

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** August 9, 2011

**TO:** **BOARD OF EDUCATION**

**FROM:** Dr. Joe A. Hairston, Superintendent

**SUBJECT:** **CONSIDERATION OF THE LIBRARY MEDIA CURRICULUM FOR GRADES 1-5**

**ORIGINATOR:** Dr. Renee A. Foose, Deputy Superintendent

**RESOURCE PERSON(S):** Roger Plunkett, Assistant Superintendent, Curriculum and Instruction  
John Quinn, Executive Director, STEM  
Della Curtis, Coordinator, Library Information Services  
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**RECOMMENDATION**

That the Board of Education approves the Library Media curriculum, Grades 1-5.

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Attachment I – Executive Summary and Curriculum Pilot Evaluation  
Attachment II – AIM Objectives  
Attachment III – BCPS Course Approval for Delivery of Instruction

## Executive Summary and Curriculum Pilot Evaluation

### Pilot Name: Library Media Curriculum, Grades 1 - 5

**Executive Summary:** The Library Media Curriculum, Grades 1 – 5, outlines a consistent and rigorous standard of what elementary students are to learn and library media specialists are to teach during the scheduled 50-minute weekly library media periods. It represents a model of best practices in the integration of information and technology literacy competencies with core content, thus avoiding teaching skills in isolation. The curriculum was designed using both the national "Standards for the 21st Century Learner" (AASL) and the "Library Media State Curriculum Standards" (MSDE). This curriculum facilitates the collaboration of library media specialists with classroom teachers to ensure that 21<sup>st</sup> Century knowledge worker competencies are explicitly integrated and taught in elementary schools. It serves as a pathway to prepare students for middle and high school inquiry-based learning, research, and investigation and college, workforce, and military readiness. Students are challenged to employ critical and problem-solving strategies, apply reading competencies for academic and personal pursuits, interact with information resources, and communicate new meaning and understanding. A crosswalk with the Common Core Standards for English Language Arts has been completed and the pilot curriculum revised to ensure that students have ample opportunities to undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. In addition, students are provided with the skills and texts to perform the critical reading necessary to evaluate and select from among the staggering amount of information available today in print and digitally. Lessons have been included that require students to actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. The skills students will develop in reading, writing, speaking, and listening are the foundation for participation in a twenty-first century, globally competitive society.

### Research Questions:

1. What are/were the expectations for implementation of the pilot curriculum?
2. How does/did the pilot curriculum impact the approach to content instruction?
3. What is/was the impact of the pilot curriculum on student achievement?

**Research Question 1** - What are/were the expectations for implementation of the pilot curriculum?

Outcome	Criteria	Measures Used
Twenty pilot schools were expected to implement two of the five grade levels with fidelity. Care was taken to ensure that we received feedback on the implementation of each grade level from at least five	Over 80 percent of the participants would respond affirmatively to each of the twenty questions on the survey.	On a weekly basis, participating librarians completed a survey where they evaluated the written and taught curriculum. On a quarterly basis, administrators were invited to participate in a meeting where

<p>librarians, representing the range of learning communities in Baltimore County Public Schools.</p>		<p>the results of the surveys were shared and principals commented on improvements in instruction. Students' products were evaluated for rigor, relevance, and evidence of critical thinking, research, and reading.</p>
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Findings:

Summary – Over ninety percent of the lessons, Grades 1 – 5, received affirmative responses to the following questions (see charts for additional detail):

- Is the lesson aligned to the curriculum?
- Are the appropriate curricular, technology, and information literacy standards identified?
- Are all components of a good lesson present?
- Can the lesson be successfully completed in the allotted time?
- Is the technology appropriate for this lesson?
- Have all resources, including digital tools and hardware, been listed?
- Have pre-requisite knowledge and skills been listed in the lesson plan?
- Have the technology skills students need to learn been identified?
- Does the lesson have a motivational activity?
- Is students' prior knowledge activated?
- Does the lesson progress logically?
- Does the lesson provide adequate time for dependent and/or independent practice?
- Does the lesson model and reinforce the legal and ethical use of technology?
- Is the lesson age-appropriate?
- Does the lesson have a closing activity that aids in student reflection and transfer?

Lessons that did not receive affirmative responses from at least eighty percent of the participating librarians were revised during the Summer 2011 Curriculum Writing Workshops.

**Research Question 2** - How does/did the pilot curriculum impact the approach to content instruction?

Outcome	Criteria	Measures Used
<p>The implementation of the pilot curriculum positively impacted the approach to content instruction by scaffolding instruction, providing resources and directions on differentiating</p>	<p>The pilot curriculum must:</p> <ul style="list-style-type: none"> <li>• Scaffold instruction by providing directions for each instructional element or event.</li> <li>• Differentiate instruction by providing differentiated</li> </ul>	<p>Survey of librarians Survey of administrators Students' Reflection Journals Information Literacy and</p>

instruction, increasing learner motivation, infusing rigor, and integrating information literacy and technology skills.	resources and suggestions. <ul style="list-style-type: none"> <li>• Increase learner motivation and rigor by providing real-world experiences and texts.</li> <li>• Integrate information literacy and technology skills at Level 2 or above (see Information Literacy and Technology Integration Rubric).</li> </ul>	Technology Integration Rubric  Observations by Office of Library Information Services staff and by school-based administrators
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**Findings:**

Summary – Over ninety percent of the lessons, Grades 1 – 5, received affirmative responses to the following questions:

- Is the technology appropriate for this lesson?
- Is technology use at Level 2 or above?
- Has instruction been differentiated for content, process, or product?
- Does the lesson have a motivational activity?
- Are varied instructional strategies employed (visual, auditory, kinesthetic, tactile)?
- Is the lesson motivating and rigorous?

Lessons that did not receive affirmative responses from at least eighty percent of the participating librarians were revised during the Summer 2011 Curriculum Writing Workshops. Feedback and comments from school-based administrators were used to identify lessons that needed to be revised.

**Research Question 3** - What is/was the impact of the pilot curriculum on student achievement?

Outcome	Criteria	Measures Used
Students’ reading, writing, research, and critical thinking skills were increased.	Students will be able to read more complex texts, write with greater complexity, self-generate questions and topics to research, and use critical-thinking and reading skills to gather and evaluate information.	Pre- and post-assessment  Writing rubric  Product assessments  Research Inventory

**Findings**

As a result of learning activities embedded in the curriculum, students’ ability to read more complex texts, write with increasing complexity, self-generate questions and topics to research, and use critical-thinking and reading skills to gather and evaluate information increased. The results were true for all sub-groups, including the FALS students.

Amanda Cochran, librarian at OREMS Elementary, reported that students were more accountable for learning as a result of the logical sequencing of lessons, read more rigorous texts regularly, were more engaged and on-task as a result technology infusion, wrote more frequently and for an authentic audience on the Wiki. In addition, the third grade teachers commented that they appreciated the opportunity to co-teach the research process with the librarian. Her principal commented that as a result of the implementation, she observed authentic learning as students independently engaged in research and reading and heard rich conversations.

Gina McDonald, librarian at Vincent Farms Elementary, commented that students reflected and shared more because they had extended time and the opportunity to use the tools outside of the school setting. As a result, student collaboration and independence increased dramatically. Anne Gold, principal at Vincent Farm Elementary, noted the increased engagement, particularly by the FALS students, and increased participation in practice and learning activities.

Marilyn McDonald, librarian at Oakleigh Elementary, noted that students were able to build upon their prior knowledge from the classroom to extend their thinking and pursue additional avenues of research. Another important effect of using the Library Media Curriculum is that students' vocabulary increased as did their motivation to learn. The use of Web 2.0 tools increased students' ability to create and share knowledge. Teachers also noted that the trans-disciplinary nature of the curriculum allowed for students to develop more in-depth content knowledge. Administrators commented that the students' ability to use Web 2.0 tools facilitated the development of 21<sup>st</sup> Century Skills.

Administrators throughout the county shared that the curriculum was rigorous, engaging, and built students' 21<sup>st</sup> Century knowledge and skills.

**Next Steps:**

1. Deliver professional development to all elementary librarians in August 2011 (funds are already allocated).
2. Create Weekly Bulletin article to share curriculum implementation plan with administrators.
3. Present to executive leadership and the Board of Education Curriculum Committee.

Articulated Instruction Module  
Objectives List (2011 - 2012)

Subject Area : Library / Media  
Course : LIBRARY/MEDIA 1 (0506100)

Last Revised : 08/14/2009  
Report Date : 07/14/2011

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Objectives / Knowledge and Skill Indicators

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Unit: ?

O-1 In response to a teacher request to do so, students will read, view, and listen for pleasure and personal growth.

Reading: Standard 1: Comprehension of Words, Sentences, and Components of Texts Objectives R1.1 Student comprehends the meaning of words and sentences. R1.2 Student comprehends elements of literary texts. R1.3 Student comprehends organizational patterns, textual features, graphical representations, and ideas in informational and literary texts. (Source : College Board, Language Arts )

Learners use skills, resources, and tools to pursue personal and aesthetic growth. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will be able to retell rules for using the library media center.

KSI-B Upon request, students will be able to retell a favorite event from the beginning, middle, and end of a story.

KSI-C Upon request, students will be able to share one way that they are like the main character.

KSI-D Upon request, students will be able to self-select a book and illustrate three ways to care for the book.

Unit: ?

O-2 In response to a teacher request to do so, students will apply comprehension strategies to make connections with self, the world, and other texts.

Reading: Standard 2: Using Prior Knowledge, Context, and Understanding of Language to Comprehend and Elaborate the Meaning of Texts Objectives R2.1 Student uses prior knowledge to comprehend and elaborate the meaning of texts. R2.2 Student uses context to comprehend and elaborate the meaning of texts. R2.3 Student uses knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts. (Source : College Board, Language Arts )

Learners use skills, resources, and tools to pursue personal and aesthetic growth. (Source : Standards for the 21st Century Learner )

KSI-A After listening to a read aloud, students will be able to make and explain two personal connections to the text.

KSI-B After listening to a read aloud, students will be able to make and explain at least two connections between teacher-selected texts.

KSI-C After listening to a read aloud, students will be able to make and explain at least two connections between the text and the real world.

KSI-D Upon request, students will be able to make and explain at least two connections between the text and the world.

Unit: ?

O-3 In response to a teacher request to do so, students will locate information for personal learning in a variety of formats and genres.

Reading: Standard 2: Using Prior Knowledge, Context, and Understanding of Language to Comprehend and Elaborate the Meaning of Texts Objectives R2.1 Student uses prior knowledge to comprehend and elaborate the meaning of texts. R2.2 Student uses context to comprehend and elaborate the meaning of texts. R2.3 Student uses knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts. (Source : College Board, Language Arts )

Learners use skills, resources, and tools to pursue personal and aesthetic growth. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will be able to find materials in the everybody fiction section by author.

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Objectives / Knowledge and Skill Indicators

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KSI-B Upon request, students will be able to find materials in the Everybody fiction section by author and in the emergent non fiction section by Dewey number.

KSI-C Upon request, students will be able to conduct a visual search to find and pursue personal interests.

KSI-D Upon request, students will be able to create a resource list of at least three books they would like to read.

Unit: ?

O-4 In response to a teacher request to do so, students will demonstrate an inquiry based process in seeking knowledge in curricular subjects, and make the real world connection to using this process in own life.

Reading: Standard 2: Using Prior Knowledge, Context, and Understanding of Language to Comprehend and Elaborate the Meaning of Texts Objectives R2.1 Student uses prior knowledge to comprehend and elaborate the meaning of texts. R2.2 Student uses context to comprehend and elaborate the meaning of texts. R2.3 Student uses knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts. (Source : College Board, Language Arts )

Learners use skills resources and tools to inquire, think critically, and gain knowledge. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will apply the first two steps of the Information Seeking Behavior Model.

KSI-B Upon request, students will be able to brainstorm two "thick" questions about the topic .

KSI-C Upon request, students will be able to develop and refine at least three questions to scaffold their search for information.

KSI-D Upon request, students will be able to use text features and illustrations to decide which resources are best to use and state two reasons for their selections.

Unit: ?

O-5 In response to a teacher request to do so, students will develop and refine a range of questions to scaffold their research.

Reading: Standard 4: Using Strategies to Comprehend Texts Objectives R4.1 Student uses strategies to prepare to read. R4.2 Student uses strategies to interpret the meaning of words, sentences, and ideas in texts. R4.3 Student uses strategies to go beyond the text. R4.4 Student uses strategies to organize, restructure, and synthesize text content. R4.5 Student monitors comprehension and reading strategies throughout the reading process. (Source : College Board, Language Arts )

Learners use skills resources and tools to inquire, think critically, and gain knowledge. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will be able to brainstorm two "thick" questions about the topic.

KSI-B Upon request, students will be able to develop and refine at least three questions to scaffold their search for information.

Unit: ?

O-6 In response to a teacher request to do so, students will be able to locate, evaluate and select appropriate sources to answer questions.

Reading: Standard 4: Using Strategies to Comprehend Texts Objectives R4.1 Student uses strategies to prepare to read. R4.2 Student uses strategies to interpret the meaning of words, sentences, and ideas in texts. R4.3 Student uses strategies to go beyond the text. R4.4 Student uses strategies to organize, restructure, and synthesize text content. R4.5 Student monitors comprehension and reading strategies throughout the reading process. (Source : College Board, Language Arts )

Learners use skills resources and tools to inquire, think critically, and gain knowledge. (Source : Standards for the 21st Century Learner )

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- KSI-A Upon request, students will be able to use text features and illustrations to decide which resources are best to use and state two reasons for their selections.
- KSI-B Upon request, students will be able to use a keyword search in NetTrekker with teacher support to gather two nonfiction resources for their research.
- KSI-C Upon request, students will be able to select resources for their research on weather by sorting nonfiction from fiction with 80% accuracy.

Unit: ?

- O-7 In response to a teacher request to do so, students will be able to evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.

Media Literacy: Standard 2: Understanding, Interpreting, Analyzing, and Evaluating Media Communication Objective M2.1 Student understands, interprets, analyzes, and evaluates media communication. (Source : College Board, Language Arts )

Learners use skills resources and tools to inquire, think critically, and gain knowledge. (Source : Standards for the 21st Century Learner )

- KSI-A Upon request, students will be able to use teacher-assigned criteria to explain if the reading level of the print and nonprint resources they are using for research is appropriate.
- KSI-B Upon request, students will be able to use the five-finger rule to explain if the reading level of the print and nonprint resources they are using for research is appropriate.

Unit: ?

- O-8 In response to a teacher request to do so, students will read, view, and listen for information presented in any format (e.g., textual, visual, media, digital), they will be able to use strategies to identify main idea and supporting details.

Listening: Standard 3: Listening for Diverse Purposes Objectives L3.1 Student listens to comprehend. L3.2 Student listens to evaluate. L3.3 Student listens empathically. (Source : College Board, Language Arts )

Media Literacy: Standard 2: Understanding, Interpreting, Analyzing, and Evaluating Media Communication Objective M2.1 Student understands, interprets, analyzes, and evaluates media communication. (Source : College Board, Language Arts )

Reading: Standard 2: Using Prior Knowledge, Context, and Understanding of Language to Comprehend and Elaborate the Meaning of Texts Objectives R2.1 Student uses prior knowledge to comprehend and elaborate the meaning of texts. R2.2 Student uses context to comprehend and elaborate the meaning of texts. R2.3 Student uses knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts. (Source : College Board, Language Arts )

Learners use skills resources and tools to inquire, think critically, and gain knowledge. (Source : Standards for the 21st Century Learner )

- KSI-A Upon request, students will be able to state two facts about the information presented.
- KSI-B Upon request, students will be able to skim the text to identify the sequence of making a tangram.
- KSI-C Upon request, students will be able to take turns summarizing the directions orally and accurately as they create their tangram character.
- KSI-D Upon request, students will be able to take follow oral and written directions to create a tangram character.

Unit: ?

- O-9 In response to a teacher request to do so, students will be able to apply critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge as they continue an inquiry based



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Objectives / Knowledge and Skill Indicators

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research process.

Writing: Standard 2: Generating Content Objectives W2.1 Student takes inventory of what he or she knows and needs to know. W2.2 Student generates, selects, connects, and organizes information and ideas. (Source : College Board, Language Arts )

Learners use skills, resources, and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will be able to orally contribute new information to the understanding of the topic.

KSI-B Upon request, students will be able to explain two ways that animals are classified.

Unit: ?

O-10 In response to a teacher request to do so, students will be able to draw conclusions from information and transfer knowledge to curricular areas, real world situations and further investigations.

Reading: Standard 4: Using Strategies to Comprehend Texts Objectives R4.1 Student uses strategies to prepare to read. R4.2 Student uses strategies to interpret the meaning of words, sentences, and ideas in texts. R4.3 Student uses strategies to go beyond the text. R4.4 Student uses strategies to organize, restructure, and synthesize text content. R4.5 Student monitors comprehension and reading strategies throughout the reading process. (Source : College Board, Language Arts )

Writing: Standard 3: Drafting Objectives W3.1 Student generates text to develop points within the preliminary organizational structure. W3.2 Student makes stylistic choices with language to achieve intended effects. (Source : College Board, Language Arts )

Learners use skills, resources, and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will be able to locate and list two characteristics on a teacher generated graphic organizer.

KSI-B Upon request, students will be able to draw at least two conclusions and apply the information to a real world situation.

Unit: ?

O-11 In response to a teacher request to do so, students will be able to analyze and organize information using technology and other information tools.

Reading: Standard 4: Using Strategies to Comprehend Texts Objectives R4.1 Student uses strategies to prepare to read. R4.2 Student uses strategies to interpret the meaning of words, sentences, and ideas in texts. R4.3 Student uses strategies to go beyond the text. R4.4 Student uses strategies to organize, restructure, and synthesize text content. R4.5 Student monitors comprehension and reading strategies throughout the reading process. (Source : College Board, Language Arts )

Writing: Standard 4: Evaluating and Revising Texts Objectives W4.1 Student evaluates drafted text for development, organization, and focus. W4.2 Student evaluates drafted text to determine the effectiveness of stylistic choices. (Source : College Board, Language Arts )

Learners use skills, resources, and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will be able to use a T-chart to separate animals into a vertebrate and invertebrate with teacher assistance.

KSI-B Without teacher assistance, students will use what is directly stated in the information source to place at least three animals in their correct habitat.

KSI-C Students will use details from the online maps at National Geographic to draw conclusions about one other place their animal could live.

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Objectives / Knowledge and Skill Indicators

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KSI-D Upon request, students will be able to use age appropriate organizers to record at least two details about their animal's habitat.

Unit: ?

O-12 In response to a teacher request to do so, students will be able to collaborate with others to exchange ideas, make decisions, and solve problems.

Listening: Standard 3: Listening for Diverse Purposes Objectives L3.1 Student listens to comprehend. L3.2 Student listens to evaluate. L3.3 Student listens empathically. (Source : College Board, Language Arts )

Speaking: Standard 2: Speaking in Interpersonal Contexts Objectives S2.1 Student communicates in one-to-one contexts. S2.2 Student plans for and participates in group discussion. (Source : College Board, Language Arts )

Learners use skills, resources, and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will share two facts about the country they researched and listen to two facts about the country their partner researched.

KSI-B Upon request, students will work in collaborative groups and complete a Venn diagram showing at least two ways that the cultures of Mexico and Japan are different, yet the same as their culture.

Unit: ?

O-13 In response to a teacher request to do so, students will be able to compose products that demonstrate media and visual literacy, and technology skills.

Learners use skills, resources, and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. (Source : Standards for the 21st Century Learner )

KSI-A Students will be able to explain options (picture book, Pixie presentation, or poster) for sharing their new understanding.

KSI-B Students will be able to choose one format (picture book, Pixie presentation, or poster) to share their new understanding and list two reasons why it is the best choice.

KSI-C Students will be able to use with teacher assistance age appropriate oral, visual, written or multimedia presentations to correctly and succinctly share information.

Unit: ?

O-14 In response to a teacher request to do so, students will be to present new knowledge and reflect on their learning as they conclude an inquiry based research process.

Media Literacy: Standard 3: Composing and Producing Media Communication Objectives M3.1 Student analyzes purpose, audience, and media channel when planning for a media communication. M3.2 Student develops and produces an informational or creative media communication. M3.3 Student evaluates and revises a media communication. (Source : College Board, Language Arts )

Writing: Standard 5: Editing to Present Technically Sound Texts Objectives W5.1 Student edits for conventions of standard written English and usage. W5.2 Student employs proofreading strategies and consults resources to correct errors in spelling, capitalization, and punctuation. W5.3 Student edits for accuracy of citation and proper use of publishing guidelines. W5.4 Student prepares text for presentation/publication. (Source : College Board, Language Arts )

Speaking: Standard 3: Preparing and Delivering Presentations Objectives S3.1 Student analyzes purpose, audience, and context when planning a presentation or performance. S3.2 Student gathers and organizes content to achieve purposes for a presentation or performance. S3.3 Student rehearses and revises. S3.4 Student presents, monitors audience engagement, and adapts delivery. (Source : College Board, Language Arts )

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Last Revised : 08/14/2009  
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Objectives / Knowledge and Skill Indicators

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Learners use skills, resources, and tools to share knowledge and participate ethically and productively as members to our democratic society. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will be able to correctly record one new fact they learned from their classmate's presentation.

KSI-B Upon request, students will be able to independently complete a self-assessment to reflect upon two things they did well and one thing they want to do better next time.

Unit: ?

O-15 In response to a teacher request to do so, students will be able to participate and collaborate as members of a social and intellectual framework of learners.

Listening: Standard 3: Listening for Diverse Purposes Objectives L3.1 Student listens to comprehend. L3.2 Student listens to evaluate. L3.3 Student listens empathically. (Source : College Board, Language Arts )

Speaking: Standard 3: Preparing and Delivering Presentations Objectives S3.1 Student analyzes purpose, audience, and context when planning a presentation or performance. S3.2 Student gathers and organizes content to achieve purposes for a presentation or performance. S3.3 Student rehearses and revises. S3.4 Student presents, monitors audience engagement, and adapts delivery. (Source : College Board, Language Arts )

Learners use skills, resources, and tools to share knowledge and participate ethically and productively as members to our democratic society. (Source : Standards for the 21st Century Learner )

KSI-A In a Web-conference with students from another country, students will share at least two ideas about how their cultures are different, yet the same.

Unit: ?

O-16 In response to a teacher request to do so, students will be able to practice safe and ethical behaviors online.

Learners use skills, resources, and tools to share knowledge and participate ethically and productively as members to our democratic society. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will be able to illustrate three online safety rules.

KSI-B Upon request, students will be able to give two examples of how they wish people to respect the things they own and how they respect those that others own.

Unit: ?

O-17 In response to a teacher request to do so, students will be able to advocate safe, legal, and responsible use of information and technology.

Learners use skills, resources, and tools to share knowledge and participate ethically and productively as members to our democratic society. (Source : Standards for the 21st Century Learner )

KSI-A Students will be able create a bookmark to identify two ways to be safe when using the computer.

KSI-B Students will be able to create a safety contract listing three ways parents can help children be safe when using the computer.

**Articulated Instruction Module**  
**Objectives List (2010 - 2011)**

Subject Area : Library / Media  
Course : LIBRARY/MEDIA 2 (0506200)

Last Revised : 08/20/2009  
Report Date : 07/14/2011

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Objectives / Knowledge and Skill Indicators

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- Unit: ?
- O-1 In response to a teacher request to do so, students will be able to evaluate their own ability to select resources that are engaging and appropriate for personal interests and needs.
- Reading: Standard 1: Comprehension of Words, Sentences, and Components of Texts Objectives R1.1 Student comprehends the meaning of words and sentences. R1.2 Student comprehends elements of literary texts. R1.3 Student comprehends organizational patterns, textual features, graphical representations, and ideas in informational and literary texts. (Source : College Board, Language Arts )
- Learners use skills, resources, and tools to pursue personal and aesthetic growth. (Source : Standards for the 21st Century Learner )
- KSI-A Upon request, students will be able to select a book to read independently using the Goldilocks rule.
- KSI-B Upon request, students will be able to conduct a visual search in Destiny Library Manager to select resources that are engaging and age-appropriate.
- KSI-C Upon request, students will reflect upon the type of readers they are by selecting books by genre and reading level using the Book Adventures website.
- KSI-D Upon request, students will be able to search for and choose books by genre and reading level.
- KSI-E Upon request, students will be able to create a reading profile that describes their areas of interest.
- Unit: ?
- O-2 In response to a teacher request to do so, students will apply comprehension strategies as they make connections with self, the world, and previous reading.
- Reading: Standard 2: Using Prior Knowledge, Context, and Understanding of Language to Comprehend and Elaborate the Meaning of Texts Objectives R2.1 Student uses prior knowledge to comprehend and elaborate the meaning of texts. R2.2 Student uses context to comprehend and elaborate the meaning of texts. R2.3 Student uses knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts. (Source : College Board, Language Arts )
- Learners use skills, resources, and tools to pursue personal and aesthetic growth. (Source : Standards for the 21st Century Learner )
- KSI-A Upon request, students will be able to use sticky notes to record and explain two personal connections to the text.
- KSI-B Upon request, students will be able to make text-to-self connections to the plot.
- KSI-C Upon request, students will be able to make text-to-self connections with the main character.
- KSI-D After listening to a read aloud, students will be able to use sticky notes to make and explain at least two connections between teacher-selected texts.
- KSI-E After listening to a read aloud, students will be able to record and explain at least two connections between the text and the real world.
- Unit: ?
- O-3 In response to a teacher request to do so, students will be able to predict and infer before, during, and after reading in order to interpret literature.
- Reading: Standard 4: Using Strategies to Comprehend Texts Objectives R4.1 Student uses strategies to prepare to read. R4.2 Student uses strategies to interpret the meaning of words, sentences, and ideas in texts. R4.3 Student uses strategies to go beyond the text. R4.4 Student uses strategies to organize, restructure, and synthesize text content. R4.5 Student monitors comprehension and reading strategies throughout the reading process. (Source : College Board, Language Arts )
- Learners use skills, resources, and tools to pursue personal and aesthetic growth. (Source :

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Standards for the 21st Century Learner )

KSI-A Upon request, students will make predictions before reading based on their knowledge of genre.

KSI-B Upon request, students will predict what happens next based on clues in the story.

KSI-C Upon request, students will infer during reading in order to solve the mystery.

KSI-D Upon request, students will compare and contrast two mysteries in order to infer characteristics of the mystery genre.

Unit: ?

O-4 In response to a teacher request to do so, students will be able to demonstrate safe and ethical behaviors online.

Learners use skills, resources, and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will be able to cite two reasons why it is important to get permission from a parent or teacher before sharing information online.

KSI-B Upon request, students will be able to use "Praise, Question, and Polish" to respond in a respectful way to other students' stories posted on the wiki.

KSI-C Upon request, students will be able to demonstrate ethical standards in personal contributions to the Web (no bullying or slander).

KSI-D Upon request, students will be able to identify in writing three ways to stay safe online.

Unit: ?

O-5 In response to a teacher request to do so, students will demonstrate an inquiry based process in seeking knowledge, and make real world connections to using this process in their own life.

Reading: Standard 2: Using Prior Knowledge, Context, and Understanding of Language to Comprehend and Elaborate the Meaning of Texts Objectives R2.1 Student uses prior knowledge to comprehend and elaborate the meaning of texts. R2.2 Student uses context to comprehend and elaborate the meaning of texts. R2.3 Student uses knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts. (Source : College Board, Language Arts )

Learners use skills resources and tools to inquire, think critically, and gain knowledge. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will be able to list what they already know, what they want to learn, and which resource(s) would be most helpful in answering their questions.

KSI-B Upon request, students will be able to complete the steps in the "Get Ready!" section of the Primary Information Literacy Process Model.

KSI-C Upon request, students will be able to generate a list of sub-topics to narrow their research topic.

KSI-D Upon request, students will be able to find, evaluate, and select appropriate sources to answer their self-generated questions.

Unit: ?

O-6 In response to a teacher request to do so, students will develop and refine a range of questions to scaffold their search for information.

Reading: Standard 4: Using Strategies to Comprehend Texts Objectives R4.1 Student uses strategies to prepare to read. R4.2 Student uses strategies to interpret the meaning of words, sentences, and ideas in texts. R4.3 Student uses strategies to go beyond the text. R4.4 Student uses strategies to organize, restructure, and synthesize text content. R4.5 Student monitors comprehension and reading strategies throughout the reading process. (Source : College Board, Language Arts )

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Learners use skills resources and tools to inquire, think critically, and gain knowledge. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will be able to identify key words in the essential question and use an online or print thesaurus to restate the question in their own words.

KSI-B Upon request, students will be able to use Kidspiration or another concept mapping tool to brainstorm questions they have about fossils; then, they will color code the questions as "thick" or "thin."

Unit: ?

O-7 In response to a teacher request to do so, students will locate, evaluate, and select appropriate sources to answer questions.

Reading: Standard 4: Using Strategies to Comprehend Texts Objectives R4.1 Student uses strategies to prepare to read. R4.2 Student uses strategies to interpret the meaning of words, sentences, and ideas in texts. R4.3 Student uses strategies to go beyond the text. R4.4 Student uses strategies to organize, restructure, and synthesize text content. R4.5 Student monitors comprehension and reading strategies throughout the reading process. (Source : College Board, Language Arts )

Learners use skills resources and tools to inquire, think critically, and gain knowledge. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will be able to use teacher-assigned criteria to preview three web sites from the Student Resource page and then, choose which one they will use for their research and explain why.

KSI-B Upon request, students will be able to use a keyword search in the online catalog to locate at least three print resources for their research.

Unit: ?

O-8 In response to a teacher request to do so, students will evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.

Media Literacy: Standard 2: Understanding, Interpreting, Analyzing, and Evaluating Media Communication Objective M2.1 Student understands, interprets, analyzes, and evaluates media communication. (Source : College Board, Language Arts )

Learners use skills resources and tools to inquire, think critically, and gain knowledge. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will be able to use the teacher-assigned criteria of timeliness and authority to evaluate print and digital resources.

KSI-B Upon request, students will be able to use a teacher-created checklist to determine if the resource(s) they are using has all the information they need to answer their questions.

Unit: ?

O-9 In response to a teacher request to do so, students will compose products to communicate new knowledge.

Writing: Standard 5: Editing to Present Technically Sound Texts Objectives W5.1 Student edits for conventions of standard written English and usage. W5.2 Student employs proofreading strategies and consults resources to correct errors in spelling, capitalization, and punctuation. W5.3 Student edits for accuracy of citation and proper use of publishing guidelines. W5.4 Student prepares text for presentation/publication. (Source : College Board, Language Arts )

Speaking: Standard 3: Preparing and Delivering Presentations Objectives S3.1 Student analyzes purpose, audience, and context when planning a presentation or performance. S3.2 Student gathers and organizes content to achieve purposes for a presentation or performance. S3.3 Student rehearses and revises. S3.4 Student presents, monitors audience engagement, and adapts delivery. (Source : College Board, Language Arts )

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Learners use skills, resources, and tools to share knowledge and participate ethically and productively as members to our democratic society. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will be able to use with teacher assistance age appropriate oral, visual, written or multimedia presentations to correctly and succinctly share information.

Unit: ?

O-10 In response to a teacher request to do so, students will read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

Listening: Standard 3: Listening for Diverse Purposes Objectives L3.1 Student listens to comprehend. L3.2 Student listens to evaluate. L3.3 Student listens empathically. (Source : College Board, Language Arts )

Media Literacy: Standard 2: Understanding, Interpreting, Analyzing, and Evaluating Media Communication Objective M2.1 Student understands, interprets, analyzes, and evaluates media communication. (Source : College Board, Language Arts )

Reading: Standard 2: Using Prior Knowledge, Context, and Understanding of Language to Comprehend and Elaborate the Meaning of Texts Objectives R2.1 Student uses prior knowledge to comprehend and elaborate the meaning of texts. R2.2 Student uses context to comprehend and elaborate the meaning of texts. R2.3 Student uses knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts. (Source : College Board, Language Arts )

Learners use skills resources and tools to inquire, think critically, and gain knowledge. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will be able to choose a resource in any format from the Student Resources page to read, view or listen to gather background information.

KSI-B Upon request, students will be able to use guide words to skim the glossary to define essential vocabulary.

KSI-C Upon request, students will be able to summarize information about their assigned habitat orally and in writing.

KSI-D Upon request, students will be able to reorganize their information as a drawing or chart to illustrate how an animal's habit affects its survival.

Unit: ?

O-11 As they continue an inquiry based research process, students will be able to apply critical thinking skills ( analysis, synthesis, evaluation, and organization).

Writing: Standard 2: Generating Content Objectives W2.1 Student takes inventory of what he or she knows and needs to know. W2.2 Student generates, selects, connects, and organizes information and ideas. (Source : College Board, Language Arts )

Learners use skills, resources, and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will be able to synthesize three facts about how an animal's habitat affects its survival as they share their drawings or presentations with the class.

Unit: ?

O-12 In response to a teacher request to do so, students will be able to collaborate with others to exchange thoughts, develop new ideas, make decisions, and solve problems.

Listening: Standard 3: Listening for Diverse Purposes Objectives L3.1 Student listens to comprehend. L3.2 Student listens to evaluate. L3.3 Student listens empathically. (Source : College Board, Language Arts )

Speaking: Standard 2: Speaking in Interpersonal Contexts Objectives S2.1 Student communicates in

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one-to-one contexts. S2.2 Student plans for and participates in group discussion. (Source : College Board, Language Arts )

Learners use skills, resources, and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will be able to share knowledge and ideas with others by discussion and listening.

KSI-B Upon request, students will use ideas from the collaboration to create their patriotic hat.

Unit: ?

O-13 In response to a teacher request to do so, students will be able to use technology and other information tools to gather, organize and analyze information.

Reading: Standard 4: Using Strategies to Comprehend Texts Objectives R4.1 Student uses strategies to prepare to read. R4.2 Student uses strategies to interpret the meaning of words, sentences, and ideas in texts. R4.3 Student uses strategies to go beyond the text. R4.4 Student uses strategies to organize, restructure, and synthesize text content. R4.5 Student monitors comprehension and reading strategies throughout the reading process. (Source : College Board, Language Arts )

Writing: Standard 4: Evaluating and Revising Texts Objectives W4.1 Student evaluates drafted text for development, organization, and focus. W4.2 Student evaluates drafted text to determine the effectiveness of stylistic choices. (Source : College Board, Language Arts )

Learners use skills, resources, and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will be able to use an age-appropriate graphic organizer to record four facts about each American symbol.

KSI-B Upon request, students will be able to locate and highlight what is directly stated in "Ben's Guide" to describe why the bald eagle was chosen as the national bird.

KSI-C Upon request, students will be able to analyze their graphic organizers in order to draw conclusions about how the symbol represents America.

KSI-D Upon request, students will be able to choose a graphic organizer and use it to record information.

Unit: ?

O-14 Students will draw conclusions and transfer knowledge to curricular areas, real world situations, and further investigations.

Reading: Standard 4: Using Strategies to Comprehend Texts Objectives R4.1 Student uses strategies to prepare to read. R4.2 Student uses strategies to interpret the meaning of words, sentences, and ideas in texts. R4.3 Student uses strategies to go beyond the text. R4.4 Student uses strategies to organize, restructure, and synthesize text content. R4.5 Student monitors comprehension and reading strategies throughout the reading process. (Source : College Board, Language Arts )

Writing: Standard 3: Drafting Objectives W3.1 Student generates text to develop points within the preliminary organizational structure. W3.2 Student makes stylistic choices with language to achieve intended effects. (Source : College Board, Language Arts )

Learners use skills, resources, and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. (Source : Standards for the 21st Century Learner )

KSI-A Students will summarize the main idea and identify two sub-topics from a general reference resource, like an encyclopedia.

KSI-B Students will locate sub-topics within the subject tree to narrow the topic they want to research.



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KSI-C As they read, students will use sticky notes to record their text-to-self connections to the information they gather in their research.

Unit: ?

O-15 In response to a teacher request to do so, students will be able to follow ethical and legal guidelines in gathering and using information.

Learners use skills, resources, and tools to share knowledge and participate ethically and productively as members to our democratic society. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will be able to differentiate clearly between information gathered from others and their original thinking.

KSI-B Upon request, students will be able to follow copyright guidelines for text, visuals, and music in creating products and presentations.

Unit: ?

O-16 In response to a teacher request to do so, students will be able to use technology and other information tools to organize and display knowledge in ways that others can view, use and assess.

Media Literacy: Standard 3: Composing and Producing Media Communication Objectives M3.1  
Student analyzes purpose, audience, and media channel when planning for a media communication.  
M3.2 Student develops and produces an informational or creative media communication. M3.3  
Student evaluates and revises a media communication. (Source : College Board, Language Arts )

Learners use skills, resources, and tools to share knowledge and participate ethically and productively as members to our democratic society. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will be able to choose the best technology or information tools to communicate knowledge.

KSI-B Upon request, students will be able to use best practices related to content and layout to create their presentations.

KSI-C Upon request, students will be able to create products that apply to authentic real world contexts.

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- Unit: ?
- O-1 In response to a teacher request to do so, students will develop and refine a range of questions to scaffold their research.
- Reading: Standard 4: Using Strategies to Comprehend Texts Objectives R4.1 Student uses strategies to prepare to read. R4.2 Student uses strategies to interpret the meaning of words, sentences, and ideas in texts. R4.3 Student uses strategies to go beyond the text. R4.4 Student uses strategies to organize, restructure, and synthesize text content. R4.5 Student monitors comprehension and reading strategies throughout the reading process. (Source : College Board, Language Arts )
- Learners use skills resources and tools to inquire, think critically, and gain knowledge. (Source : Standards for the 21st Century Learner )
- KSI-A Upon request, students will use brainstorming strategies to define and refine the essential question in an Online Research Model.
- KSI-B Upon request, students will be able to examine the essential and subsidiary questions in an online research model and determine the importance of the question in the research process.
- KSI-C Upon request, students will organize subsidiary questions into related categories to facilitate the research process.
- Unit: ?
- O-2 In response to a teacher request to do so, students will be able to locate, evaluate and select appropriate sources to answer questions.
- Reading: Standard 4: Using Strategies to Comprehend Texts Objectives R4.1 Student uses strategies to prepare to read. R4.2 Student uses strategies to interpret the meaning of words, sentences, and ideas in texts. R4.3 Student uses strategies to go beyond the text. R4.4 Student uses strategies to organize, restructure, and synthesize text content. R4.5 Student monitors comprehension and reading strategies throughout the reading process. (Source : College Board, Language Arts )
- Learners use skills resources and tools to inquire, think critically, and gain knowledge. (Source : Standards for the 21st Century Learner )
- KSI-A Upon request, students will identify the Reference section of the library as they search for materials to support their information need.
- KSI-B Students will use scanning strategies to match resources to information needs.
- KSI-C Students will identify and select materials for their information need.
- KSI-D Students will use identification strategies in order to determine if selected sources match their reading level.
- KSI-E Upon request, students will be able to use a basic search in the online catalog to choose at least two sources that match their information need.
- Unit: ?
- O-3 In response to a teacher request to do so, students will be able to evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
- Media Literacy: Standard 2: Understanding, Interpreting, Analyzing, and Evaluating Media Communication Objective M2.1 Student understands, interprets, analyzes, and evaluates media communication. (Source : College Board, Language Arts )
- Learners use skills resources and tools to inquire, think critically, and gain knowledge. (Source : Standards for the 21st Century Learner )
- KSI-A Upon request, students will apply teacher provided criteria to determine the appropriateness of selected sources.
- KSI-B Students will select information by relevancy with 80% accuracy.
- KSI-C Upon request, students will be able to list at least three available resources, including reference

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resources.

Unit: ?

- O-4 As students read, view, and listen for information presented in any format (e.g., textual, visual, media, digital), they will be able to use strategies to identify main idea and supporting details.
- Listening: Standard 3: Listening for Diverse Purposes Objectives L3.1 Student listens to comprehend. L3.2 Student listens to evaluate. L3.3 Student listens empathically. (Source : College Board, Language Arts )
- Media Literacy: Standard 2: Understanding, Interpreting, Analyzing, and Evaluating Media Communication Objective M2.1 Student understands, interprets, analyzes, and evaluates media communication. (Source : College Board, Language Arts )
- Reading: Standard 2: Using Prior Knowledge, Context, and Understanding of Language to Comprehend and Elaborate the Meaning of Texts Objectives R2.1 Student uses prior knowledge to comprehend and elaborate the meaning of texts. R2.2 Student uses context to comprehend and elaborate the meaning of texts. R2.3 Student uses knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts. (Source : College Board, Language Arts )
- Learners use skills resources and tools to inquire, think critically, and gain knowledge. (Source : Standards for the 21st Century Learner )
- KSI-A With teacher support, students will use provided note taking strategies as they read, view, and listen for information.
- KSI-B Upon request, students will scan text and recall two facts related to their topic.
- KSI-C Upon request, students will summarize key facts from a selected source with 80% accuracy.
- KSI-D With teacher support, students will reorganize information into different forms (charts, drawings, or graphic organizers) with 90% accuracy.
- KSI-E With teacher support, students will use inferencing strategies with 90% accuracy.

Unit: ?

- O-5 In response to a teacher request to do so, students will be able to apply critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge as they continue an inquiry based research process.
- Writing: Standard 2: Generating Content Objectives W2.1 Student takes inventory of what he or she knows and needs to know. W2.2 Student generates, selects, connects, and organizes information and ideas. (Source : College Board, Language Arts )
- Learners use skills, resources, and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. (Source : Standards for the 21st Century Learner )
- KSI-A Upon request, students will evaluate collected information and compare it to the information need with 80% accuracy.
- KSI-B Using teacher suggested criteria, students will evaluate appropriateness of information gathered.
- KSI-C Upon request, students will create products to demonstrate new knowledge.

Unit: ?

- O-6 In response to a teacher request to do so, students will be able to analyze and organize information using technology and other information tools.
- Reading: Standard 4: Using Strategies to Comprehend Texts Objectives R4.1 Student uses strategies to prepare to read. R4.2 Student uses strategies to interpret the meaning of words, sentences, and ideas in texts. R4.3 Student uses strategies to go beyond the text. R4.4 Student uses strategies to organize, restructure, and synthesize text content. R4.5 Student monitors comprehension and reading

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strategies throughout the reading process. (Source : College Board, Language Arts )

Writing: Standard 4: Evaluating and Revising Texts Objectives W4.1 Student evaluates drafted text for development, organization, and focus. W4.2 Student evaluates drafted text to determine the effectiveness of stylistic choices. (Source : College Board, Language Arts )

Learners use skills, resources, and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. (Source : Standards for the 21st Century Learner )

KSI-A With teacher support, students will be able to identify and organize at least four facts about the Caldecott Award.

KSI-B With teacher guidance, students will use a flipchart to analyze and evaluate books using teacher-assigned criteria.

KSI-C Upon request students will be able to draw conclusions about the illustrator's style and use of medium.

Unit: ?

O-7 In response to a teacher request to do so, students will be able to present new knowledge and reflect on their learning as they conclude an inquiry based research process.

Media Literacy: Standard 3: Composing and Producing Media Communication Objectives M3.1 Student analyzes purpose, audience, and media channel when planning for a media communication. M3.2 Student develops and produces an informational or creative media communication. M3.3 Student evaluates and revises a media communication. (Source : College Board, Language Arts )

Writing: Standard 5: Editing to Present Technically Sound Texts Objectives W5.1 Student edits for conventions of standard written English and usage. W5.2 Student employs proofreading strategies and consults resources to correct errors in spelling, capitalization, and punctuation. W5.3 Student edits for accuracy of citation and proper use of publishing guidelines. W5.4 Student prepares text for presentation/publication. (Source : College Board, Language Arts )

Speaking: Standard 3: Preparing and Delivering Presentations Objectives S3.1 Student analyzes purpose, audience, and context when planning a presentation or performance. S3.2 Student gathers and organizes content to achieve purposes for a presentation or performance. S3.3 Student rehearses and revises. S3.4 Student presents, monitors audience engagement, and adapts delivery. (Source : College Board, Language Arts )

Learners use skills, resources, and tools to share knowledge and participate ethically and productively as members to our democratic society. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will gather biographical information and contribute to an illustrated timeline.

KSI-B With teacher guidance, students evaluate the research process and will list two positive elements of their research and two negative elements .

KSI-C Upon request, students will compare their problem solving process and find at least three ways that their process was similar to that of the Wright Brothers.

Unit: ?

O-8 In response to a teacher request to do so, students will be able to practice safe and ethical behaviors online.

Learners use skills, resources, and tools to share knowledge and participate ethically and productively as members to our democratic society. (Source : Standards for the 21st Century Learner )

KSI-A After reading a teacher provided non fiction selection, students will summarize the main idea about how to stay safe online with 90% accuracy.

KSI-B After viewing a flash video on copyright, students will create a list of copyright rules students must follow.

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KSI-C Upon request, students will list 4 ways in which it is permissible to use the work of others in student created projects.

Unit: ?

O-9 In response to a teacher request to do so, students will be able to advocate safe, legal, and responsible use of information and technology.

Learners use skills, resources, and tools to share knowledge and participate ethically and productively as members to our democratic society. (Source : Standards for the 21st Century Learner )

KSI-A With teacher support, students will apply safety rules when completing online requests for information.

KSI-B Students role play bullying behavior scenarios and create posters to demonstrate appropriate online behaviors.

KSI-C Upon request, students will list at least three ways to use ethical standards in personal contributions to the Web (no bullying or slander)

Unit: ?

O-10 In response to a teacher request to do so, students will interpret literary elements as they read, view, and listen for pleasure and personal growth.

Reading: Standard 1: Comprehension of Words, Sentences, and Components of Texts Objectives R1.1 Student comprehends the meaning of words and sentences. R1.2 Student comprehends elements of literary texts. R1.3 Student comprehends organizational patterns, textual features, graphical representations, and ideas in informational and literary texts. (Source : College Board, Language Arts )

Learners use skills, resources, and tools to pursue personal and aesthetic growth. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will use a story map to record the important points of the story with 90% accuracy.

KSI-B Upon request, students will list three ways they are similar to the main character(s) of any story/book they will read.

KSI-C Upon request, students will use Destiny Quest to select searches in order to make book selections that meet their personal needs.

Unit: ?

O-11 In response to a teacher request to do so, students will apply comprehension strategies to make connections with self, the world, and other texts.

Reading: Standard 2: Using Prior Knowledge, Context, and Understanding of Language to Comprehend and Elaborate the Meaning of Texts Objectives R2.1 Student uses prior knowledge to comprehend and elaborate the meaning of texts. R2.2 Student uses context to comprehend and elaborate the meaning of texts. R2.3 Student uses knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts. (Source : College Board, Language Arts )

Learners use skills, resources, and tools to pursue personal and aesthetic growth. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will demonstrate two strategies for making meaningful connections to what they read.

KSI-B Upon request, students will demonstrate two ways readers activate prior knowledge or schema, increasing understanding of what is read.

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KSI-C Upon request, students will suggest two ways readers make connections between text and the world to analyze ideas.

Unit: ?

O-12 In response to a teacher request to do so, students will locate information for personal learning in a variety of formats and genres.

Reading: Standard 2: Using Prior Knowledge, Context, and Understanding of Language to Comprehend and Elaborate the Meaning of Texts Objectives R2.1 Student uses prior knowledge to comprehend and elaborate the meaning of texts. R2.2 Student uses context to comprehend and elaborate the meaning of texts. R2.3 Student uses knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts. (Source : College Board, Language Arts )

Learners use skills, resources, and tools to pursue personal and aesthetic growth. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will locate two items in the everybody and fiction section by author and in the emergent non fiction section by Dewey number.

KSI-B Upon request, students will detail two ways that illustrations and text features support their understanding of text.

KSI-C Upon request, students will select materials for personal reading based upon personal preferences.

KSI-D Upon request, students will use basic and power searches to browse and choose library materials.

KSI-E Upon request, students will demonstrate keyword, title, and author searches using the online library catalog searches.

Unit: ?

O-13 In response to a teacher request to do so, students will be able to analyze and organize information using technology and other information tools.

Media Literacy: Standard 3: Composing and Producing Media Communication Objectives M3.1 Student analyzes purpose, audience, and media channel when planning for a media communication. M3.2 Student develops and produces an informational or creative media communication. M3.3 Student evaluates and revises a media communication. (Source : College Board, Language Arts )

Learners use skills, resources, and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. (Source : Standards for the 21st Century Learner )

KSI-A Using teacher suggested technology tools students will use technology tools to explain how nature recycles and why human recycling is important.

KSI-B With teacher guidance, students will create a product that demonstrates an understanding of their new knowledge.

KSI-C Students will create a public service announcement on the benefits of recycling.

Unit: ?

O-14 In response to a teacher request to do so, students will be able to complete the first two steps of the Information Literacy Process Model.

Learners use skills resources and tools to inquire, think critically, and gain knowledge. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will be able to identify what they already know and want to learn about Earth.

Unit: ?

O-15 In response to a teacher request to do so, students will be able to create products to demonstrate new

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knowledge.

Learners use skills, resources, and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will be able to create a product that imitates a Caldecott illustrator's style.

KSI-B Upon request, students will be able to synthesize and apply four facts about Keats' style and use of medium.

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- Unit: ?
- O-1 In response to a teacher request to do so, students will demonstrate an inquiry based process in seeking knowledge in curricular subjects, and make the real world connection to using this process in own life.
- Reading: Standard 2: Using Prior Knowledge, Context, and Understanding of Language to Comprehend and Elaborate the Meaning of Texts Objectives R2.1 Student uses prior knowledge to comprehend and elaborate the meaning of texts. R2.2 Student uses context to comprehend and elaborate the meaning of texts. R2.3 Student uses knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts. (Source : College Board, Language Arts )
- Learners use skills resources and tools to inquire, think critically, and gain knowledge. (Source : Standards for the 21st Century Learner )
- KSI-A With teacher assistance, students will be able to construct a nine step Information Seeking Behavior Model to organize their research.
- Unit: ?
- O-2 In response to a teacher request to do so, students will develop and refine a range of questions to scaffold their research.
- Reading: Standard 4: Using Strategies to Comprehend Texts Objectives R4.1 Student uses strategies to prepare to read. R4.2 Student uses strategies to interpret the meaning of words, sentences, and ideas in texts. R4.3 Student uses strategies to go beyond the text. R4.4 Student uses strategies to organize, restructure, and synthesize text content. R4.5 Student monitors comprehension and reading strategies throughout the reading process. (Source : College Board, Language Arts )
- Learners use skills resources and tools to inquire, think critically, and gain knowledge. (Source : Standards for the 21st Century Learner )
- KSI-A Upon request, students will be able to paraphrase the essential question without assistance.
- KSI-B Upon request, students will be able to break down the essential question into main ideas and subtopics with 80% accuracy.
- KSI-C Upon request, students will be able to skim and read from general print/digital reference sources to develop at least three preliminary questions about the topic.
- Unit: ?
- O-3 In response to a teacher request to do so, students will be able to locate, evaluate and select appropriate sources to answer questions.
- Reading: Standard 4: Using Strategies to Comprehend Texts Objectives R4.1 Student uses strategies to prepare to read. R4.2 Student uses strategies to interpret the meaning of words, sentences, and ideas in texts. R4.3 Student uses strategies to go beyond the text. R4.4 Student uses strategies to organize, restructure, and synthesize text content. R4.5 Student monitors comprehension and reading strategies throughout the reading process. (Source : College Board, Language Arts )
- Learners use skills resources and tools to inquire, think critically, and gain knowledge. (Source : Standards for the 21st Century Learner )
- KSI-A Upon request, students will be able to select relevant sources with 80% accuracy.
- KSI-B Upon request, students will be able to categorize resources by usefulness with 90% accuracy.
- KSI-C Upon request, students will be able to explain at least three reasons to use primary and secondary sources.
- KSI-D Using teacher-assigned criteria, students will be able to defend their selection of resources.
- KSI-E Upon request, students will be able to list at least five available resources, including reference resources.
- Unit: ?



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O-4 In response to a teacher request to do so, students will be able to evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.

Media Literacy: Standard 2: Understanding, Interpreting, Analyzing, and Evaluating Media Communication Objective M2.1 Student understands, interprets, analyzes, and evaluates media communication. (Source : College Board, Language Arts )

Learners use skills resources and tools to inquire, think critically, and gain knowledge. (Source : Standards for the 21st Century Learner )

KSI-A Using teacher assigned criteria, students will be able to evaluate at least two Web sites.

KSI-B Upon request, students will be able to categorize information by relevancy with 80% accuracy.

KSI-C Upon request, students will be able to summarize information from at least two sources.

KSI-D With teacher assistance, students will be able to identify at least two incidents of bias in a teacher selected Web site.

Unit: ?

O-5 As students read, view, and listen for information presented in any format (e.g., textual, visual, media, digital), they will be able to use strategies to identify main idea and supporting details.

Listening: Standard 3: Listening for Diverse Purposes Objectives L3.1 Student listens to comprehend. L3.2 Student listens to evaluate. L3.3 Student listens empathically. (Source : College Board, Language Arts )

Media Literacy: Standard 2: Understanding, Interpreting, Analyzing, and Evaluating Media Communication Objective M2.1 Student understands, interprets, analyzes, and evaluates media communication. (Source : College Board, Language Arts )

Reading: Standard 2: Using Prior Knowledge, Context, and Understanding of Language to Comprehend and Elaborate the Meaning of Texts Objectives R2.1 Student uses prior knowledge to comprehend and elaborate the meaning of texts. R2.2 Student uses context to comprehend and elaborate the meaning of texts. R2.3 Student uses knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts. (Source : College Board, Language Arts )

Learners use skills resources and tools to inquire, think critically, and gain knowledge. (Source : Standards for the 21st Century Learner )

KSI-A With teacher assistance, students will be able to identify relevant information with 90% accuracy.

KSI-B Upon request, students will be able to select relevant information with 80% accuracy.

KSI-C Upon request, students will be able to summarize relevant information with 80% accuracy.

KSI-D Upon request, students will be able to reorganize information into different forms (charts, drawings, or graphic organizers)with 90% accuracy.

KSI-E Upon request, students will be able to infer relevant information with 80% accuracy.

Unit: ?

O-6 In response to a teacher request to do so, students will be able to apply critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge as they continue an inquiry based research process.

Writing: Standard 2: Generating Content Objectives W2.1 Student takes inventory of what he or she knows and needs to know. W2.2 Student generates, selects, connects, and organizes information and ideas. (Source : College Board, Language Arts )

Learners use skills, resources, and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. (Source : Standards for the 21st Century Learner )

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- KSI-A Upon request, students will be able to evaluate information for accuracy, scope and timeliness.  
KSI-B Upon request, students will be able to deduce if they have sufficient information to answer their research questions.  
KSI-C Upon request, students will be able to produce a product that clearly communicates a summary of their research.

Unit: ?

- O-7 In response to a teacher request to do so, students will be able to draw conclusions from information and transfer knowledge to curricular areas, real world situations and further investigations.  
Reading: Standard 4: Using Strategies to Comprehend Texts Objectives R4.1 Student uses strategies to prepare to read. R4.2 Student uses strategies to interpret the meaning of words, sentences, and ideas in texts. R4.3 Student uses strategies to go beyond the text. R4.4 Student uses strategies to organize, restructure, and synthesize text content. R4.5 Student monitors comprehension and reading strategies throughout the reading process. (Source : College Board, Language Arts )  
Writing: Standard 3: Drafting Objectives W3.1 Student generates text to develop points within the preliminary organizational structure. W3.2 Student makes stylistic choices with language to achieve intended effects. (Source : College Board, Language Arts )  
Learners use skills, resources, and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. (Source : Standards for the 21st Century Learner )  
KSI-A Upon request, students will be able to correctly infer at least two causes and effects of natural disasters.  
KSI-B With teacher assistance, students will be able to transfer their knowledge to a new situation with 80% accuracy.  
KSI-C Upon request, students will be able to compose three tips to help others make informed decisions.

Unit: ?

- O-8 In response to a teacher request to do so, students will be able to analyze and organize information using technology and other information tools.  
Reading: Standard 4: Using Strategies to Comprehend Texts Objectives R4.1 Student uses strategies to prepare to read. R4.2 Student uses strategies to interpret the meaning of words, sentences, and ideas in texts. R4.3 Student uses strategies to go beyond the text. R4.4 Student uses strategies to organize, restructure, and synthesize text content. R4.5 Student monitors comprehension and reading strategies throughout the reading process. (Source : College Board, Language Arts )  
Writing: Standard 4: Evaluating and Revising Texts Objectives W4.1 Student evaluates drafted text for development, organization, and focus. W4.2 Student evaluates drafted text to determine the effectiveness of stylistic choices. (Source : College Board, Language Arts )  
Learners use skills, resources, and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. (Source : Standards for the 21st Century Learner )  
KSI-A Upon request, students will be able to distinguish the most appropriate method for recording information.  
KSI-B Upon request, students will be able to break down the data into its component parts with 90% accuracy.  
KSI-C With teacher assistance, students will be able to integrate data from at least three sources to draw conclusions.

Unit: ?

- O-9 In response to a teacher request to do so, students will be able to collaborate with others to exchange

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ideas, make decisions, and solve problems.

Listening: Standard 3: Listening for Diverse Purposes Objectives L3.1 Student listens to comprehend. L3.2 Student listens to evaluate. L3.3 Student listens empathically. (Source : College Board, Language Arts )

Speaking: Standard 2: Speaking in Interpersonal Contexts Objectives S2.1 Student communicates in one-to-one contexts. S2.2 Student plans for and participates in group discussion. (Source : College Board, Language Arts )

Learners use skills, resources, and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. (Source : Standards for the 21st Century Learner )

KSI-A Working in a cooperative group, students will be able to participate by communicating specific facts, opinions and points of view.

KSI-B Working in a cooperative group, students will be able to design all four steps in the action plan.

Unit: ?

O-10 In response to a teacher request to do so, students will be able to practice safe and ethical behaviors online.

Learners use skills, resources, and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will be able to identify at least three online safety rules.

KSI-B Upon request, students will identify at least two behaviors that could be considered cyber-bullying and explain how the behaviors are harmful.

KSI-C Upon request, students will be able to develop at least two solutions to cyber-bullying.

Unit: ?

O-11 In response to a teacher request to do so, students will be to present new knowledge and reflect on their learning as they conclude an inquiry based research process.

Media Literacy: Standard 3: Composing and Producing Media Communication Objectives M3.1 Student analyzes purpose, audience, and media channel when planning for a media communication. M3.2 Student develops and produces an informational or creative media communication. M3.3 Student evaluates and revises a media communication. (Source : College Board, Language Arts )

Writing: Standard 5: Editing to Present Technically Sound Texts Objectives W5.1 Student edits for conventions of standard written English and usage. W5.2 Student employs proofreading strategies and consults resources to correct errors in spelling, capitalization, and punctuation. W5.3 Student edits for accuracy of citation and proper use of publishing guidelines. W5.4 Student prepares text for presentation/publication. (Source : College Board, Language Arts )

Speaking: Standard 3: Preparing and Delivering Presentations Objectives S3.1 Student analyzes purpose, audience, and context when planning a presentation or performance. S3.2 Student gathers and organizes content to achieve purposes for a presentation or performance. S3.3 Student rehearses and revises. S3.4 Student presents, monitors audience engagement, and adapts delivery. (Source : College Board, Language Arts )

Learners use skills, resources, and tools to share knowledge and participate ethically and productively as members to our democratic society. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will be able to communicate, present and share new learning with fluency and accuracy.

KSI-B Upon request, students will be able to apply metacognitive strategies to assess the research process and their own thinking.

KSI-C Upon request, students will be able to transfer new knowledge to new problems, situations, and

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learning experiences with 80% accuracy.

Unit: ?

- O-12 In response to a teacher request to do so, students will be able to practice legal and responsible use of information and technology.

Learners use skills, resources, and tools to share knowledge and participate ethically and productively as members to our democratic society. (Source : Standards for the 21st Century Learner )

KSI-A Given four different scenarios, students will be able to identify the one(s) that represent plagiarism with 80% accuracy.

KSI-B Upon request, students will be able to correctly cite at least one source with 100% accuracy.

KSI-C Upon request, students will be able to differentiate between information gathered from research and their background knowledge.

Unit: ?

- O-13 In response to a teacher request to do so, students will be able to use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use and assess.

Media Literacy: Standard 3: Composing and Producing Media Communication Objectives M3.1 Student analyzes purpose, audience, and media channel when planning for a media communication. M3.2 Student develops and produces an informational or creative media communication. M3.3 Student evaluates and revises a media communication. (Source : College Board, Language Arts )

Learners use skills, resources, and tools to share knowledge and participate ethically and productively as members to our democratic society. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will be able to organize data into categories with 90% accuracy.

KSI-B Upon request, students will be able to apply teacher-assigned criteria about presentation and layout.

KSI-C Upon request, students will be able to create products that apply to authentic real world contexts.

Unit: ?

- O-14 In response to a teacher request to do so, students will interpret literary elements as they read, view, and listen for pleasure and personal growth.

Reading: Standard 1: Comprehension of Words, Sentences, and Components of Texts Objectives R1.1 Student comprehends the meaning of words and sentences. R1.2 Student comprehends elements of literary texts. R1.3 Student comprehends organizational patterns, textual features, graphical representations, and ideas in informational and literary texts. (Source : College Board, Language Arts )

Learners use skills, resources, and tools to pursue personal and aesthetic growth. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will use their Reader's log entry to make and explain at least three personal connections to the text.

KSI-B Upon request, students will be able to select at least ten books they want to read to explore their personal interests.

KSI-C Given a self-selected text, students will be able to summarize with 90% accuracy information about the characters, the setting, the problem and the solution.

KSI-D Upon request, students will be able to compare and contrast at least four personal character traits with the traits of the main character in a self-selected text.

Unit: ?

- O-15 In response to a teacher request to do so, students will apply comprehension strategies to make connections with self, the world, and other texts.

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Reading: Standard 2: Using Prior Knowledge, Context, and Understanding of Language to Comprehend and Elaborate the Meaning of Texts Objectives R2.1 Student uses prior knowledge to comprehend and elaborate the meaning of texts. R2.2 Student uses context to comprehend and elaborate the meaning of texts. R2.3 Student uses knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts. (Source : College Board, Language Arts )

Learners use skills, resources, and tools to pursue personal and aesthetic growth. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will recommend books to other readers by contributing to an ongoing collaborative project which highlights text-text connections.

KSI-B In a cooperative triad, students will be able to identify at least five universal themes.

KSI-C Upon request, students will be able to compose a biography report where they make and explain at least four connections between the biography and the world.

KSI-D In a reader's log entry, students will be able to make and explain at least three personal connections to the text.

Unit: ?

O-16 In response to a teacher request to do so, students will be able to use skills, resources, and tools to pursue personal and aesthetic growth.

Reading: Standard 2: Using Prior Knowledge, Context, and Understanding of Language to Comprehend and Elaborate the Meaning of Texts Objectives R2.1 Student uses prior knowledge to comprehend and elaborate the meaning of texts. R2.2 Student uses context to comprehend and elaborate the meaning of texts. R2.3 Student uses knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts. (Source : College Board, Language Arts )

Learners use skills, resources, and tools to pursue personal and aesthetic growth. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will be able to demonstrate how to find materials in the fiction section by author and in the non fiction section by Dewey number with 90% accuracy.

KSI-B Upon request, students will be able to explain at least three ways to use illustrations and text features to find and pursue personal interests.

KSI-C Upon request, students will be able to compose a wiki entry describing at least three characteristics of books they like to read.

KSI-D Upon request, students will be able to describe how to use basic and power searches to browse and choose library materials.

KSI-E Upon request, students will be able to demonstrate how to search databases by keyword, title, and author with 90% accuracy.

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- Unit: ?
- O-1 In response to a teacher request to do so, students will be able to practice safe and ethical behaviors online.
- Learners use skills, resources, and tools to share knowledge and participate ethically and productively as members to our democratic society. (Source : Standards for the 21st Century Learner )
- KSI-A Upon request, students will be able to list at least three ways that privacy rules keep them safe.
- KSI-B Given a website evaluation checklist, students will be able to determine if a website protects their privacy.
- KSI-C Upon request, students will be able to describe at least three bystander behaviors that could prevent cyber-bullying.
- Unit: ?
- O-2 In response to a teacher request to do so, students will be able to demonstrate an inquiry based process in seeking knowledge in curricular subjects, and make the real world connection to using this process in own life.
- Reading: Standard 2: Using Prior Knowledge, Context, and Understanding of Language to Comprehend and Elaborate the Meaning of Texts Objectives R2.1 Student uses prior knowledge to comprehend and elaborate the meaning of texts. R2.2 Student uses context to comprehend and elaborate the meaning of texts. R2.3 Student uses knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts. (Source : College Board, Language Arts )
- Learners use skills resources and tools to inquire, think critically, and gain knowledge. (Source : Standards for the 21st Century Learner )
- KSI-A Upon request, students will be able to demonstrate mastery of the first two steps of the "Information Seeking Behavior" Model.
- KSI-B Upon request, students will be able to complete steps three and four of the "Information Seeking Behavior" Model without teacher assistance.
- KSI-C Working in collaborative groups, students will be able to complete steps five and six of the "Information Seeking Behavior" Model.
- Unit: ?
- O-3 In response to a teacher request to do so, students will be able to develop and refine a range of questions to scaffold their research.
- Reading: Standard 4: Using Strategies to Comprehend Texts Objectives R4.1 Student uses strategies to prepare to read. R4.2 Student uses strategies to interpret the meaning of words, sentences, and ideas in texts. R4.3 Student uses strategies to go beyond the text. R4.4 Student uses strategies to organize, restructure, and synthesize text content. R4.5 Student monitors comprehension and reading strategies throughout the reading process. (Source : College Board, Language Arts )
- Learners use skills resources and tools to inquire, think critically, and gain knowledge. (Source : Standards for the 21st Century Learner )
- KSI-A Upon request, students will be able to chunk the topic into subtopics.
- KSI-B Upon request, students will be able to use brainstorming tools to define or refine the information problem, or research question.
- KSI-C Upon request, students will be able to skim and read from general and specialized print/digital reference sources to develop preliminary questions about the topic.
- Unit: ?
- O-4 In response to a teacher request to do so, students will be able to locate, evaluate and select appropriate sources to answer questions.
- Reading: Standard 4: Using Strategies to Comprehend Texts Objectives R4.1 Student uses strategies

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to prepare to read. R4.2 Student uses strategies to interpret the meaning of words, sentences, and ideas in texts. R4.3 Student uses strategies to go beyond the text. R4.4 Student uses strategies to organize, restructure, and synthesize text content. R4.5 Student monitors comprehension and reading strategies throughout the reading process. (Source : College Board, Language Arts )

Learners use skills resources and tools to inquire, think critically, and gain knowledge. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will be able to skim and read from general and specialized reference sources to develop preliminary questions about the topic.

KSI-B Upon request, students will be able to identify available resources, including reference resources.

KSI-C Upon request, students will be able to scan and skim resources to decide which are best to use and explain why.

KSI-D Upon request, students will be able to use online library catalog and digital resources to select materials for a specific purpose.

KSI-E Upon request, students will be able to explain when to use primary and secondary sources.

Unit: ?

O-5 In response to a teacher request to do so, students will be able to evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.

Media Literacy: Standard 2: Understanding, Interpreting, Analyzing, and Evaluating Media Communication Objective M2.1 Student understands, interprets, analyzes, and evaluates media communication. (Source : College Board, Language Arts )

Learners use skills resources and tools to inquire, think critically, and gain knowledge. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will be able to gather information from a variety of sources.

KSI-B Upon request, students will be able to determine importance of information.

KSI-C Upon request, students will be able to use criteria to evaluate resources.

KSI-D Upon request, students will be able to identify bias.

KSI-E Upon request, students will be able to explain social and cultural context of information.

Unit: ?

O-6 As students read, view, and listen for information presented in any format (e.g., textual, visual, media, digital), they will be able to use strategies to identify main idea and supporting details.

Media Literacy: Standard 2: Understanding, Interpreting, Analyzing, and Evaluating Media Communication Objective M2.1 Student understands, interprets, analyzes, and evaluates media communication. (Source : College Board, Language Arts )

Reading: Standard 2: Using Prior Knowledge, Context, and Understanding of Language to Comprehend and Elaborate the Meaning of Texts Objectives R2.1 Student uses prior knowledge to comprehend and elaborate the meaning of texts. R2.2 Student uses context to comprehend and elaborate the meaning of texts. R2.3 Student uses knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts. (Source : College Board, Language Arts )

Learners use skills resources and tools to inquire, think critically, and gain knowledge. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will be able to read, view or listen for relevant information.

KSI-B Upon request, students will be able to skim and scan text to find specific information.

KSI-C Upon request, students will be able to summarize the text orally and in writing.

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KSI-D Upon request, students will be able to reorganize information into different forms (charts, drawings, or graphic organizers).

KSI-E Upon request, students will be able to make inferences, identify trends, and interpret data.

Unit: ?

O-7 In response to a teacher request to do so, students will be able to apply critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge as they continue an inquiry based research process.

Writing: Standard 2: Generating Content Objectives W2.1 Student takes inventory of what he or she knows and needs to know. W2.2 Student generates, selects, connects, and organizes information and ideas. (Source : College Board, Language Arts )

Learners use skills, resources, and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will be able to recognize that accurate and comprehensive information is the basis for intelligent decision making.

KSI-B Upon request, students will be able to analyze the research process by evaluating resources, materials and equipment.

KSI-C Upon request, students will be able to produce and communicate new understanding by selecting an appropriate format.

Unit: ?

O-8 In response to a teacher request to do so, students will be able to draw conclusions from information and transfer knowledge to curricular areas, real world situations and further investigations.

Reading: Standard 4: Using Strategies to Comprehend Texts Objectives R4.1 Student uses strategies to prepare to read. R4.2 Student uses strategies to interpret the meaning of words, sentences, and ideas in texts. R4.3 Student uses strategies to go beyond the text. R4.4 Student uses strategies to organize, restructure, and synthesize text content. R4.5 Student monitors comprehension and reading strategies throughout the reading process. (Source : College Board, Language Arts )

Writing: Standard 3: Drafting Objectives W3.1 Student generates text to develop points within the preliminary organizational structure. W3.2 Student makes stylistic choices with language to achieve intended effects. (Source : College Board, Language Arts )

Learners use skills, resources, and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will be able to identify and explain strategies for drawing conclusions by making inferences from the text.

KSI-B Upon request, students will be able to apply strategies to determine ideas being presented in an information source.

KSI-C Upon request, students will be able to apply strategies for making personal/real world connections with information.

KSI-D Upon request, students will be able to use new knowledge in future investigations and applications.

Unit: ?

O-9 In response to a teacher request to do so, students will be able to analyze and organize information using technology and other information tools.

Reading: Standard 4: Using Strategies to Comprehend Texts Objectives R4.1 Student uses strategies to prepare to read. R4.2 Student uses strategies to interpret the meaning of words, sentences, and ideas in texts. R4.3 Student uses strategies to go beyond the text. R4.4 Student uses strategies to



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organize, restructure, and synthesize text content. R4.5 Student monitors comprehension and reading strategies throughout the reading process. (Source : College Board, Language Arts )

Writing: Standard 4: Evaluating and Revising Texts Objectives W4.1 Student evaluates drafted text for development, organization, and focus. W4.2 Student evaluates drafted text to determine the effectiveness of stylistic choices. (Source : College Board, Language Arts )

Learners use skills, resources, and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will be able to utilize the most appropriate method for recording information.

KSI-B Upon request, students will be able to analyze the quality of data, information, and resources.

Unit: ?

O-10 In response to a teacher request to do so, students will be able to collaborate with others to exchange ideas, make decisions, and solve problems.

Listening: Standard 3: Listening for Diverse Purposes Objectives L3.1 Student listens to comprehend. L3.2 Student listens to evaluate. L3.3 Student listens empathically. (Source : College Board, Language Arts )

Speaking: Standard 2: Speaking in Interpersonal Contexts Objectives S2.1 Student communicates in one-to-one contexts. S2.2 Student plans for and participates in group discussion. (Source : College Board, Language Arts )

Learners use skills, resources, and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will be able to participate and responds to others by communicating specific facts, opinions and points of view.

KSI-B Upon request, students will be able to analyze solutions to information problems by collaboration.

Unit: ?

O-11 In response to a teacher request to do so, students will be to present new knowledge and reflect on their learning as they conclude an inquiry based research process.

Media Literacy: Standard 3: Composing and Producing Media Communication Objectives M3.1 Student analyzes purpose, audience, and media channel when planning for a media communication. M3.2 Student develops and produces an informational or creative media communication. M3.3 Student evaluates and revises a media communication. (Source : College Board, Language Arts )

Writing: Standard 5: Editing to Present Technically Sound Texts Objectives W5.1 Student edits for conventions of standard written English and usage. W5.2 Student employs proofreading strategies and consults resources to correct errors in spelling, capitalization, and punctuation. W5.3 Student edits for accuracy of citation and proper use of publishing guidelines. W5.4 Student prepares text for presentation/publication. (Source : College Board, Language Arts )

Speaking: Standard 3: Preparing and Delivering Presentations Objectives S3.1 Student analyzes purpose, audience, and context when planning a presentation or performance. S3.2 Student gathers and organizes content to achieve purposes for a presentation or performance. S3.3 Student rehearses and revises. S3.4 Student presents, monitors audience engagement, and adapts delivery. (Source : College Board, Language Arts )

Learners use skills, resources, and tools to share knowledge and participate ethically and productively as members to our democratic society. (Source : Standards for the 21st Century Learner )

Articulated Instruction Module  
Objectives List (2010 - 2011)

Subject Area : Library / Media  
Course : LIBRARY/MEDIA 5 (0506500)

Last Revised : 08/14/2009  
Report Date : 07/14/2011

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Objectives / Knowledge and Skill Indicators

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KSI-A Upon request, students will be able to communicate, present and share new learning.

KSI-B Upon request, students will be able to apply metacognitive strategies to assess the research process and one's own thinking.

KSI-C Upon request, students will be able to transfer new knowledge to new problems, situations, and learning experiences.

Unit: ?

O-12 In response to a teacher request to do so, students will be able to follow ethical and legal guidelines in gathering and using information.

Learners use skills, resources, and tools to share knowledge and participate ethically and productively as members to our democratic society. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will be able to present information accurately.

KSI-B Upon request, students will be able to follow copyright guidelines for text, visuals, and music on creating products and presentations.

KSI-C Upon request, students will be able to differentiate between information gathered from sources and your own original thinking.

Unit: ?

O-13 In response to a teacher request to do so, students will interpret literary elements as they read, view, and listen for pleasure and personal growth.

Reading: Standard 1: Comprehension of Words, Sentences, and Components of Texts Objectives R1.1 Student comprehends the meaning of words and sentences. R1.2 Student comprehends elements of literary texts. R1.3 Student comprehends organizational patterns, textual features, graphical representations, and ideas in informational and literary texts. (Source : College Board, Language Arts )

Learners use skills, resources, and tools to pursue personal and aesthetic growth. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will be able to read, view and listen in order to summarize story elements or interesting facts learned.

KSI-B Upon request, students will be able to read, view and listen in order to identify with main characters, historical figures or contemporary personalities.

Unit: ?

O-14 In response to a teacher request to do so, students will apply comprehension strategies to make connections with self, the world, and other texts.

Reading: Standard 2: Using Prior Knowledge, Context, and Understanding of Language to Comprehend and Elaborate the Meaning of Texts Objectives R2.1 Student uses prior knowledge to comprehend and elaborate the meaning of texts. R2.2 Student uses context to comprehend and elaborate the meaning of texts. R2.3 Student uses knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts. (Source : College Board, Language Arts )

Learners use skills, resources, and tools to pursue personal and aesthetic growth. (Source : Standards for the 21st Century Learner )

KSI-A Make and explain personal connections to the text to analyze ideas, themes and lessons.

KSI-B Make and explain connections from text to text to analyze ideas, themes and lessons.

KSI-C Use connections between text and the world to analyze ideas, themes and lessons.

Unit: ?

O-15 In response to a teacher request to do so, students will be able to use skills, resources, and tools to pursue personal and aesthetic growth.

Articulated Instruction Module  
Objectives List (2010 - 2011)

Subject Area : Library / Media  
Course : LIBRARY/MEDIA 5 (0506500)

Last Revised : 08/14/2009  
Report Date : 07/14/2011

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Objectives / Knowledge and Skill Indicators

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Reading: Standard 2: Using Prior Knowledge, Context, and Understanding of Language to Comprehend and Elaborate the Meaning of Texts Objectives R2.1 Student uses prior knowledge to comprehend and elaborate the meaning of texts. R2.2 Student uses context to comprehend and elaborate the meaning of texts. R2.3 Student uses knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts. (Source : College Board, Language Arts )

Learners use skills, resources, and tools to pursue personal and aesthetic growth. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will be able to find materials in the fiction section by author and in the non fiction section by Dewey number.

KSI-B Upon request, students will be able to use illustrations and text features to find and pursue personal interests.

KSI-C Upon request, students will be able to select and read materials based on personal interests.

KSI-D Upon request, students will be able to use basic and power searches to browse and choose library materials.

KSI-E Upon request, students will be able to search databases by keyword, title, and author and advanced search features.

Unit: ?

O-16 In response to a teacher request to do so, students will be able to seek information for personal learning in a variety of formats and genres.

Learners use skills, resources, and tools to pursue personal and aesthetic growth. (Source : Standards for the 21st Century Learner )

KSI-A Upon request, students will be able to use search strategies and online library catalog features to browse and choose library materials.

KSI-B Upon request, students will be able to find materials in the fiction section by author and in the nonfiction section by Dewey number.

KSI-C Upon request, students will be able to use illustrations and text features to select library materials based on personal interests.

KSI-D Upon request, students will be able to search databases by keyword, title, and author.

# BCPS COURSE APPROVAL for DELIVERY OF INSTRUCTION

## Phase II: Course Approval for Delivery of Instruction

**Executive Director >>> Associate Superintendent >>> Executive Leadership Team >>> Board of Education >>> Office of Student Data**

- BEGIN HERE**, and before completing this form, verify that a BCPS Course Concept Review and Approval Form has been signed by the superintendent.
- PRINT** a hard copy of this form for future reference and then **SAVE** this form using the following format: "Course Approval for Delivery of Instruction\_<<Curricular Office>>\_<<Originator's name>>\_<<Proposed course name>>\_<<Date submitted>>" (ex: **Course Approval for Delivery of Instruction\_World Languages\_Peggy Johnson\_Chinese4\_July 2010.**)
- COMPLETE** all sections of this form, including the approval signature lines, and forward to Frank Curnoles, manager of the Office of Student Data.
- Need **HELP** completing this form? Call the Office of Student Data (OSD) at #7846.

### Section I: Finalized Course Concept Information

Course Number	Course Name	Action Taken
0506100	Library Media Curriculum, Grade 1	
0506200	Library Media Curriculum, Grade 2	
0506300	Library Media Curriculum, Grade 3	
0506400	Library Media Curriculum, Grade 4	
0506500	Library Media Curriculum, Grade 5	

**Click once on text box to select from drop-down options . . .**

**Date to be instituted:**

2011-2012

**Units of credit:**

1.00

**Sponsoring Office:**

STEM-Library Media

### Section II: Final Curriculum and Systemwide Implementation Plan

Board of Education Curriculum Approval																											
Curriculum Name:	Library Media Curriculum, Grade 1 Library Media Curriculum, Grade 2 Library Media Curriculum, Grade 3 Library Media Curriculum, Grade 4 Library Media Curriculum, Grade 5										Curriculum Published Date:	7/15/2011															
Required Student Textbook:	none			Copyright Date of Student Textbook:		Student Resources Required:	Databases, Digital Content, and Library books																				
Grade Level of Curriculum:	Pre-K		K	1	X	2	X	3	X	4	X	5	X	6		7		8		9		10		11		12	
Curriculum Description: SEE PHASE I: BCPS COURSE CONCEPT REVIEW AND APPROVAL FORM																											
<b>Phi Delta Kappa (PDK) Audit Rating</b>		Curriculum guides are assigned values of zero (0) to three (3) on each of the five criteria, with a maximum score of 15 for each guide. Guides receiving a rating of 12 or more points are considered strong or adequate.																									
Curriculum Guide		Criteria																				Final Rating as a result of revisions to date:					
		Objectives				Assessments				Prerequisites				Resources				Strategies									
Enter final rating for each criterion:																											
Evaluator's Signature:																						Date:					
<b>Alignment (Attached AIM)</b>														<b>Scope and Sequence (Attached)</b>													
X	Common Core Standards				X	National or Trades					Across Subjects				X	Prior Grade											
	Core Learning Goals				X	State Standards				X	Specific Grade				X	Next Grade											
	College Board Standards				X	BCPS Standards																					
<b>Professional Development/Implementation (Attached Plan)</b>																											
Ongoing Staff Development		Professional Study Day																		Date		8/24/2011					
New Teacher		New Teacher Orientation																		Date		8/16/2011					
ES Librarian PD – Part 1		Implementation of the Library Media Curriculum – Part 1: Grades 1-3																		Date		8/8 – 8/13; 9/10; 9/24					
ES Librarian – Part 2		Implementation of the Library Media Curriculum – Part 2: Grades 3-5																		Date		8/8 – 8/13; 9/10; 9/24					
<b>Assessments (Binder of all Assessments)</b>																											
Type of Assessment														Number of Embedded							Number of assessTrax®						
Short Cycles																											

Benchmarks		
Final Exams		
Performance	Written and presented research products, as well as performance milestones outlined in the Pilot Evaluation Plan, written and oral reflections, reading inventory, and reading checklist.	
Other		

**Section III: Master Course File—General Course Information**

- SCHOOL TYPE?**

<b>Course Availability</b> <small>(type YES or NO)</small>	
<b>Systemwide:</b> <small>All schools within the "School Type" identified above may offer course.</small>	YES
<b>Specific School(s):</b> <small>Only schools within the "School Type" identified above and listed below may offer course.</small>	NO
•	
•	
•	
•	
•	

- MSDE Subject Code** *(choose one from each division):*

STEM

LIBERAL ARTS

SPECIAL PROGRAMS-PreK




**Section IV: Master Course File - Specific Course Information**

*Click once on text box to select from drop-down options.*

- Graduation Requirement?**
- Course Sequence?**
- HSA Code?**
- Middle School course earning High School credit?**
- MSPP Code?**
- Career and Technology Program?**
- Magnet Course?**
- Repeat for Credit?**
- Infused Service Learning Hours?\***  
\*Documented approval from the service learning assistant (Special Programs, PreK-12) is required.
- Embedded Universal Design for Learning (UDL) into curriculum?**
- Level of Rigor** *(Type YES or NO for EACH)*

<b>Standard</b> —STD (-00)	<b>Yes</b>	<b>Advanced Placement</b> —AP (-06)	
<b>Honors</b> —H (-04)		<b>International Baccalaureate</b> —IB (-07)	
<b>Gifted and Talented</b> —GT (-05)			

**For Approval Use Only:**

*Executive Director»»Associate Superintendent»»Executive Leadership Team»»Board of Education»»Office of Student Data*

**Executive Director** After obtaining required signatures, forward this form to Frank Curnoles, manager of the Office of Student Data.

<b>Executive Director's Approval:</b>	<b>Date:</b>	
<b>Assistant Superintendent of C&amp;I's Approval:</b>	<b>Date:</b>	
<b>Superintendent's Approval (In accordance with the Executive Leadership Team's review):</b>	<b>Date:</b>	
<b>Board of Education's Approval:</b>	<b>Date:</b>	

**For Office of Student Data Use Only:**

Master Course File: version number, school year			
Master Course File: Course Description per BCPS naming convention (max. 30 characters).			
Approved BCPS Course Concept and Review Form – Phase I provided with Executive Leadership Team minutes attached.	Type date here	OSD staff name	
Parent course added to STARS course maintenance for desired school year.	Type date here	OSD staff name	
Course details added to SILK MAIN district course.	Type date here	OSD staff name	
The Office of Student Data is responsible for tracking approval and notifying curricular offices when course numbers are issued.	Date course no. issued:		<b>COURSE NUMBER</b> Type 7-digit no. here