



K I R K W O O D  
S C H O O L D I S T R I C T

**Library Media: Grades 9-12**

Approved by KSD Board of Education: April 15, 2019

**Course Description:**

The primary focus of the 9-12th grade library media curriculum is to cultivate student readers and researchers who can independently and efficiently navigate, select, evaluate, and use library resources in support of their academic endeavors and to expand their personal horizons. Informational skill instruction is taught in collaboration with staff to support students with both curricular and personal skill development and enrichment. In addition, it is the goal of the library to imbue students with a rich array of reading, research, and technology skills to prepare them for post-secondary educational and/or professional opportunities and experiences.

**Grade Level:** 9-12

**Unit Scope and Sequence:** Library Media Curricula have common Enduring Understandings and Essential Question spanning all grades K-12. These are organized across four common strands. In addition, skills within these strands fall into one of several domains, listed within the Essential Learning Targets for each strand.

**Strand 1:** Navigating Library Resources

**Strand 2:** Text Appreciation

**Strand 3:** Research

**Strand 4:** Digital Citizenship & Technology Literacy

**Course Enduring Understandings:**

- Libraries are spaces that foster learning, diversity and community
- Reading is a lifelong journey that empowers individuals to understand themselves, others, and the world around them.
- Effective information seekers actively and ethically engage with resources to meet their goals

**Course Essential Questions:**

- How can I effectively navigate the resources in a library?
- How can I use literature to understand myself, others, and the world around me?
- How can I effectively use research strategies?
- How can I use technology effectively and ethically?

## LIBRARY MEDIA: Grades 9-12

### Strand 1: Navigating Library Resources

This strand empowers students to become confident and skilled library users. By understanding library organization, actively seeking information, respecting library resources, and contributing to the library community, students will develop the skills and knowledge necessary to navigate all libraries effectively.

<b>Unit Essential Learning Targets</b>	
<b><i>Enduring Understandings</i></b>	<b><i>Essential Questions</i></b>
<ul style="list-style-type: none"> <li>● The library is organized so that resources are easily available to patrons</li> <li>● Patrons bring curiosity to the library. Patrons seek answers to their questions (Inquire)</li> <li>● Patrons are a part of a larger community and are responsible for care of the resources and the space. Patrons can seek and find materials that offer a diversity of perspectives. (Include &amp; Collaborate)</li> <li>● Patrons can navigate the library using skills such as searching, locating, and evaluating materials. (Explore &amp; Curate)</li> <li>● Patrons provide recommendations and feedback within the library community. Patrons collaboratively build the library's collection. (Engage)</li> </ul>	<ul style="list-style-type: none"> <li>● How do I find what I need?</li> <li>● What is the purpose of the library?</li> <li>● How can I use my library skills to be more effective in finding what I seek?</li> <li>● Who is included in the library community?</li> </ul>
<b><i>Students must know:</i></b>	<b><i>Students must be able to:</i></b>
<ul style="list-style-type: none"> <li>● Abstract</li> <li>● Citation</li> <li>● Search filter</li> </ul>	<p><u>Inquire</u></p> <ul style="list-style-type: none"> <li>● I reflect on my plan to find what I need.</li> </ul> <p><u>Include &amp; Collaborate</u></p> <ul style="list-style-type: none"> <li>● I reflect on what perspectives are missing in my search.</li> </ul> <p><u>Explore &amp; Curate</u></p> <ul style="list-style-type: none"> <li>● I reflect on my selected resources to determine gaps and find balanced perspectives.</li> </ul> <p><u>Engage</u></p> <ul style="list-style-type: none"> <li>● I reflect on my reading life and make a plan for myself and others to grow.</li> </ul>

**LIBRARY MEDIA: Grades 9-12**  
**Strand 1: Navigating Library Resources**

**AASL Standards**

- **Priority Standard: Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.**
- **Priority Standard: Include and Collaborate: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community. Work effectively with others to broaden perspectives and work towards common goals.**
- **Priority Standard: Explore and Curate: Discover and innovate in a growth mindset developed through experience and reflection. Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.**
- **Priority Standard: Engage: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.**

## LIBRARY MEDIA: Grades 9-12

### Strand 2: Text Appreciation

This strand empowers students to become lifelong readers. Students will develop a love of reading by exploring a variety of texts, sharing their thoughts with others, selecting diverse materials, and recognizing the value of reading for both pleasure and information.

<b>Unit Essential Learning Targets</b>	
<b><i>Enduring Understandings</i></b>	<b><i>Essential Questions</i></b>
<ul style="list-style-type: none"> <li>● Readers will explore a variety of materials for lifelong learning and recreational reading. (Inquire)</li> <li>● Readers share and reflect on what they read. (Include &amp; Collaborate)</li> <li>● Readers select books that represent diverse idea, cultures, and genres of literacy. (Engage)</li> <li>● Reading for pleasure or information has lifelong applications (Explore &amp; Curate)</li> </ul>	<ul style="list-style-type: none"> <li>● How does literature help us to better understand ourselves and our world?</li> <li>● How can I understand, utilize, and appreciate all types of text?</li> <li>● What do I read next?</li> <li>● How do I select the right book for me?</li> <li>● How do I select books that are window and mirrors for me?</li> </ul>
<b><i>Students must know:</i></b>	<b><i>Students must be able to:</i></b>
<ul style="list-style-type: none"> <li>● Gateway Nominees</li> </ul>	<p><u>Inquire</u></p> <ul style="list-style-type: none"> <li>● I reflect on my plan and adjust as needed to find the right books for me.</li> </ul> <p><u>Include &amp; Collaborate</u></p> <ul style="list-style-type: none"> <li>● I reflect on the strengths and the weaknesses of my reading community.</li> </ul> <p><u>Explore &amp; Curate</u></p> <ul style="list-style-type: none"> <li>● I reflect on gaps in my reading repertoire.</li> </ul> <p><u>Engage</u></p> <ul style="list-style-type: none"> <li>● I reflect on the diversity and social emotional health of my reading choices.</li> </ul>

**LIBRARY MEDIA: Grades 9-12**  
**Strand 2: Text Appreciation**

**AASL Standards**

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## LIBRARY MEDIA: Grades 9-12

### Strand 3: Research

This strand empowers students to become skilled researchers. Students will develop the ability to ask thoughtful questions, collaborate with peers, engage with information critically, and curate information to support their research. By fostering curiosity, collaboration, critical thinking, and information literacy, this strand prepares students to become lifelong learners.

<b>Unit Essential Learning Targets</b>	
<b><i>Enduring Understandings</i></b>	<b><i>Essential Questions</i></b>
<ul style="list-style-type: none"> <li>● Researchers will display curiosity through inquiry by defining a topic and generating questions. (Inquire)</li> <li>● Researchers will work together to broaden and deepen understandings and to solve problems with information. (Include &amp; Collaborate)</li> <li>● Researchers will engage with information, both online and in print, ethically, appropriately, and critically. (Engage)</li> <li>● Researchers will read widely and critically to ask and answer questions. (Explore &amp; Curate)</li> </ul>	<ul style="list-style-type: none"> <li>● How do I find what I need to know?</li> <li>● How can others help me grow my thinking?</li> <li>● How do I evaluate and use sources ethically, appropriately, and critically?</li> <li>● How do I share my learning?</li> </ul>
<b><i>Students must know:</i></b>	<b><i>Students must be able to:</i></b>
<ul style="list-style-type: none"> <li>● APA Format</li> <li>● Works Cited</li> </ul>	<p><u>Inquire</u></p> <ul style="list-style-type: none"> <li>● I connect my research to real-world issues.</li> </ul> <p><u>Include &amp; Collaborate</u></p> <ul style="list-style-type: none"> <li>● I have a social responsibility to consider global and varied issues and perspectives in my research.</li> <li>● I reflect on my place in the world.</li> </ul> <p><u>Explore &amp; Curate</u></p> <ul style="list-style-type: none"> <li>● I perform ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.</li> <li>● I reflect on my learning and seek constructive feedback from others.</li> </ul> <p><u>Engage</u></p> <ul style="list-style-type: none"> <li>● I inspire others to use information in legal, ethical, safe, and responsible ways.</li> <li>● I reflect on ethics, safety, and responsibility to grow my own knowledge.</li> </ul>

**LIBRARY MEDIA: Grades 9-12**  
**Strand 3: Research**

**AASL Standards**

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## LIBRARY MEDIA: Grades 9-12

### Strand 4: Digital Citizenship & Technology Literacy

This strand empowers students to become informed and responsible digital citizens. Students will develop the skills and knowledge necessary to navigate the digital world ethically and effectively. By actively questioning their digital world, collaborating with others, considering the impact of their online actions, and curating digital information, students will become active participants in the digital age.

<b>Unit Essential Learning Targets</b>	
<b><i>Enduring Understandings</i></b>	<b><i>Essential Questions</i></b>
<ul style="list-style-type: none"> <li>• Digital citizens will take active roles by asking questions about their digital world. (Inquire)</li> <li>• Digital citizens will seek and share in ethical and responsible ways when they are online. They will use collaborative technologies to work with others, including peers, experts, or community members to examine issues and problems from multiple viewpoints. (Include &amp; Collaborate)</li> <li>• Digital citizens will consider the impact of what they share with the online community. (Engage)</li> <li>• Digital citizens will select and organize information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. (Explore &amp; Curate)</li> </ul>	<ul style="list-style-type: none"> <li>• How can I manage my identity in a global, digital world?</li> <li>• How can I be safe and ethical with technology?</li> <li>• How can I share my ideas and knowledge with the world?</li> <li>• How do I efficiently and responsibly navigate through a digital world?</li> </ul>
<b><i>Students must know:</i></b>	<b><i>Students must be able to:</i></b>
<ul style="list-style-type: none"> <li>• Digital presence</li> <li>• Social responsibility</li> <li>• Advocacy</li> <li>• Resilience</li> </ul>	<p><u>Inquire</u></p> <ul style="list-style-type: none"> <li>• I refine my questions based on online feedback in order to grow.</li> </ul> <p><u>Include &amp; Collaborate</u></p> <ul style="list-style-type: none"> <li>• I have a social responsibility to seek varied perspectives in order to grow.</li> </ul> <p><u>Explore &amp; Curate</u></p> <ul style="list-style-type: none"> <li>• I make healthy decisions about my online life.</li> </ul> <p><u>Engage</u></p> <ul style="list-style-type: none"> <li>• I create a positive and impactful digital presence.</li> <li>• I am empowered to make decisions online.</li> <li>• I have control over what I share and where I share it.</li> </ul>



**LIBRARY MEDIA: Grades 9-12**  
**Strand 4: Digital Citizenship & Technology Literacy**

**AASL Standards**

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