



**Bristol Public Schools**  
**Office of Teaching & Learning**

<b>Department</b>	<b>Library Media</b>
<b>Department Philosophy</b>	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.
<b>Grade Level</b>	<b>Kindergarten</b>
<b>Department Goals</b>	<ul style="list-style-type: none"> <li>• Design and facilitate authentic learning opportunities aligned to curriculum standards emphasizing multiple literacies (including digital, visual, textual, and technological) as crucial skills in a global society</li> <li>• Provide equitable physical and virtual access to resources and contemporary tools required to facilitate lifelong learning</li> <li>• Design and facilitate learning experiences that model critical thinking, critical consumption of information, and creation of knowledge in a collaborative environment</li> <li>• Act as leaders, instructional partners and information specialists to engage and empower faculty to meet the diverse needs of students (diversity of experiences, opinions, social and cultural perspectives)</li> <li>• Promote professional learning of faculty to implement an evolving school culture of information access, use, evaluation, and social interaction</li> <li>• Facilitate growth and transformation of the library media program to provide rigorous and relevant access for all users as an innovative center of learning</li> <li>• Model and facilitate ethical use of information in a global society</li> </ul>
<b>Standards utilized to develop and implement this curriculum</b>	<ul style="list-style-type: none"> <li>• International Society for Technology in Education (ISTE)</li> <li>• CT Core Standards (CCCS)</li> <li>• American Association of School Librarians (AASL)</li> </ul>

District Learning Expectations and Standards	UNIT 1 DIGITAL CITIZENSHIP	UNIT 2 INQUIRY (RESEARCH)	UNIT 3 GROWTH (CURIOSITY AND DISCOVERY)	UNIT 4 SHOW (PRESENTATION OF INFORMATION)
<b>CT Core Standards</b>				
RL10 Actively engage in group reading activities with purpose and understanding.			P	
RI2 With prompting and support, identify the main topic and retell key details of a text.		P		
RI5 Identify the front cover, back cover, and title page of a book.			P	
RI6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	P	P	S	
RI10 Actively engage in group reading activities with purpose and understanding.			P	
W7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).		P		
W8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.			P	
SL1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g.,	P			

listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.				
SL5 Add drawings or other visual displays to descriptions as desired to provide additional detail.				P
<b>American Association of School Librarian Standards (AASL)</b>				
<b>Inquire</b> Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.				
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.  ISTE 1. Empowered Learner 1a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. 3. Knowledge Constructor 3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or create pursuits. 3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data		P		

<p>or other resources.</p> <p>3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.</p> <p>3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</p>				
<b>Include</b>				
<p>II.A.2 Think</p> <p>Learners contribute a balanced perspective when participating in a learning community by:</p> <p>Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.</p> <p>ISTE: not applicable</p>	S	P	S	
<b>Collaborate</b>				
Work effectively with others to broaden perspectives and work toward common goals				
<p>III.D. 1 Grow</p> <p>Learners actively participate with others in learning situations</p> <p>Actively contributing to group discussions</p> <p>ISTE:</p> <p><i>1b- Students build networks and customize their learning environments in ways that support the learning process.</i></p> <p><i>7c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</i></p>	P			

<b>CURATE</b> Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.				
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.  ISTE 3. ISTE for Students: Knowledge Constructor 3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.		P	P	
IV.B.1 Create Learners gather information appropriate to the task by: 1. Seeking a variety of sources.  <i>ISTE:</i> <i>6a- Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication</i> <i>6b- Students create original works or responsibly repurpose or remix digital resources into new creations</i> <i>6c- Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.</i> <i>6d- Students publish or present content that customizes the message and medium for their intended audiences.</i>			P	

<b>EXPLORE</b> 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 and create for a variety of purposes.			P	
<b>ENGAGE</b> Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.				
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.  ISTE 2. Digital Citizen 2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	P	P	P	
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.  <i>ISTE:</i> 2c- Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.				P

6d- Students publish or present content that that customizes the message and medium for their intended audience				
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P indicates standard will be a priority for the unit; S indicates a supporting standard

Module 1 Digital Citizenship					
Essential Questions: 1. How do I participate in conversations within groups of various sizes (peer and/or adult) to discuss kindergarten topics? 2. How do I use others' work safely and responsibly?					
UNWRAPPED STANDARDS					
Competency/Standard		Type of Competency/Standard		Concepts and Disciplinary-Specific Vocabulary	Academic Vocabulary
III.D.1 Collaborate: Grow	1. Actively contributing to group discussions.		Content Knowledge		Discuss Information
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product development		
		X	Learning Behavior		
VI.B.1	1. Ethically using and reproducing others work.		Content Knowledge		
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product development		
		X	Learning Behavior		

MODULE 1 ESSENTIAL QUESTIONS
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1. How do I participate in conversations within groups of various sizes (peer and/or adult) to discuss kindergarten topics?
2. How do I use others' work safely and responsibly?

AASL Standard #	Objective(s) The students will be able to:	Summative Assessment Strategy		Additional Student Outcomes								Common Learning Experiences
III.D.1	Actively participate in group discussions.		Selected Response	X	Reading		Writing		Math	X	Tech.	<ul style="list-style-type: none"><li>Internet Safety- We don't share private information online (discuss what private information is- full name, address, school name).</li></ul>
			Constructed Response	<b>ISTE</b> 1b. Students build networks and customize their learning environments in ways that support the learning process. 7c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.								
		X	Performance									
		X	Observation									
VI.B.1	Use others' work responsibly.		Selected Response	X	Reading		Writing		Math	X	Tech.	<ul style="list-style-type: none"><li>Choose good web sites for kindergarten students.</li><li>See "Additional Resources" for suggested Common Sense Media lessons.</li></ul>
			Constructed Response	<b>ISTE:</b> <b>2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</b>								
			Performance									
		X	Observation									

ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY OR EXTENSION ACTIVITIES FOR	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT



		STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	
Kids are all tech savvy (many will have no basic skills)	What is the Internet?	III.D.1 Actively participate in group discussions. <ul style="list-style-type: none"> <li>Students will lead group discussions by asking self-generated questions</li> </ul>	<ul style="list-style-type: none"> <li>Navigating to a Kindergarten appropriate site and using the computer safely.</li> </ul>

## RESOURCES

Common Sense Media -

Old Curriculum Gr. K-2 Unit 1: **1 - GOING PLACES SAFELY**- How do you go places safely on the computer?

**3 - KEEP IT PRIVATE**- What kinds of information should you keep to yourself when you use the Internet?

## Module 2 Inquiry (Research)

Essential Questions:

1. How can I create research questions?
2. How do I recall information about topics we are learning about?
3. How can I choose sources to answer questions?
4. How do I identify the author and illustrator?

### UNWRAPPED STANDARDS

Competency/Standard		Type of Competency/Standard	Concepts and Disciplinary-Specific Vocabulary	Academic Vocabulary
I.A.1-2 Inquire: 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.		Content Knowledge	Questions Background Knowledge
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product development	
		X	Learning Behavior	
IV.A.1-2 Curate: Think	Learners act on an information need by: 1. Determining the need to gather information. 2. Identifying possible sources of information.		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Information Gather
			Physical Skill	
			Product development	
			Learning Behavior	
VI.B.2 Engage:	Learners use valid information and reasoned conclusions to make		Physical Skill	Respect Author
			Product development	

Create	ethical decisions in the creation of knowledge by: 2. Acknowledging authorship and demonstrating respect for the intellectual property of others.		Learning Behavior		
			Learning Behavior		

MODULE 2 ESSENTIAL QUESTIONS					
1. How can I create research questions? 2. How do I recall information about topics we are learning about? 3. How can I choose sources to answer questions? 4. How do I identify the author and illustrator?					

AASL Standard #	Objective(s) The students will be able to:	Summative Assessment Strategy		Additional Student Outcomes							Common Learning Experiences		
I.A.1-2	Determine background knowledge and develop further questions on an interest or curricular topic.		Selected Response	X	Reading	X	Writing		Math	X	Tech.	<ul style="list-style-type: none"><li>Write questions about topics of interest</li><li>KWL</li></ul>	
			Constructed Response	W7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).  W8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.									
			Performance										
		X	Observation										
			Performance										
		X	Observation										

				ISTE 1. Empowered Learner 1a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. 3. Knowledge Constructor 3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or create pursuits. 3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. 3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. 3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.								
IV.A.1 -2	Choose sources and collect information.		Selected Response	X	Reading		Writing		Math	X	Tech.	<ul style="list-style-type: none"><li>Investigate a group of easy nonfiction books and select the best titles to use for specific research project</li><li>Read books on the same topic or same author</li></ul>
			Constructed Response									
			Performance	W7								
		X	Observation	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).								

				RI5 Identify the front cover, back cover, and title page of a book. ISTE 3. Knowledge Constructor 3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.	
VI.B.2	Acknowledge authors and show respect for others' work.		Selected Response	X Reading Writing Math X Tech.	• Use a graphic organizer to record information and give credit to sources
			Constructed Response	RI2 With prompting and support, identify the main topic and retell key details of a text. W8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question ISTE 2. Digital Citizen 2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	
			Performance		
		X	Observation		

ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE

	UNIT	MASTERY OR EXTENSION ACTIVITIES FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	UNIT
	Module 2 Vocabulary	<b>IV.A.1-2</b> Choose sources and collect information. <ul style="list-style-type: none"> <li>Students will select their own books on a topic of interest</li> </ul>	<ul style="list-style-type: none"> <li>Students will share possible questions to start the recess process</li> </ul>

RESOURCES
Common Sense Media, Old Curriculum Gr.K-2, Unit 1: <b>2 - ABC SEARCHING</b> - How can you use the alphabet to find things online? Super 3 (part of Big 6) Research Materials: <a href="https://thebig6.org/resources-2/">https://thebig6.org/resources-2/</a> PebbleGo (premade graphic organizers)

Module 3 Growth (Curiosity, Discovery)				
Essential Questions: <ol style="list-style-type: none"> <li>How can I find information to answer my questions?</li> <li>How can I find more than one source to answer my questions?</li> <li>How can I grow as a reader by reading widely and deeply in multiple formats?</li> </ol>				
UNWRAPPED STANDARDS				
Competency/Standard		Type of Competency/Standard		Concepts and Disciplinary-Specific Vocabulary
IV.A.1-2 Curate:	Learners act on an information need by:		Content Knowledge	Information Source
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

Think	1. Determining the need to gather information. 2. Identifying possible sources of information.		Physical Skill		Gather
			Product development		
		X	Learning Behavior		
IV.B.1 Curate: Create	Learners gather information appropriate to the task by: 1. Seeking a variety of sources.		Content Knowledge		Gather Information Appropriate Seek Variety
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product development		
		X	Learning Behavior		
V.A.1 Explore: 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.		Content Knowledge		
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product development		
		X	Learning Behavior		

### Module 3 Growth (Curiosity, Discovery)

Essential Questions:

1. How can I find information to answer my questions?
2. How can I find more than one source to answer my questions?
3. How can I grow as a reader by reading widely and deeply in multiple formats?

AASL Standard #	Objective(s) The students will be able to:	Summative Assessment Strategy	Additional Student Outcomes										Common Learning Experiences
IV.A.1-2 Curate:	Develop a research topic/question and		Selected Response	X	Reading	X	Writing		Math	X	Tech.	-Work as individuals to develop research	
			Constructed	RI5									



Think	thoughtfully select resources to address the topic		Response	Identify the front cover, back cover, and title page of a book. W7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). ISTE 3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions								questions to answer -Use ENF categories to decide location to search for books with answers -Use PebbleGo categories to identify articles that can answer the questions
			Performance									
		X	Observation									
IV.B.1 Curate: Create	Use a variety of sources to gather information.		Selected Response	X	Reading	X	Writing		Math		Tech.	-provide students with books about one topic -students explore books and PebbleGo and share what their learning
			Constructed Response	W7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). W8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. ISTE 6. Creative Communicator a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication b. Students create original works or responsibly repurpose or remix digital resources into new creations c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations. d. Students publish or present content that customizes the message and medium for their intended audiences.								
			Performance									
		X	Observation									
V.A.1	Read a variety of books.		Selected Response	X	Reading	X	Writing		Math		Tech.	Students will enjoy hearing a variety of books (different
			Constructed	RI10 and RL10								

			Response	Actively engage in group reading activities with purpose and understanding.	topics/genre).
			Performance		
		X	Observation		

ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY OR EXTENSION ACTIVITIES FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
<ul style="list-style-type: none"> <li>all books are made up stories</li> </ul>	<ul style="list-style-type: none"> <li>what are questions</li> </ul>	IV.B.1 Curate: Create Learners gather information appropriate to the task by: 1. Seeking a variety of sources. <ul style="list-style-type: none"> <li>Students read an easy nonfiction book and write a fact they learned from the book</li> </ul>	<ul style="list-style-type: none"> <li>students express their preferences for the class topic to be researched</li> <li>students are given an opportunity to explore PebbleGo</li> <li>students can choose books</li> </ul>

RESOURCES
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Easy Nonfiction Books  
Pebble Go  
Computer Lab

### Module 4 Show (Presentation of Information)

Essential Questions:

1. How do I share information I learned?

#### UNWRAPPED STANDARDS

Competency/Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary	Academic Vocabulary
VI.C.2 Engage: Share	VI.C.2 Share Learners responsibly, ethically, and legally share new information with a global community by:		Content Knowledge		Share Responsibly Community Audience
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product development		

	2. Disseminating new knowledge through means appropriate for the intended audience.	X	Learning Behavior		
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### Module 4 Show (Presentation of Information)

Essential Questions:

1. How do I share information I learned?

AASL Standard #	Objective(s) The students will be able to:	Summative Assessment Strategy	Additional Student Outcomes										Common Learning Experiences
VI.C.2 Engage: Share	Share information resources in accordance with modification, reuse, and remix policies.		Selected Response	X	Reading	X	Writing		Math	X	Tech.	<ul style="list-style-type: none"><li>students read easy nonfiction books or listen to PebbleGo articles</li><li>students draw a picture and/or write a fact</li><li>Students share their work with their classmates</li></ul>	
			Constructed Response	SL5 Add drawings or other visual displays to descriptions as desired to provide additional detail. <i>ISTE:</i> 6d- Students publish or present content that that customizes the message and medium for their intended audience									
			Performance										
		X	Observation										

### ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
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		<b>OR EXTENSION ACTIVITIES FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY</b>	
<ul style="list-style-type: none"> <li>all stories are make believe</li> <li>computers are for games</li> </ul>	<ul style="list-style-type: none"> <li>listening skills</li> <li>real vs make-believe</li> </ul>	<p>VI.C.2 Engage: Share Share information resources in accordance with modification, reuse, and remix policies.</p> <ul style="list-style-type: none"> <li>students checkout easy nonfiction books and write several facts from the book</li> </ul>	<ul style="list-style-type: none"> <li>students are allowed to select easy nonfiction books based on personal preference and share the information they feel is important</li> </ul>

<b>RESOURCES</b>
<ul style="list-style-type: none"> <li>easy nonfiction library books</li> <li>PebbleGo Database</li> <li>computer lab</li> <li>web based word processing tool (kids links)</li> </ul>