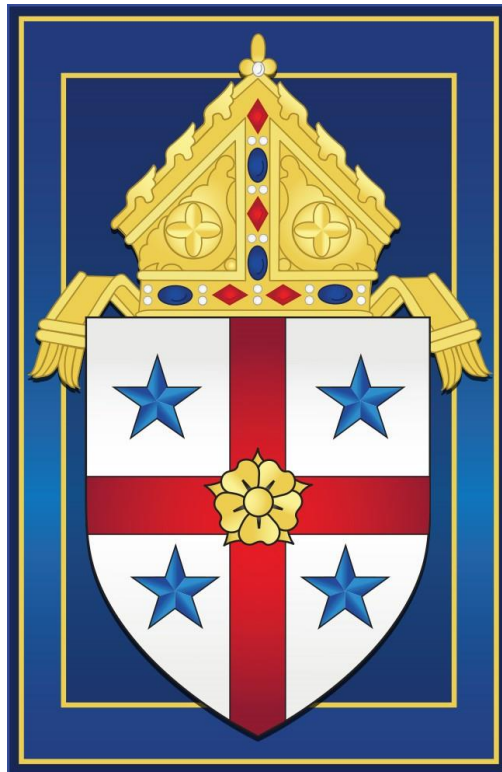


DIOCESE OF SAVANNAH

Library/Media Curriculum

Kindergarten – Grade 8

2022



Acknowledgments

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KINDERGARTEN – 2ND GRADE MEDIA/LIBRARY CURRICULUM

KINDERGARTEN – 2ND GRADE BAND NARRATIVE		
<p>Students in kindergarten through second grade are transitioning to more of a community centered learning environment where they are developing organizational and communication skills. They are creative, imaginative, and inquisitive learners who respond well to a variety of hands-on learning and sharing. As they are introduced to and become familiar with different genres, they enjoy listening and reading a variety of books. They are eager to learn and respond well to songs, rhymes, visuals, and repetitions. They are learning to control impulses and are eager to please their teachers and peers. Children in this age group are developing their own interests as they continue to explore new concepts and ideas. As students begin to experience the library, they will begin to choose books that interest and excite their learning journey.</p>		
CHARACTERISTICS OF THE LEARNER	CO-REQUISITE SKILLS	CONCEPTS
<ul style="list-style-type: none"> ❖ Transitioning to community centered learning ❖ Developing and exploring their own interests ❖ Responding to songs, rhymes, and visuals ❖ Developing organizational skills ❖ Inquisitive ❖ Hands-on ❖ Creative/imaginative ❖ Impulsive ❖ Loving, sharing and affectionate 	<ul style="list-style-type: none"> ❖ Demonstrates proper listening skills ❖ Follows library procedures ❖ Navigates the library ❖ Demonstrates proper care of the library and its materials ❖ Identifies fiction and non-fiction ❖ Demonstrates the ability to choose the right book ❖ Recognizes that there are categories within the non-fiction ❖ Can identify parts of a book ❖ Knowledgeable about different parts of a book ❖ Makes predictions using parts of a story for retelling ❖ Begins to utilize reference materials 	<ul style="list-style-type: none"> ❖ Library citizenship ❖ Location skills ❖ Library skills ❖ Literacy skills ❖ Research
CO-REQUISITE STANDARDS		
CATHOLIC IDENTITY PRINCIPLE STANDARDS		
<p>Principle: Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society</p>		
<p>K-2.ME.CI SWBAT read about and identify characters and stories with Catholic values.</p>		
<p>K-2.ME.CI SWBAT determine which character behaviors are aligned with the teachings of the Catholic faith.</p>		
<p>Principle: Seeks to know and understand objective reality, including transcendent Truth, which is knowable by reason and faith and finds its origin, unity, and end in God</p>		

K-2.ME.CI SWBAT explore works of fiction and non-fiction to reveal transcendent Truth.
K-2.ME.CI SWBAT to discuss how characters demonstrate Catholic values.
Principle: Promotes human virtues and the dignity of the human person, as created in the image and likeness of God and modeled on the person of Jesus Christ
K-2.ME.CI SWBAT recognize stories that promote Catholic Identity and encourage human virtues modeled in the likeness of God.
K-2.ME.CI SWBAT select literature that can contribute to strengthening one's moral character.
Principle: Encourages a synthesis of faith, life, and culture
K-2.ME.CI SWBAT experience literature that reflects the Catholic faith, life and culture.
Principle: Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church
K-2.ME.CI SWBAT recognize a variety of literature that demonstrates our Catholic faith around the world.
K-2.ME.CI SWBAT Choose age-appropriate books that focus on various aspects of our Catholic faith.
CRITICAL THINKING SKILLS
K-2.ME.CT SWBAT ask relevant questions to gain a better understanding of new ideas and concepts.
K-2.ME.CT SWBAT use an open-mind when choosing books in order to experience a variety of situations, events, places and people.
K-2.ME.CT SWBAT identify parts of the story and use problem solving skills to create solutions.
K-2.ME.CT SWBAT use information from the story and prior knowledge to make predictions and conclusions.
COMMUNICATION
K-2.ME.CM SWBAT use age appropriate oral language, verbal and non-verbal cues, to exchange ideas and information.
K-2.ME.CM SWBAT express curiosity about a personal or curricular interest.
K-2.ME.CM SWBAT actively listen, focus on the speaker, avoid distractions and exchange questions, comments or ideas to thoughtfully respond.
COLLABORATION
K-2.ME.CL SWBAT listen to others with respect.
K-2.ME.CL SWBAT share knowledge and ideas with others by discussion and listening.
K-2.ME.CL SWBAT develop new understandings through engagement in a learning group.
K-2.ME.CL

SWBAT establish connections with other learners to build on prior knowledge and create new knowledge.
CREATIVITY
K-2.ME.CR SWBAT express feelings about characters and events in a story.
K-2.ME.CR SWBAT make connections between literature and their own experiences.
K-2.ME.CR SWBAT write about or orally share reactions to imaginative stories and performances.
K-2.ME.CR SWBAT retell stories using the correct sequence of events.
K-2.ME.CR SWBAT identify plot, characters, times, and places in a story.
K-2.ME.CR SWBAT discuss favorite books and authors.
ACADEMIC STANDARDS
LIBRARY CITIZENSHIP
K-2.ME.LC.1 SWBAT demonstrate a knowledge of library policies and procedures.
LOCATION SKILLS
K-2.ME.LS.1 SWBAT understand that the materials in the library have a specific arrangement.
K-2.ME.LS.2 SWBAT locate a book in the age appropriate section by the author's last name.
K-2.ME.LS.3 SWBAT locate age appropriate books.
K-2.ME.LS.4 SWBAT locate books in both fiction and nonfiction areas.
K-2.ME.LS.5 SWBAT use evaluation and selection techniques.
K-2.ME.LS.6 SWBAT can locate a book on a specific subject with the assistance of the librarian.
LIBRARY SKILLS
K-2.ME.LB.1 SWBAT recognize the difference between fiction and nonfiction.
K-2.ME.LB.2 SWBAT give a simple explanation of characteristics of major literary genre.
K-2.ME.LB.3 SWBAT identify award winning books and give a simple explanation of why the award is given.
K-2.ME.LB.4 SWBAT knows that the spine label tells where the book is placed on the shelf.
LITERACY SKILLS
K-2.ME.LT.1 SWBAT identify parts of a book.
K-2.ME.LT.2 SWBAT identify the title, author and illustrator.
K-2.ME.LT.3 SWBAT identify characters, setting and main event.

K-2.ME.LT.4

SWBAT listen for a specific purpose (appreciation, entertainment, directions, information).

K-2.ME.LT.5

SWBAT respond to the speaker by asking questions, contributing ideas and retelling.

RESEARCH**K-2.ME.RE.1**

SWBAT select and use books for a specific assignment.

K-2.ME.RE.2

SWBAT use beginning reference skills.

RESOURCES

<https://www.hbgdiocese.org/catholic-schools/diocesan-elementary-curriculum/#library-curriculum>

<https://www.epsnj.org/site/handlers/filedownload.ashx?moduleinstanceid=7770&dataid=32216&FileName=AASL%2021ST%20C%20learner.pdf>

<https://www.diosav.org/component/edocman/library-curriculum-grades-prek-8/viewdocument/135?Itemid=0>

<https://www.archlou.org/wp-content/uploads/2011/06/Archdiocese-of-Louisville-Curriculum->

3RD – 5TH GRADE MEDIA/LIBRARY CURRICULUM

3RD – 5TH GRADE BAND NARRATIVE		
<p>Students in grades 3-5 through second grade are developing a sense of opinions and interest in learning about the world around them. They enjoy cooperative learning activities and are able to follow multiple step directions. They continue to develop and utilize their organizational and communication skills. They are creative, imaginative, and inquisitive learners who respond well to a variety of hands-on learning and sharing. As they are introduced to and become familiar with different genres, they enjoy listening and reading a variety of books. They begin to learn location skills including utilizing the card catalog and the Dewey Decimal System. They complete research to distinguish between facts and opinions. Students will develop digital citizenship values in accordance with our Catholic beliefs.</p>		
CHARACTERISTICS OF THE LEARNER	CO-REQUISITE SKILLS	CONCEPTS
<ul style="list-style-type: none"> ❖ Transitioning to community centered learning ❖ Developing and exploring their own interests ❖ Responding to songs, rhymes, and visuals ❖ Developing organizational skills ❖ Inquisitive ❖ Hands-on ❖ Creative/imaginative ❖ Impulsive ❖ Loving, sharing and affectionate 	<ul style="list-style-type: none"> ❖ Demonstrates proper listening skills ❖ Follows library procedures ❖ Navigates the library ❖ Demonstrates proper care of the library and its materials ❖ Identifies fiction and non-fiction ❖ Demonstrates the ability to choose the right book ❖ Recognizes that there are categories within the non-fiction ❖ Can identify parts of a book ❖ Knowledgeable about different parts of a book ❖ Makes predictions using parts of a story for retelling ❖ Begins to utilize reference materials 	<ul style="list-style-type: none"> ❖ Library citizenship ❖ Location skills ❖ Library skills ❖ Literacy skills ❖ Research
CO-REQUISITE STANDARDS		
CATHOLIC IDENTITY PRINCIPLE STANDARDS		
<p>Principle: Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society</p>		
<p>3-5.ME.CI SWBAT read about and identify characters and stories with Catholic values.</p>		
<p>3-5.ME.CI SWBAT determine which character behaviors are aligned with the teachings of the Catholic faith.</p>		
<p>Principle: Seeks to know and understand objective reality, including transcendent Truth, which is knowable by reason and faith and finds its origin, unity, and end in God</p>		
<p>3-5.ME.CI</p>		

SWBAT explore works of fiction and non-fiction to reveal transcendent Truth.
3-5.ME.CI SWBAT to discuss how characters demonstrate Catholic values.
Principle: Promotes human virtues and the dignity of the human person, as created in the image and likeness of God and modeled on the person of Jesus Christ
3-5.ME.CI SWBAT recognize stories that promote Catholic Identity and encourage human virtues modeled in the likeness of God.
3-5.ME.CI SWBAT select literature that can contribute to strengthening one's moral character.
Principle: Encourages a synthesis of faith, life, and culture
3-5.ME.CI SWBAT experience literature that reflects the Catholic faith, life and culture.
Principle: Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church
3-5.ME.CI SWBAT recognize a variety of literature that demonstrates our Catholic faith around the world.
3-5.ME.CI SWBAT Choose age-appropriate books that focus on various aspects of our Catholic faith.
CRITICAL THINKING SKILLS
3-5.ME.CT SWBAT ask relevant questions to gain a better understanding of new ideas and concepts.
3-5.ME.CT SWBAT use an open-mind when choosing books in order to experience a variety of situations, events, places and people.
3-5.ME.CT SWBAT identify parts of the story and use problem solving skills to create solutions.
3-5.ME.CT SWBAT use information from the story and prior knowledge to make predictions and conclusions.
COMMUNICATION
3-5.ME.CM SWBAT use age appropriate oral language, verbal and non-verbal cues, to exchange ideas and information to different audiences for different purposes.
3-5.ME.CM SWBAT express curiosity about a personal or curricular interest.
3-5.ME.CM SWBAT actively listen, focus on the speaker, avoid distractions and exchange questions, comments or ideas to thoughtfully respond.
COLLABORATION
3-5.ME.CL SWBAT listen to others with respect.
3-5.ME.CL SWBAT share knowledge and ideas and opinions with others through discussion and listening.
3-5.ME.CL SWBAT develop new understandings through collaborative learning.
3-5.ME.CL

SWBAT establish connections with other learners to build on prior knowledge and create new knowledge.
CREATIVITY
3-5.ME.CR SWBAT express feelings about characters and events in a story.
3-5.ME.CR SWBAT make connections between literature and their own experiences.
3-5.ME.CR SWBAT discuss favorite books and authors.
ACADEMIC STANDARDS
LIBRARY CITIZENSHIP
3-5.ME.LC1 SWBAT demonstrate a knowledge of library policies and procedures.
3-5.ME.LC2 SWBAT understand the need to use information safely and responsibly.
3-5.ME.LC3 SWBAT explore the ideas of plagiarism and copyright.
LOCATION SKILLS
3-5.ME.LS1 SWBAT identify and understand that the materials in the library have a specific arrangement.
3-5.ME.LS2 SWBAT locate a book in the age appropriate section by the author's last name.
3-5.ME.LS3 SWBAT locate age appropriate books.
3-5.ME.LS4 SWBAT locate books in both fiction and nonfiction areas according to the Dewey Decimal Classifications
3-5.ME.LS5 SWBAT use evaluation and selection techniques.
LIBRARY SKILLS
3-5.ME.LB.1 SWBAT understand that the card catalog is the index to the library resources.
3-5.ME.LB.2 SWBAT use features such as title, author, subject and keyword to search the card catalog.
3-5.ME.LB.3 SWBAT locate a book in the appropriate section using the given call number.
3-5.ME.LB.4 SWBAT can locate a book on a specific subject.
3-5.ME.LB.5 SWBAT select books at their level for pleasure reading
3-5.ME.LB.6 SWBAT recognize a variety of genres and their characteristics
LITERACY SKILLS
3-5.ME.LT.1 SWBAT understand the various forms of literature.
3-5.ME.LT.2 SWBAT identify facts and details that support main ideas.
3-5.ME.LT.3 SWBAT distinguish between fact and opinion.

3-5.ME.LT.4

SWBAT interpret information taken from maps, graphs, charts, and other visuals.

3-5.ME.LT.5

SWBAT select information to answer questions or solve a problem.

3-5.ME.LT.6

SWBAT skim/scan to locate information that is appropriate to age and ability level.

3-5.ME.LT.7

SWBAT use the various parts of a book to determine scope, format and timeliness.

3-5.ME.LT.8

SWBAT recall, summarize and paraphrase what is listened to or viewed.

3-5.ME.LT.9

SWBAT make connections to personal experience/real life.

RESEARCH

3-5.ME.RE.1

SWBAT use organizational skills such as notetaking to form responses to questions.

3-5.ME.RE.2

SWBAT use organizational patterns such as chronological order, main idea, and supporting details to make sense of information

3-5.ME.RE.3

SWBAT organize information in a way that is appropriate for the assignment or question.

3-5.ME.RE.4

SWBAT utilize the materials in the reference section to gather information.

3-5.ME.RE.5

SWBAT research a topic using more than one source and compile findings into a report/presentation.

3-5.ME.RE.6

SWBAT recognize the components of a simple bibliography.

RESOURCES

<https://www.hbgdiocese.org/catholic-schools/diocesan-elementary-curriculum/#library-curriculum>

<https://www.epsnj.org/site/handlers/filedownload.ashx?moduleinstanceid=7770&dataid=32216&FileName=AASL%2021ST%20C%20learner.pdf>

<https://www.diosav.org/component/edocman/library-curriculum-grades-prek-8/viewdocument/135?Itemid=0>

<https://www.archlou.org/wp-content/uploads/2011/06/Archdiocese-of-Louisville-Curriculum-Guide.pdf>

6TH – 8TH GRADE MEDIA/LIBRARY CURRICULUM

GRADE BAND NARRATIVE		
<p>The 6-8 grade learner falls within a spectrum of maturity. They are more independent than younger learners and they are becoming critical thinkers. They are very peer-centered and often therefore, quite self-conscious. They are highly aware of pop culture and current events. They are much more clear and opinionated about their reading interests and abilities than when they were younger. They are tech-savvy, and they are developing problem-solving skills. The 6-8 grade library media focuses on providing resources in a variety of formats, provides assistance to students in carrying out research-based learning, and strives to foster a lifelong love of reading. Students will also learn Digital Citizenship in accordance with our Catholic beliefs.</p>		
CHARACTERISTICS OF THE LEARNER	CONTENT AREA SKILLS	CONCEPTS
<ul style="list-style-type: none"> ❖ Knowledgeable of different genres ❖ Aware of library organization ❖ Share book recommendations ❖ Very socially-minded/peer-oriented/self-conscious ❖ Tech-savvy ❖ Can work independently ❖ Becoming critical thinkers ❖ Varying levels of maturity ❖ Influenced by pop culture/current events ❖ More mature topics ❖ More clear about their reading interests and abilities ❖ Developing problem-solving skills 	<ul style="list-style-type: none"> ❖ Locate and use sources for research and scholarship ❖ Independently locate books and materials in the online catalog of the library media center ❖ Demonstrate responsible digital citizenship ❖ Evaluate sources for credibility, bias, point-of-view ❖ Demonstrate evaluation and selection techniques ❖ Use a variety of print and electronic resource tools ❖ Read a variety of genres ❖ Demonstrate awareness of book awards 	<ul style="list-style-type: none"> ❖ Library citizenship ❖ Location skills ❖ Library skills ❖ Literacy skills ❖ Research
CO-REQUISITE STANDARDS		
CATHOLIC IDENTITY PRINCIPLE STANDARDS		
<p>Principle: Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society</p>		
<p>6-8.ME.CI SWBAT locate and access stories and characters with Catholic values.</p>		
<p>6-8.ME.CI SWBAT read about and discuss characters and stories with Catholic values.</p>		
<p>Principle: Seeks to know and understand objective reality, including transcendent Truth, which is knowable by reason and faith and finds its origin, unity, and end in God</p>		
<p>6-8.ME.CI SWBAT access works of fiction and non-fiction to uncover authentic Truth.</p>		
<p>6-8.ME.CI</p>		

SWBAT discuss how characters demonstrate Catholic values.
6-8.ME.CI SWBAT recognize the Bible as literature.
Principle: Promotes human virtues and the dignity of the human person, as created in the image and likeness of God and modeled on the person of Jesus Christ
6-8.ME.CI SWBAT select, share, and understand how stories can contribute to strengthening one's moral character.
Principle: Encourages a synthesis of faith, life, and culture
6-8.ME.CI SWBAT select and analyze literature that reflects Catholic faith, life, and culture.
Principle: Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church
6-8.ME.CI SWBAT select a variety of literature that demonstrates our Catholic faith around the world.
CRITICAL THINKING SKILLS
6-8.ME.CT SWBAT ask questions to become more productive and engaged in their learning and research process.
6-8.ME.CT SWBAT use reasoning and an open mind when choosing books to expand on knowledge of a variety of events, places, and people.
6-8.ME.CT SWBAT use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to make decisions, solve problems, and select appropriate, reliable sources for research.
COMMUNICATION
6-8.ME.CM SWBAT speak and listen using age-appropriate forms, conventions, and verbal and non-verbal cues to exchange ideas and information to different audiences for different purposes.
6-8.ME.CM SWBAT to express, develop, and share about a personal or curricular interest.
COLLABORATION
6-8.ME.CI SWBAT share reading experiences and favorite literature to build a relationship with others.
6-8.ME.CL SWBAT offer information and opinions at appropriate times in group discussions, and also ask for information and opinions of others.
6-8.ME.CL SWBAT establish connections with other learners to build on their own prior knowledge and create new knowledge.
6-8.ME.CL SWBAT use interactive tools to share information to solve problems.
CREATIVITY
6-8.ME.CR SWBAT respond to the images and feelings evoked by a literary or artistic work
6-8.ME.CR SWBAT connect text to personal experiences.

6-8.ME.CR

SWBAT use illustrations, context, graphics, and layout to extract meaning from different formats.

6-8.ME.CR

SWBAT share reading, listening, and viewing experiences in a variety of ways and formats.

ACADEMIC STANDARDS

LIBRARY CITIZENSHIP

6-8.ME.LC.1

SWBAT understand and practice proper library manners and behavior policies.

6-8.ME.LC.2

SWBAT understand and practice proper circulation procedures.

6-8.ME.LC.3

SWBAT understand and exhibit proper use of library materials.

6-8.ME.LC.4

SWBAT understand the need to use information technology safely and responsibly.

6-8.ME.LC.5

SWBAT understand plagiarism is stealing and that it can be detected.

LOCATION SKILLS

6-8.ME.LS.1

SWBAT understand that the catalog is the index to the library resources.

6-8.ME.LS.2

SWBAT locate grade level appropriate materials.

- A. Using call numbers
- B. use title, author, subject and keyword search features
- C. used in subject headings when looking up a subject

6-8.ME.LS.3

SWBAT use the Dewey Decimal Classification System.

- A. to identify nonfiction materials
- B. understand the ten main Dewey classes
- C. to locate titles using the Dewey call numbers

6-8.ME.LS.4

SWBAT identify, track and evaluate a website.

LIBRARY SKILLS

6-8.ME.LB.1

SWBAT make use of the card catalog as the index to the library.

6-8.ME.LB.2

SWBAT use the Boolean features such to search the card catalog.

6-8.ME.LB.3

SWBAT locate a book in the appropriate section using the Dewey Decimal Classification System.

6-8.ME.LB.4

SWBAT can interpret information on catalog entries.

6-8.ME.LB.5

SWBAT use and recognize a variety of library resources for cross referencing.

LITERACY SKILLS

6-8.ME.LT.1

SWBAT understand and interpret various forms of literature.

6-8.ME.LT.2

SWBAT identify facts and details that support main ideas.

6-8.ME.LT.3

SWBAT express and support opinions through different types of genre.

6-8.ME.LT.4

SWBAT interpret information taken from maps, graphs, charts, and other visuals.

6-8.ME.LT.5

SWBAT select information to answer questions or solve a problem.

6-8.ME.LT.6

SWBAT skim/scan to locate information that is appropriate to age and ability level.

6-8.ME.LT.7

SWBAT use the various parts of a book to determine scope, format and timeliness.

6-8.ME.LT.8

SWBAT recall, summarize and paraphrase what is listened to or read.

6-8.ME.LT.9

SWBAT make connections to personal experience/real life.

RESEARCH

6-8.ME.RE.1

SWBAT determine the resources most appropriate for a specific purpose.

6-8.ME.RE.2

SWBAT use unique organizational structure of various print and electronic sources to find information.

- A. Gather/evaluate relevant information from print, electronic or internet sources.
- B. Understands magazines are published for a wide variety of purposes: entertainment, informational, professional.
- C. Use periodicals/newspapers as a source for current information.

6-8.ME.RE.3

SWBAT understands types of plagiarism errors and how to avoid them.

RESOURCES

Shelver Game: <https://shelver.mrs-lodges-library.com/>

Storyline Online: <https://www.storylineonline.net/library/>

Free Children's Stories: <https://www.freechildrenstories.com/>

Nat'l Geographic Young Explorers: <https://ngexplorer.cengage.com/ngyoungexplorer/index.html>
 Wonderopolis: <http://www.wonderopolis.org/>

Digital Passport: <https://www.digitalpassport.org/>

The Big List of Virtual Author Activities: https://www.weareteachers.com/virtual-authoractivities/?utm_content=1584565321&utm_medium=social&utm_source=facebook

School Library Journal: <https://www.slj.com/>

Commonsense Media: <https://www.common sense media.org/>

Elementary Librarian: <https://elementarylibrarian.com>

The Literacy Web at the University of Connecticut: <http://www.literacy.uconn.edu/>

Resources for School Libraries: <https://www.sldirectory.com/>

Pinna: Pinna.fm

Get Epic: Getepic.com

Vooks: Vooks.com

Smithsonian learning Lab: <https://learninglab.si.edu/>

Easy Bib: <https://www.easybib.com/>

Gen Z Media: <https://gzmsshows.com/>

PBS Learning Media: <https://gpb.pbslearningmedia.org/>

Britannica School: <https://school.eonline.com/levels>