

## K-3 Library & Technology Curriculum Pacing Guide

<b>Course Title: Library Media</b>		
<b>School: Black Rock</b>	<b>Grade: K - 3</b>	<b>Curriculum Pacing: 36 weeks</b>
<b>Skill One: Library &amp; Literacy</b>	<b>Skill Two: Computer &amp; Keyboarding Skills</b>	<b>Skill Three: Digital Citizenship</b>
<b>Throughout the year</b>	<b>Throughout the year</b>	<b>Throughout the year</b>
<p><b>Skill Overview:</b> Throughout the year, students will learn correct library behavior, how to follow the rules for correct book checkout, and how to care for materials in the library. Students will also learn how to access the books on the shelf and the basic organization of the library. Students will also be introduced to what an author and illustrator do, the difference between fiction and non-fiction books, and examine a variety of different literary genres. Students will use this skill to write their own stories, create biographies, and illustrate their own books. Students will cultivate an interest in different literature that will ensure they become lifelong learners and readers.</p>	<p><b>Skill Overview:</b> Throughout the year, students will use digital tools to create innovative and original products that express their learning and help others. Students will learn how to correctly use their mouse/touchpad and touch screen, log on to a computer with a username and password, and access grade appropriate sites. Students will learn how to identify the different parts of a computer and their functions, including the camera, power button, charger, etc. Students will learn how to bookmark a site, how to use the search bar, and how to use different keyboard functions. In keyboarding, students will learn how to use their hands on the keyboard correctly and will practice speed and accuracy.</p>	<p><b>Skill Overview:</b> Throughout the year, students will learn what it means to be a digital citizen and how to practice good digital citizenship. Students will learn what it means to practice internet safety while learning about guidelines that protect users. Students will learn about information that is not good to share on the internet and will apply skills of digital citizenship as they create and share digital products with others. When using this skill, students will work to understand how the internet helps create communities and how it connects people throughout the world.</p>
<p><b>Compelling Questions</b></p> <ol style="list-style-type: none"> <li>1. Why is knowing how to find information in the library beneficial for me?</li> <li>2. How does literature enrich my life?</li> </ol>	<p><b>Compelling Questions</b></p> <ol style="list-style-type: none"> <li>1. How does technology change my thinking?</li> <li>2. How do I benefit from digital literacy?</li> </ol>	<p><b>Compelling Questions</b></p> <ol style="list-style-type: none"> <li>1. How can I be a good digital citizen?</li> <li>2. Why is it important for me to be a good digital citizen?</li> </ol>

**Priority Learning Targets**

1. I can use the resources available in the library.

K-Learners act on an information need by identifying possible sources of information. (AASL A.IV.2)

1-Learners act on an information need by making critical choices about information sources to use. (AASL A.IV.3)

2-Learners gather information appropriate to the task by seeking a variety of sources. (AASL B.IV.1)

3-Learners gather information appropriate to the task by seeking a variety of sources. (AASL B.IV.1)

2. I can use the library materials to further my learning and collaborative opportunities.

K-Learners participate in personal, social, and intellectual networks by using a variety of communication tools and resources. (AASL B.III.1)

1-Learners adapt, communicate, and exchange learning products with others in a cycle that includes interacting with content presented by others. (AASL C.I.1)

2-Learners adapt, communicate, and exchange learning products with others in a cycle that includes sharing products with an authentic audience. (AASL C.I.4)

**Priority Learning Targets**

1. I can use the internet to perform basic searches and locate specific websites and information.

K-Learners act on an information need by making critical choices about information sources to use. (AASL A.IV.3)

1-Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. (ISTE 3.A)

2-Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. (ISTE 3.C)

3-Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. (ISTE 3.D)

2. I can use digital media tools to create something new.

K-Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. (ISTE 6.A)

1-Students create original works or responsibly repurpose or remix digital resources into new creations. (ISTE 6.B)

2-Students publish or present content that

**Priority Learning Targets**

1. I can follow the rules of good digital citizenship when using technology to learn.

K-Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices. (ISTE 2.B)

1-Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices. (ISTE 2.B)

2-Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. (ISTE 2.A)

3-Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. (ISTE 2.A)

2. I can use computers and texts safely and responsibly to learn and share.

K-Students understand the fundamental concepts of technology operations. (ISTE 1.D)

1-Students understand the fundamental concepts of technology operations. (ISTE 1.D)

2-Students engage in positive, safe, legal,

<p>3-Learners exchange information resources within and beyond their learning community by joining with others to compare and contrast information derived from collaboratively constructed information sites. (AASL C.IV.3)</p> <p><b>3.</b> I can browse and select materials to read, view, and listen to for pleasure and personal growth.</p> <p>K-Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes. (AASL A.V.1)</p> <p>1-Learners develop and satisfy personal curiosity by engaging in inquiry-based processes for personal growth. (AASL A.V.3)</p> <p>2-Learners engage with information to extend personal learning by personalizing their use of information and information technologies. (AASL D.VI.1)</p> <p>3-Learners engage with information to extend personal learning by inspiring others to engage in safe, responsible, ethical, and legal information behaviors. (AASL D.VI.3)</p>	<p>customizes the message and medium for their intended audiences. (ISTE 6.D)</p> <p>3-Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks. (ISTE 4.B)</p> <p><b>3.</b> I can conduct research by using sources to acquire new information.</p> <p>K-Learners gather information appropriate to the task by seeking a variety of sources. (AASL B.IV.1)</p> <p>1-Learners engage with new knowledge following a process that includes using evidence to investigate questions. (AASL B.I.1)</p> <p>2-Learners act on an information need by making critical choices about information sources to use. (AASL A.IV.3)</p> <p>3-Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. (ISTE 3.A)</p>	<p>and ethical behavior when using technology, including social interactions online or when using networked devices. (ISTE 2.B)</p> <p>3-Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices. (ISTE 2.B)</p> <p><b>3.</b> I can protect my private information and troubleshoot uncomfortable or potentially dangerous situations.</p> <p>K-Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices. (ISTE 2.B)</p> <p>1-Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices. (ISTE 2.B)</p> <p>2-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 2.D)</p> <p>3-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 2.D)</p>
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<b>Skill Four: Research (Organizing &amp; Communicating Information)</b>	<b>Skill Five: Coding &amp; Problem Solving</b>	<b>Skill Six: Makerspace &amp; Creativity</b>
<b>Throughout the year</b>	<b>Throughout the year</b>	<b>Throughout the year</b>
<p><b>Skill Overview:</b> Throughout the year, students will use digital and print sources to gather information. Students will learn note taking skills to organize and evaluate pertinent information. Students will use digital media to communicate, work collaboratively, and share with others. Students will create presentations on their own or in small groups. Students will present their work and learn how to effectively public speak. Students will learn to make constructive comments and to be positive when looking at the work of others and how to successfully collaborate with others.</p>	<p><b>Skill Overview:</b> Throughout the year, students will engage in a variety of coding activities independently and in small groups. Students will learn problem solving skills needed to successfully complete tasks. Students will learn how to troubleshoot problems and how to apply previous knowledge to a situation in order to change their direction of thinking. Students will learn how to work with others and communicate their ideas with partners or in a group.</p>	<p><b>Skill Overview:</b> Throughout the year, students will use the makerspace materials to complete tasks and design projects of their own. Students will work individually and collaboratively to persevere through problems and find solutions creatively. Students will assume group roles such as 'Materials Manager', 'Designer', 'Time Keeper', and so on. Students will need to work with others, learn to collaborate, and share their ideas in an effective and efficient manner.</p>
<p><b>Compelling Questions</b></p> <ol style="list-style-type: none"> <li>1. How does information literacy help me become an independent, lifelong learner?</li> <li>2. How do I acquire and use information?</li> <li>3. How can I develop and communicate new ideas?</li> <li>4. How can I use digital tools to make a creative presentation?</li> </ol>	<p><b>Compelling Questions</b></p> <ol style="list-style-type: none"> <li>1. Why is it important for me to persevere and follow through on a task?</li> <li>2. How do I use problem solving skills to complete a difficult task?</li> <li>3. How does coding enrich my day to day life?</li> </ol>	<p><b>Compelling Questions</b></p> <ol style="list-style-type: none"> <li>1. Why is it important for me to persevere and follow through on a task?</li> <li>2. How can I put my creative ideas into practice?</li> <li>3. How can I effectively work with others to complete a task?</li> </ol>
<p><b>Priority Learning Targets</b></p> <ol style="list-style-type: none"> <li>1. I can conduct research by using a variety of sources to acquire new information.</li> </ol>	<p><b>Priority Learning Targets</b></p> <ol style="list-style-type: none"> <li>1. I can work on my own or with others to help me learn.</li> </ol>	<p><b>Priority Learning Targets</b></p> <ol style="list-style-type: none"> <li>1. I can effectively collaborate with others to complete a task.</li> </ol>

<p>K-Learners act on an information need by identifying possible sources of information. (AASL A.IV.2)</p> <p>1-Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. (ISTE 6.A)</p> <p>2-Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. (ISTE 3.A)</p> <p>3-Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. (ISTE 3.D)</p> <p><b>2. I can evaluate information that I gather from digital and print resources and use the accurate information.</b></p> <p>K-Learners gather information appropriate to the task by organizing information by priority, topic, or other systematic scheme. (AASL B.IV.4)</p> <p>1-Learners gather information appropriate to the task by organizing information by priority, topic, or other systematic scheme. (AASL B.IV.4)</p> <p>2-Students evaluate the accuracy, perspective, credibility and relevance of information, media,data or other</p>	<p>K-Learners actively participate with others in learning situations by actively contributing to group discussions. (AASL D.III.1)</p> <p>1-Learners engage with the learning community by collaboratively identifying innovative solutions to a challenge or problem. (AASL C.V.3)</p> <p>2-Learners work productively with others to solve problems by involving diverse perspectives in their own inquiry processes. (AASL C.III.2)</p> <p>3-Learners work productively with others to solve problems by soliciting and responding to feedback from others. (AASL C.III.2)</p> <p><b>2. I can effectively problem solve to complete a difficult task.</b></p> <p>K-Learners develop through experience and reflection by iteratively responding to challenges. (AASL D.V. 1)</p> <p>1-Learners develop through experience and reflection by iteratively responding to challenges. (AASL D.V. 1)</p> <p>2-Learners construct new knowledge by problem solving through cycles of design, implementation, and reflection. (AASL B.V.1)</p> <p>3-Students develop, test, and refine prototypes as a part of a cyclical design process. (ISTE 4.C)</p> <p><b>3. I can understand, create, and troubleshoot</b></p>	<p>K-Learners identify collaborative opportunities by developing new understanding through engagement in a learning group. (AASL A.III.2)</p> <p>1-Learners actively participate with others in learning situations by actively contributing to group discussions. (AASL D.III.1)</p> <p>2-Learners work productively with others to solve problems by soliciting and responding to feedback from others. (AASL C.III.1)</p> <p>3-Learners participate in personal, social, and intellectual networks by establishing connections with other learners to build on their own prior knowledge and create new knowledge. (AASL B.III.2)</p> <p><b>2. I can develop a plan for solving a task or problem and act on it.</b></p> <p>K-Learners engage with new knowledge by following a process that includes devising and implementing a plan to fill knowledge gaps. (AASL B.I.2)</p> <p>1-Learners construct new knowledge by problem solving through cycles of design, implementation, and reflection. (AASL B.V.1)</p> <p>2-Learners construct new knowledge by problem solving through cycles of design, implementation, and reflection.</p>
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<p>resources. (ISTE 3.B)</p> <p>3-Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making. (ISTE 5.B)</p> <p><b>3. I can effectively use research and technological tools to communicate my learning.</b></p> <p>K-Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. (ISTE 6.A)</p> <p>1-Students create original works or responsibly repurpose or remix digital resources into new creations. (ISTE 6.B)</p> <p>2-Students publish or present content that customized the message and medium for their intended audiences. (ISTE 6.D)</p> <p>3-Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations. (ISTE 6.C)</p>	<p>complex algorithms and sequences.</p> <p>K-Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions. (ISTE 5.A)</p> <p>1-Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving. (ISTE 5.C)</p> <p>2-Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions. (ISTE 5.D)</p> <p>3-Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions. (ISTE 5.D)</p>	<p>(AASL B.V.1)</p> <p>3-Learners construct new knowledge by persisting through self-directed pursuits by tinkering and making. (AASL B.V.2)</p> <p><b>3. I can challenge myself to be creative.</b></p> <p>K-Learners participate in an ongoing inquiry-based process by continually seeking knowledge. (AASL D.I.1)</p> <p>1-Learners participate in an ongoing inquiry-based process by engaging in sustained inquiry. (AASL D.I.2)</p> <p>2-Learners develop through experience and reflection by iteratively responding to challenges. (AASL D.V.2)</p> <p>3-Learners develop through experience and reflection by recognizing capabilities and skills that can be developed, improved, and expanded. (AASL D.V.2)</p>
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