

Library Media Curriculum:



Library Curriculum Committee
Woonsocket Education Department
2015

Information Literacy for the 21st Century Learner**Instructional Concepts:****Teaching 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 through collaboration with classroom teachers. The scope of the library curriculum is key to literacy in all academic areas.

(I = Introduce

T = Teach

R = Reinforce)

	K	1	2	3	4	5	6	7	8	9	10	11	12	EQ
Identify the Library Staff.	I	I	R	R	R	R	I	R	R	I	R	R	R	1A
Identify the purposes and functions of a library.	I	I	I	T	R	R	R	R	R	R	R	R	R	1A
Recognize and understand the role of the Librarian.	I	I	I	T	T	T	R	R	R	R	R	R	R	1A
Demonstrate appropriate behavior.														
- <i>Select, borrow, and return materials.</i>	I	I	T	R	R	R	T	R	R	T	R	R	R	1A
- <i>Demonstrate the appropriate care and handling of materials.</i>	I	T	T	R	R	R	R	R	R	R	R	R	R	1A
Locate, identify and utilize the parts of the library (if applicable).														
- <i>Circulation Desk / Book Return</i>	I	I	R	R	R	R	I	R	R	I	R	R	R	1A
- <i>OPAC / Computers</i>	-	-	-	T	R	R	T	R	R	R	R	R	R	1A
- <i>ESL Books</i>	I	I	I	R	R	R	I	R	R	I	R	R	R	1A
- <i>Fiction Collection</i>	I	I	I	R	R	R	I	R	R	I	R	R	R	1A
- <i>Non-Fiction Collection</i>	I	I	I	R	R	R	I	R	R	I	R	R	R	1A
- <i>Reference Collection</i>	-	-	I	I	R	R	I	R	R	I	R	R	R	1A
- <i>Picture Books</i>	I	I	I	R	R	R	I	R	R	I	R	R	R	1A
- <i>Easy Reading Books</i>	I	I	I	R	R	R	I	R	R	I	R	R	R	1A
- <i>Periodicals / Magazines</i>	I	I	I	I	R	R	I	R	R	I	R	R	R	1A
- <i>Biography</i>	I	I	I	R	R	R	I	R	R	I	R	R	R	1A
- <i>Library Webpage and its resources</i>	I	I	I	T	R	R	T	R	R	T	R	R	R	1A

Teaching Students to Use the Library and its Resources

Information Literacy for the 21st Century Learner**Instructional Concepts:****Encouraging Reading and Lifelong Learning**

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 through collaboration with classroom teachers. The scope of the library curriculum is key to literacy in all academic areas.

(I = Introduce

T = Teach

R = Reinforce)

	K	1	2	3	4	5	6	7	8	9	10	11	12	EQ
Identify the characteristics of both fiction and non-fiction books.	I	I	T	T	R	R	R	R	R	R	R	R	R	4C
Select appropriate fiction and non-fiction books for informational needs.	I	I	I	T	T	T	T	R	R	R	R	R	R	2B
Select appropriate books for recreational and personal enjoyment.	I	I	I	T	T	T	T	R	R	R	R	R	R	4A
Identify the story elements (e.g., characters, setting, and story sequence).	I	I	T	R	R	R	R	R	R	R	R	R	R	4C
Respond to a story by writing or drawing.	I	T	T	T	R	R	R	R	R	R	R	R	R	2A 3D 4B
Be able to retell the story and apply comprehension skills to respond to literature.	I	T	T	T	R	R	R	R	R	R	R	R	R	4B
Identify those persons and organizations involved in the creation of a book and in publishing process.	I	T	T	R	R	R	R	R	R	R	R	R	R	3B
Identify, locate, and read award-winning titles in the library.	I	I	I	T	R	R	T	R	R	R	R	R	R	4D
Select, read, listen to and/or view literature for enjoyment.	I	I	T	T	R	R	R	R	R	R	R	R	R	4A
Identify age-appropriate series and authors.	I	I	T	T	R	R	T	R	R	R	R	R	R	4A

Encouraging Reading and the Love of Literature

Information Literacy for the 21st Century Learner

Instructional Concepts: Teaching Students to Locate and 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 through collaboration with classroom teachers. The scope of the library curriculum is key to literacy in all academic areas.

(I = Introduce

T = Teach

R = Reinforce)

	K	1	2	3	4	5	6	7	8	9	10	11	12	EQ
Identify and locate the resources available from the school library.	-	-	I	T	T	T	T	R	R	T	R	R	R	1A
Identify how library resources are arranged in order to select materials.	-	-	I	T	T	T	T	R	R	T	R	R	R	1A
Recognize and define the purpose of the library classification system, including Dewey Decimal.	-	-	I	T	T	T	R	R	R	R	R	R	R	1A
Use the online catalog to find specific titles, authors, keywords, and/or subject and series.	-	-	I	T	T	T	T	R	R	T	R	R	R	1B
Locate relevant materials within the library.	-	-	I	T	T	T	T	R	R	T	R	R	R	1A 3A
Explain how one item can be available in multiple formats (print and non-print media).	-	I	I	T	T	T	T	R	R	T	R	R	R	2B
Locate relevant data and information utilizing databases.														
<i>- Identify the differences between a database and a search engine.</i>	-	-	-	-	-	-	I	I	I	T	R	R	R	2B
Conduct a state-wide search for resources not available in the school library.	-	-	-	-	-	-	I	T	T	T	T	T	T	2B
Generate a list of relevant resources.	-	-	-	-	-	I	I	T	T	R	R	R	R	2B

Teaching Students to Access Information

Information Literacy for the 21st Century Learner

Instructional Concepts: 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 through collaboration with classroom teachers. The scope of the library curriculum is key to literacy in all academic areas.

(I = Introduce

T = Teach

R = Reinforce)

	K	1	2	3	4	5	6	7	8	9	10	11	12	EQ
Identify or use the following types of reference resources (both print and electronic):														
- <i>Almanacs</i>	-	-	-	I	T	T	R	R	R	R	R	R	R	2B
- <i>Atlases</i>	-	-	-	-	I	T	R	R	R	R	R	R	R	2B
- <i>Encyclopedias</i>	-	-	I	T	R	R	T	T	R	T	R	R	R	2B
- <i>Dictionaries</i>	-	I	T	R	R	R	T	T	R	T	R	R	R	2B
Understand the arrangement of various resources:														
- Identify the following parts of a book:														
- <i>Title Page</i>	I	T	R	R	R	R	R	R	R	R	R	R	R	1A
- <i>Table of Contents (TOC)</i>	-	-	I	T	T	R	R	R	R	R	R	R	R	1A
- <i>Copyright Page</i>	I	T	R	R	R	R	T	R	R	T	R	R	R	1A
- <i>Index and Glossary</i>	-	-	-	I	T	R	T	R	R	T	R	R	R	1A
- <i>Bibliography / Works Cited</i>	-	-	-	-	I	T	T	R	R	T	R	R	R	1A
- Identify text features:														
- <i>Charts and Tables</i>	-	-	I	T	R	R	T	R	R	T	R	R	R	1A
- <i>Map Legend / Key</i>	-	-	-	-	I	T	R	R	R	R	R	R	R	1A
- <i>Text Boxes and Picture Captions</i>	-	-	I	T	T	R	R	R	R	R	R	R	R	1A

Teaching Students to Identify and Evaluate Resources 1

Information Literacy for the 21st Century Learner

Instructional Concepts: 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 through collaboration with classroom teachers. The scope of the library curriculum is key to literacy in all academic areas.

(I = Introduce

T = Teach

R = Reinforce)

	K	1	2	3	4	5	6	7	8	9	10	11	12	EQ
- Using text formatting to locate information:														
- <i>Bold, Italics, and Underlining</i>	-	-	T	T	R	R	R	R	R	R	R	R	R	1A
- <i>Headings and Subheadings</i>	-	-	-	T	T	R	R	R	R	R	R	R	R	1A
Identify, evaluate, and select appropriate print or electronic resources for specific informational needs.	-	-	-	I	I	I	I	T	T	T	R	R	R	1C 2C
Evaluate a website or other resource for currency, accuracy, and authority.	-	-	-	-	I	I	I	I	T	T	R	R	R	1C 2C
Understand the organization / navigation of a web site / page for research purposes.	-	-	-	I	I	I	I	T	T	T	R	R	R	1A 1B
Explore post secondary life skills:														
- <i>Investigate, examine, collect, and compile career information.</i>	-	-	-	-	-	-	-	-	I	I	T	R	R	1A 1D 3A
- <i>Explore and compile information on post-secondary training, education, apprenticeship, etc.</i>	-	-	-	-	-	-	-	-	-	I	T	R	R	1A 1D 3A
- <i>Research, locate, and compile scholarship information.</i>	-	-	-	-	-	-	-	-	-	-	I	T	R	1A 1D 3A
- <i>Identify examples and compile information for personal resume.</i>	-	-	-	-	-	-	-	-	-	I	T	R	R	1A 1D 3A

Teaching Students to Identify and Evaluate Resources 2

Information Literacy for the 21st Century Learner**Instructional Concepts:****Teaching Students to Locate and Access 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 through collaboration with classroom teachers. The scope of the library curriculum is key to literacy in all academic areas.

(I = Introduce

T = Teach

R = Reinforce)

	K	1	2	3	4	5	6	7	8	9	10	11	12	EQ
Decide what information is needed to answer a given question or subject.	-	I	I	T	T	T	T	R	R	T	R	R	R	1D 2B
Identify, compare and contrast several search engines.	-	-	-	-	-	-	I	I	I	T	T	R	R	1A
Locate relevant information from appropriate resources.	-	I	I	T	T	T	T	R	R	T	R	R	R	2B
Conduct searches that differentiate among author, title, keyword, and subject searches.	-	-	-	T	T	T	T	R	R	T	R	R	R	1A
Use the online catalog to locate the item, title, call number, and availability of the resources.	-	-	-	T	T	T	T	R	R	T	R	R	R	1A

Teaching Students to Search for Information

Information Literacy for the 21st Century Learner

Instructional Concepts: 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 through collaboration with classroom teachers. The scope of the library curriculum is key to literacy in all academic areas.

(I = Introduce

T = Teach

R = Reinforce)

	K	1	2	3	4	5	6	7	8	9	10	11	12	EQ
Define, develop, and refine the question or project.	-	-	-	-	-	-	I	I	I	T	T	R	R	1D
Determine how much and what types of information are required to answer the question and/or complete the task.	-	-	-	-	-	-	I	T	R	T	T	R	R	2B
Assess whether primary and/or secondary resources are needed.	-	-	-	-	-	-	I	I	I	T	T	R	R	1C 2B
Manage project timeline.	-	-	-	-	-	-	-	-	I	I	T	R	R	1B
Develop appropriate search strategies.	-	-	-	-	-	-	I	I	I	T	T	R	R	1B
Locate, examine, and explore resources:														
- <i>Examine, select, and reject individual resources.</i>	-	-	-	-	-	-	I	T	R	T	T	R	R	1C 2D
- <i>Utilize skimming and scanning.</i>	-	-	-	-	-	-	I	T	R	R	R	R	R	4A
Interpret, extract, and compile information:														
- <i>Utilize appropriate note-taking skills and/or recording technologies.</i>	-	-	-	-	-	-	I	I	T	T	T	R	R	4A
- <i>Use appropriate tools to manipulate and process data and report results.</i>	-	-	-	-	-	-	-	-	-	I	T	R	R	2A
Organize notes, data, and information.	-	-	-	-	-	-	I	I	I	T	T	R	R	2A
Record data needed for the Works Cited/Bibliography or for parenthetical citations.	-	-	-	-	-	-	I	I	T	T	R	R	R	3B

Teaching Students the Research Process 1

Information Literacy for the 21st Century Learner

Instructional Concepts: 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 through collaboration with classroom teachers. The scope of the library curriculum is key to literacy in all academic areas.

(I = Introduce

T = Teach

R = Reinforce)

	K	1	2	3	4	5	6	7	8	9	10	11	12	EQ
Summarize and integrate all notes, data, and information into own words.														
- <i>Create an outline / graphic organizer.</i>	-	-	-	-	-	-	I	I	T	T	T	R	R	1B
- <i>Prepare a working draft.</i>	-	-	-	-	-	-	I	I	T	T	R	R	R	1B
- <i>Edit and refine draft.</i>	-	-	-	-	-	-	I	I	T	T	R	R	R	1B
- <i>Shape information into an appropriate format for presentation / communication.</i>	-	-	-	-	-	-	I	I	T	T	R	R	R	2A
Create a Works Cited / Bibliography.	-	-	-	-	-	-	I	I	T	T	R	R	R	3B
Produce and present final product utilizing information from research.	-	-	-	-	-	-	I	I	T	T	R	R	R	2A
Participate in reflective self evaluation.	-	-	-	-	-	-	-	I	I	T	T	T	R	3C

Teaching Students the Research Process 2

Information Literacy for the 21st Century Learner

Instructional Concepts: 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 through collaboration with classroom teachers. The scope of the library curriculum is key to literacy in all academic areas.

(I = Introduce

T = Teach

R = Reinforce)

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

Teaching Students Social Responsibility

Information Literacy for the 21st Century Learner

Instructional Concepts: 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 through collaboration with classroom teachers. The scope of the library curriculum is key to literacy in all academic areas.

(I = Introduce

T = Teach

R = Reinforce)

	K	1	2	3	4	5	6	7	8	9	10	11	12	EQ
Abide by the District's Acceptable Use Policy.	-	-	-	-	-	-	I	T	R	R	R	R	R	3B 3C
Use software and Internet responsibly and ethically.	-	-	-	-	-	-	I	T	R	R	R	R	R	3C
Observe Internet safety procedure, including safeguarding personal information.														
<i>- Discuss and understand that irresponsible or naive use of online resources might result in personal harm.</i>	-	-	-	-	-	-	I	T	R	R	R	R	R	3C
<i>- Discuss and understand that personal information can/will be used against you when you are looking for a job.</i>	-	-	-	-	-	-	I	T	R	R	R	R	R	3C
Identify ways of avoiding viruses and other malware.	-	-	-	-	-	-	I	I	I	T	R	R	R	3C

Teaching Students to be Safe Online

Information Literacy for the 21st Century Learner**Essential Questions and Standards for the 21st Century Learner****Library Standard 1: Inquire, think critically and gain knowledge.**

- A. How do I locate information efficiently and effectively?
- B. How can I become a more independent library user and researcher?
- C. How can I determine accuracy, authority, currency and appropriateness of a source?
- D. How do I develop a range of questions to guide my research?

Library Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations and create new knowledge.

- A. How can I use technology to create products and communicate ideas, information and conclusion for various audiences?
- B. How do I select appropriate resources for my information needs?
- C. What criteria do I need to use to evaluate the information acquired while researching?
- D. What do I do when I find conflicting information? How do I identify bias?

Library Standard 3: Share Knowledge and participate ethically and productively as members of our democratic society.

- A. What do I need to know in order to use and enjoy the library and its resources for personal and research use?
- B. How do I acknowledge and respect the intellectual property of others?
- C. What do ethical behaviors look like when I'm using online resources?
- D. How can I collaborate with others to learn and share knowledge?

Library Standard 4: Pursue personal aesthetic growth.

- A. What strategies and skills will I use to select a book that matches my needs and interests?
- B. How do my experiences and knowledge of the world enhance my understanding of what I read?
- C. What is meant by a genre of literature and what are the characteristics of some popular genres: historical fiction, realistic fiction, biography, mystery, fantasy, science fiction, non-fiction (informational text)?
- D. Why chose books that have won awards such as Caldecott, Coretta Scott King, Printz, RITBA (Rhode Island Teen Book Award), RICBA (Rhode Island Children's Book Award)?