



Knob Noster R-VIII School District

We exist to empower learning through success for every student.

Library Media Center Curriculum

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Library Media Center Curriculum

Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

2b

Students engage in positive, safe, legal and ethical behaviors when using technology, including social interactions online or when using networked devices.

2c

Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

2d

Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

Technology

Students articulate and set personal learning goals, develop strategies for leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

Students build networks and customize their learning environments in ways that support the learning process.

Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

(ISTE Standards for students)

Information Literacy

Develop and apply skills to the reading process

R1A

Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.

R2A

Love of Reading

R1 KA

With assistance, develop and demonstrate reading skills in response to read aloud.

1st Grade

Digital Citizenship

ISTE

2a

Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

2b

Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

2c

Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

2d

Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

Technology

Students articulate and set personal learning goals, develop strategies for leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

Students build networks and customize their learning environments in ways that support the learning process.

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Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

(ISTE Standards for students)

Information Literacy

Develop and apply skills to the reading process

R1A

Develop and apply skills to the reading process.

R1C

Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times

R3A

Love of Reading

Develop and apply skills to the reading process.

R3B

2nd Grade

Digital Citizenship

2a

Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

2b

Students engage in positive, safe, legal and ethical behaviors when using technology, including social interactions online or when using networked devices.

2c

Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

2d

Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

Technology

Students articulate and set personal learning goals, develop strategies for leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

Students build networks and customize their learning environments in ways that support the learning process.

Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

(ISTE Standards for students)

Information Literacy

3a

Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

3b

Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

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3c

[Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.](#)

3d

[Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.](#)

[\(ISTE Standards\)](#)

[Love of Reading](#)

[Develop and apply skills to the reading process](#)

[R1C](#)

[Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times](#)

[R2A](#)

[Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.](#)

[R4A](#)

[3rd Grade](#)

[Digital Citizenship](#)

[2a](#)

[Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.](#)

[2b](#)

[Students engage in positive, safe, legal and ethical behaviors when using technology, including social interactions online or when using networked devices.](#)

[2c](#)

[Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.](#)

[2d](#)

[Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.](#)

[Technology](#)

[Students articulate and set personal learning goals, develop strategies for leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.](#)

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[Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.](#)

[\(ISTE Standards for students\)](#)

[Information Literacy](#)

[Love of Reading](#)

[Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction \(e.g. narrative, information/explanatory, opinion, persuasive, argumentative\) from a variety of cultures and times](#)

[R3C](#)

[4th Grade](#)

[Digital Citizenship](#)

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2a

Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

2b

Students engage in positive, safe, legal and ethical behaviors when using technology, including social interactions online or when using networked devices.

2c

Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

2d

Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

Technology

Students articulate and set personal learning goals, develop strategies for leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

Students build networks and customize their learning environments in ways that support the learning process.

Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

(ISTE Standards for students)

Information Literacy

Love of Reading

5th Grade

Digital Citizenship

Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

Students engage in positive, safe, legal and ethical behaviors when using technology, including social interactions online or when using networked devices.

Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

Technology

Students articulate and set personal learning goals, develop strategies for leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

Students build networks and customize their learning environments in ways that support the learning process.

Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

(ISTE Standards for students)

Information Literacy

Reading Informational Texts 1.D.11-12: Explain 2 or more central/main ideas in a text, analyze their development throughout the text, and relate the ideas to human nature and the world; provide an objective and concise summary of the text (MLS)

Reading Informational Texts 1.C.11-12: Interpret visual elements of a text, including those from different media and draw conclusions from them. (MLS)

Love of Reading

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Library Media Center Curriculum

Reading Literary Text 1.D.11-12: Using appropriate text, determine 2 or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text (MLS)

Reading Literary Text 3.D.11-12: Read and comprehend literature, including stories, dramas, and poems, independently and proficiently. (MLS)

6th Grade

Digital Citizenship

Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

Students engage in positive, safe, legal and ethical behaviors when using technology, including social interactions online or when using networked devices.

Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

Technology

Students articulate and set personal learning goals, develop strategies for leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

Students build networks and customize their learning environments in ways that support the learning process.

Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

Information Literacy

Reading Informational Texts 1.C.11-12: Interpret visual elements of a text, including those from different media and draw conclusions from them. (MLS)

Love of Reading

Reading Literary Text 1.D.11-12: Using appropriate text, determine 2 or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text (MLS)

Reading Literary Text 3.D.11-12: Read and comprehend literature, including stories, dramas, and poems, independently and proficiently. (MLS)

Research to Build and Present Knowledge

Writing 1.A.11-12: Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible resources, print and digital; integrate information using a standard citation system.

Gather relevant information from multiple authoritative print and digital resources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation (MLS)

7th Grade

Digital Citizenship

Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

Students engage in positive, safe, legal and ethical behaviors when using technology, including social interactions online or when using networked devices.

Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

(ISTE Standards for students)

Technology

Students articulate and set personal learning goals, develop strategies for leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

Students build networks and customize their learning environments in ways that support the learning process.

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Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

(ISTE Standards for students)

Information Literacy

Reading Informational Texts 1.D.11-12: Explain 2 or more central/main ideas in a text, analyze their development throughout the text, and relate the ideas to human nature and the world; provide an objective and concise summary of the text (MLS)

Reading Informational Texts 1.C.11-12: Interpret visual elements of a text, including those from different media and draw conclusions from them. (MLS)

Love of Reading

Reading Literary Text 1.D.11-12: Using appropriate text, determine 2 or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text (MLS)

Reading Literary Text 3.D.11-12: Read and comprehend literature, including stories, dramas, and poems, independently and proficiently. (MLS)

Research to Build and Present Knowledge

Writing 1.A.11-12: Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible resources, print and digital; integrate information using a standard citation system.

Gather relevant information from multiple authoritative print and digital resources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation (MLS)

8th Grade

Digital Citizenship

Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

Students engage in positive, safe, legal and ethical behaviors when using technology, including social interactions online or when using networked devices.

Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

(ISTE Standards for students)

Technology

Students articulate and set personal learning goals, develop strategies for leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

Students build networks and customize their learning environments in ways that support the learning process.

Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

(ISTE Standards for students)

Information Literacy

Reading Informational Texts 1.D.11-12: Explain 2 or more central/main ideas in a text, analyze their development throughout the text, and relate the ideas to human nature and the world; provide an objective and concise summary of the text (MLS)

Reading Informational Texts 1.C.11-12: Interpret visual elements of a text, including those from different media and draw conclusions from them. (MLS)

Love of Reading

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Library Media Center Curriculum

Reading Literary Text 1.D.11-12: Using appropriate text, determine 2 or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text (MLS)

Reading Literary Text 3.D.11-12: Read and comprehend literature, including stories, dramas, and poems, independently and proficiently. (MLS)

Research to Build and Present Knowledge

Writing 1.A.11-12: Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible resources, print and digital; integrate information using a standard citation system.

Gather relevant information from multiple authoritative print and digital resources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation (MLS)

9-12 Grade

Students will read, understand, analyze, evaluate, and synthesize informational texts to support ideas and arguments.

Reading Informational Texts 1.D.11-12: Explain 2 or more central/main ideas in a text, analyze their development throughout the text, and relate the ideas to human nature and the world; provide an objective and concise summary of the text (MLS)

Reading Informational Texts 1.C.11-12: Interpret visual elements of a text, including those from different media and draw conclusions from them. (MLS)

Students will become more aware of their reading interests to assist them in selecting books to read for pleasure.

Reading Literary Text 1.D.11-12: Using appropriate text, determine 2 or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text (MLS)

Reading Literary Text 3.D.11-12: Read and comprehend literature, including stories, dramas, and poems, independently and proficiently. (MLS)

Students will effectively use the research process to build and present knowledge through writing and/or technology tools.

Writing 1.A.11-12: Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible resources, print and digital; integrate information using a standard citation system.

Gather relevant information from multiple authoritative print and digital resources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation (MLS)

Students will demonstrate proficiency in using technology for both personal and professional use.

Students articulate and set personal learning goals, develop strategies for leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

Students build networks and customize their learning environments in ways that support the learning process.

Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

(ISTE Standards for students)

Students will learn to be responsible digital citizens.

Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

Students engage in positive, safe, legal and ethical behaviors when using technology, including social interactions online or when using networked devices.

Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

(ISTE Standards for students)

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Library Priority Standards (Quick Look)	K	1	2	3	4	5	6	7	8	9	10	11	12
KG													
Digital Citizenship	I												
Technology	I												
Information Literacy	I												
Love of Reading	I												
1st Grade													
Digital Citizenship		I											
Technology		I											
Information Literacy		I											
Love of Reading		I											
2nd Grade													
Digital Citizenship			I										
Technology			I										
Information Literacy			I										

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Love of Reading			I										
3rd Grade													
Digital Citizenship				I									
Technology				I									
Information Literacy				I									
Love of Reading				I									
4th Grade													
Digital Citizenship					R								
Technology					R								
Information Literacy					R								
Love of Reading					R								
5th Grade													
Digital Citizenship						R							
Technology						R							
Information Literacy						R							
Love of Reading						R							
Research to Build and Present Knowledge						I							

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<u>6th Grade</u>													
Digital Citizenship							R						
Technology							R						
Information Literacy							R						
Love of Reading							R						
Research to Build and Present Knowledge							I						
<u>7th Grade</u>													
Digital Citizenship								R					
Technology								R					
Information Literacy								R					
Love of Reading								R					
Research to Build and Present Knowledge								R					
<u>8th Grade</u>													
Digital Citizenship									R				
Technology									R				

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Information Literacy									R				
Love of Reading									R				
Research to Build and Present Knowledge									R				
9th Grade													
Information and Technology Literacy										R	R	R	M
Reading for Pleasure										M	M	M	M
Research to Build and Present Knowledge										R	R	R	M
Technology Proficiency										R	R	R	M
Digital Citizenship										R	R	R	R
10th Grade													
Information and Technology Literacy										R	R	R	R
Reading for Pleasure										M	M	M	M
Research to Build and Present Knowledge										R	R	R	R
Technology Proficiency										R	R	R	R
Digital Citizenship										R	R	R	R

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<u>11th Grade</u>													
Information and Technology Literacy										R	R	R	R
Reading for Pleasure										M	M	M	M
Research to Build and Present Knowledge										R	R	R	R
Technology Proficiency										R	R	R	R
Digital Citizenship										R	R	R	R
<u>12th Grade</u>													
Information and Technology Literacy										R	R	R	R
Reading for Pleasure										M	M	M	M
Research to Build and Present Knowledge										R	R	R	R
Technology Proficiency										R	R	R	R
Digital Citizenship										R	R	R	R

I – Introduce R – Reinforce M – Mastery O – Optional for grade level

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KG Year At-A-Glance:

• Quarter 1	• Quarter 2
<p><u>Information Literacy</u></p> <ul style="list-style-type: none"> Introduce library rules & routines Introduce book care Introduce parts of a book Understand the job of author & Illustrator <p><u>Love of Reading</u></p> <p>Recognize a number of age-appropriate book characters (Curious George, Clifford, Franklin, Froggy, etc)</p> <ul style="list-style-type: none"> Listen attentively & discuss differences in a variety of literature presented 	<p><u>Technology</u></p> <ul style="list-style-type: none"> Become familiar with electronic devices including turning them off & on, navigation, plugging in headphones & adjusting volume Opening & closing apps Participate in Hour of Code <p><u>Information Literacy</u></p> <ul style="list-style-type: none"> Introduce shelf markers & Easy/Everybody Section of Library <p><u>Internet Safety</u></p> <p>Learn about rules for staying safe on the internet</p> <p><u>Love of Reading</u></p> <ul style="list-style-type: none"> Differentiate between fiction & nonfiction Listen attentively & discuss differences in a variety of literature presented
• Quarter 3	• Quarter 4
<p><u>Internet Safety</u></p> <p>Become familiar with internet safety rules & understand that it is OK to tell if something makes you feel sad, scared or confused</p> <p><u>Information Literacy</u></p> <p>Review shelf markers/Introduce nonfiction section of library</p> <p><u>Love of Reading</u></p> <ul style="list-style-type: none"> Listen attentively & discuss differences in a variety of literature presented Participate in Read Across America (Dr. Seuss' Birthday) 	<p><u>Love of Reading</u></p> <ul style="list-style-type: none"> Listen attentively & discuss differences in a variety of literature presented Self selection of materials according to interest Become familiar with well known authors (Mo Willems, David Shannon, Mercer Meyer, Dr. Seuss, Kevin Henkes, etc) and their work

<p><u>KG</u></p>			Last Revised (Date & Name):	
			Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:

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<p><u>Digital Citizenship</u> ISTE 2a Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. 2b Students engage in positive, safe, legal and ethical behaviors when using technology, including social interactions online or when using networked devices. 2c Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. 2d Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.</p>	<p>N/A</p>	<p>Internet Safety With prompting and support, I can navigate the internet safely and responsibly.</p> <ul style="list-style-type: none">• I can tell a trusted adult if anything makes me sad, scared, or confused when I am using technology.• I can tell what my personal information is.• I can tell my trusted adult before sharing my personal information.• I can keep myself safe by never meeting anyone face-to-face that I met online.• I can use good netiquette and not be rude or mean online.	<p>Teacher observation Brain Pop Jr. Comprehension Quiz</p>	<ul style="list-style-type: none">• Common Sense Media• NetSmartz Kids• (Router's Birthday Surprise)• BrainPop Jr. Digital Citizenship Video
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<p>Technology Students articulate and set personal learning goals, develop strategies for leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. Students build networks and customize their learning environments in ways that support the learning process. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p> <p>(ISTE Standards for students)</p>	<p>N/A</p>	<p>With prompting and support, I can use digital tools to accomplish academic tasks including: Identifying parts of an electronic device (Ipad &/or computer) Logon/ off procedures Website navigation</p> <ul style="list-style-type: none"> • I can recognize the different icons represent different programs using teacher selected internet games & activities • I can launch & close programs • I can work independently on an electronic device or with a partner • I can discuss appropriate & inappropriate ways to handle hardware & equipment 	<p>Teacher observation</p>	<ul style="list-style-type: none"> • ABCya: Keyboard Zoo, Bees & Honey; Typetastic • Code and Go Mice • Osmos & ipad navigation
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Library Media Center Curriculum

<p>Information Literacy Develop and apply skills to the reading process R1A</p> <p>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times. R2A</p>	<p>N/A</p>	<ul style="list-style-type: none"> • I can demonstrate respect for and proper use of library space & materials • I can recognize that library materials are for shared use. • I can follow library procedures to check out and return books • I can distinguish between fiction & nonfiction • I can find the front cover, back cover, spine & barcode. • I can name the author and illustrator and what he/she does. 	<p>Teacher Observation</p>	<ul style="list-style-type: none"> • Read: Library Lion & Mr. Wiggle • Discuss library rules • Display damaged books, complete Yes, Yes Always & No, No Never Box • Take home practice library book • Classroom discussions, complete graphic organizers as a class. • Sing Front, Back & Spine & Barcode Song
<p>Love of Reading R1 KA With assistance, develop and demonstrate reading skills in response to read aloud.</p>	<p>N/A</p>	<ul style="list-style-type: none"> • I can be an active listener and enjoy the state awards books • With assistance, I can choose books according to my interests and reading level. • I am familiar with well known authors and their work (Dr. Seuss, David Shannon, Mo Willems, Mercer Meyer, etc) 	<p>Teacher observation</p>	<ul style="list-style-type: none"> • Students will listen to & discuss books nominated for the Mo Building Blocks award. • Conduct book studies on well known authors including Mo Willems, David Shannon, Mercer Meyer, Dr. Seuss, Kevin Henkes

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1st Grade Year At-A-Glance:

• Quarter 1	• Quarter 2
<p><u>Information Literacy</u></p> <ul style="list-style-type: none"> Review library rules & routines Review parts of book Identify different sections of the library Show Me Readers Award Identify AR leveled books Distinguish between fiction & nonfiction Become familiar with subscription databases <p><u>Love of Reading</u></p> <ul style="list-style-type: none"> Listen attentively to & discuss differences in a variety of literature presented 	<p><u>Technology</u></p> <p>Introduce:</p> <p>Parts of a Computer</p> <ul style="list-style-type: none"> Computer care Log on/off procedures Basic keyboarding/mouse skills Website navigation Participate in Hour of Code <p><u>Love of Reading</u></p> <ul style="list-style-type: none"> Recognize a number of age appropriate book characters (Curious George, Franklin, Clifford, Berenstain Bears, Froggy, etc.) Listen attentively to & discuss differences in a variety of literature presented
■ Quarter 3	• Quarter 4
<p><u>Digital Citizenship</u></p> <p>Navigate the internet safely & responsibly</p> <p><u>Technology</u></p> <p>Basic Keyboarding/Mouse Skills</p> <p><u>Love of Reading</u></p> <ul style="list-style-type: none"> Listen attentively to & discuss differences in a variety of literature presented Participate in the Show Me Reader's Award Program Participate in Read Across America 	<p><u>Love of Reading</u> (Ongoing objective all 4 quarters)</p> <ul style="list-style-type: none"> Be an active listener Choose an AR leveled book according to individual ZPD & personal interest Listen attentively to & discuss differences in a variety of literature presented I can recognize & associate several well-known authors and illustrators with their work (Eric Carle, Jan Brett, Jonathan London, Tedd Arnold, Tomi DePoala etc) Become familiar with the Caldecott Medal

<u>1st Grade</u>			Last Revised (Date & Name):	
Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:	Learning Targets	Assessment Methods:	Instructional Activities & Assignments

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Library Media Center Curriculum

<p>Digital Citizenship ISTE 2a Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. 2b Students engage in positive, safe, legal and ethical behavior when using social technology, including social interactions online or when using networked devices. 2c Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. 2d Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.</p>	<p>N/A</p>	<p>Internet Safety With prompting and support, I can navigate the internet safely and responsibly.</p> <ul style="list-style-type: none"> • I can tell a trusted adult if anything makes me sad, scared, or confused when I am using technology. • I can tell what my personal information is. • I can tell my trusted adult before sharing my personal information. • I can keep myself safe by never meeting anyone face-to-face that I met online. • I can use good netiquette and not be rude or mean online. • I can protect my digital property and identity with passwords. 	<p>Teacher Observation Kahoot Quizizz</p>	<p>Common Sense Media -(K-2) Unit 1</p> <p>NetSmartz Kids (Router's Birthday Surprise Interactive Adventure)</p> <p>BrainPop Jr. Digital Citizenship Video</p>
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Library Media Center Curriculum

<p>Technology Students articulate and set personal learning goals, develop strategies for leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. Students build networks and customize their learning environments in ways that support the learning process. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p> <p>(ISTE Standards for students)</p>	<p>N/A</p>	<ul style="list-style-type: none">• I can understand basic technology hardware and software and their applications including basic keyboarding and mouse skills and website navigation.• I can explain why there are logins and passwords on some pieces of hardware, software & websites <p>REVIEW:</p> <ul style="list-style-type: none">• Parts of a Computer• Computer care• Log on/off procedures• Basic keyboarding/mouse skills• Website navigation	<p>Teacher Observation</p>	<p>ABCya: Keyboard Zoo, Bees & Honey; Typetastic Code and Go Mice Osmos</p>
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<p>Information Literacy Develop and apply skills to the reading process R1A</p> <p>Develop and apply skills to the reading process. R1C</p> <p>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times R3A</p>	<p>Big Idea 1: Develop and apply skills to the reading process. Making Connections Independent Text</p>	<ul style="list-style-type: none"> • I can engage in the information literacy process: access, evaluate and communicate information and ideas • I can use a variety of skills and strategies to comprehend nonfiction and informational text. • I can find the front cover, back cover , title page of a book & call number. • I can name the author and illustrator and what he/she does. • I can demonstrate respect for and proper use of library materials. • I can follow library procedures to check out and return books. 	<p>Teacher Observation Kahoot, Code & Go Mice Quizizz & Quizlet</p>	<p>Sing Front, Back, Spine & Barcode Song (Tune Head, Shoulders, Knees & Toes) Kahoot, Code & Go Mice Quizizz & Quizlet</p> <p>Locate books in the Easy/Everybody section.</p> <p>ABC Order</p>
<p>Love of Reading Develop and apply skills to the reading process. R3B</p>	<p>N/A</p>	<ul style="list-style-type: none"> • I can be an active listener and enjoy the state awards books. • I can distinguish between fiction and nonfiction • I can read for a variety of purposes and across content areas. • With assistance, I can choose books according to interest and reading level. 	<p>Teacher Observation</p>	<p>Show Me Readers Award books</p> <p>Genre studies (Fiction vs. Nonfiction)</p> <p>Reading Bingo</p> <p>QR Code Scavenger Hunt</p> <p>Book Editor</p>

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2nd Grade Year At-A-Glance:

• Quarter 1	• Quarter 2
<p><u>Information Literacy</u></p> <ul style="list-style-type: none"> Review library rules & routines Review parts of book Identify different sections of the library Identify & locate AR leveled books using the automated library catalog Become familiar with subscription databases Use alphabetical order <p><u>Love of Reading</u></p> <ul style="list-style-type: none"> Listen attentively to & discuss differences in a variety of literature presented 	<p><u>Technology</u></p> <p>Review:</p> <ul style="list-style-type: none"> Parts of a Computer Computer care Log on/off procedures Basic keyboarding/mouse skills Website navigation Participate in Hour of Code <p><u>Information Literacy</u></p> <ul style="list-style-type: none"> Use Destiny Visual search to locate books <p><u>Love of Reading</u></p> <p>Become familiar with the Caldecott Medal & Show Me Readers Award</p> <ul style="list-style-type: none"> Listen attentively to & discuss differences in a variety of literature presented Become familiar with well known authors & their work (Tomie DePaola, Eve Bunting, Dav Pilkey, etc)
• Quarter 3	• Quarter 4
<p><u>Digital Citizenship</u></p> <p>Digital Footprints</p> <p>Basic Keyboarding/Mouse Skills</p> <p><u>Love of Reading</u></p> <ul style="list-style-type: none"> Participate in Show Me Reader's Award program Listen attentively to & discuss differences in a variety of literature presented <p>Participate in Read Across America</p>	<p><u>Love of Reading</u> (Ongoing objective all four quarters)</p> <ul style="list-style-type: none"> Choose an AR leveled book according to individual ZPD & personal interest Become familiar with a variety of genres including fairy tales, fractured fairy tales & tall tales Listen attentively to & discuss differences in a variety of literature presented

<u>2nd Grade</u>			Last Revised (Date & Name):	
Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:	Learning Targets	Assessment Methods:	Instructional Activities & Assignments

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Library Media Center Curriculum

<p>Digital Citizenship 2a Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. 2b Students engage in positive, safe, legal and ethical behaviors when using technology, including social interactions online or when using networked devices. 2c Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. 2d Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.</p>	<p>Students identify dangers while searing online and can manage their personal information safely. Students can utilize basic searching skills to find information online.</p>	<p>Internet Safety With prompting and support, I can navigate the internet safely and responsibly.</p> <ul style="list-style-type: none"> • I can tell a trusted adult if anything makes me sad, scared, or confused when I am using technology. • I can tell what my personal information is. • I can tell my trusted adult before sharing my personal information. • I can keep myself safe by never meeting anyone face-to-face that I met online. • I can use good netiquette and not be rude or mean online. • I can protect my digital property and identity with passwords. 	<p>Teacher Observation BrainPop Jr. comprehension quiz</p>	<ul style="list-style-type: none"> • Common Sense Media (K-2) Unit 2 • Timon and Pumbaa Safety Smart Online DVD • Netsmartz Kids • BrainPop Jr. Digital Citizenship Video
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Library Media Center Curriculum

<p>Technology Students articulate and set personal learning goals, develop strategies for leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. Students build networks and customize their learning environments in ways that support the learning process. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p> <p>(ISTE Standards for students)</p>	<p>Comprehend and Analyze words, images, graphics, and sounds in various media and digital forms to impact meaning</p>	<ul style="list-style-type: none">I can understand basic technology hardware and software and their applications including parts of a computer, computer care, basic keyboarding and mouse skills and website navigation.	<p>Teacher Observation</p>	<ul style="list-style-type: none">ABCya: Keyboard Zoo 2; Typetastic, Dance Mat TypingCode and Go MiceOsmosGoogle Applications
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<p>Information Literacy 3a Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. 3b Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. 3c Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. 3d Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. (ISTE Standards)</p>	<p>Big Idea 1: Develop and apply skills to the reading process. Making Connections Independent Text Gather, analyze, evaluate, and use information from a variety of sources</p>	<ul style="list-style-type: none"> • I can recognize the purposes of the library’s online catalog (Destiny) • I can use the library catalog to find materials • I can identify the importance of using search terms (keywords, title, author & series) • With prompting & support, I can conduct internet searches using search engines & databases (World Book Online, PebbleGo) • I can determine the usefulness of a source • I can explore copyright & plagiarism 	<p>Teacher Observation</p>	<ul style="list-style-type: none"> • Destiny Visual Search
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<p>Love of Reading Develop and apply skills to the reading process R1C</p> <p>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times R2A</p> <p>Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning. R4A</p>	<p>Apply a writing process to develop a text for audience and purpose</p>	<ul style="list-style-type: none">• I can be an active listener and enjoy the state awards books• I can read for a variety of purposes and across content areas within my reading level• I can make connections between reading & personal interests• I can identify a variety of formats for reading (books, ebooks, magazines & newspapers)• I can demonstrate respect of library space and materials.	<p>Teacher observation</p>	<ul style="list-style-type: none">• Read & discuss Show Me Reader Nominees
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3rd Grade Year At-A-Glance:

• Quarter 1	• Quarter 2
<p><u>Information Literacy</u></p> <ul style="list-style-type: none"> Review library rules & routines Review parts of book Identify different sections of the library Identify & locate AR leveled books Understand & be familiar with the Dewey Decimal System Know the main types of entries on Destiny (author, title & subject) Listen attentively to & discuss differences in a variety of literature presented 	<p><u>Technology</u></p> <p>Review parts of the computer & practice basic keyboarding skills</p> <p>Basic Keyboarding</p> <p>Participate in Hour of Code</p> <ul style="list-style-type: none"> <u>Information Literacy</u> Become familiar with Caldecott Medal & Show Me Readers Award Become familiar with subscription databases provided by the district <u>Love of Reading</u> Listen attentively to & discuss differences in a variety of literature presented
• Quarter 3	• Quarter 4
<ul style="list-style-type: none"> Digital Citizenship <u>Technology</u> Basic Keyboarding/Mouse Skills <u>Love of Reading</u> Participate in the Show Me Readers Award Program Listen attentively to & discuss differences in a variety of literature presented Participate in Read Across America 	<p><u>Love of Reading (Ongoing all four quarters)</u></p> <ul style="list-style-type: none"> Listen attentively to & discuss differences in a variety of literature presented Choose an AR leveled book according to individual ZPD & personal interest Become familiar with a variety of genres including biographies <u>Information Literacy</u> Collaborate with 3rd grade classroom teachers to conduct research famous Missourians using print & online sources

3rd Grade

Last Revised (Date & Name):

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Library Media Center Curriculum

Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:	Learning Targets	Assessment Methods:	Instructional Activities & Assignments
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Library Media Center Curriculum

<p>Digital Citizenship 2a Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. 2b Students engage in positive, safe, legal and ethical behaviors when using technology, including social interactions online or when using networked devices. 2c Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. 2d Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.</p>		<ul style="list-style-type: none"> • I can understand and practice appropriate, legal and safe uses of technology for lifelong learning. • I can describe copyright. • I can explain ways identity is protected when contributing information online. • I can consider personal information a stranger could find online. • I can use technology to explore & pursue personal interests. 	<p>Padlet</p>	<ul style="list-style-type: none"> • Common Sense Media <ul style="list-style-type: none"> ◦ (3-5) Unit 1 • Netsmartz - Shark Search
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Library Media Center Curriculum

<p>Technology Students articulate and set personal learning goals, develop strategies for leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. Students build networks and customize their learning environments in ways that support the learning process. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p> <p>(ISTE Standards for students)</p>	<p>Comprehend and Analyze words, images, graphics, and sounds in various media and digital forms to impact meaning</p>	<ul style="list-style-type: none"> • I can recognize menu bars for basic applications • I can use word processing skills to manipulate and change text • I can use technology tools to capture images • With assistance, I can create a multimedia presentation • I can use home row keys accurately and confidently 		<ul style="list-style-type: none"> • DanceMat Typing • Learn to Type Big Brown Bear Typetastic • Typing.com • ABCya • Code and Go Mice • Osmos • Google Applications
<p>Information Literacy</p>	<p>Big Idea 1: Develop and apply skills to the reading process. Making Connections Independent Text</p> <p>Gather, analyze, evaluate, and use information from a variety of sources</p>	<ul style="list-style-type: none"> • I can use the online catalog to find materials • I can identify the importance of using search terms (keywords, title, author & series) • With prompting & support, I can conduct an internet search using educational search engines & databases, including Worldbook Online & EBSCOhost 		<ul style="list-style-type: none"> • Destiny Basic Search Scavenger Hunt • Did you Know... Using World Book Online

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<p>Love of Reading Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g. narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times R3C</p>	<p>Apply a writing process to develop a text for audience and purpose</p>	<ul style="list-style-type: none">• I can be an active listener and enjoy the state awards books• I can read for a variety of purposes and across content areas within my reading level• I can make connections between reading & personal interests• I can identify and read from a variety of formats for reading (books, ebooks, magazines & newspapers)• I can demonstrate respect of library space and materials.		<ul style="list-style-type: none">• Read & discuss the Show Me Reader's Award• Book Genre Bingo
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4th Grade Year At-A-Glance:

• Quarter 1	• Quarter 2
<p><u>Information Literacy</u></p> <ul style="list-style-type: none"> Review library rules & routines Review parts of book Identify different sections of the library Review the Dewey Decimal System Identify & locate AR leveled books Demonstrate an understanding of Destiny Basic Search & read a library record 	<p><u>Technology</u></p> <p>Basic Keyboarding/Mouse Skills Participate in Hour of Code</p> <p><u>Love of Reading</u></p> <ul style="list-style-type: none"> Become familiar with Caldecott & Newbery Medal & Mark Twain Award Become familiar with well known authors & their work (Patricia Polacco, Chris VanAllsburg, Rick Riordan, etc) <p><u>Information Literacy</u></p> <ul style="list-style-type: none"> Become familiar with subscription databases available through the district
• Quarter 3	• Quarter 4
<p><u>Technology</u></p> <ul style="list-style-type: none"> Basic Keyboarding/Mouse Skills <p><u>Information Literacy</u></p> <ul style="list-style-type: none"> Keyword Searches Website Evaluation <p><u>Digital Citizenship/Internet Safety</u></p> <ul style="list-style-type: none"> Strong Passwords <p><u>Love of Reading</u></p> <ul style="list-style-type: none"> Participate in Mark Twain Award program 	<p><u>Love of Reading</u></p> <ul style="list-style-type: none"> Be an active listener Choose an AR leveled book according to individual ZPD & personal interest Become familiar with the Newbery & Caldecott Medal awards I can independently read a significant number of books and texts each year including: fiction, nonfiction & a variety of genres <p><u>Information Literacy</u></p> <ul style="list-style-type: none"> Identify & differentiate between primary & secondary sources <p><u>Technology</u></p> <ul style="list-style-type: none"> Basic Keyboarding/Mouse Skills

<h2 style="margin: 0;">4th Grade</h2>			Last Revised (Date & Name):	
Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:	Learning Targets	Assessment Methods:	Instructional Activities & Assignments

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Library Media Center Curriculum

<p>Digital Citizenship 2a Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. 2b Students engage in positive, safe, legal and ethical behaviors when using technology, including social interactions online or when using networked devices. 2c Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. 2d Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.</p>		<ul style="list-style-type: none"> • I can properly give & receive credit of visual media • I can protect other people's personal information when publishing online (images, videos, audio, text, etc.) • I can explain ways to tell if a stranger is using internet information to seem like a friend • I can describe the consequences when people do not protect personal information when using social networking tools • I can use technology responsibly to explore & pursue personal interests 	<p>Padlet Kahoot</p>	<ul style="list-style-type: none"> • Common Sense Media <ul style="list-style-type: none"> ◦ (3-5) Unit 2 • Netsmartz - Shark Search
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Library Media Center Curriculum

<p>Technology Students articulate and set personal learning goals, develop strategies for leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. Students build networks and customize their learning environments in ways that support the learning process. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p> <p>(ISTE Standards for students)</p>	<p>Comprehend and Analyze words, images, graphics, and sounds in various media and digital forms to impact meaning</p>	<ul style="list-style-type: none"> • I can understand basic technology hardware and software system operations and their application • I can recognize menu bars for basic applications • I can use word processing skills to manipulate and change text • I can use technology tools to capture images • With assistance, I can create a multimedia presentation • I can use home row keys accurately and confidently 	<p>Book Creator Finished Products</p> <p>Google Presentation</p>	<ul style="list-style-type: none"> • DanceMat Typing • Learn to Type Big • Brown Bear Typetastic • Typing.com • ABCya • Code and Go Mice • Osmos • Book Creator • Google Applications
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Library Media Center Curriculum

Information Literacy	Big Idea 1: Develop and apply skills to the reading process. Making Connections Independent Text Gather, analyze, evaluate, and use information from a variety of sources	<ul style="list-style-type: none">• I can use advance features in the library's online catalog to locate materials• I can identify an information need• I can restate a research question in own words• I can conduct internet searches using educational search engines and databases including Worldbooks Online & EBSCOhost• I can distinguish between a primary & secondary source.		<ul style="list-style-type: none">• Destiny Basic Search• Destiny Discover• Did you Know Using World Book Online
Love of Reading	Apply a writing process to develop a text for audience and purpose	<ul style="list-style-type: none">• I can read for a variety of purposes and across content areas• I can make connections between reading & personal interests• I can identify and read from a variety of formats for reading (books, ebooks, magazines & newspapers)• I can demonstrate respect of library space and materials.• I can share information about an author &/or books using various formats• I can independently read a significant number of books and texts each year within my reading level.		<ul style="list-style-type: none">• Introduce & discuss Mark Twain nominees. Encourage participation through the use of The Mark Twain Wall of Fame

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5th Grade Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> • Introduce the library and how it's organized. • Practice identifying different genres. • Database practice with World Book Online. • Introduce padlet • Make book recommendations using padlet by book talks • Introductory Makerspace lessons • Check out books on ZPD level and taking AR tests • Reading promotions 	<ul style="list-style-type: none"> • Continue checking books out on appropriate level and taking AR tests. • Introduce Ebsco Host database. • More Makerspace opportunities, like Digital and physical breakouts. • Students produce book talks for other students in the school. • Reading promotions • Digital Citizenship • Create book talks and book trailers to promote books
Quarter 3	Quarter 4
<ul style="list-style-type: none"> • Continue checking out books on appropriate level and taking AR tests. • Start book, The Cay, read along with CD. • Reading promotions • Makerspace lessons • Digital Citizenship 	<ul style="list-style-type: none"> • Continue checking out books on appropriate level and taking AR tests. • Finish book, The Cay. Do activities with book • Reading promotions • Makerspace lessons • Create podcasts about books

5th Grade

Last Revised (Date & Name):

Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)

Prerequisite Standards:

Learning Targets

Assessment Methods:

Instructional Activities & Assignments

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Library Media Center Curriculum

<p>Digital Citizenship Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. Students engage in positive, safe, legal and ethical behaviors when using technology, including social interactions online or when using networked devices. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.</p> <p>(ISTE Standards for students)</p>	<p>Students will have some prior experience with using the Internet for research and personal use.</p> <p>Students will have some prior knowledge with using social media.</p> <p>Students will have a basic understanding of citing sources and the reasons behind citing sources.</p>	<ul style="list-style-type: none"> I can understand and practice appropriate, legal and safe uses of technology for lifelong learning. 	<p>Teacher observation</p>	<ul style="list-style-type: none"> Have students watch the Digital Citizenship presentation made by 8th grade students and have group class discussion. Presentation has informational videos that talk about social media platforms and the danger of misuse. Lesson on how to use World book online, EbscoHost.
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Library Media Center Curriculum

<p>Technology Students articulate and set personal learning goals, develop strategies for leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. Students build networks and customize their learning environments in ways that support the learning process. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p> <p>(ISTE Standards for students)</p>	<p>Students will have prior experience with laptops and other technology devices.</p> <p>Students will be able to type approximately 30 words per minute.</p> <p>Students will understand the difference between personal and professional/academic use.</p>	<ul style="list-style-type: none"> I can understand basic technology hardware and software system operations and their application 	<p>Teacher observation</p> <p>Scavenger Hunts</p> <p>Quiz</p>	<ul style="list-style-type: none"> Students will be able to join the Library Google Classroom and have access to library documents and lessons posted. Students will learn how to make their own padlet and know how to join a padlet in order to collaborate with others. Students will be able to access google slides, docs, forms, drive with library lessons. Students will have practice in using the library software, Follett Destiny and know how to use the procedures.
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Library Media Center Curriculum

<p>Information Literacy</p> <p>Reading Informational Texts 1.D.11-12: Explain 2 or more central/main ideas in a text, analyze their development throughout the text, and relate the ideas to human nature and the world; provide an objective and concise summary of the text (MLS)</p> <p>Reading Informational Texts 1.C.11-12: Interpret visual elements of a text, including those from different media and draw conclusions from them. (MLS)</p>	<p>Students will understand the difference between fiction and nonfiction.</p> <p>Students will have a basic understanding of evaluating sources.</p> <p>Students will be able to form opinions on controversial topics.</p>	<ul style="list-style-type: none"> • I can engage in the information literacy process: access, evaluate and communicate information & ideas • I can utilize digital tools and resources to investigate real world issues, answer questions or solve problems • I can use technological resources to develop and refine questions for investigation • I can use a variety of skills and strategies to comprehend nonfiction and informational text 	<p>Video Scavenger Hunts</p> <p>Speed Dating</p> <p>Book Tastings</p>	<p>Students watch a video that has a catchy song depicting the difference between fiction and nonfiction.</p> <p>Scavenger hunt is used to take students to fiction and nonfiction sections.</p> <p>Speed Dating and Book tastings are used to expose students to different genres and kinds of information.</p>
<p>Love of Reading</p> <p>Reading Literary Text 1.D.11-12: Using appropriate text, determine 2 or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text (MLS)</p> <p>Reading Literary Text 3.D.11-12: Read and comprehend literature, including stories, dramas, and poems, independently and proficiently. (MLS)</p>	<p>Students will understand the difference between fiction and nonfiction.</p> <p>Students will understand the difference between reading for information and reading for pleasure.</p> <p>Students will have hobbies or interests of some sort.</p>	<ul style="list-style-type: none"> • I can be an active listener and enjoy the state awards books • I can read for a variety of purposes and across content areas • I can independently read a significant number of books and texts each year including: fiction, nonfiction, and a variety of genres. 	<p>Award Nominee ice cream party incentive</p> <p>Book talks</p> <p>Book trailers</p> <p>Podcasts</p> <p>Padlets</p> <p>Skypes with authors</p> <p>Library promotions</p> <p>Books-n-Bites availability</p> <p>Book Fair weeks</p> <p>Reading, <i>The Cay</i>, and doing varied activities in 5th grade.</p>	<ul style="list-style-type: none"> • Students watch book trailers to see nominees and listen to book talks about award nominees. • Students create their own podcasts and padlets about books they are reading. Library aides do podcasts for the library social media accounts. • Students can create their own book talks using the green screen. • Students create their own book trailers. • Students can participate in book skypes with authors • Have opportunity to attend Children's Lit Fest in spring.

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6th Grade Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> Review the library and how it's organized. Practice identifying different genres. Database review with World Book Online. Makerspace lessons Check out books on ZPD level and taking AR tests Reading promotions 	<ul style="list-style-type: none"> Introduce Ebsco Host database. More Makerspace opportunities, like Digital and physical breakouts. Students produce book talks for other students in the school. Reading promotions Digital Citizenship Checking out books on ZPD and taking AR tests
Quarter 3	Quarter 4
<ul style="list-style-type: none"> Continue checking out books on ZPD and taking AR tests Reading promotions Makerspace time 	<ul style="list-style-type: none"> Continue checking out books on ZPD and taking AR tests Producing book trailers with groups in library class Reading promotions Makerspace time

6th Grade			Last Revised (Date & Name):	
Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:	Learning Targets	Assessment Methods:	Instructional Activities & Assignments
<p>Digital Citizenship Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.</p> <p>Students engage in positive, safe, legal and ethical behaviors when using</p>	<p>Students will have some prior experience with using the Internet for research and personal use.</p> <p>Students will have some prior knowledge with using social media.</p> <p>Students will have a basic understanding of citing sources and the reasons behind citing sources.</p>	<ul style="list-style-type: none"> I can understand and practice appropriate, legal and safe uses of technology for lifelong learning. 	<p>Teacher observation</p>	<ul style="list-style-type: none"> Have students create their own PowToons, Google Slide presentations, etc. about Digital Citizenship and social media use. Review lesson on how to use World book online, EbscoHost.

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<p>technology, including social interactions online or when using networked devices. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.</p> <p>(ISTE Standards for students)</p>				
<p>Technology Students articulate and set personal learning goals, develop strategies for leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.</p> <p>Students build networks and customize their learning environments in ways that support the learning process. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p>	<p>Students will have prior experience with laptops and other technology devices.</p> <p>Students will be able to type approximately 30 words per minute.</p> <p>Students will understand the difference between personal and professional/academic use.</p>	<ul style="list-style-type: none"> I can understand basic technology hardware and software system operations and their application. 	<p>Teacher observation Scavenger Hunts Quiz</p>	<ul style="list-style-type: none"> Students will be able to join the Library Google Classroom and have access to library documents and lessons posted. Students will learn how to make their own padlet and know how to join a padlet in order to collaborate with others. Students will be able to access google slides, docs, forms, drive with library lessons. Students will have practice in using the library software, Follett Destiny and know how to use the procedures.

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(ISTE Standards for students)				
<p>Information Literacy Reading Informational Texts 1.D.11-12: Explain 2 or more central/main ideas in a text, analyze their development throughout the text, and relate the ideas to human nature and the world; provide an objective and concise summary of the text (MLS)</p> <p>Reading Informational Texts 1.C.11-12: Interpret visual elements of a text, including those from different media and draw conclusions from them. (MLS)</p>	<p>Students will understand the difference between fiction and nonfiction.</p> <p>Students will have a basic understanding of evaluating sources.</p> <p>Students will be able to form opinions on controversial topics.</p>	<ul style="list-style-type: none"> I can engage in the information literacy process: access, evaluate and communicate information & ideas I can utilize digital tools and resources to investigate real world issues, answer questions or solve problems I can use technological resources to develop and refine questions for investigation I can use a variety of skills and strategies to comprehend nonfiction and informational text 	<p>Video Scavenger Hunts</p> <p>Speed Dating</p> <p>Book Tastings</p>	<ul style="list-style-type: none"> Students create their own videos on the difference between fiction and nonfiction. Scavenger hunt is used to take students to fiction and nonfiction sections. Speed Dating and Book tastings are used to expose students to different genres and kinds of information.
<p>Love of Reading Reading Literary Text 1.D.11-12: Using appropriate text, determine 2 or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text (MLS)</p> <p>Reading Literary Text 3.D.11-12: Read and comprehend literature, including stories, dramas, and poems, independently and proficiently. (MLS)</p>	<p>Students will understand the difference between fiction and nonfiction.</p> <p>Students will understand the difference between reading for information and reading for pleasure.</p> <p>Students will have hobbies or interests of some sort.</p>	<ul style="list-style-type: none"> I can be an active listener and enjoy the state awards books I can read for a variety of purposes and across content areas I can independently read a significant number of books and texts each year including: fiction, nonfiction, and a variety of genres. 	<p>Award Nominee ice cream party incentive Book talks</p> <p>Book trailers</p> <p>Podcasts</p> <p>Padlets</p> <p>Skypes with authors</p> <p>Library promotions</p> <p>Books-n-Bites availability</p> <p>Book Fair weeks</p>	<ul style="list-style-type: none"> Students watch book trailers to see nominees and listen to book talks about award nominees. Students create their own podcasts and padlets about books they are reading. Library aides do podcasts for the library social media accounts. Students can create their own book talks using the green screen. Students create their own book trailers. Students can participate in book skypes with authors Have opportunity to attend Children's Lit Fest in spring.

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<p>Research to Build and Present Knowledge Writing 1.A.11-12: Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible resources, print and digital; integrate information using a standard citation system.</p> <p>Gather relevant information from multiple authoritative print and digital resources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation (MLS)</p>	<p>Students will be able to form essential questions to answer through research.</p> <p>Students will have a basic knowledge of technology on which to build for compilation and presentation purposes.</p> <p>Students will have a basic knowledge of citing sources.</p>	<ul style="list-style-type: none"> • I can use a variety of quality sources to support an argument. • I can properly cite sources • I can use different mediums in a research project (e.g. print text, online text, video clips, audio clips, images, etc.) • I can quote, paraphrase, and summarize techniques in order to prevent plagiarism. • I can use technology to produce and publish individual or shared research projects. 	<p>Assist teachers as needed to gather resources and instruct students</p>	
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7th Grade Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> Review the library and how it's organized. Makerspace time Check out books on ZPD level and taking AR tests Reading promotions 	<ul style="list-style-type: none"> More Makerspace opportunities. Reading promotions. Checking out books on ZPD and taking AR tests
Quarter 3	Quarter 4
<ul style="list-style-type: none"> Continue checking out books on ZPD and taking AR tests Reading promotions Makerspace time 	<ul style="list-style-type: none"> Continue checking out books on ZPD and taking AR tests Reading promotions Makerspace time

<p><u>7th Grade</u></p>			<p>Last Revised (Date & Name):</p>	
<p>Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)</p>	<p>Prerequisite Standards:</p>	<p>Learning Targets</p>	<p>Assessment Methods:</p>	<p>Instructional Activities & Assignments</p>
<p>Digital Citizenship Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.</p>	<p>Students will have some prior experience with using the Internet for research and personal use.</p> <p>Students will have some prior knowledge with using social media.</p> <p>Students will have a basic understanding of citing sources and the reasons behind citing sources.</p>	<p>I can understand and practice appropriate, legal and safe uses of technology for lifelong learning.</p>	<p>Teacher observation</p>	<p>Have students create their own PowToons, Google Slide presentations, etc. about Digital Citizenship and social media use. Review lesson on how to use World book online, EbscoHost.</p>

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<p>Students engage in positive, safe, legal and ethical behaviors when using technology, including social interactions online or when using networked devices. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.</p> <p>(ISTE Standards for students)</p>				
<p>Technology Students articulate and set personal learning goals, develop strategies for leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. Students build networks and customize their learning environments in ways that support the learning process.</p>	<p>Students will have prior experience with laptops and other technology devices.</p> <p>Students will be able to type approximately 30 words per minute.</p> <p>Students will understand the difference between personal and professional/academic use.</p>	<p>I can understand basic technology hardware and software system operations and their application.</p>	<p>Teacher observation Scavenger Hunts Quiz</p>	<p>Students will be able to join the Library Google Classroom and have access to library documents and lessons posted.</p> <p>Students will learn how to make their own padlet and know how to join a padlet in order to collaborate with others.</p> <p>Students will be able to access google slides, docs, forms, drive with library lessons.</p> <p>Students will have practice in using the library software, Follett Destiny and know how to use the procedures.</p>

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<p>Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p> <p>(ISTE Standards for students)</p>				
<p>Information Literacy Reading Informational Texts 1.D.11-12: Explain 2 or more central/main ideas in a text, analyze their development throughout the text, and relate the ideas to human nature and the world; provide an objective and concise summary of the text (MLS)</p> <p>Reading Informational Texts 1.C.11-12: Interpret visual elements of a text, including those from different media and draw conclusions from them. (MLS)</p>	<p>Students will understand the difference between fiction and nonfiction.</p> <p>Students will have a basic understanding of evaluating sources.</p> <p>Students will be able to form opinions on controversial topics.</p>	<p>I can engage in the information literacy process: access, evaluate and communicate information & ideas I can utilize digital tools and resources to investigate real world issues, answer questions or solve problems I can use technological resources to develop and refine questions for investigation I can use a variety of skills and strategies to comprehend nonfiction and informational text</p>	<p>Video Scavenger Hunts</p> <p>Speed Dating</p> <p>Book Tastings</p> <p>Learning labs during library time to help reinforce standards in ELA curriculum, starting 2nd semester every other week.</p>	<p>Scavenger hunt is used to take students to fiction and nonfiction sections.</p> <p>Speed Dating and Book tastings are used to expose students to different genres and kinds of information.</p> <p>Learning labs during library time to help reinforce standards in ELA curriculum, starting 2nd semester every other week.</p>
<p>Love of Reading Reading Literary Text 1.D.11-12: Using appropriate text, determine 2 or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and</p>	<p>Students will understand the difference between fiction and nonfiction.</p> <p>Students will understand the difference between reading for information and reading for pleasure.</p> <p>Students will have hobbies or interests of some sort.</p>	<p>I can be an active listener and enjoy the state awards books I can read for a variety of purposes and across content areas I can independently read a significant number of books and texts each year including: fiction, nonfiction, and a variety of genres.</p>	<p>Award Nominee ice cream party incentive Book talks</p> <p>Book trailers</p> <p>Podcasts</p> <p>Padlets</p>	<p>Students watch book trailers to see nominees and listen to book talks about award nominees. Students create their own podcasts and padlets about books they are reading. Library aides do podcasts for the library social media accounts.</p>

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<p>concise summary of the text (MLS)</p> <p>Reading Literary Text 3.D.11-12: Read and comprehend literature, including stories, dramas, and poems, independently and proficiently. (MLS)</p>			<p>Skypes with authors</p> <p>Library promotions</p> <p>Books-n-Bites availability</p> <p>Book Fair weeks</p>	<p>Students can create their own book talks using the green screen.</p> <p>Students create their own book trailers.</p> <p>Students can participate in book skypes with authors</p> <p>Have opportunity to attend Children’s Lit Fest in spring</p>
<p>Research to Build and Present Knowledge Writing 1.A.11-12: Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible resources, print and digital; integrate information using a standard citation system.</p> <p>Gather relevant information from multiple authoritative print and digital resources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation (MLS)</p>	<p>Students will be able to form essential questions to answer through research.</p> <p>Students will have a basic knowledge of technology on which to build for compilation and presentation purposes.</p> <p>Students will have a basic knowledge of citing sources.</p>	<p>I can use a variety of quality sources to support an argument. I can properly cite sources I can use different mediums in a research project (e.g. print text, online text, video clips, audio clips, images, etc.) I can quote, paraphrase, and summarize techniques in order to prevent plagiarism. I can use technology to produce and publish individual or shared research projects.</p>	<p>Assist teachers as needed to gather resources and instruct students</p>	<p>Assist teachers as needed to gather resources and instruct students.</p>

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8th Grade Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> Review the library and how it's organized. Check out books on ZPD level and taking AR tests Reading promotions 	<ul style="list-style-type: none"> Reading promotions. Checking out books on ZPD and taking AR tests
Quarter 3	Quarter 4
<ul style="list-style-type: none"> Check out books on ZPD level and taking AR tests Learning lab stations in library Reading promotions Digital Citizenship PSA's. 	<ul style="list-style-type: none"> Check out books on ZPD level and taking AR tests Reading promotions Learning lab stations in library

8th Grade			Last Revised (Date & Name): K. Johnson 2018	
Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:	Learning Targets	Assessment Methods:	Instructional Activities & Assignments
<p>Digital Citizenship Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.</p> <p>Students engage in positive, safe, legal and ethical behaviors when using technology, including social</p>	<p>Students will have some prior experience with using the Internet for research and personal use.</p> <p>Students will have some prior knowledge with using social media.</p> <p>Students will have a basic understanding of citing sources and the reasons behind citing sources.</p>	<ul style="list-style-type: none"> I can understand and practice appropriate, legal and safe uses of technology for lifelong learning. 	<ol style="list-style-type: none"> Exit tickets following classroom instruction days Whole class discussion Kahoot Sample videos as provided by Common Sense Media 	<ul style="list-style-type: none"> Digital project (either green screen video or Powtoons video) in which students work with a partner to develop a PSA about internet safety.

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<p>interactions online or when using networked devices. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.</p> <p>(ISTE Standards for students)</p>				
<p>Technology Students articulate and set personal learning goals, develop strategies for leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.</p>	<p>Students will have prior experience with laptops and other technology devices.</p> <p>Students will be able to type approximately 30 words per minute.</p> <p>Students will understand the difference between personal and professional/academic use.</p>	<ul style="list-style-type: none"> I can understand basic technology hardware and software system operations and their application. 	<p>Assist students with technology and programs, software, etc.</p> <p>Introduce new apps that can help them with projects, etc. as they become relevant and available.</p>	<ul style="list-style-type: none"> Assist students with technology and programs, software, etc. Introduce new apps that can help them with projects, etc. as they become relevant and available.

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<p>Students build networks and customize their learning environments in ways that support the learning process. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p> <p>(ISTE Standards for students)</p>				
<p>Information Literacy Reading Informational Texts 1.D.11-12: Explain 2 or more central/main ideas in a text, analyze their development throughout the text, and relate the ideas to human nature and the world; provide an objective and concise summary of the text (MLS)</p> <p>Reading Informational Texts 1.C.11-12: Interpret visual elements of a text, including those from different media and draw conclusions from them. (MLS)</p>	<p>Students will understand the difference between fiction and nonfiction.</p> <p>Students will have a basic understanding of evaluating sources.</p> <p>Students will be able to form opinions on controversial topics.</p>	<ul style="list-style-type: none"> • I can engage in the information literacy process: access, evaluate and communicate information & ideas • I can utilize digital tools and resources to investigate real world issues, answer questions or solve problems • I can use technological resources to develop and refine questions for investigation • I can use a variety of skills and strategies to comprehend nonfiction and informational text 	<p>Learning labs during library time to help reinforce standards in ELA curriculum, starting 2nd semester every other week.</p>	<ul style="list-style-type: none"> • Learning labs during library time to help reinforce standards in ELA curriculum, starting 2nd semester every other week.
<p>Love of Reading Reading Literary Text 1.D.11-12: Using appropriate text, determine 2 or more themes</p>	<p>Students will understand the difference between fiction and nonfiction.</p>	<ul style="list-style-type: none"> • I can be an active listener and enjoy the state awards books 	<p>Award Nominee ice cream party incentive Book talks Book trailers</p>	<ul style="list-style-type: none"> • Students watch book trailers to see nominees and listen to book talks about award nominees.

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<p>in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text (MLS)</p> <p>Reading Literary Text 3.D.11-12: Read and comprehend literature, including stories, dramas, and poems, independently and proficiently. (MLS)</p>	<p>Students will understand the difference between reading for information and reading for pleasure.</p> <p>Students will have hobbies or interests of some sort.</p>	<ul style="list-style-type: none"> I can read for a variety of purposes and across content areas I can independently read a significant number of books and texts each year including: fiction, nonfiction, and a variety of genres. 	<p>Podcasts</p> <p>Padlets</p> <p>Skypes with authors</p> <p>Library promotions</p> <p>Books-n-Bites availability</p> <p>Book Fair weeks</p>	<ul style="list-style-type: none"> Students create their own podcasts and padlets about books they are reading. Library aides do podcasts for the library social media accounts. Students can create their own book talks using the green screen. Students create their own book trailers. Students can participate in book skypes with authors Have opportunity to attend Children's Lit Fest in spring
<p>Research to Build and Present Knowledge Writing 1.A.11-12: Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible resources, print and digital; integrate information using a standard citation system.</p>	<p>Students will be able to form essential questions to answer through research.</p> <p>Students will have a basic knowledge of technology on which to build for compilation and presentation purposes.</p> <p>Students will have a basic knowledge of citing sources.</p>	<ul style="list-style-type: none"> I can use a variety of quality sources to support an argument. I can properly cite sources I can use different mediums in a research project (e.g. print text, online text, video clips, audio clips, images, etc.) I can quote, paraphrase, and summarize techniques in order to prevent plagiarism. I can use technology to produce and publish individual or shared research projects. 	<p>Assist teachers as needed to gather resources and instruct students.</p>	<ul style="list-style-type: none"> Assist teachers as needed to gather resources and instruct students.

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<p>Gather relevant information from multiple authoritative print and digital resources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation (MLS)</p>				
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9th-12th Grade Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> • Introduce students to the library • Introduce reading promotions for the year • Teen Read Week 	<ul style="list-style-type: none"> • Digital Citizenship Instruction • Database Introduction
Quarter 3	Quarter 4
<ul style="list-style-type: none"> • Continue Digital Citizenship Instruction • Digital Citizenship Project • Reinforce research skills taught in classes 	<ul style="list-style-type: none"> • National Library Week • Continue research skills and database instruction • Testing

9-12 Grade			Last Revised (Date & Name): 11-29-17 Becky Wood	
Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite	Learning Target:	Assessment Methods:	Instructional Activities & Assignments:

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<p><u>Students will read, understand, analyze, evaluate, and synthesize informational texts to support ideas and arguments.</u> <u>Reading Informational Texts</u> 1.D.11-12: Explain 2 or more central/main ideas in a text, analyze their development throughout the text, and relate the ideas to human nature and the world; provide an objective and concise summary of the text (MLS)</p> <p><u>Reading Informational Texts</u> 1.C.11-12: Interpret visual elements of a text, including those from different media and draw conclusions from them. (MLS)</p>	<p>Students will understand the difference between fiction and nonfiction.</p> <p>Students will have a basic understanding of evaluating sources.</p> <p>Students will be able to form opinions on controversial topics.</p>	<ul style="list-style-type: none"> • I can summarize key supporting details/ideas in a nonfiction text. • I can compare/contrast accounts of a subject told in different mediums (e.g. a person's life story in both print and multimedia). • I can evaluate argument and claims in a text in order to assess bias. • I can differentiate between primary and secondary sources. • I can read on grade level. 	<p>EOC</p> <p>Work with English teachers to develop class appropriate assessments.</p>	<ul style="list-style-type: none"> • Assist English teachers with their daily reading assignments (specifically when we break out for Free Reading Fridays) • Work with students in the library to gather resources
<p>Students will become more aware of their reading interests to assist them in selecting books to read for pleasure.</p> <p>Reading Literary Text 1.D.11-12: Using appropriate text, determine 2 or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text (MLS)</p> <p>Reading Literary Text 3.D.11-12: Read and comprehend literature, including stories, dramas, and poems, independently and proficiently. (MLS)</p>	<p>Students will understand the difference between fiction and nonfiction.</p> <p>Students will understand the difference between reading for information and reading for pleasure.</p> <p>Students will have hobbies or interests of some sort.</p>	<ul style="list-style-type: none"> • I can pursue information related to personal interests. • I can use the text to support interpretations and inferences of the text. • I can identify a theme or central idea of a text and analyze its development over the course of the selected reading. • I can objectively summarize the text • I can analyze how characters change over the course of a text. • I can read age appropriate literature. • I can read on grade level. 	<p>Free Reading Friday literary analysis (in collaboration with Ms. Nowlin)</p> <p>Qualifying to vote at the Readers Awards Voting Party</p>	<ul style="list-style-type: none"> • Free Reading Friday • Guiding worksheets during Free Reading Friday • Readers Awards nominees available for check-out. Students must talk with me about the book to receive credit for reading it. • Develop Reading Interest Inventory

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<p>Students will effectively use the research process to build and present knowledge through writing and/or technology tools.</p> <p>Writing 1.A.11-12: Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible resources, print and digital; integrate information using a standard citation system.</p> <p>Gather relevant information from multiple authoritative print and digital resources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation (MLS)</p>	<p>Students will be able to form essential questions to answer through research.</p> <p>Students will have a basic knowledge of technology on which to build for compilation and presentation purposes.</p> <p>Students will have a basic knowledge of citing sources.</p>	<ul style="list-style-type: none"> • I can use a variety of quality sources to support an argument. • I can properly cite sources • I can use different mediums in a research project (e.g. print text, online text, video clips, audio clips, images, etc.) • I can quote, paraphrase, and summarize techniques in order to prevent plagiarism. • I can use technology to produce and publish individual or shared research projects. 	<p>Assist teachers as needed to gather resources and instruct students</p>	<ul style="list-style-type: none"> • Assist teachers as needed to gather resources and instruct students. • Put together pathfinders to assist students and teachers with research
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<p>Students will demonstrate proficiency in using technology for both personal and professional use.</p> <p>Students articulate and set personal learning goals, develop strategies for leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.</p> <p>Students build networks and customize their learning environments in ways that support the learning process.</p> <p>Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.</p> <p>Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p> <p>(ISTE Standards for students)</p>	<p>Students will have prior experience with laptops and other technology devices.</p> <p>Students will be able to type approximately 30 words per minute.</p> <p>Students will understand the difference between personal and professional/academic use.</p>	<ul style="list-style-type: none"> • I can apply digital tools to gather, evaluate, and use information • I can demonstrate a sound understanding of technology concepts, systems, and operations. 	<p>Assist teachers as needed with technology use through ebooks, databases, and the SmartZone</p>	<ul style="list-style-type: none"> • Assist teachers as needed with technology use through ebooks, databases, and the SmartZone
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<p>Students will learn to be responsible digital citizens. Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. Students engage in positive, safe, legal and ethical behaviors when using technology, including social interactions online or when using networked devices. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.</p> <p>(ISTE Standards for students)</p>	<p>Students will have some prior experience with using the Internet for research and personal use.</p> <p>Students will have some prior knowledge with using social media.</p> <p>Students will have a basic understanding of citing sources and the reasons behind citing sources.</p>	<ul style="list-style-type: none"> • I can practice safe, legal, and responsible use of information and technology. • I can exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. • I can demonstrate personal responsibility in using technology. • I understand what it means to be a digital citizen. 	<p>Digital project (either green screen video or Powtoons video) in which students work with a partner to develop a PSA about internet safety.</p>	<ul style="list-style-type: none"> • Exit tickets following classroom instruction days • Whole class discussion • Kahoot • Sample videos as provided by Common Sense Media
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