

# K-12 LIBRARY CURRICULUM

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## Contents

Abstract/Project Description.....	page 2
Vision Statement.....	page 2
Mission Statement.....	page 2
Belief Statements.....	page 3
References.....	page 3
K-12 UbD Framework	
<a href="#">Information and Inquiry</a> .....	page 4
<a href="#">Future Readiness</a> .....	page 9
<a href="#">Lifelong Readers</a> .....	page 11
Individual UbD Documents	
<a href="#">Information and Inquiry</a> .....	page 13
<a href="#">Future Readiness</a> .....	page 38
<a href="#">Lifelong Readers</a> .....	page 54

## Abstract/Project Description

Utilizing the Understanding by Design (UbD) philosophy of instructional design, the ICCSD teacher librarians created a set of enduring understandings for the library program and included corresponding goals, knowledge, and skills. The teacher librarians will continue to build upon this foundation by adding essential questions, transfer of learning, assessment evidence, and learning plans to this document in the future.

## Vision Statement

The ICCSD school library program empowers students to be curious, passionate, respectful learners who explore, connect, evaluate, and create.

## Mission Statement

The best schools have library programs that engage their entire school communities to elevate learning experiences for all.

ICCSD Teacher Librarians are strategically positioned to:

- **teach** students and staff to think critically and independently to construct new understanding and insights from varied information sources.
- **lead** and embrace the integration of technology to enhance learning.
- **connect** communities of learners in virtual and physical spaces.
- **collaborate** with the school community to design and enact rigorous learning experiences and participate as positive digital citizens.
- **maximize** access to quality print and digital resources.
- **champion** and support the reading life of every student.
- **nurture** curiosity to develop a lifelong passion for learning.

(Adapted from the [Vision for Iowa's School Libraries](#), Iowa Department of Education)

## **Belief Statements**

We believe that...

- lifelong learning is the ultimate goal for students in our society, and the school library program is vital to creating independent, informed, responsible learners.
- all children have the right to equitable access to literature, information, and information technologies.
- the diverse needs and learning styles of students require differentiation in learning resources and instruction.
- the teacher librarian is an instructional leader in the school with expertise in resources, technology, and literature.
- the teacher librarian works in collaboration with teachers, administrators, support staff, and parents to provide learning experiences that promote student achievement.
- the library program promotes critical thinking, engagement with information in all its forms, and the responsible use of technology to enhance teaching and learning.
- the library program fosters and supports the development of literacy and reading for enjoyment and for information.
- the library curriculum promotes inquiry learning through information literacy instruction that enhances and reinforces classroom content and instruction.
- the library program cultivates connections with the larger learning community by providing students access to learning resources and activities beyond classroom and school walls.
- a rich and abundant collection of resources in many formats is essential to meet the teaching and learning needs of the school curriculum and to reflect diversity and principles of intellectual freedom.

## **References**

Iowa Department of Education. "Vision for Iowa's School Libraries." *Educateiowa.gov*, [https://educateiowa.gov/pk-12/instruction/school-library#Vision\\_for\\_Iowas\\_School\\_Libraries](https://educateiowa.gov/pk-12/instruction/school-library#Vision_for_Iowas_School_Libraries). Accessed 7 September 2019.

Wiggins, Grant P, and Jay McTighe. *Understanding by Design.* , 2005. Print.

## **K-12 UbD Framework**

- Information & Inquiry
- Future Readiness
- Lifelong Readers

## **Individual UbD Documents**

- **Part 1: Information & Inquiry**
  - Intellectual Property (II:A)
    - K-2
    - 3-6
    - 7-8
    - 9-12
  - Information Sources (II:B)
    - K-2
    - 3-6
    - 7-8
    - 9-12
  - Organization of Information (II:C)
    - K-2
    - 3-6
    - 7-8
    - 9-12
  - Intellectual Freedom (II:D)
    - K-2
    - 3-6
    - 7-8
    - 9-12
  - Inquiry Process (II:E)
    - K-2
    - 3-6
    - 7-8
    - 9-12

- **Part 2: Future Readiness**

- Global Community (FR:A)
  - [K-2](#)
  - [3-6](#)
  - [7-8](#)
  - [9-12](#)
- Rights & Responsibilities (FR:B)
  - [K-2](#)
  - [3-6](#)
  - [7-8](#)
  - [9-12](#)
- Mindset (FR:C)
  - [K-2](#)
  - [3-6](#)
  - [7-8](#)
  - [9-12](#)
- Creating & Problem Solving (FR:D)
  - [K-2](#)
  - [3-6](#)
  - [7-8](#)
  - [9-12](#)

- **Part 3: Lifelong Readers**

- Reading for Growth (LR:A)
  - [K-2](#)
  - [3-6](#)
  - [7-8](#)
  - [9-12](#)
- Reading as a Window (LR:B)
  - [K-2](#)
  - [3-6](#)
  - [7-8](#)
  - [9-12](#)
- School Library Purpose (LR:C)
  - [K-2](#)
  - [3-6](#)
  - [7-8](#)
  - [9-12](#)

- Information & Inquiry A - Intellectual Property (3-6)
- Information & Inquiry B - Information Sources (3-6)
- Information & Inquiry C - Organization of Information (3-6)
- Information & Inquiry D - Intellectual Freedom (3-6)
- Information & Inquiry E - Inquiry Process (3-6)
- Information & Inquiry A - Intellectual Property (7-8)
- Information & Inquiry B - Information Sources (7-8)
- Information & Inquiry C - Organization of Information (7-8)
- Information & Inquiry D - Intellectual Freedom (7-8)
- Information & Inquiry E - Inquiry Process (7-8)
- Information & Inquiry A - Intellectual Property (9-12)
- Information & Inquiry B - Information Sources (9-12)
- Information & Inquiry C - Organization of Information (9-12)
- Information & Inquiry D - Intellectual Freedom (9-12)
- Information & Inquiry E - Inquiry Process (9-12)
  
- Future Readiness A - Global Community (3-6)
- Future Readiness B - Rights & Responsibilities (3-6)
- Future Readiness C - Mindset (3-6)
- Future Readiness D - Creating & Problem Solving (3-6)
- Future Readiness A - Global Community (7-8)
- Future Readiness B - Rights & Responsibilities (7-8)
- Future Readiness C - Mindset (7-8)
- Future Readiness D - Creating & Problem Solving (7-8)
- Future Readiness A - Global Community (9-12)
- Future Readiness B - Rights & Responsibilities (9-12)
- Future Readiness C - Mindset (9-12)
- Future Readiness D - Creating & Problem Solving (9-12)
  
- Lifelong Readers A - Reading for Growth (3-6)
- Lifelong Readers B - Reading as a Window(3-6)
- Lifelong Readers C - School Libraries (3-6)
- Lifelong Readers A - Reading for Growth (7-8)
- Lifelong Readers B - Reading as a Window(7-8)
- Lifelong Readers C - School Libraries (7-8)
- Lifelong Readers A - Reading for Growth (9-12)
- Lifelong Readers B - Reading as a Window(9-12)
- Lifelong Readers C - School Libraries (9-12)