modeling <p>Instructional Resources</p> <ul style="list-style-type: none"> • Library Media Standards • District Course of Study • Internet Connection • Projector • Speakers • Whiteboard • Computers • Access to CORE curriculum • Print and electronic resources <p>Diverse Learners</p> <ul style="list-style-type: none"> • Integration of 504, et al. plans for identified students • Assistive technology as needed • Individualized assistance from library media staff • Assistance in using additional outside sources for enriched curriculum • Differentiated projects/lessons based on student learning style • Modified curriculum • Modified materials • Differentiated instructional strategies • Aide support • One-on-one instruction
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		<ul style="list-style-type: none"> • Pre-made templates and materials • Visual supports • SIOP components • Sensory learning and inputs • Modified materials for students' specific needs
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Grade 2 - Technology Literacy

Discipline	Library Media
Strand/Process	<ul style="list-style-type: none"> • Understand that school library materials may be provided in electronic formats that are organized in a system and that access to the system may be provided electronically. • Apply basic Internet browser and navigation skills to search for information on the internet. • Leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. • Recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. • Critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. • Use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
Content Statement	<ul style="list-style-type: none"> • Log on to library network/computer system with assistance (e.g., know username and password). • Explore the online public access catalog with assistance (e.g., locate OPAC icon, open OPAC, and browse entries). • Demonstrate the use of browser elements including the toolbar, buttons, favorites or bookmarks, and tell their function.

	<ul style="list-style-type: none"> ● Access the school Web page and the school library Web site. ● Search for information in an online encyclopedia using a topical search (e.g., choose from a list of topics moving from broad—animals to more specific—panda). ● Read information from a Web site assigned by teacher and identify the name and topic of the Web site. ● Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. ● Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices. ● Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. ● Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
Enduring Understandings	Students will understand how to access and navigate various online tools. Students will understand how to set learning goals and meet them, stay safe online, and solve problems through a process including research when necessary.
Essential Questions	How can I access and navigate various online tools? How do I set learning goals and meet them, stay safe online, and solve problems through a process including research when necessary?
Cultural Relevance	Students must learn to access and navigate online tools in an increasingly digital world. Setting goals and creating a plan to meet those goals will help them to become effective digital citizens.
Key Vocabulary	Source, Software, internet, web pages, home button, refresh, bookmarks, taskbar, Google Doc, share, responsibility, topic.

Learning Targets	Assessment and Applications	Instructional Strategies and Resources
<ul style="list-style-type: none"> • I can log on to the library network/computer system with assistance. • I can explore the OPAC icon, open and explore entries. • I can use a web browser's tools and tell their function. • I can access the school web page and the library's web site. • I can search for information in an online encyclopedia using a topical search. • I can read information from a web site assigned by a teacher and identify the name and topic of the web site. • I can articulate and set personal learning goals, develop strategies. • I can engage in positive, safe, legal and ethical behavior when using technology. • I can plan and employ effective research strategies to locate information and other resources for the intellectual or creative pursuits. • I can understand and use the design process to generate ideas test theories and solve problems. 	<p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> • Observation • Self-Assessment • Checklist • Exit slip <hr/> <p>Students will apply this learning in the following areas...</p> <p>Core Curriculum</p> <ul style="list-style-type: none"> • Social Studies • ELA • Science • Math 	<p>Students will be engaged and supported in learning by....</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Inquiry-based learning • Whole group instruction • Small group instruction • Co-teaching • Stations and Rotations • Student-led activities • Teacher demonstration and modeling <p>Instructional Resources</p> <ul style="list-style-type: none"> • Library Media Standards • District Course of Study • Internet Connection • Projector • Speakers • Whiteboard • Computers • Access to CORE curriculum • Print and electronic resources <p>Diverse Learners</p> <ul style="list-style-type: none"> • Integration of IEP, 504, et al. plans for identified students • Assistive technology as needed • Individualized assistance from library media staff • Assistance in using additional outside sources for enriched curriculum • Differentiated projects/lessons based on student learning style • Modified curriculum • Modified materials

		<ul style="list-style-type: none"> • Differentiated instructional strategies • Aide support • One-on-one instruction • Pre-made templates and materials • Visual supports • SIOP components • Sensory learning and inputs • Modified materials for students' specific needs
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Grade 3 - Information Literacy

Discipline	Library Media
Strand/Process	<ul style="list-style-type: none"> • Access the library media center facility, staff and resources whenever an academic or personal information need arises, and demonstrate appropriate use of library materials • Understand that school library books and materials are organized in a system, and use the system to locate items. • Explore and use various forms of literature for schoolwork and personal enjoyment. • Describe types of information including facts, opinions, primary/secondary sources; and formats of information including number, text, sound, visual, multimedia; and use information for a purpose. • Apply a research process to decide what information is needed, find sources, use information and check sources.
Content Statement	<ul style="list-style-type: none"> • Use correct procedures to check library books and materials out and in. • Return books and materials on time. • Use proper care of books and library media center materials appropriately. • Understand that when students visit the public library, the public librarian will assist them with information needs. • Understand that easy books and fiction books are organized on a shelf alphabetically by the author's last name.

	<ul style="list-style-type: none"> • Visit the library media center for academic or personal information needs. • Know the difference between easy books, chapter books, fiction books and nonfiction books. • Locate resources using a title, subject and/or author search in the library catalog. • Listen to stories read by library media center staff. • Discuss characters, plot, setting and themes in reading material. • Participate in choral speaking, creative dramatics and other literary enrichment activities. • Understand that books may be written in a series. • Read for pleasure and information. • Read award-winning books and understand that the award is given for the writing of the book (e.g., Newbery, King, Wilder). • Distinguish between the concepts of information (organized data and facts) and data (raw facts and figures) and identify examples of each. • Recognize that information gathering is based on a need (e.g., gather information to learn more about a topic or gather information to answer questions). • Identify primary source information, (first-hand information about a person, place or event), and secondary source information, second-hand information interpreted by another person about a person, place, thing or event (e.g., primary sources such as diaries, letters, objects and photographs; and secondary sources such as textbooks, biographies). • Brainstorm available resources and/or possible keywords to use as search terms. • Develop a plan for gathering information. • Locate materials in library. • Summarize and draw conclusions about information gathered. • Take simple notes and organize information into a logical sequence. • Make a list of resources used. • Communicate findings orally, visually or in writing and draw conclusions about findings. • Evaluate the research project.
Enduring Understandings	Students will understand what research is and how to complete the steps in the research process.
Essential Questions	<p>What is research?</p> <p>How do you perform the research process?</p>
Cultural Relevance	Students need to understand how to complete the research process in order to find credible sources of information in this era of fake news and questionable information sources.

Key Vocabulary	Book care, public library, chapter books, resources, Newbery, Caldecott, primary source, secondary source, research
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Learning Targets	Assessment and Applications	Instructional Strategies and Resources
<ul style="list-style-type: none"> • I can use correct procedures to check library books and materials out and in. • I can return books and materials on time. • I can take care of books and library media center materials appropriately. • I can visit the public library and seek assistance from the public librarian to assist me with my information needs. • I can use the Dewey Decimal System to locate fiction and nonfiction books. • I can visit the library media center for academic or personal information needs. • I can describe the difference between easy books, chapter books, fiction books and nonfiction books. • I can locate resources using a title, subject and/or author search in the library catalog. 	<p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> • Observation • Self-Assessment • Checklist • Exit Slips <hr/> <p>Students will apply this learning in the following areas...</p> <p>Core Curriculum</p> <ul style="list-style-type: none"> • Social Studies • ELA • Science • Math 	<p>Students will be engaged and supported in learning by....</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Inquiry-based learning • Whole group instruction • Small group instruction • Co-teaching • Stations and Rotations • Student-led activities • Teacher demonstration and modeling <p>Instructional Resources</p> <ul style="list-style-type: none"> • Library Media Standards • District Course of Study • Internet Connection • Projector • Speakers • Whiteboard • Computers • Access to CORE curriculum • Print and electronic resources <p>Diverse Learners</p> <ul style="list-style-type: none"> • Integration of IEP, 504, et al. plans for identified students • Assistive technology as needed • Individualized assistance from library media staff

<ul style="list-style-type: none"> • I can listen to stories read by library media center staff. • I can discuss characters, plot, setting and themes in reading material. • I can participate in choral speaking, creative dramatics and other literary enrichment activities. • I can identify books that are written in a series. • I can read for pleasure and information. • I can read award-winning books and understand that the award is given for the writing of the book. • I can distinguish between the concepts of information (organized data and facts) and data (raw facts and figures) and identify examples of each. • I can recognize that information gathering is based on a need. • I can identify primary source information, (first-hand information about a person, place or event), and secondary source information, second-hand information interpreted by another person about a person, place, thing or event. • I can brainstorm available resources and/or possible keywords to use as search terms. • I can develop a plan for gathering information. 		<ul style="list-style-type: none"> • Assistance in using additional outside sources for enriched curriculum • Differentiated projects/lessons based on student learning style • Modified curriculum • Modified materials • Differentiated instructional strategies • Aide support • One-on-one instruction • Pre-made templates and materials • Visual supports • SIOP components • Sensory learning and inputs • Modified materials for students' specific needs
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<ul style="list-style-type: none"> • I can locate materials in library. • I can summarize and draw conclusions about information gathered. • I can take simple notes and organize information into a logical sequence. • I can make a list of resources used. • I can communicate findings orally, visually or in writing and draw conclusions about findings. • I can evaluate a research project. 		
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Grade 3 - Media Literacy

Discipline	Library Media
Strand/Process	<ul style="list-style-type: none"> • Explain the intended effect of media communications and messages when delivered and received by various audiences and for various purposes. • Examine a variety of elements and components used to create and construct media communications for various audiences and for various purposes. • Distinguish between a variety of elements used to create and construct media communications for personal and various other purposes.
Content Statement	<ul style="list-style-type: none"> • Know the formats and characteristics of familiar media and discuss how formats are used to gain attention of the audience (e.g., host/hostess, contestant, consumer, audience).

	<ul style="list-style-type: none"> • List and label the various ways in which people are presented and represented through costume and setting in a variety of media communications delivered and received. • Recognize what type of information is delivered through a specific media message and chosen format (e.g., informational, recreational, personal greeting). • List and describe the various visual elements and techniques used to design and construct a central idea in print and nonprint media documents and presentations (e.g., color, graphic symbol, sound and motion, camera angles, light and shadow). • Identify the roles of various people who help create a print or nonprint media communications, messages and mediums (e.g., writer, artist, editor).
Enduring Understandings	Students will plan and execute research that is valuable and accurate. Students will understand how the library is arranged and use the library to find materials for research.
Essential Questions	How do you plan and execute research that is valuable and accurate? How is the library arranged and used to accomplish the task of finding materials?
Cultural Relevance	Students will understand that information is organized and delivered in a variety of ways.
Key Vocabulary	fact, opinion, primary sources, secondary sources, research, digital world

Learning Targets	Assessment and Applications	Instructional Strategies and Resources
<ul style="list-style-type: none"> • I can recognize the formats and characteristics of familiar media and discuss how formats are used to gain attention of the audience. • I can list and label the various ways in which people are presented and represented through costume and setting in a variety of media communications delivered and received. • I can recognize what type of information is delivered through a specific media message and chosen format. • I can list and describe the various visual elements and techniques used to design and construct a central idea in print and nonprint media documents and presentations. • I can identify the roles of various people who help create a print or nonprint 	<p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> • Observation • Self-Assessment • Checklist <hr/> <p>Students will apply this learning in the following areas...</p> <p>Core Curriculum</p> <ul style="list-style-type: none"> • Social Studies • ELA • Science • Math 	<p>Students will be engaged and supported in learning by....</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Inquiry-based learning • Whole group instruction • Small group instruction • Co-teaching • Stations and Rotations • Student-led activities • Teacher demonstration and modeling <p>Instructional Resources</p> <ul style="list-style-type: none"> • Library Media Standards • District Course of Study • Internet Connection • Projector • Speakers • Whiteboard • Computers • Access to CORE curriculum • Print and electronic resources <p>Diverse Learners</p> <ul style="list-style-type: none"> • Integration of IEP, 504, et al. plans for identified students • Assistive technology as needed

media communications, messages and mediums.		<ul style="list-style-type: none"> • Individualized assistance from library media staff • Assistance in using additional outside sources for enriched curriculum • Differentiated projects/lessons based on student learning style • Modified curriculum • Modified materials • Differentiated instructional strategies • Aide support • One-on-one instruction • Pre-made templates and materials • Visual supports • SIOP components • Sensory learning and inputs • Modified materials for students' specific needs
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Grade 3 - Technology Literacy

Discipline	Library Media
Strand/Process	<ul style="list-style-type: none"> • Use the online public access catalog to locate school library materials for classroom assignments and personal interests. • Use the Internet to find, use and evaluate information. • Understand how to access technology-based school library materials, including library networks and electronic resources, for research. • Leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. • Recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that

	<p>are safe, legal and ethical.</p> <ul style="list-style-type: none"> ● Critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
Content Statement	<ul style="list-style-type: none"> ● Use the author, title and subject search features of the OPAC to locate school library materials. ● Understand that each item in the OPAC has a bibliographic record, which contains information about that item (e.g., age, summary, location, availability). ● Understand that call numbers and call letters identified on the bibliographic record in the OPAC indicate the physical location of the material. ● Label Internet browser elements and explain their function (e.g., toolbar and buttons, favorites/bookmarks, history). ● Type a simple search term in a teacher- or librarian-selected search engine to find general information. ● Review the home page of a teacher- or librarian-selected Web site. ● Read the list of results retrieved from a simple search performed in a search engine and select one of the search results to review the information retrieved. ● Access the school Web page and the school library Web site. ● Use school library technology-based resources to learn about classroom assignments and discover areas of interest. ● Demonstrate appropriate library network login and logoff procedure. ● Use appropriate access code (username, password) to gain access to online resource (e.g., district network resources, subscription—fee-based, databases, and resources that can be accessed remotely outside the school and/or from home). ● Use age-appropriate Internet resources and fee-based (subscription resources) delivered by the Internet. ● Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. ● Build networks and customize their learning environments in ways that support the learning process. ● Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. ● Understand the fundamental concepts of technology operations demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies. ● Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. ● Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices

	<ul style="list-style-type: none"> • Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. • Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online. • Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. • Evaluate the accuracy, perspective, credibility and relevance of information, media, data, or other resources. • Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. • Exhibit leadership for digital citizenship, build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. • Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems. • Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks. • Develop, test and refine prototypes as a part of a cyclical design process. • Exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems. • Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. • Create original works or responsibly repurpose or remix digital resources into new creations. • Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations. • Publish or present content that customizes the message and medium for their intended audiences. • Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning. • Use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple points of view. • Explore local and global issues and use collaborative technologies to work with others to investigate solutions.
Enduring Understandings	Students will use the internet to safely access library and digital resources. Students will evaluate information and resources they find on the internet.
Essential Questions	How do you use the internet to safely access library and digital resources? How do you evaluate information and resources you find on the internet?

Cultural Relevance	Students should learn to safely navigate, find, and evaluate information on the Internet.
Key Vocabulary	Destiny, Library materials, Google Apps, sandiegozoo.com, commonsensemedia.org, Google search engine, wcsoh.org, Clever, INFOhio.org, Schoology

Learning Targets	Assessment and Applications	Instructional Strategies and Resources
<ul style="list-style-type: none"> I can use the author, title and subject search features of the OPAC to locate school library materials. 	Students will know how well they are learning by... <ul style="list-style-type: none"> Observation Self-Assessment Checklist Exit slip 	Students will be engaged and supported in learning by.... Instructional Strategies <ul style="list-style-type: none"> Inquiry-based learning Whole group instruction Small group instruction Co-teaching

<ul style="list-style-type: none"> • I can understand that each item in the OPAC has a bibliographic record, which contains information about that item. • I can understand that call numbers and call letters identified on the bibliographic record in the OPAC indicate the physical location of the material. • I can label Internet browser elements and explain their function. • I can type a simple search term in a teacher- or librarian-selected search engine to find general information. • I can review the home page of a teacher- or librarian-selected Website. • I can read the list of results retrieved from a simple search performed in a search engine and select one of the search results to review the information retrieved. • I can access the school Web page and the school library Web site, and Internet resources • I can use school library technology-based resources to learn about classroom assignments and discover areas of interest. • I can demonstrate appropriate library network login and logoff procedure. • I can use appropriate access code (username, 	<hr/> <p>Students will apply this learning in the following areas...</p> <p>Core Curriculum</p> <ul style="list-style-type: none"> • Social Studies • ELA • Science • Math 	<ul style="list-style-type: none"> • Stations and Rotations • Student-led activities • Teacher demonstration and modeling <p>Instructional Resources</p> <ul style="list-style-type: none"> • Library Media Standards • District Course of Study • Internet Connection • Projector • Speakers • Whiteboard • Computers • Access to CORE curriculum • Print and electronic resources <p>Diverse Learners</p> <ul style="list-style-type: none"> • Integration of IEP, 504, et al. plans for identified students • Assistive technology as needed • Individualized assistance from library media staff • Assistance in using additional outside sources for enriched curriculum • Differentiated projects/lessons based on student learning style • Modified curriculum • Modified materials • Differentiated instructional strategies • Aide support • One-on-one instruction • Pre-made templates and materials • Visual supports • SIOP components • Sensory learning and inputs • Modified materials for
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<p>password) to gain access to online resource.</p> <ul style="list-style-type: none"> ● I can use age-appropriate and fee-based (subscription resources) delivered by the Internet. ● I can answer questions using electronic information. ● I can use technology to create projects and solve problems. ● I can use digital media to teach others information. ● I can use digital media to work collaboratively with others. ● I can use technology ethically. ● I can use digital tools to create information to share with others. ● I can use technology to identify and solve problems. ● I can use digital tools to communicate and collaborate with others. 		<p>students' specific needs</p>
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Grade 4 - Information Literacy

Discipline	Library Media
Strand/Process	<ul style="list-style-type: none"> • Access the library media center facility, staff and resources whenever an academic or personal information need arises, and demonstrate appropriate use of library materials • Understand that school library books and materials are organized in a system, and use the system to locate items. • Explore and use various forms of literature for schoolwork and personal enjoyment. • Describe types of information including facts, opinions, primary/secondary sources; and formats of information including number, text, sound, visual, multimedia; and use information for a purpose. • Apply a research process to decide what information is needed, find sources, use information and check sources.
Content Statement	<ul style="list-style-type: none"> • Access library media center materials based on format (e.g., print, non-print, audio, video). IL-A • Use a variety of library material formats to answer questions. IL-A • Follow proper procedure for checking library books and materials out and in, and return materials on time. IL-A • Demonstrate proper care of books and library media materials. IL-A • Understand the differences between the school library media center and the public library. IL-A • Locate easy and fiction books on the shelf using call numbers IL-B • Locate information using call letters. IL-B • Understand that biography books are arranged on the shelf alphabetically by the last name of the person they are about IL-B • Understand that reference books are nonfiction books that may be used to find answers (e.g., dictionary, encyclopedia, and almanac). IL-B

	<ul style="list-style-type: none"> • Locate resources using a title, subject and/or author search in the library catalog. IL-B • Listen to stories, books and other informational items read by library media center staff. • Identify simple fictional genres (e.g., fantasy, mystery, romance, historical fiction, science fiction). • Read for pleasure and information and identify characters, plot, setting and themes in reading material. • Read award-winning books and understand that the award is given for the writing of the book (e.g., Newbery, King, and Wilder). • Collect information (organized data and facts) and data (raw facts and figures) and identify answers to questions (e.g., locate data in a newspaper article, identify information on a sign). • Discuss and define the difference between fact and opinion (e.g., fact: the cafeteria served pizza today; opinion: the pizza was good.) • Identify ways information can be presented (e.g., text, visual information on a map, information displayed in pictures or as graphics). • Use primary source material to describe a person, place, thing or event (e.g., oral history, diary entries, photos, news articles, video files). • Use the following reference sources to find information: a. Dictionary (e.g., keywords, entry, parts of speech, definition); b. Encyclopedia (e.g., keywords, entry, charts and graphs); c. Maps (e.g., locate cities, states, countries). • Identify a topic and questions for research. • Brainstorm possible keywords or resources. • Develop a search strategy that uses appropriate and available resources • Explore a variety of resources such as school, public or community resources. • Summarize and draw conclusions about information gathered. • Take simple notes and organize information into a logical sequence. • Make a list of resources used. • Communicate findings orally, visually or in writing and draw conclusions about findings. • Evaluate the research project.
Enduring Understandings	Students will understand the value of using a library for schoolwork and personal enjoyment. Students will understand different types of information and research techniques.
Essential Questions	How are the books in the library organized? What are different types of information and how can it be applied to research?
Cultural Relevance	Students will be able to use library to find information and apply it to their research.
Key Vocabulary	Dewey Decimal System, Destiny, Fact & Opinion, literature, primary/secondary sources, format, research

Learning Targets	Assessment and Applications	Instructional Strategies and Resources
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<ul style="list-style-type: none"> • I can access library media center materials based on format. • I can use a variety of library material formats to answer questions. • I can follow proper procedure for checking library books and materials out and in, and return materials on time. • I can demonstrate proper care of books and library media materials. • I can understand the differences between the school library media center and the public library. • I can locate easy and fiction books on the shelf using call numbers. • I can locate information using call numbers. • I can understand that biography books are arranged on the shelf alphabetically by the last name of the person they are about. • I can understand that reference books are nonfiction books that may be used to find answers. • I can locate resources using a title, subject and/or author search in the library catalog. • I can listen to stories, books and other informational items read by library media center staff. • I can identify simple fictional genres. 	<p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> • Observation • Self-Assessment • Checklist • Exit slip <hr/> <p>Students will apply this learning in the following areas...</p> <p>Core Curriculum</p> <ul style="list-style-type: none"> • Social Studies • ELA • Science • Math 	<p>Students will be engaged and supported in learning by....</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Inquiry-based learning • Whole group instruction • Small group instruction • Co-teaching • Stations and Rotations • Student-led activities • Teacher demonstration and modeling <p>Instructional Resources</p> <ul style="list-style-type: none"> • Library Media Standards • District Course of Study • Internet Connection • Projector • Speakers • Whiteboard • Computers • Access to CORE curriculum • Print and electronic resources <p>Diverse Learners</p> <ul style="list-style-type: none"> • Integration of IEP, 504, et al. plans for identified students • Assistive technology as needed • Individualized assistance from library media staff • Assistance in using additional outside sources for enriched curriculum • Differentiated projects/lessons based on student learning style • Modified curriculum • Modified materials • Differentiated instructional strategies • Aide support
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<ul style="list-style-type: none"> • I can read for pleasure and information and identify characters, plot, setting and themes in reading material. • I can read award-winning books and understand that the award is given for the writing of the book. • I can collect information (organized data and facts) and data (raw facts and figures) and identify answers to questions. • I can discuss and define the difference between fact and opinion. • I can identify ways information can be presented. • I can use primary source material to describe a person, place, thing or event. • I can use the following reference sources to find information: a. Dictionary b. Encyclopedia c. Maps • I can identify a topic and questions for research. • I can brainstorm possible keywords or resources. • I can develop a search strategy that uses appropriate and available resources. • I can explore a variety of resources such as school, public or community resources. • I can summarize and draw conclusions about information gathered. 		<ul style="list-style-type: none"> • One-on-one instruction • Pre-made templates and materials • Visual supports • SIOP components • Sensory learning and inputs • Modified materials for students' specific needs
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<ul style="list-style-type: none"> • I can take simple notes and organize information into a logical sequence. • I can make a list of resources used. • I can communicate findings orally, visually or in writing and draw conclusions about findings. • I can evaluate a research project. 		
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Grade 4 - Media Literacy

Discipline	Library Media
Strand/Process	<ul style="list-style-type: none"> • Explain the intended effect of media communications and messages when delivered and received by various audiences and for various purposes. • Examine a variety of elements and components used to create and construct media communications for various audiences and for various purposes. • Distinguish between a variety of elements used to create and construct media communications for personal and various other purposes.
Content Statement	<ul style="list-style-type: none"> • Interpret how an author's and/or artist's intent and choice of visual and text components in media communications and formats appeal to feelings and senses, suggest mood and meaning and influence audience understanding. ML-A • Differentiate between fact and opinion and relevant and irrelevant information found in media communications. ML-A • List reasons for the communication and delivery of information by individuals, groups, businesses and organizations. ML-A • Apply and demonstrate how various text elements and organizational structures are used to construct and support a central idea of print and nonprint media documents and presentations (e.g., boldface and italic text fonts, text size, cause and effect, chronological sequence). ML-B • Explore the roles of various people and careers involved in the construction of media communications, messages and mediums (e.g., director, producer, actor, writer, illustrator, and photographer). ML-B
Enduring Understandings	Understand that authors/artists depict messages through various techniques.
Essential Questions	How do authors/artists depict messages?
Cultural Relevance	Media messages created by authors, artists and social media contributors are sent on a daily basis. Consumers of media messages need skills to interpret the intent of the message to create a better understanding of the author's intent.
Key Vocabulary	media, opinion, font, print, nonprint format, information communication, director, producer, actor

Learning Targets	Assessment and Applications	Instructional Strategies and Resources
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<ul style="list-style-type: none"> • I can interpret how an author's and/or artist's intent and choice of visual and text components in media communications and formats appeal to feelings and senses, suggest mood and meaning and influence audience understanding. • I can differentiate between fact and opinion and relevant and irrelevant information found in media communications. • I can list reasons for the communication and delivery of information by individuals, groups, businesses and organizations. • I can apply and demonstrate how various text elements and organizational structures are used to construct and support a central idea of print and nonprint media documents and presentations. • I can explore the roles of various people and careers involved in the construction of media communications, messages and mediums. 	<p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> • Observation • Self-Assessment • Checklist • Exit slip <hr/> <p>Students will apply this learning in the following areas...</p> <p>Core Curriculum</p> <ul style="list-style-type: none"> • Social Studies • ELA • Science • Math 	<p>Students will be engaged and supported in learning by....</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Inquiry-based learning • Whole group instruction • Small group instruction • Co-teaching • Stations and Rotations • Student-led activities • Teacher demonstration and modeling <p>Instructional Resources</p> <ul style="list-style-type: none"> • Library Media Standards • District Course of Study • Internet Connection • Projector • Speakers • Whiteboard • Computers • Access to CORE curriculum • Print and electronic resources <p>Diverse Learners</p> <ul style="list-style-type: none"> • Integration of IEP, 504, et al. plans for identified students • Assistive technology as needed • Individualized assistance from library media staff • Assistance in using additional outside sources for enriched curriculum • Differentiated projects/lessons based on student learning style • Modified curriculum • Modified materials • Differentiated instructional strategies • Aide support
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		<ul style="list-style-type: none"> • One-on-one instruction • Pre-made templates and materials • Visual supports • SIOP components • Sensory learning and inputs • Modified materials for students' specific needs
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Grade 4 - Technology Literacy

Discipline	Library Media
Strand/Process	<ul style="list-style-type: none"> • Use the online public access catalog to locate school library materials for classroom assignments and personal interests. • Use the Internet to find, use and evaluate information. • Understand how to access technology-based school library materials, including library networks and electronic resources, for research. • Leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. • Recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. • Critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
Content Statement	<ul style="list-style-type: none"> • Search the OPAC by author, title, subject and keyword. • Read the OPAC bibliographic record and identify components (e.g., age, summary, location, availability). • Identify the call numbers/letters of an item by reading the bibliographic record, and then locate the physical item in the library. • Determine the status/availability of the item by viewing the bibliographic record in the OPAC (e.g., see if the item is checked out).

- Choose a search engine or directory specifically designed for students to locate information on the Internet.
- Type a simple search term in the search engine or directory to find facts and answer questions
- Read the list of results from the search engine or directory to locate potential Web sites relevant to the search topic.
- Choose a Web site and examine the information for facts by identifying information on the Web site: a. Author; b. Title; c. Date produced; d. Special features (images, puzzles, activities); e. Available products, services or resources.
- Use library computers and software (e.g., use menus to select and open programs, control volume, follow printing directions).
- Understand that technology-based resources may be delivered in a variety of ways (e.g., stand-alone software, network software, Internet resources).
- Demonstrate use of online fee-based (subscription or pay-per-use) electronic resources (e.g., state and/or district provided resources such as magazine databases, encyclopedias, dictionaries).
- Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
- Build networks and customize their learning environments in ways that support the learning process.
- Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- Understand the fundamental concepts of technology operations demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.
- Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices
- Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.
- Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- Evaluate the accuracy, perspective, credibility and relevance of information, media, data, or other resources.
- Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

	<ul style="list-style-type: none"> • Exhibit leadership for digital citizenship build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. • Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems. • Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks. • Develop, test and refine prototypes as a part of a cyclical design process. • Exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems. • Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication • Create original works or responsibly repurpose or remix digital resources into new creations. • Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations. • Publish or present content that customizes the message and medium for their intended audiences. • Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning. • Use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple points of view. • Explore local and global issues and use collaborative technologies to work with others to investigate solutions.
Enduring Understandings	How do I review materials effectively?
Essential Questions	How do you use the internet to safely access library and digital resources? How do you evaluate information and resources you find on the internet?
Cultural Relevance	Students should be able to use digital resources safely.
Key Vocabulary	OPAC (Online Public Access Computer), Bibliographic Record, Internet Browser, Toolbar, Buttons, Favorites/Bookmarks, History, search terms, search engine, home page, website, search results, username, password, online resource, subscription, database, remote access, age appropriate, personal learning goal, intellectual property, personal data, digital privacy, digital citizenship, re-mix digital resources, collaborative technology

Learning Targets	Assessment and Applications	Instructional Strategies and Resources
<ul style="list-style-type: none"> • I can search the OPAC by author, title, subject and keyword. • I can read OPAC bibliographic record and identify components. • I can identify the call numbers of an item by reading the bibliographic record, and then locate the physical item in the library. • I can determine the status/availability of the item by viewing the bibliographic record in the OPAC. • I can choose a search engine or directory specifically designed for students to locate information on the Internet. • I can type a simple search term in the search engine or directory to find facts and answer questions. • I can read a list of results from a search engine or directory to locate potential Web sites relevant to the search topic. • I can choose a Web site and examine the information for facts by identifying information on the Web site: a. Author; b. Title; c. Date produced; d. Special features e. Available products, services or resources. 	<p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> • Observation • Self-Assessment • Checklist • Exit slip <hr/> <p>Students will apply this learning in the following areas...</p> <p>Core Curriculum</p> <ul style="list-style-type: none"> • Social Studies • ELA • Science • Math 	<p>Students will be engaged and supported in learning by....</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Inquiry-based learning • Whole group instruction • Small group instruction • Co-teaching • Stations and Rotations • Student-led activities • Teacher demonstration and modeling <p>Instructional Resources</p> <ul style="list-style-type: none"> • Library Media Standards • District Course of Study • Internet Connection • Projector • Speakers • Whiteboard • Computers • Access to CORE curriculum • Print and electronic resources <p>Diverse Learners You had this under Considerations for Intervention and Acceleration Section:</p> <ul style="list-style-type: none"> • Integration of IEP, 504, et al. plans for identified students • Assistive technology as needed • Individualized assistance from library media staff • Assistance in using additional outside sources for enriched curriculum • Differentiated

<ul style="list-style-type: none"> • I can use library computers and software. • I can understand that technology-based resources may be delivered in a variety of ways. • I can demonstrate use of online fee-based (subscription or pay-per-use) electronic resources. • I can answer questions using electronic information. • I can use technology to create projects and solve problems. • I can use digital media to teach others information. • I can use digital media to work collaboratively with others. • I can use technology ethically. • I can use digital tools to create information to share with others. • I can use technology to identify and solve problems. • I can use digital tools to communicate and collaborate with others. 		<p>projects/lessons based on student learning style</p> <ul style="list-style-type: none"> • Modified curriculum • Modified materials • Differentiated instructional strategies • Aide support • One-on-one instruction • Pre-made templates and materials • Visual supports • SIOP components • Sensory learning and inputs • Modified materials for students' specific needs
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Grade 5 - Information Literacy

Discipline	Library Media
Strand/Process	<ul style="list-style-type: none"> • Access the library media center facility, staff and resources whenever an academic or personal information need arises, and demonstrate appropriate use of library materials • Understand that school library books and materials are organized in a system, and use the system to locate items. • Explore and use various forms of literature for schoolwork and personal enjoyment. • Describe types of information including facts, opinions, primary/secondary sources; and formats of information including number, text, sound, visual, multimedia; and use information for a purpose. • Apply a research process to decide what information is needed, find sources, use information and check sources.
Content Statement	<ul style="list-style-type: none"> • Follow circulation procedures. • Participate in library activities appropriately and demonstrate responsible use of library materials. • Suggest ways to participate in library media center activities and reading celebrations. • Access the public library online when needed. • Locate easy, fiction, biography and information books on the shelf using call numbers/letters.

- Recognize Dewey Decimal Classification headings and become familiar with books found in several classes (e.g., sports books are in the 700s).
- Know that reference material is available in a variety of formats (e.g., print, electronic, online).
- Search the library catalog by title, subject, author and keyword to locate library materials and needed information.
- Read for pleasure and information and discuss the impact that plot, theme and events have on characters in reading material.
- Identify simple fictional genres (e.g., fantasy, mystery, romance, historical fiction, science fiction).
- Read award-winning books and understand that the award is given for the writing of the book (e.g., Newbery, King, Wilder).
- Develop a systematic plan for organizing information using a basic organizing concept (e.g., subject, chronology, date).
- Choose a variety of formats for presenting information (e.g., pictures, texts, slides).
- Understand that there are conditions where information cannot be used (e.g., copyright restrictions on the use of cartoon characters; copying a classmate's project).
- Distinguish between relevant and irrelevant information in an information source (e.g., information matches question to be answered, facts apply to the topic).
- Apply primary and secondary sources to investigate a person, place, thing or event, and identify each source as primary or secondary.
- Locate information in reference sources, including: a. Subject-specific dictionaries and encyclopedias (e.g., animals, authors, presidents, science, space); b. Atlas/globe; c. Almanac; d. Thesaurus.
- Generate a topic, assigned or personal interest, and develop open-ended questions for research.
- Brainstorm possible keywords or resources.
- Develop a search strategy that uses appropriate and available resources including narrowing or broadening the search topic/question.
- Explore a variety of resources such as school, public or community resources.
- Use peer-evaluation techniques and authentic assessments to analyze information.
- Skim, take notes, paraphrase and organize information using graphic organizers.
- Create a list of resources using a simple bibliographic format.
- Communicate findings orally, visually or in writing and draw conclusions about findings.
- Evaluate the research project and process.

Enduring Understandings	Students will understand how to find and use information for school and personal interests. Students will understand how to use the research process to find and evaluation reliable information.
Essential Questions	How do I find and use information for school and personal interests? How can I use the research process to find and evaluate reliable information?
Cultural Relevance	Students will be able to distinguish credible information through an evaluation process.
Key Vocabulary	personal information need, facts, opinions, primary/secondary sources, multimedia, research process

Learning Targets	Assessment and Applications	Instructional Strategies and Resources
<ul style="list-style-type: none"> • I can follow circulation procedures. • I can participate in library activities appropriately and demonstrate responsible use of library materials. • I can suggest ways to participate in library media center activities and reading celebrations. • I can access the public library online when needed. • I can locate easy, fiction, biography and information books on the shelf using call numbers/letters. • I can recognize Dewey Decimal Classification headings and become familiar with books found in several classes. • I can understand that reference material is available in a variety of formats. • I can search the library catalog by title, subject, author and keyword to locate library materials and needed information. • I can read for pleasure and information and discuss the impact that plot, theme and events have on characters in reading material. • I can identify simple fictional genres. • I can read award-winning books and understand that 	<p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> • Observation • Self-Assessment • Checklist • Exit slip <hr/> <p>Students will apply this learning in the following areas...</p> <p>Core Curriculum</p> <ul style="list-style-type: none"> • Social Studies • ELA • Science • Math 	<p>Students will be engaged and supported in learning by....</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Inquiry-based learning • Whole group instruction • Small group instruction • Co-teaching • Stations and Rotations • Student-led activities • Teacher demonstration and modeling <p>Instructional Resources</p> <ul style="list-style-type: none"> • Library Media Standards • District Course of Study • Internet Connection • Projector • Speakers • Whiteboard • Computers • Access to CORE curriculum • Print and electronic resources <p>Diverse Learners</p> <ul style="list-style-type: none"> • Integration of IEP, 504, et al. plans for identified students • Assistive technology as needed • Individualized assistance from library media staff • Assistance in using additional outside sources for enriched curriculum • Differentiated projects/lessons based on student learning style • Modified curriculum

<p>the award is given for the writing of the book.</p> <ul style="list-style-type: none"> • I can develop a systematic plan for organizing information using a basic organizing concept. • I can choose a variety of formats for presenting information. • I can understand that there are conditions where information cannot be used. • I can distinguish between relevant and irrelevant information in an information source. • I can apply primary and secondary sources to investigate a person, place, thing or event, and identify each source as primary or secondary. • I can locate information in reference sources, including: a. Subject-specific dictionaries and encyclopedias; b. Atlas/globe; c. Almanac; d. Thesaurus. • I can generate a topic, assigned or personal interest, and develop open-ended questions for research. • I can brainstorm possible keywords or resources. • I can develop a search strategy that uses appropriate and available resources including narrowing or broadening the search topic/question. 		<ul style="list-style-type: none"> • Modified materials • Differentiated instructional strategies • Aide support • One-on-one instruction • Pre-made templates and materials • Visual supports • SIOP components • Sensory learning and inputs • Modified materials for students' specific needs
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<ul style="list-style-type: none"> ● I can explore a variety of resources such as school, public or community resources. ● I can use peer-evaluation techniques and authentic assessments to analyze information. ● I can skim, take notes, paraphrase and organize information using graphic organizers. ● I can create a list of resources using a simple bibliographic format. ● I can communicate findings orally, visually or in writing and draw conclusions about findings. ● I can evaluate a research project and the research process. 		
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Grade 5 - Media Literacy

Discipline	Library Media
Strand/Process	<ul style="list-style-type: none"> • Explain the intended effect of media communications and messages when delivered and received by various audiences and for various purposes. • Examine a variety of elements and components used to create and construct media communications for various audiences and for various purposes.
Content Statement	<ul style="list-style-type: none"> • Explain how multimedia visual and text components, production techniques, language choice, and facts and opinion are used in various combinations to shape listener, viewer and audience perception. • Summarize an author's and/or artist's intent based on the choice and use of multimedia components to appeal to feelings and senses, suggest mood and meaning and inform or influence audience understanding. • Identify the intent behind the communication and delivery of information by individuals, groups, businesses and organizations. • Employ "use and function" of the various text elements and organizational structures used to construct and support a central idea of print or nonprint media documents and presentations (e.g., font characteristics, paragraph alignment, figurative language). • Examine through simulation the roles of various people and careers involved in the construction of a media message (e.g., director, producer, actor, illustrator, photographer).
Enduring Understandings	Students will understand the intended effect of a media message. Students will understand the different elements of a media message. Students will understand the tools used to convey a media message.
Essential Questions	<p>What is the intended effect of a media message?</p> <p>What are the different elements of a media message?</p> <p>What are the tools used to convey the message?</p>
Cultural Relevance	Students will understand media messages and the tools used to convey them.
Key Vocabulary	media, communication, audience, purpose

Learning Targets	Assessment and Applications	Instructional Strategies and Resources
<ul style="list-style-type: none"> • I can explain how multimedia visual and text components, production techniques, language choice, and facts and opinion are used in various combinations to shape listener, viewer and audience perception. • I can summarize an author's and/or artist's intent based on the choice and use of multimedia components to appeal to feelings and senses, suggest mood and meaning and inform or influence audience understanding. • I can identify the intent behind the communication and delivery of information by individuals, groups, businesses and organizations. • I can employ "use and function" of the various text elements and organizational structures used to construct and support a central idea of print or nonprint media documents and presentations. • I can examine through simulation the roles of various people and careers involved in the construction of a media message. 	<p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> • Observation • Self-Assessment • Checklist • Exit slips <hr/> <p>Students will apply this learning in the following areas...</p> <p>Core Curriculum</p> <ul style="list-style-type: none"> • Social Studies • ELA • Science • Math 	<p>Students will be engaged and supported in learning by....</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Inquiry-based learning • Whole group instruction • Small group instruction • Co-teaching • Stations and Rotations • Student-led activities • Teacher demonstration and modeling <p>Instructional Resources</p> <ul style="list-style-type: none"> • Library Media Standards • District Course of Study • Internet Connection • Projector • Speakers • Whiteboard • Computers • Access to CORE curriculum • Print and electronic resources <p>Diverse Learners</p> <ul style="list-style-type: none"> • Integration of IEP, 504, et al. plans for identified students • Assistive technology as needed • Individualized assistance from library media staff • Assistance in using additional outside sources for enriched curriculum • Differentiated projects/lessons based on student learning style • Modified curriculum • Modified materials

		<ul style="list-style-type: none"> • Differentiated instructional strategies • Aide support • One-on-one instruction • Pre-made templates and materials • Visual supports • SIOP components • Sensory learning and inputs • Modified materials for students' specific needs
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Grade 5 - Technology Literacy

Discipline	Library Media
Strand/Process	<ul style="list-style-type: none"> • Use the online public access catalog to locate school library materials for classroom assignments and personal interests. • Use the Internet to find, use and evaluate information. • Understand how to access technology-based school library materials, including library networks and electronic resources, for research. • Leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. • Recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
Content Statement	<ul style="list-style-type: none"> • Locate and retrieve library materials by searching the OPAC. • Select an item of interest by reading the summary located in the bibliographic record. • Describe various components of the OPAC bibliographic record.

- Place materials on hold through the OPAC.
- Explain the elements and meaning of a Web site URL (e.g., name of the site, domain and extensions for specific pages).
- Type a teacher- or librarian-selected URL into the address line of a Web browser to access a search engine and a Web directory.
- Perform a search in an age-appropriate search engine or a Web directory by typing in one or more search terms.
- Read list of results from the search and select potentially relevant Web sites.
- Identify information on the Web site (e.g., URL extensions, author, title, date produced, special features (images, puzzles, and activities), products, services, resources).
- Examine the information retrieved from the Web site for the author's expertise, the accuracy of the information presented and the bias.
- Identify and describe the purpose of various technology-based school library resources (e.g., computer network, multimedia resources).
- Understand that technology-based resources may be organized by format or topic (e.g., database of magazine articles, electronic photos, and digital video).
- Examine coverage of information in magazine databases, online biography sources and subject guide sources.
- Use a username and password to access school library and electronic resource databases remotely from the classroom or home.
- Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes
- Build networks and customize their learning environments in ways that support the learning process.
- Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- Understand the fundamental concepts of technology operations demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.
- Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices
- Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.
- Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- Evaluate the accuracy, perspective, credibility and relevance of information, media, data, or other resources.

	<ul style="list-style-type: none"> ● Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. ● Exhibit leadership for digital citizenship and build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. ● Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems. ● Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks. ● Develop, test and refine prototypes as a part of a cyclical designing process. ● Exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems. ● Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication ● Create original works or responsibly repurpose or remix digital resources into new creations. ● Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations. ● Publish or present content that customizes the message and medium for their intended audiences. ● Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning. ● Use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple points of view. ● Explore local and global issues and use collaborative technologies to work with others to investigate solutions.
Enduring Understandings	I will be able to use technology safely, legally, and ethically.
Essential Questions	How do I use technology safely, legally, and ethically?
Cultural Relevance	Students must learn to navigate technology safely, legally, and ethically to become an effective digital citizen.
Key Vocabulary	Networks, electronic resources, Internet

Learning Targets	Assessment and Applications	Instructional Strategies and Resources
<ul style="list-style-type: none"> ● I locate and retrieve library materials by searching the OPAC. ● I can select an item of interest by reading the summary located in the bibliographic record. ● I can describe various components of the OPAC bibliographic record. ● I can place materials on hold through the OPAC. ● I can explain the elements and meaning of a Web site URL. ● I can type a teacher- or librarian-selected URL into the address line of a Web browser to access a search engine and a Web directory. ● I can perform a search in an age-appropriate search engine or a Web directory by typing in one or more search terms. ● I can read list of results from the search and select potentially relevant Web sites. ● I can identify information on the Web site. ● I can examine the information retrieved from the Web site for the author's expertise, the accuracy of the information presented and the bias. ● I can identify and describe the purpose of various 	<p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> ● Observation ● Self-Assessment ● Checklist ● Exit slip <hr/> <p>Students will apply this learning in the following areas...</p> <p>Core Curriculum</p> <ul style="list-style-type: none"> ● Social Studies ● ELA ● Science ● Math 	<p>Students will be engaged and supported in learning by....</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> ● Inquiry-based learning ● Whole group instruction ● Small group instruction ● Co-teaching ● Stations and Rotations ● Student-led activities ● Teacher demonstration and modeling <p>Instructional Resources</p> <ul style="list-style-type: none"> ● Library Media Standards ● District Course of Study ● Internet Connection ● Projector ● Speakers ● Whiteboard ● Computers ● Access to CORE curriculum ● Print and electronic resources <p>Diverse Learners</p> <ul style="list-style-type: none"> ● Integration of IEP, 504, et al. plans for identified students ● Assistive technology as needed ● Individualized assistance from library media staff ● Assistance in using additional outside sources for enriched curriculum ● Differentiated projects/lessons based on student learning style ● Modified curriculum ● Modified materials

<p>technology-based school library resource.</p> <ul style="list-style-type: none"> • I can understand that technology-based resources may be organized by format or topic. • I can examine coverage of information in magazine databases, online biography sources and subject guide sources. • I can use a username and password to access school library and electronic resource databases remotely from the classroom or home. • I can answer questions using electronic information. • I can use technology to create projects and solve problems. • I can use digital media to teach others information. • I can use digital media to work collaboratively with others. • I can use technology ethically. • I can use digital tools to create information to share with others. • I can use technology to identify and solve problems. • I can use digital tools to communicate and collaborate with others. 		<ul style="list-style-type: none"> • Differentiated instructional strategies • Aide support • One-on-one instruction • Pre-made templates and materials • Visual supports • SIOP components • Sensory learning and inputs • Modified materials for students' specific needs
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6th grade - Information Literacy

Discipline	Library Media
Strand/Disciplines	<ul style="list-style-type: none"> • Understand the function of the school library media center, recognize other types of libraries, and use a variety of libraries to meet informational and personal needs. • Identify information needs, select school library media books and materials in a variety of formats, and demonstrate responsible use and ethical behavior when using library media materials. • Select literature by genre based on need and personal enjoyment. • Evaluate the accuracy, authority, objectivity, currency, coverage and relevance of information and data sources. • Conduct research and follow a research process model that includes the following: develop essential questions; identify resources; select, use and analyze information; synthesize and generate a product; and evaluate both process and product.
Content Statements	<ul style="list-style-type: none"> • Use a variety of library material formats as part of the research-process (e.g., print, non-print, electronic, video, audio). Follow appropriate procedures when borrowing library material (e.g., follow checkout and check-in procedures and return materials on time). • Locate fiction books alphabetically by author and information books by Dewey Decimal number. • Understand the function of the library reference collection. • Locate resources using a title, subject or author and keyword search in the library catalog. • Understand that parents must sign the District Acceptable Use Policy (AUP) and that it sets the expectation for appropriate usage of school materials (e.g., books, textbooks, computers, the Internet). • Understand the concept of intellectual property (e.g., author's ownership of work). • Demonstrate awareness of cultural diversities, differing opinions and points of view. • Listen to book talks and other informational items read by library media center staff.

	<ul style="list-style-type: none"> • Read for pleasure and information. • Compare the actions of and consequences that events had on characters in reading material. • Participate in choral speaking, creative dramatics and other literary enrichment activities. • Select books from favorite genre and series. • Read award-winning books and understand that the award is given for the writing of the book (e.g., Newbery, King, Wilder). • Identify main ideas and supporting facts to select relevant information to answer questions. • Determine that information located can be used legally and choose appropriately (e.g., locate copyright information for print and graphic information and check for copyright restrictions). • Check copyright and publication dates to determine currency of information. • Investigate the authority of an online information source to determine the author's qualification to be an expert about a topic (e.g., famous scientist versus a sixth-grader's website, well-known organization versus personal website).
Enduring Understandings	Students will locate and use information in an ethical, legal, and responsible manner.
Essential Questions	What is the library and how do students locate and use information?
Cultural Relevance	Information literacy has progressed from the simple definition of using reference resources to find information. Multiple literacies, including digital, visual, textual, and technological, have now joined information literacy as crucial skills for this century. The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own. The amount of information available to our learners necessitates that each individual acquire the skills to select, evaluate, and use information appropriately and effectively (AASL Standards for the 21st Century Learner).
Key Vocabulary	Library media center, genre, information needs, books, materials accuracy, authority, objectivity, currency, coverage, relevance, essential questions, select, use, analyze, evaluate, generate, synthesize, research process, responsible use, ethical behavior

Learning Targets	Assessment and Applications	Instructional Strategies and Resources
<ul style="list-style-type: none"> • I can follow appropriate procedures when borrowing library material. • I can locate fiction and nonfiction books. • I can find information in the library reference collection. • I can locate resources in the library catalog. • I can understand the District Acceptable Use Policy (AUP). • Understand the concept of the author's ownership of work. • I can demonstrate awareness of differences in cultures and points of view. • I can listen to book talks and information read by library media center staff. • I can read for pleasure and information. • I can compare the actions of and consequences of events on characters in stories. • I can participate in speaking activities. • I can select books to read. • I can understand book awards. • I can answer questions based on what I read. • I can determine what information can be used legally. • I can check currency of information. • I can evaluate web sites. 	<p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> • Rubric • Checklist • Criteria posted in classroom • Observation • Verbal conference with teacher • Exit slip • Portfolio • Tests/Quizzes • Peer Assessment • Self-Assessment <hr/> <p>Students will apply this learning in the following areas...</p> <p>Core Curriculum</p> <ul style="list-style-type: none"> • ELA • Mathematics • Science • Social Studies • Visual and Performing Arts • Health • Business <p>Career Connections</p> <ul style="list-style-type: none"> • Education • Medical • Legal • Consumer Services • Journalism 	<p>Students will be engaged and supported in learning by...</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Inquiry-based learning • Whole group instruction • Small group instruction • Co-teaching • Stations and Rotations • Student-led activities • Teacher demonstration and modeling <p>Instructional Resources</p> <ul style="list-style-type: none"> • Library Media Standards • District Course of Study • Internet Connection • Projector • Speakers • Whiteboard • Computers • Access to Core Curriculum • Print and electronic resources • Shelf labels • Public Library Access • Database <p>Diverse Learners</p> <ul style="list-style-type: none"> • Differentiated projects/lessons based on student learning style. • Modified curriculum • Modified materials • Differentiated instructional strategies • Aide support • One-on-one instruction • Scaffolded and guided notes and materials • Visual supports • SIOP components • Sensory learning and inputs

		<ul style="list-style-type: none"> Modified materials for students' specific needs
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6th grade - Technology Literacy

Discipline	Library Media
Strand/Disciplines	<ul style="list-style-type: none"> Use the online public access catalog (OPAC) to locate school library materials for classroom assignments and personal interests. Develop search strategies, retrieve information in a variety of formats and evaluate the quality and appropriate use of Internet resources. Select access and use appropriate electronic resources for a defined information need. Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
Content Statements	<ul style="list-style-type: none"> Use the author, title, subject and keyword search features of the OPAC to locate school library materials. Understand the difference between the subject and keyword search in the OPAC.

	<ul style="list-style-type: none"> • Use the OPAC to determine call letters/numbers for library materials (e.g., use to locate library material, identify call letters/numbers and retrieve the material from library). • Access the OPAC remotely via username and password (e.g., login to the OPAC from the classroom or from home). • Explain the function of a Web browser (e.g., what is the difference between the browser software and a page on the Internet?). • Incorporate place searching when searching for information using assigned directories and search engines. • Use phrase searching in appropriate search engines to improve results. • Evaluate Web information for a. Author's expertise; b. Accuracy of information presented; c. Parameters of coverage; d. Currency of information. • Explain the difference between a subscription (fee-based database) and the free Internet. • Compare the range of information available from multiple information databases (e.g., examine the purpose and scope of each database and how it would be used for a particular assignment). • Demonstrate search techniques for subscription (fee-based) databases (e.g., author, title, and subject). • Use online library catalog to choose and locate a variety of resources on a topic. • Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. • Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. • Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems. • Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks. • Develop, test and refine prototypes as part of a cyclical design process. • Create original works or responsibly repurpose or remix digital resources into new creations. • Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations. • Publish or present content that customizes the message and medium for their intended audiences. • Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
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	<ul style="list-style-type: none"> • Use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
Enduring Understandings	Technology can be used to find information in order to solve problems and communicate messages.
Essential Questions	<p>How do we use technology to use/find information and solve problems?</p> <p>How do we use technology to communicate information effectively?</p>
Cultural Relevance	As educators, we are preparing students for a future that we cannot yet imagine. Empowering students to become lifelong learners and providing them with the skills to face future challenges resourcefully and creatively is critical. Today's students must be prepared to thrive in a constantly evolving technological landscape. Zip codes and borders no longer determine the learning opportunities, skills and careers that students can access. These standards insure that learning is a student-driven process of exploration, creativity and discovery (International Society for Technology in Education).
Key Vocabulary	Chromebook, Internet, webpage, technology, computer, search strategies, online public access catalog (OPAC), legal and ethical behavior.

Learning Targets	Assessment and Applications	Instructional Strategies and Resources
<ul style="list-style-type: none"> • I can use the library catalog. • I can find information in a variety of sources. • I can answer questions using electronic information. • I can use technology to create projects and solve problems. • I can use digital media to teach others information. • I can use digital media to work collaboratively with others. • I can use technology ethically. • I can use digital tools to create information to share with others. • I can use technology to identify and solve problems. • I can use digital tools to communicate and collaborate with others. • I can recognize the rights of others in an ethical fashion. 	<p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> • Rubric • Checklist • Criteria posted in classroom • Observation • Verbal conference with teacher • Exit slip • Portfolio • Tests/Quizzes • Peer Assessment • Self-Assessment <hr/> <p>Students will apply this learning in the following areas...</p> <p>Core Curriculum</p> <ul style="list-style-type: none"> • ELA • Mathematics • Science • Social Studies • Visual and Performing Arts • Health • Business <p>Career Connections</p> <ul style="list-style-type: none"> • Education • Medical • Legal • Consumer Services • Journalism 	<p>Students will be engaged and supported in learning by...</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Inquiry-based learning • Whole group instruction • Small group instruction • Co-teaching • Stations and Rotations • Student-led activities • Teacher demonstration and modeling <p>Instructional Resources</p> <ul style="list-style-type: none"> • Library Media Standards • District Course of Study • Internet Connection • Projector • Speakers • Whiteboard • Computers • Access to Core Curriculum • Print and electronic resources • Shelf labels • Public Library Access • Database <p>Diverse Learners</p> <ul style="list-style-type: none"> • Differentiated projects/lessons based on student learning style. • Modified curriculum • Modified materials • Differentiated instructional strategies • Aide support • One-on-one instruction • Scaffolded and guided notes and materials • Visual supports • SIOP components • Sensory learning and inputs • Modified materials for students' specific needs

6th grade - Media Literacy

Discipline	Library Media
Strand/Disciplines	<ul style="list-style-type: none"> Comprehend that media communications deliver information and messages to a specific audience for a specific purpose, and analyze the intended impact of media communications and messages when delivered and received by a specific audience. Analyze various combinations of media components and production techniques used to create and construct media communications for specific audiences and purposes.
Content Statements	<ul style="list-style-type: none"> Discuss why print and nonprint media communications are directed toward specific listeners and viewers. List various multimedia practices used in communications and messages to influence and persuade thought, feeling, behavior and key viewpoints of specific listeners and viewers (e.g., exaggerated claims, subliminal text, close-ups, time lapse, repetition). Recognize examples of opinion, bias and stereotyping found in print and nonprint media communications created by students and by others. Explore why various physical combinations of media components, production techniques and medium formats are chosen and utilized in construction of media communications for specific audiences (e.g., visual design, text structures, language choice, sound and motion, and production special effects).
Enduring Understandings	Students will understand the elements of media communications that are used to construct communications for a variety of purposes.
Essential Questions	<p>What is the purpose of media?</p> <p>What techniques are used to convey messages through media?</p>
Cultural Relevance	Today's secondary students are growing up in a world full of smartphones, texting, YouTube, Internet access, and instant entertainment and information. However, while they may be media-immersed, students are not necessarily media- or digital-literate. Multiple studies have demonstrated that many young people lack the media and information-literacy skills they need to be competent communicators in the 21st century (Baker et al.).
Key Vocabulary	Media, print, non-print format, charts, graphs, photographs, information, communication

Learning Targets	Assessment and Applications	Instructional Strategies and Resources
<ul style="list-style-type: none"> • I can discuss why media are directed toward specific audiences. • I can identify and understand the impact colors have on logos. • I can list various multimedia practices used to influence audiences. • I can recognize examples of opinion, bias in media in both print and nonprint. • I can recognize and identify product placement in every day media. • I can identify and explain marketing of products targeted towards specific audiences. • I can explore why different combinations of media influence people in a variety of ways. • I can understand various techniques used to convey messages through images, words, sound and colors. 	<p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> • Rubric • Checklist • Criteria posted in classroom • Observation • Verbal conference with teacher • Exit slip • Portfolio • Tests/Quizzes • Peer Assessment • Self-Assessment <hr/> <p>Students will apply this learning in the following areas...</p> <p>Core Curriculum</p> <ul style="list-style-type: none"> • ELA • Mathematics • Science • Social Studies • Visual and Performing Arts • Health • Business <p>Career Connections</p> <ul style="list-style-type: none"> • Education • Medical 	<p>Students will be engaged and supported in learning by...</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Inquiry-based learning • Whole group instruction • Small group instruction • Co-teaching • Stations and Rotations • Student-led activities • Teacher demonstration and modeling <p>Instructional Resources</p> <ul style="list-style-type: none"> • Library Media Standards • District Course of Study • Internet Connection • Projector • Speakers • Whiteboard • Computers • Access to Core Curriculum • Print and electronic resources • Shelf labels • Public Library Access • Database <p>Diverse Learners</p> <ul style="list-style-type: none"> • Differentiated projects/lessons based on student learning style • Modified curriculum • Modified materials • Differentiated instructional strategies

	<ul style="list-style-type: none"> • Legal • Consumer Services • Journalism 	<ul style="list-style-type: none"> • Aide support • One-on-one instruction • Scaffolded and guided notes and materials • Visual supports • SLOP components • Sensory learning and inputs • Modified materials for students' specific needs
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7th grade - Information Literacy

Discipline	Library Media
Strand/Disciplines	<ul style="list-style-type: none"> • Understand the function of the school library media center, recognize other types of libraries, and use a variety of libraries to meet informational and personal needs. • Identify information needs, select school library media books and materials in a variety of formats, and demonstrate responsible use and ethical behavior when using library media materials. • Select literature by genre based on need and personal enjoyment. • Conduct research and follow a research process model that includes the following: develop essential questions; identify resources; select, use and analyze information; synthesize and generate a product; and evaluate both process and product.
Content Statements	<ul style="list-style-type: none"> • Discuss search strategies and information retrieval methods with the library media specialist or library staff member as needed. • Participate in library media center activities and reading celebrations (e.g., Right to Read Week, Teen Read Week, School Library Media Month). • Know that public libraries have a variety of sections or departments that provide materials (e.g., children's department, young adult section, local history section, genealogy department). • Understand there are many types of libraries that serve as a variety of purposes (e.g., school, public, academic, government). • Evaluate library materials and select formats based on information need (e.g., print, nonprint, audio, video). • Demonstrate appropriate procedures when borrowing library material (e.g., follow checkout and check-in procedures and return materials on time). • Locate fiction and nonfiction books by call letters/numbers. • Use the library reference collection to find answers. • Locate resources using a title, subject or author, keyword and advanced searches in the library catalog.

	<ul style="list-style-type: none"> • Demonstrate awareness of cultural diversities, differing opinions and points of view when using materials. • Read for pleasure and information. • Compare the actions of and consequences that events had on characters in reading material. • Participate in choral speaking, creative dramatics and other literary enrichment activities. • Explore books by authors who write in different fictional genres and literary styles (e.g., prose, dialect). • Read award-winning books and understand that the award is given for the writing of the book (e.g., Newbery, King, Wilder). • Distinguish when current copyright dates of sources are important in answering an information need (e.g., science information on cloning, results of an election). • Assess the objectivity of a source when using information. Objectivity is the ability of an author to present information without bias. • Compare multiple sources (online encyclopedia, Web site, online magazine database, print source) to check accuracy of information. Do facts match on each site? • Determine if a given source has all the information needed for a question or project (coverage) (e.g., general encyclopedia with a subject overview, magazine article highlighting specific issue). • Chart information gathered from multiple sources to determine facts to be used in a project. • Develop open-ended research questions about a defined information need. • Select and evaluate relevant information about a specific topic in several sources. • Select information from different types of subscription resources (fee-based, pay-to-use) to meet an information need (e.g., magazine database, picture archive, online encyclopedia). • Compile information learned about a topic from a variety of sources. • Create information products to share information using different formats (e.g., print, audio recording, digital, video, slide show). • Identify primary and secondary source material and discuss differences. • Take notes, organize information into logical sequence and create a draft product (e.g., report, research paper, presentation). • Critically evaluate the quality of the information resource (e.g., authority, accuracy, currency, objectivity). • Evaluate how information was found and assess the quality of the information product.
Enduring Understandings	Students will locate and use information in an ethical, legal, and responsible manner.

Essential Questions	What is the library and how is it used? What is the purpose of reading various types of materials?
Cultural Relevance	Information literacy has progressed from the simple definition of using reference resources to find information. Multiple literacies, including digital, visual, textual, and technological, have now joined information literacy as crucial skills for this century. The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own. The amount of information available to our learners necessitates that each individual acquire the skills to select, evaluate, and use information appropriately and effectively (AASL Standards for the 21st Century Learner).
Key Vocabulary	Library, author, illustrator, media center check-in, check-out, overdue, return, fiction, non-fiction, book care shelf marker, shelf labels, easy/everybody/picture books, borrow, catalog/Destiny, information, topic, subject, communication,

Learning Targets	Assessment and Applications	Instructional Strategies and Resources
<ul style="list-style-type: none"> I can use a variety of libraries to meet informational and personal needs. I can use a variety of libraries to find information. I can identify information in a variety of formats. I can fulfill my information needs and use the information appropriately. I can select a book from a specific genre when asked. I can identify several different genres by name. I can follow the research project model. I can develop essential research questions. I can identify resources for research I can select, use and analyze information. I can synthesize and generate a research product. I can evaluate both process 	<p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> Rubric Checklist Criteria posted in classroom Observation Verbal conference with teacher Exit slip Portfolio Tests/Quizzes Peer Assessment Self-Assessment <hr/> <p>Students will apply this learning in the following areas...</p> <p>Core Curriculum</p> <ul style="list-style-type: none"> Social Studies ELA Science 	<p>Students will be engaged and supported in learning by...</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> Inquiry-based learning Whole group instruction Small group instruction Co-teaching Stations and Rotations Student-led activities Teacher demonstration and modeling <p>Instructional Resources</p> <ul style="list-style-type: none"> Library Media Standards District Course of Study Internet Connection Projector Speakers Whiteboard Computers Access to Core Curriculum Print and electronic resources Shelf labels Public Library Access Database <p>Diverse Learners</p>

and product of research.	<ul style="list-style-type: none"> • Math Career Connections <ul style="list-style-type: none"> • Education • Medical • Legal • Consumer Services • Journalism 	<ul style="list-style-type: none"> • Differentiated projects/lessons based on student learning style • Modified curriculum • Modified materials • Differentiated instructional strategies • Aide support • One-on-one instruction • Scaffolded and guided notes and materials • Visual supports • SLOP components • Sensory learning and inputs • Modified materials for students' specific needs
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7th grade - Technology Literacy

Discipline	Library Media
Strand/Disciplines	<ul style="list-style-type: none"> • Use the online public access catalog to locate school library materials for classroom assignments and personal interests. • Develop search strategies, retrieve information in a variety of formats and evaluate the quality and appropriate use of Internet resources. • Select access and use appropriate electronic resources for a defined information need. • Leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. • Recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. • Critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. • Use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. • Communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. • Use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Content Statements	<ul style="list-style-type: none"> • Conduct OPAC searches using Boolean logic (e.g., "AND," "OR," "NOT"). • Identify information about library materials in the OPAC bibliographic record (e.g., publication date, summary, location, availability). • Login to the OPAC remotely via username and password (e.g., login to the OPAC from the classroom or from home). • Access OPACs from other libraries via the Internet (e.g., public library catalog). • Recognize that some Web information requires special software for its use (e.g., discuss what plug-ins are and how they expand the use of the Internet). • Search a student-selected online directory or search engine by subject, keyword, author, title, date or format. • Use Boolean operators in the search process (e.g., use Boolean logic to expand a search and to limit a search "AND," "NOT"). • Compare information found in searches done on different types of Internet resources (e.g., meta engine, directory, search engine). • Report elements of a Web site that make it effective (e.g., describe why the Web site is appropriate for the particular information needed). • Compare search results through the use of different keywords (e.g., search for conservation information using "garbage" and search again using "waste disposal"). • Examine information in different types of subscription (fee-based) databases to locate information for a curricular need (e.g., online encyclopedia, online subject dictionaries, magazine index, and picture archive).
Enduring Understandings	Technology can be used to find information in order to solve problems and communicate messages.
Essential Questions	<p>How do you use technology to find information in a safe manner?</p> <p>How do you synthesize the information you find to demonstrate your understanding of a topic?</p>
Cultural Relevance	As educators, we are preparing students for a future that we cannot yet imagine. Empowering students to become lifelong learners and providing them with the skills to face future challenges resourcefully and creatively is critical. Today's students must be prepared to thrive in a constantly evolving technological landscape. Zip codes and borders no longer determine the learning opportunities, skills and careers that students can access. These standards insure that learning is a student-driven process of exploration, creativity and discovery (International Society for Technology in Education).
Key Vocabulary	Chromebook, Internet, Webpage, Technology, Computer, search strategies, online public access catalog (OPAC), legal and ethical behavior

Learning Targets	Assessment and Applications	Instructional Strategies and Resources
<ul style="list-style-type: none"> • I can use the library catalog to find information. • I can find and evaluate Internet resources. • I can fulfill information needs with appropriate electronic resources. • I can use technology to support my learning goals. • I can use technology in ways that are safe, legal and ethical. • I can use digital tools to create meaningful projects. • I can use digital tools to solve problems. • I can communicate information through a variety of platforms. 	<p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> • Rubric • Checklist • Criteria posted in classroom • Observation • Verbal conference with teacher • Exit slip • Portfolio • Tests/Quizzes • Peer Assessment • Self-Assessment <hr/> <p>Students will apply this learning in</p>	<p>Students will be engaged and supported in learning by...</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Inquiry-based learning • Whole group instruction • Small group instruction • Co-teaching • Stations and Rotations • Student-led activities • Teacher demonstration and modeling <p>Instructional Resources</p> <ul style="list-style-type: none"> • Library Media Standards • District Course of Study • Internet Connection • Projector • Speakers • Whiteboard • Computers

<ul style="list-style-type: none"> • I can use digital tools to collaborate with other teams locally and globally. • I can report elements of a web site that make it effective • I can compare key word search results • I can use subscription databases • 	<p>the following areas...</p> <p>Core Curriculum</p> <ul style="list-style-type: none"> • Social Studies • ELA • Science • Math <p>Career Connections</p> <ul style="list-style-type: none"> • Education • Medical • Legal • Consumer Services • Journalism 	<ul style="list-style-type: none"> • Access to Core Curriculum • Print and electronic resources • Shelf labels • Public Library Access • Database <p>Diverse Learners</p> <ul style="list-style-type: none"> • Differentiated projects/lessons based on student learning style • Modified curriculum • Modified materials • Differentiated instructional strategies • Aide support • One-on-one instruction • Scaffolded and guided notes and materials • Visual supports • SIOP components • Sensory learning and inputs • Modified materials for students' specific needs
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7th grade - Media Literacy

Discipline	Library Media
Strand/Disciplines	<ul style="list-style-type: none"> • Comprehend that media communications deliver information and messages to a specific audience for a specific purpose, and analyze the intended impact of media communications and messages when delivered and received by a specific audience. • Analyze various combinations of media components and production techniques used to create and construct media communications for specific audiences and purposes.
Content Statements	<ul style="list-style-type: none"> • Analyze the adequacy and accuracy of facts and details in media communications directed toward specific listeners, viewers and one's self. • Analyze how multimedia practices shape and alter personal perceptions and viewpoints of specific listeners and viewers, and the degree of impact. • Recognize fallacious reasoning, misleading concepts, persuasive hype, bias and stereotyping found in the construction and delivery of specific media created by students and by others.

	<ul style="list-style-type: none"> • Classify reasons for the communication and delivery of information by individuals, groups, businesses and organizations. • Compare and contrast the various physical combinations of media components, production techniques and medium formats utilized in the construction of media communications for specific audiences (e.g., visual design, text structures, language choice, sound and motion, and production special effects). • Analyze information found in graphic representations to see if it is aligned with the original intent of the author, artist or producer.
Enduring Understandings	Technology can be used to find information in order to solve problems and communicate messages.
Essential Questions	<p>What is the meaning of a media message?</p> <p>What are the different components of a media message?</p> <p>What are the tools used to convey the message?</p>
Cultural Relevance	Today's secondary students are growing up in a world full of smartphones, texting, YouTube, Internet access, and instant entertainment and information. However, while they may be media-immersed, students are not necessarily media- or digital-literate. Multiple studies have demonstrated that many young people lack the media and information-literacy skills they need to be competent communicators in the 21st century (Baker et al).
Key Vocabulary	Media, communication, symbols, context clues, text features, voice tones, facial expressions, emotions, factual, fictional

Learning Targets	Assessment and Applications	Instructional Strategies and Resources
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<ul style="list-style-type: none"> • I can understand that media is targeted in purpose and audience. • I can combine media components to reach different audiences for different purposes. • I can analyze various combinations of media components and production techniques used to create and construct media communications for specific audiences and purposes. • I can recognize bias and false information. • I can understand how media is used to communicate information. • I can compare and contrast an author's original work with a visual representation provided by others. 	<p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> • Rubric • Checklist • Criteria posted in classroom • Observation • Verbal conference with teacher • Exit slip • Portfolio • Tests/Quizzes • Peer Assessment • Self-Assessment <hr/> <p>Students will apply this learning in the following areas...</p> <p>Core Curriculum</p> <ul style="list-style-type: none"> • ELA • Math • Science • Social Studies • Visual and Performing Arts • Health • Business <p>Career Connections</p> <ul style="list-style-type: none"> • Education • Medical • Legal • Consumer Services • Journalism 	<p>Students will be engaged and supported in learning by...</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Inquiry-based learning • Whole group instruction • Small group instruction • Co-teaching • Stations and Rotations • Student-led activities • Teacher demonstration and modeling <p>Instructional Resources</p> <ul style="list-style-type: none"> • Library Media Standards • District Course of Study • Internet Connection • Projector • Speakers • Whiteboard • Computers • Access to Core Curriculum • Print and electronic resources • Shelf labels • Public Library Access • Database <p>Diverse Learners</p> <ul style="list-style-type: none"> • Differentiated projects/lessons based on student learning style • Modified curriculum • Modified materials • Differentiated instructional strategies • Aide support • One-on-one instruction • Scaffolded and guided notes and materials • Visual supports • SIOP components • Sensory learning and inputs • Modified materials for students' specific needs
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Discipline	Library Media
Strand/Disciplines	<ul style="list-style-type: none"> • Understand the function of the school library media center, recognize other types of libraries, and use a variety of libraries to meet informational and personal needs. • Identify information needs, select school library media books and materials in a variety of formats, and demonstrate responsible use and ethical behavior when using library media materials. • Select literature by genre based on need and personal enjoyment. • Evaluate the accuracy, authority, objectivity, currency, coverage and relevance of information and data sources. • Conduct research and follow a research process model that includes the following: develop essential questions; identify resources; select, use and analyze information; synthesize and generate a product; and evaluate both process and product.
Content Statements	<ul style="list-style-type: none"> • Access the library facility in person and remotely when needed (e.g., via the Internet). • Discuss search strategies and information retrieval methods with the library media specialist or library staff member as needed. • Identify books and library materials to include in the school library media center. • Participate in library media center activities and reading celebrations (e.g., Right to Read Week, Teen Read Week, and School Library Media Month). • Utilize public library for informational and personal needs. • Select appropriate library materials based on information, format and communication need. • Demonstrate proper care of books and other library media center materials and use appropriate procedures when borrowing library material (e.g., follow checkout and check-in procedures and return materials on time). • Select appropriate reference tools to answer questions. • Locate resources using a title, subject or author, keyword and advanced searches in the library catalog. • Understand that parents must sign the District Acceptable Use Policy (AUP) and that it sets the expectation for appropriate use of electronic resources and the Internet. • Understand plagiarism and its ramifications. • Discuss intellectual property, copyright and fair use. • Recognize individual rights of others and practice tolerance. • Read for pleasure and information. • Understand character traits and actions presented in reading material. • Participate in choral speaking, creative dramatics and other literary enrichment activities.

	<ul style="list-style-type: none"> • Identify authors who write books in different fictional genres and literary styles (e.g., classics, world literature, and American literature). • Read award-winning books and understand that the award is given for the writing of the book (e.g., Newbery, King, Wilder). • Understand the structure and organization of information sources including keywords, subject directory or subject search in a library catalog. • Demonstrate how to determine copyright issues when creating new products: a. Ask permission to use articles, quotations and graphics; b. Credit information to be included in the product. • Examine two Web sites with opposing viewpoints and describe the objectivity and intent of the author (e.g., candidates in an election, controversial subjects). • Evaluate the validity of information by comparing information from different sources for accuracy. What makes the author an expert? Is information the same in multiple sources? • Formulate an essential question to guide the research process. • Identify and evaluate relevant information and select pertinent information found in each source. • Expand search strategies by using Boolean logic. • Narrow or broaden search topic/question according to how many resources are located. • Seek information from a variety of viewpoints. • Analyze information, finding connections that lead to a final information product. • Demonstrate how to determine copyright issues when creating new products (e.g., permissions to use articles and graphics, credit information to be included). • Use a teacher- or district-designated citation-style manual to credit sources used in work (e.g., MLA Style Manual, APA Guidelines). • Examine diverse opinions and points-of-view to develop and modify individual point-of-view (e.g., view culture, background, historical context). • Take notes, organize information into logical sequence, and create a draft product (e.g., report, research paper, presentation). • Digitize information for archiving and future use (e.g., creating an electronic portfolio of curricular projects). • Revise and edit the information product. • Communicate, publish and disseminate findings to multiple audiences in a variety of formats (e.g., report, speech, presentation, Web site). • Recognize weaknesses in process and product and find ways to improve.
Enduring Understandings	Students will locate and use information in an ethical, legal, and responsible manner.

Essential Questions	What is a library and how is it used? What is information and how is it used?
Cultural Relevance	Information literacy has progressed from the simple definition of using reference resources to finding information. Multiple literacies, including digital, visual, textual, and technological, have now joined information literacy as crucial skills for this century. The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own. The amount of information available to our learners necessitates that each individual acquire the skills to select, evaluate, and use information appropriately and effectively (AASL Standards for the 21st Century Learner).
Key Vocabulary	Library, Author, Illustrator, Media Center, Check-in, Check-out, Overdue, Return, Fiction, Non-fiction, Book Care Shelf Marker, Shelf Labels, Easy/Everybody/Picture Books, Borrow, Catalog/Destiny, Information

Learning Targets	Assessment and Applications	Instructional Strategies and Resources
<ul style="list-style-type: none"> I can understand how to use a variety of libraries. 	Students will know how well they are learning by...	Students will be engaged and supported in learning by...

<ul style="list-style-type: none"> • I can fulfill information needs in an ethical manner. • I can select literature by genre. • I can evaluate information and data sources. • I can conduct research and follow a process model. • I can access the library facility in person and remotely. • I can discuss search strategies and information retrieval methods with the media specialist. • I can suggest purchases for the library. • I can participate in library reading celebrations. • I can use other libraries. • I can select appropriate library materials based on information, format, and communication need. • I can demonstrate proper care of library materials. • I can borrow materials appropriately. • I can select reference tools for projects. • I can use the library catalog to search for materials. • I can follow the district AUP • I can understand plagiarism and its ramifications • I can discuss intellectual property considerations as they relate to my project. • I can read for pleasure and information • I can identify and understand a variety of literary devices. • I can participate in literary enrichment activities • I can identify and read award winning books • I can evaluate websites 	<ul style="list-style-type: none"> • Rubric • Checklist • Criteria posted in classroom • Observation • Verbal conference with teacher • Exit slip • Portfolio • Tests/Quizzes • Peer Assessment • Self-Assessment <hr/> <p>Students will apply this learning in the following areas...</p> <p>Core Curriculum</p> <ul style="list-style-type: none"> • Social Studies • ELA • Science • Math <p>Career Connections</p> <ul style="list-style-type: none"> • Education • Medical • Legal • Consumer Services • Journalism 	<p>Instructional Strategies</p> <ul style="list-style-type: none"> • Inquiry-based learning • Whole group instruction • Small group instruction • Co-teaching • Stations and Rotations • Student-led activities • Teacher demonstration and modeling <p>Instructional Resources</p> <ul style="list-style-type: none"> • Library Media Standards • District Course of Study • Internet Connection • Projector • Speakers • Whiteboard • Computers • Access to Core Curriculum • Print and electronic resources • Shelf labels • Public Library Access • Database <p>Diverse Learners</p> <ul style="list-style-type: none"> • Differentiated projects/lessons based on student learning style • Modified curriculum • Modified materials • Differentiated instructional strategies • Aide support • One-on-one instruction • Scaffolded and guided notes and materials • Visual supports • SIOP components • Sensory learning and inputs • Modified materials for students' specific needs
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<ul style="list-style-type: none"> • I can compare different sources for accuracy • I can form research questions. • I can select information for research from a variety of sources • I can use Boolean logic • I can narrow or broaden search topics. • I can credit sources appropriately • I can digitize information • I can revise and edit my research product 		
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8th grade - Technology Literacy

Discipline	Library Media
Strand/Disciplines	<ul style="list-style-type: none"> • Use the online public access catalog to locate school library materials for classroom assignments and personal interests. • Develop search strategies, retrieve information in a variety of formats and evaluate the quality and appropriate use of Internet resources. • Select access and use appropriate electronic resources for a defined information need. • Leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. • Recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. • Critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. • Use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. • Communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital

	<p>media appropriate to their goals.</p> <ul style="list-style-type: none"> • Use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
Content Statements	<ul style="list-style-type: none"> • Perform advanced OPAC searches by using Boolean operators, keywords, and subject terms (e.g., "AND", "OR", "NOT"). • Select library materials based on descriptors and subject terms in the OPAC bibliographic record. • Access the school library OPAC and other available OPACs remotely. • Troubleshoot error messages in a Web browser (e.g., procedure to use when a page is not found to verify the address, use refresh and stop buttons). • Incorporate Boolean operators in the search process for curricular needs (e.g., know the basic Boolean operators and use them in a search). • Compare information found in searches done on different search engines, directory, search engine, meta engine; and discuss differences in how search engines select and provide information (e.g., results ranked by relevancy, popularity or paid placement). • Compare several Web sites on the same topic and evaluate the purpose of each site (e.g., use several sites for a specific curricular need and note whether the sites have similar or conflicting data). • Select research databases that align with identified information need (e.g., specialized databases on government, science, and history, as needed for assignments). • Locate and use advanced search features and appropriate tools such as Boolean operators ("AND," "OR," "NOT") and a thesaurus in an online database. • As an Innovative Designer, select and use digital tools to plan and manage a design process that considers design constraints and calculated risks. • As an Innovative Designer, exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.
Enduring Understandings	Technology can be used to find information in order to solve problems and communicate messages.
Essential Questions	<p>How do you use technology to find information in a safe manner?</p> <p>How do you synthesize the information you find to demonstrate your understanding of the topic?</p>
Cultural Relevance	As educators, we are preparing students for a future that we cannot yet imagine. Empowering students to become lifelong learners and providing them with the skills to face future challenges resourcefully and creatively is

	critical. Today's students must be prepared to thrive in a constantly evolving technological landscape. Zip codes and borders no longer determine the learning opportunities, skills and careers that students can access. These standards insure that learning is a student-driven process of exploration, creativity and discovery (International Society for Technology in Education).
Key Vocabulary	Chromebook, Internet, Webpage, Technology, Computer, search strategies, online public access catalog (OPAC), legal and ethical behavior

Learning Targets	Assessment and Applications	Instructional Strategies and Resources
<ul style="list-style-type: none"> • I can use the library catalog to find information. • I can use Boolean logic • I can use keyword searches to identify appropriate sources • I can find and evaluate Internet resources. • I can fulfill information needs with appropriate electronic resources. • I can access library catalogs remotely • I can use technology to support my learning goals. • I can use technology in ways that are safe, legal and ethical. • I can troubleshoot computer problems or seek appropriate assistance • I can use different search engines and compare results • I can evaluate different web sites on the same topic • I can identify useful databases • I can use digital tools to create meaningful projects. • I can use digital tools to solve problems. • I can communicate information through a variety of platforms. • I can use digital tools to collaborate with other teams locally and globally. 	<p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> • Rubric • Checklist • Criteria posted in classroom • Observation • Verbal conference with teacher • Exit slip • Portfolio • Tests/Quizzes • Peer Assessment • Self-Assessment <hr/> <p>Students will apply this learning in the following areas...</p> <p>Core Curriculum</p> <ul style="list-style-type: none"> • Social Studies • ELA • Science • Math <p>Career Connections</p> <ul style="list-style-type: none"> • Education • Medical • Legal • Consumer Services • Journalism 	<p>Students will be engaged and supported in learning by...</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Inquiry-based learning • Whole group instruction • Small group instruction • Co-teaching • Stations and Rotations • Student-led activities • Teacher demonstration and modeling <p>Instructional Resources</p> <ul style="list-style-type: none"> • Library Media Standards • District Course of Study • Internet Connection • Projector • Speakers • Whiteboard • Computers • Access to Core Curriculum • Print and electronic resources • Shelf labels • Public Library Access • Database <p>Diverse Learners</p> <ul style="list-style-type: none"> • Differentiated projects/lessons based on student learning style. • Modified curriculum • Modified materials • Differentiated instructional strategies • Aide support • One-on-one instruction • Scaffolded and guided notes and materials • Visual supports • SIOP components • Sensory learning and inputs • Modified materials for students' specific needs

8th grade - Media Literacy

Discipline	Library Media
Strand/Disciplines	<ul style="list-style-type: none"> Comprehend that media communications deliver information and messages to a specific audience for a specific purpose, and analyze the intended impact of media communications and messages when delivered and received by a specific audience. Analyze various combinations of media components and production techniques used to create and construct media communications for specific audiences and purposes.
Content Statements	<ul style="list-style-type: none"> Assess the accuracy, relevancy and credibility of information presented in various print and nonprint media communications directed toward specific listeners, viewers and one's self. Assess the degree of impact information communicated and received has in informing, influencing or altering personal perception and viewpoint, and other listeners and viewers. Assess the format and medium of choice for delivery of media communications and messages, based on audience characteristics (e.g., level of understanding, level of interest). Differentiate audience factors that influence reasons for the communication and delivery of information by individuals, groups, businesses and organizations (e.g., age, gender, ethnicity, geography, and economics). Distinguish between the design features and characteristics of consumer products, functional materials and public documents and presentations (e.g., brochures, newspapers, advertisements, newscasts). Assess the use and relationship between various multimedia components, production techniques and medium formats chosen to alter fact and data and develop persuasive key viewpoints for specific listeners and viewers based on age, gender, ethnicity, geography and social economics.
Enduring Understandings	Students will understand how the elements of media communications can be understood and used to construct communications for a variety of purposes.
Essential Questions	<p>What is the purpose of a message?</p> <p>What are different formats for media messages?</p>
Cultural Relevance	Today's secondary students are growing up in a world full of smartphones, texting, YouTube, Internet access, and instant entertainment and information. However, while they may be media-immersed, students are not necessarily media- or digital-literate. Multiple studies have

	demonstrated that many young people lack the media and information-literacy skills they need to be competent communicators in the 21st century (Baker et. al).
Key Vocabulary	Media, communication, symbols, context clues, text features, voice tones, facial expressions, emotions, factual and fictional.

Learning Targets	Assessment and Applications	Instructional Strategies and Resources
<ul style="list-style-type: none"> I can identify when information in print and nonprint is valid, current and relevant. I can determine the impact of media on personal perception. I can identify specific design features used in communications of all types. I can determine the audience that media is intended for by analyzing the media. I can determine how various techniques are used to persuade audiences of all types. I can recognize how changes in the audience that affects the direction of the media. I can identify different types of media used for marketing materials. 	<p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> Rubric Checklist Criteria posted in classroom Observation Verbal conference with teacher Exit slip Portfolio Tests/Quizzes Peer Assessment Self-Assessment <hr/> <p>Students will apply this learning in the following areas...</p> <p>Core Curriculum</p> <ul style="list-style-type: none"> ELA Mathematics Science Social Studies Visual and Performing Arts Health Business 	<p>Students will be engaged and supported in learning by...</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> Inquiry-based learning Whole group instruction Small group instruction Co-teaching Stations and Rotations Student-led activities Teacher demonstration and modeling <p>Instructional Resources</p> <ul style="list-style-type: none"> Library Media Standards District Course of Study Internet Connection Projector Speakers Whiteboard Computers Access to Core Curriculum Print and electronic resources Shelf labels Public Library Access Database <p>Diverse Learners</p> <ul style="list-style-type: none"> Differentiated projects/lessons based on student learning style. Modified curriculum

	Career Connections <ul style="list-style-type: none"> • Education • Medical • Legal • Consumer Services • Journalism 	<ul style="list-style-type: none"> • Modified materials • Differentiated instructional strategies • Aide support • One-on-one instruction • Scaffolded and guided notes and materials • Visual supports • SLOP components • Sensory learning and inputs • Modified materials for students' specific needs
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9th grade - Information Literacy

Discipline	Library Media
Strand/Disciplines	<ul style="list-style-type: none"> • Investigate information through independent discovery, peer collaboration, and inquiry learning; read a variety of literary material for academic needs, personal interest and lifelong learning; and practice responsible usage and ethical behavior when using library media center materials. • Determine and apply an evaluative process to all information sources chosen for a project. • Apply a research process model to conduct research and meet information needs.
Content Statements	<ul style="list-style-type: none"> • Access additional resources provided in the high school library media center. • Evaluate library materials and select formats based on information needs and personal preference (e.g., e-book, digital media, print). • Locate resources using a title, subject, author, keyword and advanced searches in the library catalog or with appropriate online resources (e.g., Boolean operators or limiters, copyright year or material type). • Select appropriate reference tools to answer questions. • Understand plagiarism and its ramifications. • Discuss intellectual property, copyright and fair use.

	<ul style="list-style-type: none"> • Discuss access to information in a democratic society. • Utilize public library for informational and personal needs. • Access government libraries and information services. • Define terms, which determine information validity: Accuracy, Authority, Objectivity, Currency, Coverage. • Determine the author's authority for all resources and identify points of agreement and disagreement among sources. • Determine the essential questions and plan research strategies. • Utilize basic and advanced search strategies to obtain topic-appropriate resources. • Select and evaluate appropriateness of information from a variety of resources, including online research databases and websites to answer the essential questions. • Integrate copyrighted information into an information product; following appropriate use guidelines (e.g., quote using proper citation format, request permission for use). • Identify relevant facts, check facts for accuracy and record appropriate information. • Analyze the information gathered through note taking, organize information into a logical sequence, and create a draft product (e.g., report, research paper, presentation). • Incorporate a list of sources used in a project using a standard bibliographic style manual. • Create and communicate findings through an appropriate format. • Evaluate the research process and product as they apply to the information need (e.g., does the process reflect the actual information need?).
Enduring Understandings	Information from a variety of diverse sources should be analyzed for usefulness and reliability. Libraries are more than physical spaces and access to multiple library resources is available in any place at any time.
Essential Questions	How do students locate information from multiple libraries and types of resources? How do students determine the information they have located is credible, current, and relevant to their research question? How can they incorporate and apply knowledge gained within the boundaries of copyright law and educational fair use to communicate new understandings?
Cultural Relevance	Information literacy has progressed beyond the simple definition of using reference resources to find information. Multiple

	<p>literacies, including digital, visual, textual, and technological, have now joined information literacy as crucial skills for this century. The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own. The amount of information available to our learners necessitates that each individual acquire the skills to select, evaluate, and use information appropriately and effectively (AASL Standards for the 21st Century Learner).</p>
Key Vocabulary	<p>Databases, information needs, accuracy, authority, bias, currency, coverage, relevance, essential questions, analyze, evaluate, generate, synthesize, research process, responsible use, ethical behavior, citation, parenthetical reference, copyright, fair use, bibliography/works cited, formatting styles (MLA, APA, Chicago).</p>

Learning Targets	Assessments and Applications	Instructional Strategies and Resources
<ul style="list-style-type: none"> • I can access additional resources provided in the high school library media center • I can evaluate library materials and select formats based on information needs and personal preference. • I can locate resources using a title, subject, author, keyword and advanced searches in the library catalog or with appropriate online resources. • I can select appropriate reference tools to answer questions. • I can understand plagiarism and its ramifications. • I can discuss intellectual property, copyright and fair use. • I can discuss access to information in a democratic society. • I can utilize the public library for informational and personal needs. • I can access government libraries and information services. • I can define terms, which determine information validity: Accuracy, Authority, Objectivity, Currency, Coverage. • I can determine the author's authority for all resources and identify points of 	<p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> • Rubric • Checklist • Criteria posted in classroom • Observation • Verbal conference with teacher • Exit slip • Portfolio • Tests/Quizzes • Peer Assessment • Self-Assessment <hr/> <p>Students will apply this learning in the following areas...</p> <p>Core Curriculum</p> <ul style="list-style-type: none"> • Social Studies • English Language Arts • Science • Math • Visual and Performing Arts • Health • Business <p>Career Connections</p> <ul style="list-style-type: none"> • Education • Medical • Legal • Consumer Services • Journalism 	<p>Students will be engaged and supported in learning by...</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Inquiry-based learning • Whole group instruction • Small group instruction • Co-teaching • Stations and Rotations • Student-led activities • Teacher demonstration and modeling <p>Instructional Resources</p> <ul style="list-style-type: none"> • Library Media Standards • District Course of Study • Internet Connection • Projector • Speakers • Whiteboard • Computers • Access to Core Curriculum • Print and electronic resources <p>Diverse Learners</p> <ul style="list-style-type: none"> • Differentiated projects/lessons based on student learning style. • Modified curriculum • Modified materials • Differentiated instructional strategies • Instructional Aide support • One-on-one instruction • Scaffolded and guided notes and materials • Visual supports • SIOP components • Sensory learning and inputs • Modified materials for students' specific needs

<p>agreement and disagreement among sources.</p> <ul style="list-style-type: none"> • I can determine the essential questions and plan research strategies. • I can utilize basic and advanced search strategies to obtain topic-appropriate resources. • I can select and evaluate appropriateness of information from a variety of resources, including online research databases and websites to answer the essential questions. • I can integrate copyrighted information into an information product, following appropriate use guidelines. • I can identify relevant facts, check facts for accuracy and record appropriate information. • I can integrate copyrighted information into an information product, following appropriate use guidelines. • I can identify relevant facts, check facts for accuracy and record appropriate information. • I can analyze the information gathered through note taking, organize information into a logical sequence, and create a draft product. • I can incorporate a list of sources used in a project using a standard 		
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bibliographic style manual. • I can create and communicate findings through an appropriate format. • I can evaluate the research process and product as they apply to the information need.		
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9th grade - Technology Literacy

Discipline	Library Media
Strand/Disciplines	<ul style="list-style-type: none"> • Formulate advanced search strategies, demonstrate an understanding of the strengths and limitations of the Internet, and evaluate the quality and appropriate use of Internet resources. • Evaluate choices of electronic resources and determine their strengths and limitations. • Utilize the Internet for research, classroom assignments and appropriate personal interests. • Leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. • Recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. • Critically curate a variety of resources using digital tools to construct knowledge. Produce creative artifacts and make meaningful learning experiences for themselves and others. • Use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. • Use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Content Statements	<ul style="list-style-type: none"> • Identify multiple directories and search engines matching curricular need (e.g., given an assignment, use knowledge of tools to pick an appropriate tool to search for information). • Construct search strategies focused on the retrieval of specific search results by incorporating Boolean operators and adjacency/proximity techniques. • Compare and chart the search results from multiple web sites to check for consistency of information (e.g., compare data on acid rain from more than one site). • Establish criteria for evaluating the information retrieved through Internet searching (e.g., author's expertise, bias, coverage of topic, timeliness). • Integrate search strategies within the electronic resource that targets retrieval for a specific information need (e.g., limit by date of publication, focus on specific format such as image, sound file). • Integrate search strategies within the electronic resource that targets retrieval for a specific information need (e.g., limit by date of publication, focus on specific format such as image, sound file). • Select a specific database for an assignment and explain why it is the appropriate one to use (e.g., in researching a particular author, use a literary database of biographical and critical information about writers). • Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. • Create original works or responsibly repurpose or remix digital resources into new creations. • Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
Enduring Understandings	Technology can be used to find information in order to solve problems and communicate messages.
Essential Questions	How can students use technology to locate information and solve problems? How can students use technology to communicate understandings effectively?
Cultural Relevance	As educators, we are preparing students for a future that we cannot yet imagine. Empowering students to become lifelong learners and providing them with the skills to face future

	challenges resourcefully and creatively is critical. Today's students must be prepared to thrive in a constantly evolving technological landscape. Zip codes and borders no longer determine the learning opportunities, skills and careers that students can access. These standards insure that learning is a student-driven process of exploration, creativity and discovery (International Society for Technology in Education).
Key Vocabulary	webpage vs. website, Noodletools, video editing, web application vs. computer program, database, bias, reliability, Google Drive vs. Google Apps, cloud computing, online public access catalog (OPAC), Acceptable Use Policy, Creative Commons license, copyright, legal and ethical behavior

Learning Targets	Assessments and Applications	Instructional Strategies and Resources
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<ul style="list-style-type: none"> • Given an assignment, I can use knowledge of research sources to select an appropriate tool to search for information. • I can apply search strategies to find specific search results by incorporating Boolean operators and adjacency/proximity techniques. • I can compare the search results from multiple web sites to check for consistency of information. • I can apply criteria for evaluating information retrieved through Internet searching. • I can integrate search strategies to apply limiters (date of publication, Lexile, type of source, field code, or focus on specific format). • I can demonstrate the difference between websites and databases. • I can select a specific database for an assignment and explain why it is the appropriate one to use. 	<p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> • Rubric • Checklist • Criteria posted in classroom • Observation • Verbal conference with teacher • Exit slip • Portfolio • Tests/Quizzes • Peer Assessment • Self-Assessment <hr/> <p>Students will apply this learning in the following areas...</p> <p>Core Curriculum</p> <ul style="list-style-type: none"> • Social Studies • English Language Arts • Science • Math • Visual and Performing Arts • Health • Business <p>Career Connections</p> <ul style="list-style-type: none"> • Education • Medical • Legal • Consumer Services • Journalism 	<p>Students will be engaged and supported in learning by...</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Inquiry-based learning • Whole group instruction • Small group instruction • Co-teaching • Stations and Rotations • Student led activities • Teacher demonstration and modeling <p>Instructional Resources</p> <ul style="list-style-type: none"> • Library Media Standards • District Course of Study • Internet Connection • Projector • Speakers • Whiteboard • Computers • Access to Core Curriculum • Print and electronic resources <p>Diverse Learners</p> <ul style="list-style-type: none"> • Differentiated projects/lessons based on student learning style • Modified curriculum • Modified materials • Differentiated instructional strategies • Instructional aide support • One-on-one instruction • Pre-made templates and materials • Visual supports • SIOP components • Sensory learning and inputs • Modified materials for students' specific needs
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Discipline	Library Media
Strand/Disciplines	<ul style="list-style-type: none"> • Comprehend that media communications deliver information and messages to a specific audience for a specific purpose, and analyze the intended impact of media communications and messages when delivered and received by a specific audience. • Evaluate various media practices used to contribute to the effectiveness of media communications and their impact on social, political, economic and ethical issues. • Critique and evaluate the intended impact of media communications and messages when delivered and received by society as a whole.
Content Statements	<ul style="list-style-type: none"> • Examine media communications and information products for the alignment of content, context and projected values. • Recognize propaganda and rhetorical devices embedded in visual and text media components. • Examine media communications for accuracy, relevancy, credibility and appropriateness (e.g., validity of authority, objectivity, balanced coverage, publication date, testimonial, glittering generalities, emotional word repetition, bait and switch). • Infer the state and influence of media communications on society as a whole and in the shaping of governmental, social and cultural norms. • Determine why and how intent and use of multimedia components, organizational patterns, production techniques and medium formats inform or influence social, economic, political, aesthetic and ethical issues (e.g., editing, figurative language, sound devices, literary techniques, black and white footage, set design in social-cultural contexts, effective packaging). • Recognize the conventions of visual media genres (e.g., talk shows, newscasts, documentaries, commercials, advertisements, billboards, web pages). • Identify factors that influence reasons for the communication and delivery of information regarding social, economic, political, aesthetic and ethical issues (e.g., debate, argument, advocacy, policy, positioning). • Infer and summarize information communicated, delivered and received by society as a whole.
Enduring Understandings	Students will understand the media components and production techniques that are used to communicate information in a variety of ways for a variety of purposes.
Essential Questions	How can communication competencies and critical thinking skills, including the ability to access, interpret, evaluate and communicate information, be used to critically evaluate media in a variety of formats?

Cultural Relevance	Today's secondary students are growing up in a world full of smartphones, texting, YouTube, Internet access, and instant entertainment and information. However, while they may be media-immersed, students are not necessarily media- or digital-literate. Multiple studies have demonstrated that many young people lack the media and information-literacy skills they need to be competent communicators in the 21st century (Baker et al.).
Key Vocabulary	Media, communication, symbols, context clues, text features, voice tones, facial expressions, emotions, factual, fictional, bias.

Learning Targets	Assessments and Applications	Instructional Strategies and Resources
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<ul style="list-style-type: none"> • I can examine media communications and information products for the alignment of content, context and projected values. • I can recognize propaganda and rhetorical devices embedded in visual and text media components. • I can examine media communications for accuracy, relevancy, credibility and appropriateness. • I can identify the power of media communications in shaping governmental, social and cultural norms. • I can determine the intent and use of multimedia components, patterns, techniques and formats to inform or influence social, economic, political, aesthetic and ethical stances. • I can recognize the conventions of visual media genres. • I can identify factors that influence choices of the medium and message for delivery of information. 	<p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> • Rubric • Checklist • Criteria posted in classroom • Observation • Verbal conference with teacher • Exit slip • Portfolio • Tests/Quizzes • Peer Assessment • Self-Assessment <hr/> <p>Students will apply this learning in the following areas...</p> <p>Core Curriculum</p> <ul style="list-style-type: none"> • Social Studies • English Language Arts • Science • Math • Visual and Performing Arts • Health • Business <p>Career Connections</p> <ul style="list-style-type: none"> • Education • Medical • Legal • Consumer Services • Journalism 	<p>Students will be engaged and supported in learning by...</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Inquiry-based learning • Whole group instruction • Small group instruction • Co-teaching • Stations and Rotations • Student led activities • Teacher demonstration and modeling <p>Instructional Resources</p> <ul style="list-style-type: none"> • Library Media Standards • District Course of Study • Internet Connection • Projector • Speakers • Whiteboard • Computers • Access to Core Curriculum • Print and electronic resources <p>Diverse Learners</p> <ul style="list-style-type: none"> • Differentiated projects/lessons based on student learning style • Modified curriculum • Modified materials • Differentiated instructional strategies • Instructional Aide support • One-on-one instruction • Pre-made templates and materials • Visual supports • SIOP components • Sensory learning and inputs • Modified materials for students' specific needs
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10th grade - Information Literacy

Discipline	Library Media
Strand/Disciplines	<ul style="list-style-type: none"> Investigate information through independent discovery, peer collaboration, and inquiry learning; read a variety of literary material for academic needs, personal interest and lifelong learning; and practice responsible usage and ethical behavior when using library media center materials. Determine and apply an evaluative process to all information sources chosen for a project. Apply a research process model to conduct research and meet information needs.
Content Statements	<ul style="list-style-type: none"> Select library materials and equipment based on information or personal needs and recommend items to include in the high school library media center. Evaluate library materials and select formats based on information needs and personal preferences (e.g., e-book, digital media, and print). Locate resources using a title, subject, author, keyword and advanced searches in the library catalog or with appropriate online resources (e.g., Boolean operators or limiters, copyright year, or material type). Make meaningful connections between classroom learning, information skills and real-life situations. Read a variety of award-winning material, from classic literature to best sellers. Demonstrate an appreciation of intellectual property rights and awareness of intellectual property issues. Understand the importance of diverse information and access to information in a democratic society. Utilize public library for information and personal needs. Access academic (college and university) libraries for advanced information on an academic subject. Examine information for its accuracy and relevance to an information need (e.g., for a report on pollution, find information from sources that have correct and current information related to the topic). Identify relevant facts, check facts for accuracy, and record appropriate information (e.g. Follow a standard procedure to check information sources used in a project). Select appropriate information on two sides of an issue (e.g.,

	<p>identify the authors of each information source and their expertise and/or bias).</p> <ul style="list-style-type: none"> • Select the essential question to be examined by the research. • Utilize basic and advanced search strategies to obtain topic-appropriate resources. • Evaluate information, select relevant and pertinent information found in each source, and maintain accurate records of sources used. • Organize and analyze information through note taking and finding connections that lead to a final product. • Follow copyright laws and guidelines, using standard bibliographic format to list sources. • Create and communicate findings through an appropriate format. • Review and evaluate the research process and resources used to determine how the process might be improved. • Evaluate the research product for ways to improve the communication of information.
Enduring Understandings	Information must be located from a variety of different sources and used in an ethical, legal, and responsible manner. Various inquiry models are available to guide research. Information from a variety of diverse sources should be analyzed for usefulness and reliability.
Essential Questions	How do students locate information from multiple libraries and types of resources? How do students determine the information they have located is credible, current, and relevant to their research question? How can they incorporate and apply knowledge gained within the boundaries of copyright law and educational fair use to communicate new understandings?
Cultural Relevance	Information literacy has progressed beyond the simple definition of using reference resources to find information. Multiple literacies, including digital, visual, textual, and technological, have now joined information literacy as crucial skills for this century. The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own. The amount of information available to our learners necessitates that each individual acquire the skills to select, evaluate, and use information appropriately and effectively (AASL Standards for the 21st Century Learner).
Key Vocabulary	Databases, information needs, accuracy, authority, bias, currency, coverage, relevance, essential questions, analyze, evaluate,

	generate, synthesize, research process, responsible use, ethical behavior, citation, parenthetical reference, copyright, fair use, bibliography/works cited, formatting styles (MLA, APA, Chicago).
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Learning Targets	Assessments and Applications	Instructional Strategies and Resources
<ul style="list-style-type: none"> • I can select library materials and equipment based on information or personal needs and recommend items to include in the high school library media center. • I can evaluate library materials and select formats based on information needs and personal preferences. • I can locate resources using a 	<p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> • Rubric • Checklist • Criteria posted in classroom • Observation • Verbal conference with teacher • Exit slip • Portfolio 	<p>Students will be engaged and supported in learning by...</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Inquiry-based learning • Whole group instruction • Small group instruction • Co-teaching • Stations and Rotations • Student-led activities • Teacher demonstration and modeling

<p>title, subject, author, keyword and advanced searches in the library catalog or with appropriate online resources.</p> <ul style="list-style-type: none"> • I can make meaningful connections between classroom learning, information skills and real-life situations. • I can read a variety of award-winning materials, from classic literature to best sellers. • I can demonstrate an appreciation of intellectual property rights and awareness of intellectual property issues. • I can understand the importance of diverse information and access to information in a democratic society. • I can utilize the public library for information and personal needs. • I can access academic (college and university) libraries for advanced information on an academic subject. • I can examine information for its accuracy and relevance to an information need. • I can identify relevant facts, check facts for accuracy and record appropriate information. • I can select appropriate information on two sides of an issue. • I can develop the essential question to be examined by the research. • I can utilize basic and advanced search strategies to 	<ul style="list-style-type: none"> • Tests/Quizzes • Peer Assessment • Self-Assessment <hr/> <p>Students will apply this learning in the following areas...</p> <p>Core Curriculum</p> <ul style="list-style-type: none"> • Social Studies • English Language Arts • Science • Math • Visual and Performing Arts • Health • Business <p>Career Connections</p> <ul style="list-style-type: none"> • Education • Medical • Legal • Consumer Services • Journalism 	<p>Instructional Resources</p> <ul style="list-style-type: none"> • Library Media Standards • District Course of Study • Internet Connection • Projector • Speakers • Whiteboard • Computers • Access to Core curriculum • Print and electronic resources <p>Diverse Learners</p> <ul style="list-style-type: none"> • Differentiated projects/lessons based on student learning style • Modified curriculum • Modified materials • Differentiated instructional strategies • Instructional Aide support • One-on-one instruction • Scaffolded and guided notes and materials • Visual supports • SIOP components • Sensory learning and inputs • Modified materials for students' specific needs
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<p>obtain topic-appropriate resources.</p> <ul style="list-style-type: none"> • I can organize and analyze information through note taking and finding connections that lead to a final product. • I can follow copyright laws and guidelines, using standard bibliographic format to list sources. • I can create and communicate findings through an appropriate format. • I can review and evaluate the research process and resources used to determine how the process might be improved. • I can evaluate the research product for ways to improve the communication of information. 		
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10th grade - Technology Literacy

Discipline	Library Media
Strand/Disciplines	<ul style="list-style-type: none"> • Formulate advanced search strategies, demonstrating an understanding of the strengths and limitations of the Internet, and evaluate the quality and appropriate use of Internet resources. • Evaluate choices of electronic resources and determine their strengths and limitations. • Utilize the Internet for research, classroom assignments and appropriate personal interests. • Leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. • Recognize the rights, responsibilities and opportunities of

	<p>living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.</p> <ul style="list-style-type: none"> ● Critically curate a variety of resources using digital tools to construct knowledge. Produce creative artifacts and make meaningful learning experiences for themselves and others. ● Use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. ● Use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
Content Statements	<ul style="list-style-type: none"> ● Construct an effective search strategy to retrieve relevant information through multiple search engines, databases, and internet resources. ● Employ a systematic approach to judge the validity of web information matched against the defined information need (e.g., researching an author through the web requires finding biographical information plus criticisms of the author's works). ● Examine the information retrieved through internet searching for authenticity of information, bias, currency, relevance and appropriateness. ● Select a topic, then identify appropriate electronic resources to use, citing the name and date of the resource medium database or archive collection. ● Research and critique information in different types of subscription (fee-based) electronic resources to locate information for a curricular need. ● Investigate tools within electronic resources to generate search strategies (e.g., use a thesaurus to identify subject terms for improved retrieval of information). ● Construct an effective search strategy to retrieve relevant information through multiple search engines, databases and Internet resources. ● Narrow or broaden the search strategy by modifying the keyword entered in the original search strategy. ● Employ a systematic approach to judge the validity of a web information match against the defined information need (e.g., researching an author through the web requires finding biographical information plus criticisms of the author's works). ● Examine the information retrieved through internet searching for authenticity of information, bias, currency, relevance and appropriateness.

	<ul style="list-style-type: none"> Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. Create original works or responsibly repurpose or remix digital resources into new creations. Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
Enduring Understandings	Technology can be used to find information in order to solve problems and communicate understandings. In order to locate relevant information effectively and efficiently, it is necessary to employ established research-based search strategies. Complex understandings can be formed and communicated through technological platforms that are effective for a particular intent.
Essential Questions	How can students use technology to locate information and solve problems? How can students use technology to communicate understandings effectively?
Cultural Relevance	As educators, we are preparing students for a future that we cannot yet imagine. Empowering students to become lifelong learners and providing them with the skills to face future challenges resourcefully and creatively is critical. Today's students must be prepared to thrive in a constantly evolving technological landscape. Zip codes and borders no longer determine the learning opportunities, skills and careers that students can access. These standards insure that learning is a student-driven process of exploration, creativity and discovery (International Society for Technology in Education).
Key Vocabulary	Webpage vs. website, Noodletools, video editing, web application vs. computer program, database, bias, reliability, Google Drive vs. Google Apps, cloud computing, online public access catalog (OPAC), Acceptable Use Policy, Creative Commons license, copyright, legal and ethical behavior

Learning Targets	Assessments and Applications	Instructional Strategies and Resources
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<ul style="list-style-type: none"> • I can construct an effective search strategy to retrieve relevant information through multiple search engines, databases, and internet resources. • I can employ a systematic approach to judge the validity of web information matched against the defined information need. • I can examine the information retrieved through internet searching for authenticity of information, bias, currency, relevance and appropriateness. • I can select a topic, and then identify appropriate electronic resources to use, citing the name and date of the resource medium database. • I can research and critique information in different types of subscription databases to locate information for a curricular need. • I can investigate tools within electronic resources to generate search strategies. • Construct an effective search strategy to retrieve relevant information through multiple search engines, databases and Internet resources. • I can use limiters, expanders, and other advanced search techniques. 	<p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> • Rubric • Checklist • Criteria posted in classroom • Observation • Verbal conference with teacher • Exit slip • Portfolio • Tests/Quizzes • Peer Assessment • Self-Assessment <hr/> <p>Students will apply this learning in the following areas...</p> <p>Core Curriculum</p> <ul style="list-style-type: none"> • Social Studies • English Language Arts • Science • Math • Visual and Performing Arts • Health • Business <p>Career Connections</p> <ul style="list-style-type: none"> • Education • Medical • Legal • Consumer Services • Journalism 	<p>Students will be engaged and supported in learning by...</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Inquiry-based learning • Whole group instruction • Small group instruction • Co-teaching • Stations and Rotations • Student led activities • Teacher demonstration and modeling <p>Instructional Resources</p> <ul style="list-style-type: none"> • Library Media Standards • District Course of Study • Internet Connection • Projector • Speakers • Whiteboard • Computers • Access to Core Curriculum • Print and electronic resources • Video and audio recording and production equipment <p>Diverse Learners</p> <ul style="list-style-type: none"> • Differentiated projects/lessons based on student learning style • Modified curriculum • Modified materials • Differentiated instructional strategies • Instructional aide support • One-on-one instruction • Pre-made templates and materials • Visual supports • SIOP components • Sensory learning and inputs • Modified materials for students' specific needs
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<ul style="list-style-type: none"> • I can examine the information retrieved through internet searching for authenticity of information, bias, currency, relevance and appropriateness. • I can choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. • I can create original works or responsibly repurpose or remix digital resources into new creations. • I can communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations. 		
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10th grade - Media Literacy

Discipline	Library Media
Strand/Disciplines	<ul style="list-style-type: none"> • Comprehend that media communications deliver information and messages to a specific audience for a specific purpose, and analyze the intended impact of media communications and messages when delivered and received by a specific audience. • Evaluate various media practices used to contribute to the effectiveness of media communications and their impact on social, political, economic and ethical issues. • Critique and evaluate the intended impact of media communications

	and messages when delivered and received by society as a whole.
Content Statements	<ul style="list-style-type: none"> • Examine the social, economic, political, aesthetic, and ethical functions and purposes embedded in media communications. • Compare and contrast the effectiveness of multimedia components and medium formats used to produce and deliver various communications and information for social, economic, political, aesthetic, and ethical issues. • Discuss manipulation of the rules and expectations for media genres to affect and influence social economic, political, aesthetic, and ethical issues, and society as a whole. • Assess procedures and decision-making processes involved in the construction of various media communications and messages, and the degree to which the results impact social, economic, political, aesthetic, and ethical issues, and society as a whole. • Demonstrate how use of multimedia components, organizational patterns, production techniques, and medium formats to inform or influence social, economic, political, aesthetic, and ethical issues (e.g., editing, figurative language, sound devices, literary techniques, black and white footage, set design in social-cultural contexts, effective packaging). • Summarize and state the pros and cons of media communications on society as a whole and in the shaping of governmental, social, and cultural norms. • Publish or present content that customizes the message and medium for an intended audience. • Assess media communications for bias, fallacious reasoning, unsupported inferences, propaganda, rhetoric, stereotyping, accuracy, relevancy and credibility.
Enduring Understandings	Students will understand the media components and production techniques that are used to communicate information in a variety of ways for a variety of purposes.
Essential Questions	How can communication competencies and critical thinking skills, including the ability to access, interpret, evaluate and communicate information, be used to critically evaluate media in a variety of formats?
Cultural Relevance	Today's secondary students are growing up in a world full of smartphones, texting, YouTube, Internet access, and instant entertainment and information. However, while they may be media-immersed, students are not necessarily media- or digital-literate. Multiple studies have demonstrated that many young people lack the media and information-literacy skills they need to be competent communicators in the 21st century (Baker et al.).

Key Vocabulary	Media, communication, symbols, context clues, text features, voice tones, facial expressions, emotions, factual, fictional, bias
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Learning Targets	Assessments and Applications	Instructional Strategies and Resources
<ul style="list-style-type: none"> I can examine media communications and information products for the alignment of content, context and projected values. I can recognize propaganda and rhetorical devices embedded in visual and text media components. I can examine media communications for accuracy, relevancy, credibility and 	<p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> Rubric Checklist Criteria posted in classroom Observation Verbal conference with teacher Exit slip Portfolio Tests/Quizzes Peer Assessment Self-Assessment 	<p>Students will be engaged and supported in learning by...</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> Inquiry-based learning Whole group instruction Small group instruction Co-teaching Stations and Rotations Student led activities Teacher demonstration and modeling <p>Instructional Resources</p> <ul style="list-style-type: none"> Library Media Standards District Course of Study Internet Connection

<p>appropriateness.</p> <ul style="list-style-type: none"> • I can identify the power of media communications in shaping governmental, social and cultural norms. • I can determine the intent and use of multimedia components, patterns, techniques and formats to inform or influence social, economic, political, aesthetic and ethical stances. • I can recognize the conventions of visual media genres. • I can identify factors that influence choices of the medium and message for delivery of information. 	<p>Students will apply this learning in the following areas...</p> <p>Core Curriculum</p> <ul style="list-style-type: none"> • Social Studies • English Language Arts • Science • Math • Visual and Performing Arts • Health • Business <p>Career Connections</p> <ul style="list-style-type: none"> • Education • Medical • Legal • Consumer Services • Journalism 	<ul style="list-style-type: none"> • Projector • Speakers • Whiteboard • Computers • Access to Core Curriculum • Print and electronic resources • Video and audio recording and production equipment <p>Diverse Learners</p> <ul style="list-style-type: none"> • Differentiated projects/lessons based on student learning style • Modified curriculum • Modified materials • Differentiated instructional strategies • Instructional Aide support • One-on-one instruction • Pre-made templates and materials • Visual supports • SIOP components • Sensory learning and inputs
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11th grade - Information Literacy

Discipline	Library Media
Strand/Disciplines	<ul style="list-style-type: none"> • Investigate information through independent discovery, peer collaboration, and inquiry learning; read a variety of literary material for academic need, personal interest and lifelong learning; and practice responsible usage and ethical behavior when using library media center materials. • Determine and apply an evaluative process to all information sources chosen for a project. • Apply a research process model to conduct research and meet information needs.

Content Statements	<ul style="list-style-type: none"> ● Access the library facility in person and remotely when needed. ● Locate resources using a title, subject or author, keyword, and advanced searches search in the library catalog or with appropriate online resources (e.g., Boolean operators or limiters, copyright year or material type). ● Identify authors and their literary works. ● Read a variety of award-winning material, such as Michael Printz Award, from classic literature to best sellers. ● Demonstrate an appreciation of intellectual property rights and awareness of intellectual property issues. ● Understand the importance of diverse information and access to information in a democratic society. ● Select type of libraries to use based on informational or personal needs. ● Seek and evaluate information to answer both personal and curricular needs. ● Evaluate information collected to answer both personal and curricular needs to determine its accuracy, authority, objectivity, currency, and coverage. ● Determine valid information for an assignment from a variety of sources. ● Select essential questions for research and use recognized or personally developed model to conduct independent research. ● Utilize basic and advanced search strategies to obtain topic-appropriate resources. ● Identify, evaluate, and select relevant and pertinent information found in each source. ● Identify relevant facts, check for validity, and record appropriate information keeping track of all sources. ● Analyze information and communicate in oral, written, or other format. ● Respect copyright laws and guidelines, and use standard bibliographic format to list sources. ● Create and communicate findings through an appropriate format. ● Critique and revise the information product. ● Review the research process and product for efficiency and effectiveness.
Enduring Understandings	Information must be located from a variety of different

	sources and used in an ethical, legal, and responsible manner. Various inquiry models are available to guide research. Developing essential questions is an integral part of the inquiry process. Information from a variety of diverse sources should be analyzed for usefulness and reliability.
Essential Questions	How do students locate information from multiple libraries and types of resources? How do students determine the information they have located is credible, current, and relevant to their research question? How can they incorporate and apply knowledge gained within the boundaries of copyright law and educational fair use to communicate new understandings?
Cultural Relevance	Information literacy has progressed beyond the simple definition of using reference resources to find information. Multiple literacies, including digital, visual, textual, and technological, have now joined information literacy as crucial skills for this century. The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own. The amount of information available to our learners necessitates that each individual acquire the skills to select, evaluate, and use information appropriately and effectively (AASL Standards for the 21st Century Learner).
Key Vocabulary	Databases, information needs, accuracy, authority, bias, currency, coverage, relevance, essential questions, analyze, evaluate, generate, synthesize, research process, responsible use, ethical behavior, citation, parenthetical reference, copyright, fair use, bibliography/works cited, formatting styles (MLA, APA, Chicago).

Learning Targets	Assessments and Applications	Instructional Strategies and Resources
<ul style="list-style-type: none"> • I can determine what type of library I need and access the facility in person and remotely. • I can locate resources using a title, subject or author, keyword, and advanced searches search in the library catalog or with appropriate online resources. • I can identify authors and their literary works. • I read a variety of award-winning material, such as Michael Printz Award, from classic literature to best sellers. • I can demonstrate an appreciation of intellectual property rights and awareness of intellectual property issues. 	<p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> • Rubric • Checklist • Criteria posted in classroom • Observation • Verbal conference with teacher • Exit slip • Portfolio • Tests/Quizzes • Peer Assessment • Self-Assessment <hr/> <p>Students will apply this learning in the following areas...</p> <p>Core Curriculum</p> <ul style="list-style-type: none"> • Social Studies 	<p>Students will be engaged and supported in learning by...</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Inquiry-based learning • Whole group instruction • Small group instruction • Co-teaching • Stations and Rotations • Student-led activities • Teacher demonstration and modeling <p>Instructional Resources</p> <ul style="list-style-type: none"> • Library Media Standards • District Course of Study • Internet Connection • Projector • Speakers • Whiteboard • Computers • Access to Core Curriculum • Print and electronic resources

<ul style="list-style-type: none"> • I can understand the importance of diverse information and access to information in a democratic society. • I can seek and evaluate information to answer both personal and curricular needs. • I evaluate information collected to answer both personal and curricular needs to determine its accuracy, authority, objectivity, currency, and coverage. • I can determine valid information for an assignment from a variety of sources. • I can select essential questions for research and use recognized or personally developed model to conduct independent research. • I can utilize basic and advanced search strategies to obtain topic-appropriate resources. • I can identify, evaluate, and select relevant and pertinent information found in each source. • I can identify relevant facts, check for validity, and record appropriate information keeping track of all sources. • I can analyze information and communicate in oral, written, or other format. • I can adhere to copyright laws and guidelines, and 	<ul style="list-style-type: none"> • English Language Arts • Science • Math • Visual and Performing Arts • Health • Business <p>Career Connections</p> <ul style="list-style-type: none"> • Education • Medical • Legal • Consumer Services • Journalism 	<p>Diverse Learners</p> <ul style="list-style-type: none"> • Differentiated projects/lessons based on student learning style • Modified curriculum • Modified materials • Differentiated instructional strategies • Instructional Aide support • One-on-one instruction • Scaffolded and guided notes and materials • Visual supports • SIOP components • Sensory learning and inputs • Modified materials for students' specific needs
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<p>use standard bibliographic format to list sources.</p> <ul style="list-style-type: none"> • I can create and communicate findings through an appropriate format. • I can critique and revise the information product. • I can review the research process and product for efficiency and effectiveness. 		
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11th grade - Technology Literacy

Discipline	Library Media
Strand/Disciplines	<ul style="list-style-type: none"> • Formulate advanced search strategies, demonstrating an understanding of the strengths and limitations of the Internet, and evaluate the quality and appropriate use of Internet resources. • Evaluate choices of electronic resources and determine their strengths and limitations. • Utilize the Internet for research, classroom assignments and appropriate personal interests. • Leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. • Recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. • Critically curate a variety of resources using digital tools to construct knowledge. Produce creative artifacts and make meaningful learning experiences for themselves and others. • Use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. • Use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Content Statements	<ul style="list-style-type: none"> • Develop a systematic approach to judge the value of the retrieved Web information. • Modify a search through the use of different keywords and other techniques specific to an electronic resource (e.g., online database, Web-based index). • Integrate online subscription resources and other electronic media to meet needs for research and communication on a routine basis. • Differentiate coverage of electronic resources for select information needs. • Support choices of free and fee-based web information used to create a class project. • Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. • Create original works or responsibly repurpose or remix digital resources into new creations. • Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.
Enduring Understandings	Technology can be used to find information in order to solve problems and communicate understandings. In order to locate relevant information effectively and efficiently, it is necessary to employ established research-based search strategies. Complex understandings can be formed and communicated through technological platforms that are effective for a particular intent.
Essential Questions	How can students use technology to locate information and solve problems? How can students use technology to communicate understandings effectively?
Cultural Relevance	As educators, we are preparing students for a future that we cannot yet imagine. Empowering students to become lifelong learners and providing them with the skills to face future challenges resourcefully and creatively is critical. Today's students must be prepared to thrive in a constantly evolving technological landscape. Zip codes and borders no longer determine the learning opportunities, skills and careers that students can access. These standards insure that learning is a student-driven process of exploration, creativity and discovery (International Society for Technology in Education).
Key Vocabulary	webpage vs. website, Noodletools, video editing, web application vs. computer program, database, bias, reliability, Google Drive vs. Google Apps, cloud computing, online public access catalog

(OPAC), Acceptable Use Policy, Creative Commons license, copyright, legal and ethical behavior.

Learning Targets	Assessments and Applications	Instructional Strategies and Resources
<ul style="list-style-type: none"> • I can develop a systematic approach to judge the value of the retrieved Web information. • I can modify a search through the use of different keywords and other techniques specific to an electronic resource (e.g., online database, Web-based index). • I can integrate online subscription resources and other electronic media to meet needs for research and communication on a routine basis. • I can differentiate coverage of electronic resources for select information needs. • I can support choices of free and fee-based Web information used to create 	<p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> • Rubric • Checklist • Criteria posted in classroom • Observation • Verbal conference with teacher • Exit slip • Portfolio • Tests/Quizzes • Peer Assessment • Self-Assessment <hr/> <p>Students will apply this learning in the following areas...</p> <p>Core Curriculum</p>	<p>Students will be engaged and supported in learning by...</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Inquiry-based learning • Whole group instruction • Small group instruction • Co-teaching • Stations and Rotations • Student led activities • Teacher demonstration and modeling <p>Instructional Resources</p> <ul style="list-style-type: none"> • Library Media Standards • District Course of Study • Internet Connection • Projector • Speakers • Whiteboard • Computers • Access to Core Curriculum • Print and electronic resources • Video and audio recording and production equipment

<p>a class project.</p> <ul style="list-style-type: none"> • I can choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. • I can create original works or responsibly repurpose or remix digital resources into new creations. • I can communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations. 	<ul style="list-style-type: none"> • Social Studies • English Language Arts • Science • Math • Visual and Performing Arts • Health • Business <p>Career Connections</p> <ul style="list-style-type: none"> • Education • Medical • Legal • Consumer Services • Journalism 	<p>Diverse Learners</p> <ul style="list-style-type: none"> • Differentiated projects/lessons based on student learning style • Modified curriculum • Modified materials • Differentiated instructional strategies • Instructional aide support • One-on-one instruction • Pre-made templates and materials • Visual supports • SLOP components • Sensory learning and inputs • Modified materials for students' specific needs
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11th grade - Media Literacy

Discipline	Library Media
Strand/Disciplines	<ul style="list-style-type: none"> • Comprehend that media communications deliver information and messages to a specific audience for a specific purpose, and analyze the intended impact of media communications and messages when delivered and received by a specific audience. • Evaluate various media practices used to contribute to the effectiveness of media communications and their impact on social, political, economic, and ethical issues. • Critique and evaluate the intended impact of media communications and messages when delivered and received by society as a whole.

Content Statements	<ul style="list-style-type: none"> ● Assess information communicated, delivered, and received by society as a whole. ● State reasons for media communications and delivery in support of social, economic, political, and ethical issues (e.g., debate, argument, advocacy, policy, positioning). ● Critique procedures and the decision-making process involved in the construction of media communications and messages, for results that impact social, economic, political, aesthetic and ethical issues, and society as a whole. ● Assess and consider the legal and ethical responsibilities involved in the construction and delivery of media communication and information. ● Assess influences of media communications on society as a whole and in the shaping of governmental, social, and cultural norms. ● Assess media communications for complexities and discrepancies, as well as for accuracy, relevancy, and credibility. ● Critique media communications and information products for alignment of content, context, and projected values. ● Publish or present content that customizes the message and medium for an intended audiences.
Enduring Understandings	Students will understand the media components and production techniques that are used to communicate information in a variety of ways for a variety of purposes.
Essential Questions	How can communication competencies and critical thinking skills, including the ability to access, interpret, evaluate, and communicate information, be used to critically evaluate media in a variety of formats?
Cultural Relevance	Today's secondary students are growing up in a world full of smartphones, texting, YouTube, Internet access, and instant entertainment and information. However, while they may be media-immersed, students are not necessarily media- or digital-literate. Multiple studies have demonstrated that many young people lack the media and information-literacy skills they need to be competent communicators in the 21st century (Baker et al.).
Key Vocabulary	Media, communication, symbols, context clues, text features, voice tones, facial expressions, emotions, factual, fictional, and bias.

Learning Targets	Assessments and Applications	Instructional Strategies and Resources
<ul style="list-style-type: none"> • I can assess information communicated, delivered, and received by society as a whole. • I can state reasons for media communications and delivery in support of social, economic, political, and ethical issues (e.g., debate, argument, advocacy, policy, positioning). • I can critique procedures and the decision-making process involved in the construction of media communications and messages, for results that impact social, economic, political, aesthetic and ethical issues, and society as a whole. • I can assess and consider 	<p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> • Rubric • Checklist • Criteria posted in classroom • Observation • Verbal conference with teacher • Exit slip • Portfolio • Tests/Quizzes • Peer Assessment • Self-Assessment <hr/> <p>Students will apply this learning in the following areas...</p> <p>Core Curriculum</p> <ul style="list-style-type: none"> • Social Studies 	<p>Students will be engaged and supported in learning by...</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Inquiry-based learning • Whole group instruction • Small group instruction • Co-teaching • Stations and Rotations • Student led activities • Teacher demonstration and modeling <p>Instructional Resources</p> <ul style="list-style-type: none"> • Library Media Standards • District Course of Study • Internet Connection • Projector • Speakers • Whiteboard • Computers • Access to Core Curriculum

<p>the legal and ethical responsibilities involved in the construction and delivery of media communication and information.</p> <ul style="list-style-type: none"> • I can assess influences of media communications on society as a whole and in the shaping of governmental, social, and cultural norms. • I can assess media communications for complexities and discrepancies, as well as for accuracy, relevancy, and credibility. • I can critique media communications and information products for alignment of content, context, and projected values. • I can publish or present content that customizes the message and medium for an intended audiences. 	<ul style="list-style-type: none"> • English Language Arts • Science • Math • Visual and Performing Arts • Health • Business <p>Career Connections</p> <ul style="list-style-type: none"> • Education • Medical • Legal • Consumer Services • Journalism 	<ul style="list-style-type: none"> • Print and electronic resources • Video and audio recording and production equipment <p>Diverse Learners</p> <ul style="list-style-type: none"> • Differentiated projects/lessons based on student learning style • Modified curriculum • Modified materials • Differentiated instructional strategies • Instructional Aide support • One-on-one instruction • Pre-made templates and materials • Visual supports • SLOP components • Sensory learning and inputs • Modified materials for students' specific needs
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12th grade - Information Literacy

Discipline	Library Media
Strand/Disciplines	<ul style="list-style-type: none"> • Investigate information through independent discovery, peer collaboration, and inquiry learning; read a variety of literary material for academic needs, personal interest and lifelong learning; and practice responsible usage and ethical behavior when using library media center materials. • Determine and apply an evaluative process to all information sources chosen for a project. • Apply a research process model to conduct research and

	meet information needs.
Content Statements	<ul style="list-style-type: none"> ● Refine the information question to focus the research process, modifying the question as necessary to broaden or narrow inquiry. ● Critique information sources to determine if different points of view are included. ● Integrate multiple information sources in the research process. ● Create a product to communicate information, representing a personal point of view based on findings. ● Adhere to copyright and intellectual property laws and guidelines when creating new products (e.g., standard bibliographic format, permissions to use information created by others). ● Archive final product in an accessible format for future use. ● Access the library facility in person and remotely when needed. ● Locate resources using a title, subject, or author, keyword and advanced searches in the library catalog (e.g., Boolean operators and/or limiters such as copyright or material type). ● Identify authors and their literary works. ● Read a variety of award-winning material for educational and personal enjoyment. ● Observe intellectual property rights and copyright restrictions. ● Respect the principles of intellectual freedom and intellectual property rights. ● Evaluate information collected to answer both personal and curricular needs to determine its accuracy, authority, objectivity, currency, and coverage. ● Acknowledge intellectual property in using information sources. ● Determine and apply an evaluative process to all information sources chosen for a project. ● Derive a personally developed research model to conduct independent research.
Enduring Understandings	Multiple research sources must be integrated in an ethical, legal and responsible manner that adheres to copyright law. Various inquiry models are available to guide research; however, a personally derived research model may be formulated and applied when conducting research. Developing essential questions is an integral part of the inquiry process.
Essential Questions	How do students locate information from multiple libraries and types of resources? How do students determine the information they have

	located is credible, current, and relevant to their research question? How can they incorporate and apply knowledge gained within the boundaries of copyright law and educational fair use to communicate new understandings?
Cultural Relevance	Information literacy has progressed beyond the simple definition of using reference resources to find information. Multiple literacies, including digital, visual, textual, and technological, have now joined information literacy as crucial skills for this century. The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own. The amount of information available to our learners necessitates that each individual acquire the skills to select, evaluate, and use information appropriately and effectively (AASL Standards for the 21st Century Learner).
Key Vocabulary	Databases, information needs, accuracy, authority, bias, currency, coverage, relevance, essential question, analyze, evaluate, generate, synthesize, research process, responsible use, ethical behavior, citation, parenthetical reference, copyright, fair use, bibliography/works cited, formatting styles (MLA, APA, Chicago)

Learning Targets	Assessments and Applications	Instructional Strategies and Resources
<ul style="list-style-type: none"> • I can refine the information question to focus the research process, modifying the question as necessary to broaden or narrow inquiry. • I can critique information sources to determine if different points of view are included. • I can integrate multiple information sources in the research process. • I can create a product to communicate information, representing a personal point of view based on findings. • I can adhere to copyright and intellectual property laws and guidelines when creating new products (e.g., standard bibliographic format, permissions to use information created by others). • I can archive my final product in an accessible format for future use. • I can access the library facility in person and remotely when needed. • I can locate resources using a title, subject, or author, keyword and advanced searches in the library catalog. • I can identify authors and their literary works. 	<p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> • Rubric • Checklist • Criteria posted in classroom • Observation • Verbal conference with teacher • Exit slip • Portfolio • Tests/Quizzes • Peer Assessment • Self-Assessment <hr/> <p>Students will apply this learning in the following areas...</p> <p>Core Curriculum</p> <ul style="list-style-type: none"> • Social Studies • English Language Arts • Science • Math • Visual and Performing Arts • Health • Business <p>Career Connections</p> <ul style="list-style-type: none"> • Education • Medical • Legal • Consumer Services • Journalism 	<p>Students will be engaged and supported in learning by...</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Inquiry-based learning • Whole group instruction • Small group instruction • Co-teaching • Stations and Rotations • Student-led activities • Teacher demonstration and modeling <p>Instructional Resources</p> <ul style="list-style-type: none"> • Library Media Standards • District Course of Study • Internet Connection • Projector • Speakers • Whiteboard • Computers • Access to Core Curriculum • Print and electronic resources <p>Diverse Learners</p> <ul style="list-style-type: none"> • Differentiated projects/lessons based on student learning style. • Modified curriculum • Modified materials • Differentiated instructional strategies • Instructional Aide support • One-on-one instruction • Scaffolded and guided notes and materials • Visual supports • SIOP components

<ul style="list-style-type: none"> • I read a variety of award-winning material for educational and personal enjoyment. • I observe intellectual property rights and copyright restrictions. • I adhere to the principles of intellectual freedom and intellectual property rights. • I evaluate information collected for both personal and curricular needs to determine its accuracy, authority, objectivity, currency, and coverage. • I acknowledge intellectual property in using information sources. • I determine and apply an evaluative process to all information sources chosen for a project. • I can derive a personally-developed research model to conduct independent research. 		<ul style="list-style-type: none"> • Sensory learning and inputs • Modified materials for students' specific needs
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12th grade - Technology Literacy

Discipline	Library Media
Strand/Disciplines	<ul style="list-style-type: none"> • Formulate advanced search strategies, demonstrating an understanding of the strengths and limitations of the Internet, and evaluate the quality and appropriate use of Internet resources. • Evaluate choices of electronic resources and determine their strengths and limitations. • Utilize the Internet for research, classroom assignments and appropriate personal interests. • Leverage technology to take an active role in choosing,

	<p>achieving and demonstrating competency in their learning goals, informed by the learning sciences.</p> <ul style="list-style-type: none"> ● Recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. ● Critically curate a variety of resources using digital tools to construct knowledge. Produce creative artifacts and make meaningful learning experiences for themselves and others. ● Use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. ● Use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
Content Statements	<ul style="list-style-type: none"> ● Synthesize search results retrieved from a variety of internet resources to create an information product for a targeted audience. ● Incorporate defined field searching by initiating a search string identifying the desired field of information to be retrieved (e.g., search author or title). ● Critique research retrieved through the internet for authority, accuracy, objectivity, currency, coverage, and relevancy. ● Use a variety of technology resources for curriculum and personal information needs (e.g., streaming video, CD/DVD, subscription database). ● Evaluate technology resources and determine strengths and weaknesses for curricular or personal needs. ● Select appropriate tool, online resource or web. ● Create a stand-alone system for tracking internet resources for personal and academic needs (e.g., postsecondary institutions of interest). ● Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. ● Create original works or responsibly repurpose or remix digital resources into new creations. ● Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.
Enduring Understandings	<p>Technology can be used to find information in order to solve problems and communicate understandings. Limiters and expanders can be applied in database searching to target precise</p>

	results.
Essential Questions	How can students use technology to locate information and solve problems? How can students use technology to communicate understandings effectively?
Cultural Relevance	As educators, we are preparing students for a future that we cannot yet imagine. Empowering students to become lifelong learners and providing them with the skills to face future challenges resourcefully and creatively is critical. Today's students must be prepared to thrive in a constantly evolving technological landscape. Zip codes and borders no longer determine the learning opportunities, skills and careers that students can access. These standards insure that learning is a student-driven process of exploration, creativity and discovery (International Society for Technology in Education).
Key Vocabulary	webpage vs. website, Noodletools, video editing, web application vs. computer program, database, bias, reliability, Google Drive vs. Google Apps, cloud computing, online public access catalog (OPAC), Acceptable Use Policy, Creative Commons license, copyright, legal and ethical behavior

Learning Targets	Assessments and Applications	Instructional Strategies and Resources
<ul style="list-style-type: none"> ● I can synthesize search results retrieved from a variety of internet resources to create an information product for a targeted audience. ● I can apply limiters and expanders in a refined database search. ● I can critique research retrieved through the internet for authority, accuracy, objectivity, currency, coverage, and relevancy. ● I can use a variety of technology resources for curriculum and personal information needs. ● I can evaluate technology resources and determine strengths and weaknesses for curricular or personal needs. ● I select appropriate tool, online resource or web. ● I can utilize a system for curating internet resources for personal and academic needs. ● I can choose the appropriate platforms and tools for meeting the desired objectives of creation or communication. ● I can create original works or responsibly repurpose or remix digital resources into new creations. ● I can communicate complex ideas clearly and effectively by creating or using a variety 	<p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> ● Rubric ● Checklist ● Criteria posted in classroom ● Observation ● Verbal conference with teacher ● Exit slip ● Portfolio ● Tests/Quizzes ● Peer Assessment ● Self-Assessment <hr/> <p>Students will apply this learning in the following areas...</p> <p>Core Curriculum</p> <ul style="list-style-type: none"> ● Social Studies ● English Language Arts ● Science ● Math ● Visual and Performing Arts ● Health ● Business <p>Career Connections</p> <ul style="list-style-type: none"> ● Education ● Medical ● Legal ● Consumer Services ● Journalism 	<p>Students will be engaged and supported in learning by...</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> ● Inquiry-based learning ● Whole group instruction ● Small group instruction ● Co-teaching ● Stations and Rotations ● Student led activities ● Teacher demonstration and modeling <p>Instructional Resources</p> <ul style="list-style-type: none"> ● Library Media Standards ● District Course of Study ● Internet Connection ● Projector ● Speakers ● Whiteboard ● Computers ● Access to Core Curriculum ● Print and electronic resources ● Video and audio recording and production equipment <p>Diverse Learners</p> <ul style="list-style-type: none"> ● Differentiated projects/lessons based on student learning style ● Modified curriculum ● Modified materials ● Differentiated instructional strategies ● Instructional aide support ● One-on-one instruction ● Pre-made templates and materials ● Visual supports ● SIOP components ● Sensory learning and inputs ● Modified materials for students' specific needs

of digital tools such as visualizations, models, or simulations.		
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12th grade - Media Literacy

Discipline	Library Media
Strand/Disciplines	<ul style="list-style-type: none"> Comprehend that media communications deliver information and messages to a specific audience for a specific purpose, and analyze the intended impact of media communications and messages when delivered and received by a specific audience. Evaluate various media practices used to contribute to the effectiveness of media communications and their impact on social, political, economic and ethical issues. Critique and evaluate the intended impact of media communications and messages when delivered and received by society as a whole.
Content Statements	<ul style="list-style-type: none"> Examine and evaluate information communicated, delivered, and received by society as a whole. Analyze and critique social, economic, political, aesthetic, and ethical functions and purposes embedded in media communications. Employ as appropriate Universal Design principles for construction of media communications, messages and products that address social, economic, political, aesthetic, and ethical issues. Employ and practice legal and ethical responsibilities involved in the construction and delivery of media communications and information that address social, economic, political, aesthetic, and ethical issues. Analyze the influences of media communications on society as a whole and in the shaping of governmental, social, and cultural norms. Critique media communications for complexities and discrepancies, accuracy, relevancy, and credibility. Evaluate media communications and information products for alignment of content, context, and projected values. Publish or present content that customizes the message and medium for an intended audiences.
Enduring Understandings	Students will understand the media components and production techniques that are used to communicate information in a variety of ways for a variety of purposes.

Essential Questions	How can communication competencies and critical thinking skills, including the ability to access, interpret, evaluate and communicate information, be used to critically evaluate media in a variety of formats?
Cultural Relevance	Today's secondary students are growing up in a world full of smartphones, texting, YouTube, Internet access, and instant entertainment and information. However, while they may be media-immersed, students are not necessarily media- or digital-literate. Multiple studies have demonstrated that many young people lack the media and information-literacy skills they need to be competent communicators in the 21st century (Baker et al.).
Key Vocabulary	Media, communication, symbols, context clues, text features, voice tones, facial expressions, emotions, factual, fictional, and bias.

Learning Targets	Assessments and Applications	Instructional Strategies and Resources
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<ul style="list-style-type: none"> • I can examine and evaluate information communicated, delivered and received through a variety mediums to various audiences. • I can analyze and critique social, economic, political, aesthetic, and ethical functions and purposes embedded in media communications. • I can employ as appropriate Universal Design principles for construction of media communications, messages, and products that address social, economic, political, aesthetic, and ethical issues. • I can identify legal and ethical responsibilities involved in the construction and delivery of media communications and information that address social, economic, political, aesthetic, and ethical issues. • I can analyze the influences of media communications on society and in the shaping of governmental, social, and cultural norms. • I can critique media communications for complexities and discrepancies, accuracy, relevancy, and credibility. • I can evaluate media communications and information products for alignment of content, context, and projected values. • I can publish and present content that customizes the message and medium for an intended audiences. 	<p>Students will know how well they are learning by...</p> <ul style="list-style-type: none"> • Rubric • Checklist • Criteria posted in classroom • Observation • Verbal conference with teacher • Exit slip • Portfolio • Tests/Quizzes • Peer Assessment • Self-Assessment <hr/> <p>Students will apply this learning in the following areas...</p> <p>Core Curriculum</p> <ul style="list-style-type: none"> • Social Studies • English Language Arts • Science • Math • Visual and Performing Arts • Health • Business <p>Career Connections</p> <ul style="list-style-type: none"> • Education • Medical • Legal • Consumer Services • Journalism 	<p>Students will be engaged and supported in learning by...</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Inquiry-based learning • Whole group instruction • Small group instruction • Co-teaching • Stations and Rotations • Student led activities • Teacher demonstration and modeling <p>Instructional Resources</p> <ul style="list-style-type: none"> • Library Media Standards • District Course of Study • Internet Connection • Projector • Speakers • Whiteboard • Computers • Access to Core Curriculum • Print and electronic resources • Video and audio recording and production equipment <p>Diverse Learners</p> <ul style="list-style-type: none"> • Differentiated projects/lessons based on student learning style • Modified curriculum • Modified materials • Differentiated instructional strategies • Instructional Aide support • One-on-one instruction • Pre-made templates and materials • Visual supports • SIOP components • Sensory learning and inputs • Modified materials for students' specific needs
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