

Orange Board of Education

Library Media Curriculum Revisions

August 2015

Ronald C. Lee, Superintendent

Dr. Paula Howard, Deputy Superintendent

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**The Orange Board of Education**

**Vision and Mission Statement**

Vision

"The Orange Public School District commits to provide a safe and caring environment where each student is expected to grow and succeed. We pledge to prepare all students with equitable opportunities for college and career readiness, leading to lifelong learning and responsible citizenship in a competitive global community."

Mission

* The Orange Public School District in collaboration with all stakeholders is responsible for promoting the academic, social, emotional and personal success of all students.
* With a commitment to academic excellence, the district provides teachers, families, and administrators the tools needed for all students to reach their full potential.
* The district serves all students in our schools, acknowledging their unique backgrounds, cultural perspectives and learning styles.
* The district recognizes that curiosity, discipline, integrity, responsibility and respect are necessary for success.
* The Orange Public School District cultivates a community of 21st century learners where students take ownership of the learning process, achieve high standards of excellence, and focus on academics.

**No Alibis, No Exceptions, No Excuses!**

**Committee Members:**

Deborah Brown, Lincoln Avenue School

Rebecca Kenyon, Forest Street School

Rosa Lazzizera, Orange Preparatory Academy

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**Unit I**

**Orienting Students to Use the Library and its Resources**

##### This document is a guide, not a list of requirements. Each concept should be interpreted based upon the students' grade level and integrated with the curriculum.

##### (I = Introduce R=Reinforce E=Expand/Expect)

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|  | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| Identify the librarian and any helpers. | I | I | I | R | R | R | R | R | E | E | E | E | E |
| Identify the purposes and functions of a library | I | I | I | R | R | R | R | R | E | E | E | E | E |
| Recognize and understand the role of the librarian | I | I | I | R | R | R | R | R | E | E | E | E | E |
| Demonstrate appropriate behavior | I | I | I | R | R | R | R | R | E | E | E | E | E |
| *- Select, borrow and return materials* | - | I | I | R | R | R | R | R | E | E | E | E | E |
| *- Demonstrate the appropriate care and handling of materials* | I | I | I | R | R | R | R | R | E | E | E | E | E |
| *- Synthesize information and not plagiarize* | - | - | - | I | I | R | R | R | R | E | E | E | E |
| Locate, identify and utilize the parts of the library (if applicable) |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *- Circulation desk* | I | I | I | R | R | R | R | R | E | E | E | E | E |
| *- Destiny* | - | I | I | R | R | R | R | R | E | E | E | E | E |
| *- Book return* | I | I | I | R | R | R | R | R | E | E | E | E | E |
| *- Computers / computer lab* | I | I | I | R | R | R | R | R | E | E | E | E | E |
| *- Videos* | I | I | I | R | R | R | R | R | E | E | E | E | E |
| *- Fiction collection* | I | I | I | R | R | R | R | R | E | E | E | E | E |
| *- Non-fiction collection* | I | I | I | R | R | R | R | R | E | E | E | E | E |
| *- Reference collection* | I | I | I | I | R | R | R | R | E | E | E | E | E |
| *- Picture books* | I | I | I | R | R | R | R | R | E | - | - | - | - |
| *- Easy Reading books* | I | I | I | R | R | R | E | E | E | - | - | - | - |
| *- Audio Books* | I | I | I | R | R | R | R | R | R | E | E | E | E |
| *- Periodicals / Magazines* | - | - | I | I | R | R | R | R | E | E | E | E | E |
| *- Biography* | I | I | I | R | R | R | R | E | E | E | E | E | E |
| *- Library webpage and its resources* | I | I | I | R | R | R | R | R | E | E | E | E | E |

**Unit I**

**Orienting Students to Use the Library and its Resources**

**Discussion and Guided Questions**

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| **Building Skills and Procedural Knowledge – Students will be expected to:** | **Questions for Discussion** | **AASL**  **Standards** | **NJCCCS-Technology** |
| Identify the librarian and any helpers. | What is the name of the librarian? | I 1,2,3 | - |
| Identify the purposes and functions of a library | - What specific items can be found in a library? | III 7,8,9 | - |
| Recognize and understand the role of the librarian | - What is the role of the librarian within the school and within your learning experience? | I 1,2,3 | - |
| Demonstrate appropriate behavior   * *Follow library rules and procedures* * *Select, borrow and return materials* * *Demonstrate the appropriate care and handling of materials* | - What is appropriate library behavior? | III 7,8,9 | - |
| * What are the library rules and procedures? * What are the rules concerning circulation? * What is the District’s Acceptable Internet Use Policy? | III 7,8,9 | - |
| * How can materials be selected based on personal needs and interests? * How long do books/materials circulate? * How are books/materials renewed? * Where are books/materials returned? * What happens when books/materials are lost or damaged? * What are library fines? Why are they assessed? | III 7,8,9 | 8.1.A |
| * How should library books be taken care of? * How does appropriate book care influence the life of a book? * How does taking care of books affect the school community? * What happens if books are returned damaged? | III 7,8,9 | - |

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| **Building Skills and Procedural Knowledge – Students will be expected to:** | **Questions for Discussion** | **AASL**  **Standards** | **NJCCCS-Technology** |
| *- Synthesize information and not plagiarize* | * What is plagiarism? * What are other forms of copying violations? * What are the consequences of plagiarism or copying violations? * How can you avoid plagiarism? * How can you avoid copying violations? * What is a citation? | III 8 | 8.1.D |
| Locate, identify and utilize the | - Where are specific items located in the | I 1 |  |
| sections/resources of the library | II 6 |  |
| (if applicable) |  |
| - *Circulation desk* |  |
| *- Destiny®* | library? | 8.1.A |
| *- Book return* | - How can we locate specific items? |  |
| *- Computers / computer lab* | - How can knowing the organization of |  |
| *- Videos* | the library help you to locate and use |  |
| *- Fiction collection* | materials? |  |
| *- Non-fiction collection* | - Why is it important to know where |  |
| *- Reference collection* | materials are located? |  |
| *- Picture books* | - What is the purpose of the call number? |  |
| *- Easy Reading books* | - What is the purpose of the prefix |  |
| *- Audio Books* | locator? |  |
| *- Periodicals/Magazines* | - What resources are available linked via |  |
| *- Biography* | the library webpage? |  |
| *- Library webpage and its* |  |
| *resources* |  |

**Unit 2**

**Encouraging Reading and the Love of Literature**

##### This document is a guide, not a list of requirements. Each concept should be interpreted based upon the students' grade level and integrated with the curriculum.

##### (I = Introduce R=Reinforce E=Expand/Expect)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| Identify the characteristics of both fiction and non-fiction books. | I | I | R | R | R | E | E | E | E | E | E | E | E |
| Select appropriate fiction and non- fiction books for informational needs | - | I | I | I | I | R | R | R | R | R | E | E | E |
| Select appropriate books for recreational and personal enjoyment | - | I | I | R | R | R | R | R | E | E | E | E | E |
| Identify and appreciate the various styles of illustration. | I | I | I | R | R | R | R | R | E | E | E | E | E |
| Identify the story elements (e.g., characters, setting and story sequence). Be able to re-tell the story. | I | I | R | R | R | E | E | E | E | - | - | - | - |
| Respond to a story by writing or drawing. | I | I | R | R | R | E | E | E | E | - | - | - | - |
| Apply and integrate comprehension skills to answer questions related to previously reviewed materials | I | I | R | R | R | E | E | E | E | - | - | - | - |
| Identify those persons and organizations involved in the creation of a book and in publishing process | I | I | I | R | R | R | R | E | E | E | E | E | E |
| Locate and read award-winning titles in the library. | - | - | I | I | R | R | R | E | E | E | E | E | E |
| Select, read, listen to and/or view literature for enjoyment | I | R | R | R | R | R | R | R | E | E | E | E | E |
| Identify age-appropriate series | - | - | I | I | R | R | R | E | E | E | E | E | E |
| Identify age-appropriate authors | - | - | I | I | R | R | R | E | E | E | E | E | E |

**Unit 2**

**Encouraging Reading and the Love of Literature**

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| --- | --- | --- | --- |
| **Building Skills and Procedural Knowledge – Students will be expected to:** | **Discussion and Guided Questions** | **AASL**  **Standards** | **NJCCCS Technology** |
| Identify the characteristics of both fiction and non-fiction books. | - What are some of the characteristics of fiction or non-fiction literature? | I 2 | - |
| Select appropriate fiction and non-fiction books for informational needs | What are some of the reasons for choosing to read a fiction or a non- fiction book? | II 5 | 8.1.E |
| Select appropriate books for recreational and personal enjoyment | What does genre mean? (Utilize the dictionary definition of the term, where genre is defined as a broad category of literature.)  What are various genres of literature? What genres exist within this library? | II 4 | 8.1.E |
| Identify and appreciate the various styles of illustration. | * What type of illustrations does this book contain? * What do they look like to you? What does this style tell you? | II 4,5,6 | - |
| Identify the story elements (e.g., characters, setting and story sequence). Be able to retell the story. | What are story elements? | I 2 | - |
| Respond to a story by writing or drawing. | * What did the story make you feel or think about? * What do you think happened before the story began or after it ended? | I 3 | 8.1.B |
| Apply and integrate comprehension skills to answer questions related to previously reviewed materials | * Can you explain what you just read? * What just happened in the story? * What do you think will happen next? | I 2 | 8.1B |
| Identify those persons and organizations involved in the creation of a book and in publishing process | * What is a book? * What is the publishing process? * What is an author? * What is an illustrator? * What is an editor? | I 3 | 8.1E |

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| **Building Skills and Procedural Knowledge – Students will be expected to:** | **Discussion and Guided Questions** | **AASL**  **Standards** | **NJCCCS Technology** |
| Locate and read award- winning titles in the library. | What are some of the book awards given to books for young people? Why? (i.e., Newbery, Caldecott, Coretta Scott King, Nebula, Hugo, YALSA, Michael Printz,…)  [Note: See sites below for lists of awards <http://www.bookspot.com/awards/childr> ens.htm [http://falcon.jmu.edu/~ramseyil/awards.](http://falcon.jmu.edu/%7Eramseyil/awards) htm <http://www.ala.org/ala/yalsa/booklistsaw> ards/booklistsbook.htm] | II 6 | 8.1.E |
| Select, read, listen to and/or view literature for enjoyment | * How do you select literature that promotes life-long reading? * How can you share and promote literature to others? * How can you preview materials to meet your needs/desires? (skimming and scanning) * How can reviews help you decide whether a book (or other resource) might be interesting, relevant or worth borrowing or purchasing? | II 4 | 8.1.C |
| Identify age-appropriate series | What series are available for readers of your age and your interests? | I 1 | - |
| Identify age-appropriate authors | What authors have written literature that is appropriate for readers of your age and your interests? | I 1 | - |

**Unit 3**

**Teaching Students to Access Information**

##### This document is a guide, not a list of requirements. Each concept should be interpreted based upon the students' grade level and integrated with the curriculum.

##### (I = Introduce R=Reinforce E=Expand/Expect)

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|  | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| Identify and locate the resources available from the school library | - | - | I | I | R | R | R | R | E | E | E | E | E |
| Identify how library resources are arranged in order to select materials | - | I | I | R | R | R | R | R | E | E | E | E | E |
| Recognize and define the purpose of library classification systems, including Dewey Decimal and Library of Congress | - | - | - | I | I | R | R | R | R | R | E | E | E |
| Use Destiny®to find specific titles, authors and/or subject | - | - | I | I | R | R | R | R | E | E | E | E | E |
| Locate relevant materials within the library utilizing the Destiny® | - | - | I | I | I | R | R | E | E | E | E | E | E |
| Explain how one item can be available in multiple formats (print, eBooks, or other media). | - | - | I | I | I | R | R | R | E | E | E | E | E |
| Locate relevant data and information utilizing databases | - | - | I | I | I | I | R | R | R | R | R | E | E |
| *- Identify the differences between a database and a search engine* | - | - | - | I | I | I | R | R | R | R | R | E | E |
| *- Understand that search engines utilize the concept of databases to secure results* | - | - | - | - | I | I | I | R | R | R | R | E | E |
| *- Define and utilize Boolean operators* | - | - | - | - | - | I | I | I | R | R | R | E | E |
| Conduct a search using ProQuest | - | - | - | I | I | I | I | R | R | R | E | E | E |
| Conduct a county-, regional- and state-wide search for resources not available in the school library | - | - | - | - | - | I | I | R | R | R | E | E | E |
| Generate a list of relevant resources | - | - | - | I | I | R | R | R | R | R | E | E | E |

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| **Building Skills and Procedural Knowledge – Students will be expected to:** | **Discussion and Guided Questions** | **AASL**  **Standards** | **NJCCCS Technology** |
| Explain how one item can be available in multiple formats (print, eBooks, or other media). | * What are some of the formats in which an item might be available? * Will the library necessarily have multiple formats of the same title? * What is an eBook? * How do I read or access an eBook? * What other media are available? | II 5 | 8.1. |
| Locate relevant data and information utilizing databases   * *Identify the differences between a database and a search engine* * *Understand that search engines utilize the concept of databases to secure results* * *Define and utilize Boolean operators* | * What is a *search engine*? * What is a database? * What is an electronic database? * What is an online database? * When using search engines are you actually using a database? * What other databases are available to you? * Why should you need/use them? - How would you further narrow a search using Boolean operators? | I 1 | 8.1.E |
| Conduct a search using ProQuest and World Book on line | * What resources are available? * How can you access it? | I 3 | 8.1.E |
| Conduct a county-, regional- and state-wide search for resources not available in the school library | * What is a union catalog? * How do you access it through the Destiny®? * What is Access PA? * What can I use it for? * How can I access it? | I 1 | 8.1.E |
| Generate a list of relevant resources | * What resources are relevant to your topic? * How do you know? * How should you list them? | I 1  III 8 | 8.1.E |

**Unit 4**

**Teaching Students to Identify and Evaluate Resources**

##### This document is a guide, not a list of requirements. Each concept should be interpreted based upon the students' grade level and integrated with the curriculum.

##### (I = Introduce R=Reinforce E=Expand/Expect)

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|  | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| Use various types of reference resources |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *- Learn the arrangement of various resources (alphabetical order, keywords, etc.)* | - | - | I | I | I | R | R | R | R | E | E | E | E |
| *- Use an index and table of contents (TOC) to locate information.* | - | - | I | I | R | R | R | E | E | E | E | E | E |
| *- Select appropriate resources to satisfy a specific informational need* | - | - | I | I | R | R | R | E | E | E | E | E | E |
| *- Utilize the following parts of a book* |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *----- title page* | I | I | I | R | R | E | E | E | E | E | E | E | E |
| *----- table of contents (TOC)* | - | I | I | R | R | R | R | E | E | E | E | E | E |
| *----- appendix* | - | - | - | - | - | I | I | R | R | R | E | E | E |
| *----- index* | - | - | I | I | R | R | R | R | E | E | E | E | E |
| *----- cross references* | - | - | - | - | - | I | I | R | R | R | R | R | E |
| *----- bibliography / Works Cited* | - | - | - | - | - | I | I | R | R | R | E | E | E |
| *----- glossary* | - | - | I | I | R | R | R | E | E | E | E | E | E |
| *- Utilize the following parts of the text:* |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *----- outlines* | - | - | - | - | I | I | I | R | R | R | E | E | E |
| *----- charts* | - | I | I | R | R | R | R | E | E | E | E | E | E |
| *----- legends* | - | - | - | - | - | I | R | R | E | E | E | E | E |
| *----- text boxes,* | - | - | - | I | I | R | R | R | E | E | E | E | E |
| *----- picture captions,* | - | - | - | I | I | R | R | R | E | E | E | E | E |
| *- Use the formatting of text to locate information* |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *----- bold* | - | - | - | I | I | R | R | R | E | E | E | E | E |
| *----- italics* | - | - | - | I | I | R | R | R | E | E | E | E | E |
| *----- tables* | - | - | - | I | I | R | R | R | E | E | E | E | E |

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|  | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| *----- headings* | - | - | - | I | I | R | R | R | E | E | E | E | E |
| *----- subheadings* | - | - | - | I | I | R | R | R | E | E | E | E | E |
| *- Identify or utilize the following types of reference resources:* |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *----- almanacs* | - | - | - | - | - | I | I | R | R | R | R | E | E |
| *----- atlases* | - | - | - | I | I | I | R | R | R | R | E | E | E |
| *----- general encyclopedias* | - | - | - | I | I | R | R | R | E | E | E | E | E |
| *----- specialized encyclopedias* | - | - | - | - | - | I | I | R | R | R | R | R | E |
| *----- thesauruses (a.k.a. thesauri)* | - | - | \_ | I | I | R | R | R | E | E | E | E | E |
| *----- dictionaries* | - | I | I | I | R | R | R | E | E | E | E | E | E |
| *----- specialized dictionaries* | - | - | - | - | - | I | I | R | R | R | R | R | E |
| *- Generate a list of relevant resources for any given specific project* | - | - | - | - | - | I | I | R | R | R | R | E | E |
| Select appropriate resources for specific informational needs | - | - | - | I | I | R | R | R | E | E | E | E | E |
| Compare and contrast sources of information to select appropriate resources for specific informational needs. | - | - | - | I | I | R | R | R | R | R | E | E | E |
| Use a variety of electronic sources to access information (ProQuest, subscription databases, search engines) | - | - | - | I | I | R | R | R | R | R | E | E | E |
| Interpret information to evaluate relevancy and appropriateness of the sources, materials, etc. | - | - | - | - | I | I | I | R | R | R | E | E | E |
| Establish the authenticity, validity and the integrity of a source (electronic or print) | - | - | - | - | I | I | I | R | R | R | R | E | E |
| Evaluate a website – or other resource – for currency, accuracy and authority | - | - | - | - | I | I | I | R | R | R | R | E | E |
| Understand the organization/navigation of a web site/page for research purposes | - | - | - | - | - | I | I | R | R | R | R | E | E |
| Explore post-secondary life-skills |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *- Complete an online application* | - | - | - | - | - | - | - | I | I | R | R | E | E |
| *- Collect and compile career information* | - | - | - | - | I | I | R | R | R | R | R | E | E |
| *- Collect and compile job information* | - | - | - | - | - | - | - | - | I | I | R | R | E |

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|  | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| *- Collect and compile information on post-secondary training, education, apprenticeship, etc.* | - | - | - | - | - | - | - | - | I | I | R | R | E |
| *- Locate and compile scholarship information* | - | - | - | - | - | - | - | - | I | I | R | R | E |
| *- Locate examples and compile information for personal resume* | - | - | - | - | - | - | - | - | - | I | I | R | R |

**Unit 4**

**Teaching Students to Identify and Evaluate Resources**

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| --- | --- | --- | --- |
| **Building Skills and Procedural Knowledge – Students will be expected to:** | **Discussion and Guided Questions** | **AASL**  **Standards** | **NJCCCS Technology** |
| Use various types of reference resources | What kinds of reference resources exist? (print and online)   * almanacs * atlases * general encyclopedias * specialized encyclopedias (e.g., - Groves Dictionary of Music…) * thesauruses (a.k.a. thesauri) * dictionaries * biographical dictionaries * Spanish/English   What kind of information do you find in each?   * How is the data/information arranged? (e.g., alphabetical order, keywords, etc.)   When and how do you use each of these?   * title page * table of contents * appendix * index * cross references * Works Cited * glossary | I 1,2,3  II 6 | 8.1.F |
| Select appropriate resources to satisfy a specific informational need | * What types of resources will help you meet your informational needs? * How will “brainstorming” help you? * Where can you find this information? | I 1 | 8.1.F |
| Compare and contrast sources of information to select appropriate resources for specific informational needs. | How should you decide what source(s) to use? In what format(s)? | 1. 1 2. 6 | 8.1.F |
| Use a variety of electronic sources to access information (subscription databases, search engines) | * What databases are available to you? * Which databases should you use for your project? * How would you get information that you need from those databases and/or through these search engines? | I 3 | 8.1.F |

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| **Building Skills and Procedural Knowledge – Students will be expected to:** | **Discussion and Guided Questions** | **AASL**  **Standards** | **NJCCCS**  **Technology** |
| Interpret information to evaluate relevancy  and appropriateness of the sources, materials, etc. | What makes one piece of information more relevant to you – at any given point  – than another? | I 2 | 8.1.E |
| Establish the authenticity, validity and the integrity of a source (electronic or print) | * Is the information current? * Is the source credible? * Who is responsible for the information? * What is bias? * Is there any observable bias? * Is there sub-rosa bias? * Does it provide information necessary? | I 2 | 8.1.D |
| Evaluate a website – or other resource – for currency, accuracy and authority? | - How do I evaluate a website? What are the five criteria used to evaluate information found on a website?  -- currency  -- accuracy  -- objectivity  -- authority  -- coverage | I 2 | 8.1.d |
| Utilize the following parts of the text:   * outlines * charts * legends * text boxes * picture captions | What are the benefits of each of the following?   * outlines * charts * legends * text boxes * picture caption | I 3 | - |
| Use the formatting of text to locate information:   * bold * italics * tables * headings * subheadings | What do different text formats represent within a document?   * bold * italics * tables * headings * subheadings | I 3 | 8.1.A |
| Understand the organization/navigation of a web site/page | * What are several ways that a webpage could be organized? (tree-hierarchy, using sidebar as sitemap…) * Where are the standard navigational buttons? (left and top navigation buttons or tabs? * What are pop-ups? * Are those ads and pop-ups that are visible on a page a part of the site? Or, are they using rented space? | I 2 | 8.1.A |

|  |  |  |  |
| --- | --- | --- | --- |
| **Building Skills and Procedural Knowledge – Students will be expected to:** | **Discussion and Guided Questions** | **AASL**  **Standards** | **NJCCCS**  **Technology** |
| Explore post-secondary life- | Where can you find applications for the | I 1 |  |
| skills |  |
| - Complete an online | 8.1.A |
| application | post-secondary opportunities of your |  |
|  | choice? |  |
| - Collect and compile career | Where is information available within your library and online? Outside this library? | I 3 |  |
| information | 8.1.A |
| - Collect and compile job | Where can I find information on a full- time or part-time job? | I 3 |  |
| information | 8.1.A |
| - Collect and compile | Where can you find information on post- secondary opportunities of your choice? | I 3 |  |
| information on post- | 8.1.A |
| secondary training, |  |
| education, apprenticeship, |  |
| etc. |  |
| - Locate and compile | * Where can you find scholarship opportunities? * Did you check the PPS website’s Link- Library? * What is the FAFSA? - Did you complete and submit it? | I 1,2,3 |  |
| scholarship information | 8.1.A |
| - Locate examples and | * Did you find resources to help you build your resume? * Did you have it proofread by someone else? | I 1,2,3 | 8.1.A |
| compile information for |  |
| personal resume |  |

**Unit 5**

**Teaching Students to Search for Information**

##### This document is a guide, not a list of requirements. Each concept should be interpreted based upon the students' grade level and integrated with the curriculum.

##### (I = Introduce R=Reinforce E=Expand/Expect)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| Define the question or subject | - | I | I | R | R | R | R | R | E | E | E | E | E |
| Decide what information is needed to answer a given question or subject | - | I | I | R | R | R | R | R | E | E | E | E | E |
| Construct retrieval strategies to answer the question | - | - | I | I | R | R | R | R | R | R | R | E | E |
| Identify, compare and contrast multiple search engines | - | I | I | I | R | R | I | I | R | R | R | E | E |
| Locate relevant information from appropriate sources | I | I | R | R | R | R | R | R | R | R | R | E | E |
| Conduct searches that differentiate among author, title, keyword and subject searches. | - | - | I | I | I | I | R | R | R | R | R | E | E |
| - Use the Destiny® catalog record  to locate the item, title, call number and availability of the resource. | - | - | I | I | I | I | R | R | R | R | R | E | E |
| - Conduct various Destiny® searches to obtain the best results dependent on the information problem (author, title, keyword, call number, subject, Power). | - | - | I | I | I | I | R | R | R | R | R | E | E |
| Compile a list of appropriate sources using a *Resource List* in the Destiny® | - | - | - | - | I | I | R | R | R | R | R | E | E |

**Unit 5**

**Teaching Students to Search for Information**

|  |  |  |  |
| --- | --- | --- | --- |
| **Building Skills and Procedural Knowledge – Students will be expected to:** | **Discussion and Guided Questions** | **AASL**  **Standards** | **NJCCCS Technology** |
| Define the question or subject | What are you looking for? | I 2 | 8.1.E |
| Decide what information is needed to answer a given question or subject | * How much detail do you need? * What do you need it for? | I 2 | 8.1.E |
| Construct retrieval strategies to answer the question | * Where might you find the information that you need? * How can I determine whether the information is located within those sources? * How can I retrieve that information? * Where else can I search? | I 2 | 8.1.E |
| Identify, compare and contrast multiple search engines | - What are the advantages and disadvantages of the search strategies used by the different search engines? Why? | II 6 | 8.1.F |
| Conduct searches that differentiate between author, title, keyword and subject searches.   * Use the Destiny® catalog record to locate the   item, title, call number and check the availability of the resource.   * Conduct various Destiny® searches to obtain the best results dependent on the information problem (author, title, keyword, call number, subject, Power). * Construct a search utilizing Boolean operators or truncation | * What databases and/or resources are available? Via your school portal?   Elsewhere?   * What is a keyword search? * How do you construct a keyword search? * How do you select the best resource from available databases? * What are Boolean operators? How should they be used? * What is truncation? When should it be used? | I 2,3  II 6 | 8.1.E |
| Compile a list of appropriate sources using the *Resource List* feature within the Destiny®. | * What is Destiny’s *Resource List* feature? How can you use it to aid your search process? * From your list, how can you identify the most useful resources? | III 8 | 8.1.E |

**Unit 6**

**Teaching Students the Research Process**

##### This document is a guide, not a list of requirements. Each concept should be interpreted based upon the students' grade level and integrated with the curriculum.

##### (I = Introduce R=Reinforce E=Expand/Expect)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| Define research | I | I | R | R | R | R | E | E | E | E | E | E | E |
| Define the research process | - | - | I | I | I | R | R | R | E | E | E | E | E |
| Define, develop and refine the question or project | - | - | - | I | I | R | R | R | E | E | E | E | E |
| *- Analyze what is already known or experienced to form research questions, tentative thesis, theses, hypothesis, or hypotheses* | I | I | R | R | R | R | R | E | E | E | E | E | E |
| *- Formulate thesis or hypothesis to guide research* | - | - | I | I | I | R | R | R | E | E | E | E | E |
| Develop or interpret the criteria by which your project will be evaluated (rubric) | I | I | R | R | R | R | R | E | E | E | E | E | E |
| Determine how much and what types of information are required to answer the question and/or complete the task | I | I | I | I | I | R | R | R | E | E | E | E | E |
| Assess whether primary and/or secondary sources are needed | - | - | - | I | I | I | I | I | R | R | R | E | E |
| Determine what types and quantities of information are available for the project | I | I | I | I | I | R | R | R | E | E | E | E | E |
| Plan project timeline | - | - | I | I | I | I | R | R | R | R | E | E | E |
| Develop appropriate search strategies | I | I | I | I | I | R | R | R | R | R | R | E | E |
| Locate and explore resources | I | I | R | R | I | R | R | R | R | R | E | E | E |
| *- Examine, select and reject individual resources* | I | I | R | R | R | R | R | R | R | R | E | E | E |
| *- Utilize skimming and scanning* | - | - | - | I | I | R | R | R | R | R | E | E | E |
| Extract and compile information | I | I | I | R | R | R | R | R | R | E | E | E | E |
| *- Utilize appropriate note-taking skills and/or recording technologies* | I | I | I | R | R | R | R | R | R | E | E | E | E |
| *-Use appropriate tools to manipulate and process data and report results* | - | I | I | I | R | I | I | R | R | R | E | E | E |
| Organize notes, data, and information | I | I | I | R | R | R | R | R | E | E | E | E | E |
| *- Record data needed for the Works Cited/bibliography or for parenthetical citations* | - | - | - | I | I | I | R | R | E | E | E | E | E |
| Summarize and integrate all notes, data and information into own words | I | I | I | R | R | R | R | E | E | E | E | E | E |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| *- Create an outline* | - | - | - | I | I | I | R | E | E | E | E | E | E |
| *- Prepare a working draft* | I | I | I | I | R | R | R | R | E | E | E | E | E |
| *- Edit and refine draft* | I | I | I | I | R | R | R | R | E | E | E | E | E |
| *- Shape information into an appropriate format for presentation/communication* | I | - | - | I | I | R | R | R | E | E | E | E | E |
| Create a Works Cited/bibliography | I | I | I | R | R | R | R | R | E | E | E | E | E |
| Produce and present final product utilizing information from research | I | I | I | R | R | R | R | R | E | E | E | E | E |
| Participate in the evaluation processes | I | I | I | R | R | R | R | R | E | E | E | E | E |
| *- Engage in reflective self-evaluation* | I | I | I | R | R | R | R | R | E | E | E | E | E |
| *- Engage in peer evaluation* | I | I | I | R | R | R | R | R | E | E | E | E | E |

**Unit 6**

**Teaching Students the Research Process**

|  |  |  |  |
| --- | --- | --- | --- |
| **Building Skills and Procedural Knowledge – Students will be expected to:** | **Discussion and Guided Questions** | **AASL**  **Standards** | **NJCCCS Technology** |
| Define research | What is research?  (*The collecting of information about a particular subject.*) | II 6 | - |
| Define the research process | -What *is* the research process?  - What are some examples of how to conduct research? | II 6 | 8.1.E |
| Define, develop and refine the question or topic   * Analyze what is already known or experienced to form research questions, tentative thesis or tentative hypothesis * Formulate thesis or hypothesis to guide research | * What is your research question or topic? * What is your purpose for conducting your research? * What do you expect to learn from this? | I 1,2  II 6 | 8.1.F |
|  | II 6 | 8.1.F |
|  | II 6 | 8.1.F |
| Develop or interpret the criteria by which your project will be evaluated (rubric) | * What is a rubric? * How is a rubric developed? By whom? * What are the requirements of this rubric? | III 9 | 8.1.F |
| Determine how much and what types of information are required to answer the question and/or complete the task | * What is required to satisfy your informational needs or the project’s requirements? * How much detail is needed to succeed? * What specific formats or information are required by your teacher? | I 1,2 | 8.1.E |
| Assess whether primary and/or secondary sources are needed | * What are primary sources? * Why are primary sources important? * When, and how, can we use them? * What are secondary or tertiary resources? | I 2 | 8.1.E |
| Determine what types and quantities of information are available for the project | * What types of information can you find? In what formats? * Is enough information available? | I 2 | 8.1.E |

|  |  |  |  |
| --- | --- | --- | --- |
| **Building Skills and Procedural Knowledge – Students will be expected to:** | **Discussion and Guided Questions** | **AASL**  **Standards** | **NJCCCS Technology** |
| Plan project timeline | * What are your deadlines? * Who set the deadline? Why? | III 9 | 8.1.F |
| Develop appropriate search strategies | [See *Evaluation and Search Strategies*] | 1. 1 2. 6 | 8.1.E |
| Locate and explore resources   * Examine, select and reject individual resources * Utilize skimming and scanning | [See *Identify and Evaluate Resources*] | I 1,2   1. 4,6 2. 9 | 8.1.E |
| Extract and compile information   * Compile an outline * Utilize appropriate note- taking skills and/or recording technologies * Use appropriate tools to manipulate and process data and report results | * Have you put your notes in your own words? * Did you prepare an outline? * What tools do you need to manipulate and process your data? * Do you have the tools that you need? If not, where can you get them? | 1. 6 2. 9 | 8.1.E |
| Organize notes, data, and information  - Record data needed for the *Works Cited/*bibliography and for parenthetical citations | - What is the difference between data and information? | 1. 6 2. 9 | 8.1.F |
| Summarize and integrate all notes, data and information into own words   * Modify working-outline * Prepare a working draft * Edit and refine draft * Shape information into an appropriate format for presentation/communication | - How do you take notes accurately so that you have enough information to give credit to the source(s) and avoid plagiarism? | I 3  III 8 | 8.1.F |
| Create a *Works Cited/*bibliography | * What are the various citation styles? Which are you required to use? * What technologies can help you format your   *Works Cited*? | II 6 | - |
| Produce and present final product utilizing information from research | * Is the format that you have selected the most appropriate method of presentation? (PowerPoint®, paper, speech, pamphlet, podcast, …) * Have you included every required element for your final product? | 1. 3 2. 6 3. 9 | 8.1.B |
| Participate in the evaluation processes   * Engage in reflective self- evaluation * Engages in peer evaluation | * Can you demonstrate that you met the established criteria? * Did you meet each criterion included in the rubric? | 1. 3 2. 6 3. 9 | 8.1.F |

**Unit 7**

**Teaching Students Social Responsibility**

##### This document is a guide, not a list of requirements. Each concept should be interpreted based upon the students' grade level and integrated with the curriculum.

##### (I = Introduce R=Reinforce E=Expand/Expect)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| Demonstrate the appropriate care and handling of materials. | I | I | R | R | R | E | E | E | E | E | E | E | E |
| Use information ethically | I | I | R | R | R | R | R | R | E | E | E | E | E |
| *- Define and demonstrate respect for the concept of intellectual property (…The ideas and works of others)* | I | I | R | R | R | E | E | E | E | E | E | E | E |
| *- Respect license agreements/copyright and refrain from copying software and other media (e.g., images, music, video, movies, stories, books…)* | I | I | R | R | R | E | E | E | E | E | E | E | E |
| *Give appropriate credit for work(s) used (Refrain from plagiarizing information, graphics or ideas)* | I | I | R | R | R | E | E | E | E | E | E | E | E |
| *Practice fair use guidelines while photocopying and scanning* | - | - | - | - | - | - | I | I | R | R | R | E | E |
| Uses information technology responsibly | I | I | R | R | R | R | R | R | E | E | E | E | E |

**Unit 7**

**Teaching Students Social Responsibility**

|  |  |  |  |
| --- | --- | --- | --- |
| **Building Skills and Procedural Knowledge – Students will be expected to:** | **Discussion and Guided Questions** | **AASL**  **Standards** | **NJCCCS Technology** |
| Demonstrate the appropriate care and handling of materials. | Why does it matter how you treat a book? | I 1  III 8 | 8.1.D |
| Use information ethically | * What does *use information ethically* mean? What are some examples? * Why should information be used ethically? * Who could be affected? * Could someone be physically or emotionally harmed?   -Who could be hurt? How? | I 3  III 7,8 |  |
| Define and demonstrate respect for the concept of intellectual property (…The ideas and works of others) | -What is intellectual property?   * Why should you care? * Are there legal ramifications? | I 3  III 7,8 | 8.1.D |
| Respect license agreements/copyright and refrain from copying software and other media (music, video, movies, stories, books…) | * What are license agreements? * Why should you care? * Are there legal ramifications? | I 3  III 7,8 | 8.1.D |
| Give appropriate credit for work(s) used (Refrain from plagiarizing information, graphics or ideas) | * Have you given appropriate credit to your source? * Are there legal ramifications? | I 3  III 8 | 8.1.D |
| Practice fair use guidelines while photocopying and scanning | What is the District’s Fair Use Policy? | I 3  III 8 | 8.1.D |
| Uses information technology responsibly | * What is the District’s Acceptable Use Policy? * What are the potential ramifications of misuse? | III 7,8 | 8.1.D |

**Unit 8**

**Teaching Students to be Safe Online**

##### This document is a guide, not a list of requirements. Each concept should be interpreted based upon the students' grade level and integrated with the curriculum.

##### (I = Introduce R=Reinforce E=Expand/Expect)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| Abide by the District’s Acceptable Use Policy in all respects | I | I | R | R | R | R | R | R | E | E | E | E | E |
| Use programs and Internet responsibly and ethically | I | I | R | R | R | R | R | R | E | E | E | E | E |
| Observe Internet safety procedures, including safeguarding personal information | I | I | R | R | R | R | R | R | E | E | E | E | E |
| *- Discuss and understand that irresponsible or naïve use of online resources might result in personal harm* | I | I | R | R | R | R | R | E | E | E | E | E | E |
| *- Discuss and understand that personal information can/will stay on the Internet, and may be used against you when you are looking for a job* | I | I | I | R | R | R | R | R | R | E | E | E | E |
| Identify ways of avoiding viruses and other malware | - | - | - | I | I | R | R | R | E | E | E | E | E |

**Unit 8**

**Teaching Students to be Safe Online**

|  |  |  |  |
| --- | --- | --- | --- |
| **Building Skills and Procedural Knowledge – Students will be expected to:** | **Discussion and Guided Questions** | **AASL**  **Standards** | **NJCCCS Technology** |
| Abide by the District’s Acceptable Use Policy in all respects | * What is the District’s Acceptable Use Policy? * What are the potential consequences of misuse? | III 7,8 | 8.1.D |
| - Use programs and Internet responsibly and ethically | * What is cyber-bullying? * What is an online predator? | I 2  III 8 | 8.1.D |
| Observe Internet safety procedures, including safeguarding personal information   * Discuss and understand that irresponsible or naïve use of online resources might result in personal harm * Discuss and understand that personal information can/will stay on the Internet, and may be used against you when *you* are looking for a job | * What safety procedures can you follow? * What software is out there to help to protect you and your machine? (firewalls, anti-virus software, anti- spyware software,…) * What is a cookie? | I 1  III 8 | 8.1.D |
| * How? * What can I do to safeguard myself? | III 7,8 | 8.1.D |
| Why should you care that you (or someone else) posted personal information and/or photos of you on social networking sites (e.g., MySpace, Facebook) or elsewhere on the Internet? | III 7,8 | 8.1.D |
| Identify ways of avoiding viruses and other malware | * What are different types of malware? * Why should you not click on pop- ups? | III 7,8 | 8.1.D |

**Appendix A – Parts of a Book**

##### Students – age-appropriately – will be able to identify, define and discuss the utility of each of the following:

##### Appendix (appendices)

##### Author

##### Copyright date

##### Covers, front and back (hard- versus soft- or paperback)

##### Date(s) of publication

##### Dedication

##### Dewey decimal code or other relevant code

##### Dust cover or plastic jacket

##### End pages

##### Foreword

##### Frontispiece

##### Glossary

##### Half title page

##### Illustrations

##### Illustrator

##### Index

##### Other tables (figures, illustrations, etc.)

##### Place of Publication

##### Preface

##### Publisher

##### Spine

##### Spine label

##### Table of Contents

##### Title

##### Title page

##### Verso

##### Where extant: book pocket, charge card, date due slip

##### Where extant: library barcode (versus publisher’s barcode)

**Appendix B – American Association of School Libraries (AASL) Standards**

This scope and sequence has been developed utilizing concepts found in both the earlier *Information Literacy Standards for Student Learning* (1998) and the now current *21st Century Library and Learning Standards* (October, 2007) from AASL. The “Discussion and Guided Questions” found in each chapter are tied to the 1998 standards because the 2007 standards had not yet been officially adopted.

* 1. **Information Literacy Standards for Student Learning (1998)**

### By the American Association of School Librarians and the Association for Educational Communications and Technology: [www.ala.org/aasl/ip\_nine.html](http://www.ala.org/aasl/ip_nine.html)

### The Information Literacy Standards were developed as a foundation upon which to base lifelong learning. Prepared by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT), they have been widely promoted by the American Library Association. The nine standards fall into three categories: information literacy, independent learning, and social responsibility.

1. **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.

1. **Independent Learning**

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

### 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.

1. **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.

* 1. **AASL Standards for the 21st-Century Learner (October, 2007)**

**Preface:**

**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.

* 1. **Learners use skills, resources, & tools to: Inquire, think critically, and gain knowledge.**
     1. **Skills**

### Follow an inquiry- based process in seeking knowledge in curricular subjects, and make the real- world connection for using this process in own life.

### Use prior and background knowledge as context for new learning.

### Develop and refine a range of questions to frame the search for new understanding.

### Find, evaluate, and select appropriate sources to answer questions.

### Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.

### Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

### Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

### Demonstrate mastery of technology tools for accessing information and pursuing inquiry.

### Collaborate with others to broaden and deepen understanding.

* + 1. **Dispositions in Action**

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

### Demonstrate confi dence and self- direction by making independent choices in the selection of resources and information.

### Demonstrate creativity by using multiple resources and formats.

### Maintain a critical stance by questioning the validity and accuracy of all information.

### Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.

### Display emotional resilience by persisting in information searching despite challenges.

### Display persistence by continuing to pursue information to gain a broad perspective.

* 1. **Responsibilities**

### Respect copyright/ intellectual property rights of creators and producers.

### Seek divergent perspectives during information gathering and assessment.

### Follow ethical and legal guidelines in gathering and using information.

### Contribute to the exchange of ideas within the learning community.

### Use information technology responsibly.

### Monitor own information-seeking processes for eff ectiveness and progress, and adapt as necessary.

### Use interaction with and feedback from teachers and peers to guide own inquiry process.

### Monitor gathered information, and assess for gaps or weaknesses.

### Seek appropriate help when it is needed.

1. **Learners use skills, resources, & tools to:**

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

* 1. **Skills**

### 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.

### Organize knowledge so that it is useful.

### Use strategies to draw conclusions from information and apply knowledge to curricular areas, real- world situations, and further investigations.

### Use technology and other information tools to analyze and organize information. Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

### Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

* 1. **Dispositions in Action**

### 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.

### Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.

### Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.

### Demonstrate personal productivity by completing products to express learning.

* 1. **Responsibilities**

### Connect understanding to the real world.

### Consider diverse and global perspectives in drawing conclusions.

### Use valid information and reasoned conclusions to make ethical decisions.

* 1. **Self-Assessment Strategies**

### Determine how to act on information (accept, reject, modify).

### Reflect on systematic process, and assess for completeness of investigation.

### Recognize new knowledge and understanding.

### Develop directions for future investigations

1. **Learners use skills, resources, & tools to:**

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

* 1. **Skills**

### Conclude an inquiry- based research process by sharing new understandings and reflecting on the learning.

### Participate and collaborate as members of a social and intellectual network of learners.

### Use writing and speaking skills to communicate new understandings effectively.

### Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

### Connect learning to community issues.

### Use information and technology ethically and responsibly.

* 1. **Dispositions in Action**

### Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.

### Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

### Demonstrate teamwork by working productively with others.

* 1. **Responsibilities**

### Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.

### Respect the diff ering interests and experiences of others, and seek a variety of viewpoints.

### Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.

### Create products that apply to authentic, real-world contexts.

### Contribute to the exchange of ideas within and beyond the learning community.

### Use information and knowledge in the service of democratic values.

### Respect the principles of intellectual freedom.

* 1. **Self-Assessment Strategies**

### Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.

### Assess the quality and effectiveness of the learning product.

### Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.

1. **Learners use skills, resources, & tools to: Pursue personal and aesthetic growth.**
   1. **Skills**

### Read, view, and listen for pleasure and personal growth.

### Read widely and fluently to make connections with self, the world, and previous reading.

### Respond to literature and creative expressions of ideas in various formats and genres.

### Seek information for personal learning in a variety of formats and genres.

### Connect ideas to own interests and previous knowledge and experience.

### Organize personal knowledge in a way that can be called upon easily.

### Use social networks and information tools to gather and share information.

### Use creative and artistic formats to express personal learning.

* 1. **Dispositions in Action**

### Display curiosity by pursuing interests through multiple resources.

### Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.

### Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.

### Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.

* 1. **Responsibilities**

### Participate in the social exchange of ideas, both electronically and in person.

### Recognize that resources are created for a variety of purposes.

### Seek opportunities for pursuing personal and aesthetic growth.

### Practice safe and ethical behaviors in personal electronic communication and interaction.

* 1. **Self-Assessment Strategies**

### Identify own areas of interest.

### Recognize the limits of own personal knowledge.

### Recognize how to focus efforts in personal learning.

### Interpret new information based on cultural and social context.

### Develop personal criteria for gauging how effectively own ideas are expressed.

### Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.

**Appendix C - Glossary1**

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| **Term** | **Definition** |
| Abstract | A brief summary of the major points of a nonfiction work |
| Acceptable Use Policy | Document that sets forth the rules and regulations for use of the school’s computers, network, and internet |
| AccessPA | Statewide system used to locate library materials in school, public, academic libraries across the state of Pennsylvania |
| Almanac | Compilation of useful information and statistics, usually published every year |
| Alphabetical Order | Arranged in the order of the letters of the alphabet |
| Anthology | Collection of literary pieces by one or more authors, such as poems, plays or short stories |
| Appendix (part of a book) | Supplementary material usually located at the end of a book, such as a list of references, statistical tables, or explanatory matter (Plural is appendices) |
| APA | American Psychological Association |
| APA Format | One format often required for papers and bibliographies (works cited, works consulted, page setup,…) |
| APA Guide | online and print document with directions and examples of the APA format, printed by the American Psychological Association |
| Article | * brief information on a topic * parts of an article can include: * links to fact boxes * headings * subheadings * sidebars * web pages (or links to web pages) * related information * graphics |
| Atlas | book of maps |
| Audio | source of information that you can hear |
| Audio Book | version of a book that can be listened to |
| Audiovisual | electronic forms of information and entertainment that provide sounds and/or images to the listener or viewer |
| Author | person who writes the words in a book or other literary work |
| Authority | criterion used in evaluating the quality of information |
| Autobiography | true story of a person’s life written by himself or herself |
| Availability | * whether a material is on hand or not * part of the record in OPAC (Destiny®) that tells whether a material is on hand |
| Barcode | * small label that can be read by a computer scanner * used on books and student IDs to check out materials from the library |

1 The basis for this Glossary is the *Library Information Literacy Skills Curriculum* of the Upper Merion School District (Upper Merion, PA):

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| **Term** | **Definition** |
| Beginning (parts of a story) | event that happens at the start of the story |
| Bias | * a personal, sometimes unreasoned or unsubstantiated, prejudice * an organizational, sometimes unreasoned or unsubstantiated, prejudice |
| Bibliographic Entry | Information on a work listed in the bibliography/works cited; usually includes author, title, source, place and date of publication |
| Bibliography / Works Cited | list of sources used for research purposes |
| Bibliography / Works Consulted | list of works looked at during the course of research, but not actually quoted in the paper |
| Bibliography, Annotated | notes that provide critical or descriptive information on the works listed |
| Big 6 | tool for organizing the research process |
| Biographical Notation | note or citation to a publication, book or article |
| Biography | true story of a person’s life written by someone other than the subject of the work |
| Biography, Collective | collection of written histories of various peoples’ lives that are compiled into one resource |
| Blog | * a Web site containing an online personal journal (noun) * to blog is to write or create a blog |
| Blogger | a person who blogs |
| Bluetooth | a wireless protocol that allows two, or more, appropriately configured, low power devices to communicate over short distances. Examples include: Bluetooth earpieces and some cellular phones, wireless keyboards and wireless mice, etc. |
| Book Care | handling books and materials appropriately |
| Book Jacket | usually a decorative paper book cover to catch the readers’ attention |
| Book Pocket | paper pocket used to hold Charge Card or Date Due Slip (Card) |
| Book Return | the location designated for returned library materials |
| Book Selection | process of choosing books to borrow |
| Bookmark | thin paper placed in a book to mark the place |
| Bookmark, Electronic | * the process of marking a chosen website for future reference * an electronic shortcut to reach a chosen website |
| Boolean Searching | logical system that uses operators such as “AND”, “OR”, and “NOT” that either broaden or narrow the results of a search |
| Borrower | someone who checks something out and returns it by the due date |
| Browse | to look through a collection of materials with or without a particular goal |
| Browser | software used to locate and display Web pages |
| Call Number | combination of letters and numbers assigned to a book that gives it a unique location in the library (See also Dewey and Library of Congress) |
| Captions | text used to explain pictures and illustrations |

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| **Term** | **Definition** |
| Catalog | * searchable online database which provides a listing of the materials owned by a library * indicates location and loan status of the materials (See also OPAC) |
| CD (Compact Disk) | portable computer storage device used to store and access information including text, music, images |
| CD-ROM | CD-Read Only Memory  a CD that only allows writing to it once, and then it can only be read |
| CD-RW | CD-Read-Write  A form of CD that allows the user to read, write, erase, and re-write data |
| Characters | * individuals who take part in the events of the story * graphic symbols used in writing or printing |
| Charge Card | card that patron fills out when checking out materials from library (where extant) |
| Check Out | process of borrowing materials (How do librarians die?2) |
| Circulation | process of selecting and borrowing library materials that are later returned to the library media center |
| Circulation Desk | service area where books and materials are checked out and returned |
| Computer | electronic machine used for inputting, processing, storing and retrieving data |
| Content Page | Information page(s) of a web site; linked to the homepage on a multi-page website |
| Controlled Vocabulary | * for librarians’ purposes, either authorized or agreed upon terms used for subject indexing * vocabulary based upon reading level |
| Copyright | legal right granted to the creator of a work to control its use |
| Copyright Date | year in which the author applies to the Library of Congress for a copyright on the book |
| Cover | protects the pages of the book from damage |
| Cross Reference | a term that leads to another term or name where additional or similar information can be found (as in “see,” “see also” or a hyperlink) |
| Currency / Current | a criterion used to evaluate quality of information; whether or not the information is up-to-date |
| Data | * factual information (as measurements or statistics) used as a basis for reasoning, discussion, or calculation * information output by a sensing device or organ that includes both useful and irrelevant or redundant information and must be processed to be meaningful * information in a numerical form that can digitally transmitted or processed ([www.m-w.com/dictionary/data](http://www.m-w.com/dictionary/data) ) |
| Datum | * singular of data * something used as a basis for calculating or measuring ([www.m-w.com/dictionary/datum)](http://www.m-w.com/dictionary/datum)) |
| Date Due Slip | notice placed in book pocket at time of check-out reminding patron of materials due date |
| Date(s) of Publication | year(s) when a work was published |

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| **Term** | **Definition** |
| Database | searchable index or catalog in electronic form [examples: Gale Resources, Facts on File, OPAC (Destiny®)] |
| Dedication | the inscription at the front of a book, by the author(s) as a mark of respect or affection for another person |
| Destiny® | the OPAC software, created by the Follett software company, currently in use by the Pittsburgh Public Schools. |
| Dewey Decimal Classification System | system used for organizing library materials by subject content |
| Dewey Decimal Code (or Number) | number or code used to locate specific library material by Fiction or Non-Fiction |
| Diagram | photograph or drawing with important parts labeled |
| Dictionary | an alphabetical listing of words and their meanings, pronunciations, syllabication, etymology, etc. |
| Dictionary, Abridged | condensed dictionary, fewer entries |
| Dictionary, Biographical | dictionary of people, with short descriptions |
| Dictionary, Foreign Language | definitions of non-English words |
| Dictionary, Geographical | dictionary of places, with short descriptions |
| Dictionary, Subject | dictionary terms for one area of knowledge |
| Dictionary, Unabridged | expanded dictionary, more entries |
| Dictionary, Visual | dictionary with pictures rather than text |
| Dongle | A device that plugs into and protrudes (dangles) from a computer. Examples include: USB drives, USB blue-tooth transmitters, external USB wireless adaptors, devices that act as a security measure to enable the use of certain software, etc. |
| Due Date | the date material must be returned to the library |
| Dust cover | usually a clear plastic (mylar) cover to protect the book |
| Dust Jacket | see book jacket |
| DVD | Digital Video Disk – larger storage capacity than a CD |
| E | location prefix for Everybody book (a.k.a. “Easy Book”) |
| eBook | book in digital format |
| eMail | electronic mail sent over a network |
| Encyclopedia | work containing informative articles on subjects in every field of knowledge in logical, searchable order, usually alphabetical by subject |
| Encyclopedia, Electronic | encyclopedia that is in electronic format (CD-ROM or web-based) |

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| **Term** | **Definition** |
| Encyclopedia, Subject | reference book with all articles on one area of knowledge |
| End (parts of a story) | culmination of events that happen during the last few pages of the story |
| End pages | the pages that attach the front and back covers to the book – essential for binding |
| Everybody Books | easy-to-read and picture books |
| Everybody Section | section of the library where Everybody Books are located |
| FIC | location prefix for Fiction |
| Fable | a narrative intended to convey a moral. Animals or inanimate objects with human characteristics often serve as characters in fables |
| Fair Use | a legal concept that allows for the reproduction of copyrighted material for certain purposes without obtaining permission and without paying a fee or royalty |
| Fiction | an invented or imagined story (e.g., historical fiction, science fiction, fantasy, realistic fiction, mystery, romance, horror, etc.) |
| Field | space allocated for a particular item of information in a database |
| File sharing | the practice of making files available for other users to download over the Internet and smaller networks (Sharing files often infringes copyright and/or fair use) |
| Firewall | Software and hardware designed to filter inbound and (hopefully) outbound communications to/from users’ computers and/or a network to keep out “spam” and malware. |
| Folktales | stories originally told orally for many generations to teach lessons such as how to act, right or wrong, and the history of the people |
| Footer | * part of the web page, usually at the bottom which contains the author, institution, date created and/or date updated along with contact information (footer may only appear on the homepage of the site) * part of a printed page that appears at the bottom of every page in that document |
| Foreword | -a **foreword** is a short (or long) piece of writing often found at the beginning of a book, and written by someone other than the author of the book |
| Frontispiece | a decorative illustration which precedes and usually faces the title page |
| Full Record | (in the OPAC) contains information about the selected item such as the call number, subjects, summary, number of pages, etc. |
| Full Text | complete contents of a journal article online |
| Genre | * a category of artistic, musical, or literary composition characterized by a particular style, form, or content * style of literature that has specific conventions of writing: e.g.,   + Biography   + Fable   + Fairytale   + Fantasy   + Fiction   + Fiction, Historical   + Fiction, Realistic   + Fiction, Science   + Folklore   + Legend   + Nonfiction   + Poetry |

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| **Term** | **Definition** |
| Glossary | alphabetical list, in a book, that contains definitions of special or difficult words |
| Half Title Page | the title of a book as printed, in full or in brief, on the leaf preceding the title page, usually in a smaller size of the font in which the title proper is printed on the title page |
| Hold Shelf | shelf where book(s) await the patron who requested it |
| Hyperlink | an electronic link from one place in a document to another place in that document or to a site on the Web |
| Hypothesis | * an assumption made for the sake of argument * the supposition made to test against |
| Illustration | a picture or diagram that helps make something clear or attractive |
| Illustrator | the person that illustrated a book or written work |
| Instant messaging | an online tool that allows text messages to be sent bi-directionally between two people |
| Interlibrary Loan (ILL) | process of requesting and borrowing materials from another library |
| Internet | * a computer communication network used to retrieve information from a variety of computer systems * uses TCP/IP as its networking protocol |
| Index | * a list of items (names, topics, etc.) found at the end of a printed work that tells the page number(s) on which information can be found on that subject * a portion of a database file that is used to speed up the sorting of that file |
| IP Address | * Internet Protocol Address * the address of a computer on a network (for example: 192.168.1.735) |
| ISBN | A unique 10 or 13 digit number, given by the publisher to identify a specific book, which uses a system recommended for international use |
| Journal | scholarly periodical |
| Keyword | word used as a reference point for finding information; a significant or descriptive word |
| Keyword Search | search which is not field specific |
| Legend | story about mythical or supernatural beings or events, or a story coming down from the past, especially one popularly regarded as historical although not verifiable |
| Legend | explanation of symbols used on a map |
| Librarian | professional trained in the management and organization of materials and in collection development |
| Library Assistant | library support person |
| Library Barcode | a printed label containing machine-readable data encoded in vertical lines, which are read into an attached computer by an optical scanner and used to identify books and other materials for circulation |
| Library Homepage | Internet page which organizes electronic access to the library’s resources for the patrons: library links to pathfinders, online references and related web sites |
| Library of Congress | * the unofficial national library of the United States, located in Washington, D.C * acts as the research library for the Legislative Branch * administers the U.S. copyright system * [http://www.loc.gov](http://www.loc.gov/) |
| Library of Congress Subject Headings | Standard list of terms published by the Library of Congress which are used as subject headings for the library (See Controlled Vocabulary) |

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| **Term** | **Definition** |
| Limiters | parameters set to narrow a search |
| Link | Electronic connection between two pieces of information |
| Literary Award | Honor given to a book, author, or illustrator for outstanding work based on specific criteria |
| Literary criticism | Analysis of works of literature by professionals |
| Location Prefix | part of the assigned call number that designates the collection an item will be located in as well as the format |
| Luddite | * vernacular term for a person that avoids, or opposes, change – especially technological change * historically: one of a group of early 19th century English workmen – during the Industrial Revolution – that destroyed knitting machines, steam engines, and other labor-saving devices as a protest against modernity that would eliminate jobs and destroy their way of life (Name is thought to be derived from Ned Ludd from Leicestershire workman who destroyed a knitting frame) |
| Magazine | periodical on specific topics intended for the general public |
| Main Headings | major subjects listed in an index |
| MARC Record | MAchine Readable Cataloging -- the record for each library item |
| Malware | Any malicious software. Usually these are placed onto computer users’ machines without her/his consent or knowledge, and are used to make the users’ machines a “zombie” or to steal personal or corporate information. Types of malware include: spyware, viruses, trojans, key loggers, etc. |
| Media  (plural of Medium) | (see medium) |
| Medium  (singular of media) | * the physical material – or the method of conveyance -- on which an artistic expression (i.e., book, story, picture, song, etc.), performance, information or data file is conveyed * book, periodical, painting, printed photo, digital photo, CD, DVD, online digital source, vinyl record, papyrus, clay, stone |
| Middle (parts of a story) | Events that happen between the beginning and the end of a story |
| MLA | Modern Language Association |
| MLA Format | one format often required for papers and bibliographies (works cited, works consulted, page setup,…) |
| MLA Guide | online and print document with directions and examples of MLA format published by the Modern Language Association |
| Newspaper | type of periodical covering current events (see also periodical) |
| Nonfiction | prose writing that is factual or true |
| Non-print | sources that are not print |
| Notes | important information written down in the reader’s words |
| Online Periodicals | periodicals accessed via the computer from the library homepage |
| Online Reference | reference source in web-based format that may exist as a print reference as well |
| Online Subscription | Electronic resource which is paid for |
| OPAC | Online Public Access Catalog - computer catalog of the books and materials owned by a library. Pittsburgh Public Schools uses Follett’s Destiny® as its OPAC. |
| Overdue | library material that is not returned to the library by the due date |
| Overdue Notice | notification that library material is overdue |

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| **Term** | **Definition** |
| Page Elements | headings, subheadings, outlines, legends, print cues (bold, italics, underlines…), charts, tables, text boxes, picture captions, etc. |
| PB | location prefix for Paperback books |
| PDF (Portable Document Format) | file format that allows files to be viewed as images, maintaining the original look of the document |
| Periodical | published at regular intervals under the same title (see also newspaper, magazine, journal) |
| Photographs | pictures that have been taken with a camera |
| Place of Publication | city where a material is published |
| Plagiarism | an act of literary theft; using something created by another individual without acknowledgement |
| Plot (story elements) | * structure of a story * sequence in which the author arranges events * may have a protagonist who is opposed by an antagonist, creating what is called a conflict * often includes the rising action, the climax, the falling action and the resolution |
| Poetry | * Writing that aims to present ideas and evoke an emotional experience in the reader through the use of meter, imagery, connotative and concrete words, and a carefully constructed structure based on rhythmic patterns * Typically relies on words and expressions that have several layers of meaning * Oftentimes makes use of the effects of regular rhythm and may make a strong appeal to the senses through the use of imagery |
| POWER Library | free online subscriptions to digital resources (including specialized search engines and databases) available via public and school libraries that have been made available from the Commonwealth of Pennsylvania |
| Power Search | search in OPAC or other search engine utilizing Boolean logic |
| Preface | a preliminary statement at the beginning of a book, usually written by the author, stating the origin, scope, purpose, plan, and intended audience of the work and including any afterthoughts and acknowledgments of assistance. |
| Print Media | print media include such forms as newspapers, periodicals, magazines, books, newsletters, advertising, memos, business forms, etc. |
| Producer | person or agency responsible for play, motion picture, video |
| Publisher | person or company that produces printed or non-print materials |
| Publisher’s Barcode | ISBN in barcode format |
| Q | * location prefix for an oversized book * quarto (printed on a quarter of a large sheet of printing paper) |
| R | location prefix for Reference |
| Record | computer entry for each title in the library which provides the user with the item’s call number, author, and title |
| Recreational Need | selecting books for leisure reading |
| Reference Book | nonfiction book used for information and/or research |
| Reference Section | area in the library where reference materials are shelved |
| Reference, Specialized | reference book specializing in limited subject area |
| Remote Access | access from an off-site location |
| Renew | To extend the due date for a material |

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| **Term** | **Definition** |
| Research | process of investigating a subject by using various resources |
| Reserve Collection | group of library materials placed into a temporary collection for a specific group of students, faculty or for an assignment |
| Reserve Shelf | storage shelf for reserve materials set aside for a class assignment |
| Resource List | * a way to create a list of books in the OPAC (Destiny®) * useful for location and bibliography |
| Responsibility | * the legal and moral accountability to do the right thing * trustworthiness |
| Rubric | an evaluation tool, with point values assigned which helps students cover the components of the assignment |
| Scanner | * device that converts text or pictures into an electronic format * device for reading barcodes and translating them into a form usable by the computer |
| School Librarian | professional teacher trained in the management and organization of information and materials and in collection development for the library |
| Search Engine | program on the Internet that locates web resources |
| Search Strategy | the selection of keywords, subject headings, broader and narrower terms, limiters, sources to search |
| Search Textbox | place where a subject, title, author, or keyword is typed to begin a search |
| Search, Advanced or Power | search using Boolean operators or limiters to narrow or focus the search |
| Search, Basic | searching by a single term |
| See Also | cross reference term directing searcher to additional locations |
| Sequence (part of a story) | series of events in a story that follow each other in a particular order |
| Setting (part of a story) | location and time where a story takes place |
| Shelf Labels | signs placed on each shelf of the library to help students locate materials |
| Shelf Marker | plastic marker used to indicate the place of a book temporarily removed from the shelf |
| Shelf Place Marker | plastic marker used to indicate the place of a book temporarily removed from the shelf |
| Sketch | rough drawing that shows only the main features of an object |
| Social Networks | online social networks create communities of people who share interests and activities, or who are interested in exploring (online) the interests and activities of others. Most social networking services are web based and provide a various ways for users to interact online, such as personal webpages (mySpace, Facebook, etc.), email, video, file sharing, blogging, discussion groups,.. |
| Source, Primary | text and/or artifacts that tell or show a firsthand account of an event; original works used when researching |
| Source, Secondary | * text and/or artifacts used when researching that are derived from something original * materials that interpret, assign values to, interpret, conjecture upon and draw conclusions about the events reported in primary sources |
| Spine | backbone of the book which holds the pages together |

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| **Term** | **Definition** |
| Spine Label | label on the spine which tells where the book is located in the library; contains the call number |
| Spyware | malicious computer code that is downloaded by users via the Internet, eMail, instant messaging, or via other programs. This type of malevolent program now accounts for more than 75% of the malware circulating. Spyware usually does provide financial gain to its originators, whether via a marketing scheme or outright identity theft. Spyware has taken the place of the “traditional computer virus” in today’s online world. |
| Stacks | tall shelves in the library where most of the books are shelved |
| Status | part of the record in an OPAC that tells whether a material is on hand (see also: availability) |
| Story Collection | books which contain more than one story |
| Story Elements | includes characters, setting, the problem, events, and the solution |
| Subheading | secondary topic related to the original heading |
| Subject | topic of a book or other work |
| Subject Headings | standardized words or phrases assigned to books and articles and used to index these items by topic (see also: controlled vocabulary) |
| Summary | briefly tells what the book or article is about |
| Table of Contents | list of chapters, their titles and page numbers |
| Tables | figures, illustrations, etc |
| TCP/IP | * transmission control protocol / Internet protocol * the network protocols used by the Internet and Ethernet |
| Teacher-Librarian | professional teacher trained in the management and organization of information and materials and in collection development |
| Thesaurus | dictionary of synonyms |
| Thesis Statement | * basic argument advanced by a speaker or writer who then attempts to prove it * subject or major argument of a speech or composition |
| Title | name of the book or other work |
| Title Page | page at the beginning of a book that includes author, illustrator, title, and publisher |
| Union Catalog | the listing of holdings of library network (i.e., in more than one library) |
| URL (Uniform Resource Locator) | address of a website |
| Truncation | substituting an asterisk for a letter in an online search or shortening the word in order to find various endings |
| Validity | criterion used to evaluate quality of information; whether or not it has authority |
| Verso | * back of any page * often used to refer to the page of a book with all of the copyright information |
| Video | magnetic tape used for recording both picture and sound |
| Volumes | individual books in a set |
| Web Guides | list of websites pre-selected by experts in the field |
| Website | the web pages associated with a particular organization or function |

Appendix D: Correlation of American Association of School Library Standards to the Common Core State Standards

<http://www.ala.org/aasl/standards-guidelines/crosswalk/ela>

The American Association of School Libraries has developed a crosswalk between the AASL standards and the Common Core State Standards. The above link should be utilized to determine which CCSS’s are addressed in each unit.

Similarly, the AASL has approved a document outlining the library media specialists’ role in implementing the CCSS. The document can be accessed at <http://www.ala.org/aasl/sites/ala.org.aasl/files/content/externalrelations/CCSSLibrariansBrief_FINAL.pdf>.

Appendix E: Controversial Issues OBE Policy

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| **POLICY** | **Orange** |
| **Board of Education** |

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| Section: Program |
| 2240. CONTROVERSIAL ISSUES |
| Date Created: March, 2009 |
| Date Edited: March, 2009 |

2240- CONTROVERSIAL ISSUES

Free discussion of controversial issues -- political, economic, social -- shall be encouraged in the classroom whenever appropriate for the level of the group and relevant to the course being taught.

Issues may be considered controversial which arouse strong reaction, based on either personal conviction or allegiance to a group.  School treatment of controversial issues shall be designed to instruct pupils in fair and objective study techniques.  It is essential that pupils be taught to distinguish fact from opinion, proof from allegation, and logical substance from assertion.  In addition, pupils should be taught to recognize each other's right to form an opinion on controversial issues, and should be assured of their own right to do so without jeopardizing their relationship with the teacher or the school.

The decision on whether a particular controversial issue shall become a matter for school study shall be based on the timeliness of the question, the maturity and needs of the pupils and the goal and objectives of the district.  The handling of discussions on controversial questions which arise unexpectedly shall be the responsibility of the teacher, and shall be free-from the assumption that there is one correct answer which should emerge from a discussion and which should be taught authoritatively to the pupils.

Further, no political activity should be organized by staff members, parent(s) or legal guardian(s) involving pupils in campaigning for individual candidates or specific political issues other than those learning activities which would constitute a balanced educational experience within the classroom.

Pupils shall be taught to recognize each other's right to form an opinion on controversial issues, and shall be assured of their own right to do so without jeopardizing their relationship with the teacher or the school.

The Principal shall have the authority to limit or suspend discussion of controversial issues pending a review of the issue/materials.  Instructional materials not previously approved must be reviewed by the Principal before being introduced into the classroom.

Appendix F: Plagiarism OBE Policy

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| **POLICY** | **Orange** |
| **Board of Education** |

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| Section: Pupils |
| 5701. PLAGIARISM |
| Date Created: March, 2009 |
| Date Edited: March, 2009 |

5701- PLAGIARISM

A.        Pupils are expected to be honest in all of their academic work.  This means that they will not engage in any of the following acts:

1.         Cheating on examinations, including but not limited to, the non-authorized use of books or notes, the use of crib sheets, copying from other pupils'' papers, exchanging information with other pupils orally, in writing, or by signals, obtaining copies of the examination illegally and other similar activities.

2.         Plagiarism is not permitted in term papers, themes, essays, reports, images, take-home examinations, and other academic work.  Plagiarism is defined as stealing or use without acknowledgment of the ideas, words, formulas, textual materials, on line services, computer programs, etc. of another person, or in any way presenting the work of another person as one’s own.

3.         Falsifications, including forging signatures, altering answers after they have been graded, the insertion of answers after the fact, the erasure of grader’s markings, and other acts that allow for falsely taking credit.

B.        A pupil found guilty of academic dishonesty may be subjected to a full range of penalties including, but not limited to, reprimand and loss of credit for all of the work that is plagiarized.

C.        A teacher who believes that a pupil has been academically dishonest in his/her class should resolve the matter in the following manner:

1.         Reprimand the pupil orally and/or in writing.  The teacher is also authorized to withhold credit in the work tainted by the academic dishonesty.

2.         If warranted, the teacher shall file a written complaint against the pupil with the Principal, requesting a more stringent form of discipline.  The complaint must describe in detail the academic dishonesty that is alleged to have taken place, and must request that the matter be reviewed by the Principal.

3.         The Principal will determine if further discipline of the pupil is appropriate, and will determine the nature of the discipline on a case-by-case basis.

4.         If the pupil is not in agreement with the disciplinary action of the teacher, he/she may appeal the action to the Principal.  If the pupil is dissatisfied with the Principal’s disposition of the case, he/she may grieve the action in accordance with Policy No. 5710, Pupil Grievance.

Appendix G: Enduring Understandings

Enduring Understandings

EU 1 Libraries are places where lifelong learning takes place.

EU 2 Lifelong learning is built on a foundation of information literacy.

EU 3 Librarians are information professionals trained in the management and organization of resources, technology, and instruction.

EU 4 Library materials are arranged in a logical manner and may be retrieved using knowledge of that arrangement.

EU 5 Members of a learning community exhibit responsible behavior toward people and materials.

EU 6 Reading for pleasure or information has lifelong applications. EU 7 Good readers employ strategies to help them understand text.

EU 8 Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the texts.

EU 9 Information from various resources must be acquired, analyzed, evaluated, synthesized and applied appropriately.

EU 10 Researchers gather and critique information from different sources for specific purposes.

EU 11 Effective use of information from diverse sources, contexts, disciplines, and cultures is essential for understanding and communicating ideas.

EU 12 Using both print and digital media enhances learning.

EU 13 Members of a learning community practice the ethical use of information and information technologies.

EU 14 Skills learned and mastered at the school library transfer to public and academic libraries.

Resources

ALA Standards with Common Core Standards - Crosswalk <http://www.ala.org/aasl/guidelinesandstandards/commoncorecrosswalk>

Mt. Laurel School District Library Information Literacy Skills Curriculum

<http://www.mtlaurelschools.org/documents/Curriculum/Media%20Curriculum%202012fixed.pdf>

Upper Merion Area School District Library Information Literacy Skills Curriculum (Pennsylvania) <http://www.umasd.org/13331072184735717/lib/13331072184735717/_files/Library_Departme>nt\_Curriculum\_apr\_2005r.pdf

New York City School District Information Fluency Continuum Homepage: <http://schools.nyc.gov/Academics/LibraryServices/StandardsandCurriculum/default.htm>

Pittsburgh Public Schools Information Literacy for Life-Long Learning, August 2009.

<https://cloud.acrobat.com/file/34d7a2cc-75fd-4ce5-a128-35c2d0315f82>