

READINGTON TOWNSHIP PUBLIC SCHOOLS
K-8 Information Literacy Curriculum 2022

Authored by:
Anne Romano
Stephanie Singer

Reviewed by:
Dr. Stacey Brown, Supervisor of Humanities
Dr. Jonathan Hart, Superintendent of Schools

Approval Date: September 13, 2022

Members of the Board of Education:
Carol Hample, President
Dr. Camille Cerciello, Vice-President
Jodi Bettermann
Elizabeth Fiore
Randall J. Peach
Carolyn Podgorski
Thomas Wallace
Jennifer Wolf
Eric Zwerling

I. MISSION STATEMENT

The mission of the Readington Public Schools Library Media Centers is to provide the resources and instruction necessary to help students engage in the essential skills involved in a guided inquiry process in which students acquire and share knowledge. Guided by the American Association of School Librarians' (AASL) *National School Library Standards for Learners, School Librarians, and School Libraries*, each Library Media Center strives to help students become proficient and ethical users of print and online resources in both academic and non-academic contexts. The K-8 grade information literacy curriculum is scaffolded to build on the curriculum from previous grades in order to bolster social awareness, encourage a lifelong love of reading, and facilitate the exploration of new knowledge through inquisitive learning and partnerships.

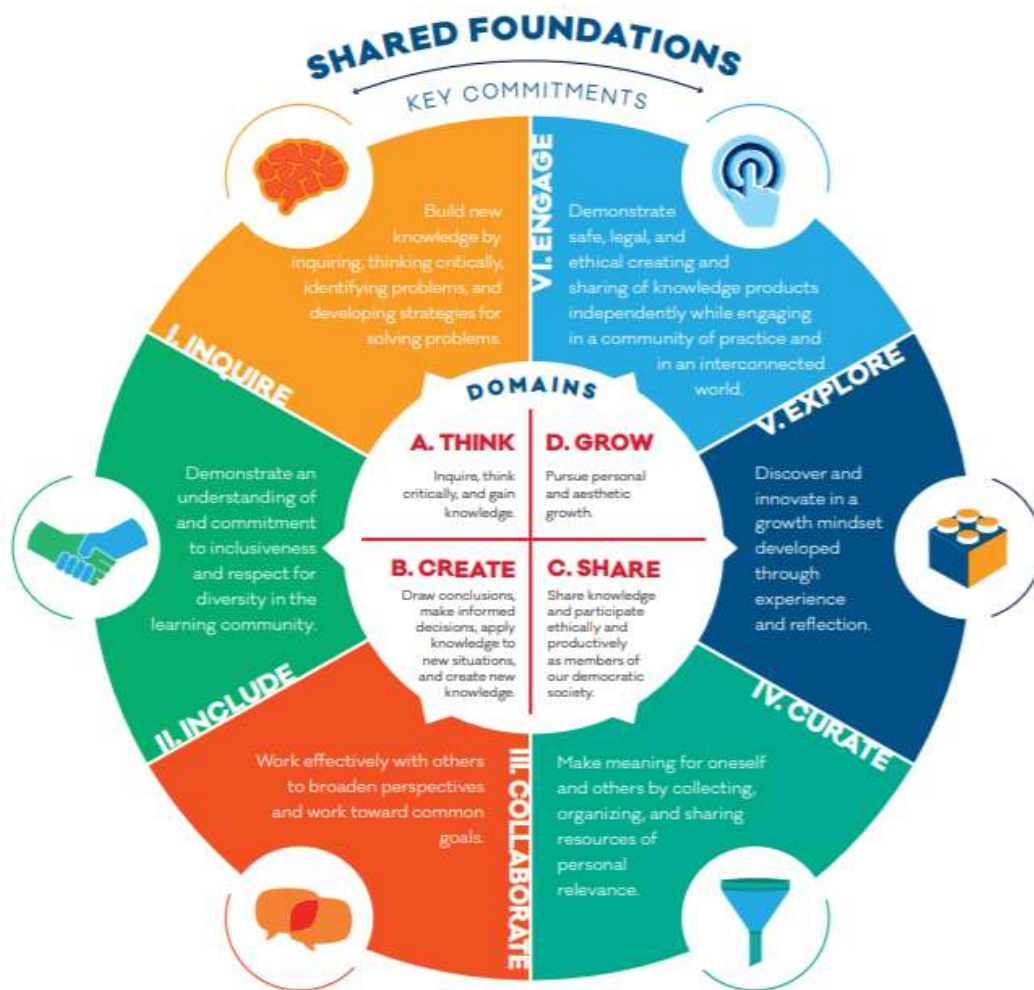
II. COMPONENTS OF AN EFFECTIVE LIBRARY MEDIA PROGRAM AND INFORMATION LITERACY CURRICULUM

- A. The Library Media Specialist
A certified and experienced library media specialist ensures that students and teachers become effective consumers and creators of information. As stated by the AASL, "qualified school librarians perform interlinked, interdisciplinary, and cross-cutting roles as instructional leaders."
- B. The Resources
 - a. Collection: A well-curated and up-to-date collection continuously evolves to meet the needs of the entire school population, including students and staff. The collection includes both print and online resources and is maintained by the library media specialist. AASL also states that "by providing access to an array of well-managed resources, school librarians enable academic knowledge to be linked to deeper personalized learning."
 - b. Technology: Technology is used as an instructional aid, research platform, and hands-on productivity tool. Both standard and emerging technologies and proper connectivity are present in order to maximize access and provide instruction. "An effective school library bridges digital and socioeconomic divides to affect information technology access and skill." (AASL)
- C. The Instruction
The library media specialist focuses on activities and lessons that enhance student achievement, as well as collaborates with teachers to provide students with curriculum-based information literacy instruction. The program ensures that students become independent researchers and users of information through library resources and are able to transfer these skills into a real-world context, including career and college readiness.
- D. The Space
The Library Media Center is a space that fosters creativity and collaboration and should be accessible to all patrons throughout the course of the school day. The Library Media Center is a school community space that incorporates both formal and informal areas for instruction and exploration.

III. STANDARDS ADDRESSED

AASL NATIONAL SCHOOL LIBRARY STANDARDS FOR LEARNERS, SCHOOL LIBRARIANS, AND SCHOOL LIBRARIES

The Information Literacy Curriculum is primarily guided by the American Association of School Librarians' National School Library Standards for Learners, School Librarians, and School Libraries. These standards incorporate six shared foundations: inquire, include, collaborate, curate, explore, and engage. These AASL standards are inclusive of the standards of Future Ready Librarians, as well as the International Society for Technology in Education (ISTE) Standards.



<https://standards.aasl.org/>

Standards Integrated Frameworks for Learners

Inquire	Learners display curiosity and initiative by: 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning Learners engage with new knowledge by following a process that includes: 1. Using evidence to investigate questions. 2. Devising and implementing a plan to fill knowledge gaps. 3. Generating products that illustrate learning. Learners adapt, communicate, and exchange learning products with others in a cycle that includes: 1. Interacting with content presented by others. 2. Providing constructive feedback. 3. Acting on feedback to improve. 4. Sharing products with an authentic audience. Learners participate in an ongoing inquiry-based process by: 1. Continually seeking knowledge.
---------	--

	- Engaging in sustained inquiry. - Enacting new understanding through real-world connections. - Using reflection to guide informed decisions.
Include	Learners contribute a balanced perspective when participating in a learning community by: - Articulating an awareness of the contributions of a range of learners. - Adopting a discerning stance toward points of view and opinions expressing their understanding of cultural relevancy and placement within the global learning community. Learners adjust their awareness of the global learning community by: - Interacting with learners who reflect a range of perspectives. - Evaluating a variety of perspectives during learning activities. - Representing diverse perspectives during learning activities. Learners exhibit empathy with and tolerance for diverse ideas by: - Engaging in informed conversation and active debate. - Contributing to discussions in which multiple viewpoints on a topic are expressed. Learners demonstrate empathy and equity in knowledge building within the global learning community by: - Seeking interactions with a range of learners. - Demonstrating interest in other perspectives during learning activities. - Reflecting on their own place within the global learning community.
Collaborate	Learners identify collaborative opportunities by: - Demonstrating their desire to broaden and deepen understandings. - Developing new understandings through engagement in a learning group. - Deciding to solve problems informed by group interaction. Learners participate in personal, social, and intellectual networks by: - Using a variety of communication tools and resources. - Establishing connections with other learners to build on their own prior knowledge and create new knowledge. Learners work productively with others to solve problems by: - Soliciting and responding to feedback from others. - Involving diverse perspectives in their own inquiry processes. Learners actively participate with others in learning situations by: - Actively contributing to group discussions. - Recognizing learning as a social responsibility.
Curate	Learners act on an information need by: - Determining the need to gather information. - Identifying possible sources of information. - Making critical choices about information sources to use. Learners gather information appropriate to the task by: - Seeking a variety of sources. - Collecting information representing diverse perspectives. - Systematically questioning and assessing the validity and accuracy of information. - Organizing information by priority, topic, or other systematic schemes. Learners exchange information resources within and beyond their

	learning community by: 1. Accessing and evaluating collaboratively constructed information sites. 2. Contributing to collaboratively constructed information sites by ethically using and reproducing others' work. 3. Joining with others to compare and contrast information derived from collaboratively constructed information sites. Learners select and organize information for a variety of audiences by: 1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. 2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources. 3. Openly communicating curation processes for others to use, interpret, and validate.
Explore	Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth. Learners construct new knowledge by: 1. Problem-solving through cycles of design, implementation, and reflection. 2. Persisting through self-directed pursuits by tinkering and making. Learners engage with the learning community by: 1. Expressing curiosity about a topic of personal interest or curricular relevance. 2. Co-constructing innovative means of investigation. 3. Collaboratively identifying innovative solutions to a challenge or problem. Learners develop through experience and reflection by: 1. Iteratively responding to challenges. 2. Recognizing capabilities and skills that can be developed, improved, and expanded. 3. Open-mindedly accepting feedback for positive and constructive growth.
Engage	Learners follow ethical and legal guidelines for gathering and using information by: 1. Responsibly applying information, technology, and media to learning. 2. Understanding the ethical use of information, technology, and media. 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need. Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: 1. Ethically using and reproducing others' work. 2. Acknowledging authorship and demonstrating respect for the intellectual property of others. 3. Including elements in personal-knowledge products that allow others to credit content appropriately Learners responsibly, ethically, and legally share new information with a global community by: 1. Sharing information resources in accordance with modification, reuse, and remix policies. 2. Disseminating new knowledge through means appropriate for the intended audience.

	Learners engage with information to extend personal learning by: 1. Personalizing their use of information and information technologies. 2. Reflecting on the process of ethical generation of knowledge. 3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.
--	--

Standards Integrated Frameworks for School Librarians

Inquire	School librarians teach learners to display curiosity and initiative when seeking information by: 1. Encouraging learners to formulate questions about a personal interest or a curricular topic. 2. Activating learners' prior and background knowledge as context for constructing new meaning School librarians promote new knowledge generation by: 1. Ensuring that learners probe possible answers to questions. 2. Devising and implementing a plan to fill knowledge gaps. 3. Facilitating the development of products that illustrate learning. School librarians guide learners to maintain focus throughout the inquiry process by: 1. Assisting in assessing the inquiry-based research process. 2. Providing opportunities for learners to share learning products and reflect on the learning process with others. School librarians implement and model an inquiry-based process by: 1. Leading learners and staff through the research process. 2. Constructing tasks focused on learners' individual areas of interest. 3. Enabling learners to seek knowledge, create new knowledge, and make real-world connections for lifelong learning
Include	School librarians direct learners to contribute a balanced perspective when participating in a learning community by: 1. Engaging learners to articulate an awareness of the contributions of a range of learners. 2. Guiding learners as they adopt a discerning stance toward points of view and opinions expressed in information resources and learning products. 3. Differentiating instruction to support learners' understanding of cultural relevancy and placement within the global learning community School librarians establish opportunities for learners to adjust their awareness of the global learning community by: 1. Providing opportunities for learners to interact with others who reflect a range of perspectives. 2. Devising learning activities that require learners to evaluate a variety of perspectives. 3. Designing opportunities that help learners to illustrate diverse viewpoints. School librarians facilitate experiences in which learners exhibit empathy and tolerance for diverse ideas by: 1. Giving learners opportunities to engage in informed conversation and active debate. 2. Guiding learners to contribute to discussions in which multiple viewpoints on a topic are expressed.

	School librarians explicitly lead learners to demonstrate empathy and equity in knowledge building within the global learning community by: 1. Creating an atmosphere in which learners feel empowered and interactions are learner-initiated. 2. Initiating opportunities that allow learners to demonstrate an interest in other perspectives. 3. Showcasing learners' reflections on their place within the global learning community.
Collaborate	School librarians facilitate collaborative opportunities by: 1. Challenging learners to work with others to broaden and deepen understandings. 2. Scaffolding enactment of learning-group roles to enable the development of new understandings within a group. 3. Organizing learner groups for decision-making and problem-solving. School librarians demonstrate the importance of personal, social, and intellectual networks by: 1. Modeling the use of a variety of communication tools and resources. 2. Cultivating networks that allow learners to build on their own prior knowledge and create new knowledge. School librarians promote working productively with others to solve problems by: 1. Demonstrating how to solicit and respond to feedback from others. 2. Advocating and modeling respect for diverse perspectives to guide the inquiry process. School librarians foster active participation in learning situations by: 1. Stimulating learners to actively contribute to group discussions. 2. Creating a learning environment in which learners understand that learning is a social responsibility
Curate	School librarians challenge learners to act on an information need by: 1. Modeling the response to a need to gather and organize information. 2. Designing opportunities for learners to explore possible information sources. 3. Guiding learners to make critical choices about information sources to use. School librarians promote information gathering appropriate to the task by: 1. Sharing a variety of sources. 2. Encouraging the use of information representing diverse perspectives. 3. Fostering the questioning and assessing of validity and accuracy of information. 4. Providing tools and strategies to organize information by priority, topic, or other systematic scheme. School librarians contribute to and guide information resource exchange within and beyond the school learning community by: 1. Facilitating opportunities to access and evaluate collaboratively constructed information sites. 2. Devising pathways for learners to contribute to collaboratively constructed information sites by ethically using and reproducing others' work. 3. Directing learners to join others to compare and contrast information derived from collaboratively constructed information sites.

	School librarians show learners how to select and organize information for a variety of audiences by: 1. Engaging learners in ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. 2. Formulating tasks that help learners to integrate and depict in a conceptual knowledge network learners' understanding gained from resources. 3. Making opportunities for learners to openly communicate curation processes for others to use, interpret, and validate.
Explore	School librarians foster learners' personal curiosity by: 1. Encouraging learners to read widely and deeply in multiple formats and write and create for a variety of purposes. 2. Challenging learners to reflect and question assumptions and possible misconceptions. 3. Enabling learners by helping them develop inquiry-based processes for personal growth. School librarians stimulate learners to construct new knowledge by: 1. Teaching problem solving through cycles of design, implementation, and reflection. 2. Providing opportunities for tinkering and making. 3. Modeling persistence through self-directed tinkering and making. School librarians prepare learners to engage with the learning community by: 1. Providing strategies for acting on curiosity about a topic of personal interest or curricular relevance. 2. Assisting learners to co-construct innovative means of investigation. 3. Structuring activities for learners to collaboratively identify innovative solutions to a challenge or problem. School librarians help learners develop through experiences and reflection by: 1. Scaffolding iterative challenge-response processes. 2. Helping learners to recognize capabilities and skills that can be developed, improved, and expanded. 3. Fostering an atmosphere in which constructive feedback is openly accepted for positive growth.
Engage	School librarians promote ethical and legal guidelines for gathering and using information by: 1. Directing learners to responsibly use information, technology, and media for learning, and modeling this responsible use. 2. Modeling the understanding of ethical use of information, technology, and media. 3. Teaching learners how and why to evaluate information for accuracy, validity, social and cultural context, and appropriateness for need. School librarians act as a resource for using valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: 1. Showing a variety of strategies to ethically use and reproduce others' work and modeling this ethical use. 2. Requiring complete attribution to acknowledge authorship and demonstrate respect for the intellectual property of others. 3. Promoting the inclusion of elements in personal-knowledge products that allow others to credit content appropriately.

	School librarians promote the responsible, ethical, and legal sharing of new information with a global community by: 1. Imparting strategies for sharing information resources in accordance with modification, reuse, and remix policies. 2. Guiding the dissemination of new knowledge through means appropriate for the intended audience. School librarians support learners' engagement with information to extend personal learning by: 1. Structuring a learning environment for innovative use of information and information technologies. 2. Designing experiences that help learners communicate the value of the ethical creation of new knowledge and reflect on their process. 3. Championing and modeling safe, responsible, ethical, and legal information behaviors.
--	--

Standards Integrated Frameworks for School Libraries

Inquire	The school library enables curiosity and initiative by: 1. Embedding the inquiry process within grade bands and within disciplines. 2. Using a systematic instructional development and information search process in working with other educators to improve integration of the process into the curriculum. The school library enables generation of new knowledge by: 1. Providing experiences with and access to resources, information, ideas, and technology for all learners in the school community. 2. Supporting flexible scheduling to provide learner and educator access to staff and resources at the point of need. The school library provides learners opportunities to maintain focus throughout the inquiry process by: 1. Creating and maintaining a teaching and learning environment that is inviting, safe, adaptable, and conducive to learning. 2. Enabling equitable physical and intellectual access by providing barrier-free, universally designed environments. 3. Engaging with measurable learner outcomes and with data sources to improve resources, instruction, and services. The school library ensures an inquiry-based process for learners by: 1. Establishing and supporting a learning environment that builds critical-thinking and inquiry dispositions for all learners. 2. Reinforcing the role of the school library, information, and technology resources in maximizing learning and institutional effectiveness.
Include	The school library supports balanced perspectives through resources and learning opportunities by: 1. Providing challenging and authentic opportunities that address the needs of the broad range of learners. 2. Offering diverse learning experiences that allow for individual differences in learners. 3. Providing a comprehensive variety of resources. The school library represents all members and their place in a global learning community by:

	1. Establishing and maintaining a collection of reading and information materials in formats that support the diverse developmental, cultural, social, and linguistic needs of the range of learners and their communities. 2. Organizing facilities to enhance the use of and ensure equitable access to information resources and services for all learners. 3. Featuring learning opportunities that include diverse viewpoints. The school library facilitates opportunities to experience diverse ideas by: 1. Implementing solutions that address physical, social, cultural, linguistic, and intellectual barriers to equitable access to resources and services. 2. Promoting the use of high-quality and high-interest literature in formats that reflect the diverse developmental, cultural, social, and linguistic needs of all learners and their communities. 3. Constructing a learning environment that fosters the sharing of a wide range of viewpoints and ideas. The school library builds empathy and equity within the global learning community by: 1. Ensuring that all learning needs are met through access to information and ideas located in a diverse collection of sufficient size for the learner population and supported by reliable hardware and software. 2. Enabling equitable access to learning opportunities, academic and social support, and other resources necessary for learners' success. 3. Clearly and frequently articulating the school library's impact when communicating with administration, faculty, staff, learners, parents, and the community.
Collaborate	The school library facilitates opportunities to integrate collaborative and shared learning by: 1. Partnering with other educators to scaffold learning and organize learner groups to broaden and deepen understanding. 2. Leading inquiry-based learning opportunities that enhance the information, media, visual, and technical literacies of all members of the school community. The school library policies ensure that school librarians are active participants in development, evaluation, and improvement of instructional and program resources with the school librarian by: 1. Consistently engaging with the school community to ensure that the school library resources, services, and standards align with the school's mission. 2. Participating in district, building, and department or grade-level curriculum development and assessment on a regular basis. 3. Including the school community in the development of school library policies and procedures. The school library provides opportunities for school librarians to connect and work with the learning community by: 1. Facilitating diverse social and intellectual learner networks. 2. Designing and leading professional development opportunities that reinforce the impact of the school library's resources, services, and programming on learners' academic learning and educators' effectiveness. 3. Promoting and modeling the importance of information-use skills by publicizing to learners, staff and the community available services and resources; serving on school and district-wide committees; and engaging in

	community and professional activities. The school library supports active learner participation by: 1. Creating and maintaining a learning environment that supports and stimulates discussion from all members of the school community. 2. Demonstrating and reinforcing the idea that information is a shared resource.
Curate	The school library provides problem-based learning experiences and environments by: 1. Using resources and technology to foster inquiry and scaffold mastery of skills necessary for learning to progress. 2. Adopting a dynamic collection-development plan to ensure that adequate resources reflect current and in-depth knowledge. 3. Focusing on the effective use of a wide range of resources to foster information skills appropriate to content areas. The school library promotes the selection of appropriate resources and tools for information use by: 1. Demonstrating and documenting how resources and technology are used to address information needs. 2. Providing opportunities for all members of the school community to develop information and technology skills needed to promote the transfer of information-related problem-solving strategies across all disciplines. 3. Employing a dynamic collection policy that includes selection and retention criteria for all materials within the collection. 4. Implementing an administratively approved and endorsed policy that clearly addresses procedures for handling material challenges. 5. Designing and providing adequate, appropriate space for library resources, services, and activities. The school library facilitates the contribution and exchange of information within and among learning communities by: 1. Providing an environment in which resources that support the school's curriculum and learning goals can be collaboratively selected and developed. 2. Including and tracking collection materials in a system that uses standardized approaches to description and location. 3. Establishing policies that promote effective acquisition, description, circulation, sharing, and access to resources within and beyond the school day. 4. Maintaining procedures that ensure user confidentiality and promote unimpeded access to materials by staff members and learners. The school library engages the learning community in exploring resources by: 1. Describing, organizing, and promoting the collection for maximum and effective uses for multiple learning applications. 2. Maintaining a collection of sufficient breadth and currency to be pertinent to the school's program of studies. 3. Supporting access through a schedule that allows use by learners and staff at time of need. 4. Using local and external data to inform ongoing adjustments to the scope of the resource collection, and its audiences, formats, and applications.
Explore	The school library supports learners' personal curiosity by:

	1. Providing resources and strategies for inquiry-based processes. 2. Fostering opportunities for learners to demonstrate personal curiosity and creation of knowledge through engaging with a wide variety of resources and technology. The school library facilitates construction of new knowledge by: 1. Implementing technology as a tool or resource for learning. 2. Ensuring that multiple learning activities can occur in both physical and virtual spaces. 3. Establishing and maintaining a learning environment conducive to independent and collaborative exploration and problem-solving. The school library prepares learners to engage with a larger learning community by: 1. Modeling and promoting the use of personal and professional learning networks. 2. Encouraging families and other members of the community to participate in school library activities. 3. Building and advocating for strong relationships with stakeholders who recognize and support an effective school library. The school library assists in the growth and development of learners by: 1. Leading other educators and learners to embrace a growth mindset through lifelong learning. 2. Anticipating learners' needs and adapting the learning environment in accordance with evidence-based practices. 3. Embracing new skills, knowledge, and standards in the profession as they relate to teaching, learning, technology, and innovation.
Engage	The school library serves as a context in which the school librarian ensures that the school community is aware of the guidelines for safe, ethical, and legal use of information by: 1. Educating the school community on the ethical use of information and the intellectual property of others. 2. Designing instruction and delivery of services that support equitable access to information in an efficient and ethical manner by all members of the school community. 3. Embedding legal-, ethical-, and social-responsibility concepts into the inquiry and information-seeking processes. The school library supports ethical processes for information seeking and use by: 1. Providing an environment in which all members of the school community can work together to develop, approve, and engage in clearly stated use policies to guide acceptable and ethical use of information, technology, and media. 2. Promoting the responsible use of ideas, information, media, and technology through compliance with copyright and intellectual property policies developed by the school librarian in collaboration with all members of the school community. The school library encourages participation in a diverse learning community to create and share information by: 1. Providing both online and physical spaces for the sharing and dissemination of ideas and information. 2. Providing a context in which the school librarian can model for learners, other educators, and administrators multiple strategies to locate, evaluate, and ethically use information for specific purposes.

	The school library supports individual responsibility for information use by: 1. Providing an environment in which the school librarian can effectively develop, direct, and promote resources, services, policies, procedures, and programming aligned with current standards, ethical codes, and principles of the education and information professions. 2. Providing an engaging learning environment that supports innovative and ethical use of information and information technologies.
--	---

NEW JERSEY STUDENT LEARNING STANDARDS

In addition to the AASL standards, the Information Literacy Curriculum supports New Jersey Student Learning Standards across all grade levels and subject areas. Student achievement is higher when information literacy instruction is integrated with the subject-area curriculum. In addition to teaching library skills, library media specialists teach content area standards that entail information and media literacy as found in the Computer Science and Design Thinking Standards, as well as the Digital Citizenship and Informational and Media Literacy standards found in the Career Readiness Standards. These standards address the district's digital citizenship, college and career readiness, and social-emotional learning objectives.

Key examples of standards addressed across all grades in instruction are included below:

New Jersey Student Learning Standards for English Language Arts

RL.K.1.: With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

RL.K.2.: With prompting and support, retell familiar stories, including key details.

RL.1.3.: Describe characters, settings, and major event(s) in a story, using key details.

RL.2.10.: Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

RL.2.2.: Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

W7.: Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

W8.: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W9.: Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL5.: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

New Jersey Student Learning Standards for Computer Science and Design Thinking

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills

Digital Citizenship by Grade 2

9.4.2.DC.1: Explain differences between ownership and sharing of information.

9.4.2.DC.2: Explain the importance of respecting the digital content of others.

9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g.,

8.1.2.NI.3, 8.1.2.NI.4).

- 9.4.2.DC.4: Compare information that should be kept private to information that might be made public. 9.4.2.DC.5: Explain what a digital footprint is and how it is created.
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).

Informational and Media Literacy by Grade 2

- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).
- 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

Digital Citizenship by Grade 5

- 9.4.5.DC.1: Explain the need for and use of copyrights.
- 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
- 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
- 9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
- 9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).
- 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.
- 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).

Informational and Media Literacy by Grade 5

- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
- 9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.
- 9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
- 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.RIa).
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF5).

Digital Citizenship by Grade 8

- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
- 9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
- 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
- 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
- 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.
- 9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.
- 9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).

Informational and Media Literacy by Grade 8

- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
- 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.
- 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
- 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.
- 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
- 9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).
- 9.4.8.IML.9: : Distinguish between ethical and unethical uses of information and media(e.g., 1.5.8.CR3b, 8.2.8.EC.2).
- 9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).
- 9.4.8.IML.11: Predict the personal and community impact of online and social media activities.
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).
- 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
- 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

ISTE STANDARDS

These standards prepare students to be diversely skilled, nimble-minded, and technologically savvy citizens.

Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Digital Citizen: Students recognize the rights, responsibilities, and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.

Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.

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

IV. ASSESSMENT

Student learning will be assessed using project-based rubrics, class participation, and learning progressions.

V. K-8 TOPIC SCOPE AND SEQUENCE

The definition of information literacy has become more complex as resources and technologies have changed. Information literacy has progressed from the simple definition of using reference resources to finding information. Multiple literacies, including digital, visual, textual, and technological, have now joined information literacy as crucial skills for this century. The Information Literacy curriculum is scaffolded over the course of the student's experience in the Readington Township Public Schools. The key topics for each grade level were chosen to further students' understanding of the NJSLs, ISTE Standards, and six shared foundations of inquire, include, collaborate, curate, explore, and engage.

Grade	Essential Questions	Key Topics
K	1. What do I know about a book? 2. What kind of books are there? 3. What do I know about story elements? 4. How can I use technology responsibly?	1A Proper care of a book 1B Parts of a book 1C Identify the author and illustrator 2A Identify fiction vs. nonfiction 2B Recognize Award-Winning books 2C Series of books, Author studies 3A Parts of a story 3B Character traits 4A Identify how to be safe online 4B Identify the differences of ownership and sharing of information

1	1. How do I find the right books to read? 2. Why does my book look like this? 3. How can I be a good digital citizen? 4. How can I search online for information?	1A Areas of the library 1B Choosing a Just Right book 1C Information or recreation (Nonfiction vs. Fiction) 1D Introduction to different genres 1E Introduction to Nonfiction Subject sections 1F Introduction to Online Library Catalog 2A Illustrators 2B Text features 3A Explain safe practices when using the internet 3B Compare private vs. public information 4A Understand the purpose of a search engine or digital resource 4B Use a simple search term to find information.
2	1. How is the library organized, and how does this help me as a reader and researcher? 2. How can I search for information? 3. What tools can I use to find new recreational reading? 4. How do I communicate in a digital environment? 5. How can I find, present, and share information digitally?	1A Introduction to the Dewey Decimal System 1B Shelving fiction (ABC order) vs. nonfiction (number order) 2A Review of Destiny Online Library Catalog 2B Review nonfiction text features 2C Utilizing web-based reference materials and websites 3A Book trailers 3B Author, genre, and series studies 4A Explain the importance of your digital footprint 4B Explain how to communicate in a digital environment respectfully and responsibly, including email, virtual meetings, and chat 5A Use a variety of sources to gather information about climate change and actions that can positively impact climate change 5B Create a visual representation of data collected 5C Explore ways in which researched information can be shared

3	1. What reference materials can I use to enrich my reading, writing, and speaking? 2. What sources of information will enhance my worldview? 3. How can I appropriately and responsibly search for and use information? 4. How can I evaluate sources?	1A Introduction to Dictionary and Thesaurus; both online and using a text 2A Biographies, geography, cultural materials 3A Safety and security on the internet 3B Explore copyright, free-use resources (i.e. public domains or creative commons) 4A Identify the key indicators to look for on a digital resource (i.e. author, date, contact, etc.) 4B Evaluate digital sources for accuracy, credibility, perspective and relevance
4	1. What are the learning skills and strategies that I need to be an independent library user? 2. Where can I find relevant and authoritative information? 3. How do I research a topic? 4. How can the library influence my reading choices?	1A Review fiction vs. nonfiction 1B Shelving fiction vs. nonfiction 1C Melvil Dewey & the DDC 1C Destiny 1D Destiny Book Bags (Leveled Independent Reading) 2A Dictionary 2B Thesaurus 2C Database 2D Atlas 2E Internet 2F Periodicals 3A Research Ninja • Strategize • Identify • Locate • Gather • Evaluate • Organize 3B Use diverse sources to answer questions 4A Book Awards: • Coretta Scott King • Caldecott • Newbery 4B Booktalks per genre: • Fantasy vs. Science Fiction • Mystery vs. Thriller • Historical vs. Realistic • Adventure & Humor

	5. How can I become a responsible computer user? 6. How can I represent data?	5A Digital citizenship • Cybersafety • Cybersecurity • Cyberethics • Online identity 6A Create visual formats of data 6B Expand visual formats with different representations to explain data
5	1. What are the learning skills and strategies that I need to be an independent library user? 3. What is the Research Process? 4. How can I interact safely on social media? 5. What are the impacts of media messages?	1A Review Destiny 1B Destiny Book Bags (Leveled independent reading) 1C Review shelving fiction vs. nonfiction 1D Introduce DDC main & subcategories 3A Introduce The Big 6 Research Process • Task definition • Information seeking strategies • Location and access • Use of information • Synthesis • Evaluation 4A Review digital footprint 4B Explain how digital tools have changed social interactions 4C Identify positive and negative online identity and posting, the consequences, and lasting implications 5A Identify implicit and explicit messages 5B Explain how various groups use media and their purposes 5C Evaluate how media and information meet a specific need
6	1. How do I locate resources in the LMC? 2. How do I effectively locate and evaluate information?	1A Introduce the Library Media Center physical space and resources 1B Introduce the Library Media Center electronic resources 2A Introduce the Big 6 Research Process 2B Explain keyword searching techniques 2C Review the online encyclopedia 2D Curate multiple resources to assess the credibility of sources when searching for information, including source evaluation criteria (ABCD's) 2E Identify the impact of the creator on the content, production, and delivery of information

	3. How do I use information ethically? 4. How do I use the design process and the culture of making to demonstrate my knowledge? 5. How do I demonstrate safe online behavior? 6. How can I expand my reading repertoire?	2F Analyze the resource citations in online materials for proper use. 3A Review plagiarism 3B Review paraphrasing and note-taking strategies 3C Provide appropriate citation and attribution elements when creating media products 3D Use information from a variety of sources for a specific purpose. 3E Examine and evaluate types of copyright guidelines and Fair Use stipulations 4A Explore the design process in the Makery 4B Collaborate on projects in the Makery 5A Describe tradeoffs between allowing information to be public versus keeping information private and secure 5B Explain how information shared digitally is public 5C Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure 5D Analyze online information to distinguish whether it is helpful or harmful to our reputation 6A Review genres 6B Explore classic authors and their works' impact on modern literature and pop culture 6C Present book talks
7	1. How do I locate resources in the LMC? 2. How do I effectively locate and evaluate information? 3. How do I use information ethically?	1A Review in-library and online resources 2A Reinforce Big 6 Process 2B Review source reliability 2C Review primary vs. secondary sources 2D Introduce available databases 3A Reinforce ideas of plagiarism and note-taking 3B Provide appropriate citation and attribution elements when creating media products, including the introduction of MLA format, in-text citation, and Works Cited pages 3C Introduce citation generator features, such as those in NoodleTools

	4. How can a community use technology to collaborate, gather information, and share ideas? 5. How do I responsibly use technology to share ideas? 6. How can I expand my reading repertoire?	4A Collaborate to create a digital artifact using various strategies 4B Identify subtle and overt messages based on the method of communication 4C Distinguish between ethical and unethical uses of information and media 4D Examine the consequences of the uses of media 4E Predict the personal and community impact of online and social media activities. 5A Revisit best practices in using social media 5B Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience 6A Present booktalks
8	1. How do I effectively locate and evaluate information? 2. How do I use information ethically? 3. How do I use technology to share ideas? 4. How do I interpret visual information and data as part of visual literacy?	1A Introduce advanced online search techniques 1B Review source evaluation criteria in both text and digital sources 1C Introduce Boolean operators in keyword searching 1D Apply search strategies to access high-quality information on climate change 2A Reinforce correct use of citation generators 2B Introduce annotated bibliographies in both a reflective and evaluative capacity 2C Expand best practices in searching and citing photo and video sources 2D Explore strategies for visual note-taking and its use across content areas 3A Model responsible use of social media 3B Explain how communities use data and technology to develop measures to respond to the effects of climate change 4A Analyze and interpret local or public data sets to summarize and effectively communicate the data 4B Scrutinize photographic sources and documents as part of visual literacy, including creator purpose

5. How do I present information as a visual product using digital tools?	5A Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping 5B Ask insightful questions to organize different types of data and create meaningful visualizations
6. How does media affect society?	6A Identify specific examples of distortion, exaggeration, or misrepresentation of information 6B Analyze the role of media in delivering cultural, political, and other societal messages 6C Explain ways that individuals may experience the same media message differently
7. How can I expand my reading repertoire?	7A Present booktalks

RESOURCES

- "2020 New Jersey Student Learning Standards (NJSLS)." New Jersey State Department of Education, 2021. <https://www.nj.gov/education/cccs/2020/>.
- "American Association of School Librarians (AASL)." American Association of School Librarians (AASL). American Association of School Libraries, 2019, <http://www.ala.org/aasl>.
- "Cobb County School District." *CCSD Library Media Education*. 13 Apr. 2015. <http://www.cobbk12.org/centraloffice/librarymedia/>.
- "Guided Inquiry." *Center for International Scholarship in School Libraries*, Rutgers University, 2019. <https://cissl.rutgers.edu/research/guided-inquiry>.
- National School Library Standards for Learners, School Librarians, and School Libraries*. Chicago: American Library Association, 2018.
- Redefining learning in a technology-driven world: A report to support adoption of the ISTE Standards for Students*. ISTE Standards. June 2016. <https://www.iste.org/standards/standards/adopting-the-standards>
- Wiggins, Grant P., and Jay McTighe. *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 1998.