

Library Curriculum Guide

Pre-Kindergarten (3 Year Olds)

Course Description: This course helps students develop a love of reading and the skills necessary to find, use, evaluate, and share information. These information literacy skills are part of a PreK - 8 continuum as students gain increasing expertise throughout their years at The Academy. Appropriate correlations will be made with [Florida Early Learning and Developmental Standards](#) to ensure students become effective users of ideas and information, with a focus on communication and language skills. Accordingly, students are immersed in a reading environment as they think, create, grow, and share their learning.

Academy values of honesty, respect, and kindness are examined and practiced as part of the Library information literacy curriculum. Thematic units include environmental citizenship projects to protect the health of the Florida Keys National Marine Sanctuary as part of The Academy's Ocean Guardian School program, recognized by the National Oceanic and Atmospheric Administration.

Goals/Objectives:

Learners will develop competencies to think, grow, share and create as they use Library skills, resources and tools to complete activities aligned to the following [Florida Early Learning and Developmental Standards](#):

I. Physical Development

1. Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities
2. Responds to and initiates care routines that support personal hygiene
3. Demonstrates use of large muscles for movement, position, strength, and coordination
4. Demonstrates use of large muscles to move in the environment
5. Uses perceptual information to guide motions and interactions with objects and other people
6. Demonstrates increasing precision, strength, coordination, and efficiency when using hand muscles for play and functional tasks
7. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision

II. Approaches to Learning

1. Shows curiosity and is eager to learn new things and have new experiences
2. Sustains attention for brief periods and finds help when needed
3. Shows initial signs of planning and learning from their experiences

III. Social and Emotional Development

1. Expresses, identifies, and responds to a range of emotions
2. Demonstrates ability to self-regulate
3. Attends to sights, sounds, objects, people, and activities
4. Develops positive relationships with adults
5. Develops positive relationships with peers
6. Develops increasing ability to engage in social problem solving
7. Exhibits empathy by demonstrating care and concern for others
8. Develops sense of identity and belonging through exploration and persistence
9. Develops sense of identity and belonging through routines, rituals, and interactions
10. Develops sense of self-awareness and independence

IV. Language and Literacy

1. Demonstrates understanding when listening
2. Increases knowledge through listening
3. Follows directions
4. Speaks and is understood when speaking
5. Shows an understanding of words and their meanings (receptive)
7. Uses increased vocabulary to describe objects, actions, and events (expressive)
8. Shows age-appropriate phonological awareness
9. Shows alphabetic and print knowledge

VI. Scientific Inquiry

1. Uses senses to explore and understand their social and physical environment
2. Demonstrates knowledge related to physical science
3. Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures

VII. Social Studies

1. Begins to recognize and follow rules and expectations in varying settings
2. Uses technology as a tool when appropriate

Instructional Methods/Strategies: Interactive and student-centered instructional units designed to engage and challenge students include: scaffolding, modeling, guiding, direct instruction, individualized instruction, discovery learning, problem solving, play-based pedagogy, social and emotional learning, collaborating, matching, patterning, sequencing, and project-based learning.

Pre-Kindergarten (4 Year Olds)

Course Description: This course helps students develop a love of reading and the skills necessary to find, use, evaluate, and share information. These information literacy skills are part of a PreK - 8 continuum as students gain increasing expertise throughout their years at The Academy. Appropriate correlations will be made with [Florida Early Learning and Developmental Standards](#) to ensure students become effective users of ideas and information, with a focus on communication and language skills. Accordingly, students are immersed in a reading environment as they think, create, grow, and share their learning.

Academy values of honesty, respect, and kindness are examined and practiced as part of the Library information literacy curriculum. Thematic units include environmental citizenship projects to protect the health of the Florida Keys National Marine Sanctuary as part of The Academy's Ocean Guardian School program, recognized by the National Oceanic and Atmospheric Administration.

Goals/Objectives: Learners will develop competencies to think, grow, share and create as they use Library skills, resources and tools to complete activities aligned to the following [Florida Early Learning and Developmental Standards](#)

I. Physical Development

1. Engages in physical activities with increasing balance, coordination, endurance, and intensity
2. Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities
3. Responds to and initiates care routines that support personal hygiene
4. Demonstrates use of large muscles for movement, position, strength, and coordination
5. Demonstrates use of large muscles to move in the environment
6. Uses perceptual information to guide motions and interactions with objects and other people
7. Demonstrates increasing precision, strength, coordination, and efficiency when using hand muscles for play and functional tasks
8. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision

II. Approaches to Learning

1. Shows increased curiosity and is eager to learn new things and have new experiences
2. Attends to tasks for a brief period of time
3. Approaches daily activities with creativity and inventiveness
4. Demonstrates some planning and learning from experiences

III. Social and Emotional Development

1. Expresses, identifies, and responds to a range of emotions
2. Demonstrates appropriate affect (emotional response) between behavior and facial expression

3. Demonstrates ability to self-regulate
4. Attends to sights, sounds, objects, people, and activities
5. Develops positive relationships with peers
6. Develops increasing ability to engage in social problem solving
7. Exhibits empathy by demonstrating care and concern for others
8. Develops sense of identity and belonging through play
9. Develops sense of identity and belonging through exploration and persistence
10. Develops sense of identity and belonging through routines, rituals, and interactions
11. Develops sense of self-awareness and independence

IV. Language and Literacy

1. Demonstrates understanding when listening
2. Increases knowledge through listening
3. Follows directions
4. Speaks and is understood when speaking
5. Shows an understanding of words and their meanings (receptive)
6. Uses increased vocabulary to describe objects, actions and events (expressive)
7. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
8. Connects words, phrases and sentences to build ideas
9. Uses verbal and nonverbal communication and language to express needs and feelings, share experiences, and resolve problems
10. Asks questions and responds to adults and peers in a variety of settings
11. Demonstrates understanding of the social conventions of communication and language use
12. Shows motivation for and appreciation of reading
13. Shows age-appropriate phonological awareness
14. Shows alphabetic and print knowledge

VI. Number Sense

1. Subitizes (immediately recognizes without counting) up to five objects
2. Demonstrates one-to-one correspondence when counting objects placed in a row
3. Constructs and counts sets of objects (one to 10 and beyond)
4. Reads and writes some numerals one to 10 using appropriate activities

VI. Scientific Inquiry

1. Uses senses to explore and understand their social and physical environment
2. Demonstrates knowledge related to physical science
3. Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures

VII. Social Studies

1. Begins to recognize and follow rules and expectations in varying settings
2. Uses technology as a tool when appropriate

Instructional Methods/Strategies: Interactive and student-centered instructional units designed to engage and challenge students include: scaffolding, modeling, guiding, direct instruction, individualized instruction, discovery learning, problem solving, play-based pedagogy, social and emotional learning, collaborating, matching, patterning, sequencing, and project-based learning.

Kindergarten

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- Learners should be prepared for college, career, and life
- Reading is the core of personal and academic competency
- Intellectual freedom is every learner's right
- Information technologies must be appropriately integrated and equitably available

Appropriate correlations are made with:

- International Society for Technology in Education Standards ([ISTE](#))
- Florida DOE Information Literacy: -[FINDS](#)- Florida's Library Media Research Model
- Florida DOE - [READS](#) - Florida's K-12 Integrated Library Media Reading Guidelines

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Goals/Objectives: Learners will develop competencies to think, grow, share and create as they use Library skills, resources, and tools to complete activities aligned to the following AASL Standards for Shared Foundations and Key Commitments:

- I. Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
- II. Include: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.
- III. Collaborate: Work effectively with others to broaden perspectives and work toward common goals.
- IV. Curate: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.
- V. Explore: Discover and innovate in a growth mindset developed through experience and reflection.
- VI. Engage: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

Instructional Methods/Strategies: Interactive and student-centered instructional units designed to engage and challenge students include: scaffolding, modeling, guiding, direct instruction, individualized instruction, discovery learning, problem solving, play-based pedagogy, social and emotional learning, collaborating, matching, patterning, sequencing, and project-based learning.

First Grade

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Second Grade

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Third Grade

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V. Explore: Discover and innovate in a growth mindset developed through experience and reflection.

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Fourth Grade

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to ensure a comprehensive educational experience.

Academy values of honesty, respect, compassion, courage, leadership, kindness, and being your best are examined and practiced as part of the Library information literacy curriculum. Thematic units include environmental citizenship projects to protect the health of the Florida Keys National Marine Sanctuary as part of The Academy's Ocean Guardian School program, recognized by the National Oceanic and Atmospheric Administration.

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IV. Curate: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

V. Explore: Discover and innovate in a growth mindset developed through experience and reflection.

VI. Engage: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

Instructional Methods/Strategies: Interactive and student-centered instructional units designed to engage students and challenge them to use higher-order thinking skills include: scaffolding, modeling, guiding, direct instruction, individualized instruction, inquiry-based discovery learning, problem solving, social and emotional learning, collaborating, matching, patterning, sequencing, project-based learning, discussion and inquiry, digital portfolios, presenting, and service learning.

Fifth Grade

Course Description: Library is a competency-based information literacy course designed to help students develop a love of reading and the skills they need to find, use, evaluate, and create media. Students are immersed in a reading workshop environment as they think, create, grow, and share. Students learn to self-select materials for personal and academic needs as they explore and use print and digital resources. Students learn accurate vocabulary and procedures, time-management, and collaborative skills as they practice information literacy skills. Integration of content to support classroom instruction through the development, implementation and assessment of student-centered instructional units is grounded in the American Association of School Librarians ([AASL](#)) National School Library Standards and Common Beliefs:

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Learners will develop competencies to think, grow, share and create as they use Library Media skills, resources and tools to complete activities aligned to the following AASL Standards for Shared Foundations and Key Commitments:

I. Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

II. Include: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

III. Collaborate: Work effectively with others to broaden perspectives and work toward common goals.

IV. Curate: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

V. Explore: Discover and innovate in a growth mindset developed through experience and reflection.

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Sixth Grade

Course Description: Library is a competency-based information literacy course designed to help students develop a love of reading and the skills they need to find, use, evaluate and create media. Students work in a reading workshop environment as they think, create, grow, and share. Digital citizenship, search strategies, database and website evaluation, note taking and organization, citing sources, creation of presentation products (using various devices and productivity tools), and self-evaluation are integrated into this course. Integration of content to support classroom instruction through the development, implementation, and assessment of student-centered instructional units is grounded in the American Association of School Librarians ([AASL](#)) National School Library Standards and Common Beliefs:

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Service learning is woven into the Media information literacy curriculum with the themes of environmental stewardship, civic participation, honoring veterans and community helpers, philanthropy, and civil rights, justice, and advocacy.

Goals/Objectives:

Learners will develop competencies to think, grow, share and create as they use Library Media skills, resources and tools to complete activities aligned to the following AASL Standards for Shared Foundations and Key Commitments:

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Seventh Grade

Course Description: Library is a competency-based information literacy course designed to help students develop a love of reading and the skills they need to find, use, evaluate, and create media. Students work in a reading workshop environment as they think, create, grow, and share. Digital citizenship, search strategies, database and website evaluation, note taking and organization, citing sources, creation of presentation products (using various devices and productivity tools), and self-evaluation are integrated into this course. Integration of content to support classroom instruction through the development, implementation, and assessment of student-centered instructional units is grounded in the American Association of School Librarians ([AASL](#)) National School Library Standards and Common Beliefs:

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Service learning is woven into the Library Media information literacy curriculum with the themes of environmental stewardship; civic participation and voting; honoring veterans and community helpers; philanthropy; and civil rights, justice, and advocacy.

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