

School District of Holmen Library Media Program



2020-2021

School District of Holmen
Holmen, WI

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Purpose and Introduction

Effective improvements happen when one looks at results from internal and external measures. This Self-Study will:

- Identify key elements of a successful program.
- Analyze the status of the present School District of Holmen's Library Media Curriculum in relation to these elements of success.
- Take action by identifying strengths and opportunities for improvement (plus/delta) prior to updating the Library Media Curriculum in 2020-2021.



District Information

SCHOOL BOARD POLICY
School District of Holmen

FILE: 330
INSTRUCTION

CURRICULUM DEVELOPMENT AND ADOPTION

The Curriculum is the common body of knowledge that is the basis for the instructional program in the District. The School District of Holmen recognizes that written curriculum plans are an essential element in the education of all children. The School Board has a responsibility for maintaining a minimum program of instruction guaranteed by the state statutes and for initiating improvements beyond that minimum.

A written, sequential curriculum plan shall exist for the following:

- A sequential curriculum plan exists in each of the following areas: reading/language arts, mathematics, science, social studies, health, physical education, art, music, world language, guidance and counseling, career and technical education (agriculture, business education, marketing education, family and consumer education, and technology education), library media, computer literacy, and environmental education.
- The curriculum plan identifies how mandated statutes are addressed and included in the curriculum.
- The curriculum plan identifies how infused or integrated areas are addressed and included in the curriculum.
- The curriculum plan identifies course competencies, learning expectations, linked standards, and assessment methods/strategies. The course components are monitored continuously and revised as appropriate.

The professional staff, under the direction and supervision of the Superintendent of Schools and the Director of Curriculum and Instruction, shall be responsible for proposing, developing, implementing and evaluating PK-12 curriculum that reflects the best of current educational research and practice. The curriculum shall support the District's mission, goals and adopted academic standards and be in line with legal requirements. Communication and coordination among grade level and content area teachers shall be emphasized whenever curriculum is developed. Each content area shall follow an established curriculum revision cycle. Minor changes may be made as needed.

All content offerings and any additions or deletions to the curriculum shall be reviewed and recommended by the Curriculum Council and Board of Education Committee, and approved by the School Board before they are initiated or dropped from the existing program of instruction.

Legal Ref.: WI Statutes 118.01, 118.015, 118.30, 120.12, 120.13, 121.02 (1)(k) and (l)
WI Admin. Code PI 8.01 (2) (k) and (l)
Every Student Succeeds Act (ESSA) of 2015

Cross Ref.: Assessment of Student Achievement, 345
Equal Education Opportunities, 411
Grade Advancement Policy, 345.4
Grading Systems, 345.1
High School Graduation, 345.6
Reading Instruction, 341.1

Approved: March 29, 2005
Revised: October 10, 2012
Approved: November 26, 2012
Revised: April 10, 2018
Approved: May 14, 2018

District Vision Statement

Belong. Serve. Succeed.

District Mission Statement

Preparing students for tomorrow through an engaging and inclusive educational community today.

Focus Areas

- | | |
|----------------------|---|
| Focus Area #1 | Student Learning: Provide a rigorous, relevant curriculum and high quality instruction to prepare all students for the future. |
| Focus Area #2 | Fiscal: Provide and sustain the highest level of student learning in a fiscally responsible manner. |
| Focus Area #3 | Workforce: A workforce capable of consistently providing service aligned with achieving the District's Vision and Mission. |
| Focus Area #4 | Customer Stakeholder Engagement: Engage customers in the Vision and Mission by listening to their voice, building relationships, and valuing their input to identify opportunities for improvement. |
| Focus Area #5 | Health & Safety: Foster physical safety, wellness and mental health for District staff and students. Prevent and prepare for crisis situations |

Learner Goals

The School District of Holmen is a system that empowers the community. This is accomplished through continuous improvement, enhancement of self-worth, and optimization of student performance. The focus for each student is on joy in learning, optimization of student performance, and preparation in life skills. Therefore, in the Holmen School District, **THE LEARNER WILL:**

1. Build a substantial knowledge base.

Students will build a solid knowledge base developed from challenging subject matter in computer/information, technology, environmental education, fine and performing arts, health, language arts, mathematics, reading, science, social studies, physical education, and career and technical education.

2. Develop thinking and communication processes.

Students will develop a command of thinking processes (analysis, creative thinking, problem solving, decision making, visualizing, concept development) that permit them to interpret and apply the knowledge base. Communication processes (listening, speaking, reading, writing, viewing, image making, and other symbolizing) enable them to communicate thoughts with others.

3. Apply knowledge and processes.

Students will build upon knowledge and apply learning processes to create new ideas and understanding, enhance human relations, expand awareness, and enrich human experiences.

4. Acquire the capacity and motivation for life-long learning.

Students will develop their natural curiosity to acquire habits of inquiry and a love for learning which will motivate them to continue learning throughout their lives.

5. Develop physical and emotional wellness.

Students will acquire the attitudes, knowledge, and habits to grow physically and emotionally healthy, develop self-esteem and confidence, and exhibit a healthy life style.

6. Develop character.

Students will exhibit personal characteristics, such as compassion, conviction, curiosity, ethics, integrity, motivation, and responsibility.

7. Be a responsible citizen.

Students will possess and exercise the knowledge and processes necessary for full participation in the family, civic, economic, and cultural life of a complex interdependent, global society. Students will acquire an understanding of the basic workings of all levels of government, understanding the duties and responsibilities of citizenship. Students will make a commitment to the basic values of our government including a reverence and respect for the history of the American flag, the Declaration of Independence, the U.S. Constitution and the constitution and laws of this state, and acquire a knowledge of state, national, and world history.

8. Be prepared for productive work.

Students will acquire knowledge, capabilities, and attitudes necessary to make them contributing members of a dynamic national and world economy, and prepare them for the transition from school to work.

9. Respect cultural diversity and pluralism.

Students will demonstrate the knowledge and attitudes necessary to understand and respect individuals and multi-cultural diversity, and to work cooperatively with all people.

10. Develop aesthetic awareness.

Students will become aware and be able to generate those forms of experience that have artistic and aesthetic meaning.

WISCONSIN TEACHER STANDARDS & LICENSURE

Wisconsin's 10 Standards for Teacher Development and Licensure

These standards become the basis of teacher licensing after August 31, 2004. The entire document, which includes knowledge, skills and dispositions under these standards, can be found on DPI's website - <http://www.dpi.state.wi.us/dpi/dlsis/tel/pdf/10kdp.pdf>

1. **Teachers know the subjects they are teaching.** The teacher understands the central concepts, tools of inquiry and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
2. **Teachers know how children grow.** The teacher understands how children with broad ranges of ability learn and then provides instruction that supports their intellectual, social and personal development.
3. **Teachers understand that children learn differently.** The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
4. **Teachers know how to teach.** The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving and performance skills.
5. **Teachers know how to manage a classroom.** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
6. **Teachers communicate well.** The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration and supportive interaction in the classroom.
7. **Teachers are able to plan different kinds of lessons.** The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, and the community and curriculum goals.
8. **Teachers know how to test for student progress.** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the pupil.
9. **Teachers are able to evaluate themselves.** The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
10. **Teachers are connected with other teachers and the community.** The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support pupil learning and well being and acts with integrity, fairness and in an ethical manner. (See Appendix A for Wisconsin Academic Standards.)

School District of Holmen 2019-2020

SCHOOL BOARD OF EDUCATION MEMBERS

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Nick Weber, Prairie View Elementary Principal
Natalie Morgan, Sand Lake Elementary Principal
Bonnie Striegel, Viking Elementary Principal
Rachel Fawver, Evergreen Elementary Principal
Sue Eitland, Associate Principal, 4K and Early Childhood
Mark Englerth, Activities / Athletic Director



School District of Holmen

School District of Holmen Library Media Department

Vision Statement

Inspiring a love of lifelong learning

Mission Statement

In order to achieve our vision, our Department will: Prepare digital age learners to be efficient and ethical users of information/technology and nurture a sense of personal interest and love of reading.

SDH Library Media Department Staff

Library Media Directors:

Erin Foster- High School
Jaci Pankhurst- Middle School
Stacie Eskildsen- Evergreen
Peg Zurfluh- Prairie View
Ann Peterson- Sand Lake
Jenna Brueggen- Viking

Administrator & Instructional Services Liaisons:

Kimberly Edwards, Director of Instructional Services
Lacey Sinn, Instructional Services Supervisor

Holmen Elementary, Middle and High School Library Media Department Current Program Description and Course Offerings

Facility:

Evergreen Elementary

Evergreen Elementary was opened in 1980; the library media center is located on the second floor. The LMC serves around 370 students in grades K-5 and 65 staff members. The LMC is staffed by one full-time licensed library media specialist and one full-time educational assistant. LMC class is considered part of related arts like PE, Music, and Art. Students visit the LMC two to three times during a six day cycle. Evergreen also has one computer lab located next to the LMC. Teachers are able to sign up for time to use the lab with their classes. The lab consists of 30 desktop computers, a SMART board and an LCD projector. When the lab is in use, classes can use the Chromebook cart (30 laptops) that is housed in the LMC.

Prairie View Elementary

Prairie View Elementary opened in 2009. Our library, located in the center of the building, consists of a story room and two adjacent computer labs. Each lab consists of 31 desktop computers, a scanner, and a Promethean board. Staff members are able to schedule use of a computer lab for instructional or testing purposes. When the lab is in use, students can use the 30 Chromebooks in the cart that is housed in the LMC. In addition, there are 5 computer catalog stations in the library and one network printer located behind the circulation desk for the computer labs and for LMC and IT staff needs. We have seating for 60 at tables and limited flexible seating. LMC class is considered part of related arts along with PE, music, and art.

Sand Lake Elementary

Sand Lake Elementary School opened in 1999. With its central location, the library media center is at the heart of our building. The LMC has its original furnishings. Tables and chairs seat approximately 60. There is a limited amount of flexible seating with floor space, a reading corner, and a few wobble stools. The carpeting was replaced in Summer 2016. The library has wireless access and four computer catalog stations. Our story room, which serves as the LMC classroom, is equipped with a Smart Board, projector, and document camera. A small conference room provides staff with a space to schedule small group instruction and assessments. There are two computer labs adjoining the library; each lab has 30 computers and a teaching station with a projector. Staff reserve lab time via Google calendar for testing or classroom use.

Viking Elementary

Viking Elementary moved into its present location in 1994. The furniture from the old Viking LMC was moved into the present location with some additional shelves, tables and chairs. There is limited flexible seating including whistle cushions, circle cushions, scoop seats, six rocking chairs, three couches and stools. The Viking LMC is a spacious area designed with two large areas so that more than one class can use the facility at a time. The LMC is equipped with a Smart Board and computer. The library has five desktops and two iPads for catalog/work stations. There is one adjoining computer lab and another computer lab in the 2/3 wing; each

computer lab has 30 computers and a teaching station with a projector. Staff reserve the computer labs using Google calendar.

Middle School

The library was renovated in the summer of 2006 with new carpeting, furniture, and paint. In the summer of 2019, new tables and chairs were purchased for the teaching area to make the library a more flexible space. Since the 2018-2019 school year, additional comfortable seating has been purchased to replace the aging comfortable seating utilized by students for free reading time. The former computer lab has been redesigned into a flexible space to house Makerspace and Video Announcements Academies and updated with movable tables and a filming location with green screen. One network printer is housed in the library that all students and staff have access to. There is also a printer for LMC and IT staff needs. A previous office for the LMC Director was allocated to a permanently placed IT staff, who is responsible for help desk tickets within the building and chromebook repair.

The Holmen Middle School library serves approximately 886 students in grades 6-8 and 112 staff members. The library is open daily from 6:45am to 3:15pm. Students have regularly scheduled library time through their ELA classes. Sixth and seventh grade students meet four times in a month for two thirty minute lesson periods and two twenty minute checkout periods. Eighth graders meet weekly for twenty minutes, alternating between lessons and checkout periods. The Library Media Director attends weekly PLC meetings with teachers on Wednesdays to collaborate with teachers in planning lessons in the library and infusing technology in their daily classes. In addition to library classes with all of the grade levels, the library also offers two classes during Academy periods. Eighth graders can sign up to join Video Announcements academy, where they produce weekly video announcements that are played for the whole school on Friday mornings. This class lasts for one quarter and enrolls approximately 40 students in a school year. Seventh graders can sign up to join Makerspace, where they explore a variety of different “making” opportunities. This class also lasts for one quarter and enrolls approximately 60 students in a school year.

The Middle School is currently one-to-one with chromebook devices. Students are responsible to take these devices home and bring them to school charged and ready to go every day. The LMC houses 30 loaner chromebooks that are available for students who have forgotten to charge their device or are needing repairs done to their device. There are still ipads in the LMC for library catalog searching, but as we are one to one and students have their own device, these are being phased out.

In library lessons, students focus on digital citizenship and information literacy skills. These skills align with the Wisconsin Standards for Information and Technology Literacy, which are closely aligned to the ISTE Student Standards. Many of the skills that are taught at this level are from the Digital Citizenship and Knowledge Constructor strands. A strong focus is put on research skills, citing sources, and appropriate online behavior.

High School

The library was renovated in the summer of 2018. Walls and permanent counters/desks were removed, new carpeting was installed, walls were painted, and new furniture was purchased to make the library a more flexible collaboration teaching and learning space. The wall that was removed provided a nice makerspace area for students to collaborate and design. This space has arts, crafts, puzzles, computer technology resources, and other maker resources. One network printer is housed in the library that all students and staff have access to. There is also a printer for LMC and IT staff needs. A previous office for the LMC Director was allocated to

a permanently placed IT staff, who is responsible for help desk tickets within the building and chromebook repair.

The Holmen High School library serves approximately 1200 students in grades 9-12 and approximately 155 staff members. The library is open daily from 7:00am to 4:00pm. Students have access to the library during all open times including before school, lunch, and after school. After School hours students may come and utilize the library for personal enjoyment as well as after school tutoring. Tutoring services are provided by Holmen High School National Honor Society students. The Library Media Director attends PLC meetings sporadically throughout the year to collaborate with teachers in planning lessons in the library and infusing technology in their daily classes. Class needs are met through collaboration between the LMC Director and the classroom teacher and on an individual basis.

The High School is currently one-to-one with chromebook devices. Students are responsible to take these devices home and bring them to school charged and ready to go every day. The LMC houses 30 loaner chromebooks that are available for students who have forgotten to charge their device or are needing repairs done to their device. There is one desktop available to students for library lookup and quick print jobs. In addition, we have ipads, video cameras, still cameras, and document cameras available for various project needs.

Library lessons are planned in conjunction with classroom teachers, students focus on information literacy skills. These skills align with the Wisconsin Standards for Information and Technology Literacy, which are closely aligned to the ISTE Student Standards. A strong focus is put on research skills, and citing sources. Digital Citizenship lessons are prepared by the LMC Director but presented during Monday lesson advisory time. These lessons are ISTE aligned and focus on good digital citizenship and appropriate online behavior.

Student Services:

	Enrollment	Building Staff	Hours of Operation	Sections/ Homerooms	Classes Per 6-Day Cycle
Evergreen	370	65	7:45AM- 3:45PM	18 (K-5)	K (30 min. X 3) 1-5 (60 min. + 30 min.)
Prairie View	495	80	7:30AM - 4:00PM	22 (K-5) 2 (4K)	4K (20 min. for AM & PM) K (30 min. x2) 1, 2 (60 min. + 30 min.) 3-5 (30 min. x2)
Sand Lake	396	72	8:00AM - 4:00PM	18 (K-5)	K-1 (30 min. x3) 4-5 (60 min. + 30 min.)
Viking	640	97	8:00AM - 4:00PM	20 (K-5) 10 (4K)	4K (15 min for AM & PM, every other cycle) K-5 (60 min. + 30 min.)
Middle School	886	112	6:45AM- 3:15PM	N/A	N/A
High School	1150	155	6:45AM- 4:00PM	N/A	N/A

All elementary libraries are on a fixed schedule. LMC classes are in the related arts rotation with art, music, and physical education.

Personnel:

Each library media center is staffed by one full-time certified Library Media Director and one full-time educational assistant. Elementary Library Media directors serve on building and/or district committees.

Budget:

Common School Funds are provided by the state as annual library aid support for all Wisconsin public school districts. They are distributed on a per-pupil basis, and there are limitations on what these funds can be used to purchase. In addition, building budgets have gradually diminished over the years for libraries.

Budget

	Building Allotted		Common School Fund		Items Purchased
	2018-2019	2019-2020	2018-2019	2019-2020	
Evergreen	\$900	\$900	\$12,914	\$13,050	<p>Common School Fund</p> <ul style="list-style-type: none"> databases books ebooks online subscriptions Magazine or newspaper subscriptions makerspace supplies video production supplies <p>Building Budget</p> <ul style="list-style-type: none"> office supplies general supplies (labels, items for repair, mylar covers, headphones) bookmarks makerspace supplies furniture (including flexible seating options) protective cases for iPads items to create displays (signage, promotion of books and resources) programming (author visits, special events, prizes)
Prairie View	\$1,000	\$1,000	\$16,215	\$18,000	
Sand Lake	\$3,500	\$3,500	\$14,643	\$15,440	
Viking	\$300	\$300	\$16,247	\$17,220	
Middle School	\$6,000	\$6,000	\$28,421	\$31,200	
High School	\$12,000	\$12,000	\$36,127	\$38,223	

Collection

	Titles	Average Age	Items per Student
Evergreen	11,408	2008	24
Prairie View	16,286	2007	35.5
Sand Lake	15,145	2006	34.8
Viking	15,428	2005	29.9
Middle School	25,358	2002	28.8
High School	18,429	2007	15.2

Elementary Book Rooms

Since 2017, each elementary library has been charged with maintaining a book room for staff to access reading materials when teaching students at their specific reading levels. Our book rooms house multiple copies, usually 6, of both fiction and nonfiction titles. LMC directors are in charge of cataloging (entering) books into the online catalog in order for teachers to be able to search the collection. Staff either check books out themselves or a library staff member checks the books out to them. All books that are returned must be counted, checked in and shelved by either a library staff member or a community volunteer. At the end of the year all the book room books must be inventoried and missing books must be reported to the SDH's Instructional Service Department.

Interlibrary Loan

Our District Libraries are active participants in WISCAT borrowing with the Middle and High School being the heaviest users. Through this state-wide shared catalog, we circulate books to libraries across the state and borrow from them to meet the needs of our patrons. While we pay to use this service, it saves our libraries many dollars, as students and staff are able to access necessary materials that we don't have a demand or need for in our permanent collection.

Interlibrary Loan High School: In the 2019-20 School Year we borrowed 167 materials and lent 111 materials.

Interlibrary Loan Middle School: In the 2019-20 school year, the middle school borrowed 36 materials and lent 73 materials.

Online Resources

In addition to print resources, the library subscribes to several digital resources to keep our collection of materials and resources up to date. The High School and Middle School share a joint subscription to an Overdrive library where we have 2,156 materials. Students access ebooks and audiobooks from Overdrive through the SORA app.

	Evergreen	Prairie View	Sand Lake	Viking	MS	HS
Badgerlink	x	x	x	x	x	x
BrainPOP		x			x	
BrainPOP, Jr.	x	x	x	x		
Facts4Me		x				
PebbleGo	x	x	x	x		
PebbleGo Next	x	x	x	x		
TumbleBooks		x	x			
Noodletools	x	x	x	x	x	x
SIRS Discoverer					x	
Culturegrams					x	
Teen Health and Wellness					x	
Gale Reference e-books					x	
Gale (Science, US History, Biography, Opposing Viewpoints, Student Resources in Context, Primary Sources)					x	x
EbSCO Advanced Placement Source						x
Overdrive/ SORA					x	x

Elementary

Unit: Empowered Learner K-2

Unit Objectives (overarching objectives):

Standard: EL1 - Students leverage digital tools and strategies to take an active role in choosing and achieving their learning goals.

Priority Standards:

- EL1.a: Set goals and reflect.
- EL1.c: Create personalized learning environment.
- EL1.d: Seek and utilize feedback.

Learning Targets:

- I can set personal learning goals.
- I can utilize appropriate digital tools with educator guidance.
- I can use feedback and make adjustments.

Supporting Standards:

- EL1.b.1.e: Explore and identify digital tools to be used to connect with others to enhance their learning with educator guidance.
- EL1.c.1.e: Identify and explore digital tools that can be used to support personalized learning environments with educator guidance.
- EL2.a.1.e: Explore a variety of digital tools and select a tool that will support learning with educator guidance.
- EL3.a.1.e: Recognize the patterns in the fundamental operations across a variety of digital tools.

Elementary

Unit: Empowered Learner 3-5

Unit Objectives (overarching objectives):

Standard: EL1 - Students leverage digital tools and strategies to take an active role in choosing and achieving their learning goals.

Priority Standards:

- EL1.a: Set goals and reflect.
- EL1.c: Create personalized learning environment.
- EL1.d: Seek and utilize feedback.

Learning Targets:

- I can set personal learning goals.
- I can utilize age-appropriate digital tools.
- I can use feedback and make adjustments.

Supporting Standards:

- EL3.a.2.i: Transfer learning between digital tools and learning environments.

Elementary

Unit: Digital Citizen (K-2)	
Unit Objectives (overarching objectives): Standard: DC1 - Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world.	
Priority Standards: <ul style="list-style-type: none">• DC1.a: Cultivate and manage digital identity and reputation.• DC2.a: Use information, media and digital resources in a responsible manner.	Learning Targets: <ul style="list-style-type: none">• I can explain how information put online creates a “trail” called digital footprint.• I can compare positive behavior offline to positive behavior online.• I can recognize that online information may not be factual.• I can identify guidelines for acceptable use of the Internet and other resources.• I can recognize that others must be credited for their works.• I can identify what information is appropriate to put online.
Supporting Standards: <ul style="list-style-type: none">• DC1.b.1.e: Understand the functions of usernames and passwords.• DC1.b.2.e: Recognize how personal information creates your identity.	

Elementary

Unit: Digital Citizen (3-5)	
Unit Objectives (overarching objectives): Standard: DC1 - Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world.	
Priority Standards: <ul style="list-style-type: none">• DC1.a: Cultivate and manage digital identity and reputation.• DC2.a: Use information, media and digital resources in a responsible manner.	Learning Targets: <ul style="list-style-type: none">• I can identify information that should not be shared online because it is private and personal.• I can recognize that photos can be altered digitally and identify the pros and cons of alteration.• I can recognize intellectual property and create a basic citation.
Supporting Standards: <ul style="list-style-type: none">• DC1.a.5.i: I can identify the traits of a positive and negative online identity.• DC1.b.4.i: I can utilize strong and secure passwords to protect private account information.• DC1.b.5.i: I can demonstrate an understanding of what personal data is, how to keep it private, and how it might be shared online.• DC2.a.2.i: I can recognize differences among content consumption, creation, and remixing.• DC2.c.5.i: I can participate responsibly and respectfully in a digital community.	

Elementary

Unit: Creative Communicator (K-2)

Unit Objectives (overarching objectives):

Standard: CC1 - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

Priority Standards:

- CC2: Students publish and present content customized for their audience(s), purpose, and task.

Learning Targets:

- I can communicate ideas and produce or publish new creations using a variety of age-appropriate digital tools.

Supporting Standards:

- CC1.b.1.e: Recognize the differences between original and remixed digital work. Use digital tools, with educator guidance, to create original and remixed work.

Elementary

Unit: Creative Communicator (3-5)

Unit Objectives (overarching objectives):

Standard: CC1 - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

Priority Standards:

- Standard: CC2 - Students publish and present content customized for their audience(s), purpose, and task.

Learning Targets:

- I can communicate ideas and produce or publish new creations using a variety of age-appropriate digital tools.

Supporting Standards:

- CC1.b.2.i: Differentiate between original and remixed digital work. Apply strategies to responsibly remix creative work.
- CC1.c.2.i: Create digital artifacts to communicate ideas clearly.

Elementary

Unit: Knowledge Constructor (K-2)	
Unit Objectives (overarching objectives): Standard: KC2 - Students produce creative artifacts and make meaningful learning experiences from curated knowledge for themselves and others.	
Priority Standards: <ul style="list-style-type: none">• KC1.a: Plan and employ effective research strategies..	Learning Targets: <ul style="list-style-type: none">• I can use basic keyword search techniques to locate information.• I can explore various websites identifying different information and graphics.• I can build knowledge to connect ideas to my own interests, previous knowledge, and experience.
Supporting Standards: <ul style="list-style-type: none">• KC1.a.3.e: Follow an inquiry-based process by forming simple questions, and begin exploring ways to answer them using print and digital resources.• KC1.c.1.e: Explore a variety of educator-selected, curated content tools to acquire and organize information.• KC2.a.1.e: Explore a variety of educator-selected resources, and with assistance, create an artifact that demonstrates connections to their learning.	

Elementary

Unit: Knowledge Constructor (3-5)	
Unit Objectives (overarching objectives): Standard: KC1 - Students critically curate a variety of digital tools and diverse resources.	
Priority Standards: <ul style="list-style-type: none">• KC1.a: Plan and employ effective research strategies.• KC1.b: Evaluate the accuracy, perspective, credibility, and relevance of information, media, data or other resources.	Learning Targets: <ul style="list-style-type: none">• I can use keyword searches.• I can locate and access print and digital resources.• I can evaluate digital resources to determine credibility and accuracy with educator support.
Supporting Standards: <ul style="list-style-type: none">• KC1.b.4.i: Identify how websites can be used to appeal to different groups to evoke a response and action.• KC1.c.2.i: Organize information from a variety of educator-selected, curated content and make meaningful, thematic connections between resources.• KC2.a.2.i: Explore, select, and utilize sources of curated information to produce creative artifacts to make meaningful learning experiences.• DC2.c.4.i: Define and explain the concept of intellectual freedom and identify examples of censorship.	

Elementary

Unit: (K) Literacy Standards	Duration:
Unit Objectives (overarching objectives): Students identify parts of a book.	
Priority Standards: <ul style="list-style-type: none">RI 5. Identify the front cover, back cover, and title page of a book.	Learning Targets: <ul style="list-style-type: none">I can name the title of a story.I can point to the front cover of a book.I can point to the back cover of a book.I can turn to the title page of a book.
Supporting Standards: <ul style="list-style-type: none">RI 2. With prompting and support, identify the main topic and retell key details of a text.RL 3. With prompting and support, identify characters, settings, and major events in a story.<ul style="list-style-type: none">I can tell, draw, or write who the characters in a story are.I can tell, draw, or write where the story happened.I can tell, draw, or write what happened in a story.SL 6. Speak audibly and express thoughts, feelings, and ideas clearly.SL1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups	

Elementary

Unit: (1) Literacy Standards	Duration:
Unit Objectives (overarching objectives): Students differentiate between the elements of fiction and nonfiction text.	
Priority Standards: <ul style="list-style-type: none">RL 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.RI 5. Know and use various text features to locate key facts or information in a text.	Learning Targets: <ul style="list-style-type: none">I can identify books as fiction or nonfiction.I can identify a story as a book that has character(s).I can identify a story as a book that has setting(s).I can identify an information book as a book that teaches about a topic.I can point to a photo or illustration in text.I can point to a heading in text.I can point to the table of contents in text.I can point to labels in text.I can point to captions in text.I can point to bold words in text.
Supporting Standards: <ul style="list-style-type: none">RL 3. Describe characters, settings, and major events in a story, using key details.<ul style="list-style-type: none">I can identify the characters in a story.I can use details to describe the characters in a story.I can identify the setting or settings of a story.I can use details to describe the setting(s) of a story.I can identify major events in a story.I can use details to describe what happened in a story.RI 2. Identify the main topic and retell key details of a text.<ul style="list-style-type: none">I can tell what the book is teaching about.I can retell facts I learned from the book.SL 1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	

Elementary

Unit: (2) Literacy Standards	Duration:
Unit Objectives (overarching objectives): Students can demonstrate understanding of key details of fiction and nonfiction texts.	
Priority Standards: <ul style="list-style-type: none">• RL 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.• RI 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Learning Targets: <ul style="list-style-type: none">• I can identify the characters in a story.• I can identify the setting(s) (where and when the story takes place) of the story.• I can identify what happens (the plot) in a story.• I can use what I know and have read to give a reasonable explanation when answering why and how questions.• I can answer who, what, where, when, why and how questions about information text.
Supporting Standards: <ul style="list-style-type: none">• RL 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.• RL 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.• RI 7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.• SL 1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	

Elementary

Unit: (3) Literacy Standards	Duration:
Unit Objectives (overarching objectives): Students will identify and use text features to locate information.	
Priority Standards: RI 5. Use text features and search to locate information relevant to a given topic efficiently.	Learning Targets: <ul style="list-style-type: none">• I can point to a caption.• I can point to a heading/subheading.• I can point to a glossary.• I can point to an index.• I can point to a table of contents.• I can use text features to find important information about the topic.• I can use text features to search for information about the topic.
Supporting Standards: <ul style="list-style-type: none">• RL 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.• RI 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.• SL 1. Engage effectively in a range of collaborative discussions	

Elementary

Unit: (4) Literacy Standards	Duration:
Unit Objectives (overarching objectives): Students can differentiate between primary and secondary sources.	
Priority Standards: RI 6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Learning Targets: <ul style="list-style-type: none">• I can locate information on the same topic from two texts.• I can differentiate between primary and secondary sources.• I can compare and contrast two sources about the same event/topic.
Supporting Standards: <ul style="list-style-type: none">• RL 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.• RI 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.• RI 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.• RI 7. Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.• SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.• SL 4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	

Elementary

Unit: (5) Literacy Standards	Duration:
Unit Objectives (overarching objectives): Students can locate sources for a specific purpose.	
Priority Standards: <ul style="list-style-type: none">• RI 7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Learning Targets: <ul style="list-style-type: none">• I can locate appropriate print and electronic reference sources for a specific purpose.
Supporting Standards: <ul style="list-style-type: none">• SL 1. Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.• SL 4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes: speak clearly at an understandable pace.	

Middle School

Unit: Empowered Learner 1/2/3

Unit Objectives (overarching objectives):

EL1: Students leverage digital tools and strategies to take an active role in choosing and achieving their learning goals.

EL2: Students understand the fundamental concepts of technology operations and demonstrate the ability to choose, use, and troubleshoot current technologies.

EL3: Students are able to transfer knowledge to explore emerging technologies.

Priority Standards:

- EL1.a: Set goals and reflect.
- EL1.c: Create personalized learning environment.
- EL2.a: Understand and apply functions and operations.
- EL3.a: Transfer knowledge to emerging technology.

Learning Targets:

EL1.a.6.m: Utilize digital tools to reflect on and revise the learning process and make necessary revisions as needed to achieve goals.

- I can reflect on my learning process and goals by using digital tools.
- I can use digital tools to make changes to meet my learning goals.

EL1.c.3.m: Manage digital tools to customize learning by making adjustments to their personalized learning environments to maximize the learning process.

- I can make adjustments to the digital tools I use in order to maximize my learning.

EL2.a.3.m: Navigate a variety of digital tools to choose, use and troubleshoot technologies to create new knowledge.

- I can pick a familiar digital tool that matches my learning goal.
- I can choose a digital tool that matches my learning goals.
- I can troubleshoot the digital tools I have used.

EL3.a.3.m: Transfer and apply skills to begin troubleshooting and exploring emerging technologies.

- I can find new digital tools to support my learning.
- I can apply strategies to troubleshoot new digital tools.

Supporting Standards:

- EL1.a.5.m: Create personal learning goals and select and manage appropriate digital tools to achieve those goals.
- EL1.b.3.m: Identify and pursue online networks of experts and peers to support learning processes and outcomes.
- EL1.d.3.m: Collect performance feedback, and further data from features embedded in digital tools to analyze data and make learning adjustments.

Unit: Knowledge Constructor 1

Unit Objectives (overarching objectives):

KC1: Students critically curate a variety of digital tools and diverse resources.

Priority Standards:

- KC1.a: Plan and employ effective research strategies.
- KC1.b: Evaluate the accuracy, perspective, credibility, and relevance of information, media, data or other resources.
- KC1.c: Curate information from digital resources.

Learning Targets:

KC1.a.7.m: Demonstrate and practice a variety of search strategies for effective and efficient online searches.

- I can use multiple search strategies to find relevant information.
- I can use multiple search strategies to find information efficiently.

KC1.a.8.m: Demonstrate and practice the ability to effectively utilize research strategies to locate and access appropriate print and digital resources in support of learning.

- I can use search strategies to find relevant information in print resources.
- I can use search strategies to find relevant information in digital resources.

KC1.b.5.m: Practice and demonstrate the ability to evaluate resources for accuracy, perspective, credibility, and relevance while distinguishing between fact and opinion in the research.

- I can distinguish between fact and opinion in a source.
- I can evaluate a source for accuracy, perspective, credibility, and relevance.

KC1.c.3.m: Locate and collect resources from a variety of sources and organize assets into curated collections for a wide range of audiences, projects, and purposes.

- I can compile resources from a variety of sources into a collection that is appropriate for my purpose and audience.

Supporting Standards:

- KC1.a.9.m: Demonstrate and practice using an inquiry-based process that involves asking questions, investigating the answers, and developing new understandings for personal or academic learning activities.
- KC1.b.6.m: Recognize the importance of leveraging multiple viewpoints in decision-making and implementation.

Unit: Knowledge Constructor 2

Unit Objectives (overarching objectives):

KC2: Students produce creative artifacts and make meaningful learning experiences from curated knowledge for themselves and others.

Priority Standards:

- KC2.a: Produce creative artifacts.

- KC2.b: Build knowledge by actively exploring real-world issues and problems.

Learning Targets:

KC2.a.3.m: Explore, select, and utilize multiple sources of curated information to produce creative artifacts for multiple audiences demonstrating meaningful connections or conclusions.

- I can collect information from a curated set of multiple sources and use it to create artifacts that show connections and conclusions.

KC2.b.5.m: Demonstrate initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.

- I can generate questions beyond the basic facts of a topic and investigate the answers to those questions.

Supporting Standards:

- KC2.b.6.m: Explore real-world issues and problems and actively pursue an understanding of them. Begin to develop answers and solutions for problem solving.

Unit: Digital Citizen 1

Unit Objectives (overarching objectives):

DC1: Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world.

Priority Standards:

- DC1.a: Cultivate and manage digital identity and reputation.
- DC1.b: Manage personal data to maintain digital privacy and security.

Learning Targets:

DC1.a.7.m: Demonstrate safe digital actions and understand information shared digitally is public and can be searched, copied, and potentially seen by public audiences.

- I can demonstrate safe digital actions.
- I can understand that information that I share digitally can be searched, copied, and seen by others than my intended audience.

DC1.a.8.m: Analyze personal online information to distinguish whether it is helpful or harmful to reputation and image, explain why, and reflect on the risks and benefits of presenting their identities in different ways online.

- I can analyze whether personal information online is helpful or harmful to a person's reputation and image.
- I can explain the risks and benefits of presenting identities in a certain way online.

DC1.b.7.m: Develop strategies to manage secure passwords.

- I can develop a secure password.
- I can keep my password private.

DC1.b.9.m: Recognize strategies that intend harm and access private information and define the different types of malicious threats, including viruses, phishing, and identity theft.

- I can recognize and define the different types of threats online, such as viruses, phishing scams, and identity theft.
- I can use strategies to keep myself safe from online threats.

Supporting Standards:

- DC1.a.9.m: Compare and contrast attitudes toward diverse groups regarding editing, posting, and commenting on personal photos posted on social network sites.
- DC1.b.8.m: Create and manage strategies to protect personal data and identify and follow online application terms and conditions (such as federal law and common practice relative to terms of service regarding the age 13 requirements) and possible legal consequences.

Unit: Digital Citizen 2

Unit Objectives (overarching objectives):

DC2: Students will demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

Priority Standards:

- DC2.a: Use information, media and digital resources in a responsible manner.
- DC2.b: Respect intellectual property rights.
- DC2.c: Recognize the rights and responsibilities of intellectual freedom in a democratic society.

Learning Targets:

DC2.a.3.m: Demonstrate responsible use of Internet, social media, and other materials, and understand consequences of violating school policy and state/federal law.

- I can access the school acceptable use policy.
- I can define responsible use of the internet, social media, and other materials.
- I can state the consequences of violating the school acceptable use policy.
- I can state consequences of violating state/federal law as it relates to use of Internet, social media, and other materials.
- I can use the Internet responsibly.

DC2.b.3.m: Explain the concept of “fair use” as it pertains to copyright law and be able to create citations for print, graphic, audio and digital media resources.

- I can understand copyright law and explain the concept of “fair use.”
- I can create citations for print, graphic, audio, and digital media resources.

DC2.c.8.m: Identify and describe positive aspects of online communication and the importance of acting responsibly when carrying out relationships over digital media.

- I can describe positive aspects of online communication.
- I can describe the importance of acting responsibly when engaging with others in digital media.

DC2.c.9.m: Discuss the impact that negative comments can have on both their targets and their viewers.

- I can share the impact negative comments have on their target.
- I can share the impact negative comments have on viewers.

Supporting Standards:

- DC2.c.7.m: Identify examples and explain the implications of censorship in the United States and in other countries and recognize the free-flow of information helps make informed citizenry decisions for the common good.

Unit: Creative Communicator 1/2

Unit Objectives (overarching objectives):

CC1: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

CC2 - Students publish and present content customized for their audience(s), purpose, and task.

Priority Standards:

- CC1.a: Choose appropriate platforms and digital tools.
- CC1.c: Communicate effectively using a variety of digital tools.

Learning Targets:

CC1.a.3.m: Evaluate and utilize the features and functions of a variety of digital tools and platforms to create, share, and communicate content effectively.

- I can decide which digital tools and platforms to use to create, share, and communicate information.
- I can utilize the features and functions of digital tools and platforms.
- I can evaluate and select the most appropriate digital tool or platform to create, share, and communicate information.

CC1.c.3.m: Communicate complex ideas clearly using various digital tools to an authentic audience.

- I can use digital tools to share a complex idea with an authentic audience.

Supporting Standards:

- CC1.b.3.m: Remix digital content responsibly into new, creative work.
- CC2.a.3.m: Publish and present content that will effectively convey ideas to an authentic audience.

Unit: ELA Standards- Reading: Informational Text

Unit Objectives (overarching objectives):

Priority Standards:

- CCSS.ELA-LITERACY.RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- CCSS.ELA-LITERACY.RI.7.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- CCSS.ELA-LITERACY.RI.7.8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- CCSS.ELA-LITERACY.RI.7.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- CCSS.ELA-LITERACY.RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RI.8.6: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Learning Targets:

- I can use non-text features to enhance my understanding of a text.
- I can determine the point of view from which the author has written.
- I can determine the author's purpose for writing a text.
- I can compare the author's point of view with others presented in the text.
- I can find the argument or claim in a text.
- I can find multiple pieces of evidence that supports an argument or claim in a text.
- I can determine whether the evidence in a text is relevant to the argument or claim.
- I can determine if an argument or claim is valid based on the evidence presented in a text.
- I can identify key information in a text.
- I can evaluate and compare more than one perspective of a topic by using and analyzing different pieces of evidence presented in a text.
- I can find evidence that strongly supports an analysis of what a text states explicitly or infers.
- I can cite evidence from a text.
- I can determine the point of view from which the author has written.
- I can determine the author's purpose for writing a text.
- I can explain contrasting viewpoints in the text.
- I can determine how the author responds to contrasting viewpoints.

Supporting Standards:

High School

Standard: Empowered Learner 1/2/3

Unit Objectives (overarching objectives):

Standard: EL1 - Students leverage digital tools and strategies to take an active role in choosing and achieving their learning goals.

Standard: EL2 - Students understand the fundamental concepts of technology operations and demonstrate the ability to choose, use, and troubleshoot current technologies.

Standard: EL3 - Students are able to transfer knowledge to explore emerging technologies.

Priority Standards: (delete what don't use)

- EL1.a: Set goals and reflect.
- EL1.c: Create personalized learning environment.
- EL1.d: Seek and utilize feedback.
- EL2.a: Understand and apply functions and operations.
- EL3.a: Transfer knowledge to emerging technology.

Learning Targets: (I can)

EL1.a.8.h: Utilize digital tools to reflect on the learning process, including successes, areas of improvement, and then make necessary revisions and adjust goals for future learning.

EL1.c.4.h: Prioritize digital tools to customize personalized learning environments in ways that maximize the learning process.

EL1.d.4.h: Evaluate and utilize digital tools to seek feedback from digital and nondigital, then analyze data to make adjustments and justify outcomes.

EL2.a.4.h: Assess the fundamental concepts of digital tool operations, demonstrate the ability to choose, use and troubleshoot current digital tools.

EL3.a.4.h: Investigate the creation of new technologies.

Supporting Standards: (Unused Learning Targets)

- EL1.a.7.h: Create and articulate personal learning goals and develop strategies leveraging the most effective digital tools to achieve those goals.
- EL1.b.4.h: Build a professional online presence to connect with experts and peers to enhance learning processes and outcomes and prepare for future endeavors.

Standard: Knowledge Constructor 1/2

Unit Objectives (overarching objectives):

Standard: KC1 - Students critically curate a variety of digital tools and diverse resources.

Standard: KC2 - Students produce creative artifacts and make meaningful learning experiences from curated knowledge for themselves and others.

Priority Standards:

- KC1.a: Plan and employ effective research strategies.
- KC1.b: Evaluate the accuracy, perspective, credibility, and relevance of information, media, data or other resources.
- KC1.c: Curate information from digital resources.
- KC2.a: Produce creative artifacts.
- KC2.b: Build knowledge by actively exploring real-world issues and problems.

Learning Targets: (I can)

KC1.a.10.h: Apply safe and effective search strategies across a range of diverse resources.

KC1.a.11.h: Plan and employ effective research strategies to locate and access information and other resources for intellectual or creative pursuits.

KC1.a.12.h: Utilize an inquiry-based process to deepen content knowledge, connect academic learning with the real world, pursue personal interests, and investigate opportunities for personal growth.

KC1.b.7.h: Assess the quality of evidence and data found in selected sources on basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context. Evaluate information and graphics for prejudice, false data, misrepresentation and misleading data.

KC1.b.8.h: Select information that is related to a problem or question while using formats and genre most appropriate to the content. Establish criteria in judging the information in this process.

KC1.a.4.h: Locate, collect, and evaluate resources and curated collections from a variety of sources and organize content into themes in ways that are coherent and shareable to multiple audiences.

KC2.a.4.h: Explore, select, and utilize multiple sources of curated information to produce creative artifacts for multiple audiences, demonstrating meaningful connections or conclusions and consider the value of crowdsourcing, and how it works both online and offline.

KC2.b.7.h: Use knowledge, information skills, and digital resources and tools to engage in public conversation and debate around issues of common concern.

KC2.b.8.h: Build knowledge by actively exploring real-world issues and problems, independently developing ideas and theories and pursuing answers and solutions.

Supporting Standards:

Standard: Digital Citizen 1/2

Unit Objectives (overarching objectives):

DC1 - Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world.

DC2: Students will demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

Priority Standards:

- DC1.a: Cultivate and manage digital identity and reputation.
- DC1.b: Manage personal data to maintain digital privacy and security.

- DC2.a: Use information, media and digital resources in a responsible manner.
- DC2.b: Respect intellectual property rights.
- DC2.c: Recognize the rights and responsibilities of intellectual freedom in a democratic society.

Learning Targets: (I can)

DC1.a.10.h: Manage digital identity and practice positive online responsibilities to avoid inappropriate forms of self-disclosure.

DC1.a.11.h: Choose information to post online that positively affects personal image and future college and career opportunities.

DC1.a.12.h: Analyze broader norms and media messages that may frame the way people use, interpret and respond to photos on social network sites and discuss the influence on society.

DC1.b.10.h: Utilize secure password protection practices and management.

DC1.b.11.h: Identify situations where data-collection technology is used to track navigation online and decide when it is or is not appropriate.

DC1.b.12.h: Develop strategies to guard against malicious threats including viruses, phishing, and identity theft, and recognize the importance of security protocols.

DC2.a.4.h: Assess the need for different information policies and user agreements in a variety of settings (i.e. workplace, school, government).

DC2.b.4.h: Describe how to correspond with authors, publishers, or producers to obtain permission to use copyrighted materials while understanding legal consequences of plagiarism.

DC2.c.10.h: Understand the importance of equitable access to information and recommend strategies for ensuring others have equitable access to information, media, resources, and technology.

DC2.c.11.h: Demonstrate positive and responsible communications in digital communities.

DC2.c.12.h: Recognize free speech, along with constitutional exceptions on free speech, and its impact on individuals, groups, and communities, both online and offline.

Supporting Standards:

Standard: Creative Communicator 1/2

Unit Objectives (overarching objectives):

Standard: CC1 - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

Standard: CC2 - Students publish and present content customized for their audience(s), purpose, and task.

Priority Standards:

- CC1.a: Choose appropriate platforms and digital tools.
- CC1.c: Communicate effectively using a variety of digital tools.

Learning Targets: (I can)

CC1.a.4.h: Evaluate and determine appropriate platforms and digital tools to create, communicate, and share content effectively with an authentic audience.

Supporting Standards:

- CC1.b.4.h: Create works for an authentic audience that reflect responsible remixing of digital and Fair Use content.
- CC1.c.4.h: Utilize digital tools to analyze, modify, and communicate complex ideas, data, and solutions to an authentic audience.

Standard: ELA Standards

Unit Objectives (overarching objectives):

Priority Standards:

CCSS.ELA-LITERACY.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- CCSS.ELA-LITERACY.RI.9-10.2
- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- CCSS.ELA-LITERACY.RI.9-10.3
- Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- Craft and Structure:
- CCSS.ELA-LITERACY.RI.9-10.4
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- CCSS.ELA-LITERACY.RI.9-10.5
- Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- CCSS.ELA-LITERACY.RI.9-10.6
- Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- Integration of Knowledge and Ideas:
- CCSS.ELA-LITERACY.RI.9-10.7
- Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- CCSS.ELA-LITERACY.RI.9-10.8
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- CCSS.ELA-LITERACY.RI.9-10.9
- Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham

Learning Targets: (I can)

Key Ideas and Details:

CCSS.ELA-LITERACY.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RI.11-12.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.11-12.3

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure:

CCSS.ELA-LITERACY.RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-LITERACY.RI.11-12.5

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-LITERACY.RI.11-12.6

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.11-12.7

Jail"), including how they address related themes and concepts.

- Range of Reading and Level of Text Complexity:
- CCSS.ELA-LITERACY.RI.9-10.10
- By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
-

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RI.11-12.8

Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

CCSS.ELA-LITERACY.RI.11-12.9

Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity:
CCSS.ELA-LITERACY.RI.11-12.10

By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Supporting Standards:

Appendices

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Appendix A-Standards

STANDARDS FOR LMC

Standards can be viewed at:

[Wisconsin Information Literacy Standards](#)

[AASL Standards](#)

[ISTE Standards for Students](#)

Appendix B- Site Visits and Interviews

La Crosse Central High School: Summer 2019/La Crosse Lincoln Middle School: Fall 2019

- Both ran on a flexible schedule.
- During both of those placements I was fortunate to attend a PLC with them.
- Attended a PLC in the summer, which was to work on the agenda for the retreat in August with the head of IT, who is their supervisor.
- All district librarians meet for a full day retreat in August
- One of the hot topics at both PLCs was genrefication.
- All librarians in district have flexible scheduling, most are assigned to teach HPL classes
- Budgets - they have one person do all their ordering of supplies; order own books; the district (IT) reserves some funds off the top and an LMS can request it if they have a big project they hope to fulfill/accomplish
- LMS is emphasizing getting kids to read so at a specific time everyone in the school is scheduled to read - teachers too.
- Elementary librarians meet once a month, and set an agenda via email. It varies on a variety of things, for example book series the kids like, books for read alouds, concerns for their programs within their buildings, asking for advice on how to deal with some staff members, digital citizenship resources and what to cover at which grades
- All district librarians meet once a month. Michael (head of IT) sets these meetings and librarians contribute to the agenda.
- Usually during our early release days, librarians are required to stay in their buildings to participate in that staff development.
- Best Practices:
 - build an impactful library program
 - take the lead on technology
 - diversify your collection
 - create dynamic spaces
 - align with standards and school goals
 - develop strategic partnerships
 - promote news literacy and information equity
 - foster social and emotional development
 - design programming for special needs children
 - evaluate materials for authentic representations

La Crosse Hamilton/SOTA I Site Visit with Carrie Wuensch-Harden September 18, 24-26, & October 1, 2019

The Hamilton/SOTA I library ran on a "flexible" schedule where library time could change each week but the goal was for every class to have a 20 minute lesson and checkout time each week. The set-up of their curriculum was similar to that of Holmen's, however, it was updated more recently. I was able to attend a PLC with the related arts teachers at Hamilton/SOTA I and a PLC with all district librarians. They discussed inequity in policies (especially regarding technology) and scheduling across the district. All elementary libraries have some form of flexible scheduling with classes having a set time but where they can access the library for additional times when necessary for lessons. And, most district librarians are assigned to teach HPL classes. The librarian works to collaborate with teachers, teaching assistants, and other staff as needed.

In regard to budgets, each building librarian orders their own books. IT reserves some funds for district level subscriptions and purchases and there is one person that orders all supplies for the district.

Ft Atkinson High School: April 2020, virtual meeting

- librarian teaches in classrooms, not the library
- runs on a flexible schedule, librarian goes into classes to provide research instruction and support, also promotes reading in these visits
- full time EA who helps with tech support, check outs, and supervising study halls/kids in the library
- partners with the public library youth services librarian to host an event where the public library is introduced to students
- meets with the Curriculum Director two times a year to collaborate
- meets with the English teachers at their department meetings two times a month
- works with the literacy coach
- on Department Head Committee and the High School Tech Committee
- does her own ordering through Skyward, supplies come from a building pool
- has small supply budget for library specific supplies
- not one to one, but there are 45 carts of chromebooks for the building- probably will be going one to one after Covid-19 situation
- teaches things like database use, copyright, and internet safety issues

Western Technical College Interview with Ellen Range March 2, 2020

The general role of the WTC Student Learning Librarian is similar to that of the Holmen High School role. They focus on instruction, collection development and support of student academic needs. While at the High School, we focus on building skills into all curricular areas, the post secondary level focuses more on very specific technical areas and talking about very specific terminology. When students leave High School and attend WTC, they lack the content specific research skills and thought processes.

Marketing more for team teaching instead of teaching skills in isolation. They (Teacher) knows the content and we (Librarian) know how to find the information and can teach in conjunction with the classroom teacher.

At WTC the librarians like to do short 10 minute lessons that build on each other.

UWL Interview with Elizabeth Humrickhouse and Teri Holford May 20, 2020

As freshmen, they take two approaches as incoming freshmen.

Skills based (use databases, site sources), etc

Mixed bag of how prepared they are with their skills

How to think about information and research- first hurdle- don't have a good sense of what they are looking for, how they need to look for information. They don't know how to identify what they are missing or what they are looking for. Wish they had more coming in.

They have a hard time teaching the students how to "unlearn" things that they don't do correctly.

Students struggle with thoughts of what they need, or they have a very specific thought they want and look at the narrow perspective and can't see the larger picture.

When they get to college, they are asking them to do the exact opposite of what we are asking them to do at the High School level. College level is very dependent on what other teachers are doing or asking them to do. Disconnect.

The abstract concept to students of their role in not only consuming information but in the creation of content and information and the responsibility that holds.

At the college level, they use the [**Information Literacy Competency standards for Higher Education**](#) to drive their curriculum.

Appendix C

Literature Reviews

Resources for Best Practices in Library Media

[Advocacy and the 21st Century School Librarian: Challenges and Best Practices](#)

[National Board for Professional Teaching Standards: Library Media Standards](#)

[Georgia Library Media Association awards](#)

[Achieving Exemplary Libraries: Program Standards for South Carolina's School Libraries](#)

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[The School Library & School Librarians: Bibliography](#)

Best Practices:

- build an impactful library program
- take the lead on technology
- diversify your collection

- create dynamic spaces
- align with standards and school goals
- develop strategic partnerships
- promote news literacy and information equity
- foster social and emotional development
- design programming for special needs children
- evaluate materials for authentic representations

The LIHITES Model: Eight Ways to Shape and Illuminate the Contribution of School Library Learning Commons Professionals (Literacies, Information, Inquiry, Instruction, Innovation, Technology, Expertise, Service)
A Cutting Edge Library does the following:

1. Builds reading, writing, speaking and listening, plus leads digital literacy initiatives across the school, local and global community to build a transliterate culture.

Extending traditional literacy by maximizing access to reading widely for all ages through:

- Unlimited checkouts from the Library Learning Commons (LLC).
- Multiple formats on any device (ebooks, audiobooks, websites, blogs, news, etc.)
- Student-managed rotating classroom collections from the LLC to ensure something fresh and interesting in the classroom library.
- An up-to-date collection that includes a variety of books with multicultural characters and themes.
- Providing Reader’s Advisory for individual patrons.
- Targeted access for patrons who may not have access to books at home.
- Book bag programs for Pre-K-2 where nightly reading to and listening to two books a night is commonplace.
- Borrowing and connecting patrons to public library reading collections.
- Encouraging students to contribute their own creative work to the collection of the LLC for the enjoyment of everyone.
- Connections to authors—either in person or via the Internet.

Creating Cutting Edge Programs to strengthen basic literacy:

- Everyone learns by telling stories in person, through podcasts or on the LLC YouTube channel using video tools.
- Speaking and listening are commonplace through multiple virtual book clubs, blogs, book trailers created for and by patrons.
- Virtual Learning Commons (1) established to provide easy access to collections and tutorials with directions to a variety of sources that align with curriculum topics as well as award-winning and high-interest titles.
- Design learning experiences that incorporate digital, media, and global interconnections in a transliterate world.
- Literacy promotions and programming to create culture of reading such as Community Reads, (2) One School—One Book, guest community and expert readers, sharing across grade levels, schools and districts.
- Global Read-Alouds (3) - Participate in opportunities to share in books read throughout the world and have conversations that build empathy.

- **Media Literacy:** The ability to locate, analyze, evaluate and create using a variety of sources. Specifically, media literacy is the recognition and ability to discern, evaluate and question a

range of media advertising, propaganda, conspiracy theories, fact vs. opinion, and underlying agendas of the creators.

- **Digital Literacy:** Fluency with a wide spectrum of digital devices in order to protect one's privacy, safety, and opportunity to succeed in the physical and virtual world.
- **Digital Citizenship:** Learning how to participate and model upstanding and responsible behavior in the many social, political, group, and community channels in our participatory online media culture.
- **Data Literacy:** Learning how to analyze and present effective messages using small and massive data sets that are available on the Web and those that can be created by our patrons.
- **Coding:** The creation of programs and algorithms to do work, create apps, develop thinking and creative skills, and solve problems.
- **Transliteracy:** The ability to read, write, and interact across a range of platforms, tools and media including print and online sources such as video, text, audio, and social media networks.

2. Emphasizes the curation, consumption, and creation of high quality information as a part of the student's personal learning environment.

- Multiple short tip videos created by the students that are on the LLC's YouTube channel.
- Mini lessons that can be fit into a learning experience at a moment's notice.
- A two-minute showcase segment in every faculty meeting.
- A demonstration exhibit for parent nights run by the students.
- A school-wide information problem competition every week for a month.
- Lots of tip ideas on the LLC virtual learning commons.
- Purposeful embedding of an information skill in every co-taught learning experience done in the LLC.
- The curation by teacher librarians, teachers, and students of the best of the best OERs (open educational resources) that are a part of the online public access catalog (OPAC).
- The infiltration of the school by techsherpas with a rotation group of information tips they are spreading every month.

3. Co-designs engaging learning experiences with the students and teachers that combine content and learning "how to learn" skills that extend inquiry into design thinking. Learners experience both individual and collaborative experiences

- Mentoring students to create their own engaging questions that they care about.
- The location of high quality information is much more complex than ever before, even when computer algorithms are at the fingertips on a preferred device.
- New ways of summarizing and mapping of central ideas are more sophisticated than it used to be in an information-poor world.
- The research paper is just one of a plethora of ways to create a product during inquiry.
- Sharing out just what I know is only one step in the deeper understanding of what fellow inquirers know and understand.
- And, honest reflection about progress during the inquiry process is critical in a world needing better critical thinking, problem solving, and creativity.

4. Co-designs and co-teaches engaging and well designed experiences across all content areas and demonstrates their impact [Think Models](#)

5. Embracing change and constantly reinventing the Library Learning Commons serving as the school's incubator of new ideas. Facilitates and provides physical and virtual spaces and resources where students can learn to flourish in a changing world.

6. Facilitates the use of the digital learning tools to redefine learning experiences that promote communication, collaboration, creativity, invention, problem-solving, critical thinking and efficiency.

- Support professional learning for school staff on meaningful technology integration based on frameworks such as the SAMR Model and Universal Design for Learning (UDL).

- Versed in an ever-expanding knowledge of Tech Tools from free to fee and provide tutorials, screencasts, best practices for use in improving instruction and using virtual learning commons to share with others.
 - Expert matching of learning objectives with a tech tool; make the leap from using technology for tech sake to meaningful, appropriate use of tech based on learning goal.
 - Train, oversee, and nurture a “techsherpas” team of students who share their knowledge of tech, innovation, and new digital literacies with everyone in the school.
 - Provide professional learning, co teaching experiences and model the use of a variety of tech tools to accomplish learning objectives.
 - Create and maintain a showcase of learning experiences that demonstrate a tech boost.
 - Facilitate connections to global classrooms in order to solve real problems such as the water crisis in Africa, access to resources in Latin America or study cultural differences through an exchange with students in another country.
 - Bring expertise into the classroom or library learning commons that was never possible, i.e., authors, scientists, historians, community and other leaders, well-known experts in a field being studied..
 - Lead, support and sustain school-wide efforts with Hour of Code, programming opportunities through collaboration, and maker stations.
7. Contributes expertise to enhance teaching and learning across the school and in the community.
- A constant updating of theoretical background knowledge in educational theory, practice, curriculum, and assessment; yet, being able to question traditional practices and step into innovative ideas about education.
 - Building expertise in the various areas including literacies, information, inquiry and design thinking, innovation, technology, expertise, and service.
 - Acceptance by administrators and the faculty of the professionals in the LLC as full-fledged colleagues and peers.
 - Respected by the student body as a mentor, teacher, advisor, and upon occasion, a confidant.
 - A valued and sought after co-teaching partner by classroom teachers.
 - Recognized as flexible, a risk taker with a genuine positive attitude.
8. Service initiatives to self, family, school, community, and beyond. Creates a mentored, inclusive and exciting environment for all adults and learners.

1 Building reading, writing, speaking, and listening skills together across the curriculum.

2 Building appreciation of the best literature and informational materials together across the curriculum as a part of a literate culture.

3 Creating a school-wide participatory culture.

4 Building co-taught research projects in blended learning experiences.

5 Promoting interdisciplinary real-world problems, projects, and learning experiences that take advantage of rich information resources and useful technology tools.

6 Using technology to boost teaching and learning together.

7 Creating cultural experiences across the school, community, and the world.

8 Fostering creativity, innovation, play, building, and experimentation.

9 Assessing the results of collaborative learning experiences.

10 Managing the integration of classroom, school library learning commons, and technology tools.

Professional Learning Networks

Organizations on Twitter:

- AASL ([@AASL](#))
- WEMTA ([@WEMTAonline](#))
- School Library Journal ([@sljournal](#))
- Tech & Learning ([@techlearning](#))
- CCBC Librarians ([@CCBCwisc](#))
- Common Sense Education ([@CommonSenseEd](#))
- ISTE ([@iste](#))
- ISTE Librarians PLN ([@istelib](#))

Librarians on Twitter:

- Betsy Bird ([@FuseEight](#))
- Michelle Colte ([@Michelle_Colte](#))
- Sherry Gick ([@SherryNGick](#))
- Colleen Graves ([@gravescolleen](#))
- Gwyneth Jones ([@GwynethJones](#))
- Travis Jonker ([@100scopenotes](#))
- Jennifer Lagarde ([@jenniferlagarde](#))
- Shannon McClintock Miller ([@shannonmmiller](#))
- Andy Plemmons ([@plemmonsa](#))
- John Schumacher ([@MrSchuReads](#))
- Joyce Valenza ([@joycevalenza](#))
- Matthew Winner ([@MatthewWinner](#))
- [List](#)

Facebook Groups:

- [Future Ready Librarians](#)
- [Learning Librarians](#)
- [Librarian Bookends](#)
- [LM NET Group](#)
- [ISTE Librarians Network](#)