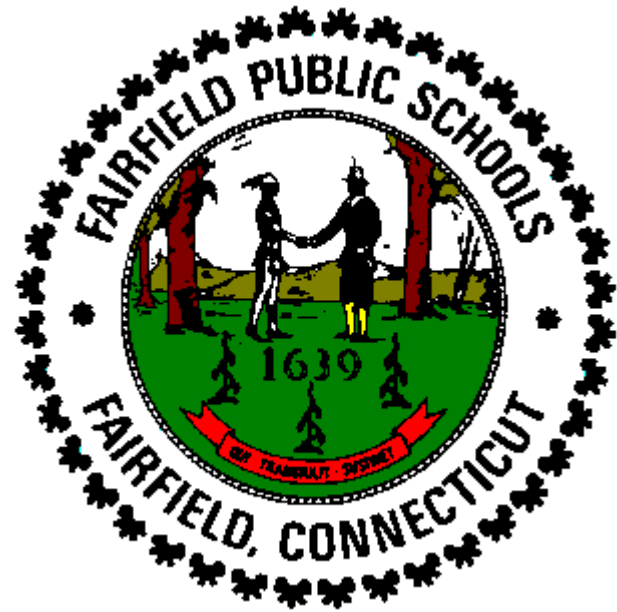


FAIRFIELD PUBLIC SCHOOLS

Library Media Department

A K-12 Collaborative Curriculum



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Fairfield Public Schools Library Media Department, K-12: Vision Statement

The Library Learning Commons serves as the school's physical and virtual center for active and engaged learning.

As an integral part of the school community, the program supports student achievement through inquiry-based instruction, collaborative learning, and innovative thinking, with a focus on literacies for the digital age.

Library Learning Commons Model

Unlike the quiet, static reading space of traditional libraries, Library Learning Commons provide a dynamic physical and virtual presence that support learning outcomes from every academic discipline, and provide students with the information and technology resources needed to build knowledge. The Library Learning Commons facilitates collaborative instruction, small group work, research, multi-disciplinary projects, personal inquiry, communication, interactive learning, and digital media technologies.

Fairfield Public Schools Library Media Department, K-12: 21st Century and Common Core Requirements

21st Century Requirements

Our students will live and work in a global environment that will differ markedly from their world today. The continuing evolution of our society will transform both their personal and professional lives. Increasing globalization will alter their world perspectives, and converging technologies will change the way they create, consume, learn, and interact with others. They will need to be innovative, flexible thinkers who are able to transfer learned knowledge to ever-changing environments.

Students in the Library Learning Commons will interact in project-based environments, utilizing higher-order thinking skills to solve a wide variety of information problems. Critical thinking, creativity, collaboration, and communication skills will be at the heart of engaged learning that is developed in collaborative partnerships between school library professionals and classroom teachers.

Common Core Standards Embed Library Media Skills and Concepts

“To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today’s curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.” (Common Core State Standards Initiative, 2012)

Fairfield Public Schools Library Media Department, K-12: Mission Statement

The mission of the school library professional is to utilize both effective instructional practices and an active, enriching learning environment that will support student achievement and life-long learning in a digital, global society. The professional library staff will:

Collaborate with educators, administrators, and students to identify resources, design projects, and provide opportunities for engaging curricular experiences that meet individual needs and empower learners to be critical thinkers and problems solvers, enthusiastic readers, skillful researchers, effective collaborators, creative communicators, and ethical users of information in all its forms.

Instruct students and assist educators in locating, using, evaluating, and producing information and ideas through active use of a broad range of appropriate tools, resources, and information technologies.

Evaluate, select and provide materials in all formats (print, digital, virtual, etc.), including up-to-date, high quality, varied fiction and non-fiction material, which both support the curricula of the district and address the needs of a diverse population.

Provide educational leadership and advocate for strong school library programs as essential to meeting local, state, and national education standards by becoming knowledgeable in all curricular areas, serving on curricular and planning committees, staying on the forefront of emerging technologies and current pedagogy, and providing professional development.

Manage physical and virtual library systems by: promoting services, managing budgets, overseeing staff, managing daily library operations, supervising students, ordering and processing materials, scheduling labs and LMC areas, supporting audio visuals for the building, creating statistical reports and data, and coordinating with the IT department to provide technology services for the school.

Promote and support literacy, including the new reading, writing, and learning skills required by the Internet and other emerging information and communication technologies, by offering students the best choices in fiction and non-fiction for classroom and personal use, providing expert readers' advisory through book talks, booklists, and individual conversations, and promoting a love of reading and literature in all formats.

Fairfield Public Schools Library Media Department, K-12: Curriculum Standards

The Fairfield Public Schools A K-12 Collaborative Curriculum Standards (K-12) are synthesized from the national standards (listed below) and are developed from the research, expertise, experience, and expectations of these organizations.

National Standards:

American Association for School Libraries: Standards for the 21st Century Learner. <http://www.ala.org/aasl/guidelinesandstandards/learningstandards/standards>

International Society for Technology in Education: ISTE Standards. <http://www.iste.org/standards>

Common Core State Standards Initiative: English Language Arts Standards: <http://www.corestandards.org/ELA-Literacy>

Partnership for 21st Century Skills: Framework for 21st Century Learning. <http://www.p21.org/overview>

Fairfield Public Schools Library Media Standards (K-12):

1. Inquiry and Information Skills

- 1.1 Students will become efficient at gathering, evaluating, using, and creating information using problem-solving and research strategies
- 1.2 Students will practice responsible and ethical use of information and technology, demonstrating personal digital citizenship

2. Critical Thinking and Creativity

- 2.1 Students will analyze, synthesize, and think critically about complex information/data in order to draw conclusions and make decisions
- 2.2 Students will apply their learning to connect interrelated concepts, create new knowledge, develop original products, and generate innovative ideas

3. Communication and Collaboration

- 3.1 Students will work collaboratively in a group to solve problems or make decisions
- 3.2 Students will use a variety of ways to craft a message and construct communication to an audience
- 3.3 Students will think critically about media messages, bias, global perspectives, and cultural heritage when analyzing print, visual, and digital information

4. Independent Reading

- 4.1 Students will read for pleasure and personal interest
- 4.2 Students will select and read informational texts that support classroom instruction

5. Technology Skills

- 5.1 Students will become proficient in a variety of technology systems and digital media applications

Crosswalk between Fairfield Public Schools Library Media Standards and National Standards

FPS A K-12 Collaborative Curriculum Standards		National Standards			
1. Inquiry and Information		AASL (American Assoc. of School Librarians)	ISTE (International Society of Technology in Education)	21st Century Skills	Common Core: ELA Anchor Standards Math Practice Standards
1.1	Students will become efficient at gathering, evaluating, using, and creating information using problem-solving and research strategies	1.1.1 – 1.1.6, 2.1.2, 2.1.4	1a, 3a, 3b, 3c, 3d, 4a, 4b,	3. Information, Media and Technology Skills	R1, R2, R5, R7, R8, R10, W7, W8, W9, SL2, MP1
1.2	Students will practice responsible and ethical use of information and technology, demonstrating personal digital citizenship	3.1.6	5a	3. Information, Media and Technology Skills	R1, MP5
2. Critical Thinking and Creativity		AASL	ISTE	21st Century Skills	Common Core: ELA Anchor Standards Math Practice Standards
2.1	Students will analyze, synthesize, and think critically about complex information/data in order to draw conclusions and make decisions	1.1.7, 2.1.1, 2.1.3,	4c, 4d,	2. Learning and Innovation Skills: Critical Thinking and Problem Solving	R1, R2, R9, W9, MP1, MP2, MP3
2.2	Students will apply their learning to connect interrelated concepts, create new knowledge, develop original products, and generate innovative ideas	3.1.5, 4.1.8,	1c, 1d,	2. Learning and Innovation Skills: Creativity and Innovation	R7, R9, MP1, MP2, MP3
3. Communication and Collaboration		AASL	ISTE	21st Century Skills	Common Core: ELA Anchor Standards Math Practice Standards
3.1	Students will work collaboratively in a group to solve problems or make	1.1.9, 2.1.5, 3.1.2,	2a, 2d,	2. Learning and	W6, SL1, MP1, MP3

	decisions			Innovation Skills: Collaboration	
3.2	Students will use a variety of ways to craft a message and construct communication to an audience	2.1.6, 3.1.1, 3.1.3	1b, 2b,	2. Learning and Innovation Skills: Communication	W1, W2, W4, SL4, MP1, MP3, MP4
3.3	Students will think critically about media messages, bias, global perspectives, and cultural heritage when analyzing print, visual, and digital information	1.1.7, 2.1.6,	4c, 4d,	2. Learning and Innovation Skills: Critical Thinking, Communication 3. Information, Media and Technology Skills	R6, R7, SL3
4. Independent Reading		AASL	ISTE	21st Century Skills	Common Core: ELA Anchor Standards Math Practice Standards
4.1	Students will read for pleasure and personal interest	4.1.1, 4.1.2, 4.1.4,	n/a	n/a	R10
4.2	Students will select and read informational texts that support classroom instruction	4.1.4	n/a	n/a	R10
5. Technology Skills		AASL	ISTE	21st Century Skills	Common Core: ELA Anchor Standards Math Practice Standards
5.1	Students will become proficient in a variety of technology systems and digital media applications	1.1.8, 2.1.4, 3.1.4, 3.1.6,	5a, 6a, 6b, 6d,	3. Information, Media and Technology Skills	W6, SL5, MP5

Resources

Empowering Learners: Guidelines for School Library Media Programs. Chicago: American Association of School Librarians, 2009. Print.

"English Language Arts Standards: Introduction - Key Design Consideration." *Common Core State Standards Initiative*. 2012. Web. 5 May, 2014. <<http://www.corestandards.org/ELA-Literacy/introduction/key-design-consideration>>.

"Framework for 21st Century Learning." *Partnership for 21st Century Skills*. Web. 15 Aug. 2010. <http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=119>.

"Library Media Standards." *National Board of Professional Teaching Standards*. Web. 22 May 2013. <<http://www.nbpts.org/sites/default/files/documents/certificates/nbpts-certificate-cya-lm-standards.pdf>>.

"NETS Student Standards 2007." *International Society for Technology in Education*. 2012 Web. 05 Nov. 2010. <<http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx>>.

"Position Statement on Flexible Scheduling." *American Association of School Librarians (AASL)*. American Library Association, 20 Sept. 2011. Web. 22 May 2013. <<http://www.ala.org/aasl/advocacy/resources/position-statements/flex-sched>>.

Standards for the 21st Century Learner. Chicago: American Association of School Librarians, 2007. Print.

Curriculum Standards and Learning Outcomes by Grade 12

1. Inquiry and Information

1.1 Students will become efficient at gathering, evaluating, using, and creating information utilizing problem-solving and research strategies

- | | |
|-------------|---|
| 1.1A | Students will identify and develop background knowledge in order to define research questions and conduct research |
| 1.1B | Students will develop, clarify, and revise research questions in order to create and support a thesis for a research project |
| 1.1C | Students will develop, combine, and expand keywords during the research process to investigate a research question in print and digital environments |
| 1.1D | Students will use/navigate the library's physical and virtual organizational structure, as well as the Internet, to independently select informational resources from a variety of formats and genres |
| 1.1E | Students will evaluate information/media/resources from various disciplines for validity, accuracy, and reliability, and recognize the cultural, social, historical, and economic context of information. |
| 1.1F | Students will take notes, reflect, categorize, and connect information from multiple sources and formats in order to answer research questions |
| 1.1G | Students will solve information problems independently by developing, planning, following, and assessing a research process and research strategies |

1.2 Students will practice responsible and ethical use of information and technology, demonstrating personal digital citizenship

- | | |
|-------------|---|
| 1.2A | Students will produce original work and attribute all content (concepts, ideas, quotations) that is used, from print and multimedia sources, in both parenthetical citations within the document and a formal Works Cited in MLA format |
| 1.2B | Students will use digital technology responsibly and ethically, following the guidelines in the Fairfield Public Schools' Acceptable Use Agreement |

2. Critical Thinking and Creativity

2.1 Students will analyze, synthesize, and think critically about complex information/data in order to draw conclusions and make decisions

2.1A Students will draw conclusions and solve problems based on information from a variety of sources/perspectives, forming opinions/solutions supported by evidence

2.2 Students will apply their learning to connect to interrelated concepts, create new knowledge, develop original products, and generate innovative ideas

2.2A Students will connect, expand, predict, or generate original ideas, solutions, and products based on new learning

2.2B Students will use and create products that require evaluation of multiple components, relationships, and interrelated concepts (systems thinking)

3. Communication and Collaboration

3.1 Students will work collaboratively in a group to solve problems or make decisions

3.1A Students will assume shared responsibility/roles for collaborative work and respect individual contributions made by each team member to solve problems, make decisions, deepen understanding, or create a products

3.2 Students will use a variety of ways to craft messages and construct communication to an audience

3.2A Students will select, plan, and develop products that effectively and creatively express an idea/message/point of view to a specific audience in multiple formats, such as written, visual, print, digital, oral

3.3. Students will think critically about media messages, bias, global perspectives, and cultural heritage when analyzing print, visual, and digital information.

Students will develop visual literacy by interpreting, analyzing, and creating images, maps, graphs, charts, videos, online graphics, interactive media, and other visuals to understand and communicate a message

Students will analyze, question, and create media messages

4. Independent Reading

4.1 Students will read for pleasure and personal interest

4.1A Students will appraise, select, review, and recommend resources that are engaging and appropriate for personal interests and needs, effectively using the library catalog and the Virtual library

4.2 Students will select and read informational texts that support classroom instruction

4.2A Students will utilize the library's physical and virtual organizational structure to locate and select informational texts that support learning in the classroom

5. Technology Skills

5.1 Students will become proficient in a variety of technology systems and digital media applications

5.1A	Students will become proficient at planning and using productivity software applications, such as word processing, multimedia presentation, spreadsheet/database, video and image editing software
5.1B	Students will become proficient at navigating the district's network, operating system, and communication portal in order to access classwork and class resources
5.1C	Students will create, publish, and collaborate using online applications, such as website creation, photo editing, virtual GPS mapping, animation, drawing, video, audio, blogging, wikis, digital posters, podcasts, shared documents, posting, social networking, conferencing
5.1D	Students will demonstrate proficiency at keyboarding

Curriculum Standards and Learning Outcomes

K-12 Continuum

1. Inquiry and Information

1.1 Students will become efficient at gathering, evaluating, using, and creating information utilizing problem-solving and research strategies

1.1A Students will identify and develop background knowledge in order to define research questions and conduct research

K-1	Activate prior knowledge, as a class, on a specific subject before research
2	Explore pre-selected resources to develop and expand knowledge on a topic before selecting a research topic
3	Explore and choose from a variety of pre-selected resources to develop and expand knowledge on a topic before selecting a research topic
4-6	Evaluate information from a variety of resources in order to define and select a feasible research topic
7-8	Conduct pre-research to develop background knowledge on a single topic in order to take a stance, develop clear arguments, and focus further research
9-11	Independently identify and develop background knowledge in order to define research questions and conduct research
12	Students <u>are</u> independently identifying and developing background knowledge in order to define research questions and conduct research

1.1B Students will develop, clarify, and revise research questions in order to create and support a thesis for a research project

K-1	Develop questions for a research project as a class
2	Select questions for a research project from a collaboratively developed list
3-4	Develop, with guidance, research questions to support an essential question for a research project
5	Develop, with guidance, a class/group essential question for a research project Collaboratively develop research questions to support an essential question for a research project
6	Independently develop subsidiary questions to support an essential question and articulate an answer to an essential question after research
7	Independently develop an essential question, then define subsidiary questions/arguments for further research Develop thesis statement with assistance
8	Independently develop an essential question, define subsidiary questions/arguments for further research, and develop a thesis statement
9-11	Independently develop, clarify, and revise research questions (both essential and subsidiary) in order to create and support a thesis for a research project
12	Students <u>are</u> independently developing, clarifying, and revising research questions (both essential and subsidiary) in order to create and support a thesis for a research project

1.1C	Students will develop, combine, and expand keywords during the research process to investigate a research question in print and digital environments	
	K-1	Identify keywords to assist in finding facts
	2-3	Develop multiple keywords from the research questions to assist in finding information in print and digital environments
	4	Develop and/or combine keywords to investigate a research question in print and digital environments
	5-6	Develop, combine, and/or expand keywords to investigate a research question in print and digital environments throughout the research process
	7-9	Develop, combine, and expand a list of keywords throughout the research process in order to investigate a research question in print and digital environments
	10-12	Students <u>are</u> developing, combining, and expanding keywords during the research process to investigate a research question in print and digital environments
1.1D	Students will use/navigate the library's physical and virtual organizational structure, as well as the Internet, to independently select informational resources from a variety of formats and genres	
	K-1	Identify and use/navigate the library's physical and virtual organizational structure to select a variety of informational material
	2	Use the library's catalog to search for personal and curricular information Locate, with assistance, specific reading and informational resources in the physical library using call numbers
	3	Independently use the library's catalog to search for personal and curricula reading material Locate, with assistance, specific reading and informational resources in the physical library using call numbers Use the Virtual library to locate digital resources for research material and personal reading Navigate non-linear digital resources
	4-5	Use advanced search options in the library's catalog and the Virtual library's digital resources to locate a variety of informational material Locate, with assistance, specific reading and informational resources in the physical library using call numbers Navigate non-linear digital resources
	6	Use the library learning commons and the Virtual library (including simple databases) to independently select resources from a variety of formats and genres Use advanced search options in the library's catalog, the Virtual library's digital resources, and Internet search engines to locate a variety of informational material Navigate non-linear digital resources
	7-8	Use the library learning commons, the Virtual library (including databases), and search engines to independently select resources from a variety of formats, genres, and perspectives Use advanced search strategies in subscription databases and Internet search engines
	9-11	Evaluate the differences among specialized database resources (including peer-reviewed journals) and select the appropriate choices for the discipline area and research focus
	12	Students <u>are</u> evaluating the differences among specialized database resources (including peer-reviewed journals) and selecting the appropriate choices for the discipline area and research focus
1.1E	Students will evaluate information/media/resources from various disciplines for validity, accuracy, and reliability, and recognize the cultural, social, historical, and economic context of information	
	K	n/a
	1	n/a
	2	n/a
	3	Evaluate and select information/media based on usefulness and relevance Use resources about a variety of cultures and from various global perspectives, as appropriate
	4	Evaluate and select information/media based on usefulness and relevance

5-6	Evaluate and select information/media based on usefulness and relevance Evaluate websites for currency, accuracy, authority, readability, bias
7	Evaluate and select information/media/resources based on usefulness, currency, accuracy, authority, and point of view/bias Select resources and evaluate information from multiple cultural and global perspectives
8	Evaluate and select information/media/resources based on usefulness, currency, accuracy, authority, and point of view/bias Select resources and evaluate information from multiple cultural, historical, and global perspectives
9-11	Evaluate information/media/resources from various disciplines for validity, accuracy, and reliability, and recognize the cultural, social, and economic context and impact of information Select resources and evaluate information from multiple cultural, historical, and global perspectives
12	Students <u>are</u> evaluating information/media/resources from various disciplines for validity, accuracy, and reliability, and recognizing the cultural, social, and economic context and impact of information Students <u>are</u> selecting resources and evaluating information from multiple cultural, historical, and global perspectives
1.1F	Students will take notes, reflect, categorize, and connect information from multiple sources and various formats in order to answer a research questions
K-1	Use simple note-taking strategies by writing or drawing facts to answer a research question
2-3	Take bulleted notes to paraphrase information from various formats to answer research questions
4	Take bulleted notes to paraphrase information from multiple sources in various formats to answer research questions Analyze and reflect on note-taking progress in order to define further research
5-6	Using a variety of print and/or digital graphic organizers, take notes from multiple sources and various formats, in order to answer research questions Analyze and reflect on note-taking progress in order to define further research
7-8	Using a variety of print and digital graphic organizers, take notes, categorize and connect information from multiple sources and various formats, in order to answer research questions Analyze and reflect on note-taking progress in order to define further research
9	Independently take notes, reflect, categorize and connect information from multiple sources and various formats, in order to answer research questions
10-12	Students <u>are</u> independently taking notes, reflecting, categorizing and connecting information from multiple sources and various formats, in order to answer research questions
1.1G	Students will solve an information problem independently by developing, planning, following, and assessing a research process and research strategies
K-1	Solve a research problem, with guidance, by following defined steps (plan, do, review) Self-evaluate the research product and process using teacher- or student-created scales/rubrics
2	Solve an information problem by following a defined research process with direct instruction Self-evaluate the research product and process using teacher- or student-created scales/rubrics
3-5	Solve an information problem by following a defined research process with direct instruction Set goals and reflect on learning with assistance Self-evaluate the research product and process using teacher- or student-created scales/rubrics
6	Solve an information problem by following a defined research process and reflect on progress and work habits
7-8	Independently plan and manage work to solve an information problem by following a defined research process, and reflect on progress and work habits
9-11	Solve an information problem independently by developing a research process, planning and following research strategies Critically analyze each step of the research process (omit “and product”), monitor progress, and adjust the research plan accordingly
12	Students <u>are</u> solving information problems independently by developing a research process, planning and following research strategies Students <u>are</u> critically analyzing each step of the research process, monitoring progress, and adjusting the research plan accordingly

1.2 Students will practice responsible and ethical use of information and technology, demonstrating personal digital citizenship

1.2A	Students will produce original work and attribute all content (concepts, ideas, quotations) that is used from print and multimedia sources, both in parenthetical citations within the document and in a formal Works Cited page in MLA format	
K	n/a	
1	n/a	
2	Respect intellectual property rights by taking notes in own words Cite one resource in the correct format	
3	Respect intellectual property rights by taking notes in own words Identify and locate citation components in a resource and cite multiple resources in the correct format	
4-5	Respect intellectual property rights by taking notes in own words Create a Formal Bibliography in MLA format	
6-8	Produce original work and respect intellectual property by creating a formal Works Cited list for multiple print and digital resources using a defined graphic organizer and citation maker Keep track of sources on note-taking sheets	
9-11	Produce original work and attribute all content (concepts, ideas, quotations) that is used from print and multimedia sources, both in parenthetical citations within the document and in a formal Works Cited	
12	Students <u>are</u> producing original work and attributing all content (concepts, ideas, quotations) that is used from print and multimedia sources, both in parenthetical citations within the document and in a formal Works Cited	
1.2B	Students will use digital technology responsibly and ethically, following the guidelines in the Fairfield Public Schools' Acceptable Use Agreement	
K-1	Demonstrate acceptable digital technology use	
2-3	Demonstrate acceptable digital technology use Demonstrate an understanding of web safety procedures and the electronic rights and privacy of others	
4-6	Use digital technology resources (equipment, software, and online applications) responsibly and ethically	
7-12	Student <u>are</u> using digital technology responsibly and ethically, following the guidelines in the Fairfield Public Schools' Acceptable Use Agreement	

2.Critical Thinking and Creativity

2.1 Students will analyze, synthesize, and think critically about complex information/data in order to draw conclusions and make decisions

2.1A	Students will draw conclusions and solve problems based on information from a variety of sources/perspectives, forming opinions/solutions supported by evidence	
	K	Analyze and discuss answers to an essential question of a research project, as a class
	1	Examine similarities and differences in data in non-linguistic form and draw conclusions Analyze and discuss answers to an essential research question/conceptual understanding, independently Develop simple solutions to real-world/authentic issues, based on facts found during research
	2	Compare information/data from own research with that of others, making connections and drawing conclusions Analyze and discuss answers to an essential research question/conceptual understanding, as a class Hypothesize outcomes based on research or data
	3-5	Compare information/data from own research with that of others, making connections and drawing conclusions Analyze and discuss answers to an essential research question/conceptual understanding, independently Develop simple solutions to real-world/authentic issues, based on facts found during research
	6	Using information/data from a variety of sources, draw conclusions supported by evidence
	7-8	Using information/data from a variety of sources/perspectives develop a stance or recommend a solution, with well-developed arguments supported by evidence.
	9-12	Draw conclusions and solve problems based on information from a variety of sources/perspectives, forming opinions/solutions supported by evidence

2.2 Students will apply their learning to connect to interrelated concepts, create new knowledge, develop original products, and generate innovative ideas

2.2A	Students will connect, expand, predict, or generate original ideas, solutions, and products based on new learning	
	K-1	Generate original ideas and products based on new learning
	2-3	Connect interrelated concepts to create new knowledge or products
	4	Generate innovative ideas, solutions, and products based on new learning
	5-6	Generate innovative ideas, solutions, and products based on new learning Generate and test hypotheses in investigation tasks
	7-12	Connect, expand, predict, or generate original ideas, solutions, and products based on new learning
2.2B	Students will use and create products that require evaluation of multiple components, relationships, and interrelated concepts (systems thinking) , such as educational gaming, simulations, apps, animations, programming	
	K-1	Interact with and use products that require simple systems thinking
	2-3	Interact with, use, and create products that require simple systems thinking
	4-12	Interact with, use, and create products that include the analysis and evaluation of multiple components, relationships, and interrelated concepts, based on grade level subjects and understanding

3. Communication and Collaboration

3.1 Students will work collaboratively in a group to solve problems or make decisions

3.1A Students will assume shared responsibility/roles for collaborative work and respect individual contributions made by each team member to solve problems, make decisions, deepen understanding or create a product.

K-1	Share information and ideas in a group by discussion and actively listening
2-3	Assume shared responsibility for collaborative work and respect individual contributions made by each team member
4-5	Create a product working in a group by employing a variety of digital or media formats
6	With assistance, work collaboratively in assigned roles to solve problems, make decisions, deepen understanding, or create a product
7-8	Assume responsibility for collaborative work, respecting individual contributions, to solve problems, make decisions, deepen understanding, or create a product
9-12	Assume shared responsibility/roles for collaborative work and respect individual contributions made by each team member to solve problems, make decisions, deepen understanding, or create a product

3.2 Students will use a variety of ways to craft a message and construct communication to an audience

3.2A Students will select, plan, and develop products that effectively and creatively express an idea/message/point of view to a specific audience in multiple formats, such as written, visual, print, digital, oral

K-1	Use a variety of ways to communicate information (written, visual, print, digital, oral) Create a product in a variety of media to express ideas effectively and creatively
2	Use a variety of ways to communicate information to an audience (written, visual, print, digital, oral) Create an oral presentation to present information to an audience using good presentation techniques (speech fluency and volume, eye contacts, etc.) Communicate digitally with an audience beyond the classroom (local, national, or global)
3	Use a variety of ways to communicate information to an audience (written, visual, print, digital, oral) Create an oral presentation to present information to an audience using good presentation techniques (speech fluency and volume, eye contacts, etc.) Craft and construct a presentation using appropriate media that communicates the message and information to a specific audience Communicate digitally with an audience beyond the classroom (local, national, or global)
4-5	Clearly articulate the purpose of a message/information to be shared with a specific audience Craft and construct a presentation using appropriate media that communicates the message and information to a specific audience
6	Plan and create a presentation that effectively expresses an idea to a specific audience in a defined format Plan and develop a written product that effectively expresses an idea or message to a specific audience in a defined format
7	Plan and create a presentation that effectively expresses an idea/point of view to a specific audience in a defined format Plan and develop a written product that effectively expresses an idea/message/point of view to a specific audience in a defined format Communicate digitally with an audience beyond the classroom (local, national or global)
8	Select, plan, and create a presentation that effectively and creatively expresses an idea/point of view to a specific audience in a chosen format Plan and develop a written product that effectively expresses an idea/message/point of view to a specific audience in a defined format
9-11	Create products and select formats that effectively and creatively express an idea/message/point of view to a specific audience
12	Students <u>are</u> creating products and selecting formats that effectively and creatively express an idea/message/point of view to a specific audience

3.3. Students will think critically about media messages, bias, global perspectives, and cultural heritage when analyzing print, visual, and digital information.

3.3A	Students will develop visual literacy by interpreting, analyzing, and creating images, maps, graphs, charts, videos, online graphics, interactive media, and other visuals to understand and communicate a message	
	K-1	Identify information represented in pictures, videos, and simple charts in print and online Create and use non-linguistic representations to communicate knowledge
	2-3	Identify information represented in pictures, videos, maps, interactive media, and simple charts in print and online Create and/or use images/videos, maps, and graphs to communicate knowledge
	4-6	Recognize and interpret images, maps, graphs, charts, videos, online graphics, interactive media, and/or other visuals to understand a message Create images, maps, graphs, charts, videos, online graphics, interactive media, and/or other visuals to communicate a message
	7-9	Interpret and analyze images, maps, graphs, charts, videos, online graphics, interactive media, and other visuals to evaluate the message Create images, maps, graphs, charts, videos, online graphics, interactive media, and other visuals to communicate a message
	10-12	Students <u>are</u> utilizing visual literacy by interpreting, analyzing, and creating images, maps, graphs, charts, videos, online graphics, interactive media, and other visuals to understand and communicate a message
3.3B	Students will analyze, question, and create media messages	
	K	n/a
	1	n/a
	2	n/a
	3-4	Recognize purpose in media messages
	5-6	Recognize bias and purpose in media messages
	7	Analyze, question, and evaluate media messages for bias/point of view
	8	Analyze, question, and evaluate media messages for bias/point of view Create media messages with a clear perspective/point of view
	9-11	Analyze, question, and evaluate media messages for bias/point of view/cultural or global perspective Create media messages with a clear perspective/point of view
	12	Students <u>are</u> analyzing, questioning, and evaluating media messages for bias/point of view/cultural or global perspective Students <u>are</u> creating media messages with a clear perspective/point of view

4. Independent Reading

4.1 Students will read for pleasure and personal interest

4.1A	Students will appraise, select, review, and recommend resources that are engaging and appropriate for personal interests and needs, effectively using the library's catalog and the Virtual library
K-1	Appraise and select resources that are engaging and appropriate for personal interests and needs
2-3	Select personal reading material using the library's catalog and the Virtual library Appraise and select personal reading material based on booktalks and/or personal reader advisory
4-5	Select personal reading material using the library's catalog and the Virtual library Appraise and select personal reading material based on booktalks and personal reader advisory Review and recommend resources to peers/faculty/beyond classroom
6	Select personal reading material using the library's catalog and the Virtual library Appraise and select personal reading material based on class booktalks and personal reader advisory
7-9	Appraise and select personal reading material using the library catalog and the Virtual library Appraise and select personal reading material based on class booktalks and personal reader advisory
10-12	Students <u>are</u> appraising, selecting, reviewing, and recommending resources that are engaging and appropriate for personal interests and needs, effectively using the library catalog, Virtual library, and independent sources

4.2 Students will select and read informational texts that support classroom instruction

4.2A	Students will utilize the library's physical and virtual organizational structure to locate and select informational texts that support learning in the classroom
K-1	Use the library's physical structure to select a variety of informational material to support learning in the classroom
2-3	Identify and use/navigate the library's physical and virtual organizational structure to select a variety of informational material to support learning in the classroom
4-5	Use advanced search options in the library's catalog and the Virtual library's digital resources to locate a variety of informational material to support and extend classroom learning Locate, with assistance, specific reading and informational resources in the physical library using call numbers to support and extend classroom learning Navigate non-linear digital resources to support and extend classroom learning
6-8	Use the library's physical and virtual organizational structure, as well as subscription databases, to locate and select texts that support learning in the classroom
9-11	Use the library's physical and virtual organizational structure, as well as content/curriculum-specific subscription databases, to locate and select complex texts that support learning in the classroom
12	Students <u>are</u> using the library's physical and virtual organizational structure, as well as content/curriculum-specific subscription databases, to locate and select complex texts that support learning in the classroom

5. Technology Skills

5.1 Students will become proficient in a variety of technology systems and digital media applications

5.1A Students will become proficient at planning and using productivity software applications, such as word processing, multimedia presentation, spreadsheet/database, video, audio and image editing software

K	<p>Create a slide for a slideshow applying basic tenets of design</p> <p>Use audio applications to express ideas</p>
1	<p>Create a slide for a slideshow applying basic tenets of design</p> <p>Use graphing application to produce graphs</p> <p>Use a basic concept map or storyboard to plan technology projects</p>
2	<p>Create a segment for a multimedia presentation applying basic tenets of design</p> <p>Create a basic word processing document</p> <p>Use graphing application to produce graphs</p> <p>Use a basic concept map or storyboard to plan technology projects</p> <p>Use audio/video application to express ideas</p>
3	<p>Create a basic word processing document</p> <p>Contribute a segment to a multimedia presentation applying basic tenets of design</p> <p>Use a basic concept map or storyboard to plan technology projects</p> <p>Use audio/video application to express ideas, new knowledge, or develop tutorials</p>
4-5	<p>Create slideshow/multimedia presentation applying tenets of design</p> <p>Apply previously learned word processing skills and introduce more advanced features to create graphically rich products</p> <p>Use a basic concept map or storyboard to plan technology projects</p> <p>Display data using chart, graph or infographic using appropriate application</p> <p>Use audio/video application to express ideas, new knowledge, or develop tutorials</p>
6	<p>Apply previously learned word processing skills and introduce more advanced features to create multimedia products</p> <p>Apply previously learned presentation slideshow skills and introduce more advanced features to present information</p> <p>Understand more advanced tenets of design in multimedia projects</p> <p>Evaluate, select, save, use, and cite digital media in multimedia projects</p> <p>Create concept map/storyboard to plan multimedia projects</p> <p>Create, record, and embed audio narration into multimedia projects</p> <p>Organize, format, calculate, and analyze data in spreadsheet/database software</p> <p>Create and analyze a basic graph in spreadsheet software</p>
7	<p>Apply previously learned word processing skills and introduce more advanced features and graphic design skills to create multimedia products</p> <p>Apply previously learned presentation slideshow skills and introduce more advanced features to present information</p> <p>Apply previously learned spreadsheet and graphing skills to deepen understanding and illustrate concepts in other curricula</p> <p>Understand tenets of design in multimedia projects</p> <p>Evaluate, select, save, use, and cite digital media in multimedia projects</p>

	Create or edit media (audio, video, images)
8	Create or edit media (audio, video, images) Evaluate and select appropriate digital tools based on appropriateness for specific tasks
9-12	Students <u>are</u> proficient at planning and using productivity software applications, such as word processing, multimedia presentation, spreadsheet/database, video, audio and image editing software
5.1B	Students will become proficient at navigating the district's networks, operating systems, and communication portal in order to access classwork and class resources
K	Identify parts of a computer and computer desktop Access personal files and folders at school with assistance Navigate district's network with assistance
1	Navigate school webpage, Virtual library, and computer desktop applications Access personal files and folders at school with assistance Navigate district's network with assistance
2-3	Demonstrate basic file management and saving files independently Manage and access personal files and folders at school Navigate district's network
4-5	Manage and access personal files and folders at school Navigate district's network
6	Navigate and use the district's network, operating system, and communication portal in order to access announcements, classwork, and class resources Manage and access personal files and folders between home and school using a cloud application Manage and appropriately use personal devices for school work
7	Manage and appropriately use personal devices for school work Manage and access personal files and folders between home and school using a cloud application Students <u>are</u> proficient at navigating the district's network, operating systems and communication portal in order to access classwork and class resources
8	Manage and appropriately use personal devices for school work Students <u>are</u> proficient at navigating the district's network, operating systems and communication portal in order to access classwork and class resources
9-12	Students <u>are</u> proficient at navigating the district's network, operating systems and communication portal in order to access classwork and class resources
5.1C	Students will create, publish, and collaborate using online applications, such as website creation, photo editing, virtual GPS mapping, animation, drawing, video, audio, blogging, wikis, digital posters, shared documents, social networking, conferencing
K-1	Use an interactive online learning application
2-3	Create product using an online learning application
4-5	Create, publish, and collaborate online content, such as wikis, blogging, digital posters, podcasts, shared documents, and other shared productivity applications
6	Interact digitally with peers and teachers Build and deepen knowledge using an interactive online learning application Create and publish work using an online application
7	Interact digitally with peers and teachers Build and deepen knowledge/solve problems using an interactive online learning application Utilize a virtual GPS mapping application Create and publish work using an online application Collaborate with peers to complete a project in an online application
8-11	Interact digitally with peers and teachers

	Build and deepen knowledge/solve problems using an interactive online learning application Select appropriate online applications to effectively present and publish work for specific tasks Collaborate with peers to complete a project in an online application
12	Students <u>are</u> solving problems, collaborating, creating, and publishing using online applications
5.1D	Students will demonstrate proficiency at keyboarding
K	n/a
1-2	Explore the keyboard using correct hand and body position while learning the location of keys
3	Type 10 words per minute with 90% accuracy using proper keyboarding technique
4	Type 15 words per minute with 90% accuracy using proper keyboarding technique
5	Type 20 words per minute with 90% accuracy using proper keyboarding technique
6	(in 6th grade computer class)
7-12	Students <u>are</u> proficient at keyboarding

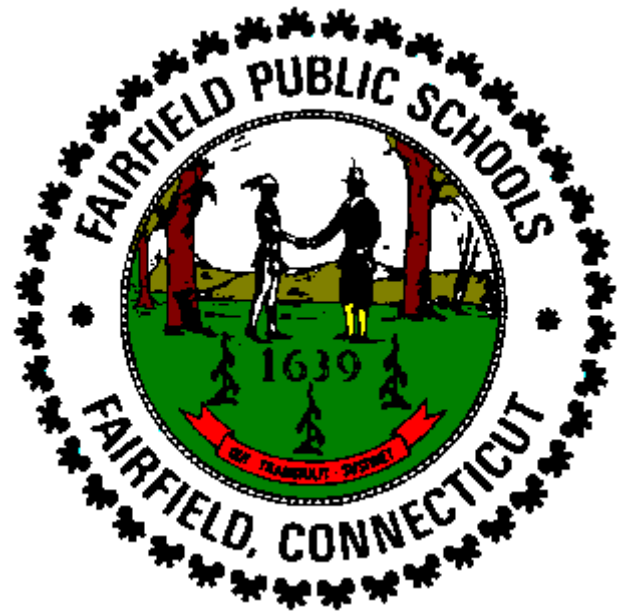
FAIRFIELD PUBLIC SCHOOLS

Library Media Department

A K-12 Collaborative Curriculum

STANDARDS AND STUDENT LEARNING OUTCOMES

Kindergarten



F

Kindergarten

Fairfield Public Schools

Library Media Standards and Student Learning Outcomes

1. Inquiry and Information

1.1 Students will become efficient in gathering, evaluating, using, and creating information utilizing problem-solving and research strategies

1.1A	Activate prior knowledge, as a class, on a specific subject before research
1.1B	Develop questions for a research project as a class
1.1C	Identify keywords to assist in finding facts
1.1D	Identify and use/navigate the library's physical and virtual organizational structure to select a variety of informational material
1.1E	n/a
1.1F	Use simple note taking strategies by writing or drawing facts to answer a research question
1.1G	Solve a research problem, with guidance, by following defined steps (plan, do, review) Self-evaluate the research product and process using teacher- or student-created scales/rubrics

1.2 Students will practice responsible and ethical use of information and technology, demonstrating personal digital citizenship

1.2A	n/a
1.2B	Demonstrate acceptable digital technology use

2. Critical Thinking and Creativity

2.1 Students will analyze, synthesize, and think critically about complex information/data in order to draw conclusions and make decisions

2.1A Analyze and discuss answers to an essential question of a research project, as a class

2.2 Students will apply their learning to connect to interrelated concepts, create new knowledge, develop original products, and generate innovative ideas

2.2A Generate original ideas and products based on new learning

2.2B Interact with and use products that require simple systems thinking

3. Communication and Collaboration

3.1 Students will work collaboratively in a group to solve problems or make decisions

3.1A Share information and ideas in a group by discussion and actively listening

3.2 Students will use a variety of ways to craft a message and construct communication to an audience

3.2A Use a variety of ways to communicate information (written, visual, print, digital, oral)
Create a product in a variety of media to express ideas effectively and creatively

3.3. Students will think critically about media messages, bias, global perspectives, and cultural heritage when analyzing print, visual, and digital information.

3.3A Identify information represented in pictures, videos, and simple charts in print and/or online
Create and use non-linguistic representations to communicate knowledge

3.3B n/a

4. Independent Reading

a. Students will read for pleasure and personal interest

4.1A Appraise and select resources that are engaging and appropriate for personal interests and needs

b. Students will select and read informational texts that support classroom instruction

4.2A Use the library's physical structure to select a variety of informational material to support learning in the classroom

5. Technology Skills

5.1 Students will become proficient in a variety of technology systems and digital media applications

5.1A Create a slide for a slide show applying basic tenets of design
Use audio applications to express ideas

5.1B Identify parts of a computer and computer desktop
Access personal files and folders at school with assistance
Navigate district's network with assistance

5.1C Use an interactive online learning application

Resources

- District wide instructional software and hardware
- District-wide online instructional applications and student appropriate search engines and student appropriate search engines
- Informational databases by level
- Curated print and digital library collection
- Curated resources on virtual library
- District-wide web based library catalog and resource management database
- District-wide student and information management system

Assessments

Embedded in core curriculum:

- Common district-wide performance task assessments
- Common district-wide project based assessment rubrics

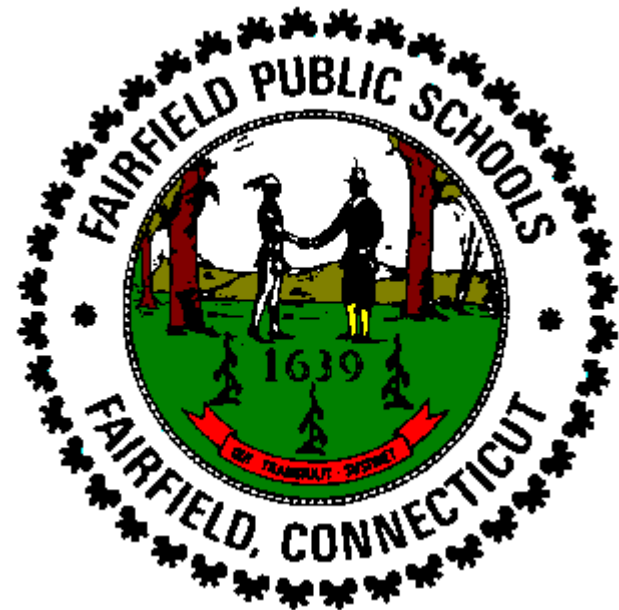
FAIRFIELD PUBLIC SCHOOLS

Library Media Department

A K-12 Collaborative Curriculum

STANDARDS AND STUDENT LEARNING OUTCOMES

Grade 1



Grade 1

Fairfield Public Schools

Library Media Standards and Student Learning Outcomes

1. Inquiry and Information

1.1 Students will become efficient in gathering, evaluating, using and creating information utilizing problem solving and research strategies

1.1A	Activate prior knowledge, as a class, on a specific subject before research
1.1B	Develop questions for a research project as a class
1.1C	Identify keywords to assist in finding facts
1.1D	Identify and use/navigate the library's physical and virtual organizational structure to select a variety of informational material
1.1E	n/a
1.1F	Use simple note taking strategies by writing or drawing facts to answer a research question
1.1G	Solve a research problem, with guidance, by following defined steps (plan, do, review) Self-evaluate the research product and process using teacher- or student- created scales/rubrics

1.2 Students will practice responsible and ethical use of information and technology, demonstrating personal digital citizenship

1.2A	n/a
1.2B	Demonstrate acceptable digital technology use

2. Critical Thinking and Creativity

2.1 Students will analyze, synthesize and think critically about complex information/data in order to draw conclusions and make decisions

- | | |
|------|--|
| 2.1A | Examine similarities and differences in data in non-linguistic form and draw conclusions
Analyze and discuss answers to an essential research question/conceptual understanding, as a class
Hypothesize outcomes based on research or data |
|------|--|

2.2 Students will apply their learning to connect to interrelated concepts, create new knowledge, develop original products and generate innovative ideas

- | | |
|------|---|
| 2.2A | Generate original ideas and products based on new learning |
| 2.2B | Interact with and use products that require simple systems thinking |

3. Communication and Collaboration

3.1 Students will work collaboratively as a group to solve problems or make decisions

- | | |
|------|---|
| 3.1A | Share information and ideas in a group by discussion and actively listening |
|------|---|

3.2 Students will use a variety of ways to craft a message and construct communication to an audience

- | | |
|------|--|
| 3.2A | Use a variety of ways to communicate information (written, visual, print, digital, oral)
Create a product in a variety of media to express ideas effectively and creatively |
|------|--|

3.3. Students will think critically about media messages, bias, global perspectives and cultural heritage when analyzing print, visual and digital information.

- | | |
|------|---|
| 3.3A | Identify information represented in pictures, videos, and simple charts in print and online
Create and use non-linguistic representations to communicate knowledge |
|------|---|

3.3B	n/a
------	-----

4. Independent Reading

a. Students will read for pleasure and personal interest

- | | |
|------|--|
| 4.1A | Appraise and select resources that are engaging and appropriate for personal interests and needs |
|------|--|

b. Students will select and read informational texts that support classroom instruction

- | | |
|------|---|
| 4.2A | Use the library's physical structure to select a variety of informational material to support learning in the classroom |
|------|---|

5. Technology Skills

5.1 Students will become proficient in a variety of technology systems and digital media applications

5.1A	<p>Create a slide for a slide show applying basic tenets of design</p> <p>Use graphing application to produce graphs</p> <p>Use a basic concept map or storyboard to plan technology projects</p>
5.1B	<p>Navigate school webpage, virtual library, and computer desktop applications</p> <p>Access personal files and folders at school with assistance</p> <p>Navigate district's network with assistance</p>
5.1C	<p>Use an interactive online learning application</p>
5.1D	<p>Explore the keyboard using correct hand and body position while learning the location of keys</p>

Resources	Assessments
<ul style="list-style-type: none"> • District wide instructional software and hardware • District-wide online instructional applications and student appropriate search engines • Informational databases by level • Curated print and digital library collection • Curated resources on virtual library • District-wide web based library catalog and resource management database • District-wide student and information management system 	<p>Embedded in core curriculum:</p> <ul style="list-style-type: none"> • Common district-wide performance task assessments • Common district-wide project based assessment rubrics

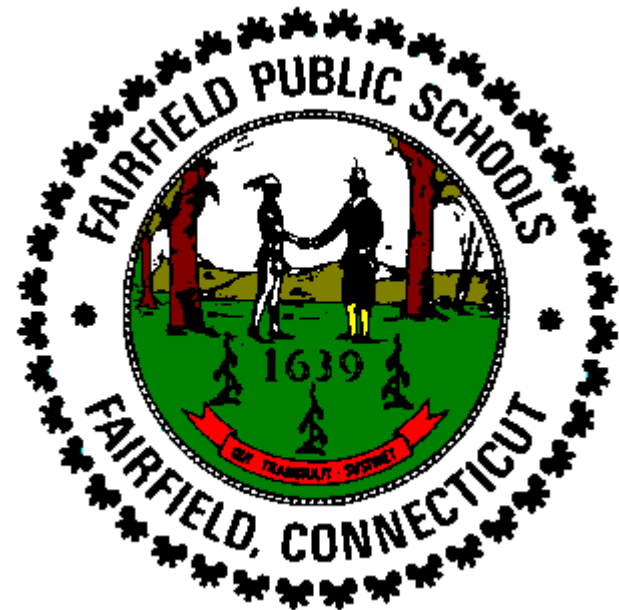
FAIRFIELD PUBLIC SCHOOLS

Library Media Department

A K-12 Collaborative Curriculum

STANDARDS AND STUDENT LEARNING OUTCOMES

Grade 2



Grade 2

Fairfield Public Schools

Library Media Standards and Student Learning Outcomes

1. Inquiry and Information

1.1 Students will become efficient in gathering, evaluating, using and creating information utilizing problem solving and research strategies

1.1A	Explore pre-selected resources to develop and expand knowledge on a topic before selecting a research topic
1.1B	Select questions for a research project from a collaboratively developed list
1.1C	Develop multiple keywords from the research questions to assist in finding information in print and digital environments
1.1D	Use the library's catalog to search for personal and curricular information Locate, with assistance, specific reading and informational resources in the physical library using call numbers
1.1E	n/a
1.1F	Take bulleted notes to paraphrase information from various formats to answer research questions
1.1G	Solve an information problem by following a defined research process with direct instruction (Big 6) Self-evaluate the research product and process using teacher- or student- created scales/rubrics

1.2 Students will practice responsible and ethical use of information and technology, demonstrating personal digital citizenship

1.2A	Respect intellectual property rights by taking notes in own words Cite one resource in the correct format
1.2B	Demonstrate acceptable digital technology use Demonstrate an understanding of web safety procedures and electronic rights and privacy of others

2. Critical Thinking and Creativity

2.1 Students will analyze, synthesize and think critically about complex information/data in order to draw conclusions and make decisions

- | | |
|------|--|
| 2.1A | Compare information/data from own research with that of others, making connections and drawing conclusions
Analyze and discuss answers to an essential research question/conceptual understanding, as a class
Hypothesize outcomes based on research or data |
|------|--|

2.2 Students will apply their learning to connect to interrelated concepts, create new knowledge, develop original products and generate innovative ideas

- | | |
|------|--|
| 2.2A | Connect interrelated concepts to create new knowledge or products |
| 2.2B | Interact with, use, and create products that require simple systems thinking |

3. Communication and Collaboration

3.1 Students will work collaboratively as a group to solve problems or make decisions

- | | |
|------|---|
| 3.1A | Assume shared responsibility for collaborative work and respect individual contributions made by each team member |
|------|---|

3.2 Students will use a variety of ways to craft a message and construct communication to an audience

- | | |
|------|--|
| 3.2A | Use a variety of ways to communicate information to an audience (written, visual, print, digital, oral)
Create an oral presentation to present information to an audience using good presentation techniques (speech fluency and volume, eye contacts, etc.)
Communicate digitally with an audience beyond the classroom (local, national or global) |
|------|--|

3.3. Students will think critically about media messages, bias, global perspectives and cultural heritage when analyzing print, visual and digital information.

- | | |
|------|---|
| 3.3A | Identify information represented in pictures, videos, maps, interactive media, and simple charts in print and online
Create and/or use images/videos, maps and graphs to communicate knowledge |
| 3.3B | n/a |

4.Independent Reading

a. Students will read for pleasure and personal interest

- 4.1A Select personal reading material using the library's catalog and the Virtual library
Appraise and select personal reading material based on booktalks and/or personal reader advisory

b. Students will select and read informational texts that support classroom instruction

- 4.2A Identify and use/navigate the library's physical and virtual organizational structure to select a variety of informational material to support learning in the classroom

5.Technology Skills

5.1 Students will become proficient in a variety of technology systems and digital media applications

- 5.1A Create a segment for a multimedia presentation applying basic tenets of design
Create a basic word processing document
Use graphing application to produce graphs
Use a basic concept map or storyboard to plan technology projects
Use audio/video application to express ideas
- 5.1B Demonstrate basic file management and saving files independently
Manage and access personal files and folders at school
Navigate district's network
- 5.1C Create product using an online learning application
- 5.1D Explore the keyboard using correct hand and body position while learning the location of keys

Resources	Assessments
<ul style="list-style-type: none"> • District wide instructional software and hardware • District-wide online instructional applications and student appropriate search engines • Informational databases by level • Curated print and digital library collection • Curated resources on virtual library • District-wide web based library catalog and resource management database • District-wide student and information management system 	<p>Embedded in core curriculum:</p> <ul style="list-style-type: none"> • Common district-wide performance task assessments • Common district-wide project based assessment rubrics

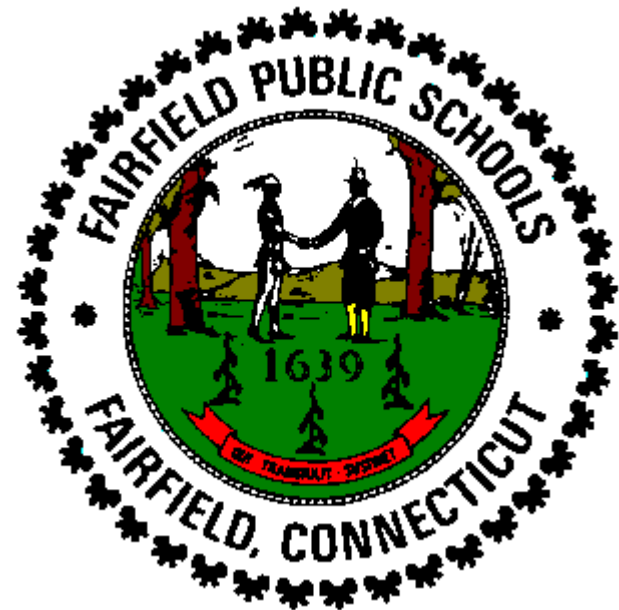
FAIRFIELD PUBLIC SCHOOLS

Library Media Department

A K-12 Collaborative Curriculum

STANDARDS AND STUDENT LEARNING OUTCOMES

Grade 3



Grade 3:

Fairfield Public Schools

Library Media Standards and Student Learning Outcomes

1. Inquiry and Information

1.1 Students will become efficient in gathering, evaluating, using and creating information utilizing problem solving and research strategies

1.1A	Explore and choose from a variety of pre-selected resources to develop and expand knowledge on a topic before selecting a research topic
1.1B	Develop, with guidance, research questions to support an essential question for a research project
1.1C	Develop multiple keywords from the research questions to assist in finding information in print and digital environments
1.1D	Independently use library's catalog to search for personal and curricula reading material Locate, with assistance, specific reading and informational resources in the physical library using call numbers Use the Virtual library to locate digital resources for research material and personal reading Navigate non-linear digital resources
1.1E	Evaluate and select information/media based on usefulness and relevance Use resources about a variety of cultures and from various global perspectives, as appropriate
1.1F	Take bulleted notes to paraphrase information from various formats to answer research questions
1.1G	Solve an information problem by following a defined research process with direct instruction Set goals and reflect on learning with assistance Self-evaluate the research product and process using teacher- or student- created scales/rubrics

1.2 Students will practice responsible and ethical use of information and technology, demonstrating personal digital citizenship

1.2A	Respect intellectual property rights by taking notes in own words Identify and locate citation components in a resource and cite multiple resources in the correct format
1.2B	Demonstrate acceptable digital technology use Demonstrate an understanding of web safety procedures and electronic rights and privacy of others

2. Critical Thinking and Creativity

2.1 Students will analyze, synthesize and think critically about complex information/data in order to draw conclusions and make decisions

- | | |
|------|--|
| 2.1A | Compare information/data from own research with that of others, making connections and drawing conclusions
Analyze and discuss answers to an essential research question/conceptual understanding, independently
Develop simple solutions to real world/authentic issues, based on facts found during research |
|------|--|

2.2 Students will apply their learning to connect to interrelated concepts, create new knowledge, develop original products and generate innovative ideas

- | | |
|------|--|
| 2.2A | Connect interrelated concepts to create new knowledge or products |
| 2.2B | Interact with, use, and create products that require simple systems thinking |

3. Communication and Collaboration

3.1 Students will work collaboratively as a group to solve problems or make decisions

- | | |
|------|---|
| 3.1A | Assume shared responsibility for collaborative work and respect individual contributions made by each team member |
|------|---|

3.2 Students will use a variety of ways to craft a message and construct communication to an audience

- | | |
|------|---|
| 3.2A | Use a variety of ways to communicate information to an audience (written, visual, print, digital, oral)
Create an oral presentation to present information to an audience using good presentation techniques (speech fluency and volume, eye contacts, etc.)
Craft and construct a presentation using appropriate media that communicates the message and information to a specific audience
Communicate digitally with an audience beyond the classroom (local, national or global) |
|------|---|

3.3. Students will think critically about media messages, bias, global perspectives and cultural heritage when analyzing print, visual and digital information.

- | | |
|------|--|
| 3.3A | Identify information represented in pictures, videos, maps, interactive media, and simple charts in print and online
Create and/or use images/videos, maps, and graphs to communicate knowledge |
| 3.3B | Recognize purpose in media messages |

4. Independent Reading

a. Students will read for pleasure and personal interest

- | | |
|------|--|
| 4.1A | Select personal reading material using the library's catalog and the Virtual library
Appraise and select personal reading material based on booktalks and/or personal reader advisory |
|------|--|

b. Students will select and read informational texts that support classroom instruction

- | | |
|------|--|
| 4.2A | Identify and use/navigate the library's physical and virtual organizational structure to select a variety of informational material to support learning in the classroom |
|------|--|

5. Technology Skills

5.1 Students will become proficient in a variety of technology systems and digital media applications

- | | |
|------|--|
| 5.1A | Create a basic word processing document
Contribute segment to a multimedia presentation applying basic tenets of design
Use a basic concept map or storyboard to plan technology projects
Use audio/video application to express ideas, new knowledge, or develop tutorials |
| 5.1B | Demonstrate basic file management and saving files independently
Manage and access personal files and folders at school
Navigate district's network |
| 5.1C | Create product using an online learning application |
| 5.1D | Type 10 words per minute with 90% accuracy using proper keyboarding technique |

Resources	Assessments
<ul style="list-style-type: none"> • District wide instructional software and hardware • District-wide online instructional applications and student appropriate search engines • Informational databases by level • Curated print and digital library collection • Curated resources on virtual library • District-wide web based library catalog and resource management database • District-wide student and information management system 	<p>Embedded in core curriculum:</p> <ul style="list-style-type: none"> • Common district-wide performance task assessments • Common district-wide project based assessment rubrics • Standardized assessments

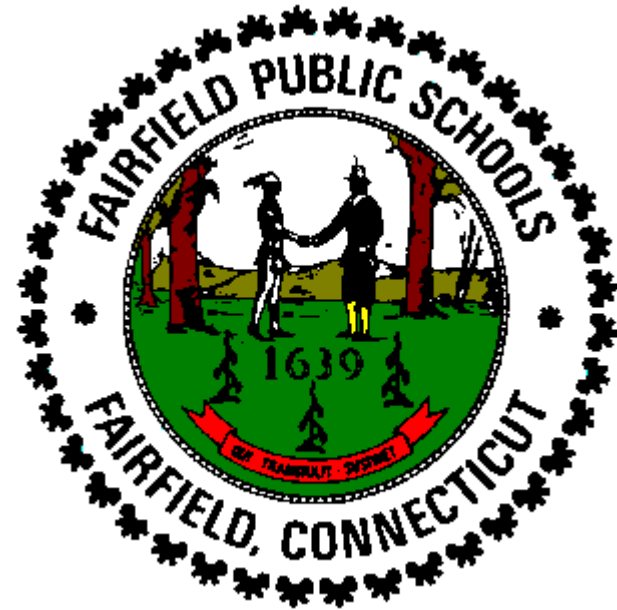
FAIRFIELD PUBLIC SCHOOLS

Library Media Department

A K-12 Collaborative Curriculum

STANDARDS AND STUDENT LEARNING OUTCOMES

Grade 4



Grade 4

Fairfield Public Schools

Library Media Standards and Student Learning Outcomes

1. Inquiry and Information

1.1 Students will become efficient in gathering, evaluating, using and creating information utilizing problem solving and research strategies

1.1A	Evaluate information from a variety of resources in order to define and select a feasible research topic
1.1B	Develop, with guidance, research questions to support an essential question for a research project
1.1C	Develop and/or combine keywords to investigate a research question in print and digital environments
1.1D	Use advanced search options in the library's catalog and the Virtual library's digital resources to locate a variety of informational material Locate, with assistance, specific reading and informational resources in the physical library using call numbers Navigate non-linear digital resources
1.1E	Evaluate and select information/media based on usefulness and relevance
1.1F	Take bulleted notes to paraphrase information from multiple sources in various formats to answer research questions Analyze and reflect on note taking progress in order to define further research
1.1G	Solve an information problem by following a defined research process with direct instruction Set goals and reflect on learning with assistance Self-evaluate the research product and process using teacher- or student-created scales/rubrics

1.2 Students will practice responsible and ethical use of information and technology, demonstrating personal digital citizenship

1.2A	Respect intellectual property rights by taking notes in own words Create a Formal Bibliography in MLA format
1.2B	Use digital technology resources (equipment, software, and online applications) responsibly and ethically

2. Critical Thinking and Creativity

2.1 Students will analyze, synthesize and think critically about complex information/data in order to draw conclusions and make decisions

- | | |
|------|--|
| 2.1A | Compare information/data from own research with that of others, making connections and drawing conclusions
Analyze and discuss answers to an essential research question/conceptual understanding, independently
Develop simple solutions to real world/authentic issues, based on facts found during research |
|------|--|

2.2 Students will apply their learning to connect to interrelated concepts, create new knowledge, develop original products and generate innovative ideas

- | | |
|------|--|
| 2.2A | Generate innovative ideas, solutions, and products based on new learning |
| 2.2B | Interact with, use, and create products that include the analysis and evaluation of multiple components, relationships, and interrelated concepts, based on grade level subjects and understanding |

3. Communication and Collaboration

3.1 Students will work collaboratively as a group to solve problems or make decisions

- | | |
|------|--|
| 3.1A | Create a product working in a group by employing a variety of digital or media formats |
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3.2 Students will use a variety of ways to craft a message and construct communication to an audience

- | | |
|------|--|
| 3.2A | Clearly articulate the purpose of a message/information to be shared with a specific audience
Craft and construct a presentation using appropriate media that communicates the message and information to a specific audience |
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3.3. Students will think critically about media messages, bias, global perspectives and cultural heritage when analyzing print, visual and digital information.

- | | |
|------|--|
| 3.3A | Recognize and interpret images, maps, graphs, charts, videos, online graphics, interactive media, and/or other visuals to understand a message
Create images, maps, graphs, charts, videos, online graphics, interactive media, and/or other visuals to communicate a message |
| 3.3B | Recognize purpose in media messages |

4.Independent Reading

a. Students will read for pleasure and personal interest

- 4.1A** Select personal reading material using the library's catalog and the Virtual library
Appraise and select personal reading material based on booktalks and personal reader advisory
Review and recommend resources to peers/faculty/beyond classroom

b. Students will select and read informational texts that support classroom instruction

- 4.2A** Use advanced search options in the library's catalog and the Virtual library's digital resources to locate a variety of informational material to support and extend classroom learning
Locate, with assistance, specific reading and informational resources in the physical library using call numbers to support and extend classroom learning
Navigate non-linear digital resources to support and extend classroom learning

5.Technology Skills

5.1 Students will become proficient in a variety of technology systems and digital media applications

- 5.1A** Create slideshow/multi-media presentation applying tenets of design
Apply previously learned word processing skills and introduce more advanced features to create graphically rich products
Use a basic concept map or storyboard to plan technology projects
Display data using chart, graph or infographic using appropriate application
Use audio/video application to express ideas, new knowledge, or develop tutorials
- 5.1B** Manage and access personal files and folders at school
Navigate district's network
- 5.1C** Create, publish and collaborate online content, such as wikis, blogging, digital posters, podcasts, shared documents, and other shared productivity applications
- 5.1D** Type 15 words per minute with 90% accuracy using proper keyboarding technique

Resources	Assessments
<ul style="list-style-type: none"> • District wide instructional software and hardware • District-wide online instructional applications and student appropriate search engines • Informational databases by level • Curated print and digital library collection • Curated resources on virtual library • District-wide web based library catalog and resource management database • District-wide student and information management system 	<p>Embedded in core curriculum:</p> <ul style="list-style-type: none"> • Common district-wide performance task assessments • Common district-wide project based assessment rubrics • Standardized assessments

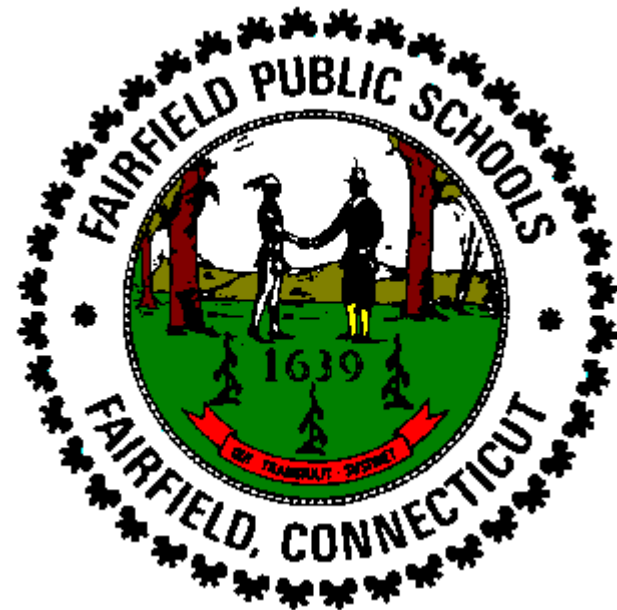
FAIRFIELD PUBLIC SCHOOLS

Library Media Department

A K-12 Collaborative Curriculum

STANDARDS AND STUDENT LEARNING OUTCOMES

Grade 5



Grade 5

Fairfield Public Schools

Library Media Standards and Student Learning Outcomes

1. Inquiry and Information

1.1 Students will become efficient in gathering, evaluating, using and creating information utilizing problem solving and research strategies

1.1A	Evaluate information from a variety of resources in order to define and select a feasible research topic
1.1B	Develop, with guidance, a class/group essential question for a research project Collaboratively develop research questions to support an essential question for a research project
1.1C	Develop, combine, and/or expand keywords to investigate a research question in print and digital environments throughout the research process
1.1D	Use advanced search options in library's catalog and the Virtual library's digital resources to locate a variety of informational material Locate, with assistance, specific reading and informational resources in the physical library using call numbers Navigate non-linear digital resources
1.1E	Evaluate and select information/media based on usefulness and relevance Evaluate websites for currency, accuracy, authority, readability, bias
1.1F	Using a variety of print and/or digital graphic organizers, take notes from multiple sources and various formats, in order to answer the research questions Analyze and reflect on note-taking progress in order to define further research
1.1G	Solve an information problem by following a defined research process with direct instruction Set goals and reflect on learning with assistance Self-evaluate the research product and process using teacher- or student- created scales/rubrics

1.2 Students will practice responsible and ethical use of information and technology, demonstrating personal digital citizenship

1.2A	Respect intellectual property rights by taking notes in own words Create a Formal Bibliography in MLA format
1.2B	Use digital technology resources (equipment, software and online applications) responsibly and ethically

2. Critical Thinking and Creativity

2.1 Students will analyze, synthesize and think critically about complex information/data in order to draw conclusions and make decisions

- | | |
|------|--|
| 2.1A | Compare information/data from own research with that of others, making connections and drawing conclusions
Analyze and discuss answers to an essential research question/conceptual understanding, independently
Develop simple solutions to real-world/authentic issues, based on facts found during research |
|------|--|

2.2 Students will apply their learning to connect to interrelated concepts, create new knowledge, develop original products and generate innovative ideas

- | | |
|------|--|
| 2.2A | Generate innovative ideas, solutions and products based on new learning
Generate and test hypotheses in investigation tasks |
| 2.2B | Interact with, use and create products that include the analysis and evaluation of multiple components, relationships and interrelated concepts, based on grade level subjects and understanding |

3. Communication and Collaboration

3.1 Students will work collaboratively as a group to solve problems or make decisions

- | | |
|------|--|
| 3.1A | Create a product working in a group by employing a variety of digital or media formats |
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3.2 Students will use a variety of ways to craft a message and construct communication to an audience

- | | |
|------|--|
| 3.2A | Clearly articulate the purpose of a message/information to be shared with a specific audience
Craft and construct a presentation using appropriate media that communicates the message and information to a specific audience |
|------|--|

3.3. Students will think critically about media messages, bias, global perspectives and cultural heritage when analyzing print, visual and digital information.

- | | |
|------|--|
| 3.3A | Recognize and interpret images, maps, graphs, charts, videos, online graphics, interactive media, and/or other visuals to understand a message
Create images, maps, graphs, charts, videos, online graphics, interactive media, and/or other visuals to communicate a message |
| 3.3B | Recognize bias and purpose in media messages |

4. Independent Reading

a. Students will read for pleasure and personal interest

- 4.1A** Select personal reading material using the catalog and the Virtual library
Appraise and select personal reading material based on booktalks and personal reader advisory
Review and recommend resources to peers/faculty/beyond classroom

b. Students will select and read informational texts that support classroom instruction

- 4.2A** Use advanced search options in the library's catalog and the Virtual library's digital resources to locate a variety of informational material to support and extend classroom learning
Locate, with assistance, specific reading and informational resources in the physical library using call numbers to support and extend classroom learning
Navigate non-linear digital resources to support and extend classroom learning

5. Technology Skills

5.1 Students will become proficient in a variety of technology systems and digital media applications

- 5.1A** Create slideshow/multi-media presentation applying tenets of design
Apply previously learned word processing skills and introduce more advanced features to create graphically rich products
Use a basic concept map or storyboard to plan technology projects
Display data using chart, graph or infographic using appropriate application
Use audio/video application to express ideas, new knowledge, or develop tutorials
- 5.1B** Manage and access personal files and folders at school
Navigate district's network
- 5.1C** Create, publish and collaborate online content, such as wikis, blogging, digital posters, podcasts, shared documents, and other shared productivity applications
- 5.1D** Type 20 words per minute with 90% accuracy using proper keyboarding technique

Resources	Assessments
<ul style="list-style-type: none"> • District wide instructional software and hardware • District-wide online instructional applications and student appropriate search engines • Informational databases by level • Curated print and digital library collection • Curated resources on virtual library • District-wide web based library catalog and resource management database • District-wide student and information management system 	<p>Embedded in core curriculum:</p> <ul style="list-style-type: none"> • Common district-wide performance task assessments • Common district-wide project based assessment rubrics • Standardized assessments

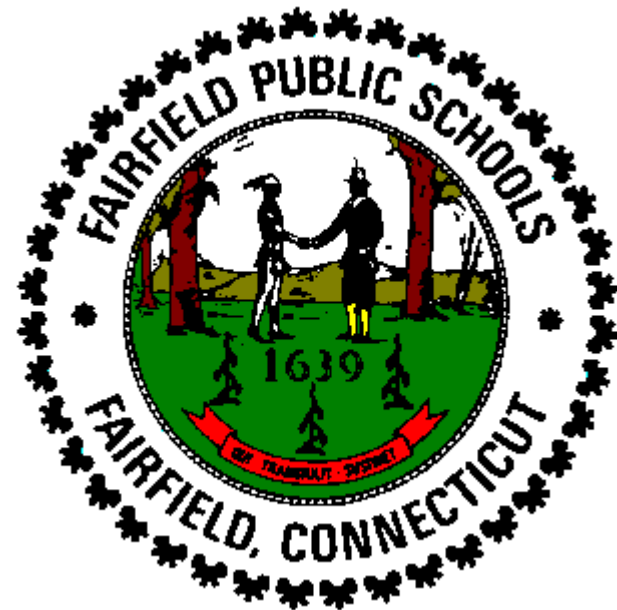
FAIRFIELD PUBLIC SCHOOLS

Library Media Department

A K-12 Collaborative Curriculum

STANDARDS AND STUDENT LEARNING OUTCOMES

Grade 6



Grade 6

Fairfield Public Schools

Library Media Standards and Student Learning Outcomes

1. Inquiry and Information

1.1 Students will become efficient in gathering, evaluating, using and creating information utilizing problem solving and research strategies

1.1A	Evaluate information from a variety of resources in order to define and select a feasible research topic
1.1B	Independently develop subsidiary questions to support an essential question and articulate an answer to an essential question after research
1.1C	Develop, combine and/or expand keywords to investigate a research question in print and digital environments throughout the research process
1.1D	Use the library learning commons and the virtual library (including simple databases) to independently select resources from a variety of formats and genres Use advanced search options in the library catalog, the Virtual library's digital resources, and internet search engines to locate a variety of informational material and navigate non-linear digital resources
1.1E	Evaluate and select information/media based on usefulness and relevance Evaluate websites for currency, accuracy, authority, readability, bias
1.1F	Using a variety of print and/or digital graphic organizers, take notes from multiple sources and various formats in order to answer the research questions Analyze and reflect on note taking progress in order to define further research
1.1G	Solve an information problem by following a defined research process and reflect on progress and work habits

1.2 Students will practice responsible and ethical use of information and technology, demonstrating personal digital citizenship

1.2A	Produce original work and respect intellectual property by creating a formal Works Cited list for multiple print and digital resources using a defined graphic organizer and citation maker Keep track of sources on note taking sheets
1.2B	Use digital technology resources (equipment, software and online applications) responsibly and ethically

2. Critical Thinking and Creativity

2.1 Students will analyze, synthesize and think critically about complex information/data in order to draw conclusions and make decisions

2.1A Using information/data from a variety of sources, draw conclusions supported by evidence

2.2 Students will apply their learning to connect to interrelated concepts, create new knowledge, develop original products and generate innovative ideas

**2.2A Generate innovative ideas, solutions and products based on new learning
Generate and test hypotheses in investigation tasks**

2.2B Interact with, use and create products that include the analysis and evaluation of multiple components, relationships and interrelated concepts based on grade level subjects and understanding

3. Communication and Collaboration

3.1 Students will work collaboratively as a group to solve problems or make decisions

3.1A With assistance, work collaboratively in assigned roles to solve problems, make decisions, deepen understanding or create a product

3.2 Students will use a variety of ways to craft a message and construct communication to an audience

**3.2A Plan and create a presentation that effectively expresses an idea to a specific audience in a defined format
Plan and develop a written product that effectively expresses an idea or message to a specific audience in a defined format**

3.3. Students will think critically about media messages, bias, global perspectives and cultural heritage when analyzing print, visual and digital information.

**3.3A Recognize and interpret images, maps, graphs, charts, videos, online graphics, interactive media and/or other visuals to understand a message
Create images, maps, graphs, charts, videos, online graphics, interactive media and/or other visuals to communicate a message**

3.3B Recognize bias and purpose in media messages

4. Independent Reading

4.1 Students will read for pleasure and personal interest

- 4.1A Select personal reading material using library catalog and Virtual library
Appraise and select personal reading material based on class booktalks and personal reader advisory

4.2 Students will select and read informational texts that support classroom instruction

- 4.2A Use the library's physical and virtual organizational structure, as well as subscription databases, to locate and select texts that support learning in the classroom

5. Technology Skills

5.1 Students will become proficient in a variety of technology systems and digital media applications

- 5.1A Apply previously learned word processing skills and introduce more advanced features to create multi-media products
Apply previously learned presentation slideshow skills and introduce more advanced features to present information
Understand more advanced tenets of design in multi-media projects
Evaluate, select, save, use and cite digital media in multi-media projects
Create concept map/storyboard to plan multi-media projects
Create, record and embed audio narration into multi-media projects
Organize, format, calculate and analyze data in spreadsheet/database software
Create and analyze a basic graph in spreadsheet software
- 5.1B Navigate and use the district's network, operating system and communication portal in order to access announcements, classwork and class resources
Manage and access personal files and folders between home and school using a cloud application
Manage and appropriately use personal devices for school work
- 5.1C Interact digitally with peers and teachers
Build and deepen knowledge using an interactive online learning application
Create and publish work using an online application

Resources	Assessments
<ul style="list-style-type: none"> • District wide instructional software and hardware • District-wide online instructional applications and student appropriate search engines • Informational databases by level • Curated print and digital library collection • Curated resources on virtual library • District-wide web based library catalog and resource management database • District-wide student and information management system 	<p>Embedded in core curriculum:</p> <ul style="list-style-type: none"> • Common district-wide performance task assessments • Common district-wide project based assessment rubrics • Standardized assessments

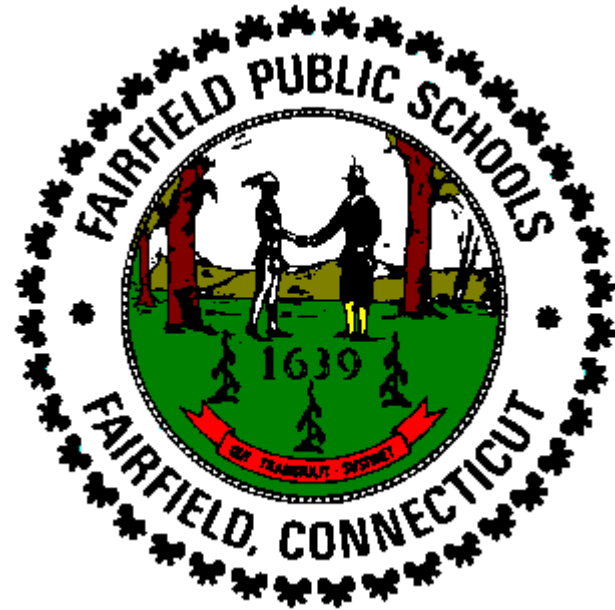
FAIRFIELD PUBLIC SCHOOLS

Library Media Department

A K-12 Collaborative Curriculum

STANDARDS AND STUDENT LEARNING OUTCOMES

Grade 7



Grade 7

Fairfield Public Schools

Library Media Standards and Student Learning Outcomes

1. Inquiry and Information

1.1 Students will become efficient in gathering, evaluating, using and creating information utilizing problem solving and research strategies

1.1A	Conduct pre-research to develop background knowledge on a single topic in order to take a stance, develop clear arguments and focus further research
1.1B	Independently develop an essential question, then define subsidiary questions/arguments for further research Develop thesis statement with assistance
1.1C	Develop, combine and expand a list of keywords throughout the research process in order to investigate a research question in print and digital environments
1.1D	Use the library learning commons, the virtual library (including databases) and search engines to independently select resources from a variety of formats, genres and perspectives Use advanced search strategies in subscription databases and internet search engines
1.1E	Evaluate and select information/media/resources based on usefulness, currency, accuracy, authority and point of view/bias. Select resources and evaluate information from multiple cultural and global perspectives
1.1F	Using a variety of print and digital graphic organizers; take notes, categorize, and connect information from multiple sources and various formats in order to answer the research questions Analyze and reflect on note taking progress in order to define further research
1.1G	Independently plan and manage work to solve an information problem by following a guided research process and reflect on progress and work habits

1.2 Students will practice responsible and ethical use of information and technology, demonstrating personal digital citizenship

1.2A	Produce original work and respect intellectual property by creating a formal Works Cited list for multiple print and digital resources using a defined graphic organizer and citation maker Keep track of sources on note taking sheets
1.2B	Students <u>are</u> using digital technology responsibly and ethically following the guidelines in the Fairfield Public Schools Acceptable Use Agreement

2. Critical Thinking and Creativity

2.1 Students will analyze, synthesize and think critically about complex information/data in order to draw conclusions and make decisions

2.1A	Using information/data from a variety of sources/perspectives develop a stance or recommend a solution, using well-developed arguments supported with evidence.
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2.2 Students will apply their learning to connect to interrelated concepts, create new knowledge, develop original products and generate innovative ideas

2.2A	Connect, expand, predict or generate original ideas, solutions and products based on new learning
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2.2B	Students will use and create products that include the analysis and evaluation of multiple components, relationships and interrelated concepts based on grade level subjects and understanding
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3. Communication and Collaboration

3.1 Students will work collaboratively as a group to solve problems or make decisions

3.1A	Assume responsibility for collaborative work, respecting individual contributions, to solve problems, make decisions, deepen understanding or create a product
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3.2 Students will use a variety of ways to craft a message and construct communication to an audience

3.2A	Plan and create a presentation that effectively expresses an idea/point of view to a specific audience in a defined format Plan and develop a written product that effectively expresses an idea/message/point of view to a specific audience in a defined format Communicate digitally with an audience beyond the classroom (local, national or global)
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3.3. Students will think critically about media messages, bias, global perspectives and cultural heritage when analyzing print, visual and digital information.

3.3A	Interpret and analyze images, maps, graphs, charts, videos, online graphics, interactive media and other visuals to evaluate the message Create images, maps, graphs, charts, videos, online graphics, interactive media and other visuals to communicate a message
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3.3B	Analyze, question and evaluate media messages for bias/point of view
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4. Independent Reading

4.1 Students will read for pleasure and personal interest

- 4.1A Appraise and select personal reading material using the library catalog and Virtual library
Appraise and select personal reading material based on class booktalks and personal reader advisory

4.2 Students will select and read informational texts that support classroom instruction

- 4.2A Use the library's physical and virtual organizational structure, as well as subscription databases, to locate and select texts that support learning in the classroom

5. Technology Skills

5.1 Students will become proficient in a variety of technology systems and digital media applications

- 5.1A Apply previously learned word processing skills and introduce more advanced features and graphic design skills to create multi-media products
Apply previously learned presentation slideshow skills and introduce more advanced features to present information
Apply previously learned spreadsheet and graphing skills to deepen understanding and illustrate concepts in other curricula
Understand tenets of design in multi-media projects
Evaluate, select, save, use and cite digital media in multi-media projects
Create or edit media (audio, video, images)
- 5.1B Manage and appropriately use personal devices for school work
Students are proficient in navigating the district's network, operating systems and communication portal in order to access classwork and class resources
- 5.1C Interact digitally with peers and teachers
Build and deepen knowledge/solve problems using an interactive online learning application
Create and publish work using an online application
Collaborate with peers to complete a project in an online application

Resources	Assessments
<ul style="list-style-type: none"> • District wide instructional software and hardware • District-wide online instructional applications and student appropriate search engines • Informational databases by level • Curated print and digital library collection • Curated resources on virtual library • District-wide web based library catalog and resource management database • District-wide student and information management system 	<p>Embedded in core curriculum:</p> <ul style="list-style-type: none"> • Common district-wide performance task assessments • Common district-wide project based assessment rubrics • Standardized assessments

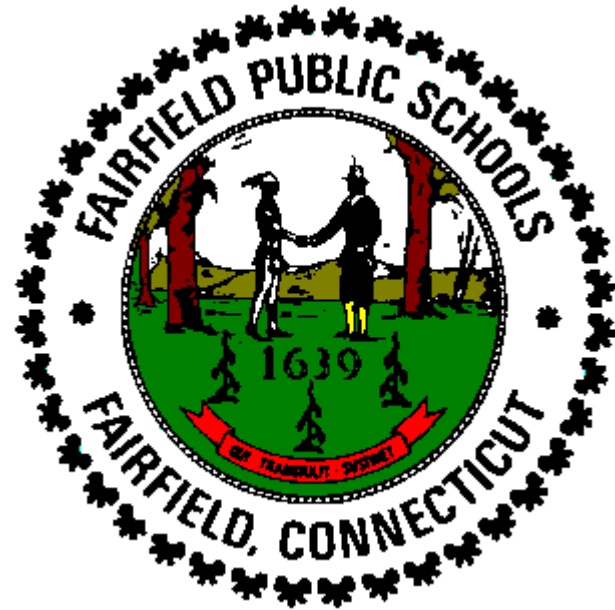
FAIRFIELD PUBLIC SCHOOLS

Library Media Department

A K-12 Collaborative Curriculum

STANDARDS AND STUDENT LEARNING OUTCOMES

Grade 8



Grade 8

Fairfield Public Schools

Library Media Standards and Student Learning Outcomes

1. Inquiry and Information

1.1 Students will become efficient in gathering, evaluating, using and creating information utilizing problem solving and research strategies

1.1A	Conduct pre-research to develop background knowledge on a single topic in order to take a stance, develop clear arguments and focus further research
1.1B	Independently develop an essential question, define subsidiary questions/arguments for further research, and develop a thesis statement
1.1C	Develop, combine and expand a list of keywords throughout the research process in order to investigate a research question in print and digital environments
1.1D	Use the library learning commons, the virtual library (including databases) and search engines to independently select resources from a variety of formats, genres and perspectives Use advanced search strategies in subscription databases and internet search engines
1.1E	Evaluate and select information/media/resources based on usefulness, currency, accuracy, authority and point of view/bias. Select resources and evaluate information from multiple cultural, historical and global perspectives
1.1F	Using a variety of print and digital graphic organizers; take notes, categorize, and connect information from multiple sources and various formats in order to answer the research questions Analyze and reflect on note taking progress in order to define further research
1.1G	Independently plan and manage work to solve an information problem by following a defined research process and reflect on progress and work habits

1.2 Students will practice responsible and ethical use of information and technology, demonstrating personal digital citizenship

1.2A	Produce original work and respect intellectual property by creating a formal Works Cited list for multiple print and digital resources using a defined graphic organizer and citation maker Keep track of sources on note taking sheets
1.2B	Student <u>are</u> using digital technology responsibly and ethically following the guidelines in the Fairfield Public School's Acceptable Use Agreement

2. Critical Thinking and Creativity

2.1 Students will analyze, synthesize and think critically about complex information/data in order to draw conclusions and make decisions

2.1A Using information/data from a variety of sources/perspectives develop a stance or recommend a solution, using well-developed arguments supported with evidence.

2.2 Students will apply their learning to connect to interrelated concepts, create new knowledge, develop original products and generate innovative ideas

2.2A Connect, expand, predict or generate original ideas, solutions and products based on new learning

2.2B Interact with, use and create products that include the analysis and evaluation of multiple components, relationships and interrelated concepts based on grade level subjects and understanding

3. Communication and Collaboration

3.1 Students will work collaboratively as a group to solve problems or make decisions

3.1A Assume responsibility for collaborative work, respecting individual contributions, to solve problems, make decisions, deepen understanding or create a product

3.2 Students will use a variety of ways to craft a message and construct communication to an audience

3.2A Select, plan and create a presentation that effectively and creatively expresses an idea/point of view to a specific audience in a chosen format
Plan and develop a written product that effectively expresses an idea/message/point of view to a specific audience in a defined format

3.3. Students will think critically about media messages, bias, global perspectives and cultural heritage when analyzing print, visual and digital information.

3.3A Interpret and analyze images, maps, graphs, charts, videos, online graphics, interactive media and other visuals to evaluate the message
Create images, maps, graphs, charts, videos, online graphics, interactive media and other visuals to communicate a message

3.3B Analyze, question and evaluate media messages for bias/point of view
Create media messages with a clear perspective/point of view

4. Independent Reading

4.1 Students will read for pleasure and personal interest

- 4.1A Appraise and select personal reading material using the library catalog and Virtual library
Appraise and select personal reading material based on class booktalks and personal reader advisory

4.2 Students will select and read informational texts that support classroom instruction

- 4.2A Use the library's physical and virtual organizational structure, as well as subscription databases, to locate and select texts that support learning in the classroom

5. Technology Skills

5.1 Students will become proficient in a variety of technology systems and digital media applications

- 5.1A Create or edit media (audio, video, images)
Evaluate and select appropriate digital tools based on appropriateness for specific tasks
- 5.1B Manage and appropriately use personal devices for school work
Students are proficient in navigating the district's network, operating systems and communication portal in order to access classwork and class resources
- 5.1C Interact digitally with peers and teachers
Build and deepen knowledge/solve problems using an interactive online learning application
Select appropriate online applications to effectively present and publish work for specific tasks
Collaborate with peers to complete a project in an online application

Resources	Assessments
<ul style="list-style-type: none"> • District wide instructional software and hardware • District-wide online instructional applications and student appropriate search engines • Informational databases by level • Curated print and digital library collection • Curated resources on virtual library • District-wide web based library catalog and resource management database • District-wide student and information management system 	<p>Embedded in core curriculum:</p> <ul style="list-style-type: none"> • Common district-wide performance task assessments • Common district-wide project based assessment rubrics • Standardized assessments

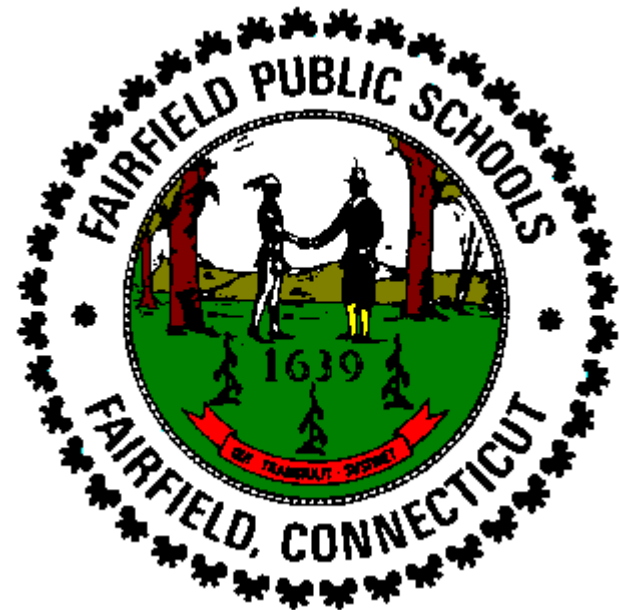
FAIRFIELD PUBLIC SCHOOLS

Library Media Department

A K-12 Collaborative Curriculum

STANDARDS AND STUDENT LEARNING OUTCOMES

Grade 9



Grade 9

Fairfield Public Schools

Library Media Standards and Student Learning Outcomes

1. Inquiry and Information

1.1 Students will become efficient in gathering, evaluating, using and creating information utilizing problem solving and research strategies

1.1A	Independently identify and develop background knowledge in order to define research questions and conduct research
1.1B	Independently develop, clarify and revise research questions (both essential and subsidiary) in order to create and support a thesis for a research project
1.1C	Develop, combine, and expand a list of keywords throughout the research process in order to investigate a research question in print and digital environments
1.1D	Evaluate the differences among the specialized database resources (including peer reviewed journals) and select the appropriate choices for the discipline area and research focus
1.1E	Evaluate information/media/resources from various disciplines for validity, accuracy and reliability and recognize the cultural, social and economic context and impact of information Select resources and evaluate information from multiple cultural, historical and global perspectives
1.1F	Independently take notes, reflect, categorize and connect information from multiple sources and various formats in order to answer a research question
1.1G	Solve an information problem independently by developing a research process, planning and following research strategies Students will critically analyze each step of the research process and product, monitor progress and adjust their plan accordingly

1.2 Students will practice responsible and ethical use of information and technology, demonstrating personal digital citizenship

1.2A	Produce original work and attribute all content (concepts, ideas, quotations) that is used from print and multimedia sources in both parenthetical citations in the document and a formal Works Cited page in MLA format
1.2B	Student <u>are</u> using digital technology responsibly and ethically following the guidelines in the Fairfield Public School's Acceptable Use Agreement

2. Critical Thinking and Creativity

2.1 Students will analyze, synthesize and think critically about complex information/data in order to draw conclusions and make decisions

2.1A Draw conclusions and solve problems based on information from a variety of sources/perspectives, forming opinions/solutions supported by evidence

2.2 Students will apply their learning to connect to interrelated concepts, create new knowledge, develop original products and generate innovative ideas

2.2A Connect, expand, predict or generate original ideas, solutions and products based on new learning

2.2B Interact with, use and create products that include the analysis and evaluation of multiple components, relationships and interrelated concepts based on grade level subjects and understanding

3. Communication and Collaboration

3.1 Students will work collaboratively as a group to solve problems or make decisions

3.1A Assume shared responsibility/roles for collaborative work and respect individual contributions made by each team member to solve problems, make decisions, deepen understanding or create a product

3.2 Students will use a variety of ways to craft a message and construct communication to an audience

3.2A Create products and select formats that effectively and creatively express an idea/message/point of view to a specific audience

3.3. Students will think critically about media messages, bias, global perspectives and cultural heritage when analyzing print, visual and digital information.

3.3A Interpret and analyze images, maps, graphs, charts, videos, online graphics, interactive media and other visuals to evaluate the message
Create images, maps, graphs, charts, videos, online graphics, interactive media and other visuals to communicate a message

3.3B Analyze, question and evaluate media messages for bias/point of view/cultural or global perspective
Create media messages with a clear perspective/point of view

4. Independent Reading

4.1 Students will read for pleasure and personal interest

- 4.1A Appraise and select personal reading material using the library catalog, Virtual library, and independent sources
Appraise and select personal reading material based on class booktalks and personal reader advisory

4.2 Students will select and read informational texts that support classroom instruction

- 4.2A Use the library's physical and virtual organizational structure, as well as content/curriculum-specific subscription databases, to locate and select complex texts that support learning in the classroom

5. Technology Skills

5.1 Students will become proficient in a variety of technology systems and digital media applications

- 5.1A Students are proficient in planning and using productivity software applications. E.g. word processing, multi-media presentation, spreadsheet/database, video, audio and image editing software
- 5.1B Students are proficient in navigating the district's network, operating systems and communication portal in order to access classwork and class resources
- 5.1C Build and deepen knowledge/solve problems using an interactive online learning application
Select appropriate online applications to effectively present and publish work for specific tasks
Collaborate with peers to complete a project in an online application

Resources	Assessments
<ul style="list-style-type: none"> • District wide instructional software and hardware • District-wide online instructional applications and student appropriate search engines • Informational databases by level • Curated print and digital library collection • Curated resources on virtual library • District-wide web based library catalog and resource management database • District-wide student and information management system 	<p>Embedded in core curriculum areas:</p> <ul style="list-style-type: none"> • Department and level specific performance task assessments • Department and level specific project based assessment rubrics • High School Academic Expectation Rubrics

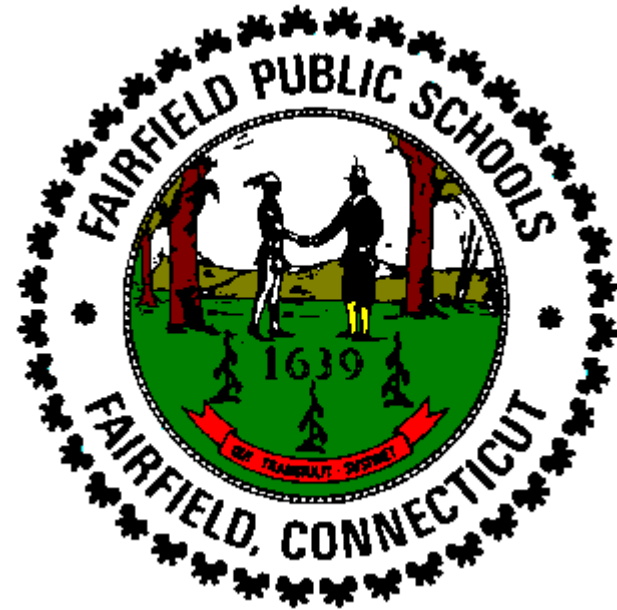
FAIRFIELD PUBLIC SCHOOLS

Library Media Department

A K-12 Collaborative Curriculum

STANDARDS AND STUDENT LEARNING OUTCOMES

Grade 10-11



Grade 10-11

Fairfield Public Schools

Library Media Standards and Student Learning Outcomes

1. Inquiry and Information

1.1 Students will become efficient in gathering, evaluating, using and creating information utilizing problem solving and research strategies

1.1A	Independently identify and develop background knowledge in order to define research questions and conduct research
1.1B	Independently develop, clarify and revise research questions (both essential and subsidiary) in order to create and support a thesis for a research project
1.1C	Students <u>are</u> developing, combining and expanding keywords during the research process to investigate a research question in print and digital environments
1.1D	Evaluate the differences among the specialized database resources (including peer reviewed journals) and select the appropriate choices for the discipline area and research focus
1.1E	Evaluate information/media/resources from various disciplines for validity, accuracy and reliability and recognize the cultural, social and economic context and impact of information Select resources and evaluate information from multiple cultural, historical and global perspectives
1.1F	Students <u>are</u> independently taking notes, reflect, categorize and connect information from multiple sources and various formats in order to answer a research question
1.1G	Solve an information problem independently by developing a research process, planning and following research strategies Students will critically analyze each step of the research process and product, monitor progress and adjust their plan accordingly

1.2 Students will practice responsible and ethical use of information and technology, demonstrating personal digital citizenship

1.2A	Produce original work and attribute all content (concepts, ideas, quotations) that is used from print and multimedia sources in both parenthetical citations in the document and a formal Works Cited page in MLA format
1.2B	Student <u>are</u> using digital technology responsibly and ethically following the guidelines in the Fairfield Public School's Acceptable Use Agreement

2. Critical Thinking and Creativity

2.1 Students will analyze, synthesize and think critically about complex information/data in order to draw conclusions and make decisions

2.1A Draw conclusions and solve problems based on information from a variety of sources/perspectives, forming opinions/solutions supported by evidence

2.2 Students will apply their learning to connect to interrelated concepts, create new knowledge, develop original products and generate innovative ideas

2.2A Connect, expand, predict or generate original ideas, solutions and products based on new learning

2.2B Interact with, use and create products that include the analysis and evaluation of multiple components, relationships and interrelated concepts based on grade level subjects and understanding

3. Communication and Collaboration

3.1 Students will work collaboratively as a group to solve problems or make decisions

3.1A Assume shared responsibility/roles for collaborative work and respect individual contributions made by each team member to solve problems, make decisions, deepen understanding or create a product

3.2 Students will use a variety of ways to craft a message and construct communication to an audience

3.2A Create products and select formats that effectively and creatively express an idea/message/point of view to a specific audience

3.3. Students will think critically about media messages, bias, global perspectives and cultural heritage when analyzing print, visual and digital information.

3.3A Students are utilizing visual literacy by interpreting, analyzing and creating images, maps, graphs, charts, videos, online graphics, interactive media and other visuals to understand and communicate a message

3.3B Analyze, question, and evaluate media messages for bias/point of view/cultural or global perspective
Create media messages with a clear perspective/point of view

4.Independent Reading

a. Students will read for pleasure and personal interest

- | | |
|------|---|
| 4.1A | Students <u>are</u> appraising, selecting, reviewing and recommending resources that are engaging and appropriate for personal interests and needs, effectively using the library catalog, Virtual library, and independent sources |
|------|---|

b. Students will select and read informational texts that support classroom instruction

- | | |
|------|---|
| 4.2A | Use the library's physical and virtual organizational structure, as well as content/curriculum-specific subscription databases, to locate and select complex texts that support learning in the classroom |
|------|---|

5.Technology Skills

5.1 Students will become proficient in a variety of technology systems and digital media applications

- | | |
|------|---|
| 5.1A | Students <u>are</u> proficient in planning and using productivity software applications. E.g. word processing, multi-media presentation, spreadsheet/database, video, audio and image editing software |
| 5.1B | Students <u>are</u> proficient in navigating the district's network, operating systems and communication portal in order to access classwork and class resources |
| 5.1C | Students <u>are</u> creating, publishing and collaborating using online applications, e.g. website creation, photo editing, virtual GPS mapping, animation, drawing, video, audio, blogging, wikis, digital posters, shared documents, social networking, conferencing. |

Resources	Assessments
<ul style="list-style-type: none"> • District wide instructional software and hardware • District-wide online instructional applications and student appropriate search engines • Informational databases by level • Curated print and digital library collection • Curated resources on virtual library • District-wide web based library catalog and resource management database • District-wide student and information management system 	<p>Embedded in core curriculum areas:</p> <ul style="list-style-type: none"> • Department and level specific performance task assessments • Department and level specific project based assessment rubrics • High School Academic Expectation Rubrics

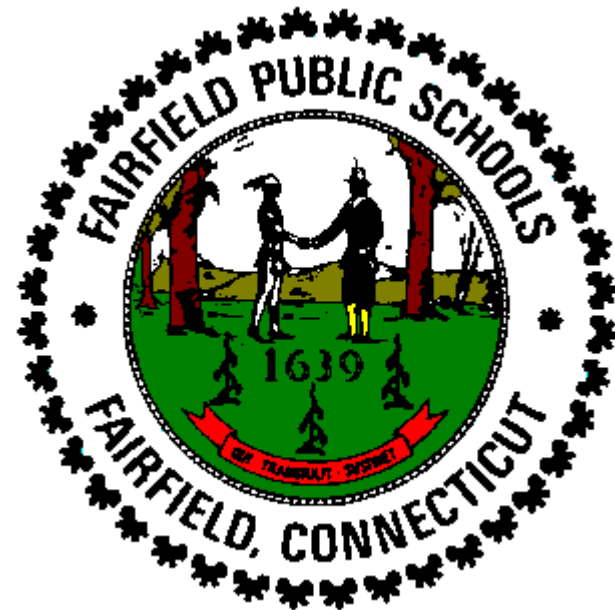
FAIRFIELD PUBLIC SCHOOLS

Library Media Department

A K-12 Collaborative Curriculum

STANDARDS AND STUDENT LEARNING OUTCOMES

Grade 12



Grade 12

Fairfield Public Schools

Library Media Standards and Student Learning Outcomes

1. Inquiry and Information

1.1 Students will become efficient in gathering, evaluating, using and creating information utilizing problem solving and research strategies

1.1A	Students <u>are</u> independently identifying and developing background knowledge in order to define research questions and conduct research
1.1B	Students <u>are</u> independently developing, clarifying and revising research questions (both essential and subsidiary) in order to create and support a thesis for a research project
1.1C	Students <u>are</u> developing, combining and expanding keywords during the research process to investigate a research question in print and digital environments
1.1D	Students <u>are</u> evaluating the differences among the specialized database resources (including peer reviewed journals) and select the appropriate choices for the discipline area and research focus
1.1E	Students <u>are</u> evaluating information/media/resources from various disciplines for validity, accuracy and reliability and recognizing the cultural, social and economic context and impact of information Students <u>are</u> selecting resources and evaluate information from multiple cultural, historical and global perspectives
1.1F	Students <u>are</u> independently taking notes, reflecting, categorizing and connecting information from multiple sources and various formats in order to answer research questions
1.1G	Students <u>are</u> solving an information problems independently by developing a research process, planning and following research strategies Students <u>are</u> critically analyzing each step of the research process and product, monitoring progress and adjusting their plans accordingly

1.2 Students will practice responsible and ethical use of information and technology, demonstrating personal digital citizenship

1.2A	Students <u>are</u> producing original work and attributing all content (concepts, ideas, quotations) that is used from print and multimedia sources in both parenthetical citations in the document and a formal Works Cited page in MLA format
1.2B	Student <u>are</u> using digital technology responsibly and ethically, following the guidelines in the Fairfield Public Schools' Acceptable Use Agreement

2. Critical Thinking and Creativity

2.1 Students will analyze, synthesize and think critically about complex information/data in order to draw conclusions and make decisions

2.1A Draw conclusions and solve problems based on information from a variety of sources/perspectives, forming opinions/solutions supported by evidence

2.2 Students will apply their learning to connect to interrelated concepts, create new knowledge, develop original products and generate innovative ideas

2.2A Connect, expand, predict or generate original ideas, solutions and products based on new learning

2.2B Interact with, use and create products that include the analysis and evaluation of multiple components, relationships and interrelated concepts based on grade level subjects and understanding

3. Communication and Collaboration

3.1 Students will work collaboratively as a group to solve problems or make decisions

3.1A Assume shared responsibility/roles for collaborative work and respect individual contributions made by each team member to solve problems, make decisions, deepen understanding or create a product

3.2 Students will use a variety of ways to craft a message and construct communication to an audience

3.2A Students are creating products and selecting formats that effectively and creatively express an idea/message/point of view to a specific audience

3.3. Students will think critically about media messages, bias, global perspectives and cultural heritage when analyzing print, visual and digital information.

3.3A Students are utilizing visual literacy by interpreting, analyzing and creating images, maps, graphs, charts, videos, online graphics, interactive media and other visuals to understand and communicate a message

3.3B Students are analyzing, questioning and creating media messages

4. Independent Reading

4.1 Students will read for pleasure and personal interest

4.1A Students are appraising, selecting, reviewing and recommending resources that are engaging and appropriate for personal interests and needs, effectively using the library catalog, Virtual library, and independent sources

4.2 Students will select and read informational texts that support classroom instruction

4.2A Students are using the library's physical and virtual organizational structure, as well as content/curriculum-specific subscription databases, to locate and select complex texts that support learning in the classroom

5. Technology Skills

5.1 Students will become proficient in a variety of technology systems and digital media applications

5.1A Students are proficient in planning and using productivity software applications. E.g. word processing, multi-media presentation, spreadsheet/database, video, audio and image editing software

5.1B Students are proficient in navigating the district's network, operating systems and communication portal in order to access classwork and class resources

5.1C Students are creating, publishing and collaborating using online applications, e.g. website creation, photo editing, virtual GPS mapping, animation, drawing, video, audio, blogging, wikis, digital posters, shared documents, social networking, conferencing.

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<ul style="list-style-type: none"> • District wide instructional software and hardware • District-wide online instructional applications and student appropriate search engines • Informational databases by level • Curated print and digital library collection • Curated resources on virtual library • District-wide web based library catalog and resource management database • District-wide student and information management system 	<p>Embedded in core curriculum areas:</p> <ul style="list-style-type: none"> • Department and level specific performance task assessments • Department and level specific project based assessment rubrics • High School Academic Expectation Rubrics