

D146 Grade 5 Media Center Curriculum Map

Grade	ISAIL Standard	Library Benchmark	Library Objective	AASL Standards for Learning
5	<p>Standard 1 - Access information efficiently and effectively to inquire, think critically, and gain knowledge</p> <ul style="list-style-type: none"> ● Recognize the need for information ● Formulate questions based on information needs ● Identify various potential sources of information ● Develop and use successful strategies for locating information ● Seek information from diverse sources 	<p>A. Explain an information need</p> <p>B. Understand the concept of keywords</p>	<ol style="list-style-type: none"> 1. Independently use reference materials 2. Independently use keywords and search terms to locate information 3. Articulate an information need and create a basic search strategy 4. Use primary and secondary resources 5. Locate materials and information using advanced features of library catalog 	<p>I. Inquire Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.</p> <p>A. Think - Learners display curiosity and initiative by:</p> <p>I.A.1. Formulating questions about a personal interest or a curricular topic.</p> <p>I.A.2. Recalling prior and background knowledge as context for new meaning.</p> <p>B. Create - Learners engage with new knowledge by following a process that includes:</p> <p>I.B.1. Using evidence to investigate questions.</p> <p>I.B.2. Devising and implementing a plan to fill knowledge gaps.</p> <p>D. Grow - Learners participate in an ongoing inquiry-based process by:</p> <p>I.D.1. Continually seeking knowledge.</p> <p>I.D.2. Engaging in sustained inquiry.</p> <p>I.D.3. Enacting new understanding through real-world connections.</p> <p>I.D.4. Using reflection to guide informed decisions.</p> <p>IV. Curate Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.</p> <p>A. Think - Learners act on an information need by:</p> <p>IV.A.1. Determining the need to gather information.</p> <p>IV.A. 2. Identifying possible</p>

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				<p>sources of information. IV.A.3. Making critical choices about information sources to use. B. Create - Learners gather information appropriate to the task by: IV.B.1. Seeking a variety of sources. IV.B. 2. Collecting information representing diverse perspectives.</p> <p>V. Explore Discover and innovate in a growth mindset developed through experience and reflection. A. Think - Learners develop and satisfy personal curiosity by: V.A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes. V.A.3. Engaging in inquiry-based processes for personal growth. C. Share - Learners engage with the learning community by: V.C.1. Expressing curiosity about a topic of personal interest or curricular relevance. V.C.2. Co-constructing innovative means of investigation. V.C.3. Collaboratively identifying innovative solutions to a challenge or problem.</p>

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5	<p>Standard 2 - Evaluate information critically and competently</p> <ul style="list-style-type: none"> ● Determine accuracy, relevance, and comprehensiveness of information ● Distinguish among fact, point of view, and opinion ● Identify inaccurate and misleading information ● Select information appropriate to the problem or question 	<p>A. Determine appropriate sources of information</p> <p>B. Identify facts and details that support main ideas</p> <p>C. Analyze and evaluate new information based on previous experience and knowledge</p> <p>D. Find similar ideas in more than one source</p> <p>E. Recognize the differences between sources</p>	<ol style="list-style-type: none"> 1. Select facts and details to include in note taking 2. Use appropriate print and/or electronic resources 3. Determine important ideas in illustrations and text 4. Apply common organizational patterns to make sense of information 5. Work in groups to create and evaluate projects and information products 6. Compare content and ideas in different resources 7. Select the most appropriate source to fulfill 	<p>I. Inquire Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.</p> <p>A. Think - Learners display curiosity and initiative by:</p> <p>I.A.2. Recalling prior and background knowledge as context for new meaning.</p> <p>B. Create - Learners engage with new knowledge by following a process that includes:</p> <p>I.B.1. Using evidence to investigate questions.</p> <p>I.B.2. Devising and implementing a plan to fill knowledge gaps.</p> <p>I.B.3. Generating products that illustrate learning.</p> <p>II. Include Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.</p> <p>A. Think - Learners contribute a balanced perspective when participating in a learning community by:</p> <p>II.A.1. Articulating awareness of the contributions of a range of learners.</p> <p>II.A.2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.</p> <p>II.A.3. Describing their understanding of cultural relevancy and placement within</p>
5	<p>Standard 3 - Use information accurately, creatively, and ethically to</p>	<p>A. Communicate results of information</p>	<ol style="list-style-type: none"> 1. Edit, format, spell-check, save, proofread, and print original 	<p>I. Inquire Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.</p>

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	<p>share knowledge and to participate collaboratively and productively as a member of a democratic society</p> <ul style="list-style-type: none"> ● Organize information for practical application ● Integrate new information into own schema ● Produce and communicate information and ideas in appropriate formats ● Use problem-solving techniques to devise strategies for revising and improving process and product ● Practice ethical behavior when using print and digital resources (including freedom of speech, intellectual freedom, copyright, and plagiarism) 	<p>search in format appropriate for content</p> <p>B. Recognize ownership of written and illustrated material</p> <p>C. Observe Internet guidelines and protocols as defined in the district's policies</p>	<p>documents using a word processor</p> <p>2. Collaborate with other students to solve information problems</p> <p>3. Organize information using such differentiated techniques as graphic organizers, storyboarding, or webbing</p> <p>4. Present, perform, share, and evaluate the results of information searches in a new form</p> <p>5. Recognize the need for citing sources and begin to record simple bibliographies</p> <p>6. Respect different points of view and opinions</p> <p>7. Differentiate</p>	<p>A. Think - Learners display curiosity and initiative by:</p> <p>I.A.1. formulating questions about a personal interest or a curricular topic.</p> <p>I.A.2. Recalling prior and background knowledge as context for new meaning</p> <p>B. Create - Learners engage with new knowledge by following a process that includes:</p> <p>I.B.1. Using evidence to investigate questions.</p> <p>I.B.2. Devising and implementing a plan to fill knowledge gaps.</p> <p>I.B.3. Generating products that illustrate learning.</p> <p>II. Include</p> <p>Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.</p> <p>A. Think - Learners contribute a balanced perspective when participating in a learning community by:</p> <p>II.A.1. Articulating an awareness of the contributions of a range of learners.</p> <p>II.A.2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.</p> <p>II.A.3. Describing their understanding of cultural relevancy and placement within the global learning community.</p> <p>B. Create - Learners adjust their awareness of the global learning community by:</p> <p>II.B.1. Interacting with learners who reflect a range of perspectives.</p>

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			<p>between note taking and copying verbatim from sources used</p>	<p>II.B.2. Evaluating a variety of perspectives during learning activities. II.B.3. Representing diverse perspectives during learning activities.</p> <p>C. Share - Learners exhibit empathy with and tolerance for diverse ideas by: II.C.1. Engaging in informed conversation and active debate. II.C.2. Contributing to discussions in which multiple viewpoints on a topic are expressed.</p> <p>D. Grow - Learners demonstrate empathy and equity in knowledge building within the global learning community by: II.D.1. Seeking interactions with a range of learners. II.D.2. Demonstrating interest in other perspectives during learning activities. II.D.3. Reflecting on their own place within the global learning community.</p> <p>III. Collaborate Work effectively with others to broaden perspectives and work toward common goals.</p> <p>B. Create - Learners participate in personal, social, and intellectual networks by: III.B.1. Using a variety of communication tools and resources. III.B.2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge</p> <p>C. Share - Learners work productively with others to solve problems by: III.C.1. Soliciting and responding</p>

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				<p>to feedback from others.</p> <p>III.C.2. Involving diverse perspectives in their own inquiry processes.</p> <p>D. Grow - Learners actively participate with others in learning situations by:</p> <p>III.D.1. Actively contributing to group discussions.</p> <p>III.D.2. Recognizing learning as a social responsibility.</p> <p>IV. Curate</p> <p>Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.</p> <p>B. Create - Learners gather information appropriate to the task by:</p> <p>IV.B.4. Organizing information by priority, topic, or other systematic scheme.</p> <p>C. Share - Learners exchange information resources within and beyond their learning community by:</p> <p>IV.C.1. Accessing and evaluating collaboratively constructed information sites.</p> <p>IV.C.2. Contributing to collaboratively constructed information sites by ethically using and reproducing others' work.</p> <p>IV.C.3. Joining with others to compare and contrast information derived from collaboratively constructed information sites.</p> <p>D. Grow - Learners select and organize information for a variety of audiences by:</p> <p>IV.D.1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.</p>

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				<p>IV.D.2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources.</p> <p>V. Explore Discover and innovate in a growth mindset developed through experience and reflection.</p> <p>C. Share - Learners engage with the learning community by:</p> <p>V.C.1. Expressing curiosity about a topic of personal interest or curricular relevance.</p> <p>V.C.2. Co-constructing innovative means of investigation.</p> <p>V.C.3. Collaboratively identifying innovative solutions to a challenge or problem.</p> <p>D. Grow - Learners develop through experience and reflection by:</p> <p>V.D.1. Iteratively responding to challenges.</p> <p>V.D.2. Recognizing capabilities and skills that can be developed, improved, and expanded.</p> <p>V.D.3. Open-mindedly accepting feedback for positive and constructive growth.</p> <p>VI.B.1. Ethically using and reproducing others' work.</p> <p>VI.B.2. Acknowledging authorship and demonstrating respect for the intellectual property of others.</p> <p>VI.B.3. Including elements in personal-knowledge products that allow others to credit content appropriately.</p> <p>C. Share - Learners responsibly, ethically, and legally share new information with a global community by:</p> <p>VI.C.1. Sharing information resources in accordance with</p>

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				<p>modification, reuse, and remix policies.</p> <p>VI.C.2. Disseminating new knowledge through means appropriate for the intended audience.</p> <p>D. Grow - Learners engage with information to extend personal learning by:</p> <p>VI.D.1. Personalizing their use of information and information technologies.</p> <p>VI.D.2. Reflecting on the process of ethical generation of knowledge.</p> <p>VI.D.3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.</p>
5	<p>Standard 4 - Appreciate literature and other creative expressions of thoughts and ideas and pursue knowledge related to personal interests and aesthetic growth</p> <ul style="list-style-type: none"> ● Cultivate a love of reading and become a self-motivated reader ● Develop a knowledge of genres and literary elements ● Derive meaning from informational texts in various formats 	<p>A. Use both text and visuals to understand literature</p> <p>B. Select a "Just Right" book independently for personal reading</p> <p>C. Identify several different types and elements of literature</p> <p>D. Begin to understand information presented creatively in non textual formats</p>	<ol style="list-style-type: none"> 1. Self-select reading material appropriate for a specific purpose 2. Read traditional literature including mythology 3. Read various genres 4. Read and comprehend informational texts 5. Recognize various literary elements within works 6. Participate in guided 	<p>. Inquire Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.</p> <p>B. Create - Learners engage with new knowledge by following a process that includes:</p> <p>I.B.1. Using evidence to investigate questions.</p> <p>I.B.2. Devising and implementing a plan to fill knowledge gaps.</p> <p>I.B.3. Generating products that illustrate learning.</p> <p>IV. Curate Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.</p> <p>B. Create - Learners gather information appropriate to the task by:</p> <p>IV.B.1. Seeking a variety of sources.</p>

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		<p>E. Seek information related to personal interests</p> <p>F. Select resources and materials based on interest, need, and appropriateness interests</p>	<p>discussions about literature to share opinions and responses</p> <p>7. Determine individual taste in series, author, and genre reading</p> <p>8. Select award-winning literature as appropriate to personal interest</p> <p>9. Appreciate information presented creatively in various formats</p> <p>10. Read for pleasure, seek answers, and explore topics of personal interest</p> <p>11. Access libraries, library staff, and library resources both personally and virtually</p>	<p>IV.B. 2. Collecting information representing diverse perspectives.</p> <p>IV.B.3. Systematically questioning and assessing the validity and accuracy of information.</p> <p>IV.B.4. Organizing information by priority, topic, or other systematic scheme.</p> <p>V. Explore Discover and innovate in a growth mindset developed through experience <i>and reflection</i>.</p> <p>A. Think - Learners develop and satisfy personal curiosity by:</p> <p>V.A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes.</p> <p>V.A.2. Reflecting and questioning assumptions and possible misconceptions.</p> <p>V.A.3. Engaging in inquiry-based processes for personal growth. community.</p> <p>III. Collaborate Work effectively with others to broaden perspectives and work toward common goals.</p> <p>D. Grow - Learners actively participate with others in learning situations by:</p> <p>III.D.1. Actively contributing to group discussions.</p> <p>III.D.2. Recognizing learning as a social responsibility.</p> <p>IV. Curate Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.</p> <p>B. Create - Learners gather information appropriate to the task by:</p> <p>IV.B.1. Seeking a variety of</p>

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				<p>sources.</p> <p>IV.B.2. Collecting information representing diverse perspectives.</p> <p>V. Explore Discover and innovate in a growth mindset developed through experience and reflection.</p> <p>A. Think - Learners develop and satisfy personal curiosity by:</p> <p>V.A.1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.</p> <p>V.A.2. Reflecting and questioning assumptions and possible misconceptions.</p> <p>V.A.3. Engaging in inquiry-based processes for personal growth.</p> <p>C. Share - Learners engage with the learning community by:</p> <p>V.C.1. Expressing curiosity about a topic of personal interest or curricular relevance</p>
5	<p>Standard 5 - Understand and practice Internet safety when using any electric media for educational, social, or recreational purposes</p> <ul style="list-style-type: none"> Practice strategies that promote personal safety and protect online and offline reputation Recognize that networked environments are public places governed by codes of ethical behavior Practice positive digital 	<p>A. Understand personal and public information</p> <p>B. Recognize the need for adult supervision</p> <p>C. Use electronic devices safely and appropriately</p>	<ol style="list-style-type: none"> Protect personal information and apply stranger-danger knowledge and skills on the Internet Use the Internet to visit assigned websites with limited adult supervision or guidance Practice good 	<p>III. Collaborate Work effectively with others to broaden perspectives and work toward common goals.</p> <p>B. Create - Learners work productively with others to solve problems by:</p> <p>III.B.1. Using a variety of communication tools and resources.</p> <p>III.B.2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.</p> <p>D. Grow - Learners actively participate with others in learning situations by:</p> <p>III.D.1. Actively contributing to group discussions.</p>

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	<p>citizenship</p> <ul style="list-style-type: none"> ● Distinguish website authority, validity, and purpose ● Understand the need for protecting personal privacy when using public access to digital sources ● Protect personal information and electronic devices in an online environment 		<p>online manners recognizing some communications can be hurtful to others.</p> <p>4. Report uncomfortable situations to an adult</p> <p>5. Recognize and avoid inappropriate content (advertising, malware, phishing, viruses, pornography, etc.)</p> <p>6. Protect electronic devices from physical harm and, with guidance, recognize and avoid potential damaging or invasive content.</p>	<p>III.D.2. Recognizing learning as a social responsibility.</p> <p>IV. Curate Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.</p> <p>B. Create - Learners gather information appropriate to the task by:</p> <p>IV.B.3. Systematically questioning and assessing the validity and accuracy of information.</p> <p>C. Share - Learners exchange information resources within and beyond their learning community by:</p> <p>IV.C.1. Accessing and evaluating collaboratively constructed information sites.</p> <p>IV.C.2. Contributing to collaboratively constructed information sites by ethically using and reproducing others' work.</p> <p>IV.C.3. Joining with others to compare and contrast information derived from collaboratively constructed information sites.</p> <p>VI. Engage Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.</p> <p>C. Share - Learners responsibly, ethically, and legally share new information with a global community by:</p> <p>VI.C.1 Sharing information resources in accordance with modifications, reuse, and remix policies.</p> <p>VI.C.2. Disseminating new</p>

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				<p>knowledge through means appropriate for the intended audience.</p> <p>D. Grow - Learners engage with information to extend personal learning by:</p> <p>VI.D.1. Personalizing their use of information and information technologies.</p> <p>VI.D.2. Reflecting on the process of ethical generation of knowledge.</p> <p>VI.D.3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.</p>