

Curriculum Components of Library Media Program for Greater Southern BOCES

	Task-Driven Reading and Research	Intersection of Inquiry and Curiosity	Unfettered Reading and Research
Key Components	<ul style="list-style-type: none"> • Task is generated either by staff or by individual learner • Defined process <ul style="list-style-type: none"> ○ Inquiry ○ Collaboration • Defined expectations for what quality work looks like • Personal growth comes when the task is meaningful to the learner 	<ul style="list-style-type: none"> • Pursuit of inquiry • Pursuit of curiosity and wonder • Personal growth comes from development of content knowledge and understanding of self 	<ul style="list-style-type: none"> • Undefined process for exploration • Passion • Interest • Free to browse, wonder without expectation for follow-through • Personal growth comes from the connection the learner feels when engaged in his/her own journey
Essential questions	<p>1. What is quality for this task? What is</p>	<p>8. What is my plan/strategy for reading this text/completing this task? How do I know if it's working? What do I do if I get stuck?</p> <p>9. What makes a source trustworthy?</p> <p>10. What do I do when I come across the unexpected?</p>	<p>11. What do I find fascinating? How does that affect the choices I make?</p> <p>12. How will I know if I made a good choice for me?</p> <p>13. How is this text measuring up to my expectations? Have I given it a fair chance?</p> <p>14. What do I wonder about as I read/listen/view this?</p> <p>15. How does this choice affect what I choose next?</p>

	<p>to approach it?</p> <ol style="list-style-type: none"> 2. What information do I have? What information do I need? How do I get it? How do I make sense of the information I've found? 3. What's our plan? What's my role in it? How does the way I do my part affect the work of the group? 4. How do I know what's important? How do I record it in a way that I can use later? 5. Who owns this information and how do I give them credit? 6. (5-12) What commonalities do I see across sources? What inconsistencies (if any) do I see? When am I ready to draw a conclusion? 7. How do I present my work so my audience understands and respects it? 		
<p>Key tasks and routines</p>	<p>PreK-4 Research task</p> <ul style="list-style-type: none"> ○ Use pre-selected resources to locate information on databases and print sources ○ Use glossary, index, table of context to locate information ○ Take notes using graphic organizers ○ Communicate information according to the assigned task <p>Library Orientation</p>	<p>Read aloud</p> <ul style="list-style-type: none"> ○ How to listen ○ Types of books (fiction/non-fiction; genres) ○ Book care ○ Book parts ○ Literature response ○ Story elements ○ Author's study ○ Readers' theater 	<p>Book selection</p> <ul style="list-style-type: none"> ○ Use of OPAC to find out what's available ○ Location of resources (guided)

		<p>Research task</p> <ul style="list-style-type: none"> ○ Use pre-selected resources to locate information on databases and print sources ○ Use glossary, index, table of context to locate information ○ Take notes using graphic organizers ○ Communicate information according to the assigned task <p>Library Orientation</p> <ul style="list-style-type: none"> ○ Introduction to facility and staff ○ (Gr. 2-4) OPAC ○ Book care ○ Rules and routines ○ Expectations 		
5-8		<p>Research task</p> <ul style="list-style-type: none"> ○ Use OPAC (with support) ○ Independent identification of resources ○ Resource book use (encyclopedias and more specialized references) ○ Database use ○ Identifying key words ○ Internet searches ○ Take notes using graphic organizers, outlines, and notecards ○ Bibliographies and citations according to copyright law <p>Library Orientation</p> <ul style="list-style-type: none"> ○ Introduction to facility and 	<p>Read aloud</p> <ul style="list-style-type: none"> ○ Book talks ○ Readers' theater 	<p>Book selection</p> <ul style="list-style-type: none"> ○ Independent use of OPAC to find out what's available ○ Location of resources

		<ul style="list-style-type: none"> staff ○ OPAC ○ Rules and routines ○ Expectations ○ (Gr. 7-8) Inter-library loan 		
	9-12	<p>Research task</p> <ul style="list-style-type: none"> ○ Independent selection of sources ○ Use of more sophisticated ways of conducting Internet search (Boolean, etc.) ○ Website evaluation ○ Use of more sophisticated sources with introduction and support to more specialized databases ○ Reinforce note-taking and organization skills ○ Bibliographies (more formats and parenthetical citations) according to copyright law <p>Library Orientation</p> <ul style="list-style-type: none"> ○ Introduction to facility and staff ○ OPAC ○ Rules and routines ○ Expectations ○ (Gr. 7-8) Inter-library loan 	<p>Read aloud</p> <ul style="list-style-type: none"> ○ Book talks ○ Read aloud 	<p>Book selection</p> <ul style="list-style-type: none"> ○ Independent use of OPAC to find out what's available ○ Location of resources
	PreK-4	<p>(Gr. 3-4) Note-taking</p> <p>Distinguish fiction from non-fiction</p> <p>Location and search skills: print sources, Internet</p> <p>Book care</p> <p>(Gr. 3-4) OPAC</p>	<p>Book awards</p> <p>Story elements</p> <p>(Gr. 2-4) Biographies</p> <p>(Gr. 4) Book reviews</p> <p>Book talks</p> <p>Use multimedia resources</p> <p>Explore genres</p>	<p>Book selection</p>

Key skills (basis of mini- lessons)		<p>Book parts</p> <p>Use references to locate information: dictionary, encyclopedia, almanac</p> <p>(Gr. 3-4) Use index</p> <p>(Gr. 3-4) Use Dewey</p>		
	5-8	<p>Website evaluation</p> <p>Note-taking</p> <p>Plagiarism and copyright</p> <p>Research process</p> <p>Location and search skills: print sources, Internet, structured data bases</p> <p>(Gr. 5) OPAC</p> <p>Use references to locate information: dictionary, encyclopedia, almanac, atlas, database</p> <p>Develop bibliographies</p> <p>Use magazine index</p> <p>Use index</p> <p>Use Dewey</p>	<p>Book awards</p> <p>Book reviews</p> <p>Podcasts</p> <p>PowerPoint presentations</p> <p>Internet searches</p> <p>(Gr. 5-6) Biographies</p> <p>Book talks</p> <p>Use multimedia resources</p> <p>Internet safety</p> <p>Explore genres</p>	<p>Book selection</p> <p>Book talks</p>
	9-12	<p>Website evaluation</p> <p>Note-taking</p> <p>Parenthetical citations</p> <p>Location and search skills: print sources, Internet, structured data bases</p> <p>Determining appropriateness and credibility of a source</p> <p>Use magazine index</p> <p>Inter-library loan</p> <p>Electronic databases</p> <p>Internet search strategies</p>	<p>Book talks</p> <p>Use multimedia resources</p> <p>Electronic databases</p> <p>Internet search strategies</p> <p>Inter-library loan</p>	<p>Book selection</p> <p>Book talks</p> <p>Electronic databases</p> <p>Internet search strategies</p> <p>Inter-library loan</p>

<p>Interface with AASL standards</p>	<p>1.1.3 Develop and refine a range of questions to frame the search for new understanding.</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.</p> <p>1.1.9 Collaborate with others to broaden and deepen understanding.</p> <p>1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.</p> <p>1.2.3 Demonstrate creativity by using multiple resources and formats.</p> <p>1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.</p> <p>1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.</p> <p>1.2.6 Display emotional resilience by persisting in information searching</p>	<p>Inquiry:</p> <p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.</p> <p>1.1.2 Use prior and background knowledge as context for new learning.</p> <p>1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.</p> <p>1.3.4 Contribute to the exchange of ideas within the learning community.</p> <p>1.4.3 Monitor gathered information, and assess for gaps or weaknesses.</p> <p>1.4.4 Seek appropriate help when it is needed.</p> <p>2.1.2 Organize knowledge so that it is useful.</p> <p>2.3.1 Connect understanding to the real world.</p> <p>2.3.2 Consider diverse and global perspectives in drawing conclusions.</p> <p>2.4.3 Recognize new knowledge and understanding.</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p> <p>3.1.5 Connect learning to community issues.</p> <p>3.3.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.</p> <p>3.3.4 Create products that apply to authentic</p>	<p>4.1.1 Read, view, and listen for pleasure and personal growth.</p> <p>4.1.4 Seek information for personal learning in a variety of formats and genres.</p> <p>4.1.5 Connect ideas to own interests and previous knowledge and experience.</p> <p>4.1.6 Organize personal knowledge in a way that can be called upon easily.</p> <p>4.2.1 Display curiosity by pursuing interests through multiple resources.</p> <p>4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.</p> <p>4.4.1 Identify own areas of interest.</p>
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	<p>despite challenges.</p> <p>1.2.7 Display persistence by continuing to pursue information to gain broad perspective.</p> <p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>1.3.2 Seek divergent perspectives during information gathering and assessment.</p> <p>1.3.3 Follow ethical and legal guidelines in gathering and using information.</p> <p>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</p> <p>1.4.3 Monitor gathered information, and assess for gaps or weaknesses.</p> <p>1.4.4 Seek appropriate help when it is needed.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.4 Use technology and other information tools to analyze and organize information.</p> <p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.2.1 Demonstrate flexibility in the use of resources by adapting information</p>	<p>real-world contexts.</p> <p>4.1.7 Use social networks and information tools to gather and share information.</p> <p>4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction.</p> <p>4.4.3 Recognize how to focus efforts in personal learning.</p> <p>4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.</p> <p>Inquiry and curiosity:</p> <p>2.1.6 Use the writing process, media and visual literacy and technology skills to create products that express new understandings.</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p> <p>3.1.3 Use writing and speaking skills to communicate new understanding effectively.</p> <p>3.3.5 Contribute to the exchange of ideas within and beyond the learning community.</p> <p>3.3.7 Respect the principles of intellectual freedom.</p> <p>4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.</p> <p>4.3.2 Recognize that resources are created for a variety of purposes.</p> <p>4.4.2 Recognize the limits of own personal knowledge.</p>	
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	<p>strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p> <p>2.3.3 Use valid information and reasoned conclusions to make ethical decisions.</p> <p>2.4.2 Reflect on systematic process, and assess for completeness of investigation.</p> <p>3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.</p> <p>3.1.3 Use writing and speaking skills to communicate new understanding effectively.</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p> <p>3.1.6 Use information and technology ethically and responsibly.</p> <p>3.2.3 Demonstrate teamwork by working productively with others.</p> <p>3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.</p> <p>3.3.4 Create products that apply to authentic, real-world contexts.</p> <p>3.4.1 Assess the processes by which</p>	<p>Curiosity:</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.</p> <p>1.2.3 Demonstrate creativity by using multiple resources and formats.</p> <p>1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.</p> <p>1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.</p> <p>2.4.4 Develop direction for future investigations.</p> <p>4.1.4 Seek information for personal learning in a variety of formats and genres.</p> <p>4.1.5 Connect ideas to own interests and previous knowledge and experience.</p> <p>4.1.8 Use creative and artistic formats to express personal learning.</p> <p>4.2.1 Display curiosity by pursuing interests through multiple resources.</p> <p>4.3.1 Participate in the social exchange of ideas, both electronically and in person.</p>	
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	<p>learning was achieved in order to revise strategies and learn more effectively in the future.</p> <p>3.4.2 Assess the quality and effectiveness of the learning product.</p> <p>3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.</p> <p>4.3.2 Recognize that resources are created for a variety of purposes.</p> <p>4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction.</p>		
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	By end of 1st Performance Indicators	By end of 4th Performance Indicators	By end of 8th Performance Indicators	By end of 12th grade Performance Indicators
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<p>Interface with NY State Learning Standards in ELA</p>	<p>Standard 1: (EQ 1, 2, 4, 8)</p> <ul style="list-style-type: none"> ○ Locate and use classroom and library media center resources to acquire information, with assistance ○ Read grade-level informational texts to begin to collect data, facts, and ideas, with assistance ○ Distinguish between texts with stories and texts with information ○ Use a picture dictionary as a resource for vocabulary development ○ Select books to meet informational needs, with assistance <p>Standard 2 (EQ 1, 3, 7, 8, 11, 12, 14, 15)</p> <ul style="list-style-type: none"> ○ Comprehend and respond to imaginative texts and performances; interpret, with assistance ○ Engage in pre-reading and reading activities to: select books, tapes, and poems on the basis of personal choice/interest or 	<p>Standard 1: (EQ 1, 2, 3, 4, 8, 9, 12)</p> <ul style="list-style-type: none"> ○ Acquire information by locating and using library media resources, with some assistance ○ Collect and interpret data, facts, and ideas from unfamiliar texts ○ Understand written directions and procedures ○ Locate information in a text that is needed to solve a problem ○ Identify a main idea and supporting details in informational texts ○ Recognize and use organizational features, such as table of contents, indexes, page numbers, and chapter headings/subheadings to locate information ○ Select books independently to meet informational needs ○ Make inferences and draw conclusions on the basis of information from the text, with assistance ○ Use text features, such as captions, charts, tables, graphs, maps, notes and other visuals to understand and interpret informational texts ○ Use text features, such as headings, captions, and titles to understand and interpret informational texts with assistance ○ Distinguish between fact and opinion with assistance <p>Standard 2 (EQ 1, 8, 9, 11, 12, 13, 14, 15)</p>	<p>Standard 1: (EQ 1, 2, 6, 8, 10)</p> <ul style="list-style-type: none"> ○ Acquire information by locating and using library media resources ○ Apply thinking skills such as define, classify, and infer; to interpret data, facts and ideas from informational texts ○ Read and follow written multistep directions or procedures to accomplish a task or complete an assignment ○ Preview informational texts to assess content and organization and select texts useful for the task ○ Use indexes to location information and glossaries to define term ○ Use knowledge of structure, content, and vocabulary to understand informational text ○ Distinguish between relevant and irrelevant information ○ Identify missing, conflicting or unclear 	<p>Standard 1: (EQ 1, 2, 6, 8, 10)</p> <ul style="list-style-type: none"> ○ Locate and use school, public, academic and special library resources for information and research: use primary and secondary sources such as dictionaries and abstracts; set purpose for reading by asking questions about what they need to know for their research ○ Check consistency of hypothesis with given information and assumption ○ Analyze and synthesize information from different sources by making connections and showing relationships to other texts, ideas, subjects and the world at large ○ Employ a range of post-reading practices to think about new learning and to plan future learning <p>Standard 2 (EQ 11, 12, 13, 14, 15)</p> <ul style="list-style-type: none"> ○ Read, view, and respond independently to literary works that
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	<p>teacher-selected criteria such as theme/topic; predict what might happen next in a story read aloud or independently; draw conclusions from a story; identify characters, setting and events in a story; retell a story; distinguish between what is real and what is imaginary</p> <ul style="list-style-type: none"> ○ Dramatize or retell stories using puppets, toys and other props <p>Standard 3 (EQ 1, 2, 4, 7, 8, 10)</p> <ul style="list-style-type: none"> ○ Identify, explain, and evaluate ideas, themes, and experiences from texts and performances ○ Engage in pre-reading and reading activities to: identify what they know, want to know, and have learned about a specific story, theme or topic; predict what could happen next or the outcome of a story or article; change the sequence of events in a story to create a different ending; compare a character in 	<ul style="list-style-type: none"> ○ Select literature on the basis of personal needs and interests from a variety of genres and by different authors ○ Read print-based and electronic literary texts silently on a daily basis for enjoyment ○ Make predictions, draw conclusions, make inferences about events and characters ○ Use knowledge of story structure, story elements and key vocabulary to interpret stories ○ Read, view, and interpret literary texts from a variety of genres with assistance ○ Define the characteristics of different genres, with assistance ○ Use graphic organizers to record significant details about characters and events in stories <p>Standard 3 (EQ 1, 2, 3, 4, 7, 8, 9, 14)</p> <ul style="list-style-type: none"> ○ Evaluate the content by identifying: the author’s purpose, whether events, actions, characters, and/or settings are realistic; important and unimportant details; statements of fact, opinion, and exaggeration, with assistance; recurring themes across works in print and media ○ Analyze ideas and information on the basis of prior knowledge and personal experience ○ Judge accuracy of content to gather facts, with assistance 	<p>information</p> <ul style="list-style-type: none"> ○ Formulate questions to be answered by reading informational texts ○ Compare and contrast information from a variety of different sources ○ Condense, combine, or categorize new information from one or more sources ○ Draw conclusions and make inferences on the basis of explicit and implied information ○ Make, confirm, or revise predictions <p>Standard 3 (EQ 9)</p> <ul style="list-style-type: none"> ○ Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts <p>Standard 4 (EQ 10, 11, 12, 13, 14, 15)</p> <ul style="list-style-type: none"> ○ Share reading experiences to build relationships with peers or adults ○ Respect the age, gender, position, and cultural traditions of the writer 	<p>represent a range of social, historical and cultural perspectives</p> <ul style="list-style-type: none"> ○ Read and interpret literary texts from a range of authors, genres, and subjects, including literary criticism <p>Standard 3 (EQ 2, 6)</p> <ul style="list-style-type: none"> ○ Analyze and evaluate non-fiction texts, including professional journals, technical manuals, and position papers to determine the writer’s perspectives, purposes, and intended audience ○ Select, reject, and reconcile ideas and information in light of beliefs <p>Standard 4 (EQ 10, 12, 15)</p> <ul style="list-style-type: none"> ○ Share reading experiences to build relationships with peers or adults ○ Respect the age, gender, position, and cultural traditions of the writer
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	<p>a story or article to a person with the same career or experience; evaluate and select books, poems, or tapes on the basis of personal choice or teacher-selected criteria such as theme, topic, author, and illustrations; identify the characters in a story and explain what each contributes to the events of the story; recognize different plots in books by the same author</p> <p>Standard 4 (EQ 3, 14)</p> <ul style="list-style-type: none"> ○ Share reading experiences to build relationships with peers or adults ○ Respect the age, gender, position, and cultural traditions of the writer 	<ul style="list-style-type: none"> ○ Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience ○ Evaluate information, ideas, opinions and themes in text by identifying, with assistance: a central idea and supporting details; missing or unclear information ○ Identify different perspectives, such as social, cultural, ethnic, and historical on an issue presented in more than one text, with assistance <p>Standard 4 (EQ 3, 5, 7, 9, 11, 12, 13, 15)</p> <ul style="list-style-type: none"> ○ Share reading experiences to build relationships with peers or adults ○ Respect the age, gender, position, and cultural traditions of the writer 		
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	PreK- 4th Grade Performance Indicators	5th - 8th Grade Performance Indicators	9th-12th grade Performance Indicators
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<p>Interface with NY State Learning Standards in SCIENCE</p>	<p>Standard 1, Key Idea 1: Scientific Inquiry (EQ 11, 14)</p> <ul style="list-style-type: none"> ○ Ask “why” questions in attempts to seek greater understanding concerning objects and events they have observed and heard about ○ Question the explanations they hear from others and read about, seeking clarification and comparing them with their own observations and understandings ○ Identify similarities and differences between explanations received from others or in print and personal observations or understandings <p>Standard 2, Key Idea 1: Information Systems (EQ 5, 14)</p> <ul style="list-style-type: none"> ○ Use computer technology, traditional paper-based resources, and interpersonal discussions, to learn, do, and share science in the classroom ○ Select appropriate hardware and software that aids in word processing, creating databases, telecommunications, graphing, data display, and other tasks ○ Use information technology to link the classroom to world events <p>Standard 2, Key Idea 2: Information Systems (EQ 5, 14)</p> <ul style="list-style-type: none"> ○ Use a variety of media to access scientific information ○ Consult several sources of information and points of view before drawing conclusions 	<p>Standard 1, Key Idea 1: Scientific Inquiry (EQ 2, 4, 5, 6, 8, 9, 10)</p> <ul style="list-style-type: none"> ○ Formulate questions independently with the aid of references appropriate for guiding the search for explanations of everyday observations ○ Seek to clarify, to assess critically, and to reconcile their own thinking with the ideas presented by others, including peers, teachers, authors, and scientists <p>Standard 2, Key Idea 1: Information Systems (EQ 1-10)</p> <ul style="list-style-type: none"> ○ Use spreadsheets and database software to collect, process, display, and analyze information. Students access needed information from electronic databases and on-line telecommunication services ○ Systematically obtain accurate and relevant information pertaining to a particular topic from a range of sources, including local and national media, libraries, museums, government agencies, industries, and individuals 	<p>Standard 1, Key Idea 1: Scientific Inquiry (EQ 2)</p> <ul style="list-style-type: none"> ○ Hone ideas through reasoning, library research, and discussion with others, including experts <p>Standard 1, Key Idea 2: Scientific Inquiry (EQ 2, 3, 8, 9, 10)</p> <ul style="list-style-type: none"> ○ Refine their research ideas through library investigations, including electronic information retrieval and reviews of literature, and through peer feedback obtained through review and discussion <p>Standard 1, Key Idea 3: Scientific Inquiry (EQ 1, 2, 5, 7)</p> <ul style="list-style-type: none"> ○ Develop a written report for public scrutiny that describes their proposed explanation, including a literature review, the research they carried out, its result, and suggestions for further research <p>Standard 2, Key Idea 1: Information Systems (EQ 1-10)</p> <ul style="list-style-type: none"> ○ Access, select, collate, and analyze information obtained from a wide range of sources, such as research databases, foundations, organizations, national libraries, and electronic communication networks, including the Internet ○ Utilize electronic networks to share information
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	<ul style="list-style-type: none">○ Identify and report sources in oral and written communications <p>Standard 2, Key Idea 3: Information Systems (EQ 9-10)</p> <ul style="list-style-type: none">○ Demonstrate ability to critically evaluate information and misinformation		
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	By end of 4th Grade Performance Indicators	By the end of 8th Grade Performance Indicators	By end of 12th grade Performance Indicators
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<p>Interface with NY State Standards Learning Standards in SOCIAL STUDIES</p>	<p>Standard 1, Key Idea 3 (EQ 1-10)</p> <ul style="list-style-type: none"> ○ Gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities ○ Classify information by type of activity: social, political, economic, technological, scientific, cultural, or religious <p>Standard 1, Key Idea 4 (EQ 1-10)</p> <ul style="list-style-type: none"> ○ Consider different interpretations of key events and/or issues in history and understand the differences in these accounts ○ Explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and State ○ View historic events through the eyes and experiences of those who were there, as shown in their art, writings, music and artifacts <p>Standard 2, Key Idea 1 (EQ 1-10)</p> <ul style="list-style-type: none"> ○ Read historical narratives, myths, legends, biographies, 	<p>Standard 1, Key Idea 2 (EQ 1-10)</p> <ul style="list-style-type: none"> ○ Investigate key turning points in New York State and United States history and explain why these events or developments are significant <p>Standard 1, Key Idea 3 (EQ 1-10)</p> <ul style="list-style-type: none"> ○ Complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York state and the United States at different times and in different locations ○ Gather and organize information about the important achievements and contributions of individuals and groups living in New York state and the United States <p>Standard 1, Key Idea 4 (EQ 1-10)</p> <ul style="list-style-type: none"> ○ Consider the sources of historic documents, narratives, or artifacts and evaluate their reliability ○ Understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives ○ Compare and contrast different interpretations of key events and issues in New York state and United States history and explain reasons for these different accounts ○ Describe historic events through the eyes and experiences of those who were there 	<p>Standard 1, Key Idea 2 (EQ 1-10)</p> <ul style="list-style-type: none"> ○ Develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues ○ Compare and contrast the experiences of different groups in the United States <p>Standard 1, Key Idea 3 (EQ 1-10, 12, 13)</p> <ul style="list-style-type: none"> ○ Compare and contrast the experiences of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture ○ Research and analyze major themes and developments in New York state and United States history ○ Prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history <p>Standard 1, Key Idea 4 (EQ 1-10)</p> <ul style="list-style-type: none"> ○ Analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the authors' perspectives ○ Consider different historians' analyses of the same event or development in United States history to understand how different viewpoints and/or frames of reference influence historical interpretations ○ Evaluate the validity and credibility of historical interpretations of important events
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	<p>and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses</p> <ul style="list-style-type: none"> ○ Explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop ○ Study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs and traditions <p>Standard 2, Key Idea 3 (EQ 1-10)</p> <ul style="list-style-type: none"> ○ Understand the roles and contributions of individuals and groups to social, political, economic, cultural scientific, technological, and religious practices and activities ○ Gather and present information about important developments in world history <p>Standard 2, Key Idea 4</p> <ul style="list-style-type: none"> ○ Consider different interpretations of key events and developments in world history and understand the differences in these accounts 	<p>Standard 2, Key Idea 1 (EQ 1-10)</p> <ul style="list-style-type: none"> ○ Interpret and analyze documents and artifacts related to significant developments and events in world history <p>Standard 2, Key Idea 2 (EQ 1-10)</p> <ul style="list-style-type: none"> ○ Study about major turning points in world history by investigating the causes and other factors that brought about change and the results of these changes <p>Standard 2, Key Idea 3 (EQ 1-10)</p> <ul style="list-style-type: none"> ○ Investigate the roles and contributions of individuals and groups in relation to key social, political, cultural and religious practices throughout world history ○ Interpret and analyze documents and artifacts related to significant developments and events in world history <p>Standard 2, Key Idea 4 (EQ 1-14)</p> <ul style="list-style-type: none"> ○ Explain the literal meaning of a historical passage or primary source document, identifying who was involved, what happened, where it happened, what events led up to these developments, and what consequences or outcomes followed ○ Analyze different interpretations of important events and themes in world history and explain the various frames of reference expressed by different historians ○ View history through the eyes of those who witnessed key events and 	<p>or issues in New York State and United States history, revising these interpretations as new information is learned and other interpretations are developed</p> <p>Standard 2, Key Idea 1 (EQ 1-10, 13)</p> <ul style="list-style-type: none"> ○ Analyze historic events from around the world by examining accounts written from different perspectives ○ Understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras ○ Analyze changing and competing interpretations of issues, events, and developments throughout world history <p>Standard 2, Key Idea 2 (EQ 1-10)</p> <ul style="list-style-type: none"> ○ Analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective ○ Explain the importance of analyzing narratives drawn from different times and places to understand historical events ○ Investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes <p>Standard 2, Key Idea 3 (EQ 1-10, 11, 13)</p> <ul style="list-style-type: none"> ○ Analyze the roles and contributions of individuals and groups to social, political, economic, cultural and religious practices and activities <p>Standard 2, Key Idea 4 (EQ 1-14)</p> <ul style="list-style-type: none"> ○ Identify historical problems, pose analytical questions or hypotheses, research analytical questions or test hypotheses, formulate conclusions or generalizations, raise new
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	<ul style="list-style-type: none"> ○ Explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world ○ View historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts <p>Standard 3, Key Idea 2 (EQ 1-10)</p> <ul style="list-style-type: none"> ○ Ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places ○ Gather and organize geographic information from a variety of sources and display in a number of ways ○ Analyze geographic information by making relationships, interpreting trends and relationships, and analyzing geographic data <p>Standard 4, Key Idea 2 (EQ 1-10)</p> <ul style="list-style-type: none"> ○ Locate economic information using card catalogues, computer databases, indices, and library guides 	<p>developments in world history by analyzing the literature, diary accounts, letters, artifacts, art, music, architectural drawings and other documents</p> <ul style="list-style-type: none"> ○ Investigate important events and developments in world history by posing analytic questions, selecting relevant data, distinguishing fact from opinion, hypothesizing cause-and-effect relationships, testing these hypotheses, and forming conclusions <p>Standard 3, Key Idea 2 (EQ 1-10)</p> <ul style="list-style-type: none"> ○ Formulate geographic questions and define geographic issues and problems ○ Use a number of research skills to locate and gather geographical information about issues and problems ○ Present geographical information in a variety of formats, including maps, tables, graphs, charts, diagrams and computer-generated models ○ Interpret geographic information by synthesizing data and developing conclusions and generalizations about geographic issues and problems <p>Standard 4, Key Idea 2 (EQ 1-10)</p> <ul style="list-style-type: none"> ○ Identify and collect economic information from standard reference works, newspapers, periodicals, computer databases, textbooks, and other primary or secondary sources ○ Organize and classify economic information by distinguishing relevant from irrelevant information, placing ideas in chronological order, and 	<p>questions or issues for further investigation</p> <ul style="list-style-type: none"> ○ Interpret and analyze documents and artifacts related to significant developments and events in world history ○ Plan and organize historical research projects related to regional or global interdependence ○ Analyze different interpretations of important events, issues, or developments in world history by studying the social, political, and economic context in which they were developed; by testing the data source for reliability and validity, credibility, authority, authenticity, and completeness; and by detecting bias, distortion of the facts, and propaganda by omission, suppression, or invention of facts <p>Standard 3, Key Idea 2 (EQ 1-10)</p> <ul style="list-style-type: none"> ○ Plan, organize, and present geographic research projects ○ Locate and gather geographical information from a variety of primary and secondary sources ○ Select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information ○ Analyze geographic information by developing and testing inferences and hypotheses, and formulating conclusions from maps, photographs, computer models, and other geographic representations ○ Develop and test generalizations and conclusions and pose analytic questions based on the results of geographic inquiry <p>Standard 4, Key Idea 2 (EQ 1-10)</p>
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	<ul style="list-style-type: none"> ○ Collect economic information from textbooks, standard references, newspapers, periodicals, and other primary and secondary sources ○ Make hypotheses about economic issues and problems, testing refining, and eliminating hypotheses and developing new ones when necessary ○ Present economic information by developing charts, tables, diagrams, and simple graphs 	<p>selecting appropriate labels for data</p> <ul style="list-style-type: none"> ○ Evaluate economic data by differentiating fact from opinion and identifying frames of reference ○ Develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions ○ Present economic information by using media and other appropriate visuals such as tables, charts, and graphs to communicate ideas and conclusions 	<ul style="list-style-type: none"> ○ Identify, locate, and evaluate economic information from standard reference works, newspapers, periodicals, computer databases, monographs, textbooks, government publications, and other primary or secondary sources ○ Use economic information by identifying similarities and differences in trends; inferring relationships between various elements of an economy; organizing and arranging information in charts, tables, and graphs; extrapolating and making conclusions about economic questions, issues, and problems ○ Apply a problem-solving model to identify economic problems or issues, generate hypotheses, test hypotheses, investigate and analyze selected data, consider alternative solutions or positions, and make decisions about the best solution or position ○ Present economic information and conclusions in different formats, including graphic representations, computer models, research reports, and oral presentations ○
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