

Course Title:	Content Area:	Grade Level:	Credit (if applicable)			
Library Media Science	Library Media	Grade 1	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		Media Literacy <ul style="list-style-type: none">Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media Communications <ul style="list-style-type: none">Communicate effectively in diverse environments (including becoming multilingual) Communications and Technology Literacy <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 Information Literacy <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				
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	SL.1	1B	X			

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.						
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				
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: 1. Reading widely and deeply in multiple formats and write	RI.10 RL.10	3D			X	X

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				
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				
VI.C.2 Share	W.8	2C				

Learners responsibly, ethically, and legally share new information with a global community by: 2. Disseminating new knowledge through means appropriate for the intended audience.	SL.2 (3-5)					
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):	
<ol style="list-style-type: none"> How do you stay safe when visiting a website or app? Why is it important to listen to your feelings when using technology? How can we be safe, responsible, and respectful online? 	<p>Evaluate information critically and competently</p> <p>Communicate effectively in diverse environments (including becoming multilingual)</p>	
Demonstration of Learning:	Pacing for Unit	
Visual Representation Performance Task	Addressed and spiraled throughout the year	
Family Overview (link below)	Integration of Technology:	
Grade 1 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):	
Online Pause Uncomfortable Caution Just Right	<i>Digital Media Materials</i>	

Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
Connect to SEL Advisory Lessons Connect to to ELA Units		Everything online is safe and appropriate	
Connections to Prior Units:		Connections to Future Units:	
Continuation of Module 1 in Kindergarten		Continuation of Module 1 in Grade 2	
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: - 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:	
1.2: 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 participate in short conversations 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
1.DigCit.1 Media Balance	I can learn practical strategies for managing my feelings.	Recognize the different kinds of feelings they can have when using technology. Know what to do when they don't have a good feeling when using technology.	Digital Media Materials

1.DigCit.2 Being an Informed Critical Consumer of Media	I can understand the importance of being safe, responsible, and respectful online.	Learn mnemonics to remember basic digital citizenship concepts.	Digital Media Materials
1.DigCit.3 Safe Spaces Online	I can learn how to identify "just right" content to learn, play, and explore the internet safely.	Learn to identify websites and apps that are "just right" and "not right" for them. Know how to get help from an adult if they are unsure about a website.	Digital Media Materials

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 Think 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
Essential Question(s):	Enduring Understanding(s):	
<ol style="list-style-type: none"> How do I identify a wondering I have? How do I locate information in order to answer a question? How do I find information in a source? How do I participate in shared research projects? How do I recall information in order to answer a question? 	<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> <p>Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media</p>	
Demonstration of Learning:	Pacing for Unit	
Locating and Recalling Information Performance Task	Addressed and spiraled throughout the year	
Family Overview (link below)	Integration of Technology:	
Grade 1 Family Overview	Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning	

Unit-specific Vocabulary:		Aligned Unit Materials, Resources, and Technology (beyond core resources):	
Information Sources Variety Organize Relevant Authorship		Digital Productivity Tools Online Databases Print Materials	
Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
Connect to ELA Curriculum Connect to science and social studies topics		It's okay to take notes by copying word for word.	
Connections to Prior Units:		Connections to Future Units:	
Continuation of module in Grade K		Continuation of module in Grade 2	
Differentiation through Universal Design for Learning			
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 CELP standards :		Learning Targets:	
1.5: 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 participate in shared research projects to answer a question• I can recall information from experiences• I can gather information from provided sources• I can label information	
Common Learning Experience	Learning Target	Success Criteria/ Assessment	Resources
1.Inquiry.1 Generating an information need	I can identify a topic I am curious about.	Develop a wondering about a topic and	Online Databases Print Materials

	I can use a source about the topic to answer a question.	thoughtfully use a source to address the topic.	
1.Inquiry.2 Use books, databases such as Pebble Go, or other sources to locate information.	I can locate answers in more than one source. I can organize the information to help answer a question.	Find a variety of sources and organize information using a chart.	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 Grow Learners participate in an ongoing inquiry-based process by: 1. Continually seeking knowledge.	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 participate in shared research projects? 2. How can I find answers to my questions? 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> <p>Access information on efficiently (time) and effectively (sources)</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 1 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 Create questions Research process Personal growth Multiple formats 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
Connections to Prior Units:	Connections to Future Units:
Continuation of module in Grade K	Continuation of module in Grade 2
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 - 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		- 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:	
1.8: determine the meaning of words and phrases in oral presentations and literary and informational text.		In simple oral presentations and read-alouds about familiar topics, experiences, or events: <ul style="list-style-type: none">I can use prompting, context, and visual aids to answer simple questions to determine the meaning of words and phrases.	
Common Learning Experience	Learning Target	Success Criteria/ Assessment	Resources
1.Grow.1 Self-selected interest opportunities: Find materials on any topic of interest (books, databases)	I can choose a topic that I am curious to learn more about.	Use prior knowledge as a foundation to drive deeper inquiry into a topic of interest or a curricular topic.	Online Databases Print Materials Media in Multiple Formats
1.Grow.2 Guided discovery opportunities: Students explore books and a database and share their learning	I can find answers to my questions in more than one source.	Use a variety of sources to gather information.	Online Databases Print Materials Media in Multiple Formats
1.Grow.3 Listening and responding to diverse texts. Award Books	I can listen to and/or read a variety of books to explore topics. I can adjust my awareness of diverse perspectives during learning activities. I can demonstrate empathy and equity in other perspectives during learning activities.	Read, write, reflect and question while exploring or expressing oneself about a topic of curiosity.	Online Databases Print Materials Media in Multiple Formats
1.Grow.4 Coding	I can persevere through tinkering and making challenges.	Complete a variety of challenges involving coding, tinkering and	Maker Materials Media in Multiple Formats

Tinkering and Making	I can use logical thinking to solve a problem.	making.	
----------------------	--	---------	--

Module Title:		
Module 4: Presentation of Information (Show)		
Relevant Standards: Bold indicates priority		
AASL	CCS	ISTE
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.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 first grade topics? How do I show what I learned? 	<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	
Visual Representation of Information	Addressed and spiraled throughout the year	
Family Overview (link below)	Integration of Technology:	
Grade 1 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):	
Product Responsible Community Share Audience		
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:	

Connect to ELA units. Connect to science and social studies topics.		Showing what you learn is optional or doesn't matter. The teacher is the only audience of finished work.	
Connections to Prior Units:		Connections to Future Units:	
Continuation of module in Grade K		Continuation of module in Grade 2	
Differentiation through <i>Universal Design for Learning</i>			
UDL Indicator		Teacher Actions:	
5.1 ACTION 7 EXPRESSION > Expression & Communication: Use multiple media for communication		<ul style="list-style-type: none">- 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 <i>CELP standards:</i>		Learning Targets:	
1.3: speak and write about grade-appropriate complex literary and informational texts and topics.		<ul style="list-style-type: none">With prompting and supports,<ul style="list-style-type: none">I can communicate basic messages about familiar topics, experiences, or events.	
Common Learning Experience	Learning Target	Success Criteria/Assessment	Resources
1.Show.1 Create a drawing, a final poster, or a class project	I can share information I've learned in different ways	Create a product that showcases learning.	N/A
1.Show.2 Add appropriate visuals to address a task and audience.	I can make responsible choices when sharing my learning.	Ethically share new information through best means for the intended audience.	N/A