**LIBRARY AS LEARNING COMMONS DRAFT**

**OCM BOCES SCHOOL LIBRARY SYSTEM 2010-11**

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| **Key**  **Components of the Learning Commons** | **AASL Learning Standards (2007)** | **ALA/AASL Standards for Initial Preparation of School Librarians (2010)** | **Assessment**  **Examples** |
| **Data/Info Commons:** reference collection, both physical and virtual, building background knowledge   * Information and media literacy * Initiative and self-direction | **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.  **1.1.2** Use prior and background knowledge as context for new learning.  **1.1.3** Develop and refine a range of questions to frame the search for new understanding  **1.1.4** Find, evaluate, and select appropriate sources to answer questions.  **1.1.5** Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.  **1.16** Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.  **2.1.1** Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information knowledge in order to construct new understandings, draw conclusions, and create new knowledge.  **4.1.4** Seek information for personal learning in a variety of formats and genres. | **1.1**: Knowledge of learners and learning  **1.2**: Effective and knowledgeable teacher  **1.4** Integration of 21st century skills and learning standards  **2.1** Literature  **2.3** Respect for diversity  **2.4** Literacy strategies  **3.1** Efficient and ethical information-seeking behavior  **3.2** Access to information  **3.3** Information technology  **3.4** Research and knowledge creation | **Career Exploration** (grade 7 Family and Consumer Science Teachers) do research on a career of interest and create a digital photostory that tells about this career in a story format (fiction or non)   * Data/Info Commons: Gather data and extract relevant info via print, nonprint, interviews, media   The fifth grade students complete a **“State Project**” in which each child chooses a state and completes research. It is an intensive, semester long project in which they must learn the history, demographics, geography, economy, and political landscape. The students use several resources to locate and synthesize information to develop an interactive, digital presentation that is shared with the class.  Phase 1…   * Data/Info Commons is utilized to build their background knowledge of their state. * Knowledge Commons brings out the interdisciplinary nature of the social sciences. |
| **Knowledge Commons:** indepth resources targeted to deep learning across curriculum   * Critical thinking and/or Problem solving | **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.  **1.1.2** Use prior and background knowledge as context for new learning.  **1.1.3** Develop and refine a range of questions to frame the search for new understanding  (cont.)  **1.16** Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.  **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.  **2.1.1** Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information knowledge in order to construct new understandings, draw conclusions, and create new knowledge.  **2.1.3** Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.  **3.1.1** Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning. 3.1.3 Use writing and speaking skills to communicate new understandings effectively.  **4.1.2** Read widely and fluently to make connections with self, the world, and previous reading.  **4.1.4** Seek information for personal learning in a variety of formats and genres.  **4.1.5** Connect ideas to own interests and previous knowledge and experience.  **4.1.6** Organize personal knowledge in a way that can be called upon easily. | **1.1**: Knowledge of learners and learning  **1.2**: Effective and knowledgeable teacher  **1.4** Integration of 21st century skills and learning standards  (cont.)  **2.4** Literacy strategies  **3.1** Efficient and ethical information-seeking behavior  **3.3** Information technology  **3.4** Research and knowledge creation | Third Grade Project: GENRES: Fairytales vs. Tall Tales   * **Reading Preparation: Students each read two Fairy Tales**   ·      Lesson 1: Librarian reads one fairy tale to students   * Discussion around elements of a Fairy Tale (cont.) * Review of elements using SmartBoard lesson in conjunction with handouts * Reading Preparation:  Students each read two tall tales * Lesson 2: Teacher reads one tall tale to students * Discussion around elements of a tall tale * Review of elements using SmartBoard lesson in conjunction with handouts   Lesson 3:  SmartBoard lesson – T-Chart comparing differences and similarities of Fairy Tales and Tall Tales |
| **Leisure Commons:** diverse free choice reading, listening stations, iPod zone, e-zines and e-books   * Initiative and self direction | **4.1.1** Read, view, and listen for pleasure and personal growth.  **4.1.2** Read widely and fluently to make connections with self, the world, and previous reading. | **1.1**: Knowledge of learners and learning  **1.4** Integration of 21st century skills and learning standards  **2.1** Literature  **2.2** Reading promotion  **2.3** Respect for diversity | N/A |
| **Networking Commons:** collaborative spaces for students to create, innovate, share, compare, display.  (cont.)   * Global competence * Communication * Collaboration * Creative and innovative thinking | **1.16** Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.  **1.19** Collaborate with others to broaden and deepen understanding.  (cont.)  **2.1.1** Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information knowledge in order to construct new understandings, draw conclusions, and create new knowledge.  **2.1.3** Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.  **2.1.5** Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.  **3.1.1** Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.  **3.1.2** Participate and collaborate as members of a social and intellectual network of learners.  **3.1.4** Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and process.  **3.1.5** Connect learning to community issues.  **3.1.6** Use information and technology ethically and responsibly.  **4.1.7** Use social networks and information tools to gather and share information. | **1.4** Integration of 21st century skills and learning standards  **3.3** Information technology | **Book Trailer** Sharing with each other and on the global animoto site  (cont.)  **Linear and Quadratic in Real Life**  Students have to come up with a linear and quadratic situation from real life. Students have to describe the situation. Come up with possible equations, make a table, draw a graph.  Student present their finding to the class  Audience grades their peers as peer teachers rubric. |
| **Tech Commons:** for small and large group instruction, information searching/retrieval   * Information and medial literacy * Problem solving * Initiative and self direction | **1.1.4** Find, evaluate, and select appropriate sources to answer questions.  **1.1.8** Demonstrate mastery of technology tools for accessing information and pursuing inquiry.  **2.1.4** Use technology and other information tools to analyze and organize information.  **2.1.6** Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.  **3.1.4** Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and process. | **1.1**: Knowledge of learners and learning  **1.2**: Effective and knowledgeable teacher  **1.4** Integration of 21st century skills and learning standards  **3.2** Access to information  **3.3** Information technology | Career Exploration (grade 7 Family and Consumer Science Teachers) do research on a career of interest and create a digital photostory that tells about this career in a story format (fiction or non)   * Tech Commons: Learn how to use and integrate photostory |
| **Collective Commons:** flexible discussion group spaces   * Collaboration * Communication | **1.1.9** Collaborate with others to broaden and deepen understanding.  **2.1.1** Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information knowledge in order to construct new understandings, (cont.)  draw conclusions, and create new knowledge.  **2.1.5** Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.  **3.1.2** Participate and collaborate as members of a social and intellectual network of learners.  **3.1.4** Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and process.  **4.1.7** Use social networks and information tools to gather and share information. | **1.2**: Effective and knowledgeable teacher  **1.4** Integration of 21st century skills and learning standards  **3.3** Information technology | **Books of Hope** was a project where our high school students researched and wrote text books for students in Uganda that were topical, had accurate citations, ethical use of copyrighted materials and were created via desktop publishing. (cont.)  Students funded the project by writing a grant and receiving funding from SLS.  **Phase I: Research the Topics for Texts**   * Data and Info Commons because it required students to demonstrate Information and media literacy and Initiative and self-direction * Tech Commons because used small and large group instruction, information searching/retrieval * Knowledge Resources because students used scholarly resources to gain in depth understanding   **Phase II: Design and Write Texts**   * Networking Commons because this phase required students to develop global competencies, collaborated, creative and innovative thinking and communication. * Collective Commons because students peer edited (collaboration)   **Phase III: Publishing**   * Creative Commons because students created the final texts and published them.   **Phase IV: Outreach and Promotion**   * Collective Commons because students discussed and developed promotional presentations for the Board of Education and other groups. |
| **Creative Commons:** production zones   * Creative and innovative thinking * Communication * Initiative and self-direction * Social Responsibility OR Problem Solving | **2.1.1** Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information knowledge in order to construct new understandings, draw conclusions, and create new knowledge.  **2.1.2** Organize knowledge so that it is useful.  **2.1.3** Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.  (cont.)  **2.1.4** Use technology and other information tools to analyze and organize information.  **2.1.5** Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.  **2.1.6** Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.  **3.1.1** Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.  **3.1.3** Use writing and speaking skills to communicate new understandings effectively.  **3.1.4** Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and process.  **3.1.5** Connect learning to community issues.  **4.1.3** Respond to literature and creative expressions of ideas in various formats and genres.  **4.1.8** Use creative and artistic formats to express personal learning. | **1.1**: Knowledge of learners and learning  **1.4** Integration of 21st century skills and learning standards  **2.2** Reading promotion  **3.1** Efficient and ethical information-seeking behavior  **3.3** Information technology | **Monster Match** -- 3rd grade students will create a monster and write instructions for them.  Students will then switch their directions and create the monster.  Students will then compare and contrast the original monster and the monster created from the directions. Notetaking with the book Everything I Know About Monsters is also included.  (cont.)  The fifth grade students complete a **“State Project”** in which each child chooses a state and completes research. It is an intensive, semester long project in which they must learn the history, demographics, geography, economy, and political landscape. The students use several resources to locate and synthesize information to develop an interactive, digital presentation that is shared with the class. Phase 3: Creative Commons gives each student the ability to report their findings to the class including all facets of research – final project reports are presented and shared visually and electronically.  **“Green Living Project “ Environmental Awareness PSA**  Phase I: Students view a video about different problemsaffecting the  environment as a way to generate discussion. (Data/Info  Commons)(Collective Commons) \*\*Information and Media Literacy\*\*  Phase II: Students broken into six teams of four to researchan  environmental problem. Half of each team is searching for causes of  theproblem and the other half is searching for solutions to the problem.  Students use Diigo to analyze researchand extract relevant information.  (Knowledge Commons) (Tech Commons) \*\*CriticalThinking\*\* \*\*Information  and Media Literacy\*\* \*\*Problem Solving\*\*  Phase III: Students evaluate potential solutions, and select the option  that theycan best sell to others. (Networking Commons) (Collective  Commons) \*\*GlobalCompetence\*\* \*\*Communication\*\* \*\*Social  Responsibility\*\*  Phase IV: Students develop a script for their PSAs.  (Creative Commons) (cont.)  (Networking Commons)\*\*Creative and Innovative Thinking\*\*  \*\*Collaboration\*\* \*\*Communication\*\*  Phase V: Students rehearse PSAs and film their skit.(Creative Commons)  \*\*Creative and Innovative Thinking\*\*  Phase VI: Green Living Celebration occurs. Students view each others’  PSAs about the same topic and rate their success based on which ones are  most convincing. (Networking Commons) \*\*Communication\*\* \*\*Information and  Media Literacy\*\* |

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