

# Wapello Community Schools

## Library Media Center K-12 Curriculum

Developed by Christine Watson SLMS - July 2014

### District Mission:

To prepare all students to become successful productive citizens in an ever changing world.

### Library Media Center Mission:

The Wapello Community School Library Media Centers are established to assist students and instructors in the inquiry process with the utilization of technology, materials, and services. The Library Media Center (LMC) will also strive to inspire students and teachers to become lifelong learners. The LMC will ignite the flame in students to become avid readers and effective users of information. The Wapello LMC will provide materials at the level and scope to fit the needs of ALL students, while still challenging all students to meet the high expectations set by Wapello Community Schools staff and administration.

### Vision:

With increasing emphasis on the skills needed for life and learning in the 21st Century, School Library Media Specialists have had to move beyond a supporting role to a central role in the education process. The most critical goal of the libraries is to help Wapello Community School students become "information fluent." As the School Library Media Specialist guides students to acquire the skills to access, analyze and synthesize ideas, and information to create products with competence, confidence, and in an ethical manner. To accomplish this, there must be a mandate for collaboration - full and equal partnership - between teachers and the School Library Media Specialist. They must plan together, work together, and share together so that the common goal and complementary perspectives and expertise will expand opportunities for all students.

### National & State Standards:

The Library Media Center K-12 Curriculum document will reference the following organizations or standards along with the related Acronyms.

<b>AASL</b>	American Association for School Librarians
<b>CCSS</b>	Common Core State Standards
<b>ISTE</b>	International Society for Technology in Education

### AASL Standards

The four main sections of Standards for the 21st Century Learner

1. Inquire, think critically, and gain knowledge
2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge
3. Share knowledge and participate ethically and productively as members of our democratic society
4. Pursue personal and aesthetic growth

### AASL Strands

The four parts of each standard:

1. Skills	2. Dispositions in Action	3. Responsibilities	4. Self-Assessment Strategies
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## Wapello Community School District K-6 Library/information Literacy Curriculum Matrix

As the curriculum for the elementary building is very different from that of the high school building a separate format is used to differentiate between the two areas. K-6 students have access to the Library Media Center on a weekly basis via Library time or Library lessons with the Library Associate or the School Library Media Specialist. Below are the skills and areas all K-6 students will attempt to master upon the completion of 6th grade. The elementary lessons focus mainly on library usage and skills.

<b>Key:</b>	Common Core Standards English Language Arts	Common Core Standards :
Technology I = Introduce R = Reinforce	RL: Reading Literature RI: Reading Informational Text	8.1
21st Century Life and Careers	SL: Speaking and Listening	9.1

### I. Orientation

Course Objectives	K	1	2	3	4	5	6	Common Core Standards	AASL Standards
A. Demonstrate proper media center behaviors.	I	I	R	R	R	R	R	9.1.4.F.3	3, 4
B. Demonstrate proper care of materials.	I	I	R	R	R	R	R		4
C. Identify, locate, select and access materials (easy/picture books, fiction, nonfiction, biographies, periodicals, reference).	I	I	R	R	R	R	R	RI 5 (K-2)	1, 4
1. Alphabetical order in shelving			I	R	R	R	R		1, 4
2. Location of fiction/nonfiction	I	I	R	R	R	R	R	RI 5 (K-6)	1, 4
3. Dewey Decimal system				I	R	R	R		1, 4
4. Understand and use school OPAC			I	I	R	R	R		1, 4
5. Be introduced to public library OPAC						I	I		1, 4

## II. Literature and Informational Texts

Course Objectives	K	1	2	3	4	5	6	Common Core Standards	AASL Standards
A. Develop a feeling of familiarity and enjoyment with the library and literature	I	I	R	R	R	R	R		1, 4
B. Identify, locate, and utilize parts of a book	I	I	R	R	R	R	R	RI 5 (K-6)	1, 4
1. Author, Illustrator	I	I	R	R	R	R	R	RI 6 (K-6)	1, 4
2. Title/Copyright Page (Verso)		I	R	R	R	R	R	RI 5 (K-2)	1, 4
3. Spine/Spine Label (Call Number)			I	R	R	R	R	RI 5 (K-2)	1, 4
4. Index, Table of Contents, Glossary			I	I	R	R	R	RL 1-10 (K-6)	1, 4
C. Identify the characteristics of fiction and nonfiction.		I	R	R	R	R	R	RL 1- (K-6)	1, 2, 4
D. Select appropriate books based on age, reading level, and personal interests.	I	I	R	R	R	R	R	RL 1-10 (K-6)	1, 4
E. Be exposed to author and illustrator studies.	I	I	R	R	R	R	R	RL 1-10 (K-6)	1, 4
F. Read and discuss stories in various genres (folktales, fairy tales, tall tales, mystery, historical fiction, biographies, fantasy, etc.)		I	I	R	R	R	R	RL 1-10 (K-6)	1, 4
G. Be aware of the Caldecott Award and become familiar with Caldecott Medal books.		I	I	R	R	R	R	RL 10 (4-6)	1, 4
H. Be aware of the Newbery Medal and become familiar with Newbery Medal books.					I	I	R	RL 10 (4-6)	1, 4

### III. Information Literacy

Course Objectives	K	1	2	3	4	5	6	Common Core Standards	AASL Standards
A. Identify, locate, select, and utilize online reference materials (Internet, online encyclopedia)		I	I	I	I	I	R	8.1.4.E.2 RI 5 (3-6)	1 - 4
1. Evaluate and determine the validity of a Website.						I	I	8.1.4.E.2 RI 5 (3-6)	1 - 4
2. Search Strategies				I	I	R	R	8.1.4.E.2 RI 5 (3-6)	1 - 4
B. Identify, locate, select, and utilize print reference materials		I	I	I	I	R	R	8.1.4.E.2 RI 7 (3-6)	1 - 4
1. Information evaluation (understand, analyze, evaluate, synthesize, and apply appropriate information effectively).				I	I	R	R	8.1.4.E.2 RI 7 (3-6)	1 - 4
2. Search Strategies				I	I	R	R	8.1.4.E.2 RI 7 (3-6)	1 - 4
C. Create Bibliographic Citation (MLA format)					I	I	I	8.1.4.D.1	3, 4
D. Understand and use techniques to avoid plagiarism (i.e. paraphrasing).						I	I	SL 2-6 (3-6)	3, 4
E. Use the research process to better locate desired information.				I	I	R	R	9.1.4.B.1; 9.1.4.D.1;	1 - 4

## **Wapello Community School District**

### **7-12 Library/information Literacy Curriculum Matrix**

As the curriculum for the high school building is very different from that of the elementary building a separate format is used to differentiate between the two areas. WHS 7-12 students have access to the Library Media Center either through their Media Literacy Hex for 7th and 8th grade students or throughout the day when sent by a teacher. Students may also visit the library during their AAT time. Below are the standards associated with the skills all 7-12 students will attempt to master upon the completion of 12th grade. Most standards are achieved through collaboration with other teacher in the building. The high school lessons focus mainly on research methods, digital citizenship, and recreational reading.

#### **Research:**

The BIG 6 research model is used to evaluate and ethically utilize information effectively for a variety of research based assignments. The framework can be utilized across disciplines and grade levels. The level of difficulty should gradually increase as the student progress toward their senior year.

#### **Internet & Digital Protection:**

The four main focuses are Internet Safety, Digital Citizenship, Cyberbullying, and Social Networking. With students unlimited access to the variety of internet technologies throughout their lives a basic understanding of internet culture and behaviors is essential to their future success.

#### **Personal Interest Reading:**

Students attending Wapello Jr Sr High School have access to roughly 9,000 print titles and many more through our local public library and Area Education Agency library. Students are encouraged to sample a variety of reading materials based on their interests. While no formal instruction is given on how to select a piece of literature students are shown how to utilize the library OPAC and web browsing to locate interesting titles. Students who openly admit that reading is not their favorite activity are encouraged to sample the Graphic novels which can be used as a gateway to traditional literature. Displays are constantly changed within the Library Media Center to encourage students to circulate items previously overlooked or popular titles.

## Research 1: Task Definition

<p style="text-align: center;"><b>AASL LIBRARY STANDARD</b></p> <p><b>1.1.1</b> Follow an inquiry- based process in seeking knowledge in curricular subjects, and make the real- world connection for using this process in own life.</p> <p><b>1.1.2</b> Use prior and background knowledge as context for new learning.</p> <p><b>1.1.3</b> Develop and refine a range of questions to frame the search for new understanding.</p> <p><b>1.2.1</b> Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.</p>	<p style="text-align: center;"><b>COMMON CORE STATE STANDARD</b></p> <p><b>W.9-10.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g. headings), graphics (e.g. figures, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p>	<p style="text-align: center;"><b>ISTE STANDARD</b></p> <p><b>3. Research &amp; Information Fluency</b> Students apply digital tools to gather, evaluate, and use information.  Students:     plan strategies to guide inquiry.</p> <p><b>4. Critical Thinking Problem Solving, and Decision Making</b>  Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.  Students:     identify and define authentic problems and significant questions for investigation      plan and manage activities to develop a solution to complete a project.</p>
<p style="text-align: center;"><b>SUGGESTED INSTRUCTIONAL STRATEGIES</b></p> <p>Demonstrate use of graphic organizers and concept maps.</p> <p>Build a class definition of a topic such as defining what a hero is.</p> <p>Have students brainstorm ideas and practice using organizers and concepts maps.</p> <p>Give students topics and have them develop essential questions in order to narrow down and identify the final topic.</p> <p>Show students where to find additional resources to help students define their topic.</p> <p>Engage students in planning strategies for defining topics.</p>	<p style="text-align: center;"><b>SUGGESTED ASSESSMENTS</b></p> <p>Create a graphic organizer for the topic that has been assigned.</p> <p>Develop a written research plan.</p> <p>Using the assigned topic, develop two to three essential questions.</p>	<p style="text-align: center;"><b>INSTRUCTIONAL RESOURCES</b></p> <p>Library Collection</p> <p>AEA Resources and Databases</p> <p><a href="http://www.owl.english.purdue.edu">http://www.owl.english.purdue.edu</a></p> <p><a href="http://www.big6.com">http://www.big6.com</a></p>

## Research 2: Brainstorming

<p style="text-align: center;"><b>AASL LIBRARY STANDARD</b></p> <p><b>1.1.4</b> Find, evaluate, and select appropriate sources to answer questions.</p> <p><b>1.1.5</b> Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.</p>	<p style="text-align: center;"><b>COMMON CORE STATE STANDARD</b></p> <p><b>W.9-10.8</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the research questions; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><b>RI.8.7</b> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p><b>RI.6.6</b> Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p style="text-align: center;"><b>ISTE STANDARD</b></p> <p><b>3. Research &amp; Information Fluency</b></p> <p>Students apply digital tools to gather, evaluate, and use information.</p> <p>Students: evaluate and select information sources and digital tools based on the appropriateness to specific tasks.</p>
<p style="text-align: center;"><b>SUGGESTED INSTRUCTIONAL STRATEGIES</b></p> <p>Discuss the components of information seeking strategies and rating the appropriateness/relevancy of the source.</p> <p>Show students examples of sources that are accurate, valid, and appropriate for their needs and those that are not. Discuss why the sources meet the criteria. Or have students determine why the source is invalid or inappropriate.</p> <p>Discuss and show students the various internet domains and provide them with suggested resources.</p> <p>Have students brainstorm best possible sources for finding information. Have them record and share their ideas.</p> <p>Discuss the advantages and disadvantages of using different mediums (print, electronic, multimedia, etc.) and/or different sources (primary vs. secondary)</p>	<p style="text-align: center;"><b>SUGGESTED ASSESSMENTS</b></p> <p>Identify the sources on the attached list that are appropriate to use for a specific research project.</p> <p>Defend your selection of sources for your most recent research project. List the sources in MLA format and provide a written statement of why it is appropriate.</p> <p>Using the attached list of sources, identify which are primary and which are secondary. Select one source you identified as primary and explain why it is considered a primary source.</p>	<p style="text-align: center;"><b>INSTRUCTIONAL RESOURCES</b></p> <p>Library Collection</p> <p>AEA Resources and Databases</p> <p><a href="http://www.owl.english.purdue.edu">http://www.owl.english.purdue.edu</a></p> <p><a href="http://www.radcab.com">www.radcab.com</a></p>

## Research 3: Location and Access

<p><b>AASL LIBRARY STANDARD</b></p> <p><b>1.1.8</b> Demonstrate mastery of technology tools for accessing information and pursuing inquiry.</p> <p><b>1.3.2</b> Seek Divergent perspectives during information gathering and assessment.</p>	<p><b>COMMON CORE STATE STANDARD</b></p> <p><b>W.9-10.8</b></p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the research questions; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p><b>ISTE STANDARD</b></p> <p><b>3. Research &amp; Information Fluency</b></p> <p>Students apply digital tools to gather, evaluate, and use information.</p> <p>Students: locate, organize, analyse, evaluate, synthesize, and ethically use information from a variety of sources and media.</p>
<p><b>SUGGESTED INSTRUCTIONAL STRATEGIES</b></p> <p>Present students with examples of keyword searches. Have students discuss if the keyword is helpful and why.</p> <p>Show students the Common Craft video on search strategies.</p> <p>Show students how to use advanced search strategies in various search engines and databases.</p> <p>Demonstrate shortcuts and strategies for finding specific information within text such as the “find” feature on a Webpage or reading strategies such as skimming.</p>	<p><b>SUGGESTED ASSESSMENTS</b></p> <p>Using the assigned topic, develop a minimum of three keywords search terms. Discuss if the search terms were helpful or not and why.</p> <p>What revisions did you make to your search terms?</p> <p>What was the result?</p>	<p><b>INSTRUCTIONAL RESOURCES</b></p> <p>Library Collection</p> <p>AEA Resources and Databases</p> <p><a href="http://www.radcab.com">www.radcab.com</a></p> <p><a href="http://www.owl.english.purdue.edu">http://www.owl.english.purdue.edu</a></p> <p><a href="http://www.commoncraft.com/video/web-search-strategies">http://www.commoncraft.com/video/web-search-strategies</a></p> <p><a href="http://www.noodletools.com/">http://www.noodletools.com/</a></p>



## Research 4: Use of Information

AASL LIBRARY STANDARD	COMMON CORE STATE STANDARD	ISTE STANDARD
<p><b>1.1.7</b> Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p><b>1.3.1</b> Respect copyright/ intellectual property rights of creators and producers.</p> <p><b>1.3.3</b> Follow ethical and legal guidelines in gathering and using information.</p> <p><b>1.1.6</b> Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p><b>2.1.1</b> 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.</p> <p><b>2.1.2</b> Organize knowledge so that it is useful.</p>	<p><b>W.9-10.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g. headings), graphics (e.g. figures, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p>	<p><b>4. Critical Thinking Problem Solving, and Decision Making</b></p> <p>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> <p>Students: collect and analyze data to identify solutions and/or make informed decisions.</p> <p><b>5. Digital Citizenship</b> Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior,</p> <p>Students: advocate and practice safe, legal, and responsible use of information and technology.</p>
<p><b>SUGGESTED INSTRUCTIONAL STRATEGIES</b></p> <p>Review note taking strategies and how to identify main ideas.</p> <p>Discuss the meaning of intellectual property &amp; copyright protection. Provide examples of plagiarism why it is considered plagiarism. Have students revise the example.</p> <p>Show students how to create citations using online bibliographic tools.</p> <p>Show students Fair Use Policy of copyrighted materials for personal vs. educational use.</p> <p>Have students give examples of plagiarism.</p>	<p><b>SUGGESTED ASSESSMENTS</b></p> <p>Submit three to five citations from your current research.</p> <p>Read the sample text. Did this author plagiarize? Explain your answer.</p> <p>Turn in your graphic organizer/note cards on your research topic. Be sure to paraphrase/summarize the information.</p>	<p><b>INSTRUCTIONAL RESOURCES</b></p> <p>Library Collection</p> <p>AEA Resources and Databases</p> <p>MLA Handbook (current edition)</p> <p><a href="http://www.radcab.com">www.radcab.com</a></p> <p><a href="http://www.owl.english.purdue.edu">http://www.owl.english.purdue.edu</a></p> <p><a href="http://www.commoncraft.com/video/web-search-strategies">http://www.commoncraft.com/video/web-search-strategies</a> (web search strategies and creative copy write and creative commons)</p> <p><a href="http://www.noodletools.com/">http://www.noodletools.com/</a></p> <p><a href="http://www.tommarc.com/electraguide/">http://www.tommarc.com/electraguide/</a></p> <p><a href="http://www.turnitin.com/">http://www.turnitin.com/</a></p>

## Research 5: Synthesis

<p style="text-align: center;"><b>AASL LIBRARY STANDARD</b></p> <p><b>2.1.2</b> Organize knowledge so that it is useful.</p> <p><b>2.1.4</b> Use technology and other information tools to analyze and organize information.</p> <p><b>3.1.4</b> Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p>	<p style="text-align: center;"><b>COMMON CORE STATE STANDARD</b></p> <p><b>W.8.6</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p><b>W.9-10.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p><b>W.8.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. B. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").</p> <p><b>W.9-10.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. B. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p>	<p style="text-align: center;"><b>ISTE STANDARD</b></p> <p><b>2. Communication and Collaboration</b> Students use digital media and environments to communicate and work collaboratively, including at a distance to support individual learning and contribute to the learning of others.</p> <p>Students: interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.</p> <p>communicate information and ideas effectively to multiple audiences using a variety of media and formats.</p>
<p style="text-align: center;"><b>SUGGESTED INSTRUCTIONAL STRATEGIES</b></p> <p>Show students how to use GO to organize information from sources. Have students ID the source, citation information, and notes from the source.</p> <p>Show students how to use wiki/blog to add information when collaborating on a project.</p> <p>Discuss how to organize information. Show a variety of organizational tools.</p> <p>Introduce online presentation tools such as Glogster, Prezi, Animoto, etc.</p>	<p style="text-align: center;"><b>SUGGESTED ASSESSMENTS</b></p> <p>Select and use a web-based graphic organizer to organize your research.</p> <p>Select and use presentation software to share your research. Why did you select this tool? Why was it the most appropriate tool for your project?</p>	<p style="text-align: center;"><b>INSTRUCTIONAL RESOURCES</b></p> <p>Library Collection</p> <p>AEA Resources and Databases</p> <p><a href="http://www.radcab.com">www.radcab.com</a></p> <p><a href="http://www.animoto.com">www.animoto.com</a></p> <p><a href="http://www.commoncraft.com/video/web-search-strategies">http://www.commoncraft.com/video/web-search-strategies</a></p> <p><a href="http://www.noodletools.com/">http://www.noodletools.com/</a></p> <p><a href="http://www.glogster.com">www.glogster.com</a></p> <p><a href="http://www.prezi.com">www.prezi.com</a></p>

## Research 6: Evaluation

<p style="text-align: center;"><b>AASL LIBRARY STANDARD</b></p> <p><b>1.4.2</b> Use interaction with and feedback from teachers and peers to guide own inquiry process.</p> <p><b>1.4.3</b> Monitor gathered information, and assess for gaps or weaknesses.</p> <p><b>3.4.1</b> Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.</p> <p><b>3.4.2</b> Assess the quality and effectiveness of the learning product.</p>	<p style="text-align: center;"><b>COMMON CORE STATE STANDARD</b></p> <p><b>W.8.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 53.)</p> <p><b>W.9-10.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.)</p>	<p style="text-align: center;"><b>ISTE STANDARD</b></p> <p><b>1. Creativity and Innovation</b> Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</p> <p>Students:     apply existing knowledge to generate new ideas, products, or processes.</p> <p><b>3. Research &amp; Information Fluency</b> Students apply digital tools to gather, evaluate, and use information.</p> <p>Students:     process data and report results.</p>
<p style="text-align: center;"><b>SUGGESTED INSTRUCTIONAL STRATEGIES</b></p> <p>Review and discuss the criteria in the reflection/evaluation district rubric. Have students give examples of reflection/evaluation on a current assignment.</p> <p>Review all rubrics that may be used to assess a project to demonstrate how to look for gaps and/or weaknesses.</p> <p>Demonstrate how to use a rubric to guide work before completion.</p> <p>Offer students assistance as needed to revise/edit work to improve quality and strength.</p>	<p style="text-align: center;"><b>SUGGESTED ASSESSMENTS</b></p> <p>Read and provide feedback to your assigned partner on their research project using the project rubric. Be specific and address each indicator on the rubric.</p> <p>Using the feedback you received from your partner, edit and revise your project.</p> <p>Write a reflection about what you learned from this project using the reflection prompt.</p>	<p style="text-align: center;"><b>INSTRUCTIONAL RESOURCES</b></p> <p>Rubrics (District and Classroom)</p> <p><a href="http://rubistar.4teachers.org/index.php">http://rubistar.4teachers.org/index.php</a></p>

## Internet & Digital Protection: Internet Safety

<p><b>AASL LIBRARY STANDARD</b></p> <p><b>4.3.4</b> Practice safe and ethical behaviors in personal electronic communication and interaction.</p>	<p><b>COMMON CORE STATE STANDARD</b></p> <p><b>None apply</b></p>	<p><b>ISTE STANDARD</b></p> <p><b>5. Digital Citizenship</b> Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior,</p> <p>Students: advocate and practice safe, legal, and responsible use of information and technology.</p>
<p><b>SUGGESTED INSTRUCTIONAL STRATEGIES</b></p> <p>Review and discuss internet safety at 7th grade orientation.</p> <p>Show level appropriate (JHS/SHS) internet safety video(s).</p> <p>Have students read scenarios around internet safety. Have them determine if it is “safe” or “not safe” and why.</p> <p>Use activities that come with internet safety programs as needed or warranted.</p> <p>Review components of Acceptable Use Policy for Wapello Community Schools.</p> <p>Remind students that they are responsible for all computer usage during the time he/she is signed on to the computer.</p>	<p><b>SUGGESTED ASSESSMENTS</b></p> <p>Pre and post-test on internet safety</p> <p>Create a multi-media presentation on internet safety.</p> <p>Describe a situation in which a student did not use the internet safely. Explain why it was not safe.</p> <p>What are the consequences?</p> <p>What should have been done?</p> <p>Determine if each of the following websites is safe or unsafe. Defend each answer.</p>	<p><b>INSTRUCTIONAL RESOURCES</b></p> <p>Acceptable Use Policy</p> <p><a href="http://www.isafe.org">www.isafe.org</a></p> <p><a href="http://www.netsmartz.org">www.netsmartz.org</a></p> <p><a href="https://www.common sense media.org/">https://www.common sense media.org/</a></p>

## Internet & Digital Protection: Digital Citizenship

<b>AASL LIBRARY STANDARD</b>	<b>COMMON CORE STATE STANDARD</b>	<b>ISTE STANDARD</b>
<p><b>1.3.1</b> Respect copyright/ intellectual property rights of creators and producers.</p> <p><b>1.3.3</b> Follow ethical and legal guidelines in gathering and using information.</p> <p><b>1.3.5</b> Use information technology responsibly</p> <p><b>3.1.6</b> Use information and technology ethically and responsibly.</p> <p><b>3.3.5</b> Contribute to the exchange of ideas within and beyond the learning community.</p> <p><b>3.3.6</b> Use information and knowledge in the service of democratic values.</p> <p><b>3.3.7</b> Respect the principles of intellectual freedom.</p>	<p><b>W.8.8</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><b>W.9.8</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p><b>5. Digital Citizenship</b> Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior,</p> <p>Students: advocate and practice safe, legal, and responsible use of information and technology.</p> <p>exhibit leadership for digital citizenship.</p>
<b>SUGGESTED INSTRUCTIONAL STRATEGIES</b>	<b>SUGGESTED ASSESSMENTS</b>	<b>INSTRUCTIONAL RESOURCES</b>
<p>Show level appropriate (JHS/SHS) video(s) on digital citizenship.</p> <p>Have students read scenarios around copyright and fair use. Have them determine what must be done to ethically use the source.</p> <p>Review components of Acceptable Use Policy for Wapello Community Schools.</p> <p>Remind students that they are responsible for all computer usage during the time he/she is signed on to the computer.</p>	<p>Teacher tracks the student's internet history for a set period of time. Share the findings with the student.</p> <p>Identify the following cases where you would need permission to use the media. Defend your answers.</p> <p>Read the following scenario. As a group, decide if the person acted ethically and legally. Be prepared to share and explain your answer.</p>	<p><a href="https://www.common sense media.org/">https://www.common sense media.org/</a></p> <p><a href="http://www.ala.org">www.ala.org</a></p> <p><a href="http://www.aasl.org">www.aasl.org</a></p> <p><a href="http://www.ncte.org">www.ncte.org</a></p>

## Internet & Digital Protection: Cyberbullying

AASL LIBRARY STANDARD	COMMON CORE STATE STANDARD	ISTE STANDARD
<p><b>3.1.6</b> Use information and technology ethically and responsibly.</p> <p><b>3.3.2</b> Respect the differing interests and experiences of others, and seek a variety of viewpoints.</p> <p><b>4.3.4</b> Practice safe and ethical behaviors in personal electronic communication and interaction.</p> <p><b>4.4.5</b> Develop personal criteria for gauging how effectively own ideas are expressed.</p>	<p><b>None apply</b></p>	<p><b>5. Digital Citizenship</b> Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior,</p> <p>Students:</p> <ul style="list-style-type: none"> <li>advocate and practice safe, legal, and responsible use of information and technology.</li> <li>exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.</li> <li>exhibit leadership for digital citizenship.</li> </ul>
SUGGESTED INSTRUCTIONAL STRATEGIES	SUGGESTED ASSESSMENTS	INSTRUCTIONAL RESOURCES
<p>Show grade level appropriate videos on cyberbullying.</p> <p>Share current event news articles related to cyberbullying.</p> <p>Have students further research the topic and present their information to the class.</p> <p>Have students role play scenarios on cyberbullying.</p>	<p>Pre and post-tests</p> <p>Create a multi-media presentation on cyberbullying.</p> <p>Create a skit on cyberbullying. Present it to the class.</p> <p>Discuss each scenario in your group. Decide if it is an example of cyberbullying. Why or why not?</p>	<p>Acceptable Use Policy</p> <p><a href="http://www.isafe.org">www.isafe.org</a></p> <p><a href="http://www.netsmartz.org">www.netsmartz.org</a></p> <p><a href="https://www.commonensemedia.org/">https://www.commonensemedia.org/</a></p>

## Internet & Digital Protection: Social Networking

AASL LIBRARY STANDARD	COMMON CORE STATE STANDARD	ISTE STANDARD
<p><b>3.1.2</b> Participate and collaborate as members of a social and intellectual network of learners.</p> <p><b>4.1.7</b> Use social networks and information tools to gather and share information.</p> <p><b>4.3.1</b> Participate in the social exchange of ideas, both electronically and in person.</p> <p><b>4.3.4</b> Practice safe and ethical behaviors in personal electronic communication and interaction.</p>	<p><b>None apply</b></p>	<p><b>5. Digital Citizenship</b> Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior,</p> <p>Students:              advocate and practice safe, legal, and responsible use of information and technology.</p> <p>    exhibit leadership for digital citizenship.</p>
SUGGESTED INSTRUCTIONAL STRATEGIES	SUGGESTED ASSESSMENTS	INSTRUCTIONAL RESOURCES
<p>Share examples of social networking with positive outcomes and negative outcomes.</p> <p>If possible, create online pen pal exchanges with students.</p> <p>Show videos on social networking issues such as privacy settings, appropriateness of posts and photos, videos, etc.</p> <p>Have a discussion on “friending”</p>	<p>Pre and post-test</p> <p>Create a multi-media presentation on social networking.</p> <p>Respond to the attached scenario. Decide the best action to take. Defend your answer.</p> <p>Describe a situation in which social networking led to a positive outcome and one in which led to a negative outcome. What are the differences? Could the negative outcome been avoided? How so? Explain your thinking.</p>	<p>Acceptable Use Policy</p> <p><a href="http://www.isafe.org">www.isafe.org</a></p> <p><a href="http://www.netsmartz.org">www.netsmartz.org</a></p> <p><a href="https://www.commonsemmedia.org/">https://www.commonsemmedia.org/</a></p>

## Personal Interest Reading

AASL LIBRARY STANDARD	COMMON CORE STATE STANDARD	ISTE STANDARD
<p><b>4.1.1</b> Read, view, and listen for pleasure and personal growth.</p> <p><b>4.1.2</b> Read widely and fluently to make connections with self, the world, and previous reading.</p> <p><b>4.1.3</b> Respond to literature and creative expressions of ideas in various formats and genres.</p> <p><b>4.1.4</b> Seek information for personal learning in a variety of formats and genres.</p> <p><b>4.1.8</b> Use creative and artistic formats to express personal learning.</p> <p><b>4.2.1</b> Display curiosity by pursuing interests through multiple resources.</p> <p><b>4.2.2</b> 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.</p> <p><b>4.2.4</b> Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.</p> <p><b>4.3.2</b> Recognize that resources are created for a variety of purposes.</p> <p><b>4.3.3</b> Seek opportunities for pursuing personal and aesthetic growth.</p> <p><b>4.4.1</b> Identify own areas of interest.</p> <p><b>4.4.2</b> Recognize the limits of own personal knowledge.</p> <p><b>4.4.3</b> Recognize how to focus efforts in personal learning.</p> <p><b>4.4.6</b> Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.</p>	<p><b>None apply</b></p>	<p><b>None apply</b></p>
<p style="text-align: center;"><b>SUGGESTED INSTRUCTIONAL STRATEGIES</b></p> <p>Create displays to capture student’s attention. Change displays often. Keep displays current.</p> <p>Offer theme based bookmarks.</p> <p>Introduce students to Categories and Resource list on the library catalog and show students how to access and use book recommendation tools/sites.</p> <p>Encourage student recommendations for new categories, purchase of additional books by the same author, etc.</p> <p>Have students participate in Iowa Teen Book Award.</p> <p>Create a book blog that students can participate in.</p> <p>Introduce students to audio books.</p>	<p style="text-align: center;"><b>SUGGESTED ASSESSMENTS</b></p> <p>Submit a log of books you have read. ID the genre of each book and which you favor? (Use Destiny)</p> <p>Complete a book review for the book you are reading. (Use Destiny)</p> <p>Lead a book talk or make book trailer.</p>	<p style="text-align: center;"><b>INSTRUCTIONAL RESOURCES</b></p> <p>Audio Books</p> <p>Current Literature</p> <p><a href="http://www.teenreads.com">www.teenreads.com</a></p> <p><a href="http://www.animoto.com">www.animoto.com</a></p> <p><a href="http://www.whatshouldireadnext.com">www.whatshouldireadnext.com</a></p> <p><a href="https://wapellocommunityschooldistrict.follettdestiny.com/quest/servlet/presentquestform.do?site=101&amp;context=saas23_1400826">https://wapellocommunityschooldistrict.follettdestiny.com/quest/servlet/presentquestform.do?site=101&amp;context=saas23_1400826</a></p>



**Wapello Community School District**  
**Library Media Center Skills & Information Literacy Skills**  
**Kindergarten - 12th Grade**

- Kindergarten**
- Selects books based on personal interests
  - Uses illustrations and other visual elements to understand text
  - Makes connections to background knowledge (Text to Self)
  - Distinguishes between fiction and nonfiction
  - Begins to recognize story structure
  - Identifies roles of author and illustrator
  - Understands basic organizational pattern of library
  - Recognizes parts of a book
  - Uses library materials responsibly
  - Understands expected Library Media Center behaviors
- Grade 1**
- Selects a book independently for personal reading
  - Uses illustrations and other visual elements to understand text
  - Makes connections to background knowledge (Text to Self)
  - Uses predictions to understand text
  - Recognizes basic story structure
  - Begins to recognize different types of literature
  - Understands basic organizational pattern of library
  - Recognizes parts of a book
  - Understands a fact as a true statement
  - Recognizes nonfiction as a source of information
  - Uses library materials responsibly
  - Understands expected Library Media Center behaviors
- Grade 2**
- Selects a book independently for personal reading
  - Begins to recognize different types of literature
  - Makes connections to background knowledge (Text to Text, Text to World)
  - Uses mental images to understand text
  - Begins to identify literary elements of character, plot, and setting
  - Understands organizational pattern of library
  - Understands how call numbers are used to locate books
  - Recognizes parts of a book
  - Begins to use nonfiction as a source of information
  - Uses library materials responsibly
  - Understands expected Library Media Center behaviors
- Grade 3**
- Uses retelling and paraphrasing to understand text
  - Recognizes different types of literature/genres
  - Identifies literary elements of character, plot, and setting
  - Begins to use text features to understand informational text
  - Selects a variety of fiction and nonfiction for independent reading
  - Understands how call numbers are used to locate books
  - Uses technology to locate information
  - Uses nonfiction as a source of information
  - Begins to identify information need
  - Begins to use keywords to initiate an information search
  - Begins to extract information from text based on need

- Uses library materials responsibly
- Understands expected Library Media Center behaviors
- Begins to understand the Wapello Elementary School technology resources policies
- Begins to work appropriately in groups

#### **Grade 4**

- Recognizes different types of literature/genres
- Identifies literary element of point of view
- Uses text features to understand informational text
- Selects a variety of fiction and nonfiction for independent reading
- Uses summarizing to understand text
- Understands how call numbers are used to locate books
- Uses technology to locate information
- Uses nonfiction as a source of information
- Begins to identify information need
- Uses keywords to initiate an information search
- Begins to extract information from text based on need
- Uses technology appropriately to create and share information
- Begins to cite information sources
- Uses library materials responsibly
- Understands expected Library Media Center behaviors
- Begins to understand the Wapello Elementary School technology resources policies
- Works appropriately in groups
- Begins to understand intellectual property rights

#### **Grade 5**

- Uses questions to understand text
- Selects a variety of fiction and nonfiction for independent reading
- Uses technology to locate information
- Uses nonfiction as a source of information
- Identifies information need
- Uses keywords to initiate an information search
- Extracts information from text based on need
- Uses technology appropriately to create and share information
- Cites information sources
- Uses library materials responsibly
- Understands expected Library Media Center behaviors
- Understands the Wapello Elementary School technology resources policies
- Works appropriately in groups
- Understands intellectual property rights

#### **Grade 6**

- Uses questions to understand text
- Selects a variety of "Just Right" fiction and nonfiction for independent reading
- Uses technology to locate information
- Uses nonfiction as a source of information
- Identifies information need
- Uses keywords to initiate an information search
- Extracts information from text based on need
- Uses technology appropriately to create and share information
- Begins to evaluate information sources
- Cites information sources
- Uses library materials responsibly
- Understands expected Library Media Center behaviors
- Understands the Wapello Elementary School technology resources policies

- Works appropriately in groups
- Understands intellectual property rights

### **Grade 7-8**

- Is a competent and self-motivated reader
- Selects fiction and non-fiction based on interest, need, and reading level
- Develops a background in types of literature and literary elements
- Connects ideas to personal interests and previous knowledge and experience
- Applies critical thinking skills when reading, viewing and listening
- Responds to literature and other creative expressions of information in varied formats
- Recognizes and refines the need for information
- Identifies potential sources of information
- Develops and uses successful strategies for locating information
- Uses technology effectively to locate information
- Uses a variety of print and electronic tools to find information
- Determines usefulness of information
- Selects and records information relevant to the problem or question at hand
- Organizes information for practical application
- Creates and communicates information and ideas in appropriate formats
- Evaluates process and product based on information need and essential questions
- Practices ethical behavior with regard to information and information technology
- Seeks information from diverse sources, contexts, disciplines and cultures
- Respects the differing interests and experiences of others and seeks a variety of viewpoints
- Respects intellectual property rights and understands the need for documenting sources
- Uses technology and resources responsibly and ethically
- Works independently and in groups to pursue information to solve problems
- Participates and collaborates as a member of a team of learners

### **Grades 9-12**

- Is a competent and self-motivated reader
- Selects fiction and non-fiction based on interest, need, and reading level
- Develops a background in types of literature and literary elements
- Connects ideas to personal interests and previous knowledge and experience
- Applies critical thinking skills when reading, viewing and listening
- Responds to literature and other creative expressions of information in varied formats
- Recognizes and refines the need for information
- Identifies a variety of potential sources of information
- Develops and uses successful strategies for locating information
- Uses technology effectively to locate information
- Uses a variety of print and electronic tools to find information
- Determines accuracy, relevance, authority, and suitability
- Distinguishes among fact, point of view, and opinion
- Selects and records information relevant to the problem or question at hand
- Organizes information for practical application
- Creates and communicates information and ideas in appropriate formats
- Uses technology effectively to organize, present and document research findings
- Designs and develops information products and solutions both for school assignments and personal interests
- Evaluates process and product based on information need and essential questions
- Revises and improves process and product
- Practices ethical behavior with regard to information and information technology

- Seeks information from diverse sources, contexts, disciplines and cultures
- Respects the differing interests and experiences of others and seeks a variety of viewpoints
- Respects intellectual property rights and understands the need for documenting sources
- Uses technology and resources responsibly and ethically
- Works independently and in groups to pursue information to solve problems
- Participates and collaborates as a member of a team of learners

**Assessment resources can be found at the following link below. Modification of the assessments may be necessary as their framework focuses on 3 main standards rather than 4.**

<http://schools.nyc.gov/NR/ronlyres/2BD1C6F6-E583-41E8-9D8A-8578447FBF9A/0/IFCK12PriorityBenchmarkSkillsandAssessments.pdf>

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**Note:** The example curriculums were used as a starting point for Wapello Community Schools as only one School Library Media Specialist is employed in the district. Rather than create new materials, she chose to utilize the outstanding work of her peers across the country to create a fully developed draft of a K-12 curriculum. This document will change as necessary to suit the needs of the students and staff of Wapello Community Schools. **16 July 2014**