

D146 Grade K Media Center Curriculum Map

Grade	ISAIL Standard	Library Benchmark	Library Objective	AASL Standards for Learning
K	<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. Locate parts of a book</p> <p>B. Understand basic organizational pattern of library</p>	<ol style="list-style-type: none"> 1. Identify title page, author, title, page number, and spine 2. Learn where picture books and easy books are located in the library 3. Ask where to find a book to read 	<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: I.A.1 Formulating questions about a personal interest or a curricular topic.</p> <p>B. Create - Learners engage with new knowledge by following a process that include: I.B.1 Using evidence to investigate questions 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: I.D.1 Continually seeking knowledge I.D.3 Enacting new understanding through real-world connections.</p> <p>IV. Curate Make meaning for oneself and for others by collecting, organizing and sharing resources of personal relevance.</p> <p>A. Think - Learners act on an information need by: IV.A.1 Determining the need for gathering information. IV.A.2 Identifying possible sources of information.</p> <p>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>

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				<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: V.A.1 Reading widely and deeply in multiple formats and write and create for a variety of formats</p>

<p>K</p>	<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. Learn the difference between fact and fiction</p> <p>B. Select books appropriate to interest</p> <p>C. Answer questions with appropriate resources</p>	<ol style="list-style-type: none"> 1. Use pictures and objects to extract information 2. Make book selections using simple scanning techniques (e.g., cover and illustrations) 3. Listen to and follow directions <p>Make simple decisions</p>	<p>I. Inquire Building new knowledge by inquiring, thinking critically, identifying problems and developing strategies for solving problems.</p> <p>A. Think - Learners display curiosity and initiative by: I.A.1 Formulating questions about a personal interest or curricular topic.</p> <p>B. Create - Learners engage with new knowledge by following a process that includes: I.B.1 Use evidence to investigate questions. 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: I.D.1 Continually seeking knowledge. I.D.2 Engaging in sustained inquiry. I.D.3 Enacting new understanding through real-world connections.</p> <p>IV. Curate <i>Make meaning for oneself and others by collecting, organizing and sharing resources of personal relevance.</i></p> <p>A. Think - Learners act on information by: IV.A.2 Identifying possible sources of information.</p> <p>B. Create - Learners gather information appropriate to the task by: IV.B.1 Seeking a variety of sources.</p> <p>V. Explore Discover and innovate in a growth mindset developed through experience and reflection.</p>
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				<p>A. Think - Learners develop and satisfy personal curiosity by: V.A.1 Reading widely and deeply in multiple formats and create for a variety of purposes.</p> <p>C. Share - Learners engage with the learning community by: V.C.1 Expressing curiosity about a topic of personal interest or curricular relevance.</p>
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K	<p>Standard 3 - Use information accurately, creatively, and ethically to 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>A. Communicate results of information 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>	<ol style="list-style-type: none"> 1. Collaborate with other students to solve information problems 2. Begin to organize information with guidance using such techniques as webbing, pictograms, KWLs, and Y charts 3. Present, perform, share, and evaluate the results of information search in a new form 4. Identify authors and illustrators 5. Share different points of view and opinions 6. Access preselected digital sources for information needs 	<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>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>C. Share - Learners adapt, communicate and exchange learning products with others in a cycle that includes:</p> <p>I.C.1 Interacting with content presented by others.</p> <p>I.C.2 Providing constructive feedback.</p> <p>I.C.3 Acting on feedback to improve.</p> <p>I.C.4 Sharing products with an effective audience.</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>II. Include Demonstrate an understanding of and commitment to inclusiveness</p>

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				<p>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.3 Describe their understanding of cultural relevancy and placement within the global learning community.</p> <p>B. Create - Learners adjust awareness of learning community by:</p> <p>II.B.1 Interacting with learners who reflect a wide variety of perspectives.</p> <p>D. Grow - Learners demonstrate empathy and equity in knowledge building within the global community by:</p> <p>II.D.1 Seeking interactions with a range of learners.</p> <p>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:</p> <p>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:</p> <p>III.C.2 Involving diverse</p>

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				<p>perspectives in their own inquiry process.</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 information need by: IV.A.3 Making critical choices about information sources to use.</p> <p>B. Create - Learners gather information appropriate to the task by: 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 and reflection.</p> <p>A. Think - Learners develop and satisfy personal curiosity by: V.A.3 Collaboratively identifying innovative solutions to a challenge or problem.</p> <p>B. Create - Learners construct new knowledge by: V.B.1 Problem solving through cycles of design, implementation, and reflection. V.B.2 Persisting through self-directed pursuits by tinkering and making.</p> <p>VI. Engage Demonstrating safe, legal and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.</p>

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				<p>A. Think - Learners follow ethical and legal guidelines for gathering and using information by: VI.A.2 Understanding the ethical use of information, technology and media.</p> <p>B. Create - Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: VI.B.2 Acknowledging authorship and demonstrating respect for the intellectual property of others.</p> <p>D. Grow - Learners engage with information to extend personal learning by: VI.D.3 Inspiring others to engage in safe, responsible, ethical and legal information behaviors.</p>
K	<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 auditory and visual clues to understand literature</p> <p>B. Select an appropriate book of interest for personal enjoyment</p> <p>C. Begin to identify different types and elements of literature</p> <p>D. Begin to recognize</p>	<ol style="list-style-type: none"> 1. Choose a book of interest from a provided assortment 2. Listen to traditional folklore such as nursery rhymes and fairy tales 3. Listen to fiction in picture book and short novel formats 4. Listen to nonfiction (biography, information books, poetry) 5. Identify 	<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: I.A.1 Formulating questions about a personal interest or curricular topic. I.A.2 Recalling prior and background knowledge as context for new meaning. I.B.1 Using evidence to investigate questions.</p> <p>B. Create - Learners engage with new knowledge by following a process that includes: 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>

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		<p>information presented creatively in various non textual formats</p> <p>E. Ask for information related to personal interests</p> <p>F. Select resources and materials based on interest, need, and appropriateness</p>	<p>literary elements such as character and setting</p> <p>6. Respond to literature in participatory activities such as puppetry, finger plays, and drama</p> <p>7. Engage with the work of various authors and illustrators</p> <p>8. Enjoy award-winning literature</p> <p>9. Begin to use print and nonprint materials</p> <p>10. Appreciate reading for pleasure, for learning, and for finding answers</p> <p>11. Use libraries, library staff, and library resources</p>	<p>I.D.1 Continually seeking knowledge.</p> <p>I.D.2 Engaging in sustained inquiry</p> <p>I.D.3 Enacting understanding through real-world connections.</p> <p>II.Include Demonstrate an understanding of and commitment to inclusiveness and respect 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.2 Adopting a discerning stance towards points of view and opinions expressed in information resources and learning products.</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 information need by:</p> <p>IV.A.1 Determining the need to gather information.</p> <p>IV.A.2 Identifying possible sources of information.</p> <p>B. Create - Learners gather information appropriate to the task by:</p> <p>IV.B.1 Seeking a variety of sources.</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>C. Share - Learners engage with the learning community by:</p>

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				V.C.1 Expressing curiosity about a topic of personal interest or curricular relevance.
K	<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 citizenship 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>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"> With guidance, identify personal information (name, gender, age, address, phone number, name of school, screen name, etc.) and when it is appropriate to share this information Use the Internet to visit approved websites with adult supervision or guidance Practice good manners online, recognizing that online communication is between actual people Report uncomfortable situations to an adult With guidance, 	<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.2 Adopting a discerning stance towards points of view and opinions expressed in information resources and learning products.</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 information needs by:</p> <p>IV.A.3 Making critical choices about information sources to use.</p> <p>B. Create - Learners gather information appropriate to the task by:</p> <p>IV.B.2 Collecting information representing diverse perspectives.</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>VI. Engage Demonstrate safe, legal and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected</p>

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			<p>identify approved content and advertising content</p> <p>6. Operate and maintain equipment as directed (power-on/off, clean hands, gentle use)</p>	<p>world.</p> <p>A. Think - Learners follow ethical and legal guidelines for gathering and using information by:</p> <p>VI.A.1 Responsibly applying information, technology and media to learning.</p> <p>VI.A.2 Understanding the ethical use of information, technology and media.</p> <p>B. Create - Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:</p> <p>VI.B.1 Ethically using and reproducing others' work.</p> <p>D. Grow - Learners engage with information to extend personal learning by:</p> <p>VI.D.3 Inspiring others to engage in safe, responsible, ethical and legal information behaviors.</p>