NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut

3-5 Library Media

February 2019

New Milford Board of Education

BOE Approved November 2019

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, 3-5, 6-8, 9-12

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. Our K-12 curriculum and the lessons taught, depending upon grade level, can encompass just one of the shared foundations, as might be the case with the K-2 levels, or most/all of the shared foundations within a lesson, as might be the case with a higher level 9-12 class. Grades 3-5 and 6-8 fall in between and build on increasingly used library skills. As support to classroom teachers, the 6-12 lessons may dovetail using a classroom teacher's content, assignment, and assessment through which we scaffold library skills. 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

Include a list of the units and the approximate number of days/weeks it will take to teach the unit.

Unit I: **Inquire**	Grades 3, 4, 5	4-5 Classes (60-75 minutes)	- Critical questioning - Utilize research process - Collaborating on rubric creation and responses	ELA Units - Arch - Narrative Craft
Unit II: **Include**	Grades 3, 4, 5	4-5 Classes (60-75 minutes)	- Recognizing own perspective - Acknowledging different perspectives - Identifying POV in stories - Discuss misconceptions	ELA Units - Narrative Craft - Literary Essay
Unit III. **Collaborate**	Grades 3, 4, 5	4-5 Classes (60-75 minutes)	- Teamwork and its roots for success - How to be a team player - Advantages/disadvantages of teamwork - Brainstorming in a group	ELA Units - Literary Essay - Argument
Unit IV: **Curate**	Grades 3, 4, 5	5-6 Classes (75-90 minutes)	- Use and self-monitor online use - Use an online citation maker - Write own works-cited page - Practice and hone keyboarding skills - Online scavenger hunts	ELA Units - Memoirs - Lens of History
Unit V: **Explore**	Grades 3, 4, 5	4-5 Classes (60-75 minutes)	- Establish and read a list of various books (to learn, enjoy, share, etc.) - Work on developing a growth mindset - Create an engaging book trailer	ELA Units - Argument - Memoirs - Lens of History
Unit VI: **Engage**	Grades 3, 4, 5	5-6 Classes (75-90 minutes)	- Role playing - Evaluating websites for real vs. fake news - Critically and efficiently reading online news pages	ELA Units - Lens of History - Fantasy

			● Safe online behavior	

UbD Template 2.0

Unit 1 - Inquire - Stage 1 Desired Results	
ESTABLISHED GOALS AASL I: INQUIRE Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.	***Transfer***
	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**
T, M, A	3-5 ● Follow guidance through steps of an inquiry/research process ● Use multiple sources to find evidence that meets set criteria ● Develop 3 questions that raise each student's interest in chosen topic	3-5 ● Sharing and evaluating/critiquing each other's questions using a rubric. ● Create a product such as poster, infographic or podcast to share learning. ● Revise work based on peer recommendations.
		OTHER EVIDENCE: *Students will show they have achieved Stage 1 goals by…* ● Search Shark (Common Sense Media)

Stage 3 – Learning Plan

Code	Pre-Assessment
	Pre-Assessment 3-5 Given a topic, can students develop 3 higher-level questions?

Code	Summary of Key Learning Events and Instruction	Progress Monitoring
T, M, A	**3-5** ● Teacher models questioning on an unfamiliar topic. ● Students write own questions on a given topic. ● Teacher models inquiry/research process ● Students team up with another student with same topic to improve questions and select a final three. ● Teacher models use of a rubric. ● Each pair partners with another pair focused on a different topic. They use rubric to rate each other's questions. ● Students answer final questions accessing appropriate library resources.	**3-5** ● Teacher circulates as students improve their questions while supporting use of rubric. ● Teacher guides students as they rewrite final questions.

Unit 2 Include - Stage 1 Desired Results

ESTABLISHED GOALS AASL II: INCLUDE Demonstrate an understanding and commitment to inclusiveness and respect for diversity in the learning community.	*Transfer*
	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**

T, M, A	3-5
	
	● Listen to a story portraying multiple points-of-view (POV). Students will:
	   ○ *share multiple perspectives,*
	   ○ *identify opinions/POV*
	   ○ *recognize more than one perspective in a situation*
	   ○ *and actively listen to others.*
	
	● Contribute to discussions in which multiple viewpoints on a topic are expressed.
		PERFORMANCE TASK(S):
		Students will show that they really understand evidence of…
		
		3-5
		● Classmates have different opinions
		● Recognize that there may be more than one side to a story
		● Consider how different sources report the same event
		● Show respect for different perspectives
		● Recognize own misconceptions when new information conflicts with previously held opinion
		● G-represent different POV from own
		R-a good friend
		A-a person with different POV
		S-a bullying/cyberbullying occurrence
		P-defend friend
		S-realistic and relevant statements to the situation

		OTHER EVIDENCE: *Students will show they have achieved Stage 1 goals by…* 3-5 ● Play E-volve on common sense media. ● Debate a given topic.

Stage 3 – Learning Plan

Code	Pre-Assessment
	3-5 What is an example of empathy? What is a diverse community?

	Summary of Key Learning Events and Instruction *Student success at transfer meaning and acquisition depends on…*	Progress Monitoring
T, M, A	3-5 ● Teacher reads a story with multiple POV to the class. ● Students offer their perspective on the story's characters; they develop a statement that portrays their belief. ● Students identify examples of empathy and diversity. ● Students explain their statements to each other and support their belief through discussion.	3-5 ● Actively listen to multiple viewpoints ● Demonstrate interest in other perspectives during learning activities. ● Choosing different people to work with (instead of friends) ● Belief statements are shared and collected. ● Teacher circulates as students discuss their belief statements and explain their reasoning

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**
T, M, A	3-5 ● Student responses to teamwork videos. ● Students seek everyone's opinion and try to incorporate them into an answer ● Understand proper use of communication tools and when to use them. ● Producing a final product with input from all members.	PERFORMANCE TASK(S): *Students will show that they really understand evidence of…* 3-5 ● Get to know group members and their communication styles ● Solicit and respond to feedback from others. ● Thinking and working appropriately in both digital and nondigital environments. ● Use communication for a range of purposes (e.g. to inform, instruct, motivate, persuade). ● Articulate thoughts and ideas effectively using oral, written, and nonverbal skills creating a final product.
		OTHER EVIDENCE: *Students will show they have achieved Stage 1 goals by…* ● Share examples of effective teamwork in their own lives.

Stage 3 – Learning Plan		
Code	*Pre-Assessment* 3-5 Students complete a survey about working with others, prior experiences, and how they feel/felt about it.	
	Summary of Key Learning Events and Instruction *Student success at transfer meaning and acquisition depends on…* 3-5 ● Teacher shares compiled results of the survey. ● Students watch and reflect on videos that portray different examples of effective/ineffective teamwork. ● Working in groups, students create posters/reminders for the student body that will be displayed in the LMC and elsewhere.	Progress Monitoring 3-5 ● Teacher charts students' responses to videos on teamwork. ● Students discuss different situations in the video that portray effective and ineffective group work and possible alternatives ● Teacher meets with small groups throughout the unit to monitor productivity.

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

T, M, A	**3-5**
	
	● Develop proficiency with tools of technology when researching a self-selected topic of interest.
	● Students create a list of resources on their topic taking into account publishing date, currency of content, and accuracy of information
	● Accurately search online catalog to locate materials:
	    ○ record call#, F/NF, physical location, author, Lightbox
	● Log on to personal account (place a book on hold, identify books checked out, overdue, and when due)
	    ○ access database (grade 4)
	● Produce a works cited page
		PERFORMANCE TASK(S):
		Students will show that they really understand evidence of…
		
		3-5
		● Students use the online catalog to find multiple sources on a topic that has personal relevance and that matters to them.
		● Students will select 3 resources that provide the most accurate and current information on their topic.
		● Students self-manage their library account (post google survey) including checkouts and holds, book recommendations, tracking their reading choices
		● Online scavenger hunts in database (i.e., Explora)
		● A completed works cited page (grade 5)

		OTHER EVIDENCE: *Students will show they have achieved Stage 1 goals by…* ● Password Protect (Common Sense Media) ● Ongoing and increasing independence in library usage. ● Utilizing Explora or other databases for class work. ● Library Scavenger Hunts

Stage 3 – Learning Plan		
Code	*Pre-Assessment*	
	3-5 Students will take part in a google survey on typical library skills.	
	Summary of Key Learning Events and Instruction *Student success at transfer meaning and acquisition depends on…* 3-5 - Teacher shows students how to access district and school webpages, LMC Homepage, and online catalog. - Students learn how to narrow results so their choices are the most meaningful and purposeful - Students examine details about chosen texts to ensure they have the most recent edition, that it meets publishing date criteria, and is completely accurate. - Teacher provides access to a typing program (i.e., Type to Learn) and models best practices regarding proficient keyboarding, posture, and focus - Teacher works with individuals as needed as they progress with keyboarding - Students follow verbal instructions to access what's been practiced (game environment).	Progress Monitoring 3-5 - Ongoing teacher observation and support with chromebook access, catalog searches, resource location, and selected texts - Students are able to choose resources that serve their established purpose and topic - Teacher directs online scavenger hunts to encourage independent access

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**
T, M, A	3-5 ● Students discover different genres and are open to learning more about them. ● Students list features of an engaging book trailer ● Growth mindset quotes are analyzed and explained. ● Students create book reviews (ex. book trailers).	PERFORMANCE TASK(S): *Students will show that they really understand evidence of…* 3-5 ● Library usage - able to look up, record, and find a book in the LMC based on genre ● Able to identify specific genres from a selection of books ● Identifying positive attributes of a growth mindset ● Steps to creating a book trailer
		OTHER EVIDENCE: *Students will show they have achieved Stage 1 goals by…* 3-5 ● Library Passport - Students are given a passport booklet and earn a stamp for each book that takes place in a different country, is written by an author from another country, or if the book is about a country. ● "If you like this book, you will like…" - Similar to Amazon's method of hooking readers, students and staff would create a "display card" for the library near a book that they suggest because they enjoyed a similar text ● Summer Reading ideas - varies by grade

Stage 3 – Learning Plan

Code	Pre-Assessment
	Pre-Assessment 3-5 How do you know your favorite genre if you limit your reading? How do you discover other genres?

T,M,A	Summary of Key Learning Events and Instruction *Student success at transfer meaning and acquisition depends on…* 3-5 - Teacher shares short stories; some portray people with a growth mindset and some show a fixed mindset - Students sort through quotes that appeal to them regarding growth mindset. - Class sorts books in various genres with a partner.. - Complete various search techniques in online library catalog (i.e., subject, title, author, etc.) - Given a selection of books on a table, students can identify genres based on cover, contents, call # - Students identify award winning books - Critiquing and documenting effective features in book trailers - Create a book trailer or write a review	Progress Monitoring 3-5 - Completed web-based program such as Padlet of students' mindset quotes and which genre they will read next - Teacher circulates and helps students analyze and categorize their lists. - Book trailers are viewed and feedback is given to creator.

Unit 6 - Engage - Stage 1 Desired Results

ESTABLISHED GOALS	*Transfer*
AASL VI: ENGAGE Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.	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…*
	3-5 ● Role play a variety of situations that may be examples of plagiarism ● Evaluate and critique "fake news" websites ● Efficiently navigate online news pages ● Recognize and avoid clickbait ● Create a list of characteristics that make someone a good digital citizen ● Evaluate and discuss best outcomes for a variety of online situations (including bullying)	3-5 ● Recognize Fake News websites (bias, misleading, etc.) ● Identifying distracting features on web-based newspages ● Consider ways to prevent unsafe online behaviors and interactions
		OTHER EVIDENCE: *Students will show they have achieved Stage 1 goals by…* ● Mix-n-Mash (Common Sense Media)

Stage 3 – Learning Plan

Code	Pre-Assessment
	Pre-Assessment 3-5 What are the concerns with online behavior when reading news pages and websites?

	Summary of Key Learning Events and Instruction *Student success at transfer meaning and acquisition depends on…*	Progress Monitoring
T, M, A	**3-5** ● Students volunteer to participate in a role-playing activity. Class discusses actions afterward. ● Students react to fake websites and fake news with a deeper look into content and developers ● Students learn about the features found on (unfiltered) newspages ● Teacher reviews prior lesson about safe online behavior ● Students listen to interviews with children that were bullied online and reflect on actions of others ● Clarify how important it is to protect your identity to eliminate hurtful and damaging situations	**3-5** ● Teacher supports and directs students in role play activity and discussion afterward ● Teacher provides support in how to identify fake news/websites ● Students join in groups of 3 to identify 10 typical features on an online news page ● Exit Slip - list 3 pieces of personal information (safe to share) and 3 pieces of private information (to be protected)

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    Association, 2018.

*The term teacher in lower grades refers to the teacher present who is a certified library media specialist; in 6-8 and 9-12 the classroom teacher is referred to as teacher and the teacher who is a certified Library Media Specialist is referred to as LMS.

Supplemental: In-depth Look at the 2018 AASL Standards