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Creating a 21st Century Library Media Scope and Sequence

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Creating a 21st Century Library Media Scope and Sequence

by

Dustee Phenow

A Creative Work

Submitted to the Graduate Faculty of

St. Cloud State University

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Chapter I: Introduction

The creation of a 21st century curriculum is imperative to the future of the library media program. The way in which students learn is changing and there is a gap between what students learn in school and the knowledge and skills that are required in today's dynamic world (Groff, 2013). The skills required in the 21st century demand that learners are acquiring the knowledge and skills needed to thrive in a world that is constantly changing. A 21st century curriculum would include skills such as: curiosity, creativity and innovation.

The library media specialist (LMS) must work together with grade level teachers to create a learning environment that inspires curiosity, creativity and innovation. Historically, education has been based on the acquisition of knowledge. Gunn and Hollingsworth explain how that is changing, "However, students are now not only being asked to know about the subject at hand, but also apply the information in novel situations, think critically about the materials, apply the information, and evaluate its appropriateness" (2013, p. 202). Today, students not only need to be able to gain knowledge, they also need to be good problem solvers which is why creating an environment that inspires curiosity, creativity and innovation is so relevant. Emily Hacker (2009) explains, "It is also important for the library to have its own curriculum of teaching so that they can meet the needs of library users who do not actively take part in learning or who need extra support" (p. 335). We must equip our students with the skills to succeed in the technology-driven, multi-tasking, diverse and vibrant world we now live in.

Nonetheless, there are many challenges in creating a scope and sequence for an elementary curriculum. One challenge is that the technology advancements of today occur at such a rapid pace making it almost impossible for schools to keep up with the latest trends. Another challenge is the lack of assessment measures that can test proficiency in qualities such

as curiosity, creativity and innovation. As school pedagogy increasingly become centered on test scores and data, the library media program must be able to show student growth in order to remain relevant and defend its importance (Henriksen, Mishra, & Fisser, 2016). The importance of creating a 21st century curriculum is evident, “Education needs a framework to help students and teachers develop creative thinking skills that span disciplines and use technology tools for creative solutions and outcomes” (Henriksen, Mishra, & Fisser, 2016, p. 28). Moreover, because of the complexity of societal problems today, creative thinking is essential for 21st century success (Henriksen et al., 2016). Media standards such as International Society for Technology in Education (ISTE) and the Association of School Libraries (AASL) must be thoroughly analyzed and embedded into the curriculum in order to provide our students with a comprehensive plan to succeed and thrive in the world in which we live. The purpose of this portfolio is to create a comprehensive elementary media curriculum.

This portfolio proposal is divided into five chapters, each providing specific information in regard to the theme. Chapter I provides an overview of the theme and subtopics; Chapter II provides a literature review of the key concepts, and Chapter III provides detailed information on the products. Chapter IV includes the contents of the elementary media curriculum and Chapter V will include a reflection on the overall portfolio as it relates to the theme and to the literature findings.

Theme and Background

The theme of this portfolio is to use 21st century teaching and learning skills and ideas in designing a K-5 library curriculum. This theme is important to K-5 education as we live in an information-driven society. We must prepare, even our youngest learners, to thrive in this dynamic environment. According to the International Society for Technology in Education

(ISTE) the following standards provide a framework for preparing our students for the constantly changing future:

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.

Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test 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.

Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally (2016, p. 1).

This portfolio will include a curriculum that contains specific lessons that encompass the above skills. The lessons will be created, implemented, and evaluated in collaboration with the LMS and the K-5 classroom teacher. The collaboration between the LMS and the K-5 classroom teacher allows for the transferable skills to be integrated into classroom academic standards as well as library media standards. This collaboration ensures that learners are challenged to think critically, collaborate, and problem-solve rather than just learn the core subject areas (Witte et al., 2015).

The creation of a relevant and current curriculum for a K-5 library media program is pertinent as school library programs continue to undergo significant changes due to a growing emphasis on technology in education. According to the American Association of School Librarians (AASL), the focus of the library has shifted from a confined space to a space without boundaries influenced by our interactive global community.

Rationale

The media program at Independent School District 659 has a mission to help all users become effective, ethical consumers and producers of information, motivated readers, and life long-learners in our ever-changing world. Witte, Gross, and Latham (2015) identified several reputable sources that advocate for the teaching and learning of 21st century skills:

Several national and professional organizations, including the National Council of Teachers of English, the American Association of School Librarians, the U.S Department of Education and the National Education Association, have contributed, through their position statements and publications, to the growing emphasis on 21st century skills in K-12 classrooms. (p.213)

This portfolio is a representation of the same beliefs that the Partnership for 21st Century Learning identifies: Every learner deserves to be exposed to dynamic learning experiences in order to best prepare as tomorrow's leaders, employees, and citizens. Learning experiences in and out of school build a strong range of aptitudes to assist the learner in thriving in the world outside of school walls. Lastly, the teaching and learning of cross-disciplinary skills not only ensures preparation for the life beyond K-12 school, but also ensures ongoing innovation in our economy (Our Vision and Mission, 2012).

Problem Statement

It is the responsibility of the LMS to encourage students to become effective citizens, to see the world beyond their own community, and to discover other worlds through reading and through engaging in a wide variety of media; therefore, it is crucial to have a well-thought-out cross-disciplinary curriculum (National Board for Professional Teaching Standards, 2012). An Elementary LMS in ISD 659 sees students on a fixed schedule (twice in a five-day rotation) for 25 minutes; in a school year, that equals approximately 36 lessons, many of which are units, not individual lessons. The problem is to create a dynamic scope and sequence that provides use of the latest information and instructional technologies while incorporating media literacy standards that align to a district's curriculum. Today, when students are researching, they are satisfied with whatever information a quick Google search produces (Breivik, 2005). By creating a 6-year curriculum that includes media standards from AASL Standards for Students, technology standards from ISTE and content from district curriculum maps as well as the Common Core, students can leave elementary school empowered to become lifelong learners, competent users of information and ideas, and informed decision makers.

Significance

A library media specialist (LMS) works with students across all the grade levels in the elementary school. This gives the LMS the opportunity to help students grow and develop from when they enter kindergarten until they graduate from fifth grade. With this unique role the LMS is able to make a lasting impact on the students who are being served. Over the past decade the role of the LMS has evolved. There have been significant advancements in technology which has led to a profound need for our students to be able to think critically, collaborate, and analyze the bombarding information that is constantly at their fingertips. According to the American Association of School Librarians (2010), it is the role of the school librarian to develop learners that are able to comprehend, analyze, and evaluate text in both print and digital formats. The school librarian needs to encourage learners to become effective users of ideas and information.

The products included in this portfolio will demonstrate the research that indicates the need to incorporate transversal skills into teaching in order to best prepare our learners for tomorrow. The products featured in Chapter III will serve as examples of effective ways that an elementary media specialist can incorporate these skills into academic and media standards. The portfolio in its entirety will highlight the importance of a strong library media program in order to benefit and prepare all learners.

Definition of Terms

Common Core Academic Standards. In the context of this portfolio refers to Minnesota's K-12 Academic Standards. These standards are created by the Department of Education in order to define and identify academic achievement across the state. The standards identify knowledge and skills students must achieve by the end of the grade level, help define

course credit requirements for graduation, and serve as a guide for the design of curricula (Minnesota Department of Education, 2016).

Media Standards. In the context of this portfolio refers to the Standards in Information and Technology Literacy as identified by the International Society for Technology Education (ISTE) and the American Association of School Librarians (AASL). These standards reflect 21st century skills and identify the competencies needed to be successful in today's dynamic world (International Society for Technology in Education, 2016).

21st Century Skills. In the context of this portfolio refers to the skills identified by ISTE. See page 4 for a list of the skills and the definitions. The skills required in the 21st century demand that learners are acquiring the knowledge and skills needed to thrive in a world that is constantly changing and where learning never stops. As stated by the Partnership for 21st Century Learning, the mission is to build collaborative partnerships between education, business, and community and government leaders to best prepare our learners (Standards for the 21st-Century Learners, 2007).

Library Media Specialist (LMS). As defined by the National Board for Professional Teaching Standards (NBPTS), the library media specialist promotes and campaigns for equity and access to resources for all members of their learning community. A LMS stays informed of the latest information and instructional technologies, has a deep love of literature, and creates a synergy that fosters student achievement (National Board for Professional Teaching Standards, p.15).

Scope and Sequence. This refers to the outline of the content an educator covers in class. The information is placed in logical order in a scope and sequence to guarantee appropriate

delivery of academic and media standards and to ensure that students do not miss out on important details in class (Reigeluth, 2009).

Technology. In this portfolio technology refers to the object, tools, and devices that are available to enhance student learning. A few technological objects that are included in this portfolio are: iPads, Chromebooks, SmartBoards, desktop computers, and document cameras. Technology in this portfolio also refers to the software or applications that are available to enhance student learning. Some software and application programs that are included in this portfolio are: KidPix, Google Drive, Book Creator, and QRcode Scanner.

Curriculum. Is defined as the totality of the student's educational experience. In this portfolio the creation of a K-5 media curriculum will include a scope and sequence that outlines: specific skills being addressed, objectives, media standards, academic standards, lesson materials, additional resources, and assessment options.

Multiple Literacies. In this portfolio multiple literacies refers to visual, textual, digital and technological literacy. However, the main focus is on informational literacy (Mongue & Pawlowski, 2014).

Summary

This portfolio on the creation of a robust K-5 media curriculum is beneficial to any practicing elementary media specialist as it provides a framework to best prepare our youngest learners to participate in today's information rich society. By analyzing the position statements, standards, and missions of leaders in the development of 21st century teaching and learning, this portfolio captures the robust inclusion of applicable academic and media skills and standards. As previously indicated, having a LMS provide this dynamic educational experience to our learners is vital to preparing them to be well-informed, active, and knowledgeable citizens inside the K-

12 sector and beyond. Chapter II will present a literature review addressing the following topics: current technologies, preparing students for the future, multiple literacies, and media standards integration.

Chapter II: Literature Review

Introduction

Today's information-rich society has impacted and continues to impact the way our students learn. How can media specialists effectively link current and relevant learning landscapes with the way our students inherently learn and process information today? Conducting research on media programs is problematic in that there are no two programs alike. Each media program has adopted their own set of standards and is guided by their school administration and community. The curriculum included in this portfolio has been derived by looking at an assortment of national, state and local standards, as well as, journal articles written by experts in the field. This portfolio contains a K-5 adaptable curriculum. Each elementary media program is directly influenced by the population of learners they serve. Consequently, many of the studies included in this review focus on topics of 21st century learning, preparing students for the future, media literacies, media standards integration, and the role of the elementary media specialist.

Methodology for Literature Review

The databases searched were St. Cloud State University library, Academic Search Premier and ERIC databases to find scholarly (peer reviewed) journals, educational literature, and resources. The Electronic Library for Minnesota (ELM) education-related databases were also used with special attention given to Teacher Librarian, Knowledge Quest, and Educational Technology and Society journals. Educator's Reference Complete and ERIC (EBSCO) databases were used to find professional publications and education-related articles. The journal articles were selected after being evaluated for accuracy, authority, and currency. The keywords used for the literature search were: 21st century learning, elementary media specialists,

curriculum development, integrating content standards, and technology integration. Literature was researched from 2001-2017, with special attention given to recent studies as technology advancements occur at a rapid pace.

Review and Analysis of Theme

21st Century Creative Technology. Technology is used in many classrooms to enhance teaching and learning activities. Integrating technology into classroom instruction should not be taught as a separate skill rather an interconnected practice, “Technology is not an application to 21st century learners, but rather an organic process as intuitive to them as tying their shoes” (Lifer, 2005, p.11). Technology is not seen as a one size fits all tool; rather a process that can creatively be used by each individual student to assist them in becoming problem solvers, collaborators and producers in today’s information-rich culture. There is a commonality between technology and creativity, from Google to Facebook, from cloud computing to YouTube channels, the digital world has altered how we live, work and bond with each other (Henriksen, Mishra & Fisser, 2016). Henriksen, Mishra and Fisser explain further, “This technological change is driven by human creativity, and in turn provides new contexts for creative output” (2016, p. 28). This connection between technology and creativity should be replicated in the teaching and learning of technology. Standards-based teaching and data driven educational systems with an emphasis on test scores has squeezed creativity out of the curriculum frameworks (Henriksen, Mishra & Fisser, 2016). The library media specialist acts as school’s advocate infusing creativity in the teaching and learning of media and academic content standards.

Library media specialists play an integral part in technology integration and creativity, “Library media specialists need to cement their role in the learning community as legitimate and

indispensable purveyors, instructors, and assessors of a technology-infused curriculum” (Lifer, 2005, p.11). Within this portfolio, 21st century technology will include creative processes that students can use as part of their own unique learning experiences. For example, one student might decide to write a book summary on Kidblog as a way to share writing with an authentic audience while another student might decide to create a video blog (vlog) describing their creative writing process. By offering particular technology at each grade level, a six-year media plan will follow a growth model: introduction in the first year, mastery another year.

Preparing Students for the Future. As a way to prepare our youngest learners for today’s dynamic world, cross-curricular learning skills must be integrated into the educational curriculum. Preparing our students for the future means not only teaching core subject areas, but also the skill set of critical thinking, collaboration, and problem solving (Witte, Gross, & Latham, 2015). Collaboration between the library media specialist and teacher, when teaching research and technology skills, should be looked at as one single entity as the majority of standards could be shared or divided (Geier, 2005). Many teachers are unaware of the benefits and services that the media center can provide (Witte et al., 2015).

How do you create opportunities in K-12 schools that prepare students for the future? An expert in the field, Virginia Jones, suggests the implementation of science, technology, engineering and mathematics (STEM) as a way to create dynamic learning experiences (2014). A skill of the 21st century is for students to use collaborative critical thinking skills to present their findings to classmates (AASL, 2007). For example, second grade students research animal habitats as part of their core curriculum. As indicated in the section above, the teacher and library media specialist could collaborate to carry this unit of study out by incorporating STEM and the skill of creatively infusing technology for collaboration and critical thinking. Students can create

charts and graphs to show the data collected on the size, height and/or weight of the animal being studied in class. In media class, students can then collaborate on a final presentation using Google Slides, Spark video, Book Creator or others, including all of the data collected in class in one cohesive presentation. The presentations can also be shared with the class and others demonstrating their knowledge in using creative and collaborative critical thinking skills. The idea is to create a partnership between the library media specialist and the teacher to address the needs of today's learner, "Today's school library media specialist understands that many of the key areas of responsibility for members of the profession involve effective collaboration with teachers" (Cooper & Bray, 2011, p. 48).

Literacies. Literacies such as, information, technology and media are considered 21st century literacies. As technology changes, so do literacies. According to AASL Standards for the 21st-Century Learner, "Information literacy has progressed from the simple definition of using reference resources to find information. Multiple literacies, including digital, visual, textual and technological, have now joined information literacy as crucial skills for this century" (2007, para. 6). The majority of reading in which students engage in take place online (Kaiser Family Foundation, 2010). With that being said, the need to prepare students with the skills required to participate in a digital world is crucial.

A strong collaboration between the library media specialist and the teacher is one way to ensure that students are learning the literacies required to succeed in a globally networked world. Media literacy is the ability to access, analyze, evaluate and create media (Schwarz, 2003). Within this portfolio, the scope and sequence of media skills include reading, research and responsible use of technology. Independent School District (ISD) 659 include curriculum maps for language arts, math, science, health and social studies. The library media program uses the

curriculum maps to create lessons that connect with grade level content standards. For example, as fourth grade students learn about early European explorations and settlements they can research how the media has molded the way we look at this information now. Students could study movies, newspapers and textbooks and discuss how each of these forms of media shape their understanding of European settlements. This connection with content level standards promotes collaboration among the teacher and library media specialist. Burford and Park (2013) explain, “Those who have higher levels of digital media literacy skills can access information efficiently and are able to express their own ideas using digital media” (p. 266). Students are required in grades as young as kindergarten to access information efficiently. Teaching media literacy skills is not a skill that should be taught in isolation rather a skill set that can be integrated across the curriculum.

Media Standards Integration. Standards from AASL, ISTE, and the Common Core will be integrated into the media curriculum at ISD 659. A curriculum can be defined as, “[A] dynamic document that can be indefinitely modified to assist educators in making more informed decisions about teaching and learning” (Witte et al., 2015, p. 213). An implication to collaboration includes consistency, “It does not happen often enough, and the collaboration that does take place many times does not approach a level where the school library media specialist would be considered an indispensable member of the instructional team” (Cooper & Bray, 2011, p. 48).

Annually, the most highly regarded school library programs are reviewed by AASL. AASL provides measures a school library media specialist can take to become an indispensable member of the instructional team. There are common characteristics among the winning programs such as, a student-centered focus, being highly collaborative, having a community-

wide shared vision and maintaining positive relationships among all stakeholders (Marcoux, 2009).

The Blue Valley North LMC program was awarded the honor of being recognized as the best of the best library program in 2009 by AASL. The media program is highly collaborative, even the grading of the projects is done in collaboration with the grade level teacher. This helps grade level teachers understand the connection between the lesson and the mastery of information literacy standards (Marcoux, 2009). Media specialists serve as information specialists, “The role of the librarian is to aid teachers on augmenting classroom resources for engaging in community-driven, interdisciplinary learning throughout communication and collaboration” (Witte et al., 2015, p. 211).

International Society for Technology Education (ISTE). ISTE standards for students are used in this portfolio to implement 21st-century skills into the media curriculum. The media center is often thought of as the technology hub of the school (Logan, 2001). Incorporation of the ISTE student standards improves the curriculum by ensuring that students are given the proper instruction to prepare them for our ever-changing society. The ISTE student standards not only focus on incorporation of technology but also that of student-driven learning. By integrating technology with student choice-projects; powerful and authentic learning can take place. Logan states, “Hands-on projects with integrated technology put learning into the hands of the students. Students are actively involved and engaged in learning content while becoming effective users of information and technology” (2001, p. 8).

Incorporating the ISTE standards into this curriculum is effective as it connects Common Core and library media standards to the technology and research standards. This provides a meaningful and dynamic learning opportunity for the students. At ISD 659 the incorporation of

technology is encouraged and by following the standards from ISTE the incorporation of technology is systematic and effective.

American Association of School Libraries (AASL). AASL provides the national standards for school librarians. In this portfolio the AASL standards *Empowering Learners: Guidelines for School Library Media Programs* is used in conjunction with the AASL Standards for the 21st-Century Learner. In ISD 659 the media specialist is expected to teach the library standards as well as the technology standards. With that being said, this portfolio will include the library standards in addition to the technology standards in order to create a dynamic media curriculum.

The ISTE and the AASL standards are not taught in isolation. The ISTE standards for technology guide the media specialist's implementation of the AASL standards. By teaching these standards in tandem it improves the curriculum by using technology to enhance the learning experiences during media instruction. As stated by Cooper, "Because the school library media program involves aspects of teaching and learning beyond instructional technology, *Empowering Learners* presents guidelines in four chapters that together address the overall program, with technology aspects interwoven throughout the document" (p. 49, 2015). The connection between the AASL standards and the ISTE standards maximize the experience students receive during media instruction.

Common Core. Integrating classroom content standards into the media curriculum is encouraged at ISD 659. Integrating content standards forms a connection between what the students are learning in the classroom to what they learn during media instruction. By connecting content standards to media curriculum standards, the students will have background knowledge on that topic which provides them with the confidence needed to be engaged in the activity.

For the creation of this curriculum AASL's Crosswalk of the Common Core Standards and the Standards for the 21st Century Learner was used to implement English Language Arts Common Core standards into the media curriculum. This is efficient and effective as it shows the connection between the AASL standards and the Common Core standards. This allows the LMS to cover classroom standards during media instruction which forms collaboration between the classroom teacher and the LMS.

	ISTE Standards for Students	AASL Standards for the 21 st -Century Learner	Common Core
What standard is it?	International Society for Technology in Education	American Association of School Librarians	Minnesota K-12 Academic Standards
What does the standard address?	Integration of technology to create a student-centered process and empower student voice.	Library Media Standards integrated with the skills required for learning in the 21 st -Century.	State standards for English language arts, mathematics, science, social studies, and physical education.
How will the standards be used in this portfolio?	The ISTE standards for students will be used to incorporate technology into the media curriculum.	The AASL standards for the 21 st Century Learner will be used to integrate library media skills and literacies into the media curriculum.	The Common Core standards will be used to connect classroom learning to the media curriculum.
Examples of what the standard addresses.	“Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences” (ISTE Standards for Students, 2016, p. 1).	“Inquire, think critically, and gain knowledge. Draw conclusions, make informed decisions, apply knowledge to new situations and create new knowledge” (Standards for the 21 st -Century Learner, 2007, p.3).	“English Language Arts- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific evidence when writing or speaking to support conclusions drawn from the text” (Common Core Standards Initiative, 2010, p. 13).

Gaps in Research

One difficulty when conducting this literature review is finding journal articles that mirror the media program for which I am creating this curriculum. Media programs from one school to another, even within the same district, have many differing characteristics. One gap

that I found was finding research on an elementary media program (Lester & Van Fleet, 2008). Much of the research on media programs is for middle or high school programs. The second gap that I found was finding research on a media specialist teaching on a fixed schedule rather than a flexible schedule. The fixed schedule at ISD 659 means that the media specialist teaches K-5 students on a five-day rotation. Each class is seen by the media specialist for 25 minutes twice a week. The third gap in research that I found was direct assessment measures that align with the mastery of 21st century learning skills. The assessment measures that were found were tied to specific project examples rather than the specific skill sets of collaboration, creativity and innovation (Redecker & Johannessen, 2013).

Specific resources will be used for the creation of this portfolio. The ISD 659 grade level curriculum maps will be used to connect media standards to classroom standards. The AASL standards for the 21st-century learner will be used to integrate up-to-date learning skills into the curriculum. The International Society for Technology in Education (ISTE) 2016 standards will be used to include appropriate technology standards. Finally, the Information and Technology Educators of Minnesota (ITEM) standards will be used to address the media curriculum framework.

Summary

The components that play a role in developing a relevant library media scope and sequence have been discussed in length. The infusion of creativity when implementing technology, the need to prepare students for the future, the inclusion of multiple literacies, and integrating media standards with content standards are all advantageous to the library media specialist when developing a robust library media scope and sequence. “Guiding principles for school library programs must focus on building a flexible learning environment with the goal of

producing successful learners skilled in multiple literacies” (Empowering Learners,2016, para 1). As stated previously, each school library program looks different from one another as the culture of the school and the learner demographics should be put into consideration when creating library media lessons. This chapter focuses on the elements needed to create a library media scope and sequence that is instrumental to student growth and preparation to succeed in today’s society.

The next chapter of this portfolio will take a closer look at the process of creating a comprehensive and dynamic media framework. The key factors and essential components that make up a relevant media scope and sequence will be explicated.

Chapter III: Methods

Introduction

Chapter II discussed how today's learners are not changing but the way in which they learn is. Integrating transferable skills into the media framework is one way to keep the curriculum relevant and engaging. This chapter outlines three products that show how integrating skills in the elementary media framework can create authentic and meaningful learning experiences. Product one is the creation of a scope and sequence for the use of an elementary media specialist teaching grades kindergarten through fifth. Product two is the culmination of 24 step-by-step lessons that correspond with the scope and sequence. Lastly, product three includes 24 assessment options that correspond with each of the 24 step-by-step lessons. The culmination of all three of these products will include one comprehensive curriculum to be adopted by any media specialist teaching kindergarten through fifth grade. This chapter will provide a thorough examination of each product that will make up the elementary media scope and sequence.

Description of Products

Product 1. Scope and sequence for a K-5 elementary media program. This scope and sequence will be used as the outline for a library media curriculum. Each grade level will include a four-quarter scope and sequence with the inclusion of: skills being addressed, 21st century standards, library content objectives, lesson materials, grade level content standards, additional resources, and assessment options.

Goal and Objectives. The purpose of this scope and sequence is to act as framework for the elementary media program. By integrating classroom standards and 21st century skills the curriculum will provide a basis for a library media program that can meet the needs of today's

diverse learners. After completion of the 6-year curriculum in accordance with the Framework for 21st Century Learning (2016) the student will:

- Master fundamental subjects and become aware of 21st century themes such as global awareness and environmental literacy
- Develop creativity, critical thinking, communication, and collaboration skills
- Create, evaluate, and effectively utilize information, media, and technology
- Develop thinking skills to navigate complex life and work environments

Target audience. The target audience for each of the products will be the same. The adoption of this curriculum is meant for any population of elementary learners. However, the context of users the researcher presently works with at Bridgewater Elementary School in Northfield, MN has 25 sections of classes. The target audience for each product is K-5 elementary media students. Bridgewater Elementary School is a K-5 school with 556 total students. The school has 34.6% of its student population receiving free/reduced lunch. The racial breakdown of Bridgewater Elementary School is the following: White 84.2%, Hispanic 8.8%, and 3.4% making up two or more races. In 2016, the average standard MCA math and reading test score was 71.4%. The fifth, fourth, third, first, and kindergarten classes are divided into four sections. The second-grade classes have five sections. The age breakdown starting in kindergarten and going to fifth grade is the following: 5-6, 6-7, 7-8, 8-9, 9-10, and 10-11.

Technology used. There are various technology forms used within this scope and sequence. At Bridgewater Elementary there are iPads, desktop computers, and Chromebooks available for student use. There are also iPads, desktop computers, document cameras, and Smartboards available for teacher use. Within this scope and sequence each of the available

technologies will be used. This media is relevant in creating a scope and sequence with the technologies that are available.

Methodology for analysis and evaluation. The media curriculum content presented in this portfolio aligns with current ISD 659 media curriculum maps and the mission statement of Northfield Public Schools:

“The mission of the Northfield Public Schools Media Program is to help all users become effective, ethical consumers and producers of information, motivated readers, and life-long learners in our ever-changing world” (“Mission Statement,” n.d).

In addition to the alignment of ISD 659 curriculum maps and mission statements; International Society for Technology in Education and American Association of School Librarians Standards for the 21st- Century will also be used as a method of analysis and evaluation during the creation of the elementary scope and sequence. Lastly, this project will be evaluated by the researcher’s district media department as subject matter experts. The usability evaluations/reviews performed by the district media specialists will provide critical-formed feedback.

Context for implementation. These products were designed during the 2017-2018 school year; however, implementation is planned for the 2018-2019 school year. The scope and sequence acts as a guide for the practicing media specialist in implementation of relevant and current skills and deployment of library media skills connected with classroom content standards. The framework offers suggestions for implementation set forth by the library media standards (AASL). This is meant to act as a guide as technology and available materials is always changing and progressing. The scope and sequence is meant for use of any practicing media specialist with specific focus on those that are new to the field. The scope and sequence can be used individually or adopted by a district for the media program.

Product 2. Step-by-step lesson (s) to be used in connection with quarterly standards and objectives as addressed in the scope and sequence. A step-by-step lesson will be included for each quarter of each grade level totaling 24 lesson plans. Included in each lesson plan will be: lesson title, goals and objectives and the lesson activity.

Goal and Objectives. The purpose of the step-by-step lessons is to provide a complete resource to be implemented immediately in the k-5 classroom by the practicing media specialist. The goal of the lesson (s) is to strengthen understanding of the media standards as indicated by the American Association of School Libraries (AASL) and International Society for Technology in Education (ISTE). The lesson (s) will also reinforce understanding of grade level content standards as indicated by the Minnesota Department of Education.

Target audience. See description above from Product 1.

Technology used. The step-by-step lessons were created using Google Slides. The lessons will be displayed during classroom instruction using a projector and desktop computer.

Methodology for analysis and evaluation. The creation of the step-by-step lessons were based off of American Association of School Libraries common beliefs (2007):

reading is a window to the world, inquiry provides a framework for learning, ethical behavior in the use of information must be taught, technology skills are crucial for future employment needs and equitable access is a key component for education. (p.2)

The lessons were analyzed for inclusion of American Association of School Libraries four key principles of 21st century learning (2007):

1. Inquire, think critically, and gain knowledge.
2. Draw conclusions, make information decisions, apply knowledge to new situations, and create new knowledge.

3. Share knowledge and participate ethically and productively as members of our democratic society.
4. Pursue personal and aesthetic growth. (p.3).

Lastly, and in conjunction with product one, this product will be evaluated by the researcher's district media department as subject matter experts. The questionnaires completed by the district media specialists will provide critical-formed feedback.

Context for implementation. Similar to the scope and sequence project, these lessons were designed in the 2017-2018 school year with implementation planned for the 2018-2019 school year. The step-by-step lessons are created for practicing media specialists working with any population of learners in an elementary school setting. The lessons will be embedded in the scope and sequence and are meant to be a resource for any practicing media specialist with particular focus on those that are new to the field. These lessons can be used in isolation or as part of the complete scope and sequence adopted by the district in which the media specialist works.

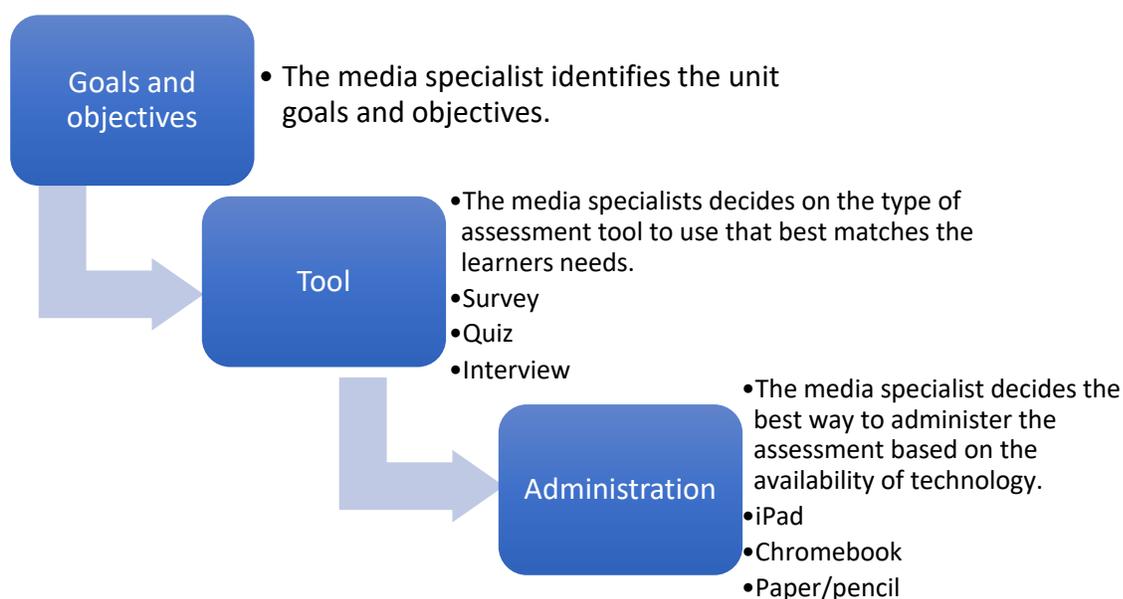
Product 3. Formative assessments to be used in connection with standards and objectives as addressed in the step-by-step lesson plans. A formative assessment will be included for each quarter of each grade level totaling 25 total assessments. The assessments come in various forms including one-on-one conversations, journals, observations, exit slips and graphic organizers.

Goal and objectives. The purpose of the assessment is to evaluate the lesson effectiveness. The practicing media specialist will provide the assessment to the elementary media students after completion of each unit of study. The practicing media specialists will gather the data collected from the assessment and make changes as necessary in order to improve in student engagement and comprehension.

Target audience. See description above in Product 1.

Technology used. To create the assessments various technologies were used including Kahoot, Google Forms and Google Docs. The practicing media specialist will choose which assessment option works best for their population of learners and the technology they have available.

Methodology for analysis and evaluation. The method used in creating the assessments is to assess the whole child in order to create a more student-centered classroom. Summative assessments happen throughout the lessons and a formative assessment is done at the end of unit to gather necessary information. All assessments were created using the same process:



As each of these products form one cohesive unit this product will also be evaluated by the researcher's district media department as subject matter experts. The usability evaluations/reviews performed by the district media specialists will provide critical-formed feedback.

Context for implementation. The assessments are to be administered after completion of the step-by-step lessons (product 2). Like the other products, the assessments were created in the 2017-2018 school year with implementation planned for the 2018-2019 school year. The assessments are to be used by any practicing media specialist working with any population of learners in an elementary media setting.

Institutional Review Board Approval

As discussed with my advisor, I do not plan to collect data from the K-5 population of students that these products are created for, as the facilitation of this curriculum will take 6 years. However, I will collect feedback from two other elementary media specialists in my district as who are subject matter experts. The questionnaire I plan to provide the subject matter experts will be approved by the IRB. I understand the protocol of obtaining and receiving IRB approval. I have completed the IRB training for Graduate Students on February 25, 2017.

Application of Products

The researcher will begin administering each product during the 2018-2019 school year. Completion of administration of the products will be during the 2024-2025 school year. Kindergarten students will first be exposed to the curriculum, step-by-step lessons, and assessments in the 2018-2019 school year and will not complete the curriculum until their fifth-grade year, which will be during the 2024-2025 school year. These products are meant to be a basis for curricular design rather a final product as technology, curriculum, and available materials are always changing and advancing. The selected products have been designed keeping the themes described from chapter two in mind: integration of creative technology, preparing students for the future, integrating multiple literacies, and embedment of media standards with classroom content standards.

Timeline

July 2017

- Culminating project committee members agree to participate

November 2017

- Culminating project preliminary meeting with committee members

November 2017- February 2018

- Project production and completion
- Remain in contact with advisor on any pertinent changes

March 2018

- Culminating project completed

April 2018

- Final defense meeting with committee members
- Oral and written exit interview with Information Media department

May 2018

- Graduation

Summary

In this chapter I have outlined all three of the products to be created in this portfolio and provided explicit detail on the means in which they will be created. All of the products are being used to create a more effective, engaging curriculum for elementary media students. With the completion of these three products, which I have outlined in this chapter, I have shown mastery in the theory and practice of librarianship and the message, design and delivery in working with students to provide appropriate instruction to today's dynamic learners.

Chapter 4 contains the actual products of the scope and sequence, step-by-step lesson plans, and formative assessment to be used in correlation with the lesson. Chapter 5 is a reflection on how these products are received by the researcher's district media department and recommendations for additional products.

Chapter IV: The Scope and Sequence

Each grade level (K-5) is divided into four quarters. Each quarter includes: approximate timeframes, student objectives, ISTE, AASL, and CC standards, lessons, additional resources, and assessment options. Live links to Google Slides and Google Docs are included. Additional documents are linked to each corresponding grade level via a Google Drive link.

Kindergarten Curriculum

Library Media	Grade Level: K	Quarter: 1
Approximate Timeframe: 18 media days equal to 6 hours of instruction		
Skills:		
<p>Students will...</p> <ul style="list-style-type: none"> • Explain what a library media center is • Classify books into categories: fiction vs. non-fiction • Explain what a library media specialist does • Practice how to take care of library books • Use a shelf marker and check out a library book • Demonstrate basic care of an iPad and use of the home button, tapping, swiping, opening and closing apps • Use the appropriate library behavior • Locate the Star of the North books in the media center 		
ISTE Standards for Students 21 st Century Standard (s):		
6.b		
AASL Library Content Standard (s):		Lessons
1.2, 1.2.2, 1.2.3, 1.1.3, 1.1.6, 2.1.5, 3.2.2, 4.1.3		First 6 Weeks of School Tour of the Media Center Fiction Vs. Non-Fiction
Common Core Content Standard (s):		Additional Resources
K.R.L.1, K.R.L.4, K.R.L.7, K.R.L.10, K.S.L.1, L.S.L.2		Google Drive Link
Assessment Options:		
<p>Students will complete a fiction/nonfiction sort and turn in</p> <p>Students will be observed practicing proper shelf marker use, checkout procedures and book care.</p> <p>Students will be assigned a letter and instructed to retrieve a book from that section of the everybody shelf. Students will be checked off if they are able to do this independently.</p>		

Library Media	Grade Level: K	Quarter: 2
Approximate Timeframe: 22 media days equal to 8 hours of instruction		
Skills:		
<p>Students will...</p> <ul style="list-style-type: none"> • Understand how to be a digital citizen using Common Sense Media scope and sequence • Enjoy and appreciate different types of literature • Demonstrate an understanding of parts of a book and story elements (character, setting, goal, problem and solution). • Participate in an author/illustrator study: Mo Willems • Listen to a story about Thanksgiving • Learn how to use the Chromebooks: power on/off, plug mouse in, use touchpad, and get to saved bookmarks independently 		
ISTE Standards for Students 21 st Century Standard (s):		
1.d, 2.a, 2.b, 3a, 3b, 5a, 5b, 6a		
AASL Library Content Standard (s):	Lessons	
1.1.2, 1.1.6, 1.2.2, 1.3.5, 2.1.5	Mo Willems Chromebook Challenge Digital Citizenship	
Common Core Content Standard (s):	Additional Resources	
K.L.4, K.R.I.1.2.3, K.SL.1	Google Drive Link	
Assessment Options:		
<p>Students will complete a short quiz on digital citizenship and earn a certificate through Common Sense Media</p> <p>Students will complete a worksheet labeling the parts of a book</p> <p>Students will create a book based on Mo Willems Pigeon series</p>		

Library Media	Grade Level: K	Quarter: 3
Approximate Timeframe: 18 media days equal to 6 hours of instruction		
Skills:		
Students will...		
<ul style="list-style-type: none"> • Learn computer code using Kodable • Practice computer code by programming a robotic mouse in small groups • Locate a non-fiction book and discuss the text features • Explore online databases • Research using the Chromebooks • Research Bald Eagles using various literacies • Create a map of the media center 		
ISTE Standards for Students 21 st Century Standard (s):		
1.d, 6.a, 7.c		
AASL Library Content Standard (s):	Lessons	
2.1.5, 2.1.6, 2.2.1, 2.2.4	Bald Eagle Research Computer Code Map Lesson	
Common Core Content Standard (s):	Additional Resources	
K.SL.1, K.SL.1.a, K.SL.1.b, K.SL.4, K.W.1, K.SL.3	Google Drive Link	
Assessment Options:		
<p>Students will complete and turn in a paper assessment of coding</p> <p>Students will be observed following Chromebook expectations.</p> <p>Students will complete a mini book or poster about Bald Eagles</p>		

Library Media	Grade Level: K	Quarter: 4
Approximate Timeframe: 22 media days equal to 8 hours of instruction		
Skills:		
<p>Students will...</p> <ul style="list-style-type: none"> • Participate in read-aloud, storytelling and a variety of reading experiences • Participate in a variety of poetry activities: Color Poem • Independently navigate the Internet and access bookmarked websites • Independently create an end of year “All About Me” poster using ABCya: typing, using the shift key, and printing • Use paint and draw tools, including pencil, fill, eraser, line, shapes, fill patterns, paint brush and spray can using ABCya • Learn about summer reading programs at Bridgewater and the Northfield Public Library 		
ISTE Standards for Students 21st Century Standard (s):		
1.d, 3.a, 6.a, 6.b, 6.d, 7.b, and 7.c		
AASL Library Content Standard (s):	Lessons	
2.4.1, 3.1.2, 3.1.3 and 3.1.4	Friendship read-aloud Book/Movie Study	
Common Core Content Standard (s):	Additional Resources	
K.SL.2, K.R.I.10, K.SL.1.b, K.W.6, K.W.2	Google Drive Link	
Assessment Options:		
<p>Students will create a color poem and type it Students will be observed independently accessing bookmarks on the Chromebooks Students will be observed using the pencil, fill, eraser, line, shapes, fill patterns, paint brush, and spray can when creating</p>		

First Grade Curriculum

Library Media	Grade Level: 1	Quarter: 1
Approximate Timeframe: 18 media days equal to 6 hours of instruction		
Skills:		
<p>Students will...</p> <ul style="list-style-type: none"> • Demonstrate understanding of the library media center layout • Follow checkout and return procedures • Learn to independently locate “everybody”/picture books by alphabetical order • Participate in read-aloud, storytelling and a variety of learning experiences • Recognize state and national literary awards and their significance: Star of the North • Identify characters, setting, and plot in stories • Participate in an author/illustrator study • Recognize series books by various authors 		
ISTE Standards for Students 21 st Century Standard (s):		
3.b		
AASL Library Content Standard (s):	Lessons	
1.1.2,3.2.2, 3.2.3	Past Star of the North Books Library Tour Pumpkin Life Cycle	
Common Core Content Standard (s):	Additional Resources	
1.L.4,1.SL.1, 1.SL.1.a, 1.SL.1.b, 1.SL.1.b	Google Drive Link	
Assessment Options:		
<p>Students will draw a map of the media center and label it</p> <p>Students will be instructed to locate a certain book and will get a checkmark if they bring back the correct book</p> <p>Students will create a Venn diagram showing similarities and differences in the same story told with different media</p>		

Library Media	Grade Level: 1	Quarter: 2
Approximate Timeframe: 22 media days equal to 8 hours of instruction		
Skills:		
Students will...		
<ul style="list-style-type: none"> • Learn how to be a digital citizen • Engage in a variety of activities that practice digital citizenship skills • Participate in Chromebook challenges • Learn to work independently on the Chromebooks • Access the media and technology blog and various class links independently • Participate in an author/illustrator study: Tomie dePaola 		
ISTE Standards for Students 21 st Century Standard (s):		
1.a, 1.d, 3.a, 3.c, 4.a, 6.a, and 6.d		
AASL Library Content Standard (s):	Lessons	
1.1.3, 1.1.6, 1.1.7, 1.1.9	Chromebook Challenges Tomie dePaola Internet Safety	
Common Core Content Standard (s):	Additional Resources	
1.SL.3,1.R.F.4.a, 1.R.I.1,1. R.I.2, 1.R.I.3, 1.W.7	Google Drive Link	
Assessment Options:		
<p>Students will be observed logging on and off the computers independently</p> <p>Students will listen to a read aloud and independently identify the characters, settings, and plot</p> <p>Students will complete a quiz on internet safety from Common Sense Media</p>		

Library Media	Grade Level: 1	Quarter: 3
Approximate Timeframe: 18 media days equal to 6 hours of instruction		
Skills:		
Students will...		
<ul style="list-style-type: none"> • Learn about computer code using code.org • Create a “how-to” book in their classroom and publish it online using Book Creator in media • Create a QR code from “how-to” book • Describe favorite commercials and discuss the purpose of commercials • Discuss the influence of food advertisements • Create a product to “sell” and use advertiser “tricks” to “sell” it to the class 		
ISTE Standards for Students 21 st Century Standard (s):		
1.c, 3.a, 3.c, 6.b and 6.d		
AASL Library Content Standard (s):	Lessons	
1.1.9, 1.3.4, 2.2.4, 2.4.1	How-to Books Computer Coding Media Literacy	
Common Core Content Standard (s):	Additional Resources	
1.SL.1.b, 1.SL.1, 1.SL.1.a, 1.W.1, 1.SL.2	Google Drive Link	
Assessment Options:		
<p>Students will produce and publish an eBook</p> <p>Students will have their progress monitored while using code.org</p> <p>Students will create a QR code of their eBook</p>		

Library Media	Grade Level: 1	Quarter: 4
Approximate Timeframe: 22 media days equal to 8 hours of instruction		
Skills:		
<p>Students will...</p> <ul style="list-style-type: none"> • Print a document with permission, using print preview to avoid waste • Use the online database World Book to find information on the animal of my choice • Create a poster with the facts and illustration of the animal of my choice • Participate in a variety of poetry activities: Shape poem • Use paint and draw tools including pencil, fill, eraser, line, shapes, fill patterns, paint brush, and spray can • Learn about summer reading programs at Bridgewater and Northfield Public Library 		
ISTE Standards for Students 21 st Century Standard (s):		
2.a,2.b, 5.d, and 6.a		
AASL Library Content Standard (s):	Lessons	
1.1.9, 4.1.3, 4.1.2, 3.2.3	Summer Acrostic Poem Research Choice- Super 3 Animal Research	
Common Core Content Standard (s):	Additional Resources	
1.W.7, 1.R.L.9, 1.R.L.10, 1.W.6, 1.W.7	Google Drive Link	
Assessment Options:		
<p>Students will create and print their summer shape poem using ABCYA Story maker</p> <p>Students will create a poster of the animal of their choice</p> <p>Students will be observed locating database from the media blog independently</p>		

Second Grade Curriculum

Library Media	Grade Level: 2	Quarter: 1
Approximate Timeframe: 18 media days equal to 6 hours of instruction		
Skills:		
Students will... <ul style="list-style-type: none"> • Learn Google Drive and Schoology login • Participate in the Chromebook challenge • Participate in read-aloud, storytelling and a variety of learning experiences • Identify the difference and similarities between tall tales, folk tales, fairytales, and fables • Learn state and national literary awards and learn their significance: Star of the North 		
ISTE Standards for Students 21 st Century Standard (s):		
3.a, 3.b, 7.c		
AASL Library Content Standard (s):	Lessons	
1.1.2,1.1.3, 1.1.6, 3.2.2, 3.2.3	Chromebook Challenge Tall Tale, Folktale, Fairytale, and Fable Orientation and login info	
Common Core Content Standard (s):	Additional Resources	
2.W.8, 2.R.L.1, 2. SL.3, 2.R.F.4.a	Google Drive Link	
Assessment Options:		
Students will create a table using Google Docs and print for TFFF unit Students will chart differences and similarities of tall tales, folk tales, fairytales, and fables Students will complete a KWL chart for Stellaluna		

Library Media	Grade Level: 2	Quarter: 2
Approximate Timeframe: 22 media days equal to 8 hours of instruction		
Skills:		
<p>Students will...</p> <ul style="list-style-type: none"> • Independently log in and out of Google Drive account • Learn how to be a digital citizen • Explore Destiny and learn how to look up a book • Participate in an author/illustrator study: Patricia Palacco • Use a variety of websites to research Patricia Palacco • Create a presentation of Patricia Palacco in Book Creator 		
ISTE Standards for Students 21 st Century Standard (s):		
1.c, 1.d, 2.a.b.c.d, 3.a.c,		
AASL Library Content Standard (s):	Lessons	
1.1.8, 1.1.9, 1.2.1, 1.3.4, 1.4.1, 1.4.4	Internet Safety Patricia Palacco Destiny Quest	
Common Core Content Standard (s):	Additional Resources	
2.SL.1.a.b.c, 2.SL.1.2, 2.SL.1.c, 2.SL.3	Google Drive Link	
Assessment Options:		
<p>Students will complete a digital citizenship badge using Common Sense Media Digital Passport</p> <p>Students will create an ebook of Patricia Palacco</p> <p>Students will find and record five facts from a variety of websites on Patricia Palacco</p>		

Library Media	Grade Level: 2	Quarter: 3
Approximate Timeframe: 18 media days equal to 6 hours of instruction		
Skills:		
<p>Students will...</p> <ul style="list-style-type: none"> • Learn about computer programming using code.org • Build a structure using materials provided to practice persevering • Create an algorithm to build a paper airplane • Collaborate with partners and groups to build a paper airplane following a specific set of directions • Research Minnesota Dakota People • Create a 6 slide Google slideshow on Minnesota Dakota People • Practice identifying the characters, settings, and events in a story 		
ISTE Standards for Students 21 st Century Standard (s):		
3.b		
AASL Library Content Standard (s):	Lessons	
1.1.2,3.2.2, 3.2.3	Code Minnesota Dakota People Character, setting, and events	
Common Core Content Standard (s):	Additional Resources	
1.L.4,1.SL.1, 1.SL.1.a, 1.SL.1.b, 1.SL.1.b	Google Drive Link	
Assessment Options:		
<p>Students will have their progress monitored while using code.org</p> <p>Students will be observed working in groups creating a paper airplane</p> <p>Students will create a Google Slideshow on MN Dakota People</p>		

Library Media	Grade Level: 2	Quarter: 4
Approximate Timeframe: 22 media days equal to 8 hours of instruction		
Skills:		
Students will...		
<ul style="list-style-type: none"> • Identify topics, facts and supporting details in a non-fiction text • Locate and use nonfiction print resources • Participate in a variety of poetry activities: Haiku • Navigate a variety of online and print dictionaries • Learn about summer reading programs at Bridgewater and Northfield Public Library 		
ISTE Standards for Students 21 st Century Standard (s):		
1.c, 1.d, 3.b, 6.a, 6.b, 6.d		
AASL Library Content Standard (s):	Lessons	
1.4.4, 2.1.3, 2.1.4, 2.1.5	Summer Reading Nonfiction Text Features Haiku	
Common Core Content Standard (s):	Additional Resources	
2.SL.1.c, 2.SL.3, 2.R.I.9, 2.W.6, 2.SL.1.a.b.c	Google Drive Link	
Assessment Options:		
<p>Students will complete a booklet identifying nonfiction text features</p> <p>Students will participate in a class discussion on summer reading goals</p> <p>Students will create a what am I Haiku poem</p>		

Third Grade Curriculum

Library Media	Grade Level: 3	Quarter: 1
Approximate Timeframe: 18 media days equal to 6 hours of instruction		
Skills:		
<p>Students will...</p> <ul style="list-style-type: none"> • Demonstrate understanding of the library media center layout • Learn Google Drive and Schoology log in information • Compare and contrast a variety of fairytales: Cinderella Stories • Create a Google Slideshow about the Cinderella Stories • Independently locate fiction/chapter books by alphabetical order • Learn about call number and Dewey Decimal organization with video and game • Learn about the electronic online catalog: Destiny Discover • Learn the expectations of using the Chrome books 		
ISTE Standards for Students 21 st Century Standard (s):		
3.a, 3.c, 6.c		
AASL Library Content Standard (s):	Lessons	
1.1.1, 1.1.3, 1.1.4	Chromebook Expectations Dewey Decimal Orientation Google and Schoology	
Common Core Content Standard (s):	Additional Resources	
3.SL.1, 3.W.7, 3.SL.1, 3.R.I.7	Google Drive Link	
Assessment Options:		
<p>Students will create a Google Slideshow of Cinderella Stories and share it with the LMS</p> <p>Students will receive a Dewey Decimal number and properly retrieve the book from the shelves</p> <p>Students will complete a scavenger hunt using the Follet Destiny Discover</p>		

Library Media	Grade Level: 3	Quarter: 2
Approximate Timeframe: 22 media days equal to 8 hours of instruction		
Skills:		
<p>Students will...</p> <ul style="list-style-type: none"> • Develop an understanding that nonfiction books can be used as resources for research and class assignments • Create a multimedia presentation demonstrating research findings on nutrition • Present research findings to an authentic audience by publishing my multimedia presentation • Learn about digital citizenship: Digital Footprint and tips on how to become a Digital Citizen • Complete one of the 4-square assignments on Digital Safety: Tellagami, letter, iMovie, or Google Draw • Participate in an author/illustrator study of the nonfiction author: Seymour Simon 		
ISTE Standards for Students 21 st Century Standard (s):		
1.c, 1.d, 2.a, 2.b, 2.c, 2.d, 3.a, 3.c, 4.b, 7.a		
AASL Library Content Standard (s):		Lessons
1.1.1, 3.3.5, 4.4.6, 4.3.4, 4.1.3		Nutrition Directions Internet Safety Seymour Simon
Common Core Content Standard (s):		Additional Resources
3.W.6, 3.W.7, 3.W.8		Google Drive Link
Assessment Options:		
<p>Students will complete the self-assessment worksheet upon completion of nutrition Google Slideshow</p> <p>Students will complete and turn in a nonfiction text feature notebook from a book of choice by Seymour Simon</p> <p>Students will present their digital citizen assignment to an authentic audience</p>		

Library Media	Grade Level: 3	Quarter: 3
Approximate Timeframe: 18 media days equal to 6 hours of instruction		
Skills:		
<p>Students will...</p> <ul style="list-style-type: none"> • Learn about computer code • Program a robotic mouse to navigate a maze • Research and learn about ancient civilizations: China and Egypt • Use the media center resources, databases, and an internet search to look up information about ancient civilizations • Participate in an interactive Kahoot game to test my understanding of Ancient Egypt and Ancient China • Participate with a partner in a QR code scavenger hunt (reading articles, watching videos, and looking at pictures) to answer questions about Ancient China and Ancient Egypt 		
ISTE Standards for Students 21 st Century Standard (s):		
1.c, 2.b, 2.c,3.a, 3.b, 7.c		
AASL Library Content Standard (s):	Lessons	
2.1.4, 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.6, 1.2.3	Computer Code Ancient Civilizations Ancient Civilizations Kahoot!	
Common Core Content Standard (s):	Additional Resources	
3.W.7, 3.W.8, 3.SL.1.d, 3.SL.1, 3.R.1.7, 3.SL.5	Google Drive Link	
Assessment Options:		
<p>Students will have their progress checked in code.org with individual log in and student progress reports</p> <p>Students will use the robotic mice to program the mouse to move through a maze</p> <p>Students will take a pre and posttest on Ancient China and Ancient Egypt</p> <p>Students will use graph paper to demonstrate their understanding of programming and algorithms</p>		

Library Media	Grade Level: 3	Quarter: 4
Approximate Timeframe: 22 media days equal to 8 hours of instruction		
Skills:		
Students will...		
<ul style="list-style-type: none"> • Complete an end of the year memory book in Google Drive • Use the camera feature to take and insert a selfie • Use text formatting elements to effectively meet the purpose of the project • Celebrate poetry month by participating in a variety of poetry activities • Use the magnetic walls to collaborate on a school-wide poetry activity • Learn about Northfield Public Library summer reading program and where to get books during the summer • Learn about the Bridgewater Elementary summer reading program 		
ISTE Standards for Students 21 st Century Standard (s):		
1.c, 3.a, 6.a		
AASL Library Content Standard (s):	Lessons	
1.1.8, 1.1.9, 2.1.4, 2.1.6	Poetry with Jack Prelutsky Summer Reading	
Common Core Content Standard (s):	Additional Resources	
3.W.6, 3.W.8, 3.SL.5	Google Drive Link	
Assessment Options:		
Students will share their Google Slides Memory Book with LMS		
Students will participate in a discussion on summer reading opportunities		
Students will create their own poem		

Fourth Grade Curriculum

Library Media	Grade Level: 4	Quarter: 1
Approximate Timeframe: 18 media days equal to 6 hours of instruction		
Skills:		
<p>Students will...</p> <ul style="list-style-type: none"> • Demonstrate understanding of the library media center layout • Learn Google Drive and Schoology log in information • Learn the expectations of using the Chromebooks • Independently use the electronic catalog: Destiny Discover • Review Dewey Decimal organization • Participate in a variety of online activities on fourth grade topics in an online classroom setting: Schoology • Learn about the Maud Hart Lovelace nominees 		
ISTE Standards for Students 21 st Century Standard (s):		
1.d, 3.a, 3.c		
AASL Library Content Standard (s):	Lessons	
1.1.2, 1.1.6, 1.1.9, 1.2.2	Chromebook Expectations Dewey Decimal Orientation Google and Schoology	
Common Core Content Standard (s):	Additional Resources	
4.R.I.1, 4.SL.1.d, 4.W.1.b	Google Drive Link	
Assessment Options:		
<p>Students will receive a Dewey Decimal number and properly retrieve the book from the shelves</p> <p>Students will complete a scavenger hunt using the Follet Destiny Discover</p> <p>Students will have their progress tracked when completing activities using the online students management tool: Schoology</p>		

Library Media	Grade Level: 4	Quarter 2
Approximate Timeframe: 22 media days equal to 8 hours of instruction		
Skills:		
Students will...		
<ul style="list-style-type: none"> • Learn about digital citizenship • Complete my digital passport from Common Sense Media • Learn about reading genres and create a Google slideshow of the genres • Add images to my slideshow with giving credit to the creator/publisher • Change the text size, font, and color of my Google slideshow • Create a book cover using images and text features that clearly identify the genre of my choice • Participate in a variety of read alouds of various genres • Learn about media literacy and smart searching techniques 		
ISTE Standards for Students 21 st Century Standard (s):		
2.a,2.b,2.c,2.d,6.a,6.d		
AASL Library Content Standard (s):	Lessons	
1.2.1, 1.2.3, 1.4.4, 2.1.1, 3.1.4	Smart Searching Internet Safety Genre Unit	
Common Core Content Standard (s):	Additional Resources	
4.SL.3, 4.SL.5, 4.W.1	Google Drive Folder	
Assessment Options:		
<p>Students will be graded on their book cover project by using the teacher created rubric</p> <p>Students will present their Google presentations to the class</p> <p>Students will be scored on their completion of their digital passport</p>		

Library Media	Grade Level: 4	Quarter 3
Approximate Timeframe: 18 media days equal to 6 hours of instruction		
Skills:		
<p>Students will...</p> <ul style="list-style-type: none"> • Learn about computer code • Participate in a structural engineering cup stacking challenge • Use the Big6 model to complete a research project on a state of my choice • Take notes by identifying topics, facts, and supporting details in non-fiction text • Create a poster including an outline of my state and pictures and symbols representing my state • Produce a multimedia presentation with information about my state using Spark Video • Create a QR code of my multimedia presentation to display on my poster • Present my poster to an authentic audience at the learning fair to family and friends 		
ISTE Standards for Students 21 st Century Standard (s):		
1.a, 1.c, 2.c, 3.a, 6.d		
AASL Library Content Standard (s):		Lessons
1.1.1, 1.1.8, 1.1.9, 1.3.1, 2.1.1, 2.1.2, 4.1.1		Computer Code States Research
Common Core Content Standard (s):		Additional Resources
4.W.8, 4.W.6, 4.R.I.9, 4.W.8,		Google Drive Link
Assessment Options:		
<p>Students will have their progress tracked on code.org when they learn about computer programming</p> <p>Students will complete a poster of their state and use a checklist to be sure to include all critical points</p> <p>Students will complete a multimedia presentation of their state and use a checklist to be sure to include on critical points</p>		

Library Media	Grade Level: 4	Quarter 4
Approximate Timeframe: 22 media days equal to 8 hours of instruction		
Skills:		
<p>Students will...</p> <ul style="list-style-type: none"> • Complete an end of the year memory book in Google Drive • Use the camera feature to take a selfie and insert it into my slideshow. • Crop and edit photos inserting from Google images. • Use text boxes to type texts and change the font, size, and color • Celebrate poetry month by participating in a variety of activities • Learn about the Northfield Public Library summer reading programs • Learn about Bridgewater Elementary summer reading program 		
ISTE Standards for Students 21 st Century Standard (s):		
1.d, 2.a,3.c, 6.c		
AASL Library Content Standard (s):	Lessons	
1.1.1, 1.1.6, 1.1.8, 1.1.9, 4.1.1	Poetry Unit Summer Reading	
Common Core Content Standard (s):	Additional Resources	
4.R.I.1, 4.R.L.2, 4.W.6, 4.R.L.10	Google Drive Link	
Assessment Options:		
<p>Students will share the Google Slides Memory Book with LMS</p> <p>Students will create their own poetry project</p> <p>Students will participate in a group discussion on summer reading resources</p>		

Fifth Grade Curriculum

Library Media	Grade Level: 5	Quarter: 1
Approximate Timeframe: 18 media days equal to 6 hours of instruction		
Skills:		
<p>Students will...</p> <ul style="list-style-type: none"> • Learn Google Drive and Schoology log in information • Independently log into Google Drive and Schoology accounts • Independently locate a ‘just right book’ in the media center • Independently use the electronic catalog: Destiny Discover • Learn the expectations of using the Chromebooks • Learn about the Maud Hart Lovelace nominees • Create an “All About Me” poster using Google Drawings 		
ISTE Standards for Students 21 st Century Standard (s):		
1.d, 4.a, 4.b, 6.d		
AASL Library Content Standard (s):	Lessons	
1.1.9, 1.2.2, 1.2.3, 1.3.4	Google Drive & Schoology Media Orientation MHL	
Common Core Content Standard (s):	Additional Resources	
5.W.6, 5.SL.5, 5.SL.1.d,	Google Drive Link	
Assessment Options:		
<p>Students will independently log into Google and Schoology- LMS will use checklist to keep track</p> <p>Students will add their hopes and dreams to a Padlet</p> <p>Students will participate in a Destiny Discover scavenger hunt</p>		

Library Media	Grade Level: 5	Quarter 2
Approximate Timeframe: 22 media days equal to 8 hours of instruction		
Skills:		
<p>Students will...</p> <ul style="list-style-type: none"> • Learn about digital citizenship • Complete a digital passport from Common Sense Media • Complete three multimedia projects on digital citizenship • Choose three: write a letter, create a spark video, make a 10-section comic strip, make a tellagami, read an e-book and complete a comprehension sheet, write a poem, create an imovie, interview a family member, or create a digital poster all reflecting on digital citizenship • Learn to upload and share projects/documents from apps to cloud storage such as Google Drive • Evaluate the credibility of a website using the RAD CAB rubric 		
ISTE Standards for Students 21 st Century Standard (s):		
1.c, 1.d, 2.a, 2.b, 2.c, 2.d, 3.b, 3.c, 6.a, 6.d		
AASL Library Content Standard (s):	Lessons	
1.1.1, 1.1.3, 1.3.4, 2.1.1	RAD CAB Digital Citizenship Project Choices	
Common Core Content Standard (s):	Additional Resources	
5.W.6, 5.W.7, 5.W.8, 5.SL.1	Google Drive Folder	
Assessment Options:		
<p>Students will be graded on their completion of their digital passport</p> <p>Students will use individual grading rubrics for each of their project choices</p> <p>Students will be graded on participation upon their presentation of their project choices</p> <p>Students will use the RAD CAB rubric to evaluate literacies</p>		

Library Media	Grade Level: 5	Quarter 3
Approximate Timeframe: 18 media days equal to 6 hours of instruction		
Skills:		
<p>Students will...</p> <ul style="list-style-type: none"> • Learn about computer code • Participate in a cup stacking coding challenge • Use the Big6 model to complete a research project on a decade of their choice • Students will take notes by identifying topics, facts, and supporting details in non-fiction text • Collaborate with classroom teacher to create a presentation of their research findings in media • Present their findings to friends and family during the learning fair • Learn about the decades database from the librarian of the Northfield Public Library • Learn about creation of a bibliography 		
ISTE Standards for Students 21 st Century Standard (s):		
1.c, 3.a, 6.a, 7.c		
AASL Library Content Standard (s):	Lessons	
1.1.1, 1.1.2, 1.1.4, 1.1.5, 1.1.6	Coding Bibliography Decades	
Common Core Content Standard (s):	Additional Resources	
5.W.8, 5.R.I.7, 5.R.L.1, 5. R.I.9	Google Drive Link	
Assessment Options:		
<p>Students will have their progress tracked on code.org when they learn about computer programming</p> <p>Students will complete a note sheet for each required and choice topics of their decade</p> <p>Students will create a final presentation to display their research findings</p>		

Library Media	Grade Level: 5	Quarter 4
Approximate Timeframe: 22 media days equal to 8 hours of instruction		
Skills:		
<p>Students will...</p> <ul style="list-style-type: none"> • Complete various blogging prompts to reflect on their elementary education using KidBlog • Celebrate poetry month by participating in a variety of activities: HipHop • Learn about the Northfield Public Library summer reading programs • Learn about Bridgewater Elementary summer reading program • Participate in a collaborative book study on Kwame Alexander's, <i>The Crossover</i> 		
ISTE Standards for Students 21 st Century Standard (s):		
1.c, 3.c, 6.d		
AASL Library Content Standard (s):	Lessons	
1.1.7, 1.3.4, 2.1.4, 2.1.5	Blogging Poetry Summer Reading	
Common Core Content Standard (s):	Additional Resources	
5.W.9.b, 5.W.6, 5.W.8, 5.SL.1.d	Google Drive Link	
Assessment Options:		
<p>Students will use the grading rubric for blogging expectations</p> <p>Students will create their own poetry project</p> <p>Students will participate in a group discussion on summer reading resources</p>		

Chapter V: Reflection

Process

In creating the curriculum for this portfolio, I used several documents. The Crosswalk of the Common Core Standards and the Standards for the 21st- Century Learner document was pertinent for the inclusion of AASL Standards and the Common Core Standards. I also used the ISTE Standards for Students document and the existing Media and Technology Curriculum Framework document from my district. Each of these documents played an integral part in ensuring that the scope and sequence I created was robust and inclusive of information media, technology, and library standards as well as interlaced with grade level common core standards.

This is my fourth year working as an elementary library media specialist and because of this I was able to utilize some existing lessons in creation of this scope and sequence. I ensured that the existing lessons covered the ISTE AASL, and CC standards before incorporating them in this framework. I found the ISTE standards to be the best in ensuring that technology was included in lessons in an authentic and meaningful way. The ISTE standards covered seven categories: empowered learner, digital citizen, knowledge constructor, innovative designer, computational thinker, creative communicator, and global collaborator. The AASL standards were critical in ensuring that information literacies were included in lessons. The AASL standards included six shared foundations: inquire, include, collaborate, curate, explore, and engage. Finally, including the CC standards ensured that the lessons were cemented in grade level competencies as a way to create impactful collaborative lessons with classroom teachers and create relevant lessons for students.

The Northfield Public Schools K-5 Media and Technology Curriculum Framework was used as a guide as to when to include certain skills into lessons. The framework was created in

2014 and the media and technology skills that need to be introduced, developed, secured, and assessed were identified. The framework is split into four sections: media center orientation, literature appreciation, research, and technology skills.

Implementation

I began writing the curriculum in September of 2017 and I have been working as an LMS since September of 2014. Some of the lessons included in this framework have been field tested although many have not. My goal is to implement this curriculum in its entirety across all grades levels (K-5) in the 2018-2019 school year. Each year adjustments to the curriculum will be made as needed. For example, fourth and fifth graders are introduced annually to the Maud Hart Lovelace nominated titles. Each year there are new nominees so each year the media lessons will be updated accordingly.

Technology that is integrated into the media lessons will change as access to technologies changes. Currently, fourth and fifth graders are 1:1 with ipads, we have one “mobile lab” which is a Chromebook cart with 32 devices, we have 1 permanent lab in the media center with PC desktop computers, and media has one “mobile lab” with 32 Chromebooks. Most of the lessons that include access the Internet will be done using the Chromebooks as that is what we currently have access to. Subscription based resources such as: Book Creator, Destiny, WorldBook, BrainPop, and BrainPop Jr. are purchased annually. Due to budgetary restrictions or newer resources that better match the student need there may be a change in subscription based resources as well.

Reflection

This scope and sequence was written by myself, but colleagues, classmates, and my professional learning networks provided guidance. I relied significantly on the ISTE, AASL, and

CC standards as well as my district curricular maps in creation of this scope and sequence. Each grade level is divided into four quarters which means there are twenty-four documents contained within this scope and sequence. Each document contains differing amounts of objectives, lessons, and assessment options based on the approximate amount of media instruction time per quarter. At ISD 659 students have media instruction twice per week for 25 minutes. After transition between specials and getting settled in the media classroom, realistically, the media block is approximately 20 minutes. In quarter one and quarter three there are 18 media days which equates to approximately six hours of media instruction per class per grade level. In quarter two and quarter four there are 22 media days which equates to approximately eight hours of media instruction per class per grade level. In order to include an anticipatory set, objectives, student-centered guided discovery, evaluation, and reflection many of the lessons used in the creation of this curriculum are two-three-week units at least. Within each unit “mini lessons” are used to target specific skills such as: independently logging in to Google and Schoology, locating a “just right” book from the media center shelves, and adding graphics, text, and video to a presentation.

In the future, I intend to continuously work to refine and revise this framework as that is the nature of the media and technology field as new titles are being published and new technologies are becoming available. While this framework was created with the intention of being implemented at ISD 659 I believe it could be adapted for any elementary library media specialist. Resources and lessons are imbedded in the framework and accessible via a live link to a Google Document or Google Slide. In the future, these resources will continuously be modified to fit the exact needs of the learners in the classroom at the time of the lesson. The lessons and

resources included are meant to be a starting point while editing is encouraged in order to ensure you are reaching your students where they are at in their learning path.

I have enjoyed creating this framework and putting all resources, assessments, lessons, objectives, and standards addressed in one location. As I've mentioned, this framework will be a constant work in progress as learners, needs, technologies, and literacies improve and evolve. However, I believe this framework is a great starting point for any new elementary library media specialist to the field.

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Appendix A: Standards

ISTE (International Society for Technology Educators):

<https://drive.google.com/file/d/0B3dmQigKIa4KeEpWbUFRc211MWM/view?usp=sharing>

Crosswalk of the Common Core Standards and the Standards for the 21st- Century Learner:

<https://drive.google.com/file/d/0B3dmQigKIa4KeU1JWHZwa0RuVlk/view?usp=sharing>

Northfield Public Schools K-5 Media and Technology Curriculum 2014:

[https://docs.google.com/document/d/1sMqw6olvWaIG0p-uhOVg-](https://docs.google.com/document/d/1sMqw6olvWaIG0p-uhOVg-CY3VyDkWKXC_p_A8s7zB3w/edit?usp=sharing)

[CY3VyDkWKXC_p_A8s7zB3w/edit?usp=sharing](https://docs.google.com/document/d/1sMqw6olvWaIG0p-uhOVg-CY3VyDkWKXC_p_A8s7zB3w/edit?usp=sharing)

Appendix B: Full Time Library Media Specialist Job Description

POSITION DESCRIPTION: Library Media Specialist 1.0 FTE

NORTHFIELD PUBLIC SCHOOLS

March 2017

SECTION I: GENERAL INFORMATION

Position Title: Elementary Media Specialist

Department: Teaching & Learning

Immediate Supervisor's Position Title: Building Principal

FLSA Status: Exempt

Band/Grade/Subgrade: D-6-2

Bargaining Unit: NEA - Teacher

Job Summary: The Media Specialist will work cooperatively with staff, students, families, and the community in order to address the educational needs of learners and will implement a program that integrates and embeds 21st century skills through a visionary school library media program. The Media Specialist will maintain a diverse and current media collection (electronic and print) and facilitate student and staff use of the resources in the media center program. The position emphasizes effective integration of instructional technologies with general education curriculum, communication with families, and continual program evaluation and development.

Full job description:

https://drive.google.com/file/d/12EkPSACa4Jz_zZRPDgFOhSF7DmTOIwWV/view?usp=sharing

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Appendix C: ISD 659 Mission Statements

District Mission Statement:

The mission of Northfield Public Schools is to deliver educational excellence that empowers all learners to engage in our dynamic world.

District Media Centers:

The mission of the Northfield Public School Media Centers is to help all students and staff members become knowledgeable consumers and producers of information in our ever-changing world.

Bridgewater Elementary:

Our mission is to be respectful, successful, safe community of high-achieving learners.

Appendix D: Google Drive Link to Scope and Sequence

Google Drive Link to all resources included in the planning and creation of this 21st century library media scope and sequence:

<https://drive.google.com/drive/folders/0B3dmQigKIa4KYmVBVjZwemFYOXM?usp=sharing>