

Program and Grade Level Understandings- Media

Program Understandings	K	1	2	3	4	5
<p>1. Providing access to information, ideas, and resources</p> <p>The learner will demonstrate skills to access information, ideas, and resources (for various purposes/to meet specific needs)</p>						
1. Responsible use of Media Center	<p>Locate media center and identify media staff</p> <p>Follow media center rules</p> <p>Follow checkout and return procedures</p>	<p>Review and maintain previous skills</p>	<p>Review and maintain previous skills</p> <p>Introduce District Acceptable Use Policy</p>	<p>Review and maintain previous skills</p> <p>Introduce District Acceptable Use Policy</p>	<p>Review and maintain previous skills</p> <p>Introduce District Acceptable Use Policy</p>	<p>Review and maintain previous skills</p> <p>Introduce District Acceptable Use Policy</p>
2. Locate and access diverse information media and technology	<p>Locate the Everybody section</p> <p>Know that every book has a special place on the shelf</p> <p>Demonstrate how to select a book using shelf markers</p>	<p>Participate in school-wide reading incentive program (optional)</p> <p>Locate and identify the Fiction and Nonfiction sections</p> <p>Locate a specific book in the Everybody section using alphabetical order</p> <p>Know the order of books in the Everybody section</p>	<p>Experience the electronic catalog ie. subject search.</p> <p>Locate a specific book in the Fiction section</p> <p>Locate specific high interest areas of the Nonfiction section</p>	<p>Use electronic catalog to search by: author, title, subject, or keyword</p> <p>Locate a specific book in the Nonfiction section</p> <p>Locate and identify Reference section</p> <p>Explain the organization of the Dewey Decimal System</p> <p>Access print and non-print encyclopedias</p> <p>Learn Internet basics</p> <p>Demonstrate how information can be stored and retrieved within a network environment</p>	<p>Use electronic catalog to do specialized and power searches and create a book bag.</p> <p>Access print and non-print reference materials provided by the District</p> <p>Identify resources within the community that provide information (i.e. public library, universities, other organizations, etc.)</p>	<p>Demonstrate Boolean operators (advanced search)</p> <p>Compare and contrast the retrieval methods and content of electronic vs. print resources</p>

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<p>2. Developing reading strategies to build skills and stimulate interest in reading, viewing and listening.</p> <p>The learner will demonstrate comprehension of, and appreciation for literature in a variety of formats.</p>						
1. Literature Appreciation	Participate in read-aloud, storytelling, booktalking, and silent reading experiences	Select books appropriate to individual reading level and interest	Review and develop book selection skills	Review and enhance previous skills	Review and enhance previous skills	Review and enhance previous skills
2. Authors and Illustrators	Recognize the roles of authors and illustrators Experience books and materials by diverse authors	Recognize differences between roles of authors and illustrators Recognize series books by various authors	Appreciate various styles of illustration and how they enhance the text Compare and contrast the same story presented by different authors	Know how an author's personal experiences influence their work		Recognize how an author's work may be affected by the author's cultural background
3. Genres		Develop awareness of different genres	Compare and contrast folktales of various cultures		Identify the characteristics of various genres	Independently identify and select books in different genres
4. Awards		Introduce Caldecott Award books	Recognize the Caldecott Medal and its meaning		Recognize the Newbery medal and its meaning	Compare medal book awards
5. Story Structure	Retell a story	Recognize characters and discuss traits.	Identify the main problem, events, and solution.		Describe main idea, sequencing, setting and plot in the content of a story	Understand the impact of the plot theme, setting and characters on story development
6. Cultural Influences	Experience inclusive and multicultural media	Develop an awareness of inclusive and multicultural media.	Understanding the impact of culture on literature.	Identify and locate information sources for various cultural backgrounds.	Recognize how media influences behavior through stereotypes, violence, advertising, etc.	Learn about culture and heritage through literature
7. Personal Reading, Viewing and Listening Choices	Compare the print and non-print format of a story	Appreciate how voice inflection and visual effects add to the		Describe and explain personal reading and viewing choices.	Analyze personal viewing habits in television, computers and	

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<p>3. Promoting collaboration to integrate information literacy and literacy skills into the curriculum</p> <p>The learner demonstrate responsible use of information.</p>						
1. Responsible use of Media Center	Demonstrate responsible book care and equipment use	Review responsible book care and equipment use	Review responsible book care and equipment use	Review responsible book care and equipment use	Review responsible book care and equipment use	Review responsible book care and equipment use
2. Parts of a book	Introduce parts of a book: title, author, illustrator, spine.	Locate and identify parts of a book: title, author, illustrator, spine, title page, dedication and call number on a book spine	Use table of contents, index, and glossary to find specific information in a book	Use guidewords and indexes to locate factual information from print resource materials (i.e. dictionaries, encyclopedias, telephone directories, almanacs, etc.)	Compare and contrast the table of contents and index, between fiction and nonfiction.	Apply skills learned about indexes and tables of contents in conjunction with a reference unit or research projects.
3. Copyright and Ethics		Locate and identify the copyright symbol and date of a book		Explain the concepts of copyright, plagiarism, and ethical use as they relate to print and non-print materials	Define copyright and explain how data privacy laws apply to personal use of technology	Explain the relationships between intellectual freedom, responsibility and censorship; challenging and banning information.
4. Using Print and Non-Print Materials	Differentiate between reality and make-believe	Identify difference between fiction, everybody fiction and nonfiction. Identify alternate terms: chapter book, story, series, novel.	Compare and contrast fiction and nonfiction books	Use print and non-print encyclopedias to find factual information Use maps, charts, graphs, timelines, etc. and other visual aids to find information	Identify difference between fact and opinion from an information source (video, newspaper, TV news, Internet, magazines, etc.) Recognize the difference between a news article, a feature, an editorial, and a political cartoon in a newspaper or magazine	Analyze and evaluate the accuracy and relevancy of print and non-print information Locate and interpret information from various print and non-print resources.

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5. Electronic Information		View a bookmarked Internet site.	Use a pre-selected Internet site to find factual information	View Curricu-Links and Searchasaurus, in District Online Resources.	Use District Online Resources to find factual information	Use search strategies to find factual information (i.e. search engines, keywords)
6 Technology Evaluation and Presentation		View an author's web site and identity appealing design features.		Understand network environment and organization of the World Wide Web	Understand issues of Internet safety.	Evaluate authority, currency, accuracy of web pages.
<p>4. Enhancing learning through the inquiry process.</p> <p>The learner will conduct research and present findings</p>						
1. Super 3 / Big 6		Pre-select appropriate resources for a simple research project. (Plan - whole group)	Complete a research plan in a small group setting. Review individual research process (time, resources) at completion of project.	Complete an individual plan sheet for a research project. Review individual research process (time, resources) at completion of project.	Complete an individual plan sheet for a research project. Review individual research process (time, resources) at completion of project.
2. Topic Selection and Thesis Statement		Identify the topic of a non-fiction book.	Identify an appropriate topic for a simple research project Narrow/broaden focus of topic	Identify an appropriate inquiry topic Narrow/broaden focus of topic	Identify an appropriate inquiry topic Narrow/broaden focus of topic	Identify an appropriate inquiry topic for an intended audience Narrow/broaden focus of topic
3. Questions PLAN		Formulate questions about topic (i.e. KWL=what you know, what you want to know, what you want to learn)	Formulate questions about topic	Ask questions within a group setting, to clarify meaning.		Independently formulate questions about the research question
4. Note-taking DO			Answer questions in own words about topic	Verbalize notes in own words to answer questions and classify information.	Write notes in own words to answer questions and sort into categories.	Independently identify and record relevant information in own words to answer questions

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5. Bibliography DO				Write one simple bibliographic entry for print and non-print materials (author, title, copyright)	Write more than one simple bibliographic entry for print and non-print materials (author, title, copyright, publisher, alphabetical order or citations)	Cite all sources using simple bibliographic entry for print and non-print materials (author, title, copyright, publisher, alphabetical order or citations)
6. Evaluation REVIEW		Review if questions asked were answered.	Critique questions and answers.	Critique research process and completion of requirements.	Critique individual research process and completion of requirements.	Critique individual research process and completion of requirements.