

# *Windham School District*



## *K-12*

### *Library Learning Commons Curriculum*

**Approved by the Windham School Board on \_\_\_\_\_, 2020**

## **Windham School District Library Learning Commons Philosophy**

The Windham School District Library Learning Commons serve as the information hubs of each school. Our purpose is to guide students to be avid seekers of knowledge, users of multiple forms of media, and lifelong learners with an appreciation of literature. Our Library Learning Commons are places where students and staff can pursue academic and personal excellence. We strive to provide an environment that allows everyone to choose materials in which they are interested, and encourages them to follow their own intellectual paths.

### **K-12 Library Curriculum Team:**

**Joel Burdette, Golden Brook School**

**Diana Greenleaf, Windham Center School**

**Katy Smith, Windham Middle School**

**Deb Morin, Windham High School**

# WSD Library Learning Commons Curriculum

Unit Name	What (Content, Vocabulary)	Why (Enduring Understanding)	How (Skills)
Technology Skills	<ul style="list-style-type: none"> <li>● How to use a variety of tools and resources.</li> <li>● That they must validate information for accuracy, validity, and appropriateness for need.</li> <li>● How to use hardware &amp; software, including but not limited to:               <ul style="list-style-type: none"> <li>○ Chromebooks</li> <li>○ iPads</li> <li>○ MacBooks &amp; iMacs</li> <li>○ PC's</li> <li>○ Printing, copying &amp; scanning</li> <li>○ Navigation of digital resources</li> <li>○ Destiny (Library catalog)</li> <li>○ Databases</li> <li>○ Digital learning tools</li> <li>○ Unified Classroom</li> <li>○ Clever</li> <li>○ Newsela</li> <li>○ Google Suite &amp; Applicable Extensions</li> <li>○ Overdrive (Sora App)</li> <li>○ Turnitin</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Skills needed to become an active member of society.</li> <li>● Learning the basics of using technology can make our lives easier.</li> <li>● Citizens must acquire skills to make the best choices when learning on their own.</li> </ul>	<ul style="list-style-type: none"> <li>● Navigating and organizing digital information.</li> <li>● Understanding that they must validate information before using it.</li> <li>● Gathering information appropriate to the task by systematically questioning and assessing the validity and accuracy of information</li> <li>● Ethical use of information</li> </ul>

<p>Using the Library Learning Commons</p>	<ul style="list-style-type: none"> <li>● Navigation of the Library Learning Commons <ul style="list-style-type: none"> <li>○ Locate materials</li> </ul> </li> <li>● Navigation of digital resources <ul style="list-style-type: none"> <li>○ Databases</li> <li>○ Digital learning tools</li> <li>○ Unified Classroom</li> <li>○ Clever</li> </ul> </li> <li>● Access the Destiny online library catalog</li> <li>● Understanding of the daily procedures &amp; library rules</li> </ul>	<ul style="list-style-type: none"> <li>● The Library Learning Commons is essential to the development of learning skills. The Library Learning Commons provide resources that are useful for a variety of reasons.</li> </ul>	<ul style="list-style-type: none"> <li>● Using the library independently</li> <li>● Determining which resources to use for their informational needs</li> <li>● Advocating for library use because of positive experiences using the library</li> <li>● Understanding the process involved with book checkout</li> </ul>
<p>Research Skills</p>	<ul style="list-style-type: none"> <li>● Continually seeking knowledge</li> <li>● Understanding keywords</li> <li>● Accessing and evaluating authoritative information sites.</li> <li>● Using reflection to guide informed decisions.</li> <li>● Ethically using and reproducing others' work.</li> </ul>	<ul style="list-style-type: none"> <li>● Different resources have different uses.</li> <li>● Citizens must acquire skills to make the best choices when learning on their own.</li> </ul>	<ul style="list-style-type: none"> <li>● Determining the need to gather information</li> <li>● Using evidence to investigate questions.</li> <li>● Devising and implementing a plan to fill knowledge gaps</li> <li>● Acting upon feedback to improve</li> <li>● Joining with others to compare and contrast information derived from collaboratively constructed information sites.</li> </ul>
<p>Ethical Use of Information</p>	<ul style="list-style-type: none"> <li>● Responsible application of information, technology, and media to learning.</li> </ul>	<ul style="list-style-type: none"> <li>● As a user of information, you must respect the intellectual property of others.</li> </ul>	<ul style="list-style-type: none"> <li>● Sharing information resources in accordance with modification, reuse, and remix policies.</li> </ul>

	<ul style="list-style-type: none"> <li>● Guidelines for the ethical use of information, technology, and media.</li> <li>● Evaluation of information for accuracy, validity, social and cultural context, and appropriateness for need.</li> </ul>	<ul style="list-style-type: none"> <li>● Ethical behavior must be learned.</li> </ul>	<ul style="list-style-type: none"> <li>● Disseminating new knowledge through means appropriate for the intended audience.</li> <li>● Ethically using and reproducing others' work</li> <li>● Reflecting on the process of ethical generation of knowledge.</li> </ul>
Sharing Knowledge	<ul style="list-style-type: none"> <li>● To demonstrate their desire to broaden and deepen understandings.</li> <li>● To develop understanding through engagement in a learning group.</li> <li>● To decide to solve problems informed by group interaction.</li> </ul>	<ul style="list-style-type: none"> <li>● Participating as a member of our society</li> </ul>	<ul style="list-style-type: none"> <li>● Establishing connections with other learners to build on their own prior knowledge and create new knowledge.</li> <li>● Using a variety of communication tools and resources.</li> <li>● Soliciting and responding to feedback from others</li> <li>● Involving diverse perspectives in their own inquiry processes.</li> </ul>
Literature Appreciation	<ul style="list-style-type: none"> <li>● Books are mirrors and windows into people's lives.</li> <li>● Reading will lead to life-long learning</li> <li>● There are a multitude of ways to access reading materials</li> </ul>	<ul style="list-style-type: none"> <li>● Through reading, we can understand ourselves and the world.</li> </ul>	<ul style="list-style-type: none"> <li>● Identifying and exploring a variety of genres.</li> <li>● Selecting appropriate materials.</li> <li>● Identifying favorite authors and illustrators.</li> <li>● Formulating questions about a personal interest or curricular topic</li> </ul>

			<ul style="list-style-type: none"><li>● Reading widely and deeply in multiple formats</li><li>● Reflecting and questioning assumptions and possible misconceptions</li></ul>
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# WSD Library Learning Commons Curriculum

## Content Topic: Technology Skills Grades K-4

Stage 1 Desired Results		
<p><b>ESTABLISHED GOAL:</b> The Library Learning Commons curriculum supports the goals to provide high quality services responsive to the changing cultural, research, and informational needs of our community and functional, flexible, inviting, safe, technology-equipped learning spaces. In this unit, the focus is technology skills.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● AASL1: Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.</li> <li>● AASL III: Collaborate: Work effectively with others to broaden perspectives and work toward common goals.</li> <li>● AASL IV: Curate: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance</li> <li>● AASL V: Explore: Discover and innovate in a growth mindset developed through experience and reflection.</li> <li>● AASL VI: Engage: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.</li> </ul>	<i>Transfer</i>	
	<p><i>Students will be able to</i></p> <ul style="list-style-type: none"> <li>● Demonstrate safe, legal, and ethical construction and sharing of knowledge.</li> <li>● Validate information and make educated conclusions and ethical decisions.</li> <li>● Utilize appropriate tools and resources.</li> </ul>	
	<i>Meaning</i>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Skills needed to become an active member of society.</li> <li>● Learning the basics of using technology can make our lives easier.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How does technology enhance understanding?</li> <li>● How does shared information enhance knowledge?</li> <li>● How do you know what resources to use when?</li> <li>● Why is it important to share knowledge with others?</li> <li>● How does being a member of a team benefit everyone?</li> <li>● Why is public conversation and debate necessary?</li> </ul>
<i>Acquisition</i>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● How to use a variety of tools and resources.</li> <li>● That they must validate information for accuracy, validity, and appropriateness for need.</li> <li>● How to use hardware (Chromebooks, iPads)</li> <li>● Navigation of digital resources                             <ul style="list-style-type: none"> <li>○ Databases</li> <li>○ Digital learning tools</li> <li>○ Unified Classroom</li> </ul> </li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Navigating and organizing digital information.</li> <li>● Understanding that they must validate information before using it.</li> <li>● Gathering information appropriate to the task by systematically questioning and assessing the validity and accuracy of information</li> </ul>

	○ Clever	
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<i>not applicable</i>		<ul style="list-style-type: none"> <li>● Demonstrate safe, legal, and ethical construction and sharing of knowledge.</li> <li>● Validate information and make educated conclusions and ethical decisions.</li> <li>● Utilize appropriate tools and resources.</li> </ul>

<b>Stage 2 - Evidence</b>	
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
	ASSESSMENT: Pre-assessment of prerequisite knowledge and skills, on-the-spot checks for understanding, quizzes, tests, performance tasks, and prompts to assess student learning.

# WSD Library Learning Commons Curriculum

## Content Topic: Technology Skills Grades 5-12

Stage 1 Desired Results		
<p><b>ESTABLISHED GOAL:</b> The Library Learning Commons curriculum supports the goals to provide high quality services responsive to the changing cultural, research, and informational needs of our community and functional, flexible, inviting, safe, technology-equipped learning spaces. In this unit, the focus is technology skills.</p> <p><b>Content Standards:</b></p> <ul style="list-style-type: none"> <li>● AASL1: Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.</li> <li>● AASL III: Collaborate: Work effectively with others to broaden perspectives and work toward common goals.</li> <li>● AASL IV: Curate: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance</li> <li>● AASL V: Explore: Discover and innovate in a growth mindset developed through experience and reflection.</li> <li>● AASL VI: Engage: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.</li> </ul>	Transfer	
	<p><i>Students will be able to</i></p> <ul style="list-style-type: none"> <li>● Demonstrate safe, legal, and ethical construction and sharing of knowledge.</li> <li>● Validate information and make educated conclusions and ethical decisions.</li> <li>● Utilize appropriate tools and resources.</li> <li>● Know when using technology is an enhancement, not a hindrance.</li> </ul>	
	Meaning	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Skills needed to become an active member of society.</li> <li>● Learning the basics of using technology can make our lives easier.</li> <li>● Citizens must acquire skills to make the best choices when learning on their own.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How does technology enhance understanding?</li> <li>● How does shared information enhance knowledge?</li> <li>● How do you know what resources to use when?</li> <li>● Why is it important to share knowledge with others?</li> <li>● How does being a member of a team benefit everyone?</li> <li>● Why is public conversation and debate necessary?</li> </ul>
Acquisition		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● How to use a variety of tools and resources.</li> <li>● That they must validate information for accuracy, validity, and appropriateness for need.</li> <li>● How to use hardware &amp; software, including but not limited to:                             <ul style="list-style-type: none"> <li>○ Chromebooks</li> </ul> </li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Navigating and organizing digital information.</li> <li>● Understanding that they must validate information before using it.</li> <li>● Gathering information appropriate to the task by systematically questioning and assessing the validity and accuracy of information</li> </ul>	

	<ul style="list-style-type: none"> <li>○ iPads</li> <li>○ MacBooks &amp; iMacs</li> <li>○ PC's</li> <li>○ Printing, copying &amp; scanning</li> <li>○ Navigation of digital resources</li> <li>○ Destiny (Library catalog)</li> <li>○ Databases</li> <li>○ Digital learning tools</li> <li>○ Unified Classroom</li> <li>○ Clever</li> <li>○ Newsela</li> <li>○ Google Suite &amp; Applicable Extensions</li> <li>○ Overdrive (Sora App)</li> <li>○ Turnitin</li> </ul>	<ul style="list-style-type: none"> <li>● Ethical use of information</li> </ul>
<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
<b><i>not applicable</i></b>		<ul style="list-style-type: none"> <li>● Demonstrate safe, legal, and ethical construction and sharing of knowledge.</li> <li>● Validate information and make educated conclusions and ethical decisions.</li> <li>● Utilize appropriate tools and resources.</li> <li>● Know when using technology is an enhancement, not a hindrance.</li> </ul>

<b>Stage 2 - Evidence</b>	
<b><i>Evaluative Criteria</i></b>	<b><i>Assessment Evidence</i></b>
	ASSESSMENT: Pre-assessment of prerequisite knowledge and skills, on-the-spot checks for understanding, quizzes, tests, performance tasks, and prompts to assess student learning.



# WSD Library Learning Commons Curriculum

## Content Topic: Using the Library Learning Commons Grades K-4

Stage 1 Desired Results				
<p><b>ESTABLISHED GOALS:</b> The Library Learning Commons curriculum supports the goals to provide high quality services responsive to the changing cultural, research, and informational needs of our community and functional, flexible, inviting, safe, technology-equipped learning spaces. In this unit, the focus is the use of the Learning Commons.</p> <p><b>Content Standards:</b></p> <ul style="list-style-type: none"> <li>● AASL1: Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.</li> <li>● AASL III: Collaborate: Work effectively with others to broaden perspectives and work toward common goals.</li> <li>● AASL V: Explore: Discover and innovate in a growth mindset developed through experience and reflection.</li> <li>● AASL VI: Engage: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.</li> </ul>	<i>Transfer</i>			
	<p><i>Students will be able to</i></p> <ul style="list-style-type: none"> <li>● Understand that library processes will aid in navigating both the physical organization and online access to information in the future</li> <li>● Believe that the library will provide more authoritative sources than Google.</li> <li>● Realize that books can be important resources in addition to online resources.</li> <li>● Develop organization skills learned by using the library that can be applied to many different tasks and responsibilities in the future</li> </ul>			
	<i>Meaning</i>			
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<i>Acquisition</i>				
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Navigation of the Library Learning Commons             <ul style="list-style-type: none"> <li>○ Locate materials</li> </ul> </li> <li>● How to use hardware (Chromebooks, iPads)</li> <li>● Navigation of digital resources             <ul style="list-style-type: none"> <li>○ Databases</li> <li>○ Digital learning tools</li> <li>○ Unified Classroom</li> <li>○ Clever</li> </ul> </li> <li>● How to access the Destiny online library catalog</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Using the library independently</li> <li>● Determining which resources to use for their informational needs</li> <li>● Advocating for library use because of positive experiences using the library</li> <li>● Understanding the process involved with book checkout</li> </ul>			

	<ul style="list-style-type: none"> <li>• Understanding of the daily procedures &amp; library rules</li> </ul>	
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<i>not applicable</i>		<ul style="list-style-type: none"> <li>• Understand that library processes will aid in navigating both the physical organization and online access to information in the future</li> <li>• Believe that the library will provide more authoritative sources than Google.</li> <li>• Realize that books can be important resources in addition to online resources.</li> <li>• Develop organization skills learned by using the library that can be applied to many different tasks and responsibilities in the future</li> </ul>

<b>Stage 2 - Evidence</b>	
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
	ASSESSMENT: Pre-assessment of prerequisite knowledge and skills, on-the-spot checks for understanding, quizzes, tests, performance tasks, and prompts to assess student learning.

# WSD Library Learning Commons Curriculum

## Content Topic: Using the Library Learning Commons Grades 5-12

Stage 1 Desired Results				
<p><b>ESTABLISHED GOALS:</b> The Library Learning Commons curriculum supports the goals to provide high quality services responsive to the changing cultural, research, and informational needs of our community and functional, flexible, inviting, safe, technology-equipped learning spaces. In this unit, the focus is the use of the Learning Commons.</p> <p><b>Content Standards:</b></p> <ul style="list-style-type: none"> <li>● AASL1: Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.</li> <li>● AASL III: Collaborate: Work effectively with others to broaden perspectives and work toward common goals.</li> <li>● AASL V: Explore: Discover and innovate in a growth mindset developed through experience and reflection.</li> <li>● AASL VI: Engage: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.</li> </ul>	<b>Transfer</b>			
	<p><i>Students will be able to</i></p> <ul style="list-style-type: none"> <li>● Understand that library processes will aid in navigating both the physical organization and online access to information in the future</li> <li>● Believe that the library will provide more authoritative sources than Google.</li> <li>● Realize that books can be important resources in addition to online resources.</li> <li>● Develop organization skills learned by using the library that can be applied to many different tasks and responsibilities in the future</li> </ul>			
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<b><i>Used in Content Area Standards</i></b>		<b><i>21<sup>st</sup> Century Skills</i></b>
<i>not applicable</i>		<ul style="list-style-type: none"> <li>• Understand that library processes will aid in navigating both the physical organization and online access to information in the future</li> <li>• Believe that the library will provide more authoritative sources than Google.</li> <li>• Realize that books can be important resources in addition to online resources.</li> <li>• Develop organization skills learned by using the library that can be applied to many different tasks and responsibilities in the future</li> </ul>

<b>Stage 2 - Evidence</b>	
<b><i>Evaluative Criteria</i></b>	<b><i>Assessment Evidence</i></b>
	ASSESSMENT:Pre-assessment of prerequisite knowledge and skills, on-the-spot checks for understanding, quizzes, tests, performance tasks, and prompts to assess student learning.

# WSD Library Learning Commons Curriculum

## Content Topic: Research Skills Grades K-4

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> The Library Learning Commons curriculum supports the goals to provide high quality services responsive to the changing cultural, research, and informational needs of our community and functional, flexible, inviting, safe, technology-equipped learning spaces. In this unit, the focus is research skills.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● AASL 1: Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.</li> <li>● AASL IV: Curate: Make meaning for oneself by collecting, organizing, and sharing resources of personal relevance.</li> <li>● AASL V: Explore: Discover and innovate in a growth mindset developed through experience and reflection.</li> <li>● AASL VI: Engage: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and in an interconnected world.</li> </ul>	<b>Transfer</b>	
	<i>Students will be able to</i>	
	<ul style="list-style-type: none"> <li>● Continue to seek knowledge and engage in sustained inquiry.</li> <li>● Access subscription databases to find authoritative information</li> <li>● Enacting new understandings through real-world inquiries.</li> </ul>	
	<b>Meaning</b>	
<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Different resources have different uses.</li> <li>● Citizens must acquire skills to make the best choices when learning on their own.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● In what ways does finding information lead us to new understandings?</li> <li>● How do you determine which sources will meet your needs?</li> <li>● How do you know what sources you can trust?</li> </ul>	
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Continually seeking knowledge is important</li> <li>● How to use keywords</li> <li>● How to access authoritative information sites.</li> <li>● How to use reflection to guide informed decisions.</li> <li>● The guidelines for ethically using and reproducing others' work.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Determining the need to gather information</li> <li>● Using evidence to investigate questions.</li> <li>● Devising and implementing a plan to fill knowledge gaps</li> <li>● Acting upon feedback to improve</li> <li>● Joining with others to compare and contrast information derived from collaboratively constructed information sites.</li> </ul>	

<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<i>not applicable</i>		<ul style="list-style-type: none"> <li>● Continue to seek knowledge and engage in sustained inquiry.</li> <li>● Access subscription databases to find authoritative information</li> <li>● Enacting new understandings through real-world inquiries.</li> </ul>

<b>Stage 2 - Evidence</b>	
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
	ASSESSMENT: Pre-assessment of prerequisite knowledge and skills, on-the-spot checks for understanding, quizzes, tests, performance tasks, and prompts to assess student learning.

# WSD Library Learning Commons Curriculum

## Content Topic: Research Skills Grades 5-12

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> The Library Learning Commons curriculum supports the goals to provide high quality services responsive to the changing cultural, research, and informational needs of our community and functional, flexible, inviting, safe, technology-equipped learning spaces. In this unit, the focus is research skills.</p> <p><b>Content Standards:</b></p> <ul style="list-style-type: none"> <li>● AASL 1: Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.</li> <li>● AASL IV: Curate: Make meaning for oneself by collecting, organizing, and sharing resources of personal relevance.</li> <li>● AASL V: Explore: Discover and innovate in a growth mindset developed through experience and reflection.</li> <li>● AASL VI: Engage: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and in an interconnected world.</li> </ul>	<i>Transfer</i>	
	<p><i>Students will be able to</i></p> <ul style="list-style-type: none"> <li>● Continue to seek knowledge and engage in sustained inquiry.</li> <li>● Perform ongoing analysis and reflection on the quality, usefulness, and accuracy of curated sources.</li> <li>● Enact new understandings through real-world inquiries.</li> </ul>	
	<i>Meaning</i>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Different resources have different uses.</li> <li>● Citizens must acquire skills to make the best choices when learning on their own.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● In what ways does finding information lead us to new understandings?</li> <li>● How do you determine which sources will meet your needs?</li> <li>● How do you know what sources you can trust?</li> </ul>
	<i>Acquisition</i>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Continually seeking knowledge</li> <li>● Understanding keywords</li> <li>● Accessing and evaluating authoritative information sites.</li> <li>● Using reflection to guide informed decisions.</li> <li>● Ethically using and reproducing others' work.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Determining the need to gather information</li> <li>● Using evidence to investigate questions.</li> <li>● Devising and implementing a plan to fill knowledge gaps</li> <li>● Acting upon feedback to improve</li> <li>● Joining with others to compare and contrast information derived from collaboratively constructed information sites.</li> </ul>	

<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<i>not applicable</i>		<ul style="list-style-type: none"> <li>• Continue to seek knowledge and engage in sustained inquiry.</li> <li>• Performing ongoing analysis and reflection on the quality, usefulness, and accuracy of curated sources.</li> <li>• Enacting new understandings through real-world inquiries.</li> </ul>

<b>Stage 2 - Evidence</b>	
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
	ASSESSMENT:Pre-assessment of prerequisite knowledge and skills, on-the-spot checks for understanding, quizzes, tests, performance tasks, and prompts to assess student learning.

# WSD Library Learning Commons Curriculum

## Content Topic: Ethical Use of Information Grades K-4

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> The Library Learning Commons curriculum supports the goals to provide high quality services responsive to the changing cultural, research, and informational needs of our community and functional, flexible, inviting, safe, technology-equipped learning spaces. In this unit, the focus is the ethical use of information.</p> <p><b>Content Standards:</b></p> <ul style="list-style-type: none"> <li>● AASL IV: Engage: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.</li> </ul>	Transfer	
	<p><i>Students will be able to</i></p> <ul style="list-style-type: none"> <li>● Demonstrate safe, legal, and ethical construction and sharing of knowledge.</li> <li>● Navigate ethically in an interconnected world.</li> <li>● Validate information and make educated conclusions and ethical decisions.</li> <li>● Inspire others to engage in safe, responsible, ethical, and legal behaviors.</li> </ul>	
	Meaning	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● As a user of information, you must respect the intellectual property of others.</li> <li>● Ethical behavior must be learned.</li> </ul> </td> <td style="width: 50%; padding: 5px;"> <p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● Why is it important to give credit to others who created the work?</li> <li>● How does society suffer when people don't respect intellectual freedom?</li> <li>● What constitutes a responsible citizen in the global information universe?</li> </ul> </td> </tr> </table>	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● As a user of information, you must respect the intellectual property of others.</li> <li>● Ethical behavior must be learned.</li> </ul>
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Acquisition		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Responsible application of information, technology, and media to learning.</li> <li>● Guidelines for the ethical use of information, technology, and media.</li> <li>● Evaluation of information for accuracy, validity, and appropriateness for need.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Sharing information resources in accordance with modification, reuse, and remix policies.</li> <li>● Disseminating new knowledge through means appropriate for the intended audience.</li> <li>● Ethically using and reproducing others' work</li> <li>● Reflecting on the process of ethical generation of knowledge.</li> </ul>	

<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<i>not applicable</i>		<ul style="list-style-type: none"> <li>● Demonstrate safe, legal, and ethical construction and sharing of knowledge.</li> <li>● Navigate ethically in an interconnected world.</li> <li>● Validate information and make educated conclusions and ethical decisions.</li> <li>● Inspire others to engage in safe, responsible, ethical, and legal behaviors.</li> </ul>

<b>Stage 2 - Evidence</b>	
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
	ASSESSMENT: Pre-assessment of prerequisite knowledge and skills, on-the-spot checks for understanding, quizzes, tests, performance tasks, and prompts to assess student learning.

# WSD Library Learning Commons Curriculum

## Content Topic: Ethical Use of Information Grades 5-12

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> The Library Learning Commons curriculum supports the goals to provide high quality services responsive to the changing cultural, research, and informational needs of our community and functional, flexible, inviting, safe, technology-equipped learning spaces. In this unit, the focus is the ethical use of information.</p> <p><b>Content Standards:</b></p> <ul style="list-style-type: none"> <li>● AASL1: Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.</li> <li>● AASL IV: Curate: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.</li> <li>● AASL V1: Engage: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.</li> </ul>	<i>Transfer</i>	
	<p><i>Students will be able to</i></p> <ul style="list-style-type: none"> <li>● Demonstrate safe, legal, and ethical construction and sharing of knowledge.</li> <li>● Navigate ethically in an interconnected world.</li> <li>● Validate information and make educated conclusions and ethical decisions.</li> <li>● Inspire others to engage in safe, responsible, ethical, and legal behaviors.</li> </ul>	
	<i>Meaning</i>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● As a user of information, you must respect the intellectual property of others.</li> <li>● Ethical behavior must be learned.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● Why is it important to give credit to others who created the work?</li> <li>● How does society suffer when people don't respect intellectual freedom?</li> <li>● What constitutes a responsible citizen in the global information universe?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Responsible application of information, technology, and media to learning.</li> <li>● Guidelines for the ethical use of information, technology, and media.</li> <li>● Evaluation of information for accuracy, validity, social and cultural context, and appropriateness for need.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Sharing information resources in accordance with modification, reuse, and remix policies.</li> <li>● Disseminating new knowledge through means appropriate for the intended audience.</li> <li>● Ethically using and reproducing others' work</li> <li>● Reflecting on the process of ethical generation of knowledge.</li> </ul>	

<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<i>not applicable</i>		<ul style="list-style-type: none"> <li>● Demonstrate safe, legal, and ethical construction and sharing of knowledge.</li> <li>● Navigate ethically in an interconnected world.</li> <li>● Validate information and make educated conclusions and ethical decisions.</li> <li>● Inspire others to engage in safe, responsible, ethical, and legal behaviors.</li> </ul>

<b>Stage 2 - Evidence</b>	
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
	ASSESSMENT: Pre-assessment of prerequisite knowledge and skills, on-the-spot checks for understanding, quizzes, tests, performance tasks, and prompts to assess student learning.

# WSD Library Learning Commons Curriculum

## Content Topic: Sharing Knowledge Grades K-4

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> The Library Learning Commons curriculum supports the goals to provide high quality services responsive to the changing cultural, research, and informational needs of our community and functional, flexible, inviting, safe, technology-equipped learning spaces. In this unit, the focus is the sharing of knowledge.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>• AASL III: Collaborate: Work effectively with others to broaden perspectives and work toward common goals.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to</i></p> <ul style="list-style-type: none"> <li>• Actively contribute to group discussions.</li> <li>• Recognize learning as a social responsibility</li> </ul>	
	<b>Meaning</b>	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• It is important to participate as a member of our society</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• Why is it important to share knowledge with others?</li> <li>• How does being a member of a team benefit everyone?</li> <li>• Why is public conversation and debate necessary?</li> </ul> </td> </tr> </table>	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• It is important to participate as a member of our society</li> </ul>
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<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• How to demonstrate their desire to broaden and deepen understandings.</li> <li>• How to develop understanding through engagement in a learning group.</li> <li>• How to decide to solve problems informed by group interaction.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Establishing connections with other learners to build on their own prior knowledge and create new knowledge.</li> <li>• Using a variety of communication tools and resources.</li> <li>• Soliciting and responding to feedback from others</li> <li>• Involving diverse perspectives in their own inquiry processes.</li> </ul>	

<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<i>not applicable</i>		<ul style="list-style-type: none"> <li>● Actively contributing to group discussions.</li> <li>● Recognizing learning as a social responsibility</li> </ul>

<b>Stage 2 - Evidence</b>	
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
	ASSESSMENT: Pre-assessment of prerequisite knowledge and skills, on-the-spot checks for understanding, quizzes, tests, performance tasks, and prompts to assess student learning.

# WSD Library Learning Commons Curriculum

## Content Topic: Sharing Knowledge Grades 5-12

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> The Library Learning Commons curriculum supports the goals to provide high quality services responsive to the changing cultural, research, and informational needs of our community and functional, flexible, inviting, safe, technology-equipped learning spaces. In this unit, the focus is the sharing of knowledge.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● AASL II: Include: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.</li> <li>● AASL III: Collaborate: Work effectively with others to broaden perspectives and work toward common goals.</li> </ul>	<i>Transfer</i>	
	<p><i>Students will be able to</i></p> <ul style="list-style-type: none"> <li>● Actively contribute to group discussions.</li> <li>● Recognize learning as a social responsibility</li> </ul>	
	<i>Meaning</i>	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● It is important to participate as a member of our society</li> </ul> </td> <td style="width: 50%; padding: 5px;"> <p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● Why is it important to share knowledge with others?</li> <li>● How does being a member of a team benefit everyone?</li> <li>● Why is public conversation and debate necessary?</li> </ul> </td> </tr> </table>	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● It is important to participate as a member of our society</li> </ul>
<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● It is important to participate as a member of our society</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● Why is it important to share knowledge with others?</li> <li>● How does being a member of a team benefit everyone?</li> <li>● Why is public conversation and debate necessary?</li> </ul>	
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● How to demonstrate their desire to broaden and deepen understandings.</li> <li>● How to develop understanding through engagement in a learning group.</li> <li>● How to decide to solve problems informed by group interaction.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Establishing connections with other learners to build on their own prior knowledge and create new knowledge.</li> <li>● Using a variety of communication tools and resources.</li> <li>● Soliciting and responding to feedback from others</li> <li>● Involving diverse perspectives in their own inquiry processes.</li> </ul>	

<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<i>not applicable</i>		<ul style="list-style-type: none"> <li>• Actively contributing to group discussions.</li> <li>• Recognizing learning as a social responsibility</li> </ul>

<b>Stage 2 - Evidence</b>	
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
	ASSESSMENT: Pre-assessment of prerequisite knowledge and skills, on-the-spot checks for understanding, quizzes, tests, performance tasks, and prompts to assess student learning.

# WSD Library Learning Commons Curriculum

## Content Topic: Literature Appreciation Grades K-4

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> The Library Learning Commons curriculum supports the goals to provide high quality services responsive to the changing cultural, research, and informational needs of our community and functional, flexible, inviting, safe, technology-equipped learning spaces. In this unit, the focus on literature appreciation.</p> <p><b>Content Standards:</b></p> <ul style="list-style-type: none"> <li>● AASL I: Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.</li> <li>● AASL II: Include: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community</li> <li>● AASL V: Explore: Discover and innovate in a growth mindset developed through experience and reflection.</li> </ul>	<i>Transfer</i>	
	<p><i>Students will be able to</i></p> <ul style="list-style-type: none"> <li>● Continually seek knowledge</li> <li>● Become life-long readers.</li> </ul>	
	<i>Meaning</i>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Through reading, we can understand ourselves and the world</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● In what ways does reading show us the world?</li> <li>● In what ways does reading show us about ourselves?</li> <li>● How does reading enable us to grow?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Books are mirrors and windows into people's lives.</li> <li>● Reading will lead to life-long learning</li> <li>● There are a multitude of ways to access reading materials</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Identifying and exploring a variety of genres.</li> <li>● Selecting appropriate materials.</li> <li>● Identifying favorite authors and illustrators.</li> <li>● Formulating questions about a personal interest or curricular topic</li> <li>● Reading widely and deeply in multiple formats</li> <li>● Reflecting and questioning assumptions and possible misconceptions</li> </ul>	

<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<i>not applicable</i>		<ul style="list-style-type: none"> <li>• Continually seek knowledge</li> <li>• Become life-long readers.</li> </ul>

<b>Stage 2 - Evidence</b>	
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
	ASSESSMENT: Pre-assessment of prerequisite knowledge and skills, on-the-spot checks for understanding, quizzes, tests, performance tasks, and prompts to assess student learning.

# WSD Library Learning Commons Curriculum

## Content Topic: Literature Appreciation Grades 5-12

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> The Library Learning Commons curriculum supports the goals to provide high quality services responsive to the changing cultural, research, and informational needs of our community and functional, flexible, inviting, safe, technology-equipped learning spaces. In this unit, the focus on literature appreciation.</p> <p><b>Content Standards:</b></p> <ul style="list-style-type: none"> <li>● AASL I: Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.</li> <li>● AASL II: Include: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community</li> <li>● AASL V: Explore: Discover and innovate in a growth mindset developed through experience and reflection.</li> </ul>	<i>Transfer</i>	
	<i>Students will be able to</i>	
	<ul style="list-style-type: none"> <li>● Continually seek knowledge</li> <li>● Become life-long readers.</li> <li>● Navigate and select books that meet your current needs and interests now and in the future.</li> </ul>	
	<i>Meaning</i>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Through reading, we can understand ourselves and the world</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● In what ways does reading show us the world?</li> <li>● In what ways does reading show us about ourselves?</li> <li>● How does reading enable us to grow?</li> </ul>
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<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<i>not applicable</i>		<ul style="list-style-type: none"> <li>● Continually seek knowledge</li> <li>● Become life-long readers.</li> <li>● Navigate and select books that meet your current needs and likes now and in the future.</li> </ul>

<b>Stage 2 - Evidence</b>	
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
	ASSESSMENT:Pre-assessment of prerequisite knowledge and skills, on-the-spot checks for understanding, quizzes, tests, performance tasks, and prompts to assess student learning.