A Curriculum Guide for
Fillmore Central Public Schools
Grades K-12

Media

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Curriculum Committee:
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Fillmore Central Public Schools
K-12 Media Skills Curriculum
Aligned to the AASL 21st Century Learner Standards
February 2016

Grades: K-1
1. **Inquire, think critically, and gain knowledge.**
    1.1 Skills
        1.1.1 Follow an inquiry based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life
        1.1.2 Use prior and background knowledge as context for new learning
        1.1.3 Develop and refine a range of questions to frame the search for new understanding
2. **Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge**
    2.1 Skills
        2.1.1 Continue an inquiry based research process by applying critical thinking skills to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge
        2.1.2 Organize knowledge so that it is useful
        2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations
3. **Share knowledge and participate ethically and productively as members of our democratic society**
    3.1 Skills
        3.1.1 Use speaking skills to communicate new understandings effectively
        3.1.2 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess
        3.1.3 Use information and technology ethically and responsibly
4. **Pursue personal and aesthetic growth**
    4.1 Skills
        4.1.1 Read, view, and listen for pleasure and personal growth
        4.1.2 Respond to literature and creative expressions of ideas in various formats and genres
        4.1.3 Seek information for personal learning in a variety of formats and genres
        4.1.4 Connect ideas to own interests and previous knowledge and experience
        4.1.5 Use creative and artistic formats to express personal learning

5. **Media Center Orientation and Literacy**
    5.1 Identify arrangement of the media center
    5.2 Practice care of materials and equipment
    5.3 Follow checkout procedures
    5.4 Identify parts of book including spine, call number, and barcode
    5.5 Practice ethical use of intellectual property

Grades: 2-4
1. **Inquire, think critically, and gain knowledge.**
    1.2 Skills
        1.2.1 Follow an inquiry based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life
        1.2.2 Use prior and background knowledge as context for new learning
        1.2.3 Develop and refine a range of questions to frame the search for new understanding
        1.2.4 Find, evaluate, and select appropriate sources to answer questions
        1.2.5 Read, view, and listen for information presented in any format in order to make inferences and gather meaning
        1.2.6 Collaborate with others to broaden and deepen understanding
2. **Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge**
    2.1 Skills
        2.1.1 Continue an inquiry based research process by applying critical thinking skills to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge
        2.1.2 Organize knowledge so that it is useful
        2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations
        2.1.4 Use technology and other information tools to analyze and organize information
        2.1.5 Collaborate with others to exchange ideas, develop new understanding, make decisions, and solve problems
3. **Share knowledge and participate ethically and productively as members of our democratic society**
    3.1 Skills
        3.1.1 Conclude an inquiry based research process by sharing new understandings and reflecting on the learning
        3.1.2 Use writing and speaking skills to communicate new understandings effectively

3.1.3 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess
   3.1.4 Connect learning to community issues
   3.1.5 Use information and technology ethically and responsibly
4. **Pursue personal and aesthetic growth**
   4.1 Skills
   4.1.1 Read, view, and listen for pleasure and personal growth
   4.1.2 Read widely and fluently to make connections with self, the world, and previous reading
   4.1.3 Respond to literature and creative expressions of ideas in various formats and genres
   4.1.4 Seek information for personal learning in a variety of formats and genres
   4.1.5 Connect ideas to own interests and previous knowledge and experience
   4.1.6 Organize personal knowledge in a way that can be called upon easily
   4.1.7 Use creative and artistic formats to express personal learning
5. **Media Center Orientation and Literacy**
   5.1 Identify arrangement of the media center
   5.2 Practice care of materials and equipment
   5.3 Follow checkout procedures
   5.4 Observe copyright laws
   5.5 Develop an appreciation of award winning literature (i.e. Golden Sower, Newberry, Caldecott)
   5.6 Utilize print, electronic, and other reference sources
   5.7 Recognize distinguishing features of word reference materials (i.e. dictionary, thesaurus, index, glossary)
   5.8 Locate and access electronic resources (i.e. card catalog, encyclopedias, data bases, search engines)
   5.9 Complete online search strategies in the online database by keyword to access information
   5.10 Identify parts of book including spine, call number, and barcode
   5.11 Locate publisher, publishing place, copyright, glossary, index, table of contents
   5.12 Locate resources according to call numbers (i.e. Dewey Decimal classification system, E, F, B, R)
   5.13 Practice ethical use of intellectual property

Grades: 5-6
1. **Inquire, think critically, and gain knowledge.**
   1.3 Skills
   1.3.1 Follow an inquiry based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life

    1.3.2 Use prior and background knowledge as context for new learning

    1.3.3 Develop and refine a range of questions to frame the search for new understanding

    1.3.4 Fine, evaluate, and select appropriate sources to answer questions

    1.3.5 Read, view, and listen for information presented in any format in order to make inferences and gather meaning

    1.3.6 Demonstrate mastery of technology tools for accessing information and pursuing inquiry

    1.3.7 Collaborate with others to broaden and deepen understanding

2. **Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge**

    2.1 Skills

        2.1.1 Continue an inquiry based research process by applying critical thinking skills to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge

        2.1.2 Organize knowledge so that it is useful

        2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations

        2.1.4 Use technology and other information tools to analyze and organize information

        2.1.5 Collaborate with others to exchange ideas, develop new understanding, make decisions, and solve problems

        2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings

3. **Share knowledge and participate ethically and productively as members of our democratic society**

    3.1 Skills

        3.1.1 Conclude an inquiry based research process by sharing new understandings and reflecting on the learning

        3.1.2 Participate and collaborate as members of a social and intellectual network of leaders

        3.1.3 Use writing and speaking skills to communicate new understandings effectively

        3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess

        3.1.5 Connect learning to community issues

        3.1.6 Use information and technology ethically and responsibly

4. **Pursue personal and aesthetic growth**

    4.1 Skills

        4.1.1 Read, view, and listen for pleasure and personal growth

4.1.2 Read widely and fluently to make connections with self, the world, and previous reading

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres

4.1.4 Seek information for personal learning in a variety of formats and genres

4.1.5 Connect ideas to own interests and previous knowledge and experience

4.1.6 Organize personal knowledge in a way that can be called upon easily

4.1.7 Use creative and artistic formats to express personal learning

5. **Media Center Orientation and Literacy**
   5.1 Identify arrangement of the media center
   5.2 Practice care of materials and equipment
   5.3 Follow checkout procedures
   5.4 Observe copyright laws
   5.5 Develop an appreciation of award winning literature (i.e. Golden Sower, Newberry, Caldecott)
   5.6 Utilize print, electronic, and other reference sources
   5.7 Recognize distinguishing features of encyclopedias
   5.8 Recognize distinguishing features of word reference materials (i.e. dictionary, thesaurus, index, glossary)
   5.9 Recognize distinguishing features of almanacs
   5.10 Recognize distinguishing features of atlases
   5.11 Recognize distinguishing features of periodicals
   5.12 Determine all potential resources
   5.13 Select best resources
   5.14 Identify appropriate and available resources
   5.15 Determine validity of resources (i.e. timeliness, content, authority, access, and appearance)
   5.16 Locate and access electronic resources (i.e. card catalog, encyclopedias, data bases, search engines)
   5.17 Complete online search strategies in the online database by keyword to access information
   5.18 Identify parts of book including spine, call number, and barcode
   5.19 Locate publisher, publishing place, copyright, glossary, index, table of contents
   5.20 Locate resources according to call numbers (i.e. Dewey Decimal classification system, E, F, B, R)
   5.21 Practice ethical use of intellectual property

Grades: 7-8
1. **Inquire, think critically, and gain knowledge.**
   1.4 Skills

- 1.4.1 Follow an inquiry based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life
- 1.4.2 Use prior and background knowledge as context for new learning
- 1.4.3 Develop and refine a range of questions to frame the search for new understanding
- 1.4.4 Fine, evaluate, and select appropriate sources to answer questions
- 1.4.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context
- 1.4.6 Read, view, and listen for information presented in any format in order to make inferences and gather meaning
- 1.4.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias
- 1.4.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry
- 1.4.9 Collaborate with others to broaden and deepen understanding

2. **Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge**

    2.1 Skills
    - 2.1.1 Continue an inquiry based research process by applying critical thinking skills to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge
    - 2.1.2 Organize knowledge so that it is useful
    - 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations
    - 2.1.4 Use technology and other information tools to analyze and organize information
    - 2.1.5 Collaborate with others to exchange ideas, develop new understanding, make decisions, and solve problems
    - 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings

3. **Share knowledge and participate ethically and productively as members of our democratic society**

    3.1 Skills
    - 3.1.1 Conclude an inquiry based research process by sharing new understandings and reflecting on the learning
    - 3.1.2 Participate and collaborate as members of a social and intellectual network of leaders

      3.1.3   Use writing and speaking skills to communicate new understandings effectively

      3.1.4   Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess

      3.1.5   Connect learning to community issues

      3.1.6   Use information and technology ethically and responsibly

4. Pursue personal and aesthetic growth

4.1 Skills

      4.1.1   Read, view, and listen for pleasure and personal growth

      4.1.2   Read widely and fluently to make connections with self, the world, and previous reading

      4.1.3   Respond to literature and creative expressions of ideas in various formats and genres

      4.1.4   Seek information for personal learning in a variety of formats and genres

      4.1.5   Connect ideas to own interests and previous knowledge and experience

      4.1.6   Organize personal knowledge in a way that can be called upon easily

      4.1.7   Use social networks and information tools to gather and share information

      4.1.8   Use creative and artistic formats to express personal learning

5. Media Center Orientation and Literacy

5.1 Identify arrangement of the media center

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5.5 Develop an appreciation of award winning literature (i.e. Golden Sower, Newberry, Caldecott)

5.6 Utilize print, electronic, and other reference sources

5.7 Recognize distinguishing features of encyclopedias

5.8 Recognize distinguishing features of word reference materials (i.e. dictionary, thesaurus, index, glossary)

5.9 Recognize distinguishing features of almanacs

5.10   Recognize distinguishing features of atlases

5.11   Recognize distinguishing features of periodicals

5.12   Recognize significance of primary sources (i.e. interviews, surveys, journals, documentaries, headstones)

5.13   Determine all potential resources

5.14   Select best resources

5.15   Identify appropriate and available resources

5.16   Determine validity of resources (i.e. timeliness, content, authority, access, and appearance)

5.17   Locate and access electronic resources (i.e. card catalog, encyclopedias, data bases, search engines)

5.18 Complete online search strategies in the online database by keyword to access information

5.19 Complete advance online search strategies to access information

5.20 Identify parts of book including spine, call number, and barcode

5.21 Locate publisher, publishing place, copyright, glossary, index, table of contents

5.22 Locate resources according to call numbers (i.e. Dewey Decimal classification system, E, F, B, R)

5.23 Practice ethical use of intellectual property

Grades: 9-12

1. **Inquire, think critically, and gain knowledge.**

   1.5 Skills

   1.5.1 Follow an inquiry based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life

   1.5.2 Use prior and background knowledge as context for new learning

   1.5.3 Develop and refine a range of questions to frame the search for new understanding

   1.5.4 Fine, evaluate, and select appropriate sources to answer questions

   1.5.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context

   1.5.6 Read, view, and listen for information presented in any format in order to make inferences and gather meaning

   1.5.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias

   1.5.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry

   1.5.9 Collaborate with others to broaden and deepen understanding

2. **Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge**

   2.1 Skills

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5.23　Practice ethical use of intellectual property