

# The Model Curriculum for Learners in Pennsylvania School Libraries

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This project is made possible in part by Library Services and Technology Act (LSTA) funds from the U.S. Institute of Museum and Library Services as administered by the Pennsylvania Department of Education through the Office of Commonwealth Libraries, and the Commonwealth of Pennsylvania, Tom Wolf, Governor.

# **The Model Curriculum for Learners in Pennsylvania School Libraries**

## **Helping Learners Meet Pennsylvania Academic Standards**

- **English Language Arts**
- **Reading and Writing in Science and Technology/Technical Subjects**
- **Reading and Writing in History and Social Studies**
- **Career Education and Work**
- **Business, Computer, and Information Technology**
- **The Pennsylvania Career Ready Skills Continuum**

## **By Aligning with**

**AASL National School Library Standards for Learners and ISTE Standards for Students**

**An Update and Expansion of *The Model Curriculum for PA School Library Programs (2012)*  
Long-Term Transfer Goals, Big Ideas, Essential Questions, Concepts, and Learner Competencies**

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## Overview

*The Model Curriculum for Learners in Pennsylvania School Libraries* is an update and expansion of Stage 1 of *The Model Curriculum for PA School Library Programs* (2012) published by the Office of Commonwealth Libraries, Pennsylvania Department of Education.

*The Model Curriculum for Learners in Pennsylvania School Libraries* provides a curriculum in information and digital literacy that school librarians can use to partner with educators to help learners learn and meet PA Academic Standards. The Committee reviewed the following Pennsylvania Academic Standards and identified 43 Standards for which school librarians can take primary teaching responsibility and 14 standards that school librarians can partner with teachers to support:

- English Language Arts
- Reading and Writing in Science and Technology/Technical Subjects
- Reading and Writing in History and Social Studies
- Career Education and Work
- Business, Computer, and Information Technology
- Pennsylvania Career Ready Skills Continuum.

Two sets of these PA Academic Standards are new since 2014: *Career Education and Work* and *the Pennsylvania Career Ready Skills Continuum*, that set out competencies and career-ready skills that learners should possess as they prepare for their post-secondary careers.

The International Society of Technology in Education (ISTE) Standards for Students (2016) and the American Association of School Librarians (AASL) *National School Library Standards for Learners, School Librarians, and School Libraries* (2017) support and reinforce the PA Academic Standards and identify the information and digital competencies that learners need to develop to demonstrate their mastery of the PA Academic Standards.

### Long-Term Transfer Goals for Learners

In Stage 1 Desired Results, the Committee established four long-term transfer goals, based on the four domains of the Framework for Learners. These long-term goals identify the fundamental understandings, knowledge, and skills learners should develop and what learners should be able to do when they confront new challenges—both in and outside of school.

Learners will be able to use their learning independently to

- **Explore** various perspectives, gain knowledge, and satisfy personal curiosity as readers and critical thinkers. **(Think)**
- **Engage** in an inquiry process to draw conclusions, make informed decisions, and create new knowledge. **(Create)**
- **Collaborate**, share knowledge, and participate ethically and productively as responsible citizens. **(Share)**
- **Pursue** personal growth and enjoyment through seeking knowledge and reflection **(Grow)**

Based on the Domains: American Association of School Librarians. (2018). *National School Library Standards for Learners, School Librarians, and School Libraries*. Chicago: ALA Editions.

## Big Ideas for Learners

To help learners achieve these four long-term transfer goals, the Committee identified six big ideas, which are based on the AASL Shared Foundations of the Framework for Learners. Each of the six big ideas expresses the deep understandings that learners should develop as they progress from Pre-Kindergarten through grade 12.

- I. **Inquire:** Learners build new knowledge by inquiring, reading, thinking critically, identifying problems, and developing strategies for solving problems.
- II. **Include:** Learners demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.
- III. **Collaborate:** Learners work effectively with others to broaden perspectives and work toward common goals.
- IV. **Curate:** Learners make meaning for themselves and others by collecting, organizing, and sharing resources of personal relevance.
- V. **Explore:** Learners read, discover and innovate with a growth mindset developed through experience and reflection.
- VI. **Engage:** Learners demonstrate safe, legal, and ethical creation and sharing of knowledge while engaging in a community and an interconnected world.

Based on the Shared Foundations: American Association of School Librarians. (2018). *National School Library Standards for Learners, School Librarians, and School Libraries*. Chicago: ALA Editions.

## Essential Questions for Learners

For each of these six big ideas, the Committee formulated three-to-five related essential questions to prompt learners to think critically and deeply and to pursue inquiry-based learning. School librarians can use these probing questions as the basis of their instruction in information literacy to encourage learners to delve into different aspects of the big ideas. School librarians can then build upon these broad questions to develop learning plans at each of the grade-band levels to help learners inquire, include, collaborate, curate, explore, and engage.

## Library Information Concepts for Learners

From these big ideas and essential questions, the Committee named thirty key library and information concepts that express core knowledge learners should know and understand about library and information literacy. Each of the six big ideas relates to specific library and information concepts. For example, the Big Idea “Inquire: Learners build new knowledge by inquiring, reading, thinking critically, identifying problems, and developing strategies for solving problems” embodies eight library and information concepts ranging from “Constructing Questions for Research and Inquiry” to “Integrating Diverse Media.”

## Learner Competencies

Building on these four Long-Term Transfer Goals, six Big Ideas and their related essential questions, and thirty related library and information concepts, the Committee formulated competencies for learners that express key skills and what learners should be able to do at each grade band. Each of the Big Ideas and related library information Concepts has specific competencies for learners in a grade band. The PA Academic Standards are differentiated by grade level, making it clear which competencies should be demonstrated by learners at each grade band or level. Both the *AASL Framework for Learners* and the ISTE Standards for Students do not differentiate competencies by grade bands or grade levels. Thus, school librarians must decide how to decide which of these competencies are most appropriate for learners in their schools and adapt the competencies to what learners in those grade bands or levels are capable of demonstrating.

Learners in Grade-Band Pre-K-2 should be able demonstrate 57 competencies representing the six Big Ideas by the completion of grade 2. Learners in Grade-Band 3-5 should be able to demonstrate 50 competencies by the completion of grade 5; Learners in Grade-Band 6-8 should be able to demonstrate 42 competencies by the completion of grade 8. Learners in Grade-Band 9-12 should be able to demonstrate 43 competencies by graduation.

The library and information concepts and the learner competencies spiral upward in complexity as learners progress through the grade bands. The emphasis of *The Model Curriculum* is on the vertical articulation of concepts and competencies from Pre-Kindergarten through grade 12. This emphasis on vertical articulation is evident in the presentation of the student competencies across the grade bands.

### **A Roadmap for Using The Model Curriculum for Learners in Pennsylvania School Libraries**

How you as a school librarian will be able to make the most effective use of *The Model Curriculum for Learners in Pennsylvania School Libraries* in your school and your school district depends on whether your district has developed an information literacy curriculum to align with PA Academic Standards since the AASL National School Library Standards and the ISTE Standards for Students were published in 2018 and 2016 respectively.

Individually in your school or collectively with other school librarians in your district, you can determine what parts of *The Model Curriculum* will help you develop your district's information literacy curriculum for learners in grades PK to 12. If you already have an information literacy curriculum, you can update your curriculum to include the new PA Academic Standards and/or the AASL National School Library Standards for Learners and/or the ISTE Standards for Students. Including both the AASL Standards and the ISTE Standards provides the widest range of learner competencies and provides comprehensive coverage for the broad range of PA Academic Standards. The ISTE Standards focus on learner competencies for using technology, and supplement the learner competencies of the AASL Standards for Learners.

The *Model Curriculum for Learners in Pennsylvania School Libraries* is not mandated by the PA Department of Education. Rather it is offered as a model for a vertically-articulated information literacy curriculum anchored by the *AASL Standards for Learners* and the *ISTE Standards for Students* to help learners across the grades pre-kindergarten through twelve build the competencies identified in the PA Academic Standards.

You can adopt *The Model Curriculum* or adapt any part of it to benefit your educators and your learners.