

**BERNARDS TOWNSHIP PUBLIC SCHOOLS
BASKING RIDGE, NEW JERSEY**

Media and Information Skills

Grades K - 12

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MISSION STATEMENT

The mission of the school library media program is to ensure that students and staff are effective users of ideas and information. (American Association of School Librarians 6-7)

Library media centers are places where people can build their 21st century information literacy skills, including:

- Learning how to read
- Learning to use computers and other media
- Learning how to find, evaluate, and use information
- Learning how to use information to communicate.

This mission is accomplished by:

- Providing intellectual and physical access to materials in all formats.
- Providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas.
- Working with other educators to design learning strategies to meet the needs of individual students.

PHILOSOPHY OF THE SCHOOL LIBRARY MEDIA PROGRAM

The school library media center is a vital and integral hub of the school and, as a result, reflects the philosophy and goals of the school and the district. In an age of information, acquiring information literacy skills and a commitment for lifelong reading and learning become paramount. In the school library media center, students develop critical thinking, problem solving, and communication skills as they use a variety of resources to meet the demands of today's curriculum.

A library media program does not exist in isolation. The school library media specialist works in partnership with students, teachers, administrators, Board of Education members, and the school community to develop the library media program. Through collaboration, the library media program also incorporates the goals and objectives of the New Jersey Core Curriculum Content Standards (NJCCCS) and the National Information Literacy Standards for Student Learning as prepared by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT). The combined vision supports the goal for educational excellence and the concept of intellectual freedom.

The school library media program is a combination of the following resources:

- **PERSONNEL**

Certified staff with the appropriate technical and clerical assistance to organize and operate a school library media program

Central office leadership

- **MATERIALS AND EQUIPMENT**

A comprehensive and organized collection of judiciously selected materials (such as books, periodicals, DVDs, streaming video, subscription databases, and other print and nonprint items)

Computers and equipment of all types and formats, such as interactive white boards, DVD players and digital projectors

Access to outside information services, including community, government sources, Internet, and other on-line computer services

- **FACILITY**

A readily accessible area

An environment that is conducive to learning and that houses library media resources and accompanying services

PRINCIPLES OF SCHOOL LIBRARY MEDIA PROGRAMS

National standards for school library media programs include the following principles: (American Association of School Librarians 58)

- *Principle 1:* The library media program is essential to learning and teaching and must be fully integrated into the curriculum to promote students' achievement of learning goals.
- *Principle 2:* The information literacy standards for student learning are integral to the content and objectives of the school's curriculum.
- *Principle 3:* The library media program models and promotes collaborative planning and curriculum development.
- *Principle 4:* The library media program models and promotes creative, effective, and collaborative teaching.
- *Principle 5:* Access to the full range of information resources and services through the library media program is fundamental to learning.
- *Principle 6:* The library media program encourages and engages students in reading, viewing, and listening for understanding and enjoyment.
- *Principle 7:* The library media program supports the learning of all students and other members of the learning community who have diverse learning abilities, styles, and needs.
- *Principle 8:* The library media program fosters individual and collaborative inquiry.
- *Principle 9:* The library media program integrates the uses of technology for learning and teaching.
- *Principle 10:* The library media program is an essential link to the larger learning community.

Information and technology skills are most meaningful when learned within a subject area, within an interdisciplinary unit, or within a unit that addresses an authentic, real-life need or problem. Students must be prepared to access, evaluate, select, and apply the appropriate information to meet their educational, personal, and recreational needs.

Students must be prepared to acquire materials and resources to meet their current and lifelong needs. They will need to know how to access, evaluate and choose from a constantly changing and growing reservoir of information for educational, personal, and recreational purposes.

Note: The national standards for school library media programs (AASL ILS) are currently under revision. Updates to this document are necessary once these standards are finalized.

PHILOSOPHY OF INSTRUCTION

The library media center staff collaborates with the faculty to integrate information literacy skills with content area instruction and learning activities across the kindergarten through twelfth grade curriculum by providing:

- equitable access to information;
- scheduling that allows for students to have access to the media center, its staff and resources;
- resources and sequential instruction in the concepts necessary for students to become independent, lifelong learners, as well as discerning readers, viewers and listeners;
- opportunities for an active collaboration and partnership with teachers and administrators in working toward shared instructional goals;
- resources that allow learning to go beyond the confines of a textbook and
- technology that provides for information retrieval.

In addition to information literacy skills, fostering a love for literature is a primary component of the elementary (K-5) program. This is achieved through various curricular and extracurricular activities such as story telling, book selection, book talks, Readers Theater, felt board stories, book discussion clubs, book fairs, and the Battle of the Books program.

RELATIONSHIP TO NATIONAL AND STATE STANDARDS

This curriculum is designed for grades K through 12. It addresses the New Jersey Core Curriculum Content Standards. The instruction integrates these state standards with:

- Information Literacy Standards for Student Learning as prepared by the American Association of School Librarians and the Association for Educational Communications and Technology
- National Education Technology Standards for Students (NETS-S) as prepared by the International Society for Technology Education.

Note: The national standards for school library media programs (AASL ILS) and education technology (ISTE NETS-S) are currently under revision. Updates to this document are necessary once these standards are finalized.

PROGRAM GOALS

The student-centered library media program focuses on the development of a community of learners. A creative, energetic, and successful program includes the following goals:

- To provide intellectual access to information through learning activities that are integrated into the curriculum and that help all students achieve information literacy by developing effective strategies for selecting, retrieving, analyzing, evaluating, synthesizing, creating, and communicating information in all formats and in all content areas of the curriculum.
- To provide a physical access to information through
 - a. a carefully selected and systematically organized local collection of diverse learning resources that represent a wide range of subjects, levels of difficulty, and formats;
 - b. a systematic procedure for acquiring information and materials from outside the library media center and the school through such mechanisms as electronic networks, interlibrary loan, and cooperative agreements with other information agencies; and instruction in using a range of equipment for accessing local and remote information in any format.
- To provide learning experiences that encourage students and others to become discriminating consumers and skilled creators of information through comprehensive instruction related to the full range of communications media and technology.
- To provide leadership, collaboration, and assistance to teachers and others in applying principles of instructional design to the use of instructional and information technology for learning.
- To provide resources and activities that contribute to lifelong learning while accommodating a wide range of differences in teaching and learning styles, methods, interests, and capacities.
- To provide a program that functions as the information center of the school, both through offering a focus for integrated and interdisciplinary learning activities within the school and through offering access to a full range of information for learning beyond this focus.
- To provide resources and activities for learning that represent a diversity of experiences, opinions, and social and cultural perspectives.
- To support the concepts that intellectual freedom and access to information are prerequisites to effective and responsible citizenship in a democracy.
(American Association of School Librarians 6-7)

NINE INFORMATION LITERACY STANDARDS FOR STUDENT LEARNING (American Association of School Librarians 8-9)

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.

Independent Learning

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

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.

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.

Note: The national standards for school library media programs (AASL ILS) are currently under revision. Updates to this document are necessary once these standards are finalized.

ASSESSMENT

Students will be evaluated on some or all of the following:

- active and appropriate participation in lessons, discussions, and cooperative experiences.
- effective use of media center print and online resources.
- development of efficient strategies for solving information problems.

Students will be evaluated using some or all of the following:

1. Teacher and library media specialist records
 - observations
 - checklists and rubrics
 - grades
2. Student records
 - worksheets, notebooks
 - student checklists
 - end products (projects, reports, presentations)
 - multimedia portfolios
 - quizzes, tests

AREAS OF INSTRUCTION

I. MEDIA CENTER PROCEDURES

Students will be able to use the media center independently and responsibly.

II. PRESEARCH

Students will be able to survey an information topic by defining the problem and identifying the information needed.

III. SELECTION STRATEGIES

Students will be able to develop information-seeking strategies by investigating a wide variety of resources.

IV. LOCATION AND ACCESS

Students will be able to locate information resources to access specific information.

V. USE OF INFORMATION

Students will be able to extract the most relevant information to answer the information question.

VI. SYNTHESIS

Students will be able to organize new information from multiple sources to construct a final product that communicates the result of their research.

VII. REFLECTION

Students will be able to assess their finished product and research process.

VIII. LITERATURE APPRECIATION

Students will be able to appreciate and understand literature by reading, listening, viewing and discussing.

NEW JERSEY CORE CURRICULUM CONTENT STANDARDS KEY

Core Curriculum Content

- 1 Visual and Performing Arts
- 2 Comprehensive Health and Physical Education
- 3 Language Arts Literacy
- 4 Mathematics
- 5 Science
- 6 Social Studies
- 7 World Language
- 8 Technological Literacy
- 9 Career Education and Consumer, Family and Life Skills

Example: 8.1

8 – Content area

.1 – Content standard

SCOPE AND SEQUENCE
STUDENT OBJECTIVES

I. Media Center Procedures: Students will be able to use the media center independently and responsibly.						
Standard/Indicator	Learner Outcomes	K-2	3-5	6-8	9-12	
3.1, 6.1, 8.1	A. Demonstrate care of materials	I	R	R	M	
	B. Follow circulation procedures					
	1. School collection	I	R	M		
	2. Interlibrary Loan			I	R/M	
	C. Describe the purpose of the media center	I/R	M			
	D. Identify the roles of media center staff	I	R	R	M	
	E. Utilize the library media specialist as a resource	I	R	M		

II. Presearch: Students will be able to survey an information topic by defining the problem and identifying the information needed.						
Standard/Indicator	Learner Outcomes	K-2	3-5	6-8	9-12	
3.1, 6.1, 8.1, 9.2	A. Recognize information is needed to solve a problem	I	R	M		
	B. Review information sources to determine topics of interest	I	R	R	M	
	C. Ask appropriate questions	I	R	R	M	
	D. Select appropriate topics	I	R	R	M	
	E. Analyze assignments to determine needs	I	R	R	M	

III. Selection Strategies: Students will be able to develop information-seeking strategies by investigating a wide variety of resources.						
Standard/Indicator	Learner Outcomes	K-2	3-5	6-8	9-12	
3.1, 3.2, 3.5, 6.1, 8.1, 9.2	A. Brainstorm ideas for sources	I	R	R	M	
	B. Recognize that a variety of materials can be used as resources for research, class assignments, and recreational reading	I	R	R	M	
	C. Investigate and assess the value of a wide variety of sources	I	R	R	M	
	D. Make informed decisions to select appropriate sources based on ability level, age, date, reliability, bias, etc.		I	R	M	
	E. Understand that all libraries provide a diverse collection of information representing many ethnic origins, customs, traditions and viewpoints	I	R	R	M	

Key: I = Introduce R = Reinforce M = Master

SCOPE AND SEQUENCE
STUDENT OBJECTIVES

IV. Location and Access: Students will locate information resources to access specific information.					
Standard/Indicator	Learner Outcomes	K-2	3-5	6-8	9-12
3.1, 3.2, 6.1, 8.1	A. Fiction				
	1. Know that fiction (including Easy/Everybody/ I Can Read) may be subdivided by genre, special collection	I	R	M	
	2. Locate fiction arranged in alphabetical order by author’s last name	I	R	M	
3.1, 3.2, 6.1, 8.1, 9.2	B. Nonfiction				
	1. Know that nonfiction collection is organized by subject	I	R	M	
	2. Locate and use the nonfiction collection as a source of information	I	R	M	
	3. Draw meaning from nonfiction elements, eg. captions, graphs, charts, sidebars	I	R	M	
	4. Recognize call numbers and use them to locate materials	I	R	M	
	5. Understand that the purpose of the Dewey Decimal System is to organize books on the same subject	I	R	M	
3.1, 3.2, 6.1, 8.1	C. Biography				
	1. Define biography and locate by last name of subject		I	R	M
	2. Locate information about a person in the collective biography section		I	R	M
3.1, 3.2, 6.1, 8.1, 9.2	D. Magazines/Newspapers:				
	1. Recognize scope, purpose and format (print, web page, online database)	I	R	R	M
3.1, 3.2, 6.1, 8.1, 9.2	2. Distinguish between peer-reviewed journals and general interest magazines				I
	E. Vertical Files			I	R

SCOPE AND SEQUENCE
STUDENT OBJECTIVES

IV. Location and Access: Students will locate information resources to access specific information.					
Standard/Indicator	Learner Outcomes	K-2	3-5	6-8	9-12
3.1, 3.2, 6.1, 8.1, 9.2	F. Reference (print and online databases)		I	R	M
	1. Locate the reference collection		I	R	M
	2. Know the difference between the reference collection and the regular collection		I	R	M
	3. Know reference sources are not meant to be read in their entirety		I	R	M
	4. Determine the most appropriate reference source		I	R	M
3.1, 3.2, 3.5, 6.1, 8.1, 9.2	G. Internet				
	1. Navigate browser screen		I	R	M
	2. Print or email results		I	R	M
	3. Evaluate reliability of Internet web sites		I	R	M
3.1, 6.1, 8.1, 9.2	H. Media Center catalog, Internet search engines and online databases				
	1. Basic search (subject, title, author, keyword)	I	R	M	
	2. Advanced Search (subject, keyword, Boolean operators, and other advanced features)			I/R	M
	3. Interpretation of search results (analyze, select, save, email)	I	R	R	M

Key: I = Introduce, R = Reinforce, M = Master

SCOPE AND SEQUENCE
STUDENT OBJECTIVES

V. Use of Information: The student will be able to extract the most relevant information to answer the information question.					
Standard/Indicator	Learner Outcomes	K-2	3-5	6-8	9-12
3.1, 3.2, 8.1	A. Works Cited				
	1. Know what a works cited page is and what purpose it serves		I	R	M
	2. Identify, locate, and extract relevant information to compile "Works Cited" page (author, title, publication information, copyright date)		I	R	M
3.1, 3.2, 6.1, 8.1, 9.2	B. Use print materials by classification (table of contents, index, glossary, appendix, etc.)				
	1. Easy / Everybody / Picture books	I/R	M		
	2. Fiction / Story Collection	I	R	R	M
	3. Nonfiction books	I	R	R	M
	4. Magazines and newspapers (print)		I	R	M
	5. Reference Books				
	a. Dictionaries/Thesauri		I	R	M
	b. Almanacs		I	R	M
	c. Atlases		I	R	M
	d. Encyclopedias		I	R	M
	e. Specialized subject indexes			I	R
	6. Distinguish between primary and secondary sources				I

SCOPE AND SEQUENCE
STUDENT OBJECTIVES

V. Use of Information: The student will be able to extract the most relevant information to answer the information question.					
3.1, 3.5, 6.1, 8.1, 9.2	C. Use nonprint materials				
	1. The Internet		I	R	M
	2. Online databases		I	R	M
	3. E-books			I	R
	4. Other nonprint material, such as DVD's, streaming video, etc.		I	R	M
3.1, 6.1, 8.1, 9.2	D. Note Taking				
	1. Use reading strategies to determine which information is appropriate (skim, scan, read for understanding)		I	R	M
	2. Take notes in own words by summarizing and paraphrasing information into notes on a topic		I	R	M
	3. Distinguish between relevant facts and extraneous information, fact and opinion		I	R	M
	4. Identify and record source information		I	R	M
	5. Understand the concept of plagiarism and respect copyright laws		I	R	M

Key: I = Introduce, R = Reinforce, M = Master

SCOPE AND SEQUENCE
STUDENT OBJECTIVES

VI. Synthesis: The student will be able to organize new information from multiple sources to construct a final product that communicates the result of their research.

Standard/Indicator	Learner Outcomes	K-2	3-5	6-8	9-12
3.1, 3.2, 3.5, 6.1, 8.1	A. Use graphic organizers, outlines, note cards, etc. to organize information		I	R	M
	B. Create products in a variety of formats (written, oral or multimedia) to communicate information to the intended audience	I	R	R	M
	C. Create a Works Cited page by using the district style manual (MLA format)		I	R	M

VII. Reflection: The student will be able to assess the finished product and research process.

Standard/Indicator	Learner Outcomes	K-2	3-5	6-8	9-12
3.1, 3.2, 3.5, 6.1, 8.1, 9.2	A. Evaluate finished product against assignment requirements		I	R	M
	B. Evaluate use of information and presentation		I	R	M

VIII. Literature Appreciation: The student will be able to appreciate and understand literature by reading, listening, viewing, and discussing.

Standard/Indicator	Learner Outcomes	K-2	3-5	6-8	9-12
3.1, 6.1, 8.1	A. Listen and respond to different types of literature	I	R	R	R
	B. Participate in discussions before and after a story	I	R	R	R
	C. Recall, summarize, paraphrase and extend what is listened to and viewed	I	R	R	R
	D. Relate previous experiences to what is read (text to self, text to text, text to world)	I	R	R	R
	E. Identify criteria for and examples of award-winning books	I	R	R	R
	F. Recognize various forms and genres of literature and favorite authors and their works	I	R	R	R

Key: I = Introduce, R = Reinforce, M = Master

RESEARCH CURRICULUM INTEGRATION

Students will utilize the information searching, selecting and evaluating skills they have learned to research a curricular topic. Students will extract and synthesize information from a variety of sources, both print and online, to create a final product which communicates the results of their research. Students will follow guidelines in the fair use of copyrighted information. The following are examples of some current integrated assignments:

Third Grade: Endangered Species Project

Third graders will locate nonfiction resources on their chosen endangered animal, take notes in their own words, identify resource information and create a final product such as, a brochure or multi-media presentation to communicate their new knowledge.

Fifth Grade: Civil War Project

Fifth graders will demonstrate higher-level research skills to investigate the significance of historical figures of the Civil War. In addition to using nonfiction print resources, students will search and evaluate Internet sites and online databases to locate and extract relevant information. Students will create a complete Works Cited page. Final products vary depending on audience and student's learning style.

Sixth Grade: Environmental Report

Sixth grade English students will identify an environmental problem and investigate its causes, effects, and possible solutions by using all resources listed above. Special subject reference sources and databases, such as *Today's Science Online* and *Science Online* (Facts on File) are also used. The final product is a formal, written report including a Works Cited page. In addition, students may also share information about their research using other methods.

Seventh Grade: Speech Project

Seventh grade Communication Arts students continue to demonstrate higher-level research skills by exploring mass media topics and identifying characteristics, controversies, history, and impact of the topic on society. Students access the library catalog, search engines, and databases to locate specific information by using advanced search features. Research is shared through oral speeches and *PowerPoint* presentations. Students take care to properly cite information used.

Eighth Grade: Historical Fiction Project

Eighth Grade Social Studies students locate and read historical fiction novels based on time periods studied in American History. Students identify "historical indicators" in the novel and research people, events, and artifacts from the time period using nonfiction print sources, reference materials, web pages, and online databases. Specialized history databases are introduced, such as *Cobblestone* and *American History Online* (Facts on File.) Students prepared a formal Works Cited page to give credit to sources.

Eleventh Grade: History of U.S. Government and Economics Political Economy Simulation

Students assume the roles of specific members of the legislative and executive branches of government. Staying in character, they research issues and propose legislation to solve the problem. The students use websites, periodicals and databases to research the background of the issue and judicial precedents. The final product includes written proposed legislation and oral argument.

Twelfth Grade: Contemporary Literature and Post-Modern Literature Senior Anthology

Students use the library catalogs, interlibrary loan, online databases and web sites to locate literary works (novel, biography, poems, essays, short stories) and artwork (painting, video, illustration, sculpture) relating to the theme they have elected to explore. They use a variety of resources to locate biographical information and research relating to their theme. The final product includes written documents, an oral presentation and a visual component

APPENDIX

A. RESOURCE LIST

American Association of School Librarians. Resource Guides

<<http://www.ala.org/ala/aasl/aaslproftools/resourceguides/aaslresource.cfm>>

---. School Library Media Research

<<http://www.ala.org/ala/aasl/aaslpubsandjournals/slmrb/slmrcontents/contents.cfm>>

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B. TEN CONCEPTS OF THE INFORMATION CURRICULUM

These ten concepts are incorporated in elementary, middle, and high schools through an effective school library media program. (Weisburg and Toor 7)

Sub-concepts to reinforce and expand these ten concepts can be found in the full text.

Ten Concepts

Concept 1: A shared pool of materials benefits everyone.

Concept 2: Library materials are arranged by subject.

Concept 3: Reference materials are available for all subjects.

Concept 4: Recognition of the arrangement of a resource speeds access to its information.

Concept 5: Indexes are the major key to locating information rapidly.

Concept 6: Not all information is equal.

Concept 7: Timeliness of information is an important consideration.

Concept 8: Information may carry bias.

Concept 9: Research requires both thinking and communicating.

Concept 10: Voluntary reading builds knowledge.

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