NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut

K-2 Library Media

New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Course Title

Library Media Curriculum

Grade Levels

K-2

A brief description of the course..

The NMPS Library Curriculum focuses on the Shared Foundations and Key Commitments of the National School Library Standards*, newly written in 2018, put forth by the American Association of School Librarians. The 6 Standards Frameworks consist of I. Inquire, II. Include, III. Collaborate, IV. Curate, V. Explore, and VI. Engage. Four domains within the 6 Shared Foundations move students through levels of A. Think, B. Create, C. Share, and D. Grow. The NMPS Library Curriculum is structured via these 6 Shared Foundations and 4 Domains. Rather than teaching units, the 6 standards are used as our basis for curriculum. Library skills in the K-12 curriculum are taught through the lens of classroom content and not in isolation.

*National School Library Standards for Learners, School Librarians, and School Libraries. ALA Editions, an Imprint of the American Library

Association, 2018.

Pacing Guide

Unit	Lessons	Timing	Specific Sample Lessons	ELA Units
Unit I: Inquire	Research projects	4-12 classes	2nd Grade Animal Habitat 1st Grade Animal Research	- Becoming Experts: Reading Nonfiction - How-To Guide for Nonfiction Writing - Reading Nonfiction Cover to Cover: Nonfiction Book Clubs
Unit II: Include	Read Alouds	- ongoing	- Scaredy Squirrel - Zorro - Pigeon books - Red a Crayon Story - School's First Day of School - Swimmy	- Second Grade Reading Growth Spurt - Meeting Characters and Learning Lessons: A Study of Story Elements - Writing Reviews
Unit III. Collaborate	Group projects/activities	1-8 classes	- scavenger hunts - nonfiction project - center activities - alphabetizing activities	- Bigger Books Mean Amping Up Reading Power - Reading Nonfiction Cover to Cover: Nonfiction Book Clubs - Series Book Clubs
Unit IV: Curate	Book location	4-20 classes	- call #s and book location - online catalog - fiction vs nonfiction - nonfiction text features	- Series Book Clubs - Writing About Reading - Reading Nonfiction Cover to Cover: Nonfiction Book Clubs - Becoming Experts: Reading Nonfiction
Unit V: Explore	Choosing books for personal reading	-ongoing	- authors and illustrators - favorite book - fiction vs nonfiction for personal reading - genres	- Series Book Clubs - Writing About Reading - Writing Reviews
Unit Vi: Engage	Ethical Use	2-10 classes	- logging on/off computers - note taking without copying	- How-To Guide for Nonfiction Writing - Writing About Reading

*each class comes to the library approximately 45 times for 40 minutes

Unit 1 - Inquire - Stage 1 Desired Results

ESTABLISHED GOALS	Transfer
AASL I: INQUIRE Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.	Students will be able to independently use their learning to display curiosity and initiative, engage with new knowledge, adapt, communicate and exchange learning products and participate through an ongoing inquiry-based process.

	Meaning	
	UNDERSTANDINGS *Students will understand that…* ● formulating questions through curiosity about an interest or topic and recalling prior knowledge contributes to new meaning. ● using evidence to devise and implement a plan fills knowledge gaps and generates products that illustrate learning. ● sharing products with an authentic audience, providing feedback, and then acting on the feedback will improve shared product. ● continually seeking knowledge, enacts new understanding through real-world connections, and uses reflection to guide informed decisions.	ESSENTIAL QUESTIONS *Students will keep considering…* ● How does what you already know lead to more questions? How does questioning help you to learn? ● What role does evidence play in your overall plan? ● Why is constructive feedback so important when presenting to an authentic audience? ● How does new understanding of real world situations guide your learning? Why is sustained inquiry so important?

	Acquisition	
	Students will know… ● New learning occurs when following an inquiry process. ● Background knowledge is essential to all new learning. ● How to continually question	*Students will be skilled at…* ● Questioning ● Recall ● Using evidence ● Planning ● Generating and sharing products ● Providing and acting on feedback ● Reflecting

Stage 2 – Evidence		
Code	**Evaluative Criteria**	**Assessment Evidence**

	● Brainstorm questions that will lead to a finished research product
	
	.
		PERFORMANCE TASK(S):
		Students will show that they really understand evidence of…
		    ● formulating a question about something they want to know
		    ● being able to show where they found information in resource provided
		    ● completing a research based product
		    ● reflecting and providing feedback
		
		Goal-become a good student researcher
		Role-student
		Audience-other students, teachers, parents
		Situation-research is lifelong skill
		Product-research product
		Standard-rubric

Stage 3 – Learning Plan

Pre-Assessment

Ask students "What is research?"

Summary of Key Learning Events and Instruction

- Students will learn what "research" means
- Students will brainstorm questions on a topic
- Students will use nonfiction text features to research a topic
- Students will share research products with each other
- Students will use a rubric to self evaluate

Progress Monitoring

- Teacher questions students about what research means
- Teacher lists brainstormed questions
- Teacher will use rubric to monitor students' research

Unit 2 Include - Stage 1 Desired Results

ESTABLISHED GOALS	Transfer	
AASL II: INCLUDE Demonstrate an understanding and commitment to inclusiveness and respect for diversity in the learning community.	Students will be able to independently use their learning to demonstrate empathy and equity, and a tolerance for diverse ideas.	
	Meaning	
	UNDERSTANDINGS *Students will understand that…* ● Differing perspectives and points of view contribute to a diverse learning community. ● Empathy increases when other perspectives are acknowledged.	ESSENTIAL QUESTIONS *Students will keep considering…* ● How can multiple perspectives lead to diverse learning situations? ● How do diverse perspectives add value? ● What is empathy and how does if affect perspectives?
	Acquisition	
	Students will know… ● that others have differing points of view ● that interactions with others leads to deeper understanding of diverse communities	*Students will be skilled at…* ● contributing their point of view ● debate ● interacting with others ● recognizing and developing perspectives ● having an understanding of empathy

Stage 2 – Evidence		
Code	**Evaluative Criteria**	**Assessment Evidence**
	● While listening to stories read aloud, students will participate in group discussions about character, plot, and point of view ● Students will be respectful when others are talking and respectful of what others have to contribute to conversations	PERFORMANCE TASK(S): *Students will show that they really understand evidence of…* ● being able to summarize or retell key points of a story ● being respectful of others and displaying active listening and questioning G-show respect for others' thoughts and opinions R- student and kind classmate A-other students, teachers, staff, guests S- showing good character by being respectful of others' points of view, thoughts, and opinions P-student discussions regarding character, plot, and point of view S-students are sitting, using whole body listening, validating others' thoughts, ideas, and opinions

Stage 3 – Learning Plan		
Code	*Pre-Assessment* Ask students to show what whole body listening looks like	
	Summary of Key Learning Events and Instruction *Student success at transfer meaning and acquisition depends on…* ● teacher will ask questions regarding how the characters in a story feel ● students will offer perspectives on stories and characters ● students will practice responding with empathy to the points of view of others ● teacher will read stories featuring diverse characters in various situations while students practice whole body listening ● students will show respect for others by raising their hands when they wish to speak	Progress Monitoring ● teacher observes students showing whole body listening ● teacher monitors/guides students' discussion

UbD Template 2.0

Unit 3 - Collaborate - Stage 1 Desired Results	
ESTABLISHED GOALS	**_Transfer_**
AASL III: COLLABORATE Work effectively with others to broaden perspectives and work toward common goals.	Students will be able to independently use their learning to identify collaborative opportunities and participate and work productively with others.

	Meaning	
	UNDERSTANDINGS *Students will understand that…* ● They can develop new understanding and solve problems by group interaction. ● Using communication tools establishing connections with other learners to create new knowledge. ● Learning is a social responsibility.	ESSENTIAL QUESTIONS *Students will keep considering…* ● How can group interaction contribute to new understanding and solve problems? ● How can communication tools make connections? ● What is my social responsibility as a learner?

	Acquisition	
	Students will know… ● Soliciting and responding to feedback from others solves problems. ● Working collaboratively with communication tools develops new understanding.	*Students will be skilled at…* ● solving problems in a group ● using communication tools ● contributing to group discussions ● recognizing learning as a social responsibility

Stage 2 – Evidence		
Code	**Evaluative Criteria**	**Assessment Evidence**
	● student participation in a group to solve a task or complete an activity ● student participation in a group to complete a final product ● how to choose partners/groups and behavior when working in a group	PERFORMANCE TASK(S): *Students will show that they really understand evidence of…* ● using group interactions to solve problems ● strengthening communication skills ● being active in group discussions ● how working in a group helps build new knowledge and broadens thinking and understanding ● articulating thoughts and ideas effectively using oral, written, and nonverbal skills to create a final product or complete or solve a task G-work effectively in a group to solve a problem R-student A-classmates, teacher, parents S- explorers discover topics in their assigned nonfiction section of the library P-commercial for nonfiction section of library S- every member contributed to completed task

Stage 3 – Learning Plan	
Code	*Pre-Assessment* Students will write 1 thing they like or don't like about working with a partner
	Summary of Key Learning Events and Instruction *Student success at transfer meaning and acquisition depends on…* ● students will work with a partner/group to complete a final product/task ● students will complete a rubric noting the participation of all members of the group ● students will complete a survey if they thought working with a partner was more productive	Progress Monitoring ● Teacher will monitor groups to see that all members are contributing ● Teacher will question each member of group/partnership individually to check for understanding and contribution ● Final product with contributions from each member/partner of group

Unit 4 - Curate - Stage 1 Desired Results

ESTABLISHED GOALS	Transfer	
AASL IV: CURATE Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.	Students will be able to independently use their learning to select, gather, organize, and exchange appropriate information within and beyond their learning community for a variety of audiences.	
	Meaning	
	UNDERSTANDINGS *Students will understand that…* - Acting on information means identifying and making critical choices about resources. - When gathering information it should be from a variety of sources representing diverse perspectives. - Students learn and exchange information ethically via collaboratively constructed information sites.(i.e. Google docs) - Analysis and reflection ensures quality curated resources.	ESSENTIAL QUESTIONS *Students will keep considering…* - What makes a source valuable? - How does ongoing analysis and reflection ensure quality curated resources?
	Acquisition	
	Students will know… - How to gather, identify and choose information sources. - How to evaluate information for validity and accuracy. - How to organize and share information.	*Students will be skilled at…* - Identifying a variety of sources - Choosing, collecting, organizing, and assessing the validity and accuracy of information

Stage 2 – Evidence		
Code	**Evaluative Criteria**	**Assessment Evidence**
	- Know the difference between fiction and nonfiction - Know nonfiction text features - Become aware of the different sections of the library and what is in each - What a call # means and how the books are arranged in each section of the library - How to use the online catalog to locate a book	PERFORMANCE TASK(S): *Students will show that they really understand evidence of…* Goal-students will discover how to use the library independently Role-library user Audience-themselves/other students Situation-in order to use the library and be a lifelong learner, students need to know how to find things in a library Product- - sorted books - locate books - locate nonfiction text features - use the online catalog - being able to tell why they chose a book Standards/Criteria for Success- books are correctly sorted, 4 books are located, 1 book is looked up online and found in library, students telling why they chose a book and explaining what books in each section of the library would be used for

Stage 3 – Learning Plan	
Code	***Pre-Assessment*** ● Ask students the difference between fiction and nonfiction ● Students will independently locate a fiction and nonfiction book

	Summary of Key Learning Events and Instruction *Student success at transfer meaning and acquisition depends on…*	Progress Monitoring

	● students will tell if a book read aloud is fiction or nonfiction and why
	● students will sort books by fiction and nonfiction
	● students will locate nonfiction text features in a variety of nonfiction books
	● teacher will introduce each section of the library by reading a book aloud and discussing the features of each type of book
	   ○ Picture books are lots of pictures that add to the story but are hard to read, they are for "everyone"
	   ○ Early Readers are beginning chapter books with bigger print and easier to read
	   ○ Fiction- regular chapter books
	   ○ Nonfiction books-books that give facts and information, "true" books
	● students will alphabetize authors by last name
	● students will explore different Dewey sections of the library
	● teacher will explain what a call # is
	● students will locate books in the library using call #s
	● students will log in to the online catalog and locate the call # and whether the book is available or not
		● Teacher will listen to students' answers/reasons for why book is fiction/nonfiction
		● teacher will check students' sorted books
		● Teacher will check that students have located a nonfiction text feature
		● teacher will check that students have alphabetized correctly
		● Teacher will check that students have located books correctly
		● Teacher will check that students have found call # and whether book is available or not
		● Students will complete a checklist for nonfiction text features
		● At the end of the year, students will reflect on their checklist of books and choose their favorite giving reasons why

Unit 5 - Explore - Stage 1 Desired Results

ESTABLISHED GOALS	*Transfer*	
AASL V. EXPLORE Discover and innovate in a growth mindset developed through experience and reflection.	Students will be able to independently use their learning to develop and satisfy curiosity, construct new knowledge, and reflect on their learning.	
	Meaning	
	UNDERSTANDINGS *Students will understand that…* ● Reading widely and deeply for pleasure in multiple formats results in lifelong learning. ● Persistence and a growth mindset in problem solving and self-directed learning promotes creativity. ● Curiosity about a topic of personal interest leads to greater curiosity.	ESSENTIAL QUESTIONS *Students will keep considering…* ● How does reading for pleasure lead to lifelong learning? ● How does a growth mindset promote new learning? ● How does curiosity fuel persistence?
	Acquisition	
	Students will know… ● Lifelong learners are persistent and curious readers.	*Students will be skilled at…* ● Building curiosity ● Developing stamina/persistence ● Employing a growth mindset

Stage 2 – Evidence		
Code	**Evaluative Criteria**	**Assessment Evidence**
	- Students can tell what their favorite book is and why - Students will know the difference between fiction and nonfiction - Students will understand that there are different genres	PERFORMANCE TASK(S): *Students will show that they really understand evidence of...* G-students will develop opinions about books R-lover of books/reading A-themselves S-being exposed to various types of books/genres to develop a love of books and reading P-variety of books checked out of a library S-checklist filled out with variety of books/categories as well as open paragraph piece for student to reflect on genres/types of books read and what they liked best

Stage 3 – Learning Plan	
Code	*Pre-Assessment* Teacher will ask students why they choose a certain book.

Summary of Key Learning Events and Instruction	Progress Monitoring
Student success at transfer meaning and acquisition depends on…	- Teacher will listen to or read student's responses to why a stated book is their favorite - Teacher will listen to answers/reasons why a book is fiction or nonfiction - Students will complete checklist for books from various genres/section of the library
- Students tell about their favorite book and why they like the topic (nonfiction) or the story (fiction). - The teacher introduces the students to a variety of authors and illustrators via read alouds and book trailers - Students will choose books from all areas of the library - Teacher will introduce students to different genres	

Unit 6 - Engage - Stage 1 Desired Results

ESTABLISHED GOALS AASL VI: ENGAGE Demonstrate	Transfer

safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.	Students will be able to independently use their learning to responsibly, ethically, and legally gather, use and share information.	
	Meaning	
	UNDERSTANDINGS *Students will understand that…* ● The ethical use of information, technology, and media demonstrates respect for the intellectual property of others. ● Plagiarism is a serious offense and illegal. ● Being a member of a learning community involves inspiring others to engage in safe, responsible, ethical, and legal information behaviors.	ESSENTIAL QUESTIONS *Students will keep considering…* ● Why must we respect the intellectual property of others? ● What is plagiarism and how does one maintain accordance with modification, reuse, and remix policies? ● How do your safe and responsible behaviors influence others to be ethical, and legal?
	Acquisition	
	Students will know… ● The importance of taking care of all media resources ● the prerequisites of being a responsible digital citizen ● how to avoid plagiarism and prevent breaking copyright laws.	*Students will be skilled at…* ● caring for materials ● protecting copyright ● recognizing censorship ● citing sources ● digital citizenship

Stage 2 – Evidence		
Code	**Evaluative Criteria**	**Assessment Evidence**

		PERFORMANCE TASK(S): *Students will show that they really understand evidence of...*
	● Know that they should not copy from a book as that is "stealing the author's words" ● Basic computer safety (ex: asking adult before going online, keeping passwords private)	G-Ethical use of library materials R-student A-themselves, classmates, family, world at large S-Using the library and technology requires certain behaviors/rules/expectations P- facts/information without copying from a book S-students log off computers after use, students do not copy facts from books, students ask an adult before going on the computer

Stage 3 – Learning Plan	
Code	*Pre-Assessment* ● Teacher will ask students why we log off computers. ● Teacher will ask students why shouldn't we copy from a book
	Summary of Key Learning Events and Instruction *Student success at transfer meaning and acquisition depends on…* ● Students will logon/logoff computers ● Teacher will guide students in lessons on basic online safety ● Students will put facts/research/information on a topic into their own words	Progress Monitoring ● Teacher will monitor students as they logon/logoff computers ● Exit slips for basic online safety ● Teacher will conference with students individually to monitor note taking/research

National School Library Standards for Learners, School Librarians, and School Libraries. ALA Editions, an Imprint of the American Library Association, 2018.

*The term teacher in grades K-2 refers to the teacher present who is a certified library media specialist

Supplemental: In-depth Look at the 2018 AASL Standards