Augusta School Department

Library Curriculum

K-12

1999

Augusta School Department Library Curriculum
1998

Mission Statement

An effective library program must be an integral part of the total educational program, working with teachers to ensure that the library instruction is supporting the classroom curriculum. A quality library program encourages students to utilize a variety of sources within the library and in their community. Developing these skills is necessary for students to become independent learners. As part of the library curriculum students will acquire the skills needed to explore, search out and find the information needed from the available resources. Because technology is such an important part of today's libraries, students will develop the skills necessary to utilize the variety of technologies and to distinguish when technology can enhance their learning and when traditional sources are more effective. Each student will become familiar with and understand the genres of literature. The library can and should be the gateway enabling students and staff to access and organize information. A successful program encourages information literacy in their educational, leisure, and professional pursuits.

AUGUSTA SCHOOL DEPARTMENT
LEARNING EXPECTATIONS

Students will acquire the basic academic skills enabling them to function as literate people in our society.
- Students will select strategies for effective information retrieval.
- Students will locate, select and synthesize information.

Students will produce evidence of learning that meets established standards of quality.
- Students will meet standards in line with Maine Learning Results.

Students will communicate effectively through the use of verbal, nonverbal, and written language.
- Students will be able to retrieve information relevant to the learning task.

Students will understand and use technological resources appropriately.
- Students will demonstrate skills needed to use technological tools.
- Students will retrieve and input appropriate information through technology.

Students will demonstrate and understanding and appreciation of the unique qualities of each of the art forms-visual arts, music, theater, and movement.
- Students will perform searches to attain knowledge in the art form and present research.

Students will demonstrate and maintain good physical and mental health habits.
- Students will locate and analyze information to implement personal plans for physical and mental wellness and make healthy choices.

Students will apply problems solving and critical thinking to everyday life.
- Students will evaluate, analyze and apply appropriate information effectively.

Students will demonstrate social responsibility.
- Students will practice ethical behavior in regard to information.
- Student will appreciate diverse cultures through literacy and electronic experiences.

Students will perceive themselves as life long learners.
- Students will identify libraries as a means through which to pursue information.
- Students will demonstrate the ability to access and use information.

Students will be confident in their ability to succeed and will understand that making mistakes is part of the learning process.
- Students will identify a variety of potential sources of information.
- Students will analyze and evaluate information sources.
- Students will work both independently and collaboratively.

LEARNING RESULTS:
GUIDING PRINCIPLES

The Library and Information Skills Curriculum incorporates the Guiding Principles of the Maine Learning Results into its program. Information skills are essential and apply across all areas of study and content.

AN INFORMATION LITERATE STUDENT WILL BE…

1. A CLEAR AND EFFECTIVE COMMUNICATOR
   - Uses written, visual and technological modes of expression
   - Reads, listens to and interprets messages from multiple sources

2. A SELF-DIRECTED AND LIFE-LONG LEARNER
   - Creates career and education plans that reflect personal goals, interests and skills and available resources
   - Demonstrates the capacity to undertake independent study
   - Finds and uses information from libraries, electronic databases and other resources

3. A CREATIVE AND PRACTICAL PROBLEM SOLVER
   - Frames questions and designs data collection and analysis strategies from all disciplines to answer those questions

4. A RESPONSIBLE AND INVOLVED CITIZEN
   - Recognizes and understands the diverse nature of society

5. A COLLABORATIVE AND QUALITY WORKER
   - Assesses individual interests, aptitudes, skills and values in relation to demands of the workplace
   - Demonstrates reliability, flexibility and concern for quality

6. AN INTEGRATIVE AND INFORMED THINKER
   - Applies knowledge and skills in and across English language arts, visual and performing arts, foreign languages, health and physical education, mathematics, science, social studies, and career preparation

Library Curriculum
Philosophy Statement

An effective library program is an integral part of the total educational curriculum. It provides instruction necessary for students to become independent life long learners and to appreciate the genres of literature. The library is a gateway enabling students and staff to access and organize information. A successful program encourages them in their educational, leisure and professional pursuits.

Library and Information Skills Curriculum Grade K

As the library staff teaches library skills they must coordinate these activities with the classroom teachers in order to support the curriculum and to meet the students needs.

Strand 1: Orientation and Organization

A. Comply with the policies and procedures of the library. Students will demonstrate knowledge in the following areas:
1. Library behavior and etiquette (see Student Library Use Policy)
2. Circulation rules and policies (see Circulation Policy)
3. Identify library staff
4. Proper care of library materials

B. Follow simple directions.

C. Identify the appropriate sections of the library for their needs.

Strand 2: Information Management Skills

A. Locate needed library materials.

B. Develop a lifelong enjoyment of reading and libraries.

Strand 3: Social Responsibility

A. Exhibit good listening skills.

B. Respect other students' interests and needs.

5/14/99

Library and Information Skills Curriculum Grade 1

As the library staff teaches library skills they must coordinate these activities with the classroom teachers in order to support the curriculum and to meet the students needs.

Strand 1: Orientation and Organization

A. Comply with the policies and procedures of the library.
Students will demonstrate knowledge in the following areas:
1. Library behavior and etiquette (see Student Library Use Policy)
2. Circulation rules and policies (see Circulation Policy)
3. Identify library staff
4. Proper care of library materials
5. Check out books at the circulation desk

B. Follow oral and simple written directions.

Strand 2: Information Management Skills

A. Reinforce the emerging reading skills that are developed in the classroom.

B. Locate parts of the book: front and back cover, title page.

C. Identify title, author and illustrator of a book.

D. Locate easy fiction and nonfiction sections of the library and understand the difference between the two types of books.

E. Students will demonstrate the proper use of shelf markers.

F. Introduce the role of the spine label in locating books in the library.

G. By mid-year locate and select appropriate reading books with help from their teacher or library staff.

H. Support teachers in developing a lifelong reading habit and a positive attitude towards learning by providing quality library materials to the students.

Strand 3: Social Responsibility

A. Exhibit good listening skills.

B. Respect other students' interests and needs.

5/14/99

Library and Information Skills Curriculum Grade 2

As the library staff teaches library skills they must coordinate these activities with the classroom teachers in order to support the curriculum and to meet the students needs.

Strand 1: Orientation and Organization

    A. Comply with the policies and procedures of the library.
       Students will demonstrate knowledge in the following areas:
       1. Library behavior and etiquette (see Student Library Use Policy)
       2. Circulation rules and policies (see Circulation Policy)
       3. Identify library staff
       4. Proper care of library materials
       5. Check out books at the circulation desk

Strand 2: Information Management Skills

    A. Locate and describe the parts of a book: front and back cover, spine, table of contents and title page.

    B. Identify special interest and award labels on library materials.

    C. Locate fiction books by author on the shelves.

    D. Locate and select appropriate reading materials on the library shelves. (Example of selection strategy: rule of 3)

    E. Describe the role of the library staff in relationship to student services.

    F. Introduce students to a variety of learning materials for reading pleasure and research.

    G. Support teachers in developing a lifelong reading habit and a positive attitude towards learning by providing quality library materials to the student.

Strand 3: Social Responsibility

    A. Respect other students' interests and needs.

    B. Begin to understand different cultures through literature.

5/14/99

Library and Information Skills Curriculum Grade 3

        As the library staff teaches library skills they must coordinate these activities with the classroom teachers in order to support the curriculum and to meet the students needs.

Strand 1: Orientation and Organization

    A. Comply with the policies and procedures of the library.
       Students will demonstrate knowledge in the following areas:
       1. Library behavior and etiquette (see Student Library Use Policy)
       2. Circulation rules and policies (see Circulation Policy)
       3. Identify library staff
       4. Proper care of library materials

Strand 2: Information Management Skills

    A. Search the electronic card catalog and locate needed materials in the library by author and title.

    B. Utilize general reference books for classroom assigned reports.

    C. Locate needed information within a given book by using glossaries and table of contents.

    D. Support teachers in developing a lifelong reading habit and a positive attitude towards learning by providing quality library materials to the student.

    E. Students will be introduced to a variety of genres.

Strand 3: Social Responsibility

    A. Respect other students' interests and needs.

    B. Develop an understanding of different cultures through literature and research.

5/14/99

Library and Information Skills Curriculum Grade 4

As the library staff teaches library skills they must coordinate these activities with the classroom teachers in order to support the curriculum and to meet the students needs.

Strand 1: Orientation and Organization

A. Comply with the policies and procedures of the library.
Students will demonstrate knowledge in the following areas:
1. Library behavior and etiquette (see Student Library Use Policy)
2. Circulation rules and policies (see Circulation Policy)
3. Identify library staff
4. Proper care of library materials

Strand 2: Information Management Skills

A. Use general reference materials for writing reports.
1. Utilize indexes in reference materials.
2. Acquire a general understand of what information is available in a variety of reference materials.

B. Students will effectively utilize the searching features of the electronic card catalog.
1. Subject searching
2. Title searching
3. Author searching

C. Support teachers in developing a lifelong reading habit and positive attitude towards reading by providing quality library materials to the student.

D. Students will utilize the different genre collections that supported the language arts curriculum.

Strand 3: Social Responsibility

A. Demonstrate the concept of plagiarism by taking proper notes for research projects.

B. Develop an understanding of different cultures through literature and research.

5/14/99

Library and Information Skills Curriculum Grade 5

As the library staff teaches library skills they must coordinate these activities with the classroom teachers in order to support the curriculum and to meet the students needs.

Strand 1: Orientation and Organization

A. Comply with the policies and procedures of the library.
Students will demonstrate knowledge in the following areas:
1. Library behavior and etiquette (see Student Library Use Policy)
2. Circulation rules and policies (see Circulation Policy)
3. Identify library staff
4. Proper care of library materials

B. Understand and utilize the services within the library.
1. Automated catalog and circulation systems
2. Print resources
3. A.V. materials
4. Computer resources
5. Library staff

Strand 2: Information Management Skills

A. Utilize the electronic catalog and a variety of multimedia resources for classroom research projects.

B. Use general reference materials for writing reports.
1. Utilize indexes in reference materials.
2. Demonstrate a general understand of what information is available in reference materials.

C. Use visual and graphic aids such as maps, tables and illustrations as a source of information.

D. Apply the writing skills learned in the classroom when developing a research project.
1. Gather and organize information
2. Refine note taking skills
3. Produce a finished research project
4. Create a bibliography

E. Support teachers in developing a lifelong reading habit and positive attitude towards learning by providing quality library materials to the student.

F. Students will utilize the different genre collections that support the language arts curriculum.

Strand 3: Social Responsibility

A. Demonstrate the concept of plagiarism by taking proper notes for research projects.

B. By utilizing library resources begin to understand diversity.

5/14/99

Library and Information Skills Curriculum Grade 6

As the library staff teaches library skills they must coordinate these activities with the classroom teachers in order to support the curriculum and to meet the students needs.

Strand 1: Orientation and Organization

A. Comply with the policies and procedures of the library.
Students will demonstrate knowledge in the following areas:
1. Library behavior and etiquette (see Student Library Use Policy)
2. Circulation rules and policies (see Circulation Policy)
3. Identify library staff
4. Proper care of library materials

B. Understand and utilize the services within the library.
1. Automated catalog and circulation system
2. Print resources
3. A.V. materials
4. Computer resources
5. Library staff

Strand 2: Information Management Skills

A. Select, retrieve and utilize a variety of materials within the library setting.
1. Demonstrates proper use of electronic card catalog by searching for both print and non-print materials using title, author, subject and keyword.
2. Demonstrates proper utilization of a variety of electronic resources.
3. Utilizes specific reference materials.
4. Request help from the library staff when appropriate.
5. Understands how to acquire information that is not available in the school library (interlibrary loan).

B. Support teachers in developing a lifelong reading habit and a positive attitude towards learning by providing quality library materials to the student.
1. Appreciate reading for pleasure.
2. Read a variety of literatures to appreciate classic and contemporary themes and genres.
3. Students will select appropriate learning materials based on interest and reading level.

Strand 3: Social Responsibility

A. Develop the skills necessary to research and write reports without plagiarizing.

B. Develop skills in using technology in an ethical and responsible manner.

5/14/99

Library and Information Skills Curriculum Grade 7

As the library staff teaches library skills they must coordinate these activities with the classroom teachers in order to support the curriculum and to meet the students needs.

Strand 1: Orientation and Organization

A. Comply with the policies and procedures of the library.
Students will demonstrate knowledge in the following areas:
1. Library behavior and etiquette (see Student Library Use Policy)
2. Circulation rules and policies (see Circulation Policy)
3. Identify library staff
4. Proper care of library materials

Strand 2: Information Management Skills

A. Independently evaluate, select, retrieve and utilize a variety of materials within the library setting.
1. Demonstrates proper use of electronic card catalog by searching for both print and non-print materials using title, author, subject and keyword.
2. Demonstrates proper utilization of a variety of electronic resources.
   a. Access programs from library computers.
   b. Search by subject.
   c. Evaluate the quality of the learning material and determine appropriateness.
3. Utilizes specific reference materials.
4. Request help from the library staff when appropriate.
5. Understands how to acquire information that is not available in the school library (interlibrary loan).

B. Understand and practice ethical behavior in regards to citing information and information technology.
1. Credit appropriate sources using accepted citations and bibliographic format standards.
2. Respect intellectual property rights.

C. Support teachers in developing a lifelong reading habit and a positive attitude towards learning by providing quality library materials to the student.
1. Appreciate reading for pleasure.
2. Read a variety of literatures to appreciate classic and contemporary themes and genres.
3. Students will select appropriate learning materials based on interest and reading level.

Strand 3: Social Responsibility

A. Develop the skills necessary to research and write reports without plagiarizing.

B. Develop skills using technology in an ethical and responsible manner.

5/14/99

Library and Information Skills Curriculum Grade 8

As the library staff teaches library skills they must coordinate these activities with the classroom teachers in order to support the curriculum and to meet the students needs.

Strand 1: Orientation and Organization

A. Comply with the policies and procedures of the library.
   Students will demonstrate knowledge in the following areas:
   1. Library behavior and etiquette (see Student Library Use Policy)
   2. Circulation rules and policies (see Circulation Policy)
   3. Identify library staff
   4. Proper care of library materials

Strand 2: Information Management Skills

A. Develop the skills necessary to independently evaluate, select, retrieve and utilize a variety of materials within the library setting.
   1. Demonstrates proper use of electronic card catalog.
      a. Search by: title, author, subject and keyword
      b. Demonstrate the ability to search other libraries and know how to request the needed materials.
   2. Demonstrates proper utilization of a variety of electronic resources.
      a. Access programs from library computers.
      b. Search by subject.
      c. Evaluate the quality of the learning material and determine appropriateness.
   3. Utilizes specific reference materials.
   4. Request help from the library staff when appropriate.
   5. Understands how to acquire information that is not available in the school library (interlibrary loan).

B. Evaluate information sources (print and non-print) for accuracy, currency, authority, relevance and biases.

C. Support teachers in developing a lifelong reading habit and a positive attitude towards learning by providing quality library materials to the student.
   1. Appreciate reading for pleasure.
   2. Read a variety of literature to appreciate classic and contemporary themes and genres.

Strand 3: Social Responsibility

A. Understand and practice ethical behavior in regards to citing information and information technology.
   1. Credit appropriate sources using accepted citations and bibliographic format standards.
   2. Respect intellectual property rights.

   B. Understand multiculturalism and diversity through reading literature and researching for reports.

Cony High School
Mission Statement

The mission of Cony High School is to provide an appropriate education in a safe, secure learning environment where students have the opportunity to develop to their highest potential. Through a varied program of courses, support services, and extracurricular activities, students at Cony can obtain the scholastic, social and personal skills necessary to become involved and productive citizens. While diverse routes may produce these results, each student will be provided with a challenging educational program that promotes high aspirations. All students and staff at Cony High School share the same goal: to adopt the concept that learning is a lifelong endeavor, which includes identifying and pursuing realistic career paths. The entire Cony program is directed toward the development of the highest possible academic and technological skills, application of critical thinking, appreciation for the fine arts, and awareness of the vital importance of physical and mental health. Ultimately, each student, progressing both independently and collaboratively according to a deliberate plan that reflects the Maine Learning Results and the Student Expectations of the Augusta School Department, will strive to become a responsible individual within the framework of his or her family, school, community, and the world.

Library and Information Skills Curriculum Grades 9-12

As the library staff teaches library skills, they must coordinate these activities with the classroom teachers in order to support the curriculum and to meet student needs.

Strand 1: Orientation and Organization
    A. Comply with the policies and procedures of the library.
        1. Demonstrate knowledge of the circulation policy and use procedures of the Cony Library.
        2. Follow guidelines and etiquette when using electronic information resources (Acceptable Use Policy).
        3. Demonstrate proper care of library materials.

    B. Identify and locate a variety of library materials and equipment.

    C. Utilize the Cony Research Guide.

Strand 2: Information Management Skills

The Student will:
    A. Select strategies for effective information retrieval.
        1. Formulates the central question or information need
        2. Differentiates and selects appropriate resources and technologies to meet information needs.
        3. Access information using a variety of electronic resources.
        4. Demonstrates knowledge of the electronic catalog search strategies.
        5. Performs searches using keyword search terms\

    B. Independently select, retrieve, evaluate, synthesize and apply appropriate information effectively.
        1. Evaluates information sources (print and electronic) for accuracy, currency, authority, relevance and biases.
        2. Develops creative products in a variety of formats.
        3. Organizes information from multiple sources. (Big 6)
            a. Uses and recognizes subject-specialized encyclopedias and dictionaries
            b. Identifies general reference materials
            c. Knows the purpose of the vertical file, and the nature of the materials
            d. Utilizes electronic resources

        4. Utilizes resources outside the Cony Library; accesses Lithgow Library, Interlibrary loan, Maine State Library, Guidance Career Library resources and University of Maine System
        5. Exhibits confidence in the use of computer technology and emerging technologies

    C. Develop lifelong reading habits
        1. Read a variety of literatures to appreciate classic and contemporary themes and genres.
        2. Recognizes recreational uses of literature
        3. Recognizes book reviews as selection tools for recreational reading materials.
        4. Pursues information related to personal interests and career preparation

Strand 3: Social Responsibility

The Student Will:
    A. Practice ethical behavior in regard to information and information technology.
        1. Credit appropriate sources using accepted citation and bibliographic format standards.
        2. Respect intellectual property rights

      3.   Recognize plagiarism and reject its use
      4.   Understand the importance of accepting responsibility for personal decisions and actions.

   B.   Understand and appreciate diverse cultures through literary experiences
      1.   Analyze and select multicultural literature
      2.   Seek information from diverse sources, disciplines and cultures

ALA <u>Information Literacy Standards for Student Learning</u>
Eisenberg, Michael and Robert E. Berkowitz "Big6 Skill"

Draft 5/20/99