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:

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Unit Name	What	Why	How
	(Content,Vocabulary)	(Enduring Understanding)	(Skills)
Technology Skills	 How to use a variety of tools and resources. That they must validate information for accuracy, validity, and appropriateness for need. How to use hardware & software, including but not limited to: Chromebooks iPads MacBooks & iMacs PC's Printing, copying & scanning Navigation of digital resources Destiny (Library catalog) Databases Digital learning tools Unified Classroom Clever Newsela Google Suite & Applicable Extensions Overdrive (Sora App) Turnitin 	 Skills needed to become an active member of society. Learning the basics of using technology can make our lives easier. Citizens must acquire skills to make the best choices when learning on their own. 	 Navigating and organizing digital information. Understanding that they must validate information before using it. Gathering information appropriate to the task by systematically questioning and assessing the validity and accuracy of information Ethical use of information

Using the Library Learning Commons	 Navigation of the Library Learning Commons Locate materials Navigation of digital resources Databases Digital learning tools Unified Classroom Clever Access the Destiny online library catalog Understanding of the daily procedures & library rules 	• 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.	 Using the library independently Determining which resources to use for their informational needs Advocating for library use because of positive experiences using the library Understanding the process involved with book checkout
Research Skills	 Continually seeking knowledge Understanding keywords Accessing and evaluating authoritative information sites. Using reflection to guide informed decisions. Ethically using and reproducing others' work. 	 Different resources have different uses. Citizens must acquire skills to make the best choices when learning on their own. 	 Determining the need to gather information Using evidence to investigate questions. Devising and implementing a plan to fill knowledge gaps Acting upon feedback to improve Joining with others to compare and contrast information derived from collaboratively constructed information sites.
Ethical Use of Information	• Responsible application of information, technology, and media to learning.	• As a user of information, you must respect the intellectual property of others.	• Sharing information resources in accordance with modification, reuse, and remix policies.

	 Guidelines for the ethical use of information, technology, and media. Evaluation of information for accuracy, validity, social and cultural context, and appropriateness for need. 	• Ethical behavior must be learned.	 Disseminating new knowledge through means appropriate for the intended audience. Ethically using and reproducing others' work Reflecting on the process of ethical generation of knowledge.
Sharing Knowledge	 To demonstrate their desire to broaden and deepen understandings. To develop understanding through engagement in a learning group. To decide to solve problems informed by group interaction. 	• Participating as a member of our society	 Establishing connections with other learners to build on their own prior knowledge and create new knowledge. Using a variety of communication tools and resources. Soliciting and responding to feedback from others Involving diverse perspectives in their own inquiry processes.
Literature Appreciation	 Books are mirrors and windows into people's lives. Reading will lead to life-long learning There are a multitude of ways to access reading materials 	• Through reading, we can understand ourselves and the world.	 Identifying and exploring a variety of genres. Selecting appropriate materials. Identifying favorite authors and illustrators. Formulating questions about a personal interest or curricular topic

		 Reading widely and deeply in multiple formats Reflecting and questioning assumptions and possible misconceptions
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WSD Library Learning Commons Curriculum Content Topic: Technology Skills Grades K-4

Stage 1 Desired Results ESTABLISHED GOAL: Transfer The Library Learning Commons curriculum Students will be able to supports the goals to provide high quality services • Demonstrate safe, legal, and ethical construction and sharing of knowledge. responsive to the changing cultural, research, and Validate information and make educated conclusions and ethical decisions. informational needs of our community and • Utilize appropriate tools and resources. functional, flexible, inviting, safe, Meanina technology-equipped learning spaces. In this unit, ENDURING UNDERSTANDINGS ESSENTIAL QUESTIONS the focus is technology skills. Students will understand that... • How does technology enhance Content Standards: • Skills needed to become an active member of understanding? • How does shared information enhance society. • AASL1: Inquire: Build new knowledge by • Learning the basics of using technology can knowledge? inquiring, thinking critically, identifying make our lives easier • How do you know what resources to use problems, and developing strategies for when? solving problems. • Why is it important to share knowledge • AASL III: Collaborate: Work effectively with others? with others to broaden perspectives and • How does being a member of a team work toward common goals. benefit everyone? • AASL IV: Curate: Make meaning for • Why is public conversation and debate oneself and others by collecting, necessary? organizing, and sharing resources of Acquisition personal relevance Students will know... Students will be skilled at... • AASL V: Explore: Discover and innovate • Navigating and organizing digital • How to use a variety of tools and resources. in a growth mindset developed through information • That they must validate information for experience and reflection. • Understanding that they must validate accuracy, validity, and appropriateness for need. • AASL V1: Engage: Demonstrate safe, • How to use hardware (Chromebooks, iPads) information before using it. legal, and ethical creating and sharing of • Gathering information appropriate to the task • Navigation of digital resources knowledge products independently while by systematically questioning and assessing • Databases engaging in a community of practice and the validity and accuracy of information Digital learning tools 0 an interconnected world

• Unified Classroom

	o Clever	
Used in Content Area Standards		21 st Century Skills
not applicable		 Demonstrate safe, legal, and ethical construction and sharing of knowledge. Validate information and make educated conclusions and ethical decisions. Utilize appropriate tools and resources.

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	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

ESTABLISHED GOAL:

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.

Content Standards:

- AASL1: Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
- AASL III: Collaborate: Work effectively with others to broaden perspectives and work toward common goals.
- AASL IV: Curate: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance
- AASL V: Explore: Discover and innovate in a growth mindset developed through experience and reflection.
- 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.

Stage 1 Desired Results

Students will be able to

• Demonstrate safe, legal, and ethical construction and sharing of knowledge.

Transfer

- Validate information and make educated conclusions and ethical decisions.
- Utilize appropriate tools and resources.
- Know when using technology is an enhancement, not a hindrance.

Meaning		
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	
Students will understand that		
 Skills needed to become an active member of society. Learning the basics of using technology can make our lives easier. Citizens must acquire skills to make the best choices when learning on their own. 	 How does technology enhance understanding? How does shared information enhance knowledge? How do you know what resources to use when? Why is it important to share knowledge with others? How does being a member of a team benefit everyone? 	
	 Why is public conversation and debate necessary? 	
Acqui	sition	
Students will know	Students will be skilled at	
• How to use a variety of tools and resources.	 Navigating and organizing digital 	
 That they must validate information for accuracy, validity, and appropriateness for need. How to use hardware & software, including but not limited to: Chromebooks 	 information. Understanding that they must validate information before using it. Gathering information appropriate to the task by systematically questioning and assessing the validity and accuracy of information 	
	 ENDURING UNDERSTANDINGS Students will understand that Skills needed to become an active member of society. Learning the basics of using technology can make our lives easier. Citizens must acquire skills to make the best choices when learning on their own. Acqui Students will know How to use a variety of tools and resources. That they must validate information for accuracy, validity, and appropriateness for need. How to use hardware & software, including 	

	 iPads MacBooks & iMacs PC's Printing, copying & scanning Navigation of digital resources Destiny (Library catalog) Databases Digital learning tools Unified Classroom Clever Newsela Google Suite & Applicable Extensions Overdrive (Sora App) Turnitin 	• Ethical use of information
Used in Content Area Standards		21 st Century Skills
not applicable		 Demonstrate safe, legal, and ethical construction and sharing of knowledge. Validate information and make educated conclusions and ethical decisions. Utilize appropriate tools and resources. Know when using technology is an enhancement, not a hindrance.

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

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

	Stage 1 Desired Results	
ESTABLISHED GOALS:	Trai	nsfer
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.	 Students will be able to Understand that library processes will aid in na online access to information in the future Believe that the library will provide more auth Realize that books can be important resources Develop organization skills learned by using the tasks and responsibilities in the future 	oritative sources than Google. in addition to online resources.
	Меа	ning
 Content Standards: AASL1: Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems. AASL III: Collaborate: Work effectively with others to broaden perspectives and 	 ENDURING UNDERSTANDINGS Students will understand that The Library Learning Commons is essential to the development of learning skills. Libraries provide resources that are useful for a variety of reasons. 	 ESSENTIAL QUESTIONS Why is the Library Learning Commons important? How is information organized?
with others to broaden perspectives and	Acqu	isition
 with others to broaden perspectives and work toward common goals. AASL V: Explore: Discover and innovate in a growth mindset developed through experience and reflection. 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. 	 Students will know Navigation of the Library Learning Commons Locate materials How to use hardware (Chromebooks, iPads) Navigation of digital resources Databases Digital learning tools Unified Classroom Clever How to access the Destiny online library catalog 	 Students will be skilled at Using the library independently Determining which resources to use for their informational needs Advocating for library use because of positive experiences using the library Understanding the process involved with book checkout

	• Understanding of the daily procedures & library rules	
Used in Content Area Standards		21 st Century Skills
not applicable		 Understand that library processes will aid in navigating both the physical organization and online access to information in the future Believe that the library will provide more authoritative sources than Google. Realize that books can be important resources in addition to online resources. Develop organization skills learned by using the library that can be applied to many different tasks and responsibilities in the future

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

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

Stage 1 Desired Results		
ESTABLISHED GOALS:	Transfer	
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.	 Students will be able to Understand that library processes will aid in navigating both the physical organization and online access to information in the future Believe that the library will provide more authoritative sources than Google. Realize that books can be important resources in addition to online resources. Develop organization skills learned by using the library that can be applied to many different tasks and responsibilities in the future 	
Content Standards:		ining
 AASL1: Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems. AASL III: Collaborate: Work effectively with others to broaden perspectives and 	 ENDURING UNDERSTANDINGS Students will understand that The Library Learning Commons is essential to the development of learning skills. Libraries provide resources that are useful for a variety of reasons. 	 ESSENTIAL QUESTIONS Why is the Library Learning Commons important? How is information organized?
work toward common goals.	Acquisition	
 AASL V: Explore: Discover and innovate in a growth mindset developed through experience and reflection. 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. 	 Students will know Navigation of the Library Learning Commons Locate materials Navigation of digital resources Databases Digital learning tools Unified Classroom Clever How to access the Destiny online library catalog Understanding of the daily procedures & library rules 	 Students will be skilled at Using the library independently Determining which resources to use for their informational needs Advocating for library use because of positive experiences using the library Understanding the process involved with book checkout

Used in Content Area Standards	21 st Century Skills
not applicable	• Understand that library processes will aid in navigating both the physical organization and online access to
	 Information in the future Believe that the library will provide more authoritative sources than Google.
	 Realize that books can be important resources in addition to online resources.
	• Develop organization skills learned by using the library that can be applied to many different tasks and responsibilities in the future

Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
	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: Reseach Skills Grades K-4

	Stage 1 Desired Results	
ESTABLISHED GOALS:	Transfer	
The Library Learning Commons curriculum	Students will be able to	
supports the goals to provide high quality services	• Continue to seek knowledge and engage in sustained inquiry.	
responsive to the changing cultural, research, and	 Access subscription databases to find authoritative information 	
informational needs of our community and	• Enacting new understandings through real-world inquiries.	
functional, flexible, inviting, safe,	Meaning	
technology-equipped learning spaces. In this unit,	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
the focus is research skills.	Students will understand that	
	• Different resources have different uses.	• In what ways does finding information lead
	• Citizens must acquire skills to make the best	us to new understandings?
	choices when learning on their own.	 How do you determine which sources will
Content Standards:	enoices when rearing on their own.	meet your needs?
• AASL 1: Inquire: Build new knowledge		 How do you know what sources you can
by inquiring, thinking critically,		trust?
identifying problems, and developing	Acquisition	
strategies for solving problems.	Students will know	Students will be skilled at
• AASL IV: Curate: Make meaning for	Continually seeking knowledge is	• Determining the need to gather
oneself by collecting, organizing, and	important	information
sharing resources of personal relevance.	 How to use keywords 	 Using evidence to investigate
• AASL V: Explore: Discover and innovate	 How to access authoritative 	questions.
in a growth mindset developed through	• How to access authoritative information sites.	 Devising and implementing a plan to
experience and reflection.		fill knowledge gaps
• AASL VI: Engage: Demonstrate safe,	 How to use reflection to guide informed decisions. 	
legal, and ethical creating and sharing of		 Acting upon feedback to improve Joining with others to compare and
knowledge products independently while	• The guidelines for ethically using and	 Johning with others to compare and contrast information derived from
engaging in a community of practice and	reproducing others' work.	
in an interconnected world.		collaboratively constructed information
		sites.
	1	

Used in Content Area Standards	21 st Century Skills
not applicable	 Continue to seek knowledge and engage in sustained inquiry. Access subscription databases to find authoritative information Enacting new understandings through real-world inquiries.

Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
	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 ESTABLISHED GOALS: Transfer The Library Learning Commons curriculum Students will be able to supports the goals to provide high quality services • Continue to seek knowledge and engage in sustained inquiry. responsive to the changing cultural, research, and • Perform ongoing analysis and reflection on the quality, usefulness, and accuracy of curated informational needs of our community and sources. functional, flexible, inviting, safe, • Enact new understandings through real-world inquiries. technology-equipped learning spaces. In this unit, Meanina the focus is research skills ENDURING UNDERSTANDINGS ESSENTIAL QUESTIONS Students will understand that... • In what ways does finding information lead • Different resources have different uses Content Standards: • Citizens must acquire skills to make the best us to new understandings? • AASL 1: Inquire: Build new knowledge choices when learning on their own. • How do you determine which sources will by inquiring, thinking critically, meet your needs? identifying problems, and developing • How do you know what sources you can strategies for solving problems. trust? • AASL IV: Curate: Make meaning for Acauisition oneself by collecting, organizing, and Students will be skilled at... Students will know... sharing resources of personal relevance. • Determining the need to gather • Continually seeking knowledge • AASL V: Explore: Discover and innovate information Understanding keywords • in a growth mindset developed through • Using evidence to investigate • Accessing and evaluating authoritative experience and reflection. questions. information sites. • AASL VI: Engage: Demonstrate safe, • Devising and implementing a plan to • Using reflection to guide informed legal, and ethical creating and sharing of fill knowledge gaps decisions knowledge products independently while • Acting upon feedback to improve • Ethically using and reproducing others' engaging in a community of practice and • Joining with others to compare and work. in an interconnected world contrast information derived from collaboratively constructed information sites

Used in Content Area Standards	21 st Century Skills
not applicable	 Continue to seek knowledge and engage in sustained inquiry. Performing ongoing analysis and reflection on the quality, usefulness, and accuracy of curated sources. Enacting new understandings through real-world inquiries.

Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
	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 ESTABLISHED GOALS: Transfer The Library Learning Commons curriculum Students will be able to supports the goals to provide high quality services • Demonstrate safe, legal, and ethical construction and sharing of knowledge. responsive to the changing cultural, research, and • Navigate ethically in an interconnected world. informational needs of our community and • Validate information and make educated conclusions and ethical decisions. functional, flexible, inviting, safe, • Inspire others to engage in safe, responsible, ethical, and legal behaviors. technology-equipped learning spaces. In this unit, Meanina the focus is the ethical use of information ESSENTIAL QUESTIONS ENDURING UNDERSTANDINGS Students will understand that... • Why is it important to give credit to others • As a user of information, you must respect Content Standards: the intellectual property of others. who created the work? • AASL IV: Engage: Demonstrate safe, • Ethical behavior must be learned • How does society suffer when people don't legal, and ethical creating and sharing of respect intellectual freedom? knowledge products independently while • What constitutes a responsible citizen in engaging in a community of practice and the global information universe? an interconnected world. Acauisition Students will be skilled at... Students will know... • Sharing information resources in accordance • Responsible application of information, with modification, reuse, and remix policies. technology, and media to learning. • Disseminating new knowledge through • Guidelines for the ethical use of information. means appropriate for the intended audience. technology, and media. • Ethically using and reproducing others' work • Evaluation of information for accuracy, • Reflecting on the process of ethical validity, and appropriateness for need. generation of knowledge.

Used in Content Area Standards	21 st Century Skills
not applicable	 Demonstrate safe, legal, and ethical construction and sharing of knowledge. Navigate ethically in an interconnected world. Validate information and make educated conclusions and ethical decisions. Inspire others to engage in safe, responsible, ethical, and legal behaviors.

Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
	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		
ESTABLISHED GOALS:	Transfer	
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.	 Students will be able to Demonstrate safe, legal, and ethical construction and sharing of knowledge. Navigate ethically in an interconnected world. Validate information and make educated conclusions and ethical decisions. Inspire others to engage in safe, responsible, ethical, and legal behaviors. 	
the focus is the ethical use of information.	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
 Content Standards: AASL1: Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for 	 Students will understand that As a user of information, you must respect the intellectual property of others. Ethical behavior must be learned. 	 Why is it important to give credit to others who created the work? How does society suffer when people don't respect intellectual freedom? What constitutes a responsible citizen in the global information universe?
solving problems.	Acqui	
 AASL IV: Curate: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance. 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. 	 Students will know Responsible application of information, technology, and media to learning. Guidelines for the ethical use of information, technology, and media. Evaluation of information for accuracy, validity, social and cultural context, and appropriateness for need. 	 Students will be skilled at Sharing information resources in accordance with modification, reuse, and remix policies. Disseminating new knowledge through means appropriate for the intended audience. Ethically using and reproducing others' work Reflecting on the process of ethical generation of knowledge.

Used in Content Area Standards	21 st Century Skills
not applicable	 Demonstrate safe, legal, and ethical construction and sharing of knowledge. Navigate ethically in an interconnected world. Validate information and make educated conclusions and ethical decisions. Inspire others to engage in safe, responsible, ethical, and legal behaviors.

Stage 2 - Evidence		
Evaluative Criteria Assessment Evidence		
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 I Desired Results	
ESTABLISHED GOALS:	Transfer	
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	 Students will be able to Actively contribute to group discussions Recognize learning as a social responsib 	ility
functional, flexible, inviting, safe,		
<i>Content Standards:</i> • AASL III: Collaborate: Work effectively with	 ENDURING UNDERSTANDINGS Students will understand that It is important to participate as a member of our society 	 ESSENTIAL QUESTIONS Why is it important to share knowledge with others? How does being a member of a team benefit everyone? Why is public conversation and debate necessary?
others to broaden perspectives and work toward		isition
common goals.	Students will know	Students will be skilled at
	 How to demonstrate their desire to broaden and deepen understandings. How to develop understanding through engagement in a learning group. How to decide to solve problems informed by group interaction. 	 Establishing connections with other learners to build on their own prior knowledge and create new knowledge. Using a variety of communication tools and resources. Soliciting and responding to feedback from others Involving diverse perspectives in their own inquiry processes.

Used in Content Area Standards		21 st Century Skills
not applicable		 Actively contributing to group discussions. Recognizing learning as a social responsibility

Stage 2 - Evidence		
Evaluative Criteria Assessment Evidence		
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 I Desired Results Transfer	
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	Students will be able to • Actively contribute to group discussions. • Recognize learning as a social responsibility Mea ENDURING UNDERSTANDINGS	
 the focus is the sharing of knowledge. <i>Content Standards:</i> AASL II: Include: Demonstrate an understanding of and commitment to 	Students will understand thatIt is important to participate as a member of our society	 Why is it important to share knowledge with others? How does being a member of a team benefit everyone? Why is public conversation and debate necessary?
	Acqui	
 understanding of and commitment to inclusiveness and respect for diversity in the learning community. AASL III: Collaborate: Work effectively with others to broaden perspectives and work toward common goals. 	 Students will know How to demonstrate their desire to broaden and deepen understandings. How to develop understanding through engagement in a learning group. How to decide to solve problems informed by group interaction. 	 Students will be skilled at Establishing connections with other learners to build on their own prior knowledge and create new knowledge. Using a variety of communication tools and resources. Soliciting and responding to feedback from others Involving diverse perspectives in their own inquiry processes.

Used in Content Area Standards	21 st Century Skills
not applicable	 Actively contributing to group discussions. Recognizing learning as a social responsibility

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

Content Topic: Literature Appreciation Grades K-4

	Stage 1 Desired Results	
ESTABLISHED GOALS:	Transfer	
The Library Learning Commons curriculum supports the goals to provide high quality services responsive to the changing cultural, research, and	Students will be able to • Continually seek knowledge • Become life-long readers.	
informational needs of our community and	Meaning	
functional, flexible, inviting, safe, technology-equipped learning spaces. In this unit, the focus on literature appreciation.	 ENDURING UNDERSTANDINGS Students will understand that Through reading, we can understand ourselves and the world 	 ESSENTIAL QUESTIONS In what ways does reading show us the world?
 Content Standards: AASL I: Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for 		 In what ways does reading show us about ourselves? How does reading enable us to grow?
	Acquisition	
 problems, and developing strategies for solving problems. AASL II: Include: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community AASL V: Explore: Discover and innovate in a growth mindset developed through experience and reflection. 	 Students will know Books are mirrors and windows into people's lives. Reading will lead to life-long learning There are a multitude of ways to access reading materials 	 Students will be skilled at Identifying and exploring a variety of genres. Selecting appropriate materials. Identifying favorite authors and illustrators. Formulating questions about a personal interest or curricular topic Reading widely and deeply in multiple formats Reflecting and questioning assumptions and possible misconceptions

Used in Content Area Standards		21 st Century Skills
not applicable		Continually seek knowledgeBecome life-long readers.

Stage 2 - Evidence		
Evaluative Criteria Assessment Evidence		
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	
ESTABLISHED GOALS:	Transfer	
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,	 Students will be able to Continually seek knowledge Become life-long readers. Navigate and select books that meet your current needs and interests now and in the future. 	
technology-equipped learning spaces. In this unit,		
the focus on literature appreciation. <i>Content Standards:</i>	 Students will understand that Through reading, we can understand ourselves and the world 	 ESSENTIAL QUESTIONS In what ways does reading show us the world? In what ways does reading show us about ourselves?
• AASL I: Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for		 How does reading enable us to grow?
solving problems.	Acqui	isition
 AASL II: Include: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community AASL V: Explore: Discover and innovate in a growth mindset developed through experience and reflection. 	 Students will know Books are mirrors and windows into people's lives. Reading will lead to life-long learning There are a multitude of ways to access reading materials 	 Students will be skilled at Identifying and exploring a variety of genres. Selecting appropriate materials. Identifying favorite authors and illustrators. Formulating questions about a personal interest or curricular topic Reading widely and deeply in multiple formats Reflecting and questioning assumptions and possible misconceptions

Used in Content Area Standards		21 st Century Skills
not applicable		 Continually seek knowledge Become life-long readers. Navigate and select books that meet your current needs and likes now and in the future.

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