The Model Curriculum for Learners in Pennsylvania School Libraries
Stage 1 Desired Results: Long-Term Transfer Goals, Big Ideas and Essential Questions

Long-Term Transfer Goals highlight the understandings, knowledge, and skills that we seek in the long run
(what we want learners to 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	Essential Questions: How Do Learners . . .
I. Inquire: Learners build new knowledge by inquiring, reading, thinking critically, identifying problems, and developing strategies for solving problems.	- display curiosity and initiative? - engage with and create meaning from information and text? - participate in an inquiry-based process?
II. Include: Learners demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.	- become informed and committed to the concept of diversity? - gain perspective, recognize, and represent diverse points of view? - reflect on their own range of perspectives and develop awareness, inclusion of, and empathy for others?
III. Collaborate: Learners work effectively with others to broaden perspectives and work toward common goals.	- adapt, communicate, and exchange knowledge and ideas with others? - collaborate productively with others to create? - actively participate in communication networks?
IV. Curate: Learners make meaning for themselves and others by collecting, organizing, and sharing resources of personal relevance.	- act on an information need? - gather information appropriate to the task? - determine an author's purpose? - systematically question and assess the authority, bias, accuracy, relevancy, and currency of information? - select and organize information for a variety of audiences?
V. Explore: Learners read, discover and innovate with a growth mindset developed through experience and reflection.	- develop and satisfy personal curiosity? - read widely and deeply in multiple formats and create for a variety of purposes? - persevere to solve problems through inquiry, implementation, and reflection? - organize and synthesize information from various sources?
VI. Engage: Learners demonstrate safe, legal, and ethical creation and sharing of knowledge while engaging in a community and an interconnected world.	- follow ethical, responsible, safe, and legal guidelines for gathering, creating and sharing information, technology, and media? - use valid information and reasoned conclusions to make ethical decisions in creating new knowledge? - personalize their use of information and information technologies? - engage with information to extend their personal learning?

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Big Ideas

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.

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Essential Questions

I. Learners Inquire	II. Learners Include	III. Learners Collaborate	IV. Learners Curate	VI. Learners Explore	VI. Learners Engage
How do learners: • display curiosity and initiative? • engage with and create meaning from information and text? • participate in an inquiry-based process?	How do learners: • become informed and committed to the concept of diversity? • gain perspective, recognize, and represent diverse points of view? • reflect on their own range of perspectives and develop awareness, inclusion of, and empathy for others?	How do learners: • adapt, communicate, and exchange knowledge and ideas with others? • collaborate productively with others to create? • participate actively in communication networks?	How do learners: • act on an information need? • gather information appropriate to the task? • determine an author's purpose? • question and assess the authority, bias, accuracy, relevancy, and currency of information systematically? • select and organize information for a variety of audiences?	How do learners: • develop and satisfy personal curiosity? • read widely and deeply in multiple formats and create for a variety of purposes? • persevere to solve problems through inquiry, implementation, and reflection? • organize and synthesize information from various sources?	How do learners: • follow ethical, responsible, safe, and legal guidelines for gathering, creating and sharing information, technology, and media? • use valid information and reasoned conclusions to make ethical decisions in creating new knowledge? • personalize their use of information and information technologies? • engage with information to extend their personal learning?

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Concepts Aligned with the Big Ideas

I. Inquire	II. Include	III. Collaborate	IV. Curate	V. Explore	VI. Engage
Constructing Questions for Research & Inquiry	Examining Perspectives and Points of View	Engaging in a Learning Community	Using Sources of Information	Selecting and Reading Literary Fiction, Nonfiction, & Informational Texts	Attributing Information Sources
Using Information in Research & Inquiry Processes	Developing Social Problem-Solving Skills	Using Digital Tools for Collaboration	Locating Nonfiction and Informational Texts	Using & Presenting Information in Different Media Formats	Creating Multimedia to Demonstrate Learning
Drawing Evidence from Literature & Nonfiction		Communicating to Establish & Sustain Relationships	Evaluating Information Sources	Personalizing Lifelong Learning	Developing Digital Skills
Identifying and Using Text Features			Selecting Information for Use in Research and Inquiry Processes	Developing Self-Awareness and Self-Management	Demonstrating Etiquette in Using Technology
Applying Strategies to Create Meaning from Literary Fiction			Using & Synthesizing Information		Applying Principles of Intellectual Property
Summarizing Main Ideas & Details			Identifying Fiction & Nonfiction		Using Information & Technology Safely & Responsibly
Identifying Elements of a Story					Communicating Effectively to Establish & Sustain Relationships
Integrating Diverse Media					