

Havre Public Schools

Library Media Curriculum

2023-2024

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Library Curriculum Review Committee Members

Kathryn Holt, Highland Park K-1 Librarian

Cheree Bekker, Lincoln McKinley 2-3 Librarian

Not Applicable, Sunnyside 4-5 Librarian

Jean Murphy, 6-8 Librarian

Jimmi Linn Brown, 9-12 Librarian

Erika Brekhus, Teacher

Heather Haney, Teacher

Holly Bitz, Lincoln McKinley Principal

Lorraine Larson, Board Member

Tyler Gibson, Board Member

Brad Moore, Assistant Superintendent–District Clerk

Brian Gum, Superintendent

Core Purpose of the Havre Public School District:

Preparing Students to:

Make a Living

Make a Life

Make A Difference

Core Values

Diversity- Every Student Can Learn

Opportunity- Every Student has the Right to Learn

Quality- Commitment to Continuous Growth for All

Community- Engaging Stakeholders

Stability- Sustaining a “Tradition of Excellence”

District Vision for Library Media Curriculum

It is the purpose of Havre Public Schools to provide, through school library media programs, essential opportunities for librarians to nurture independent learners who are efficient consumers and producers of information. Using a variety of information formats, focusing on the learning process and collaborating with other disciplines, school librarians provide the entire school community with opportunities to acquire the information and skills they need to interact responsibly in a global society. An ongoing desire to know, a love for reading and a respect for information will transform a student into a lifelong, independent learner. The role of libraries in society is to embrace the social responsibility of learning. (ARM 10.55.1801)

Library Media

School librarians play an essential role in the implementation of all curricula. They are important instructional partners and consultants in supporting and expanding existing curriculum. As information specialists, school librarians work collaboratively with students, teachers, administrators, and parents:

- Enjoyment of literature and the arts enriches the life-long learner
- It is the school library's task to select, process, store and disseminate information
- Library skills empower learners to organize and evaluate information
- The ability to locate information rapidly is an increasingly important skill for the success of students and adults today
- Information skills are not limited to any subject or to any discipline. All areas require the need for students to have effective information skills

To this end we support the principles of intellectual freedom in all areas through varied activities and a diverse library collection.

Technology

The integration of curriculum and technology is essential to prepare today's students for participation in a viable democratic society. Therefore, the HPS Library Media Curriculum Committee views technology as integral to all curricula. Technology is an instrument and also techniques for investigations, inquiry, and analysis leading to technological literacy, knowledge of technologies and the associated costs, risks, and benefits to society.

Assessment

It is the charge of the school librarian to provide intellectual access to information through learning activities that are integrated into the curriculum. It is our goal to help all students achieve information literacy by developing effective cognitive strategies for selecting, retrieving, analyzing, evaluating, synthesizing, creating, and communicating information in all formats and in all content areas of the curriculum. Our assessment piece will focus on constructing effective models as collaborative teaching partners in assessment; interpreting statistical evidence of student learning, and examining the viability of student- driven assessment.

Assessment means finding out what students know and are able to do. It is intended to improve teaching and learning. Information gathered through formative assessment assists teachers during instructional planning to determine student's prior knowledge, provide feedback to students during instruction, make decisions on how to modify instruction, and identify strengths and weaknesses.

Through instruction, a variety of data is collected to provide evidence of achievement and success to students, families, and the community. Principles of effective assessment are as follows:

- Treat assessment as an integral part of curriculum and instruction
- Direct assessments toward essential learning
- Set high standards for teaching and learning
- Clarify learning targets early
- Assess student performance through authentic tasks
- Collect multiple indicators of learning
- Provide ample opportunities for students to learn

(Adapted from Walter Parker, *Science in Elementary Education*, Upper Saddle River, NJ: Pearson, 2005.)

Recognition of American Indian Culture and Heritage in the Curriculum Process

Havre Public Schools recognizes the unique role that American Indian peoples' play in the development of American History within the United States. An emphasis on the experience of the Montana Tribes, shall be included wherever appropriate in the instruction of HPS students, in accordance with the Montana State Constitution and state standards. Instruction concerning the historic and current roles of Indian people shall be delivered in a respectful, informative, and sensitive manner.

- There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories, and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.
- There is great diversity among individual American Indians as identity is developed, defined, and redefined by many entities, organizations, and people. There is a continuum of Indian identity ranging from assimilated to traditional and this is unique to each individual. There is no generic American Indian.
- The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs.
 - Additionally, each tribe has their own oral history beginning with their genesis that is as valid as written histories. These histories pre-date the “discovery” of North America.
- Reservations are land that have been reserved by the tribes for their own use through treaties and was not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:
 - That both parties to treaties were sovereign powers.
 - Those Indian tribes had some form of transferable title to the land.
 - That acquisition of Indian lands was solely a government matter not to be left to individual colonists.
- There were many federal policies put into place throughout American history that have impacted Indian people and shape who they are today. Much of Indian history can be related through several major federal policy periods.

- History is a story most often related through the subjective experience of the teller. Histories are being rediscovered and revised. History told from an Indian perspective conflicts with what most of mainstream history tells us.
- Under the American legal system, Indian tribes have sovereign powers separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.

Professional Development

Ongoing, job-embedded professional development builds a foundation of teacher excellence, a critical component to improving student achievement. School librarians must have knowledge of library literacy and technological skills but also possess a deep understanding for how students learn. Appropriate content and pedagogical preparation enables teachers to design lessons and implement curriculum using research proven practices and strategies in an environment where all students have an opportunity to succeed. Direct correlation can be made between student achievement and school library programs led by library media specialists whose dual teaching certification uniquely qualifies them to...

- Provide leadership in the school for achieving school Mission, Objectives, and Strategies
 - Provide intellectual and physical access to information in print and media resources
 - Provide intellectual and physical access to information technologies, either local or Web- based
 - Collaborate with teachers to provide resources and activities for course, unit, and lesson integration
 - Assist teachers and students to search out their information needs, critically evaluate the materials they locate, and use technological means to synthesize their findings into new knowledge
 - Teach information skills
 - Organize and maintain a collection of valuable resources
 - Manage information
 - Promote reading advocacy by matching students and books
 - Provide resources and activities to promote student achievement
 - Provide resources and activities for students that are meaningful now and in the future
 - Maintain a supportive and nurturing environment, in the library and network environment, to increase student satisfaction and achievement.
- (Woolls, Blanche. (2004). The School Library Media Manager, 3rd Edition. Westport, CT: Libraries Unlimited)

Coding

Coding Scheme

Subject.Standard.GradeLevelSubstandard.sub-standard

LM = Library Media and Information Literacy

NK = new knowledge

DD = demonstrate diversity

WE = work effectively

MM = make meaning

EF = exercise freedom

SLE = safe, legal, ethical

K-12 Standards

The following standards went into effect on July 1, 2021. The following standards apply when a district incorporates or integrates library media and information literacy content into district curriculum or offers an elective course in library media and information literacy.

Code	K-12 Standard Statement
LM.NK	build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems
LM.DD	demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including distinct and unique cultural heritage of American Indians
LM.WE	work effectively with others to broaden perspectives and work toward common goals
LM.MM	make meaning by collecting, organizing, and sharing resources of personal relevance
LM.EF	exercise freedom to read and demonstrate the ability to pursue personal interests
LM.SLE	demonstrate safe, legal, and ethical creating and sharing of knowledge products

STANDARD: LM.NK - build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems			
GRADE LEVEL	BENCHMARKS/WHAT IS EXPECTED OF THE LEARNER	WHERE/ WHEN	INTRODUCTION FUNCTIONAL MASTERY
By the end of 1st Grade	- Form simple, factual level questions and begin to explore ways to answer them - Ask "I wonder" questions about topic, question, or problem	Classroom & Library/ All year	Introduction
By the end of 3rd grade	- Ask "why" questions in order to formulate a question about a topic, question, or problem - With prompting and support, use an inquiry process to solve a problem	Classroom & Library/ All year	Introduction
By the end of 5th grade	- Ask "why" questions in order to formulate a question about a topic - use an inquiry process to solve a problem	Classroom & Library/ All year	Functional
By the end of 8th grade	- Formulate questions independently based on key ideas or areas of focus - Design questions based on the type of information needed - Reflect at the end of an inquiry process	Classroom & Library/ All year	Functional
By the end of 12th grade	- Refine questions to provide a framework for an inquiry and to fulfill the purpose of the research - Design questions that systematically test a hypothesis or validate a thesis statement - Develop questions that require making connections between ideas and events - Reflect at the end of an inquiry process	Classroom & Library/ All year	Functional/Mastery

STANDARD:

LM.DD - Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including distinct and unique cultural heritage of American Indians

GRADE LEVEL	BENCHMARKS/WHAT IS EXPECTED OF THE LEARNER	WHERE/ WHEN	INTRODUCTION FUNCTIONAL MASTERY
By the end of 1st Grade	● Share knowledge and ideas with others through discussion and listening ● Formulate questions related to content presented by others	Classroom & Library/ All year	Introduction
By the end of 3rd grade	● Share knowledge and ideas with other through discussion and listening ● Formulate questions related to content presented by others ● Articulate and identify one's own place in the global community and respect others' cultural identities ● Explore and identify sources written by authors with diverse backgrounds	Classroom & Library/ All year	Introduction
By the end of 5th grade	● Articulate and identify one's own place in the global community and respect others' cultural identities ● Explore and identify sources written by authors with diverse backgrounds	Classroom & Library/ All year	Functional
By the end of 8th grade	● Evaluate information from a variety of social or cultural contexts, based on currency, accuracy, authority, and point of view including those by and about tribes in Montana ● Seek more than one point of view by using diverse sources, including those by and about tribes in Montana	Classroom & Library/ All year	Functional
By the end of 12th grade	● Evaluate information from a variety of social or cultural contexts, based on currency, accuracy, authority, and point of view including those by and about tribes in Montana ● Critically examine and analyze relevant information from a variety of sources to discover relationships and patterns among ideas ● Actively seek valid, alternative perspectives when seeking information and identify the impact of personal background and bias on research projects and inquiry processes	Classroom & Library/ All year	Functional/Mastery

STANDARD: LM.WE - Work effectively with others to broaden perspectives and work toward common goals			
GRADE LEVEL	BENCHMARKS/WHAT IS EXPECTED OF THE LEARNER	WHERE/ WHEN	INTRODUCTION FUNCTIONAL MASTERY
By the end of 1st Grade	- Request, choose, and share a variety of materials from various genres - Share information and ideas through discussion and various learning activities	Classroom & Library/ All year	Introduction
By the end of 3rd grade	- Find information in print, digital, and other resources on a topic of personal interest - Work in teams to produce original works or solve problems - Use technology tools for independent and collaborative publishing activities	Classroom & Library/ All year	Introduction
By the end of 5th grade	- Find information in print, digital, and other resources on a topic of personal interest - Work in teams to produce original works or solve problems - Use technology tools for independent and collaborative publishing activities	Classroom & Library/ All year	Introduction/ Functional
By the end of 8th grade	- Offer information and opinions and encourage others to share ideas at appropriate times in group discussions - Accurately describe or summarize the ideas of others	Classroom & Library/ All year	Introduction/ Functional
By the end of 12th grade	- Actively seek the opinions of others and contribute positively to an environment in which all participants' ideas are shared and valued - Work with others to solve problems and make decisions on issues, topics, and themes being investigated - Seek consensus from a group, when appropriate, to achieve a stronger product	Classroom & Library/ All year	Functional/Mastery

STANDARD: LM.MM - Make meaning by collecting, organizing, and sharing resources of personal relevance.			
GRADE LEVEL	BENCHMARKS/WHAT IS EXPECTED OF THE LEARNER	WHERE/ WHEN	INTRODUCTION FUNCTIONAL MASTERY
By the end of 1st Grade	• Generate questions about a topic • Understand that the library has an organizational scheme	Classroom & Library/ All year	Introduction
By the end of 3rd grade	• Make a list of possible sources of information that will help answer questions or an information need • Use text features to decide which resources are best to use and why	Classroom & Library/ All year	Introduction
By the end of 5th grade	• Organize possible sources of information that will help answer questions or an information need • Use text features to decide which resources are best to use and why	Classroom & Library/ All year	Introduction/ Functional
By the end of 8th grade	• Experiment with various types of grade level appropriate and teacher-selected technology tools for artistic and personal expression • Share reading, listening, and viewing experiences in a variety of ways and formats	Classroom & Library/ All year	Introduction Functional
By the end of 12th grade	• Identify and prioritize possible sources of information to answer self-generated questions • Evaluate sources based on established criteria • Recognize that the manner in which knowledge is organized can influence how it is presented and use this understanding to access information effectively • Categorize information; add new categories as necessary	Classroom & Library/ All year	Functional/Mastery

STANDARD: LM.EF - Exercise freedom to read and demonstrate the ability to pursue personal interests			
GRADE LEVEL	BENCHMARKS/WHAT IS EXPECTED OF THE LEARNER	WHERE/ WHEN	INTRODUCTION FUNCTIONAL MASTERY
By the end of 1st Grade	● Routinely select picture, fiction, and information books ● Explore new genres ● Request, choose, and share a variety of materials from various genres related to personal interests ● Select books at the appropriate reading level, to be read aloud, or challenging books for browsing and enjoyment	Classroom & Library/ All year	Introduction
By the end of 3rd grade	● Select books at the appropriate reading level, to be read aloud, or challenging books for browsing and enjoyment ● Begin to recognize that different genres require different reading, listening, or viewing strategies ● Read, listen to, and view a range of resources for a variety of purposes ● Recognize features of various genres and use different reading strategies for understanding ● Connect personal feelings to characters and events portrayed in a literary work ● Set reading goals ● Demonstrate knowledge of authors and genres	Classroom & Library/ All year	Introduction
By the end of 5th grade	● Read, listen to, and view a range of resources for a variety of purposes ● Recognize features of various genres and use different reading strategies for understanding ● Connect personal feelings to characters and events portrayed in a literary work ● Set reading goals ● Demonstrate knowledge of authors and genres	Classroom & Library/ All year	Introduction/ Functional
By the end of 8th grade	● Independently locate and select information for personal, hobby, or vocational interests ● Read, listen to, and view information in a variety of formats to explore new ideas, form opinions, solve problems, and connect to real-world issues ● Read voluntarily for pleasure, to learn, to solve problems, and independently explore various genres ● Respond to images and feelings evoked by a literary work	Classroom & Library/ All year	Introduction Functional
By the end of 12th grade	● Select print, non-print, and digital materials based on personal interests and knowledge of authors ● Read, listen to, and view information in a variety of formats to explore new ideas, form opinions, solve problems, and to connect to real-world issues ● Read voluntarily for pleasure, to learn, to solve problems, and independently explore various genres ● Seek diverse opinions and points of view while critically investigating a topic of personal interest ● Identify the rights of self and others to access information freely and pursue the right to read, view, and listen	Classroom & Library/ All year	Functional/Mastery

STANDARD: LM.SLE - Demonstrate safe, legal, and ethical creating and sharing of knowledge products.			
GRADE LEVEL	BENCHMARKS/WHAT IS EXPECTED OF THE LEARNER	WHERE/ WHEN	INTRODUCTION FUNCTIONAL MASTERY
By the end of 1st Grade	● Acknowledge the work of others ● Maintain safe behavior when using the internet	Classroom & Library/ All year	Introduction/ Functional
By the end of 3rd grade	● Acknowledge and credit the work of others ● Maintain safe behavior when using the internet ● Use information, technology and media tools responsibly and safely	Classroom & Library/ All year	Introduction/ Functional
By the end of 5th grade	● Acknowledge and credit the work of others ● Use information, technology and media tools responsibly and safely ● Keep personal information private while using digital tools	Classroom & Library/ All year	Introduction/ Functional
By the end of 8th grade	● Practice responsible use of technology and describe personal consequences of inappropriate use ● Use criteria to determine safe and unsafe internet sites ● Participate safely, ethically, and legally in online activities ● Connect ideas and information with their owners or sources ● Credit sources by following copyright, licensing, and fair use guidelines for text, visuals, and audio in generating products and presentations	Classroom & Library/ All year	Introduction Functional
By the end of 12th grade	● Practice responsible use of technology and describe personal consequences of inappropriate use ● With support, develop a set of criteria for the evaluation of a source of information ● Acknowledge the sources of information used when modifying, reworking and remixing multiple sources into an original product by following correct citation formats ● Credit sources by following copyright, licensing, and fair use guidelines for text, visuals, and audio in generating products and presentations	Classroom & Library/ All year	Functional/Mastery