Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow

Library Media Curriculum Guide **Grade 6 - 8**

Core Practices

- The school library is a unique and essential part of a learning community.
- Qualified school librarians lead effective school libraries.
- Learners should be prepared for college, career, and life.
- Reading is the core of personal and academic competency .
- Intellectual freedom is every learner's right.
- Information technologies must be appropriately integrated and equitably available.

Content Standards

Inquire
- Formulate questions about a personal interest or a curricular topic.
- Recall prior and background knowledge as context for new meaning.
- Use evidence to investigate questions.
- Devise and implement a plan to fill knowledge gaps.
- Provide constructive feedback.
- Engage in sustained inquiry. Enact new understanding through real-world connections.
- Use reflection to guide informed decisions.

Include
- Articulate an awareness of the contributions of a range of learners.
- Adopt a discerning stance toward points of view and opinions expressed in information resources and learning products.
- Describe their understanding of cultural relevancy and placement within the global learning community.
- Evaluate a variety of perspectives during learning activities.
- Represent diverse perspectives during learning activities.
- Engage in informed conversation and active debate.
- Contribute to discussions in which multiple viewpoints on a topic are expressed.
- Reflect on their own place within the global learning community.

Collaborate
- Demonstrate their desire to broaden and deepen understandings.
- Develop new understandings through engagement in a learning group.
- Decide to solve problems informed by group interaction.
- Use a variety of communication tools and resources.
- Establish connections with other learners to build on their own prior knowledge and create new knowledge.
- Solicit and respond to feedback from others.
- Involve diverse perspectives in their own inquiry processes.
- Actively contribute to group discussions.

Curate
- Determine the need to gather information.
- Identify possible sources of information.
- Make critical choices about information sources to use.
- Seek a variety of sources.
- Collect information representing diverse perspectives.
- Systematically question and assess the validity and accuracy of information.
- Organize information by priority, topic, or other systematic scheme.
- Perform ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.

Explore
- Read widely and deeply in multiple formats and write and create for a variety of purposes.
- Reflect and question assumptions and possible misconceptions.
- Engage in inquiry-based processes for personal growth.
- Problem solve through cycles of design, implementation, and reflection.
- Express curiosity about a topic of personal interest or curricular relevance.
- Co-construct innovative means of investigation.
- Collaboratively identify innovative solutions to a challenge or problem.
- Open-mindedly accept feedback for positive and constructive growth.

Engage
- Responsibly apply information, technology, and media to learning.
- Understand the ethical use of information, technology, and media.
- Evaluate information for accuracy, validity, social and cultural context, and appropriateness for need.
- Ethically use and reproduce others' work.
- Acknowledge authorship and demonstrating respect for the intellectual property of others.
- Sharing information resources in accordance with modification, reuse, and remix policies.

Concepts	Essential Questions	Resources
Inquire Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.	• What makes a good quality research question? • How can we use evidence or sources to support our research questions? • What makes a good quality source? • How does constructive feedback help in our work?	• Other district library specialists • MA ELA and History research standards
Include Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.	• How do different perspectives affect information? • How can we determine bias in a resource, facts from opinions? • How does bias effect our communities and our day to day lives • What are ways we can make our community more inclusive to all? • Does our library collection reflect our community's needs?	• Professional journals and reviewers • Current articles and work on equitable representation
Collaborate Work effectively with others to broaden perspectives and work toward common goals.	• How can we work together to fix problems? • How can I give good quality feedback? • How does feedback affect my work? • What happens if there is no collaboration between different groups?	• Google classroom • Zoom, teams • School email • School websites
Curate Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.	• What is the goal or purpose of my work? • Where do I start to find research? • What strategies can help organize my work? • How do we know our sources are reliable and relevant to our work?	• CAARP test • MA Databases • Commonsense Media • Library Collection • MA Standards (DLCS ELA; History; Science; Math; etc.)
Explore Discover and innovate in a growth mindset developed through experience and reflection.	• How can I use the problem solving process to help my work? • How might I explore my own interests? • How do we draw meaning and understanding from a given text?	• MA State Standards • AASL (American School Library Association) • MA DLCS (Digital Literacy and Computer Science) Standards
Engage Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.	• What do we need to be a good Digital Citizen? • How do we safely use content from online resources? • How do we evaluate our sources? • What makes a trustworthy resource? • Why is it important to cite our sources?	• Creative Commons Usage Rights • AASL (American School Library Association) • MA DLCS (Digital Literacy and Computer Science) Standards • Commonsense Media

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Curriculum Guide	Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They focus on the set of standards that students will learn within certain disciplines at appropriate grade levels. Each area of the curriculum is divided into general strands (broad categories) under which the standards fall. When we discuss "standards-based education" we mean that students are measured against their proficiency and growth towards meeting these standards. Curriculum Guides are intended for teachers, parents, and the wider school community as an overview document of the course of study for the year.
Curriculum Map	Curriculum maps are internal documents utilized as planning tools for teachers. Curriculum maps keep a focus on the end-of-year standards and chart a course for the teaching and learning over the year. They are typically organized in a grade-level overview organized by month or marking period. Curriculum maps typically include; standards and expectations for the grade/content, essential skills/concepts, methods of assessment, and major content resources. Maps are never "done" as ongoing work of educators include revisions, additions, and revisits to the maps. They provide an overview for the year while also allowing educators to see a vertical picture of how the content develops as students progress through each grade.
Standards	The standards used as the foundation of our curriculum come directly from the Massachusetts Department of Education Curriculum Frameworks. State standards may be viewed here: http://www.doe.mass.edu/frameworks/
Priority Areas	Priority areas are defined by the state of Massachusetts as the most critical areas in each grade level on which instructional time should focus.
Content Standards	The Content Standards describe what students should know and be able to do once within the area of mathematics.
Essential Questions	Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into the learning and act as an umbrella to anchor the unit/lesson.
Resources	Resources identified in Curriculum Guides are not intended to be exhaustive, nor are they intended to be prescriptive. The resources identified may function as a menu of curriculum resources from which educators identify the most appropriate tools to utilized in their classrooms. More specifics about identified resources are identified within the curriculum map documents.