

Wallenpaupack Area School District

Wallenpaupack Area Middle School

Course Title: Library and Information Literacy

Length of Course: Full year--K-2

District Policies:

Academic Integrity:

Academic integrity is essential to the success of an educational community. Students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics.

Academic dishonesty, which includes cheating, plagiarism, multiple submissions and other forms of dishonest or unethical behavior, is prohibited.

Assessment:

The goal of grading is to report student progress and achievement to the parents to strengthen the home-school connection. The grade should accurately reflect the student's performance in mastering the Common Core Curriculum (CCC), the American Association of School Librarian Standard (AASL), and the WASD curriculum.

Attendance:

Regular school attendance is vitally important to academic success. Not only does attendance reinforce and enrich the learning process; it also establishes patterns and attitudes that will carry forward into adult work habits. Regular, consistent attendance is a prerequisite to successful school life. Children should be absent only in cases of illness or emergency.

Special Education:

Our commitment to each student is to ensure a free appropriate public education which begins with the general education setting, with the use of Supplementary Aids and Services. Inclusive education describes the successful education of all students with the appropriate supports and services to participate in and benefit from the general classroom settings and other educational environments.

Course Description:

Our libraries sustain the technology initiative by creating inviting, dynamic, 21st century learning environments and services that support or enhance teaching, information literacy, and life-long learning. Students and staff should experience the power and variety of collective resources to become critical thinkers, enthusiastic readers, skillful researchers, and ethical users and creators of ideas and information in their global learning community. Our mission is to collaborate with all curricular areas so as to provide instruction in competent information usage while promoting interest in and understanding of varied resource formats; ethical idea usage; information literacy skills and processes. **Our goal is to create an environment for deeper cognitive development through real, rigorous and relevant learning experiences based in inquiry, project and differentiated teaching and learning environment.**

American Association of School Librarians (AASL):

- 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 search for new understanding.
- 1.1.4 Find, evaluate and select appropriate sources to answer questions.
- 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
- 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.
- 2.1.4 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.
- 2.2.4 Demonstrate personal productivity by completing products to express learning.
- 2.4.1 Determine how to act on information (accept, reject, modify).
- 2.4.3 Recognize new knowledge and understanding.
- 3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.
- 3.1.2 Participate and collaborate as members of a social and intellectual network of learners.
- 3.1.3 Use writing and speaking skills to communicate new understandings effectively.
- 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
- 3.1.6 Use information and technology ethically and responsibly.
- 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
- 3.3.5 Contribute to the exchange of ideas within and beyond the learning community.
- 4.1.1 Read, view, and listen for pleasure and personal growth.
- 4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.
- 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
- 4.1.4 Seek information for personal learning in a variety of formats and genres.
- 4.1.8 Use creative and artistic formats to express personal learning.
- 4.3.2 Recognize that resources are created for a variety of purposes.

Common Core Curriculum (CCC):

- CC.K.L.1.d Conventions of Standard English: Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- CC.K.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- CC.K.R.F.4 Read emergent-reader texts with purpose and understanding.
- CC.K. R.I.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.
 - R.I.2 With prompting and support, identify the main topic and retell key details of a text.
 - R.I.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
 - R.L.2 With prompting and support retell familiar stories, including key details.
 - R. L. 3 With prompting and support identify characters, settings, and major events in a story.
- CC.K.R.I.5 Craft and Structure: Identify the front cover, back cover, and title page of a book.
 - R.I.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
 - R.I.8 With prompting and support, identify the reasons an author gives to support points in a text.
 - R.I.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
 - R.L.4 With prompting and support, ask and answer questions about unknown words in a text.
 - R.L.5 Recognize common types of texts (e.g., storybooks, poems).
 - R.L.6 With prompting, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
 - R.L.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- CC.K.R.L.7 Integration of Knowledge and Ideas: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
 - R.L.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- CC.K.R.L.10 Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.
- CC.K.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - K.SL.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - K.SL.1.b Continue a conversation through multiple exchanges.

K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Course Objectives:

Kindergarten: Librarians will introduce kindergarteners to an inquiry process for information and problem solving. The students will become familiar with the library's arrangement and resource locations. Students will learn to use materials and equipment responsibly. They will explore easy nonfiction and picture books and share what they are learning with others. They will learn to distinguish between fact and fiction.

First grade: Librarians will continue introducing the students to an inquiry process for information and problem solving. Students will further their understanding of the library's arrangement and resource locations. We will reinforce the proper use of materials and equipment. First graders will continue to explore easy nonfiction and fiction and will share what they have learned with others. They will continue to learn how to distinguish fact from fiction.

Second grade: Librarians will have students continue to practice using an inquiry method for information problem solving. They will reinforce the importance of using materials and technology responsibly while learning Destiny and various media formats to gain information. Literature studies include folk tales and Caldecott Medal books. Students will learn to identify favorite authors and strategies to help them select appropriate reading material. Students will practice critical thinking skills by differentiating between fact and fiction, comparing information presented in different formats, and sharing their knowledge orally and in written form.

Kindergarten and First Grade

Students will understand how to share knowledge and participate ethically and productively as members of our democratic society:

- Demonstrate age-appropriate book care and library etiquette.

Students will demonstrate understanding of the organization and basic features in print:

- Know that books are located in particular areas;
- Recognize a book by its picture spine label;
- Recognize award winning books;
- Recognize parts of a book (e.g. author, illustrator, title).

Students will understand standard for fiction and non-fiction:

- Understand the differences between non-fiction (**What types of nonfiction in K and 1?**) and fiction;
- Understand plot structure and story elements (**Which elements?**);
- Distinguish the difference between fictional and factual story elements;
- Recognize how story elements impact the story's plot and setting;
- Recognize that various genres serve different purposes (e.g. poetry, tales).

Second Grade will continue to develop all of the preceding skills and will use the following skills, resources, or tools.

Students will locate resources

- in the library (e.g. fiction, nonfiction, biography, reference, periodicals);
- using Destiny;
- using a call number.

Students will evaluate appropriate, relevant resources and information within the resource:

- Recognize whether fiction or nonfiction resources are appropriate for a task;
- Identify parts of a book and its content (e.g. spine, spine label, title page, copyright, author, illustrator, table of contents);
- Gather information from resources using guide words, captions, bold words, headings, contextual clues, graphic organizers;
- Identify main ideas and details;
- Credit sources using NoodleTools MLA Starter.

- Create a product (worksheet?) to demonstrate understanding.

Students will use resources and information ethically:

- Follow school guidelines for responsible use of information resources (e. g. acceptable use policy, checkout policies, and library rules;
- Identify the owner of ideas and information (e.g. author, illustrator, artist);
- Participate and collaborate in intellectual and social networks following safe and effective practices (e.g. discuss Internet safety and distinguish between safe/non-safe sites--[.com/.org/.edu](#) or using databases);
- Follow appropriate online behavior.

We stopped here—did not know what skills are covered with literature appreciation; do not know what Library review means; do not know about assessment; methodology?—what are the student’s responsibilities as far as demonstrating learning?

Major Activities to Support Course Objectives:

Multi-step, integrated activities: The search projects integrate Destiny, EBSCOHost, and the Internet to gather and cite information to compile a NoodleTools bibliography.

Student Responsibilities:

Attendance expectations:

Attendance is critical due to the nature of the class. Course instruction directly impacts a student's understanding and assignment completion; any absence will result in the student missing instruction and scheduled activity time that will need to be completed independently in order to successfully fulfill the class requirements.

Homework expectations:

Homework is not assigned in this class. All work is designed to be completed in class. However, if more time is needed to complete the assignments, students will be required to complete work during tutorial or at home.

Make-Up Work: All assignments must be completed when the session ends.

Late Work: If work is incomplete when the class ends, the student will receive a grade of 0%.

Assessment:

Grading Components:

- Exercises—Several exercises of appropriate difficulty level for students must be completed. As part of their Health and Wellness curriculum, these library exercises integrate library skills and Health and Wellness studies. Students are required to complete **four** graded assignments.
- Class Participation—Students are to contribute to class discussions and to collaborate on all activities. Students are expected to contribute positively to the classroom environment.
- Exam—Students will take a Library Skills Unit Test. The exam is a practical test of the students' abilities to locate library resources, formulate citations, and produce Works Cited pages.

Quarter Grades:

The Library Skills session is part of the overall Health and Wellness course and **X percentage** of the course grade.

The library grade itself is calculated as follows prior to determining the course grade:

Class work (exercises and class participation) = 90%

Exam = 10%

This grade is reported as **X percentage of the Health and Wellness grade.**