

Course Title:	Content Area:	Grade Level:	Credit (if applicable)			
Library Media Science	Library Media	Grade 2	N/A			
Course Description:						
The school library media programs of Bristol Public Schools facilitate opportunities for students and faculty to become lifelong learners who thrive in complex learning environments. Through instructional strategies designed to infuse inquiry and technology as tools for learning, students will develop skills to interpret and develop new understandings, seek diverse perspectives, create new knowledge, and grow as ethical, digital citizens. Through equitable access to reading and information resources, the library media programs promote lifelong reading in a safe environment conducive to learning.						
Aligned Core Resources:		Connection to the BPS Vision of the Graduate				
N/A		<p>Media Literacy</p> <ul style="list-style-type: none">Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviorsApply a fundamental understanding of the ethical/legal issues surrounding the access and use of media <p>Communications</p> <ul style="list-style-type: none">Communicate effectively in diverse environments (including becoming multilingual) <p>Communications and Technology Literacy</p> <ul style="list-style-type: none">Use digital technology, communication tools, and/or networks to access, manage, integrate, evaluate, and create information in order to function in a knowledge society <p>Information Literacy</p> <ul style="list-style-type: none">Access information on efficiently (time) and effectively (sources)Evaluate information critically and competentlyUse information accurately and creatively for the issue or problem at handManage the flow of information from a wide variety of sourcesApply a fundamental understanding of the ethical/legal issues surrounding the access and use of information				
Additional Course Information: <i>Knowledge/Skill Dependent courses/prerequisites</i>		Link to Completed Equity Audit				
N/A		LMS Curriculum Audit				
Standard Matrix						
AASL	CCS	ISTE	Module 1	Module 2	Module 3	Module 4
I. Inquire (AASL)						

Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.						
I.A.1-2 Think Learners display curiosity and initiative by: 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning.	W.7 W.8	1A, (K-5) 3A-B (4-5)		X	X	
I.B.1 Create (1-5) Learners engage with new knowledge by following a process that includes: 1. Using evidence to investigate questions.	W.8	4A		X		
I.B.3 Create (2-5) Learners engage with new knowledge by following a process that includes: 3. Generating products that illustrate learning.	W.6 (2-5)	4A				X
I.D.1 (K-1) I.D.1-4 Grow (2-5) Learners participate in an ongoing inquiry-based process by: 1. Continually seeking knowledge. 2. Engaging in sustained inquiry. 3. Enacting new understanding through real-world connections. 4. Using reflection to guide informed decisions.	W.7	3D			X	
II. Include (AASL) Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.						
II.A.3 Think Learners contribute a balanced perspective when participating in a learning community by: 3. Describing their understanding of cultural relevancy and placement within the global learning community.	RI.6	N/A			X	
II.B.3 Create [K-3 in Nutmeg Common Experience] Learners adjust their awareness of the global learning community by: 3. Representing diverse perspectives during learning activities.	SL.1 in K-2, W.6 in 3-5	7D			X	X
II.D.2 Grow Learners demonstrate empathy and equity in knowledge building within the global learning community by: 2. Demonstrating interest in other perspectives during learning activities.	SL.1	1B	X		X	

II.D.3 Grow Learners demonstrate empathy and equity in knowledge building within the global learning community by: 3. Reflecting on their own place within the global learning community.	SL.1	1B	X			
III. Collaborate (AASL) Work effectively with others to broaden perspectives and work toward common goals						
III.B.1 Create Learners participate in personal, social, and intellectual networks by: 1. Using a variety of communication tools and resources.	W.6 (2-5)	1C				X
III.D.1 Grow Learners actively participate with others in learning situations by: 1. Actively contributing to group discussions.	SL.1	7C				X
III.D.2 Grow Learners actively participate with others in learning situations by: 2. Recognizing learning as a social responsibility.	SL.1	1B	X			
IV. CURATE (AASL) Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.						
IV.A.1-2 Think (K-3) IV.A.1-3 (GRADES 4-5) Learners act on an information need by: 1. Determining the need to gather information. 2. Identifying possible sources of information. 3. Making critical choices about information sources to use.	W.7	3C		X		
IV.B.1-2 Create (K-3) IV.B.1-4 Create (GRADES 4-5) Learners gather information appropriate to the task by: 1. Seeking a variety of sources. 2. Collecting information representing diverse perspectives. 3. Systematically questioning and assessing the validity and accuracy of information. 4. Organizing information by priority, topic, or other systematic scheme.	W.7 W.8	6C-D		X		
V. EXPLORE (AASL) Discover and innovate in a growth mindset developed through experience and reflection.						
V.A.1 Think Learners develop and satisfy personal curiosity by:	RI.10 RL.10	3D			X	X

1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.						
V.A.3 Think (3-5) Learners develop and satisfy personal curiosity by: 3. Engaging in inquiry-based processes for personal growth.	W.7	6C				
V.B.2 Create [Maker/Tinker, Coding, Indi, LittleBits, Bolts] Learners construct new knowledge by: 2. Persisting through self-directed pursuits by tinkering and making.	SL.1	5C			X	
V.C.1 Share Learners engage with the learning community by: 1. Expressing curiosity about a topic of personal interest or curricular relevance.	W.7	7B			X	
V.C.3 Share [Collaborating w/Indi, LittleBits, Bolts] Learners engage with the learning community by: 3. Collaboratively identifying innovative solutions to a challenge or problem.	SL.1	7C			X	
V.D.1 Grow [iteration] Learners develop through experience and reflection by: 1. Iteratively responding to challenges.	SL.1	1C			X	
VI. ENGAGE (AASL) Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.						
VI.A.1 Think (K-2) VI.A.1-2 Think (3) VI.A.1-3 Think (4-5) Learners follow ethical and legal guidelines for gathering and using information by: 1. Responsibly applying information, technology, and media to learning. 2. Understanding the ethical use of information, technology, and media. 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.	RI.5 (K-3) W.8 SL.2 (3-5)	2C		X		
VI.B.1-2 Create Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: 1. Ethically using and reproducing others' work. 2. Acknowledging authorship and demonstrating respect for the intellectual property of others.	RI.2 W.8	2C		X		

VI.C.2 Share Learners responsibly, ethically, and legally share new information with a global community by: 2. Disseminating new knowledge through means appropriate for the intended audience.	W.8 SL.2 (3-5)	2C				
VI.D.1, 3 Learners engage with information to extend personal learning by: 1. Personalizing their use of information and information technologies.	SL.1	2AB,D	X			

Unit Links

If unit headings are formatted as a heading, then we can link a Table of Contents to better organize and provide faster access to each unit

[Module 1: Digital Citizenship](#)

[Module 2: Information and Media Literacy](#)

[Module 3: Growth and Curiosity](#)

[Module 4: Presentation of Information \(Show\)](#)

Module Title:		
Module 1: Digital Citizenship		
Relevant Standards: Bold indicates priority		
AASL	CCS	ISTE
II.D.2-3 Grow Learners demonstrate empathy and equity in knowledge building within the global learning community by: 2. Demonstrating interest in other perspectives during learning activities. 3. Reflecting on their own place within the global learning community.	SL.1	1B
III.D.2 Grow Learners actively participate with others in learning situations by: 2. Recognizing learning as a social responsibility.	SL.1	1B
VI.D.1, 3 Learners engage with information to extend personal learning by: 1. Personalizing their use of information and information technologies.	SL.1	2AB,D
Essential Question(s):	Enduring Understanding(s):	
1. How can we be good digital citizens? 2. What kinds of information should I keep to myself when I use the internet? 3. What should I do if someone is mean to me online?	Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors Communicate effectively in diverse environments (including becoming multilingual)	
Demonstration of Learning:	Pacing for Unit	
Visual Representation Performance Task	Addressed and spiraled throughout the year	
Family Overview (link below)	Integration of Technology:	
Grade 2 Family Overview	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>	
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):	
Digital citizen Pledge Online Private	Digital Productivity Tools	

Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
Connect to SEL Advisory Lessons Connect to to ELA Units		<ul style="list-style-type: none">Ideas and information can't be stolenThere are no rules for using technologyBehaving ethically when using technology is different than	
Connections to Prior Units:		Connections to Future Units:	
Continuation of module 1 in Grade 1		Continuation of module 1 in Grade 3	
Differentiation through <i>Universal Design for Learning</i>			
UDL Indicator		Teacher Actions:	
3.1 COMPREHENSION > Comprehension: Activate or supply background knowledge		Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines)	
9.2 ENGAGEMENT > Self Regulation: Facilitate personal coping skills and strategies		Provide differentiated models, scaffolds and feedback for: <ul style="list-style-type: none">- Managing frustration- Seeking external emotional support- Developing internal controls and coping skills- Use real life situations or simulations to demonstrate coping skills	
Supporting Multilingual/English Learners			
Related <i>CELP standards</i> :		Learning Targets:	
2-3.2: participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.		With prompting and supports: <ul style="list-style-type: none">I can actively listen to othersI can participate in short conversations, discussions, and simple written exchanges using words and phrases acquired in conversations, reading, and being read toI can take turnsI can respond to yes/no and wh- questions	
Common Learning Experience	Learning Target	Success Criteria/ Assessment	Resources
2.DigCit.1 Media Balance	I can explain how to use technology safely and responsibly.	Identify examples and non-examples of responsible device use.	Digital Productivity Tools
2.DigCit.2 Being an Informed Critical Consumer of Media	I can recognize the kind of information that is private.	Understand that you should never give out private information online.	Digital Productivity Tools

2.DigCit.3 Safe Spaces Online	I can identify ways to respond to mean words online, using safe strategies.	Understand what online meanness can look like and how it can make people feel.	Digital Productivity Tools
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Module Title:		
Module 2: Information and Media Literacy		
Relevant Standards: Bold indicates priority		
AASL	CCS	ISTE
I.A.1-2 Think Learners display curiosity and initiative by: 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning.	W.7 W.8	1A
I.B.1 Create Learners engage with new knowledge by following a process that includes: 1. Using evidence to investigate questions.	W.8	4A
IV.A.1-2 Learners act on an information need by: 1. Determining the need to gather information. 2. Identifying possible sources of information.	W.7	3C
IV.B.1-2 Create Learners gather information appropriate to the task by: 1. Seeking a variety of sources. 2. Collecting information representing diverse perspectives.	W.7 W.8	6C-D
VI.A.1 Think Learners follow ethical and legal guidelines for gathering and using information by: 1. Responsibly applying information, technology, and media to learning.	RI.5 W.8	2C
VI.B.1-2 Create Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: 1. Ethically using and reproducing others' work. 2. Acknowledging authorship and demonstrating respect for the intellectual property of others.	RI.2 W.8	2C
Essential Question(s):	Enduring Understanding(s):	
1. How do I identify a wondering I have? 2. How do I use sources to answer questions? 3. How do I pick the most relevant information to answer a question? 4. How do I identify where I got my information?	Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media Access information efficiently (time) and effectively (sources) Evaluate information critically and competently	
Demonstration of Learning:	Pacing for Unit	

Note Taking Performance Task	Addressed and spiraled throughout the year
Family Overview (link below)	Integration of Technology:
Grade 2 Family Overview	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Curiosity Recall Knowledge Evidence Investigate Gather Determine Identify Sources Ethical	Digital Productivity Tools Online Databases Print (Book) Materials KWL or Other Visual Organizer
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Connect to ELA research unit. Connect to science and social studies topics.	Everything on the internet is true. Most school projects can be finished quickly. Computers are mostly used for playing games.
Connections to Prior Units:	Connections to Future Units:
Continuation of module in Grade 1	Continuation of module in Grade 3
Differentiation through <i>Universal Design for Learning</i>	
UDL Indicator	Teacher Actions:
3.3 REPRESENTATION > Comprehension: Guide information processing and visualization	<ul style="list-style-type: none"> - Give explicit prompts for each step in a sequential process - Provide interactive models that guide exploration and new understandings - Introduce graduated scaffolds that support information processing strategies - Progressively release information (e.g., sequential highlighting) - Remove unnecessary distractions unless they are essential to the instructional goal
6.3 ACTION & EXPRESSION > Executive Functioning: Facilitate managing information and resources	<ul style="list-style-type: none"> - Provide graphic organizers and templates for data collection and organizing information - Embed prompts for categorizing and systematizing
Supporting Multilingual/English Learners	
Related <i>CELP standards:</i>	Learning Targets:
2-3.5: conduct research and evaluate and communicate findings to answer questions or solve problems.	With prompting and supports: <ul style="list-style-type: none"> • I can conduct short individual or shared

		research projects to answer a question <ul style="list-style-type: none"> • I can recall information from experience • I can gather information from provided sources • I can record some information/observations in simple notes 	
Common Learning Experience	Learning Target	Success Criteria/ Assessment	Resources
2.Inquiry.1 Determining what information I need to locate.	I can state what I already know about a topic. I can create new questions to learn about the topic.	Display curiosity by formulating questions and recalling prior knowledge about topics.	Digital Productivity Tools Online Databases KWL or other Visual Organizer
2.Inquiry.2 Use books, databases such as Pebble Go, or other sources to locate information.	I can locate answers in more than one source and organize the information.	Locate facts from one or more sources. Organize information using a chart.	Digital Productivity Tools Online Databases Print Materials
2.Inquiry.3 Locate how to identify a source to show respect for the creator of the work.	I can give credit to the information creator to show respect for the work.	Use others' work respectfully by giving credit to authors.	Digital Productivity Tools Online Databases Print Materials

Module Title:

Module 3: Growth and Curiosity

Relevant Standards: Bold indicates priority

AASL	CSS	ISTE
I.A.1-2 Think Learners display curiosity and initiative by: 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning.	W.7 W.8	1A
I.D.1-4 Grow Learners participate in an ongoing inquiry-based process by: 1. Continually seeking knowledge. 2. Engaging in sustained inquiry. 3. Enacting new understanding through real-world connections. 4. Using reflection to guide informed decisions.	W.7	3D
II.A.3 Think Learners contribute a balanced perspective when participating in a learning community by: 3. Describing their understanding of cultural relevancy and placement within the global learning community.	RI.6	N/A
II.B.3 Create [K-3 in Nutmeg Common Experience] Learners adjust their awareness of the global learning community by: 3. Representing diverse perspectives during learning activities.	SL.2	7D
II.D.2 Grow Learners demonstrate empathy and equity in knowledge building within the global learning community by: 2. Demonstrating interest in other perspectives during learning activities.	SL.1	1B
V.A.1 Think Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.	RI.10 RL.10	3D
V.B.2 Create Learners construct new knowledge by: 2. Persisting through self-directed pursuits by tinkering and making.	SL.1	5C
V.C.1 Share Learners engage with the learning community by: 1. Expressing curiosity about a topic of personal interest or curricular relevance.	W.7	7B
V.C.3 Share Learners engage with the learning community by: 3. Collaboratively identifying innovative solutions to a challenge or problem.	SL.1	7C
V.D.1 Grow Learners develop through experience and reflection by: 1. Iteratively responding to challenges.	SL.1	1C

Essential Question(s):	Enduring Understanding(s):
<ol style="list-style-type: none"> 1. How do I write questions about topics I am curious about? 2. How do I explore information about different aspects of a topic I am curious about? 3. How can I grow as a reader by reading widely and deeply in multiple formats? 4. How can I construct new knowledge by persisting through self-directed pursuits by tinkering and making? 	<p>Use digital technology, communication tools, and/or networks to access, manage, integrate, evaluate, and create information in order to function in a knowledge society</p> <p>Use information accurately and creatively for the issue or problem at hand</p>
Demonstration of Learning:	Pacing for Unit
Problem Solving Performance Task	Addressed and spiraled throughout the year
Family Overview (link below)	Integration of Technology:
Grade 2 Family Overview	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Reflections Seek Real-world Connections Curiosity Sequences Loops Debug	Online Databases Print Materials Maker Materials Media in Multiple Formats
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Connect to ELA (literacy) Connect to science and social studies topics Connect to science/math (coding/tinkering)	I am only interested in one type of book This is too hard for me/I can't do this It is easy to use the internet to find the correct answer to a question
Connections to Prior Units:	Connections to Future Units:
Continuation of module in Grade 1	Continuation of module in Grade 3
Differentiation through <i>Universal Design for Learning</i>	
UDL Indicator	Teacher Actions:
7.2 ENGAGEMENT > Recruiting Interest: Optimize relevance, value, and authenticity	Vary activities and sources of information so that they can be: <ul style="list-style-type: none"> - Personalized and contextualized to learners' lives - Culturally relevant and responsive - Socially relevant

	<ul style="list-style-type: none">- Age and ability appropriate- Appropriate for different racial, cultural, ethnic, and gender groups- Include activities that foster the use of imagination to solve novel and relevant problems, or make sense of complex ideas in creative ways		
8.2 ENGAGEMENT > Sustaining Effort & Persistence: Vary demands and resources to optimize challenge	<ul style="list-style-type: none">- Differentiate the degree of difficulty or complexity within which core activities can be completed- Vary the degrees of freedom for acceptable performance- Emphasize process, effort, improvement in meeting standards as alternatives to external evaluation and competition		
Supporting Multilingual/English Learners			
Related <u>CELP standards</u>:		Learning Targets:	
2-3.8: determine the meaning of words and phrases in oral presentations and literary and informational text.		In simple oral discourse, readalouds, and written texts about familiar topics, experiences, or events: <ul style="list-style-type: none">• I can use context and visual aids to determine the meaning of words and phrases.• I can ask and answer simple questions about the meaning of words and phrases	
Common Learning Experience	Learning Target	Success Criteria/ Assessment	Resources
2.Grow.1 KWL Charts write questions prior to reading or listening to books	I can show that I am interested in learning new information.	Display curiosity by formulating questions and recalling prior knowledge about topics.	Online Databases Print Materials Media in Multiple Formats
2.Grow.2 Read self - selected literature and articles (e.g. online databases, eBooks, library books, Award books)	I can read books with different genres and topics. I can respond to questions about my reading. I can adjust my awareness of diverse perspectives during learning activities. I can demonstrate empathy and equity in other perspectives during learning activities.	Read a variety of books and respond to questions verbally and in writing.	Online Databases Print Materials Media in Multiple Formats
2.Grow.3 Coding Tinkering and Making	I can persevere through tinkering and making challenges.	Complete a variety of challenges involving coding, tinkering and making.	Maker Materials Media in Multiple Formats

	I can use logical thinking to solve a problem.		
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Module Title:		
Module 4: Presentation of Information (Show)		
Relevant Standards: Bold indicates priority		
AASL	CCS	ISTE
I.B.3 Create Learners engage with new knowledge by following a process that includes: 3. Generating products that illustrate learning.	W.6	4A
II.B.3 Create [K-3 in Nutmeg Common Experience] Learners adjust their awareness of the global learning community by: 3. Representing diverse perspectives during learning activities.	SL.1	7D
III.B.1 Create Learners participate in personal, social, and intellectual networks by: 1. Using a variety of communication tools and resources.	W.6	1C
III.D.1 Grow Learners actively participate with others in learning situations by: 1. Actively contributing to group discussions.	SL.1	7C
V.A.1 Think Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.	RI.10 RL.10	3D
Essential Question(s):	Enduring Understanding(s):	
<ol style="list-style-type: none"> How do I interact with others to discuss second grade topics? How can I use productivity tools to “show what I know”? 	<p>Use digital technology, communication tools, and/or networks to access, manage, integrate, evaluate, and create information in order to function in a knowledge society</p> <p>Use information accurately and creatively for the issue or problem at hand</p>	
Demonstration of Learning:	Pacing for Unit	
Digital Artifact Creation	Addressed and spiraled throughout the year	
Family Overview (link below)	Integration of Technology:	
Grade 2 Family Overview	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>	
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):	

Process Products Community Audience Share	Digital Productivity Tools		
Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
Connect to ELA units. Connect to science and social studies topics.		Students can't work on the same document simultaneously The teacher is the only audience of finished work.	
Connections to Prior Units:		Connections to Future Units:	
Continuation of module in Grade 1		Continuation of module in Grade 3	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
5.1 ACTION 7 EXPRESSION > Expression & Communication: Use multiple media for communication		- Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, dance/movement, visual art, sculpture, or video - Use physical manipulatives (e.g., blocks, 3D models) - Use interactive web tools (e.g., storyboards, comic strips, animation presentations) - Solve problems using a variety of strategies	
Supporting Multilingual/English Learners			
Related CELF standards:		Learning Targets:	
2-3.3: speak and write about grade-appropriate complex literary and informational texts and topics		With prompting and supports: <ul style="list-style-type: none">I can deliver basic oral presentations...I can write short texts with drawings or illustrations... about familiar texts, topics, experiences, or events.	
Common Learning Experience	Learning Target	Success Criteria/Assessment	Resources
2.Show.1 Use digital productivity tools to showcase information and learning	I can show my learning in different ways.	Generate products that illustrate learning.	Digital Productivity Tools
2.Show.2 Use toolbar tools to make a presentation appealing	I can add images and change the font and background on a presentation slide.	Create a slide to show learning.	Digital Productivity Tools
2.Show.3 Share work digitally or in groups to discuss	I can draw, write, type or use video to share learning with a group.	Use a variety of tools to share learning and participate in networking.	Digital Productivity Tools

products			
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