

Library Media Center Curriculum

Curriculum Guide

Grades K-8

2018-2019

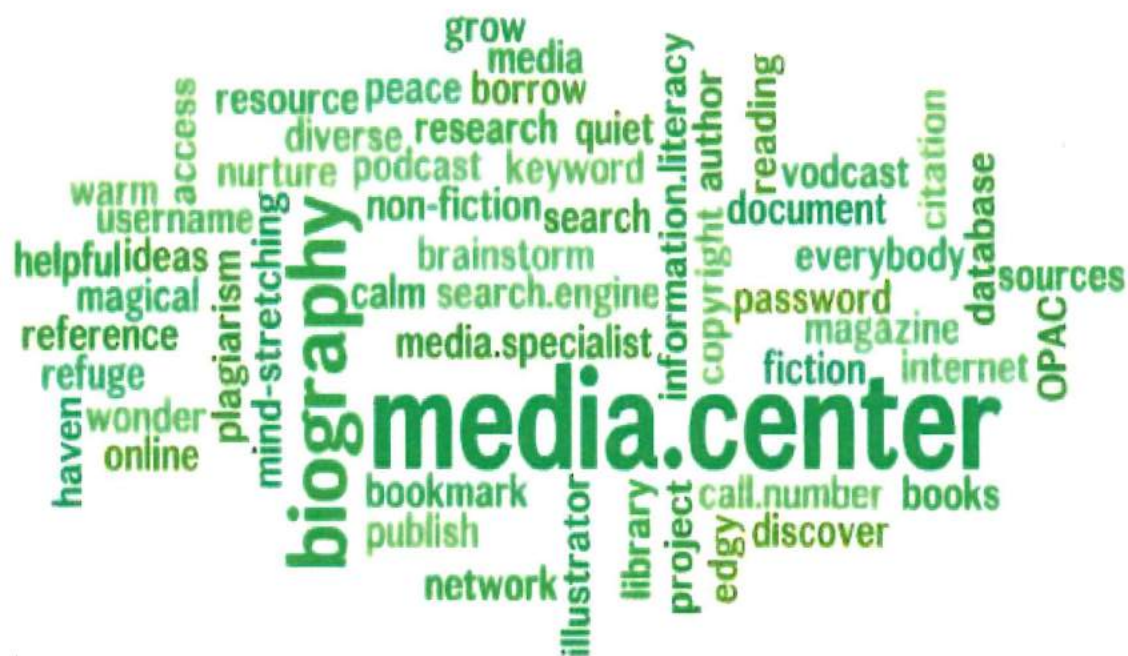


TABLE OF CONTENTS

Mission Statement	1
Philosophy of the School Library Media Program.....	2
Philosophy of Instruction	4
Relationship to National and State Standards.....	4
Program Goals	5
Nine Information Literacy Standards.....	6
AASL Standards for the 21 st Century Learner (list)	7
Assessment	8
Areas of Instruction	9
New Jersey Core Curriculum Content Standards Key.....	10
Course Outline/Student Objectives.....	11 -32
Scope and Sequence: Course Outline/Student Objectives.....	33-38
Appendices:	
Big 6 Skills	
AASL Standards for the 21 st Century Learner Brochure	

MISSION STATEMENT

The mission of the school library media program is to ensure that students and staff are effective users of ideas and information. (Information Power 6-7)

This mission is accomplished by:

- Providing intellectual and physical access to materials in all formats.
- Providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas.
- Working with other educators to design learning strategies to meet the needs of individual students.

PHILOSOPHY OF THE SCHOOL LIBRARY MEDIA PROGRAM

The school library media center is a vital and integral hub of the school and as a result reflects the philosophy and goals of the school and the district. In an age of information, acquiring information literacy skills and a commitment for lifelong reading and learning become paramount. In the school library media center, students develop critical thinking, problem solving, and communication skills as they use a variety of resources to meet the demands of today's curriculum.

A library media program does not exist in isolation. The school library media specialist works in partnership with students, teachers, administrators, Board of Education members, and the school community to develop the library media program. Through collaboration, the library media program also incorporates the goals and objectives of the New Jersey Core Curriculum Content Standards (NJCCCS) and the National Information Literacy Standards for Student Learning as prepared by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT). The combined vision supports the goal for educational excellence and the concept of intellectual freedom.

The principles for learning and teaching of school library media programs have been identified and developed by the Information Power Vision Committee. (Information Power 58)

- *Principle 1:* The library media program is essential to learning and teaching and must be fully integrated into the curriculum to promote students' achievement of learning goals.
- *Principle 2:* The information literacy standards for student learning are integral to the content and objectives of the school's curriculum.
- *Principle 3:* The library media program models and promotes collaborative planning and curriculum development.
- *Principle 4:* The library media program models and promotes creative, effective, and collaborative teaching.
- *Principle 5:* Access to the full range of information resources and services through the library media program is fundamental to learning.
- *Principle 6:* The library media program encourages and engages students in reading, viewing, and listening for understanding and enjoyment.
- *Principle 7:* The library media program supports the learning of all students and other members of the learning community who have diverse learning abilities, styles, and needs.
- *Principle 8:* The library media program fosters individual and collaborative inquiry.
- *Principle 9:* The library media program integrates the uses of technology for learning and teaching.
- *Principle 10:* The library media program is an essential link to the larger learning community.

Information and technology skills are most meaningful when learned within a subject area, within an interdisciplinary unit, or within a unit which addresses an authentic, real-life need or problem. Students must be prepared to access, evaluate, select, and apply the appropriate information to meet their educational, personal, and recreational needs.

Students must be prepared to acquire materials and resources to meet their current and lifelong needs. They will need to know how to access, evaluate and choose from a constantly changing and growing reservoir of information for educational, personal, and recreational purposes.

<GOOD PLACE TO MAKE REFERENCE TO ACCEPTABLE USE POLICY>

PHILOSOPHY OF INSTRUCTION

The library media center staff collaborates with the faculty to integrate information literacy skills with content area instruction and learning activities across the Pre-K through 8th grade curriculum by providing:

- Equitable access to information;
- Scheduling that allows for students to have access to the media center, its staff and resources;
- Resources and sequential instruction in the concepts* necessary for students to become independent, lifelong learners, as well as discerning readers, viewers and listeners;
- Opportunities for an active collaboration and partnership with teachers and administrators in working toward shared instructional goals;
- Resources that allow learning to go beyond the confines of a textbook;
- Technology that provides for information retrieval.

RELATIONSHIP TO NATIONAL AND STATE STANDARDS

This curriculum is designed for grades Pre-K through 8. It addresses the New Jersey Core Curriculum Content Standards and the Cross-Content Workplace Readiness Standards. The instruction integrates these state standards with the Information Literacy Standards for Student Learning as prepared by the American Association of Librarians and the association for Educational Communications and Technology.**

PROGRAM GOALS

The student centered library media program focuses on the development of a community of learners. A creative and energetic program includes the following goals:

- To provide intellectual access to information through learning activities that are integrated into the curriculum and that help all students achieve information literacy by developing effective strategies for selecting, retrieving, analyzing, evaluating, synthesizing, creating, and communicating information in all formats and in all content areas of the curriculum.
- To provide a physical access to information through
 - a. a carefully selected and systematically organized local collection of diverse learning resources that represent a wide range of subjects, levels of difficulty, and formats;
 - b. a systematic procedure for acquiring information and materials from outside the library media center and the school through such mechanisms as electronic networks, interlibrary loan, and cooperative agreements with other information agencies; and instruction in using a range of equipment for accessing local and remote information in any format.
- To provide learning experiences that encourage students and others to become discriminating consumers and skilled creators of information through comprehensive instruction related to the full range of communications media and technology.
- To provide leadership, collaboration, and assistance to teachers and others in applying principles of instructional design to the use of instructional and information technology for learning.
- To provide resources and activities that contribute to lifelong learning while accommodating a wide range of differences in teaching and learning styles, methods, interests, and capacities.
- To provide a program that functions as the information center of the school, both through offering a locus for integrated and interdisciplinary learning activities within the school and through offering access to a full range of information for learning beyond this locus.
- To provide resources and activities for learning that represent a diversity of experiences, opinions, and social and cultural perspectives.
- To support the concepts that intellectual freedom and access to information are prerequisites to effective and responsible citizenship in a democracy. (Information Power 6-7)

THE NINE INFORMATION LITERACY STANDARDS FOR STUDENT LEARNING

(Information Power 8-9)

Information Literacy

Standard 1: The student who is information literate accesses information efficiently and effectively.

Standard 2: The student who is information literate evaluates information critically and competently.

Standard 3: The student who is information literate uses information accurately and creatively.

Independent Learning

Standard 4: The student who is an independent learner is information literate and pursues information related to personal interest.

Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

Standard 6: The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

Social Responsibility

Standard 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.

Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

American Association of School Librarians Standards for the 21-st Century Learner

The Standards describe how learners use skills, resources, and tools to

1. inquire, think critically, and gain knowledge;
2. draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge;
3. share knowledge and participate ethically and productively as members of our democratic society;
4. pursue personal and aesthetic growth.

A copy of the AASL 21st Century Learner Standards Brochure is attached as Appendix

ASSESSMENT

Students will be evaluated on some or all of the following:

- active and appropriate participation in lessons, discussions, and cooperative experiences.
- effective use of media center technological resources.
- development of efficient strategies for solving information problems.*

Students will be evaluated using some or all of the following:

- Teacher and library media specialist records
- anecdotal
- observations
- checklists
- grade records
- Student records
- worksheets, notebooks
- student checklists
- end products (projects, reports, presentations)
- multimedia portfolios
- quizzes, tests

AREAS OF INSTRUCTION

- 1. Orientation**
- 2. Books**
- 3. Technological Resources**
- 4. Nonreference Collection**
- 5. Reference Collection**
- 6. Bibliographic Citation**

NEW JERSEY CORE CURRICULUM CONTENT STANDARDS KEY

This sample grid is provided to describe what each entry means in the following library media program scope and sequence.

DISCIPLINE

- 0 Cross-Content Workplace Readiness
- 1 Visual Arts
- 2 Health and Physical Education
- 3 Language Arts
- 4 Mathematics
- 5 Science
- 6 Social Studies
- 7 World Language

Example: 0.3/4

CCCS Discipline 0

CCCS Standard 3

CCCS Indicator 4

Prospect Park Schools Library Media Center Curriculum Overview

Kindergarten

The emphasis of the LMC program in kindergarten is on introducing the students to the school media center and beginning to become more independent users of the library.

<p>Literary Appreciation</p> <p><i>Students learn a basic literary vocabulary, and develop listening skills and independence in exploring books of their choice.</i></p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Define Author and Illustrator and recognize favorites by bodies of work. 2. Recall and communicate about stories and characters (recognize patterns, relate stories to personal experience) 3. Recognize repetition, rhythm and rhyme 4. Recognize different "voices" for different characters in stories read aloud or viewed in audiovisual formats 5. Follow simple 1-step directions
<p>Information Skills</p> <p><i>Students learn how a library is organized and how to access and use resources for different information needs.</i></p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Locate library, know names of staff, and ask for help. 2. Choose books by looking at cover, content, and illustrations. 3. Identify main parts of a book: cover, spine, spine label, barcode label, title page, illustrations. 4. Locate Easy fiction books using author's last name 5. Know library is organized into sections and find a favorite topic in the Easy section 6. Understand the difference between fiction and non-fiction
<p>Lifelong Learning</p> <p><i>Students are introduced to the library's purpose and procedures, as a basis for meeting reading and information needs throughout their education.</i></p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Know that libraries are a special place to enjoy the world of literature and information 2. Identify the library and staff as resources to help find out more about what they are learning in class 3. Request materials based on personal interests. 4. Demonstrate library borrowing procedures, basic book care and treatment skills, and library etiquette. 5. Demonstrate positive classroom cooperation skills.

Standards addressed in the Kindergarten Library Program:

{La.K-12.3.4.1} Use Reading For Different Meaningful Purposes Such As Enjoyment, Learning And Problem Solving. Students May Read Graphic Material (Rebus, Pictures, Text) Or Objects (E.G., An Object Schedule).

{La.K-12.3.5.1} Demonstrate The Ability To Gain Information From A Variety Of Media.

{La.K.3.1.A.6} Demonstrate Understanding Of The Function Of A Book And Its Parts, Including Front And Back And Title Page.

{La.K.3.1.D.1} Practice Reading Behaviors Such As Retelling, Reenacting, Or Dramatizing Stories.

{La.K.3.1.D.4} Listen And Respond Attentively To Literary Texts (E.G., Nursery Rhymes) And Functional Texts (E.G., Science Books).

{La.K.3.1.G.1} Respond To A Variety Of Poems And Stories Through Movement, Art, Music, And Drama.

{La.K.3.1.G.2} Verbally Identify The Main Character, Setting, And Important Events In A Story Read Aloud.

{La.K.3.1.G.3} Identify Favorite Books And Stories. {La.K.3.1.G.4} Retell A Story Read Aloud Using Main Characters And Events.

{La.K.3.1.G.5} Participate In Shared Reading Experiences

{La.K.3.1.H.1} Locate And Know The Purposes For Various Literacy Areas Of The Classroom And The Library/Media Center.

{La.K.3.1.H.2} Choose Books Related To Topics Of Interest.

{La.K.3.3.A.3} React To Stories, Poems, And Songs.

{La.K.3.4.A.2} Listen To Identify Main Characters And Events In Stories.

{La.K.3.4.B.1} Listen Attentively To Books Teacher Reads To Class.

{La.K.3.4.B.2} Answer Questions Correctly About Books Read Aloud.

Prospect Park Schools Library Media Center Curriculum Overview

1st Grade

The library program concentrates on listening and viewing skills and on literature appreciation. The children listen to many stories and discuss them together. They are exposed to folk and fairy tales from many cultures, and study favorite authors and illustrators. Students begin to learn about the range of materials available in a library and how to find them.

<p><i>Literary Appreciation</i></p> <p><i>Students use the library to broaden their experience and enjoyment of literature, from books read aloud to books they choose for themselves.</i></p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Identify main character and setting in stories 2. Know that non-fiction books are organized by topic. 3. Recognize and choose picture and easy reading books 4. Study and recognize favorite authors and illustrators. 5. Continue to develop listening and viewing skills, and following 1-step directions.
<p><i>Information Skills</i></p> <p><i>Students learn how a library is organized and how to access and use resources for different information needs.</i></p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. use terminology about parts of a book 2. Locate books by author's last name in Easy section 3. Know that non-fiction books are organized by topic 4. Know where to find fiction and non-fiction materials in the library.
<p><i>Lifelong Learning</i></p> <p><i>Students learn the library's purpose and procedures as a basis for meeting reading and information needs throughout their education and lives.</i></p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Use the library to explore personal interests 2. Locate and use information related to classroom studies 3. Know location of nearest public library branch 4. Know rules and policies and demonstrate appropriate library behavior.

Standards addressed in the first grade library media program:

- {La.1.3.1.A.3} Locate And Identify The Title, Author, And Illustrator Of A Book Or Reading Selection.
- {La.1.3.1.A.4} Interpret Simple Graphs, Charts, And Diagrams.
- {La.1.3.1.D.1} Answer Questions Correctly That Are Posed About Stories Read.
- {La.1.3.1.E.6} Use Graphic Organizers To Build On Experiences And Extend Learning.
- {La.1.3.1.G.2} Demonstrate Familiarity With Genres Of Text, Including Storybooks, Expository Texts, Poetry, And Newspapers.
- {La.1.3.1.G.3} Sequence Information Learned From Text Into A Logical Order To Retell Facts.
- {La.1.3.1.G.4} Identify, Describe, Compare, And Contrast The Elements Of Plot, Setting, And Characters.
- {La.1.3.1.H.3} Be Exposed To And Read A Variety Of Fiction And Nonfiction, And Produce Evidence Of Reading.
- {La.1.3.3.A.3} Role-Play Situations And Dramatize Story Events.
- {La.1.3.3.B.1} Respond To Ideas And Questions Posed By Others.
- {La.1.3.3.D.3} Retell A Story To Check For Understanding.
- {La.1.3.4.A.1} Listen And Respond Appropriately To Directions.
- {La.1.3.4.B.3} Recall Information From Listening To Stories, Poems, Television, And Film.
- {La.1.3.4.B.4} Retell, Reenact, Or Dramatize Stories Or Parts Of Stories Heard.
- {La.1.3.5.A.6} Begin To Recognize The Work Of A Favorite Illustrator.

Prospect Park Schools Library Media Center Curriculum Overview

2nd Grade

Second graders' story times encourage appreciation of literature and develop their interpretive skills. Students explore deeply into the organization and location of library materials and begin to use the electronic catalog in order to become independent users of the media center. They are introduced to the reference collection.

<p>Literary Appreciation</p> <p><i>Students explore the heritage of multicultural folklore and choose books that foster independent reading.</i></p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify common patterns and themes in fables, folktales and fairy tales. 2. Identify beginning, middle and end of stories 3. Recognize and choose age-appropriate chapter books and poetry 4. Extract and communicate meaning of text and illustrations in picture books. 5. Continue to develop skills in listening and viewing, and following simple 1-2 step directions.
<p>Information Skills</p> <p><i>Students learn how a library is organized and how to access and use specific resources for beginning research and investigation as a class or individually.</i></p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate understanding that books and other sources have author, title, publisher, copyright date. 2. Know that non-fiction books are organized by topic, and begin to use the Dewey system and OPAC electronic catalog to become more independent users of the library media center. 3. Begin to identify call number to locate age appropriate topics 4. Construct a bibliography using the title and author of books selected 5. Use table of contents and index 6. Use beginning reference sources: dictionary
<p>Lifelong Learning</p> <p><i>Students learn the library's purpose, procedures, and connections to other sources of information.</i></p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Independently locate and select fiction and non-fiction resources. 2. Understand that libraries exist outside the school, that they are open to students and their families, and that they can use the same skills they learned in the school library in their public libraries.

Standards addressed in the second grade library/media program:

{La.2.3.1.A.1} Use Titles, Tables Of Contents, And Chapter Headings To Locate Information.

{La.2.3.1.F.5} Begin To Use A Grade-Appropriate Dictionary With Assistance From Teacher.

{La.2.3.1.G.1} Demonstrate Ability To Recall Facts And Details Of Text.

{La.2.3.1.H.1} Locate Information Using Alphabetical Order.

{La.2.3.1.H.2} Read A Variety Of Nonfiction And Fiction Books And Produce Evidence Of Reading.

{La.2.3.3.A.2} Begin To Stay Focused On A Topic Of Discussion.

{La.2.3.3.A.3} Offer Personal Opinions Related To Topics Of Discussion.

{La.2.3.3.D.1} Participate In A Dramatization Or Role Play.

{La.2.3.4.A.1} Listen Critically To Identify Main Ideas And Supporting Details.

{La.2.3.4.B.1} Follow One- And Two- Step Oral Directions.

{La.2.3.5.A.1} Speculate About Characters, Events, And Settings In Books, Film, And Television.

{La.2.3.5.A.3} Use Graphs And Charts To Report Data.

Prospect Park Schools
Library Media Center Curriculum Overview

3rd Grade

Beginning research skills are emphasized in third grade, and students are introduced to the range of resources of the library media center, including appropriate internet sites. Location skills are emphasized. .

<p><i>Literary Appreciation</i></p> <p><i>Students use the library to expand their knowledge and enjoyment of major authors in age-appropriate fiction.</i></p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Identify famous authors, illustrators, and be exposed to specific titles of excellence. 2. Recognize and choose quality fiction. 3. Recognize and choose intermediate chapter books for recreational reading. 4. Continue to develop listening and viewing skills with simple multiple step verbal or written directions.
<p><i>Information Skills</i></p> <p><i>Students learn how a library is organized and how to access and use resources for different information needs.</i></p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Locate fiction books by author's last name 2. Understand the system to classify library materials, and identify the call number to locate age appropriate topics by Dewey number. 3. Use atlases, maps, and globes for personal or classroom research 4. Begin to use almanacs to find information. 5. Use graphic organizers to display information 6. Use library online catalog (OPAC) with assistance 7. Begin to use a range of appropriate internet sites related to classroom or library media topics.
<p><i>Lifelong Learning</i></p> <p><i>Students learn the library's purpose and procedures as a basis for meeting reading and information needs throughout their education and lives.</i></p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Use library independently for locating, selecting and borrowing materials. 2. Understand that libraries are a place to find information for recreational reading.

Standards addressed in the third grade library/media program:

- {La.3.3.1.A.1} Recognize That Printed Materials Provide Specific Information.
- {La.3.3.1.A.3} Use A Glossary Or Index To Locate Information In A Text.
- {La.3.3.1.E.4} Develop And Use Graphic Organizers To Build On Experiences And Extend Learning.
- {La.3.3.1.G.3} Interpret Information In Graphs, Charts, And Diagrams.
- {La.3.3.1.G.12} Read Regularly In Materials Appropriate For Their Independent Reading Level.
- {La.3.3.1.G.13} Read And Comprehend Both Fiction And Nonfiction That Is Appropriately Designed For Grade Level.
- {La.3.3.1.H.1} Use Library Classification Systems, Print Or Electronic, To Locate Information.
- {La.3.3.1.H.2} Draw Conclusions From Information And Data Gathered.
- {La.3.3.1.H.3} Read A Variety Of Nonfiction And Fiction Books And Produce Evidence Of Understanding.
- {La.3.3.3.A.1} Listen And Follow A Discussion In Order To Contribute Appropriately.
- {Tec.K-4.8.1.A.3} Input And Access Text And Data, Using Appropriate Keyboarding Techniques Or Other Input Devices.
- {Tec.K-4.8.1.A.8} Use A Graphic Organizer.
- {Tec.K-4.8.1.B.1} Social Aspects Discuss The Common Uses Of Computer Applications And Identify Their Advantages And Disadvantages.
- {Tec.K-4.8.1.B.2.C} Social Aspects Recognize And Practice Responsible Social And Ethical Behaviors When Using Technology, And Understand The Consequences Of Inappropriate Use Including: On-Line Library Resources
- {Tec.K-4.8.1.B.3} Social Aspects Practice Appropriate Internet Etiquette.
- {Tec.K-4.8.1.B.5} Information Access And Research Recognize The Need For Accessing And Using Information.
- {Tec.K-4.8.1.B.6} Information Access And Research Identify And Use Web Browsers, Search Engines, And Directories To Obtain Information To Solve Real World Problems.
- {Tec.K-4.8.1.B.7} Information Access And Research Locate Specific Information By Searching A Database.

Prospect Park Schools Library Media Center Curriculum Overview

4th Grade

The emphasis in fourth grade is on helping the students become more independent users of reference and research materials, including those available on the internet. They work with basic reference sources, both print and electronic, and learn how to locate, evaluate, and use information that they need.

<p>Literary Appreciation</p> <p><i>Students expand knowledge and enjoyment of varieties of fiction.</i></p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Recognize and choose quality fiction books, including those awarded Newbery and other literary medals. 2. Define major genres in fiction 3. Respond to literature by making connections between text-to-self, and text-to-world. 4. Continue to develop listening and viewing skills, with multi-step directions, written and verbal.
<p>Information Skills</p> <p><i>Students locate and utilize reference and non-fiction sources with assistance, to complete and evaluate a research assignment.</i></p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Locate non-fiction books by call number using the Dewey system. 2. Utilize dictionaries, atlases, almanacs, and topical encyclopedias. 3. Develop online search skills using keywords for a simple search by subject. 4. Construct a bibliography using title, author, publisher/web page authority, and copyright date, using a variety of print and electronic resources used in research 5. Use a rubric to improve and assess individual work. 6. Expand use of graphic organizers to display information for research assignments.
<p>Lifelong Learning</p> <p><i>Students use the library to support growth in reading and development and to connect to other agencies for information needs.</i></p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Use information beyond library and/or school (i.e., interview, public library, museum, etc.) 2. Develop an appreciation for quality literature and poetry.

Standards addressed in the fourth grade library/media program:

{La.4.3.1.A.1} Identify Differences Of Various Print Formats, Including Newspapers, Magazines, Books, And Reference Resources.

{La.4.3.1.A.3} Identify And Locate Features That Support Text Meaning (E.G., Maps, Charts, Illustrations).

{La.4.3.1.E.3} Select Useful Visual Organizers Before, During, And After Reading To Organize Information (E.G., Venn Diagrams).

{La.4.3.1.G.7} Identify And Summarize Central Ideas In Informational Texts.

{La.4.3.1.H.1} Use Library Classification Systems, Print Or Electronic, To Locate Information.

{La.4.3.1.H.3} Read Independently And Research Topics Using A Variety Of Materials To Satisfy Personal, Academic, And Social Needs, And Produce Evidence Of Reading.

{La.4.3.2.A.8} Use A Variety Of Reference Materials To Revise Work, Such As A Dictionary, Thesaurus, Or Internet/Software Resources.

{La.4.3.2.B.2} Write Informational Reports Across The Curriculum That Frame An Issue Or Topic, Include Facts And Details, And Draw From More Than One Source Of Information.

{La.4.3.3.B.1} Develop Questioning Techniques (E.G., Who, What, When, Where, Why, And How).

{La.4.3.5.A.3} Use Graphs, Charts, And Diagrams To Report Data.

{Tec.K-4.8.1.A.3} Input And Access Text And Data, Using Appropriate Keyboarding Techniques Or Other Input Devices.

{Tec.K-4.8.1.A.8} Use A Graphic Organizer.

{Tec.K-4.8.1.B.1} Social Aspects Discuss The Common Uses Of Computer Applications And Identify Their Advantages And Disadvantages.

{Tec.K-4.8.1.B.2.C} Social Aspects Recognize And Practice Responsible Social And Ethical Behaviors When Using Technology, And Understand The Consequences Of Inappropriate Use Including: On-Line Library Resources

{Tec.K-4.8.1.B.3} Social Aspects Practice Appropriate Internet Etiquette.

{Tec.K-4.8.1.B.5} Information Access And Research Recognize The Need For Accessing And Using Information.

{Tec.K-4.8.1.B.6} Information Access And Research Identify And Use Web Browsers, Search Engines, And Directories To Obtain Information To Solve Real World Problems.

{Tec.K-4.8.1.B.7} Information Access And Research Locate Specific Information By Searching A Database.

Prospect Park Schools
Library Media Center Curriculum Overview

5th Grade

Research skills are an important part of the media center program for fifth grade. Students complete projects using a variety of reference materials, both print and electronic. They are instructed in the use of the internet to search for information, and explore copyright issues including plagiarism.

<p><i>Literary Appreciation</i></p> <p><i>Using library resources, students will write and speak about books.</i></p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Write and share a book review of a high-quality work within a specified genre. 2. Continue to develop listening and viewing skills, to include making connections between text-to-self, text-to-world, and text-to-text. 3. Choose quality books for recreational reading or for research 4. Complete a cooperative project to analyze, discuss, research and present the results of the project.
<p><i>Information Skills</i></p> <p><i>Students learn how a library is organized and how to access and use resources for different information needs.</i></p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Find materials independently using the Dewey system. 2. Use and evaluate a variety of references, including dictionaries, atlases, general and specialized encyclopedias, periodicals, pre-selected websites, almanacs. 3. Use headings and other text features to navigate an article from an encyclopedia or other non-fiction book. 4. Use a graphic organizer to display information. 5. Use and begin to evaluate internet resources.
<p><i>Lifelong Learning</i></p> <p><i>Students learn the library's purpose and procedures as a basis for meeting reading and information needs throughout their education and lives.</i></p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Identify literature by genre and develop personal genre preferences. 2. Recommend titles to other students 3. Find information from other organizations related to classroom assignments, with assistance.

Standards addressed in the fifth grade library/media program:

{La.5.3.1.H.1} Use Library Classification Systems, Print Or Electronic, To Locate Information.

{La.5.3.1.H.2} Develop And Revise Questions For Investigations Prior To, During, And After Reading.

{La.5.3.1.H.3} Use Multiple Sources To Locate Information Relevant To Research Questions.

{La.5.3.1.H.4} Read Independently And Research Topics Using A Variety Of Materials To Satisfy Personal, Academic, And Social Needs, And Produce Evidence Of Reading.

{La.5.3.1.H.5} Draw Conclusions From Information Gathered From Multiple Sources.

{La.5.3.1.H.6} Interpret And Use Graphic Sources Of Information Such As Maps, Graphs, Timelines, Or Tables To Address Research Questions.

{La.5.3.1.H.7} Summarize And Organize Information By Taking Notes, Outlining Ideas, And/Or Making Charts.

{La.5.3.1.H.8} Produce Projects And Reports, Using Visuals, Media, And/Or Technology To Show Learning And Support The Learning Of An Audience.

{La.5.3.3.B.5} Reflect And Evaluate Information Learned As A Result Of The Inquiry.

{La.5.3.5.B.7} Understand The Uses Of Technology (E.G., The Internet For Research).

{Tec.5-8.8.1.A.1} Use Appropriate Technology Vocabulary.

{Tec.5-8.8.1.A.8} Design And Produce A Basic Multimedia Project.

{Tec.5-8.8.1.A.10} Use Network Resources For Storing And Retrieving Data.

{Tec.5-8.8.1.A.11} Choose Appropriate Electronic Graphic Organizers To Create, Construct, Or Design A Document.

{Tec.5-8.8.1.B.2} Social Aspects Exhibit Legal And Ethical Behaviors When Using Information And Technology, And Discuss Consequences Of Misuse.

{Tec.5-8.8.1.B.3} Social Aspects Explain The Purpose Of An Acceptable Use Policy And The Consequences Of Inappropriate Use Of Technology.

{Tec.5-8.8.1.B.4} Social Aspects Describe And Practice Safe Internet Usage.

{Tec.5-8.8.1.B.5} Social Aspects Describe And Practice "Etiquette" When Using The Internet And Electronic Mail.

{Tec.5-8.8.1.B.6.A} Information Access And Research Choose Appropriate Tools And Information Resources To Support Research And Solve Real World Problems, Including But Not Limited To: On-Line Resources And Databases

{Tec.5-8.8.1.B.6.B} Information Access And Research Choose Appropriate Tools And Information Resources To Support Research And Solve Real World Problems, Including But Not Limited To: Search Engines And Subject Directories

{Tec.5-8.8.1.B.7} Information Access And Research Evaluate The Accuracy, Relevance, And Appropriateness Of Print And Non-Print Electronic Information Sources.

{Tec.5-8.8.1.B.10} Problem Solving And Decision Making Determine When Technology Tools Are Appropriate To Solve A Problem And Make A Decision.

Prospect Park Schools Library Media Center Curriculum Overview

6th Grade

Research skills continue to be an important part of the media center program for sixth grade. Students complete projects using a variety of reference materials, both print and electronic. They learn how to construct a properly formatted bibliography. They are instructed in the use of the internet to search for information, and explore copyright issues including plagiarism. Students evaluate websites, determining the aspects of a quality informational website.

<p>Literary Appreciation</p> <p><i>Using library resources, students will write and speak about books.</i></p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Write and share a book review of a high-quality work within a specified genre. 2.
<p>Information Skills</p> <p><i>Students learn how a library is organized and how to access and use resources for different information needs.</i></p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Formulate appropriate questions to research. 2. Develop a reasonable strategy for accessing appropriate information to address said questions. 3. Find multiple library resources independently or with minimal assistance. 4. Identify important ideas/main facts from print and non-print sources and write notes in own words. 5. Research a topic using more than one resource and compile findings into a report. 6. Compile bibliographies using correct format 7. Understand the general meaning of copyright. 8. Use and begin to evaluate internet resources.
<p>Lifelong Learning</p> <p><i>Students learn the library's purpose and procedures as a basis for meeting reading and information needs throughout their education and lives.</i></p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Use the library catalog independently. 2. Begin to use electronic reference tools independently.

STANDARDS addressed in the sixth grade library/media program:

{La.6.3.1.A.3} Recognize And Use Common Print Formats To Obtain Information (E.G., Newspapers, Magazines, Electronic Sources).

{La.6.3.1.H.1} Develop And Revise Questions For Investigations Prior To, During, And After Reading.

{La.6.3.1.H.2} Select And Use Multiple Sources To Locate Information Relevant To Research Questions

{La.6.3.1.H.3} Draw Conclusions From Information Gathered From Multiple Sources.

{La.6.3.1.H.4} Interpret And Use Graphic Sources Of Information Such As Maps, Graphs, Timelines, Or Tables To Address Research Questions.

{La.6.3.1.H.5} Summarize And Organize Information By Taking Notes, Outlining Ideas, And/Or Making Charts.

{La.6.3.1.H.6} Produce Projects And Reports, Using Visuals, Media, And/Or Technology To Show Learning And Support the Learning Of An Audience.

{La.6.3.2.B.8} Prepare A Works Consulted Page For Reports Or Research Papers.

{La.6.3.2.D.2} Gather, Select, And Organize Information Appropriate To A Topic, Task, And Audience.

{La.6.3.4.B.3} Ask Pertinent Questions, Take Notes, And Draw Conclusions Based On Information Presented. {La.6.3.5.A.2} Use Graphs, Charts, And Diagrams To Report Data.

{La.6.3.5.B.7} Understand The Uses Of Technology (E.G., The Internet For Research).

{Tec.5-8.8.1.A.5} Create Documents With Advanced Text-Formatting And Graphics Using Word Processing.

{Tec.5-8.8.1.A.8} Design And Produce A Basic Multimedia Project.

{Tec.5-8.8.1.A.10} Use Network Resources For Storing And Retrieving Data.

{Tec.5-8.8.1.A.11} Choose Appropriate Electronic Graphic Organizers To Create, Construct, Or Design A Document.

{Tec.5-8.8.1.B.2} Social Aspects Exhibit Legal And Ethical Behaviors When Using Information And Technology, And Discuss Consequences Of Misuse.

{Tec.5-8.8.1.B.3} Social Aspects Explain The Purpose Of An Acceptable Use Policy And The Consequences Of Inappropriate Use Of Technology.

{Tec.5-8.8.1.B.6.A} Information Access And Research Choose Appropriate Tools And Information Resources To Support Research And Solve Real World Problems, Including But Not Limited To: On-Line Resources And Databases

{Tec.5-8.8.1.B.6.B} Information Access And Research Choose Appropriate Tools And Information Resources To Support Research And Solve Real World Problems, Including But Not Limited To: Search Engines And Subject Directories

{Tec.5-8.8.1.B.7} Information Access And Research Evaluate The Accuracy, Relevance, And Appropriateness Of Print And Non-Print Electronic Information Sources.

{Tec.5-8.8.2.A.1} Describe The Nature Of Technology And The Consequences Of Technological Activity.

Prospect Park Schools
Library Media Center Curriculum Overview

7th Grade

Seventh graders hone their research skills, and begin to become more sophisticated searchers. Students complete projects using a variety of reference materials, both print and electronic.

<p><i>Literary Appreciation</i></p> <p><i>Using library resources, students will write and speak about books.</i></p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Identify location of different classifications of books and non-print material. 2. Use the library catalog to locate resources 3. Identify specific literary genres and select appropriate ones for one reading 4. Use bibliographies and book talks prepared by librarian and teachers as aids in selecting books.
<p><i>Information Skills</i></p> <p><i>Students learn how a library is organized and how to access and use resources for different information needs.</i></p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Formulate appropriate questions to research. 2. Develop a search strategy to answer questions. 3. Conduct effective searches for information using multiple sources and formats. 4. With assistance, evaluate, select and organize information appropriate to a research question. 5. With assistance, analyze and synthesize information. 6. Understand the meaning of copyright law and Internet Acceptable Use Policy and abide by them. 7. Utilize internet search engines and directories using sophisticated search methods, including Boolean operators, nesting, and keyword creation.
<p><i>Lifelong Learning</i></p> <p><i>Students learn the library's purpose and procedures as a basis for meeting reading and information needs throughout their education and lives.</i></p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Use library resources outside of school, including statewide informational databases, local public libraries, and interlibrary loan services. 2. Describe the different purposes of different media 3. Identify factors that influence media production, distribution, and advertising. 4. Select books for recreational reading. 5. Use published book lists and internet resources as selection tool for recreational reading.

STANDARDS addressed in the 7th grade library/media program:

{La.7.3.1.H.1} Produce Written And Oral Work That Demonstrates Comprehension Of Informational Materials.

{La.7.3.1.H.3} Collect Materials For A Portfolio That Reflect Possible Career Choices.

{La.7.3.1.H.4} Self-Select Materials Appropriately Related To A Research Project.

{La.7.3.2.B.3} Write Reports And Subject-Appropriate Nonfiction Pieces Across The Curriculum Based On Research And Including Citations, Quotations, And A Works Consulted Page.

{La.7.3.2.D.6} Use Primary And Secondary Sources To Understand The Value Of Each When Writing A Research Report.

{La.7.3.2.D.7} Write Reports Based On Research And Include Citations, Quotations, And Works Consulted Page.

{Work.5-8.9.1.A.3} Apply Research Skills To Career Exploration.

{Work.5-8.9.1.A.4} Analyze Personal Interests, Abilities, And Skills Through Various Measures Including Self Assessments.

{Tec.5-8.8.1.A.5} Create Documents With Advanced Text-Formatting And Graphics Using Word Processing.

{Tec.5-8.8.1.A.8} Design And Produce A Basic Multimedia Project.

{Tec.5-8.8.1.A.10} Use Network Resources For Storing And Retrieving Data.

{Tec.5-8.8.1.A.11} Choose Appropriate Electronic Graphic Organizers To Create, Construct, Or Design A Document.

{Tec.5-8.8.1.B.1} Social Aspects Demonstrate An Understanding Of How Changes In Technology Impact The Workplace And Society.

{Tec.5-8.8.1.B.4} Social Aspects Describe And Practice Safe Internet Usage.

{Tec.5-8.8.1.B.5} Social Aspects Describe And Practice "Etiquette" When Using The Internet And Electronic Mail.

{Tec.5-8.8.1.B.6.A} Information Access And Research Choose Appropriate Tools And Information Resources To Support Research And Solve Real World Problems, Including But Not Limited To: On-Line Resources And Databases

{Tec.5-8.8.1.B.6.B} Information Access And Research Choose Appropriate Tools And Information Resources To Support Research And Solve Real World Problems, Including But Not Limited To: Search Engines And Subject Directories

{Tec.5-8.8.1.B.7} Information Access And Research Evaluate The Accuracy, Relevance, And Appropriateness Of Print And Non-Print Electronic Information Sources.

{Tec.5-8.8.2.A.4} Describe How Technological Activity Has An Affect On Economic Development, Political Actions, And Cultural Change.

Prospect Park Schools
Library Media Center Curriculum Overview

8th Grade

Eighth graders write a year-end term paper, so they use their library time to hone their research and reporting skills. They continue to evaluate the social aspects of technology, and the use of safe and ethical behaviors when using the internet.

<p>Literary Appreciation</p> <p><i>Using library resources, students will write and speak about books.</i></p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify location of different classifications of books and non-print material. 2. Use the library catalog to locate resources 3. Identify specific literary genres and select appropriate ones for one reading 4. Use bibliographies and book talks prepared by librarian and teachers as aids in selecting books.
<p>Information Skills</p> <p><i>Students learn how to use both printed and online material to find information to solve problems.</i></p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Formulate appropriate questions to research. 2. Develop a search strategy to answer questions. 3. Conduct effective searches for information using multiple sources and formats. 4. Evaluate, select and organize information appropriate to a research question. 5. With assistance, analyze and synthesize information. 6. Understand the meaning of copyright law and Internet Acceptable Use Policy and abide by them. 7. Utilize internet search engines and directories using sophisticated search methods, including Boolean operators, nesting, and keyword creation.
<p>Lifelong Learning</p> <p><i>Students learn the library's purpose and procedures as a basis for meeting reading and information needs throughout their education and lives.</i></p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Use library resources outside of school, including statewide informational databases, local public libraries, and interlibrary loan services. 2. Describe the different purposes of different media 3. Identify factors that influence media production, distribution, and advertising. 4. Select books for recreational reading. 5. Use published book lists and internet resources as selection tool for recreational reading. 6. Locate biographical information about specific authors.

STANDARDS addressed in the eighth grade library/media program:

{La.8.3.1.H.4} Self-Select Materials Appropriately Related To A Research Project.

{La.8.3.2.A.6} Compose, Revise, Edit, And Publish Writing Using Appropriate Word Processing Software.

{La.8.3.2.B.3} Write Reports And Subject-Appropriate Nonfiction Pieces Across The Curriculum Based On Research And Including Citations, Quotations, And A Works Cited Page.

{La.8.3.2.D.1} Gather, Select, And Organize The Most Effective Information Appropriate To A Topic, Task, And Audience.

{La.8.3.2.D.6} Use A Variety Of Primary And Secondary Sources To Understand The Value Of Each When Writing A Research Report.

La.8.3.2.D. Write Reports Based On Research And Include Citations, Quotations, And Works Cited Page.

{Tec.5-8.8.1.A.5} Create Documents With Advanced Text-Formatting And Graphics Using Word Processing.

{Tec.5-8.8.1.A.8} Design And Produce A Basic Multimedia Project.

{Tec.5-8.8.1.A.10} Use Network Resources For Storing And Retrieving Data.

{Tec.5-8.8.1.A.11} Choose Appropriate Electronic Graphic Organizers To Create, Construct, Or Design A Document.

{Tec.5-8.8.1.B.2} Social Aspects Exhibit Legal And Ethical Behaviors When Using Information And Technology, And Discuss Consequences Of Misuse.

{Tec.5-8.8.1.B.3} Social Aspects Explain The Purpose Of An Acceptable Use Policy And The Consequences Of Inappropriate Use Of Technology.

{Tec.5-8.8.1.B.4} Social Aspects Describe And Practice Safe Internet Usage.

{Tec.5-8.8.1.B.5} Social Aspects Describe And Practice "Etiquette" When Using The Internet And Electronic Mail.

{Tec.5-8.8.1.B.6.A} Information Access And Research Choose Appropriate Tools And Information Resources To Support Research And Solve Real World Problems, Including But Not Limited To: On-Line Resources And Databases

{Tec.5-8.8.1.B.6.B} Information Access And Research Choose Appropriate Tools And Information Resources To Support Research And Solve Real World Problems, Including But Not Limited To: Search Engines And Subject Directories

{Tec.5-8.8.1.B.7} Information Access And Research Evaluate The Accuracy, Relevance, And Appropriateness Of Print And Non-Print Electronic Information Sources.

{Tec.5-8.8.1.B.8} Problem Solving And Decision Making Use Computer Applications To Modify Information Independently And/Or Collaboratively To Solve Problems.

THE BIG 6 SKILLS: INFORMATION PROBLEM-SOLVING APPROACH

Big6™ Skills Overview

For examples, refer to Big6™ Examples ...<http://big6.com/big6_examples.htm>

1. Task Definition
 - 1.1 Define the information problem
 - 1.2 Identify information needed in order to complete the task (to solve the information problem)
2. Information Seeking Strategies
 - 2.1 Determine the range of possible sources (brainstorm)
 - 2.2 Evaluate the different possible sources to determine priorities (select the best sources)
3. Location and Access
 - 3.1 Locate sources (intellectually and physically)
 - 3.2 Find information within sources
4. Use of Information
 - 4.1 Engage (eg. read, hear, view, touch) the information in a source
 - 4.2 Extract relevant information from a source
5. Synthesis
 - 5.1 Organize information from multiple sources
 - 5.2 Present the information
6. Evaluation
 - 6.1 Judge the product (effectiveness)
 - 6.2 Judge the information problem-solving process (efficiency)

The "Big6™" is copyright © (1987) Michael B. Eisenberg and Robert E. Berkowitz. For more information, visit: www.big6.com

* Copyright © 2000 Big6 Associates, Inc. Last modified: January 22, 2000

SCOPE AND SEQUENCE												
COURSE OUTLINE/STUDENT OBJECTIVES												
Key:	E	Expose										
	T	Teach										
	M	Maintain and apply										
Course Outline/Scope Sequence			Pre-K	K	1	2	3	4	5	6	7	8
ORIENTATION												
A.	Utilize the media specialist as a teacher and resource person.											
	1. Storyteller		T	M		E	T	M				
	2. Literature Consultant					E	T	M				
	3. Reference consultant											
	4. Research consultant						E	T	M			
	5. Selector/Purchaser						E	T	M			
	6. Technology Consultant						E	T	M			
B.	Demonstrate appropriate media center behavior		T	M	M	M	M	M	M	M	M	M
C.	Utilize circulation procedures efficiently and effectively.											
	1. School collection		E	T	M	M	M	M	M	M	M	M
	2. Interlibrary loan (ILLs)						E	T	M	M	M	M
D.	Demonstrate care of materials		T	M	M	M	M	M	M	M	M	M
E.	Identify, locate, select and access materials											
	1. Easy/Picture books		E	T	M	M	M	M				
	2. Fiction		E	T	M	M	M	M				
	3. Nonfiction		E	T	M	M	M	M				
	4. Biography				E	T	M	M				
	5. Magazines/Newspapers				E	T	M	M				
	6. Reference (print/nonprint)				E	T	M	M				
	7. Computer workstations				E	T	M	M				

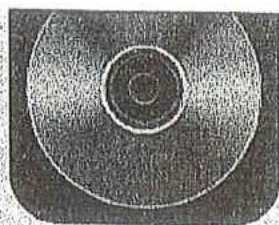
SCOPE AND SEQUENCE												
COURSE OUTLINE/STUDENT OBJECTIVES												
Key:	E	Expose										
	T	Teach										
	M	Maintain and apply										
Course Outline/Scope Sequence			Pre-K	K	1	2	3	4	5	6	7	8
BOOKS												
A.	Identify, locate, and utilize parts of a book											
		1. Cover/Dust jacket	E	T	M	M	M	M				
		2. Title	E	T	M	M	M	M				
		3. Author	E	T	M	M	M	M				
		4. Illustrators	E	T	M	M	M	M				
		5. Spine		T	M	M	M	M				
		6. Spine Label		T	M	M	M	M				
		7. Title page		E	T	M	M	M				
		8. Verso Page		E	T	M	M	M				
		9. Publisher		E	T	M	M	M				
		10. Place of publication		E	T	M	M	M				
		11. Copyright date		E	T	M	M	M				
		12. Table of Contents		E	T	M	M	M				
		13. Text		E	T	M	M	M				
		14. Illustrations	E	T	M	M	M	M				
		15. Footnotes		E	T	M	M	M				
		16. Index		E	T	M	M	M				
		17. Glossary		E	T	M	M	M				
		18. Appendix		E	T	M	M	M				
		19. Bibliography		E	T	M	M	M				
B.	Understand that fiction and nonfiction books can be used as resources for research and class assignments				E	T	M	M	M	M	M	M
C.	Understand the fiction and nonfiction books can be used as resources for recreational reading		E	T	M	M	M	M	M	M	M	M
D.	Understand that all libraries provide a diverse collection of information presenting many viewpoints.				E	T	M	M	M	M	M	M

SCOPE AND SEQUENCE		COURSE OUTLINE STUDENT OBJECTIVES							
Key:	E	Expose							
	T	Teach							
	M	Maintain and apply							
Course Outline/Scope Sequence			Week	1	2	3	4	5	6
TECHNOLOGICAL RESOURCES									
A.	Understand and utilize operating systems (Windows, Mac, etc)								
B.	Understand and utilize computer applications and software (databases, spreadsheets, presentations and word processing)								
C.	Understand and utilize the Online Public Access Catalog (OPAC)								
	1. Basic search								
	a. By subject								
	i. Single word								
	ii. Truncated								
	iii. Subject vx. Keyword								
	iv. Browsing								
	b. By title								
	i. Full title								
	ii. Stop words								
	iii. Keywords								
	iv. Truncated								
	v. Series								
	vi. Browsing								
	c. By author								
	i. Full name								
	ii. Boolean								
	iii. Truncated								
	iv. Single name								
	2. Assessment of search technique								
	a. Interpretation of record								
	i. Subject (s)								
	ii. Authors (s)								

SCOPE AND SEQUENCE									
COURSE OUTLINE/STUDENT OBJECTIVES									
Key:	E	Expose							
	T	Teach							
	M	Maintain and apply							
Course Outline/Scope Sequence									
		iii. Title (s)		Pre-K	K	1	2	3	4
		iv. Call number						E	T
		v. Imprint (publisher, place of publication, copyright date)						E	T
		vi. Annotation						E	T
		b. Selection of record						E	T
		3. Printing records						E	T
		a. Highlighting/marking						E	T
		b. Printing						E	T
	D.	Understand and Utilize the Internet/WWW						E	T
		1. Search Strategies						E	T
		2. Printing						E	T
		3. Saving/Bookmarking						E	T
		4. Information evaluation (understand, analyze, evaluate, synthesize, and apply)						E	T
IV. NONREFERENCE COLLECTION									
A.		Identify, locate, select, and utilize materials by classification							
		1. Easy/Picture books						E	T
		a. Author's imagination						E	T
		b. Author's style						E	T
		c. Illustrations						E	T
		d. Illustrator's style						E	T
		e. Caldecott Medals/ other medals						E	T
		2. Fiction/Story books						E	T
		a. Author's Imagination						E	T
		b. Author's style						E	T
		c. Genre						E	T
		d. Newbery Medals/Other Medals						E	T
		e. Interlibrary loan (ILL)						E	T

SCOPE AND SEQUENCE												
COURSE OUTLINE/STUDENT OBJECTIVES												
Key:	E	Expose										
	T	Teach										
	M	Maintain and apply										
Course Outline/Scope Sequence												
		3. Nonfiction books										
		a. Dewey Decimal Classification System		E	T	M	M	M	M	M	M	M
		b. Newbery medals/other medals				E	T	M				
		c. Information evaluation (understand/analyze, evaluate, synthesize, and apply appropriate information effectively)			E	E	T	T	M	M	M	M
		d. Interlibrary loans (ILL)				E	T	T	M	M	M	M
		4. Magazines/Newspaper (print)				E	T	M	M	M		
		a. Entertainment					T	M	M	M		
		b. News					T	M	M	M		
		c. Special Interests					T	M	M	M		
		e. Interlibrary loan (ILL)					E	T	M	M	M	M
V. REFERENCE COLLECTION												
A.		Identify, locate, select, and utilize print reference materials										
		1. Dictionaries			E	T	M					
		2. Almanacs				E	T	M	M	M		
		3. Atlases				E	T	M	M	M		
		4. Encyclopedias				E	T	M	M	M		
		5. Dewey Content area				E	T	M	M	M		
		6. Indices					E	T	M			
		Identify, locate, select, and utilize nonprint online reference materials.										
B.		1. Dictionaries			E	T	M	M	M			
		2. Encyclopedias			E	T	M	M	M			
		a. Search strategies			E	T	M	M				
		b. Information evaluation (understand/analyze, evaluate, synthesize, and apply appropriate information effectively)				E	T	T	M	M	M	M
		3. Atlases				E	T	M	M	M	M	M
		a. Search strategies				E	T	M	M	M	M	M

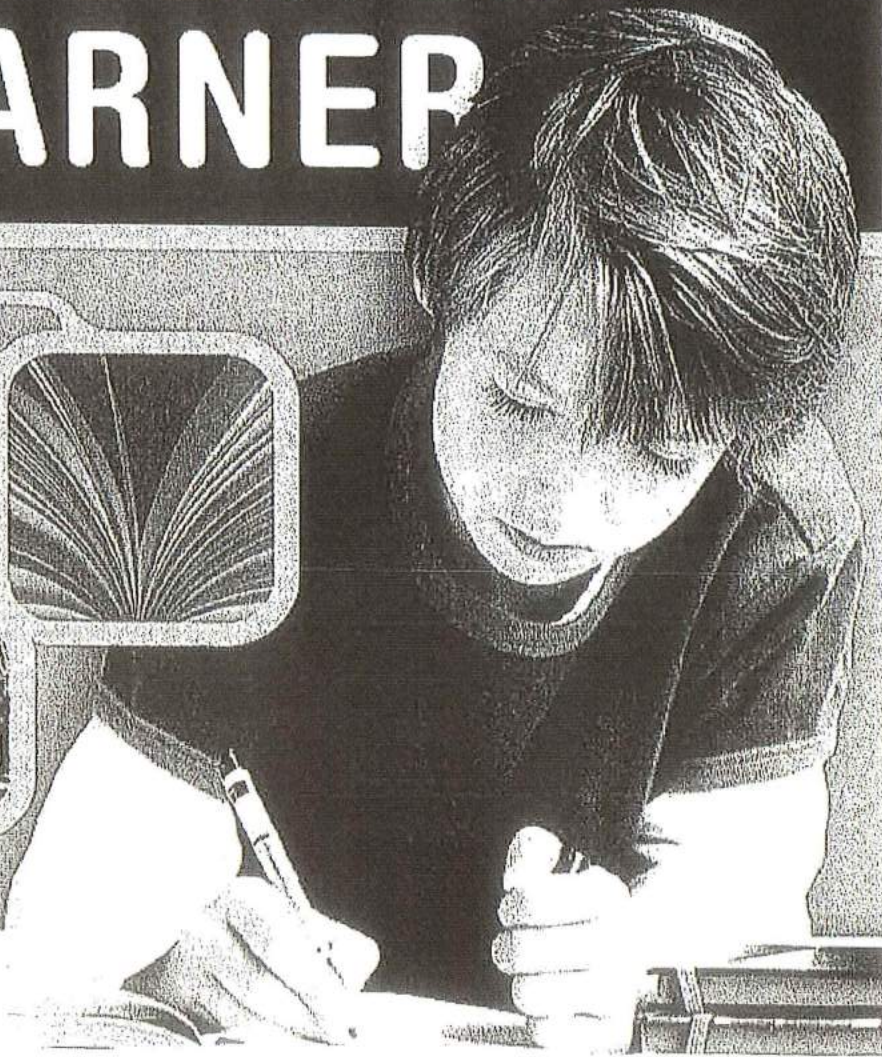
SCOPE AND SEQUENCE												
COURSE OUTLINE/STUDENT OBJECTIVES												
Key:	E	Expose										
	T	Teach										
	M	Maintain and apply										
Course Outline/Scope/Sequence			Pre-K	K	1	2	3	4	5	6	7	8
		b. Information evaluation (understand/analyze, evaluate, synthesize, and apply appropriate information effectively)					E	T	M	M	M	M
		4. Online databases										
		a. Search strategies					E	T	T	M	M	M
		b. Information evaluation (understand/analyze, evaluate, synthesize, and apply appropriate information effectively)					E	T	T	M	M	M
VI. BIBLIOGRAPHIC CITATION												
		Apply district guidelines for bibliographic citations (APA or MLA, etc)					E	E	T	M	M	M



AASL

**AMERICAN ASSOCIATION
OF SCHOOL LIBRARIANS**

STANDARDS FOR THE
**21st-CENTURY
LEARNER**



COMMON BELIEFS

Reading is a window to the world.

Reading is a foundational skill for learning, personal growth, and enjoyment. The degree to which students can read and understand text in all formats (e.g., picture, video, print) and all contexts is a key indicator of success in school and in life.

As a lifelong learning skill, reading goes beyond decoding and comprehension to interpretation and development of new understandings.

Inquiry provides a framework for learning.

To become independent learners, students must gain not only the skills but also the disposition to use those skills, along with an understanding of their own responsibilities and self-assessment strategies. Combined, these four elements build a learner who can thrive in a complex information environment.

Ethical behavior in the use of information must be taught.

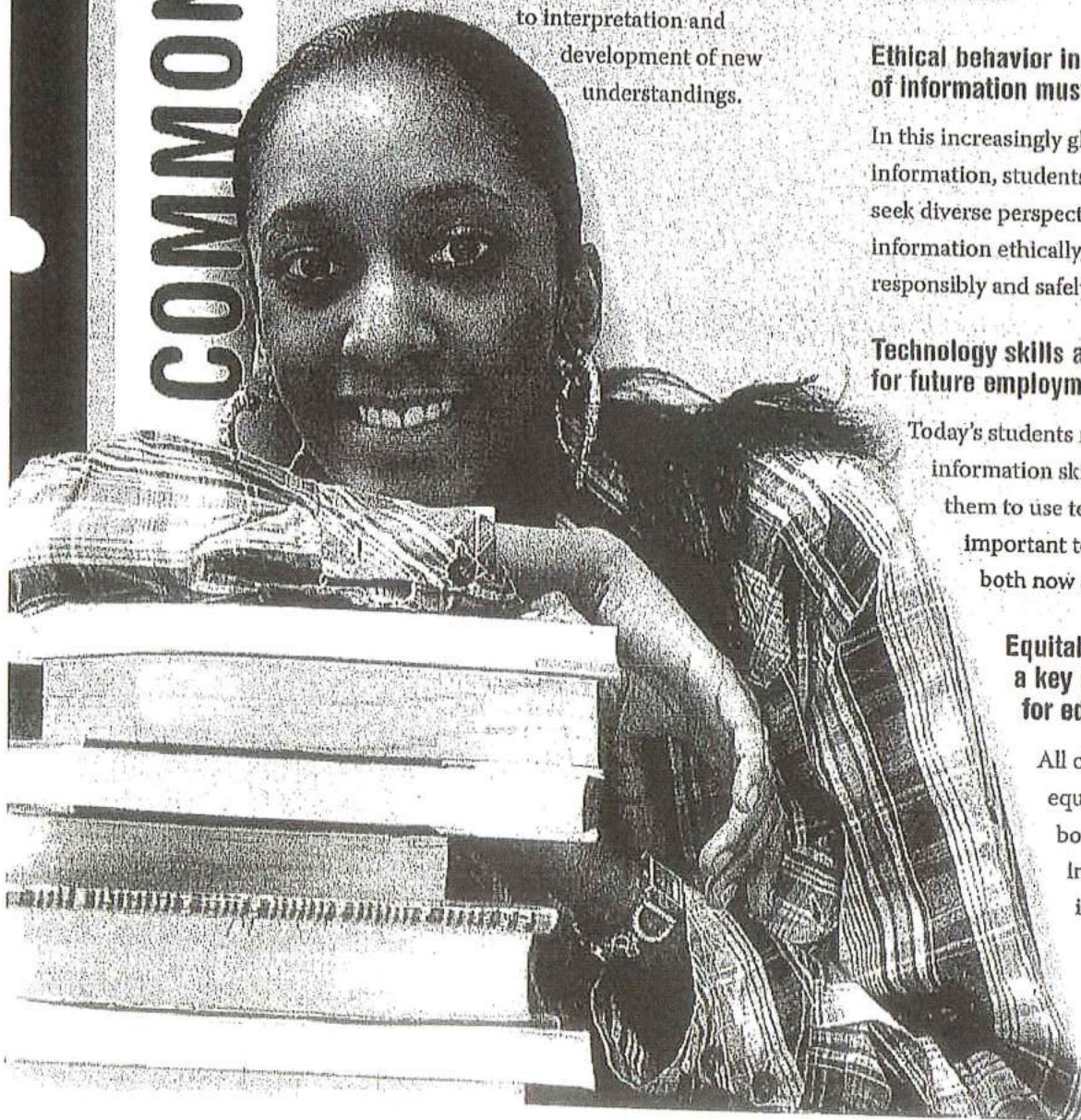
In this increasingly global world of information, students must be taught to seek diverse perspectives, gather and use information ethically, and use social tools responsibly and safely.

Technology skills are crucial for future employment needs.

Today's students need to develop information skills that will enable them to use technology as an important tool for learning, both now and in the future.

Equitable access is a key component for education.

All children deserve equitable access to books and reading, to information, and to information technology in an environment that is safe and conducive to learning.



The definition of information literacy has become more complex as resources and technologies have changed.

Information literacy has progressed from the simple definition of using reference resources to find information. Multiple literacies, including digital, visual, textual, and technological, have now joined information literacy as crucial skills for this century.

The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.

The amount of information available to our learners necessitates that each individual acquire the skills to select, evaluate, and use information appropriately and effectively.

Learning has a social context.

Learning is enhanced by opportunities to share and learn with others. Students need to develop skills in sharing knowledge and learning with others, both in face-to-face situations and through technology.

School libraries are essential to the development of learning skills.

School libraries provide equitable physical and intellectual access to the resources and tools required for learning in a warm, stimulating, and safe environment. School librarians collaborate with others to provide instruction, learning strategies, and practice in using the essential learning skills needed in the 21st century.



LEARNERS USE SKILLS, RESOURCES, & TOOLS TO:

1

Inquire, think critically, and gain knowledge.

2

Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

3

Share knowledge and participate ethically and productively as members of our democratic society.

4

Pursue personal and aesthetic growth.

1

Inquire, think critically, and gain knowledge.

1.1 Skills

- 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.
- 1.1.6 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.
- 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
- 1.1.9 Collaborate with others to broaden and deepen understanding.



1.2 Dispositions in Action

- 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.

- 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
- 1.2.3 Demonstrate creativity by using multiple resources and formats.
- 1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.
- 1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.
- 1.2.6 Display emotional resilience by persisting in information searching despite challenges.
- 1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.



1.3 Responsibilities

- 1.3.1 Respect copyright/intellectual property rights of creators and producers.
- 1.3.2 Seek divergent perspectives during information gathering and assessment.
- 1.3.3 Follow ethical and legal guidelines in gathering and using information.
- 1.3.4 Contribute to the exchange of ideas within the learning community.
- 1.3.5 Use information technology responsibly.

1.4 Self-Assessment Strategies

- 1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.
- 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.
- 1.4.3 Monitor gathered information, and assess for gaps or weaknesses.
- 1.4.4 Seek appropriate help when it is needed.

2

Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

2.1 Skills

- 2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and 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.
- 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.

2.2 Dispositions in Action

- 2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.

- 2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.
- 2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.
- 2.2.4 Demonstrate personal productivity by completing products to express learning.

2.3 Responsibilities

- 2.3.1 Connect understanding to the real world.
- 2.3.2 Consider diverse and global perspectives in drawing conclusions.
- 2.3.3 Use valid information and reasoned conclusions to make ethical decisions.

2.4 Self-Assessment Strategies

- 2.4.1 Determine how to act on information (accept, reject, modify).
- 2.4.2 Reflect on systematic process, and assess for completeness of investigation.
- 2.4.3 Recognize new knowledge and understanding.
- 2.4.4 Develop directions for future investigations.

