



CEDARBURG SCHOOL DISTRICT

Library Media Plan

2021-2024



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Cedarburg School District Policy and Wisconsin State Statutes

WI State Statutes and Cedarburg School District Policy for Library Services

(h) *Library media services.* Each school district board shall:

1. Have on file a written, long-range plan for library services development which has been formulated by teachers, library and audiovisual personnel and administrators, and approved by the school district board.
2. Designate a licensed library media person to direct and coordinate the district's library media program.
3. Provide library facilities within the school building and make available to all pupils a current, balanced collection of books, basic reference materials, texts, periodicals, and audiovisual materials which depicts in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.
4. Provide library media services to all pupils as follows: to pupils in grades kindergarten through 6, library media services which are performed by or under the direction of licensed library and audiovisual personnel; and to pupils in grades 7 through 12, library media services which are performed by licensed library and audiovisual personnel.

Cedarburg School District Policy

Policy or Statute Number	Title	Purpose / Explanation
PO2521	<u>SELECTION OF INSTRUCTIONAL MATERIALS & EQUIPMENT</u>	Provides guidance for selecting materials for the district libraries.
AG2521A	<u>SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT</u>	
2522	<u>LIBRARY/INSTRUCTIONAL MEDIA CENTERS</u>	Clarifies the purpose/goals of the library media center.
PO2260	<u>NONDISCRIMINATION & ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY</u>	Ensures that the library collection reflects the cultural diversity and pluralistic nature of American society.
AG2260D	<u>NOTICE OF NONDISCRIMINATION</u> <u>NONDISCRIMINATION & ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY</u>	
2510	<u>ADOPTION OF TEXTBOOKS</u>	School Board approval process for primary resources.

AG2510	<u>SELECTION OF PRIMARY TEXT MATERIALS</u>	
2210	<u>CURRICULUM DEVELOPMENT</u>	Provides guidance on specific content areas and topics to be included in the curriculum.
AG2210A	<u>CURRICULUM DEVELOPMENT</u>	
2131	<u>EDUCATIONAL OUTCOME GOALS AND EXPECTATIONS</u>	Establishes content clarity for specific life principles to be integrated into the curriculum.
PO7230	<u>GIFTS, GRANTS, AND BEQUESTS</u>	Guidance on acceptance procedures for gifts.
PO7310	<u>DISPOSITION OF PERSONAL PROPERTY</u>	Clarifies procedures for disposal of obsolete materials.
PO9130	<u>PUBLIC REQUESTS, SUGGESTIONS, OR COMPLAINTS</u>	Includes guidelines for matters regarding instructional materials.
PO9211	<u>DISTRICT-SUPPORT ORGANIZATIONS</u>	Management of volunteer groups.
WI Statute 121.02(1)(h)	<u>SCHOOL DISTRICT STANDARDS</u>	Instructional and library media materials selection policy
PI 8.01(2)(h)	<u>LIBRARY MEDIA SERVICES</u>	
WI Statute 118.01(2)(c)(7 and 8)	<u>CITIZENSHIP</u>	Educational goals and expectations: 1) appreciation and understanding of different value systems and cultures; 2) understanding of human relations, particularly with regard to American Indians, Black Americans and Hispanics.



Mission, Vision, & Purpose

Cedarburg School District Mission

The mission of the Cedarburg School District is to provide an exemplary education that challenges students in a nurturing environment to develop into lifelong learners, to become responsible adults, and to achieve their goals and dreams.

Library Program Overview

Cedarburg School District has five school libraries with a variety of text/resources selected for the appropriate grade span: 4K-5, 6-8, and 9-12. Additionally, each library has an assortment of digital resources and research materials available to students. Spaces are uniquely designed to meet the needs of students with a variety of seating arrangements for a variety of purposes. In 2020-21, the district completed the majority of construction work, referendum related, which included a refresh on the finishes in each library and the incorporation of a MakerSpace into four of the five libraries.

Library Advisory Vision

The vision of the Cedarburg School District Library Advisory is to guide, counsel, and collaboratively assist the district in:

1. Ensuring access to a diverse collection of books and digital literacy content/resources
2. Inspiring learning, discourse, and an imagination
3. Developing lifelong reading habits

Library Purpose

- Provide a flexible space with a wide and inclusive range of resources to support learning and teaching throughout the school.
- Have a vibrant role in developing a culture that promotes more extensive reading, motivating readers and learners for life.
- Provide a place for collaborative learning, creativity and for developing independent research and information literacy skills.

Library Teams

The district has two primary teams that support library services:

1. **The District Library Team** - Director of Curriculum and Instruction, District Librarian, Digital Learning Specialist, Digital Learning and Innovation Coach, Director of Technology and Assessment, Library Aides.
2. **The Library Advisory Team** - Incorporates with the District Library Team, an administrator from elementary and secondary, literacy coach, Cedarburg Public School Librarian.

Makerspaces

The district is committed to providing all students with access to maker-centered learning experiences. The district also recognizes that some experiences extend outside of the regular classroom setting and require a space where space limitations are not a barrier. Libraries are a place of inspiration and are designed to foster inquiry, creating, and making. To this end, the District has integrated four MakerSpaces directly within or adjacent to school libraries funded by the recent referendum, district funds, and generous donations from the CEF and Wilo Foundation.

Makerspaces Vision & Purpose

- Develop student agency (where students grow to see themselves as creators and problem solvers.)
- Promote 4K-12 learning experiences which nurture the maker-mindset, critical thinking, collaboration, and problem-solving/creative expression
- Guarantee *access* for students and teachers to a space and to tools that extend the classroom learning environment and foster the use of the design and engineering process



Cedarburg Standards

Cedarburg School District standards are built upon Wisconsin standards. Three distinct standard levels are distinguished in the template, showing how standards are developed:

Cedarburg Library Media Standards		
LEVEL 3 District Commitments		
<p>Cedarburg Student Learning & Performance History</p>	<p>District beliefs about learning as it relates to student outcomes: Critical Thinking, Problem Solving, Communication, Collaboration, Creativity and Innovation (Design Thinking Process)</p> <p>Claim, Evidence and Reasoning Routine</p>	<p>Additional Instructional Insights Learned through District Research & Professional Learning</p> <p style="text-align: center;">Deeper Learning Competencies</p> <p style="text-align: center;">Digital Citizenship Expectations</p> <p style="text-align: center;">Inquiry and thinking routines</p> <p style="text-align: center;">College and Career Readiness Benchmarks</p>
Level 2 District Academic Guidance		
<p>Workforce Ready Attributes & Other Important Contributions</p>	<p>Cedarburg School District Board Policies</p> <p>Board Policies and State Statute as listed on page 1 of this document</p>	<p style="text-align: center;">National School Library Standards</p> <p style="text-align: center;">International Society for Technology in Education</p>
LEVEL 1 Foundation		
<p>WI Information and Technology Standards</p>		

Goals

Future Ready Librarian Framework

The Future Ready Librarian Framework is a framework that we use to support our library program. This framework focuses on how librarians and libraries support Future Ready schools and how librarians and libraries can become more future-ready. Future Ready Librarians provide resources, strategies, and connections for leaders and librarians to work together to promote and implement innovative learning opportunities for students.

2019-2020 & 2020-2021 Goals

1. Convene a district and community of stakeholders to develop a K-12 Library Media Center Plan, ensuring a guaranteed and future-ready experience for all students at all schools.
2. Strengthen community partnerships as we work together to develop literacy in the Cedarburg Community.
3. Refresh and align library curriculum and digital citizenship content.



2021-2022 Goals

1. **Continue development and refinement of the stakeholder team to support the District's Library Plan.**
 - a. Develop a representative Advisory team and seek new participants for school representation.
 - b. Facilitate the cultivation of the library aide team, through inclusion on the Advisory, regular district team meetings and other cross-school collaboration to ensure creative deployment of library services.
2. **Develop and communicate Board Policy aligned processes and procedures to maintain and cultivate library book collections.**
 - a. Discard cycle to remove aging and books in poor condition.
 - b. Selection process to maintain a balanced library collection.
 - c. Align gifts-to-the-school process with Board Policy and district Administrative Guidelines.

3. Support the implementation of each school's MakerSpace.

- a. Coordinate space usage, inventory maintenance and trouble-shooting equipment repairs.
- b. Participate in each school's MakerLead team to foster innovation, creating and school-wide implementation of the CSD Design and Engineering process.
- c. Participate in MakerLead training by Palmer Hamilton and attend MakerCamp.
- d. Crosswalk CSD library ES and MakerSpace outcomes to surface direct connections with library curriculum and student learning outcomes.

4. Promote utilization of library spaces and services, including:

- a. Research and inquiry, including the use of digital databases
- b. Reading for enjoyment
- c. Problem-solving, including the use of the school's MakerSpace
- d. Conduct school-specific needs assessments to understand customer preferences (teachers and students).

Annual Action Steps

Below are the action steps our team took to reach our goals:

School Year	Action Steps
2018-19	<ul style="list-style-type: none"> ● Attend Future Ready Librarian meetings through CESA 1 ● Convene district library team
2019-20	<ul style="list-style-type: none"> ● Purchase bookcases that promote access ● Vision the library spaces for construction opportunities ● Design and redevelop library spaces at 4 of the 5 buildings, which fosters services and excitement for all ● Convene a library advisory ● Refresh digital citizenship lessons and communicate to staff
2020-21	<ul style="list-style-type: none"> ● Conduct quarterly advisory meetings ● Establish the routine of quarterly reading walks ● Partner with the public library for special reading events
2021-22	<ul style="list-style-type: none"> ● Explore digital media resources that promote movie-making ● Create a professional development session for teachers, in the area of movie making ● Incorporate MakerSpaces into library lesson development or promote to teachers for future use ● Promote library access as evidenced through circulation rates and student/staff visits to the library
2022-23	<ul style="list-style-type: none"> ● Curriculum: Refine and communicate library curriculum and lessons to teachers, administration and parents. <ul style="list-style-type: none"> ○ Update District grade-level lesson framework with both digital citizenship and library lessons for 2022-23 and make them available to teachers and library

	<p>staff.</p> <ul style="list-style-type: none"> ○ Create asynchronous content for specific lessons so all students have access if/when needed. ● Instructional Resources: Create an ongoing process to vet instructional resources for each school including book fairs. <ul style="list-style-type: none"> ○ Collaborate with designated PTO book fair coordinators, to ensure a process for adding books to either a classroom library or a school’s library are in alignment with CSD administrative guidelines. ○ Enrich classroom libraries and school libraries in accordance with each school’s collection development needs. ● Accessit: Deploy and implement Accessit including staff and student training. <ul style="list-style-type: none"> ○ Provide the necessary staff and teacher training to implement Accessit at the start of the 2022-23 school year. ○ Utilize Accessit inventorying process to vet classroom libraries to ensure collections meet policy and established school specific collection goals. ● Library Satisfaction Scorecard: Establish library metrics that can be used from year-to-year to monitor overall satisfaction with library services. <ul style="list-style-type: none"> ○ Research and identify key areas to ensure a balanced view of District libraries, including: access, services and engagement. ○ Develop a satisfaction survey for students and staff, that provides ongoing data and information useful to monitoring overall library services. ● Digital and Physical Making: Support and extend making initiatives at each school to include: <ul style="list-style-type: none"> ○ Support and engage each school’s Maker Lead Team, ensuring all students and staff have a growing understanding of both equipment and maker-centered learning. ○ Participate in the planning and development of CHS’s Media Studio and Media Lab, including professional development needs for 2022-23.
<p>2023-24</p>	<p>Accessit Implementation</p> <ul style="list-style-type: none"> ● Continue training of staff and students with all components of Accessit. <p>Communication</p> <ul style="list-style-type: none"> ● Develop routine methods to share: <ul style="list-style-type: none"> ○ Lesson content and library updates ○ Research tools for students and teachers by level (elementary, middle and high) ○ Collection development/curation <p>Lesson Alignment</p> <ul style="list-style-type: none"> ● Conduct an alignment check on Essential Standards for library services ● Identify high-priority areas by grade ● Integration of maker centered learning lessons

Calendar of Library Events

Library Events

The calendar below shows the events and learning experiences our library team is coordinating for students and families.

Library Events		
September	October	November
Story Stroll	Story Stroll	Elementary Book Fair
December	January	February
Hour of Code (Dec. 6-12)	Story Stroll	
March	April	May
Read Across America March Madness Reading Event	Read Across Cedarburg Story Stroll	Summer Reading Incentive Kick-off
June / Summer		
Story Stroll	Summer Reading Program	

Curriculum

Library & Digital Learning Curriculum Overview

- 1) **District Library Lessons fall into two categories: School Library Lessons and Digital Citizenship Lessons.**

The following information details the district's comprehensive curriculum for students in grades 4K-12. The curriculum is made up of the following foundational components. See p. 13-17 for additional information.

- **Enduring understandings**: Enduring understandings are statements to describe big ideas surrounding our Library & Digital Learning curriculum. These statements provide insight into the essential skills students will know and remember years from now.
- **Essential questions**: The essential questions for our Library & Digital Learning curriculum guide student learning and set the stage for critical thinking. Essential questions can be broken down by grade bands: 4K-5, 6-8, and 9-12.
- **Essential standards**: Our Library & Digital Learning curriculum addresses 14 essential standards that are key for student success as identified by the National School Library Standards. Each essential standard is aligned with an American Association of School Librarians (AASL) Domain and Shared Foundation. The AASL Domains are learning categories that focus on the cognitive, psychomotor, affective, and developmental aspects of learning. The AASL Shared Foundations are six core values that learners, school librarians, and school libraries reflect and promote.
- **Learning targets**: Each essential standard contains learning targets which are statements that identify what students should know and be able to do to demonstrate mastery of that essential standard.
- **Performance indicators**: Each essential standard contains performance indicators by grade level. These performance indicators are links to the lesson plans aligned with each learning target. Within these lesson plans are actionable items for students to engage in to meet the learning targets.

- 2) **Digital Citizenship Curriculum** - Also found on the District/School websites, Cedarburg School District uses Common Sense Media as the primary resource for Digital Citizenship instruction. Digital Citizenship is the responsible use of technology to learn, create and participate. The curriculum provided by Common Sense Media is an award-winning, researched-based curriculum that was designed and developed in partnership with Project Zero at the Harvard Graduate School of Education. The framework of the curriculum is shown below:

Common Sense 6 Digital Topics

Click on the links below to read more around the research and insights behind each topic.

Topic Title	Topic Description
Media balance & well-being	Finding balance in our digital lives
Privacy and security	Caring about everyone's privacy
Digital footprint and identity	Defining who we are
Relationships and communication	Knowing the power of words and actions
Cyberbullying, digital drama & hate speech	Being kind and courageous
News & media literacy	Being critical thinkers and creators

These six strands address top concerns for schools by exploring the personal, moral, ethical, and civic dilemmas of today's world and how our students can navigate such dilemmas. Through this curriculum, our students will be better prepared with important 21st-century skills, and families will be engaged through outreach and the activities, tips, and resources provided. Our goal is to give students the skills they need to succeed as digital learners and leaders.

Overview of Enduring Understandings & Essential Questions

Essential Standards	Enduring Understandings	Essential Questions
Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world.	Gathering information requires careful exploration, creation, and acknowledgment.	What is my responsibility when I am online?
Students will demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.		How do I responsibly and respectfully use other people's work in my own work?
Students use a variety of digital tools and resources to identify and solve authentic problems using design thinking.	Strategic use of digital tools promotes problem-solving.	How do I show that I am a problem solver?
Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes. <i>(National School Library Standard)</i>	Actively seek diverse reading materials for a variety of purposes.	How do I ensure that I read diverse resources and materials?

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.	Information is communicated effectively through the usage of appropriate media.	How do I choose the appropriate media to share my learning?
Students use digital tools to broaden their perspectives and enrich their learning with culturally responsive practice by collaborating and working effectively with local and global teams.	Use of digital media can expand one's cultural understanding and global awareness.	Pk-5 Do I understand there are diverse cultures around me? 6-12 How has my perspective on the world around me changed based on learning about, and engaging with, cultures different than my own?
Students critically curate a variety of digital tools and diverse resources.	Finding and organizing information from a variety of diverse resources.	What tools and resources can I use as I research?
Students produce creative artifacts and make meaningful learning experiences from curated knowledge for themselves and others.	Technology can foster innovation.	How can I creatively share what I learned?

Overview of Essential Standards & Lesson Titles

ESSENTIAL STANDARD 1: Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world.

Learning Target: *WI ITL Standard DC1a: Cultivate and manage digital identity and reputation*

Performance Indicators for Grades K-5:

Grade K:

- Pause for People

Grade 1:

- Pause & Think Online

Grade 2:

- We Are the Digital Citizens

Grade 3:

- This is Me

Grade 4:

- Our Online Tracks
- Be a Super Digital Citizen

Learning Target: *WI ITL Standard DC1b: Manage personal data to maintain digital privacy and security*

Performance Indicators for Grades K-5:

Grade K:

- Safety in My Online Neighborhood

Grade 1:

- How Technology Makes You Feel
- Internet Traffic Light

Grade 2:

- We Are the Digital Citizens
- That's Private
- Who is in Your Online Community

Grade 3:

- Rings of Responsibility

<p><u>Grade 5:</u></p> <ul style="list-style-type: none"> Digital Friendships 	<ul style="list-style-type: none"> Power Up Passwords <p><u>Grade 4:</u></p> <ul style="list-style-type: none"> Personal & Private Information Be a Super Digital Citizen <p><u>Grade 5:</u></p> <ul style="list-style-type: none"> Digital Friendships You won't believe this
<p>Performance Indicators for Grades 6-8:</p> <p><u>Grade 7:</u></p> <ul style="list-style-type: none"> Big Big Data <p><u>Grade 8:</u></p> <ul style="list-style-type: none"> Being Aware of What You Share 	<p>Performance Indicators for Grades 6-8:</p> <p><u>Grade 6:</u></p> <ul style="list-style-type: none"> Don't Feed the Phish

ESSENTIAL STANDARD 2: Students will demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

<p>Learning Target: <i>WI ITL Standard DC2.a: Use information, media and digital resources in a responsible manner.</i></p>	<p>Learning Target: <i>WI ITL Standard DC2.b: Respect intellectual property rights.</i></p>	<p>Learning Target: <i>WI ITL Standard DC2.c: Recognize the rights and responsibilities of intellectual freedom in a democratic society.</i></p>
<p>Performance Indicators for Grades K-5:</p> <p><u>Grade K:</u></p> <ul style="list-style-type: none"> Media Balance is Important <p><u>Grade 3:</u></p> <ul style="list-style-type: none"> Our Digital Citizenship Pledge 	<p>Performance Indicators for Grades K-5:</p> <p><u>Grade 2:</u></p> <ul style="list-style-type: none"> Let's Give Credit <p><u>Grade 4:</u></p> <ul style="list-style-type: none"> A Creator's Rights and Responsibilities 	<p>Performance Indicators for Grades K-5:</p> <p><u>Grade K:</u></p> <ul style="list-style-type: none"> Manners with Technology <p><u>Grade 3:</u></p> <ul style="list-style-type: none"> Rings of Responsibility Our Digital Citizenship Pledge <p><u>Grade 5:</u></p> <ul style="list-style-type: none"> Reading Online News
<p>Performance Indicators for Grades 6-8:</p> <p><u>Grade 6:</u></p> <ul style="list-style-type: none"> Evaluating Websites <p><u>Grade 7:</u></p> <ul style="list-style-type: none"> The Four Factors of Fair use <p><u>Grade 8:</u></p> <ul style="list-style-type: none"> This Just In 	<p>Performance Indicators for Grades 6-8:</p> <p><u>Grade 7:</u></p> <ul style="list-style-type: none"> The Four Factors of Fair Use 	<p>Performance Indicators for Grades 6-8:</p> <p><u>Grade 7:</u></p> <ul style="list-style-type: none"> Intellectual Freedom

ESSENTIAL STANDARD 3: Students use a variety of digital tools and resources to identify and solve authentic problems using design thinking.

Learning Target: *WI ITL Standard ID1.b: Exhibits tolerance for ambiguity, perseverance and the capacity to work with authentic, open-ended problems.*

Performance Indicators for Grades K-5:

Grade K:

- Thematic Stem Lesson

Grade 2:

- Thematic Stem Lesson

Grade 4:

- Be a Super Digital Citizen

Performance Indicators for Grades 6-8:

Grade 8:

- Perspective Lesson

ESSENTIAL STANDARD 4: Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes. (*National School Library Standard*)

Learning Target: *Students choose books for personal enjoyment from a variety of genres. (AASL Domain: Think; AASL Shared Foundation: Explore)*

Learning Target: *Students read using a variety of formats, including digital resources. (AASL Domain: Think; AASL Shared Foundation: Explore)*

Performance Indicators for Grades K-5:

Grade K:

- Finding Picture Books in the IMC
- Fiction and Nonfiction Comparison Lesson

Grade 1:

- Finding Picture Books in the IMC
- Fiction vs. Nonfiction
- Character Search
- Fiction Book Organization

Grade 2:

- Finding Picture Books in the IMC
- Finding Fiction Books in the IMC
- Using Destiny Catalog

Grade 3:

- Destiny Practice
- Finding Fiction Books in the IMC
- Finding Nonfiction Books in the IMC
- Using Destiny Catalog

Grade 4:

- Destiny Practice

Performance Indicators for Grades K-5:

Grade K:

- Destiny Practice
- Destiny Ongoing Practice

Grade 1:

- Destiny Practice
- Destiny Ongoing Practice

Grade 3:

- Using Destiny Catalog
- Using MackinVia and Sora to select eBooks and Audiobooks

Grade 4:

- Using Destiny Catalog
- Using MackinVia and Sora to select eBooks and Audiobooks

Grade 5:

- Using Destiny Catalog
- Using MackinVia and Sora to select eBooks and Audiobooks

<ul style="list-style-type: none"> Library Skills Pre-assessment Finding Fiction Books in the IMC Finding Nonfiction Books in the IMC Using Destiny Catalog <p><u>Grade 5:</u></p> <ul style="list-style-type: none"> Haunted House Lesson Library Skills Pre-assessment Finding Fiction Books in the IMC Finding Nonfiction Books in the IMC Using Destiny Catalog 	
<p>Performance Indicators for Grades 6-8:</p> <p><u>Grade 6:</u></p> <ul style="list-style-type: none"> Narrative Nonfiction Searching Lesson Genre Sticker <p><u>Grade 7:</u></p> <ul style="list-style-type: none"> Novelist Searching Using Destiny Subject Search 	<p>Performance Indicators for Grades 6-8:</p> <p><u>Grade 6:</u></p> <ul style="list-style-type: none"> Overdrive/Sora <p><u>Grade 7:</u></p> <ul style="list-style-type: none"> Overdrive/Sora <p><u>Grade 8:</u></p> <ul style="list-style-type: none"> Overdrive/Sora

ESSENTIAL STANDARD 5: 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.

<p>Learning Target: <i>WI ITL Standard CC1.a:</i> <i>Choose appropriate platforms and digital tools</i></p>	<p>Learning Target: <i>WI ITL Standard CC1.c:</i> <i>Communicate Effectively using a variety of digital tools.</i></p>
<p>Performance Indicators for Grades K-5:</p> <p><u>Grade K:</u></p> <ul style="list-style-type: none"> Flip Grid Mystery Skype PebbleGo Weather <p><u>Grade 1:</u></p> <ul style="list-style-type: none"> Reindeer Research Unit <p><u>Grade 2:</u></p> <ul style="list-style-type: none"> Thematic Stem Lessons <p><u>Grade 3:</u></p> <ul style="list-style-type: none"> Is Seeing Believing <p><u>Grade 4:</u></p> <ul style="list-style-type: none"> My Media Choices 	<p>Performance Indicators for Grades K-5:</p> <p><u>Grade K:</u></p> <ul style="list-style-type: none"> Flip Grid Mystery Skype PebbleGo Weather <p><u>Grade 1:</u></p> <ul style="list-style-type: none"> Reindeer Research Unit <p><u>Grade 2:</u></p> <ul style="list-style-type: none"> Thematic Stem Lessons <p><u>Grade 4:</u></p> <ul style="list-style-type: none"> My Media Choices Keeping Games Fun and Friendly
<p>Performance Indicators for Grades 6-8:</p> <p><u>Grade 8:</u></p> <ul style="list-style-type: none"> Science Elements 	<p>Performance Indicators for Grades 6-8:</p> <p><u>Grade 7:</u></p> <ul style="list-style-type: none"> Flipgrid Lesson <p><u>Grade 8:</u></p> <ul style="list-style-type: none"> Science Element Research Perspectives Research Unit

ESSENTIAL STANDARD 6: Students use digital tools to broaden their perspectives and enrich their learning with culturally responsive practice by collaborating and working effectively with local and global teams.

Learning Target: *WI ITL Standard GC1.a: Use digital tools to connect with learners from a variety of backgrounds and cultures*

Learning Target: *WI ITL Standard GC1.b: Contribute constructively on project teams.*

Performance Indicators for Grades K-5:

Grade K:

- Mystery Skype

Grade 3:

- Our Digital Citizenship Pledge
- The Power of Words

Performance Indicators for Grades K-5:

Grade K:

- Thematic Stem Lessons
- Flip Grid

Grade 2:

- Thematic Stem Lessons

Grade 3:

- Our Digital Citizenship Pledge

Grade 4:

- Keeping Games Fun and Friendly

Performance Indicators for Grades 6-8:

Grade 8:

- Perspectives Unit

Performance Indicators for Grades 6-8:

ESSENTIAL STANDARD 7: Students critically curate a variety of digital tools and diverse resources.

Learning Target: *WI ITL Standard KC1.a: Plan and employ effective research strategies*

Learning Target: *WI ITL Standard KC1.b: Evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.*

Learning Target: *WI ITL Standard KC1.c: Curate information from digital resources.*

Performance Indicators for Grades K-5:

Grade K:

- PebbleGo Weather

Grade 1:

- Reindeer Research Unit

Grade 2:

- Koala Class Research

Grade 4:

- Keyword Searching

Performance Indicators for Grades K-5:

Grade 1:

- Reindeer Research Unit

Grade 4:

- A Creator's Rights and Responsibilities
- Keyword Searching

Grade 5:

- Reading Online News
- Beyond Gender Stereotypes

Performance Indicators for Grades K-5:

Grade 1:

- Reindeer Research Unit

Grade 2:

- Thematic Stem Lessons

Grade 4:

- A Creator's Rights and Responsibilities

	<ul style="list-style-type: none"> You won't believe this 	
Performance Indicators for Grades 6-8: <u>Grade 6:</u> <ul style="list-style-type: none"> Database Lesson <u>Grade 8:</u> <ul style="list-style-type: none"> Databases- Keywords & Subject Search 	Performance Indicators for Grades 6-8: <u>Grade 8:</u> <ul style="list-style-type: none"> Science Element Research 	Performance Indicators for Grades 6-8: <u>Grade 8:</u> <ul style="list-style-type: none"> Noodletools Science Elements Research

ESSENTIAL STANDARD 8: Students produce creative artifacts and make meaningful learning experiences from curated knowledge for themselves and others.

Learning Target: *WI ITL Standard KC2.a: Produce creative artifacts.*

Performance Indicators for Grades K-5:

Grade K:

- Thematic Stem Lesson
- Valentine's Day Reader Theater
- Flip Grid

Grade 1:

- Reindeer Research Unit

Grade 2:

- Thematic Stem Lessons

Grade 4:

- Green Screen

Grade 5:

- Green Screen

Performance Indicators for Grades 6-8:

Grade 8:

- Elements Project Creation
- NHD Research Project

Processes & Procedures

Library Book Collection Refinement Processes and Procedures

Library Collection Development

- a. The library book collection has been created to provide students access to resources and digital tools, appropriate for their grade
- b. Utilization of data-base analysis, each collection is monitored annually to ensure appropriate procurement of new books and digital resources.
- c. Review Policy CSD Policy 7310 and District weeding process

Student Book Check Out Limits

Grade	Number of Books a Student Can Check Out at a Time	When Do Students Check Out Books?
4K	1	Monthly
5K	2	Weekly
1	2	Weekly
2	4	Weekly
3	4	Weekly
4	4	Weekly
5	4	Weekly

Book Donations & Gifts

- See Cedarburg School District Board Policies 9130 and 7230