SCHOOL LIBRARY MEDIA

GRADES 6 – 8

HARFORD COUNTY PUBLIC SCHOOLS

Hickory Avenue
Bel Air, Maryland 21014

Dr. Robert Tomback
Superintendent of Schools
2010

FOREWORD

Library Media instruction is an essential part of the education of middle school students in the Harford County Public Schools. All curricular areas are dependent upon library media services for the support necessary to meet many outcomes in the various disciplines. In addition, the rapid changes in communication technology requires quality library media programs with a variety of resources and skills, enabling students to access, evaluate, interpret, and apply information from print and non-print materials. The <u>School Library Media Curriculum Grades 6 – 8</u> provides middle school library media specialists with a sequential program of library media standards, concepts, indicators, activities, and assessments for students. Middle school administrators, library media specialists, and classroom teachers are encouraged to become knowledgeable of the standards and concepts which are identified for the middle school library media program and which support cross-curricular integration. This curriculum guide will serve as an effective and useful tool to direct library media teaching and student learning.

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Dr. Robert Tomback
Superintendent of Schools

ACKNOWLEDGEMENTS

Work to create an updated school library media curriculum guide for grades six through eight was initiated in April 2008. Appreciation is expressed to the many educators in the Harford County Public Schools who contributed to the development of this guide.

Special recognition is given to the members of the Middle School Library Media Curriculum Committee. Curriculum development is very labor-intensive. The time and talent, which was expended, has resulted in a teaching resource of exceptional quality.

COMMITTEE MEMBERS:

Terri Plumer	Fallston Middle School
Melissa Haley-Driver	Magnolia Middle
Jo Tyson	North Harford Middle School
Joanne Slagle	Patterson Mill Middle School

Committee members wish to extend their thanks to Patricia O'Donnell, Supervisor of Library Services. Without her continued interest and expertise, this guide could not have been completed.

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PHILOSOPHY OF THE SCHOOL LIBRARY MEDIA PROGRAM

The school library media program is at the core of effective learning and plays a vital role in collaborative planning and curriculum development. Serving all grade levels, ages and content areas, the program has a unique outlook on the needs and abilities of all the members of the school's learning community. That perspective makes the school library media program a natural hub for bringing teachers and library media specialists together to create exemplary and innovative curricula. The mission of the school library media program is to ensure that students and staff are effective users of ideas and information. This mission is accomplished by providing intellectual and physical access to materials in all formats; by providing instruction to foster competence and stimulate interests in reading, viewing, and using information and ideas; and by working with other educators to design learning strategies to meet the needs of individual students.

To become effective users of information, students must have frequent opportunities to handle all kinds of information. Locating, interpreting, analyzing, synthesizing, evaluating, and communicating information should become a part of every content area. The classroom teacher and the library media specialist are actively involved in identifying the learning needs of students, developing teaching units, and guiding students' progress in lifelong learning. The library media specialist facilitates activities that offer meaningful practice in using a variety of information resources.

In an effective program, students' experience with information moves away from learning traditional library location skills taught in isolation. Students learn information literacy skills that are embedded into the curriculum. The acquisition of these skills provides a solid foundation of information literacy that will prepare students for a lifetime of learning. By guiding students toward self-discovery and self-direction, the library media program assists in promoting the learning of skills and attitudes essential to academic, vocational, and personal development.

To ensure that the library media center functions successfully, it must have adequate professional and support staff, sufficient equipment inventory, a relevant up-to-date collection of print, electronic and multimedia resources that support the curriculum and provide for personal growth and enjoyment. The library media instructional program integrates all library media skills and activities. Maximum accessibility to the library media program supports and endorses the Maryland State Department of Education's "Statement of Purpose for School Library Media Programs in Maryland" and Standard 1.0 from the "Standards for School Library Media Programs in Maryland". See the American Library Association's "Library Bill of Rights" and "Intellectual Freedom Statement".

INSTRUCTIONS FOR GUIDE USE

Welcome to the Middle School Library Media Curriculum Guide. This guide provides media specialists with a framework for teaching students library media skills at the middle school level. It is expected that students will successfully demonstrate an understanding of all outcomes at the end of each grade level. Outcomes are concepts, content, skills and/or processes students will master and apply by the end of each unit. Successful mastery of these outcomes will provide a basis for learning throughout life.

This guide includes Maryland State Curriculum, Harford County Public School System Grade Level Content Standards and Indicators, Concepts and Enduring Understandings, Maryland State Curriculum and Maryland State Technology Standards. Fully developed units and lesson plans are included for each grade level. The lessons in this Curriculum Guide are suggested lessons. At the middle school level, lesson formats may be repeated or revised as they are collaboratively integrated within subject areas. (See the following pages for the format of instructional units, definition of terms and explanation of codes. Fill in page numbers) Included is a Media Center Integration Planning Form to be used when working with classroom teachers. Dimensions of Learning, multicultural, and technology connections are infused throughout the guide.

It is intended that this guide will provide each media specialist with the flexibility to incorporate variety into all lessons, while staying within a set structure to achieve all curricular outcomes. This guide should be used as a link to cooperative planning between library media specialists and teachers. The time frame for the teaching of skills will vary according to the individual needs of the learners and the instructional needs, unique to individual school programs.

FORMAT OF INSTRUCTIONAL UNITS
DEFINITION OF TERMS

Each instructional unit is organized in a standard format and contains the following parts:

TITLE OF THE INSTRUCTIONAL UNIT

RECOMMENDED INSTRUCTIONAL TIME

RATIONALE: a statement or explanation of reasons or principles

MARYLAND VOLUNTARY STATE CURRICULUM

MARYLAND TECHNOLOGY STANDARDS

HARFORD COUNTY CONTENT STANDARDS AND INDICATORS: criteria that direct and focus attention on a level of excellence to be attained in the curriculum with values that collectively direct attention to content standards

CONCEPTS: organizing ideas or mental constructs that frame a set of examples sharing common attributes like timelessness, universality, abstraction and breadth

ENDURING UNDERSTANDINGS: two or more concepts stated as a relationship; the "big ideas" related to the critical concepts and topics of a study

GUIDING QUESTIONS: specific, open-ended, thought-provoking questions that probe the factual and conceptual levels of understanding and create interest and a "need to know," leading toward deeper understanding of a discipline

MATERIALS RECOMMENDED: items needed for instruction

DECLARATIVE KNOWLEDGE: the vocabulary students need to know in order to be successful

PROCEDURAL KNOWLEDGE: a step by step statement of how the students will learn

EXPERIENCE (which contains the following):

> **Title**
> **Recommended instructional time for that experience**
> **Enduring Understandings**
> **Guiding Questions**
> **Prerequisite Knowledge**
> **Declarative Knowledge**
> **Procedure**

          Assessment
          Correctives
          Enrichments

OVERVIEW: a general review of existing information

ASSESSMENTS: formal or informal evaluative strategies by which the media specialist and classroom teacher determine that outcomes are being mastered

SCORING TOOL: a type of assessment

EXPLANATION OF INSTRUCTIONAL CODES

A coding system is employed throughout this guide to indicate the following: Content Standards, Dimensions of Learning, and connections to education that includes a multicultural and technological facet.

Content Standards:

A	-	1. Appreciation
L and U	-	2. Location and Utilization
R and M	-	3. Retrieval and Management
R,E, and S	-	3. Review, Evaluation and Selection
O	-	4. Organization
C	-	5. Comprehension
P	-	6. Production
EB	-	7. Ethical Behavior

Dimensions of Learning:

D1	-	Dimension 1: Positive Attitudes and Perceptions About Learning
D2	-	Dimension 2: Acquiring and Integrating Knowledge
D3	-	Dimension 3: Extending and Refining Knowledge
D4	-	Dimension 4: Using Knowledge Meaningfully
D5	-	Dimension 5: Productive Habits of Mind

Education that is Multicultural:

MC	-	Multicultural aspect

Technology Standards:

T-U	-	1. Understanding and Utilization of Technology
T-EB	-	2. Ethical Behavior
T-L and C	-	3. Learning and Collaboration
T-C and E	-	4. Communication and Expression
T-U and M	-	5. Use and Management of Information
T-P and D	-	6. Problem-solving and Decision-Making

HARFORD COUNTY PUBLIC SCHOOLS
PILLARS OF THE EDUCATIONAL PROGRAM

Introduction

The Educational Program of the Harford County Public School System continues to evolve as decisions are made at the national, state, and local levels about all aspects of schooling. The "Pillars of the Educational Program" are the philosophical and theoretical bases to which the school system subscribes and the screens through which decisions pertaining to curriculum, instruction, and assessment must pass – with the singular goal of maximizing student achievement. The challenge of educating students is reflected in two questions: What to teach? And, How to teach? The Harford "Pillars" model responds to these two questions and provides direction for local educators charged with responsibility to develop, implement, and administer a viable, complex, and highly successful program. All library media specialists, as well as all instructional personnel are encouraged to learn about and become proficient in the use of the "Pillars" in order to continuously improve teaching and learning.

Harford County Public Schools

Pillars of the Educational Program

Student Knowledge

Constructivism

Concept Based Curriculum

Teaching for Understanding

Dimensions of Learning

Differentiated Instruction

National, State and Local Content Standards
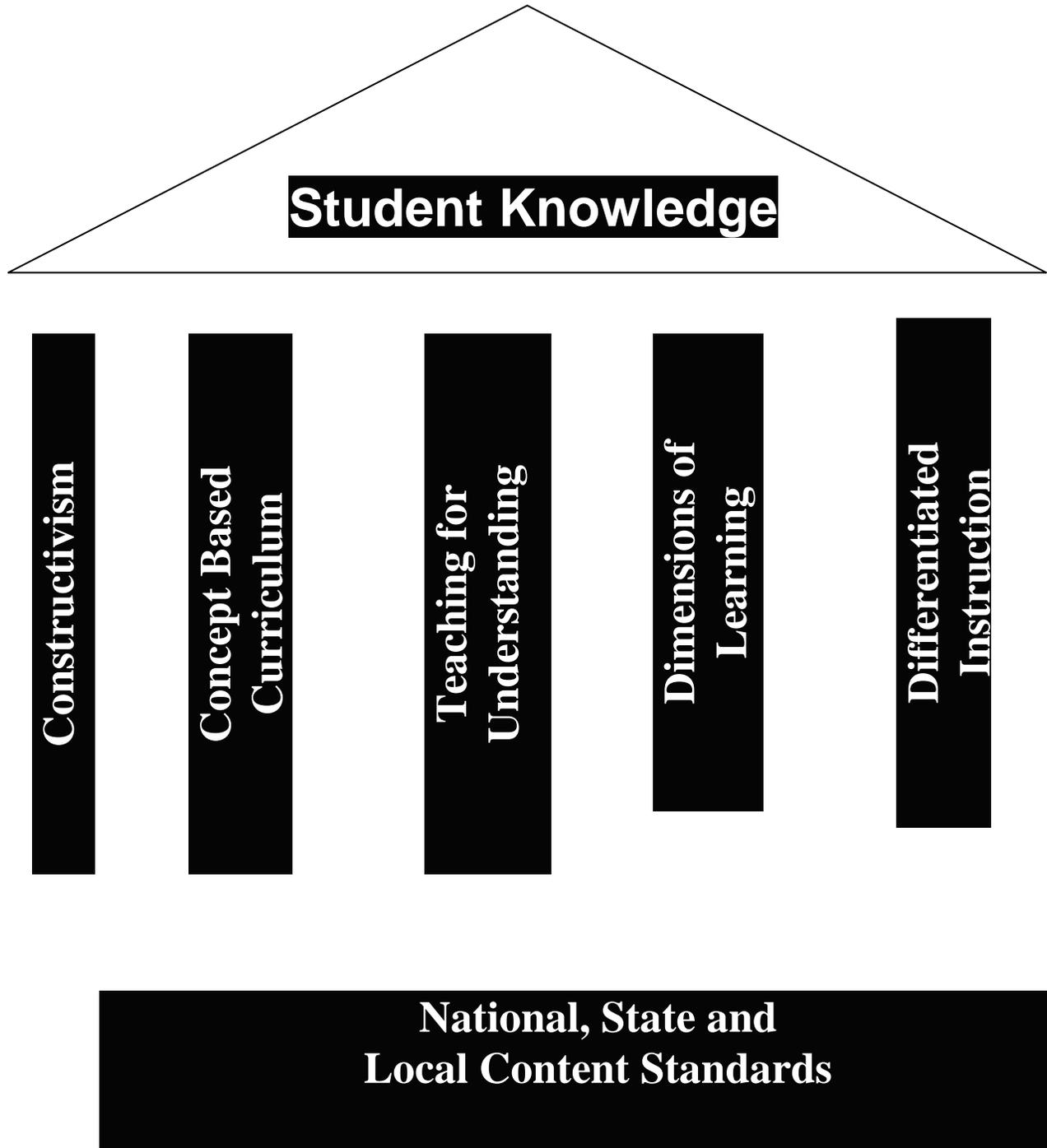
> ## Dimensions of Learning

Dimensions of Learning, a comprehensive research-based model, is the planning framework used for developing units of instruction in Harford County Public Schools. Five types of thinking essential to successful learning are incorporated into the planning process. A brief narrative description of each type of thinking and its direct relationship to the school library media curriculum, instruction, and assessment are provided below.

Dimension 1: Positive Attitudes and Perceptions About Learning

Positive student attitudes and perceptions about reading and learning characterize the successful library media program. A positive perception of library media tasks is fostered by integrating library-related skills to learning in other curricular areas. Students are given many opportunities in which they can be successful. This contributes to a more self-confident learner with a "can do" attitude.

Dimension 2: Acquiring and Integrating Knowledge

Helping students acquire and integrate both declarative and procedural knowledge is one of the most important aspects of the library media program. Students are guided in relating new knowledge to what they already know. They then organize, shape, and internalize that information for future use.

Dimension 3: Refining and Extending Knowledge

Students extend and refine knowledge by participating in activities involving comparison, classification, induction, deduction and error analysis. They further extend their knowledge with the complex thinking processes of constructing support, abstracting and analyzing perspectives.

Dimension 4: Using Knowledge Meaningfully

Students refine and apply their thinking skills in various "real world" activities which involve decision making, investigation, problem solving, experimental inquiry, and invention.

Dimension 5: Productive Habits of the Mind

Successful learning is supported when students engage in self-regulation, critical thinking, and creative thinking. Opportunities for students to master these skills and processes should be incorporated into each instructional unit.

MULTICULTURAL EDUCATION INFUSION

Media specialists are increasingly challenged to accommodate a broadening range of student abilities, interests, needs and cultural backgrounds. Meeting the unique individual needs of each student provides the opportunity to develop in all learners an awareness and appreciation for individual and cultural diversity and commonalities. Media specialists have the responsibility and opportunity to use written resources by authors from a variety of cultural backgrounds to impart this knowledge, being mindful to avoid omission and misrepresentation of minority groups and women. It is our hope that this curriculum will instill in students a sensitivity, understanding, and appreciation of cultural groups in the community, state, nation, and world.

INTEGRATING TECHNOLOGY
IN THE LIBRARY MEDIA CURRICULUM

The need for people who can design, maintain, and effectively use the tools of the technological age is evident. Technology continues to become increasingly sophisticated and pervasive in education and in the world of work. The universal use of technology in the world today has enabled unprecedented access to information. It is important that students are taught a process for finding, using and evaluating information. By infusing technology into the curriculum, students will boost their own achievement and critical thinking skills, while preparing themselves for the world of work.

Library media specialists are encouraged to become proactive in seeking out and infusing technological resources into their work with students to support and enhance the essential learning presented in this curriculum. Students demonstrate competencies by using technology as a medium for project-based work, producing reports, multimedia presentations, web pages, video presentations and other products. The tools of technology foster cooperation, communication, independence, the ability to gather, organize, manipulate, and evaluate data and to use multiple resources.

Skills that can be taught in a technologically-enriched educational environment, such as problem solving, critical thinking, creativity, and a sense of inquiry, are essential to the future success of students. To succeed in the information age, students must be introduced to skills they will need in their future workplaces.   These skills will be the foundation upon which careers are built.

INTERDISCIPLINARY INSTRUCTION

The importance of assisting students in identifying and appreciating learning connections or linkages across disciplines is vitally important. Students must form understandings of overarching concepts, engage in the synthesis and transfer of knowledge, and apply their learning in "real world" or authentic contexts.

Library media specialists are a natural bridge for interdisciplinary instruction. As a member of the School Improvement Team in their school, and as one who services information needs at every level, library media specialists have a deep understanding of interdisciplinary instruction.

STUDENT SERVICE LEARNING

Student Service Learning is an integral part of the school experience. It is introduced in a variety of ways in the Middle and High School. Students are introduced to the concept of service and the different levels of service, such as direct, indirect and advocacy. Students are taught leadership, interpersonal and communications skills. They learn about specific issues related to assigned projects.

The majority of Student Service Learning is infused into the curriculum at various grade levels. Research is often a major component of these units. It is the job of the school library media specialist to provide support to the outcomes of curriculum at all levels. To this end, library media centers must provide current, relevant information relating to all areas of service.

CAREER DEVELOPMENT

Career development must be an integral part of the educational program from prekindergarten through grade twelve. Students must be assisted in making connections to school curriculum, careers they want to pursue, and the world of work. Library media specialists support career development goals by providing materials and engaging in cooperative teaching, as requested. All students must see the relevance of what they are learning in the real world.

CAREER DEVELOPMENT COMPETENCIES BY AREA AND LEVEL			
Self-Knowledge			
Elementary	**Middle/Junior High School**	**High School**	**Adult**
Knowledge of the importance of self-concept	Knowledge of the influence of a positive self concept	Understanding the influence of a positive self-concept	Skills to maintain a positive self-concept
Skills to interact with others	Skills to interact with others	Skills to interact positively with others	Skills to maintain effective behaviors
Awareness of the importance of growth and change	Knowledge of the importance of growth and change	Understanding the impact of growth and development	Understanding developmental changes and transitions
Educational and Occupational Exploration			
Awareness of the benefits of educational achievement	Knowledge of the benefits of educational achievement to career opportunities	Understanding the relationship between educational achievement and career planning	Skills to enter and participate in education and training
Awareness of the relationship between work and learning	Understanding the relationship between work and learning	Understanding the need for positive attitudes toward work and learning	Skills to participate in work and life-long learning
Skills to understand and use career information	Skills to locate, understand and use career information	Skills to locate, evaluate and interpret career information	Skills to locate, evaluate and interpret career information
Awareness of the importance of personal responsibility and good work habits	Knowledge of skills necessary to seek and obtain jobs	Skills to prepare to seek, obtain, maintain and change jobs	Skills to prepare to seek, obtain, maintain and change jobs
Awareness of how work relates to the needs and functions of society	Understanding how work relates to the needs and functions of the economy and society	Understanding how societal needs and functions influence the nature and structure of work	Understanding how the needs and functions of society influence the nature and structure of work
Career Planning			
Understanding how to make decisions	Skills to make decisions	Skills to make decisions	Skills to make decisions
Awareness of the interrelationship of life roles	Understanding the interrelationship of life roles	Understanding the interrelationship of life roles	Understanding the impact of work on individual and family life
Awareness of different occupations and changing male/female roles	Knowledge of different occupations and changing male/female roles	Understanding the continuous changes in male/female roles	Understanding the continuing changes in male/female roles
Awareness of the career planning process	Understanding the process of career planning	Skills in career planning	Skills to make career transitions

Source: National Career Development Guidelines, National Occupational Information Coordinating Committee.

NATIONAL INFORMATION LITERACY STANDARDS
FOR STUDENT LEARNING

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.

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

Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

Standard 6: The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

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.

From <u>Information Power</u> copyright 1998 by the ALA and the AECT.

MARYLAND LEARNING OUTCOMES
IN LIBRARY MEDIA EDUCATION

      The library media curriculum for the Harford County Public Schools is aligned with the Maryland Library Media Voluntary State Curriculum Content Standards, as well as the Maryland Library Media Learning Outcomes and the Information Literacy Standards for Student Learning published by AASL/AECT. The standards are designed to be used as guidelines in the review process specified in the Regulations on Public School Library Media Program, COMAR 13A.05.04.01.

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1. Literature Appreciation: Students will demonstrate an appreciation of literature as a reflection of human experience and reading as a pleasurable activity.

2. Locate Information: Students will be able to use resources, in a wide variety of formats, to locate information to meet an identified need.

3. Collect Information: Students will be able to collect information relevant to their current information need.

4. Organize and Manage Data/Information: Students will use appropriate print, non-print and computer/online digital formats to organize and manage data/information

5. Interpret Information: Students will be able to interpret information to generate new understandings and knowledge.

6. Share Findings/Conclusions: Students will be able to communicate findings/conclusions by producing materials in an appropriate format to support written, oral and multi-media presentations.

7. Ethical Use of Information: Students will demonstrate responsible attitudes toward the use of information.

Maryland State Curriculum Library Media Content Standards

Standard 1.0

Define and refine a problem or question.

Indicators:

1.A. Follow an inquiry process and connect the problem to real life.

1.B. Define a problem, formulate questions, and refine a problem/question

1. Identify an assigned or personal information need.

2. Determine the scope of the information need.

3. Formulate and refine questions to meet an information need.

Standard 2.0

Locate and evaluate resources and sources.

Indicators:

2.A. Locate and evaluate resources

1. Identify resources to meet the information need.

2. Use safe practices when online.

2.B. Locate and evaluate sources

1. Locate and select sources to meet the information need

2. Evaluate sources to meet the information need in an ethical manner.

Standard 3.0

Find, generate, record and organize data/information.

Indicators:

3.A. Find data/information within a variety of sources.

1. Use specific sources to find information.

2. Evaluate the relevance of information with a source to meet the information need.

3.B. Generate new data/information in an ethical manner.

1. Generate data/information from observations, interviews and/or surveys.

3.C. Record and organize data/information.

1. Record data/information in a variety of formats.

2. Use an appropriate and accepted citation style to create a source list.

3. Revisit the information need.

Standard 4.0

Interpret recorded data/information.

Indicators:

4.A. Interpret recorded data/information.

1. Evaluate and analyze the quality of recorded data/information to meet the information need.

2. Apply critical thinking skills and problem solving strategies to the recorded data/information to meet the information need.

3. Apply ethical practices to the evaluation and analkysis of the recorded data/information.

4.B. Generate new understanding and knowledge.

    1. From the recorded data/information, ethically generate new understandings and knowledge related to the information need.

Standard 5.0

Share findings/conclusions.

Indicators:

5.A. Share findings/conclusions.

    1. Use a variety of formats to prepare the findings/conclusions of the information need for sharing.

    2. Individually, collaboratively and responsibly share findings/conclusions.

5.B. Evaluate the product and the process..

    1. Evaluate the inquiry process and the information product.

Standard 6.0

Appreciate literature and life-long learning.

Indicators:

6.A. Appreciate literature.

    1. Identify relationships within fiction and nonfiction literature and real life.

    2. Select literature and/or multimedia from the media center and other libraries for a personal and/or assigned need.

6.B. Demonstrate life-long learning practices.

MARYLAND TECHNOLOGY LITERACY STANDARDS
FOR STUDENTS
Grades 6, 7, and 8

GRADE 6

Standard 1.0 – Technology Systems: Develop foundations in the understanding and uses of technology systems

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A. Systems

1. **Demonstrate knowledge of technology systems**
   a. Use keyboard and mouse effectively and efficiently
   b. Identify types of files by their icons and extensions
   c. Identify strategies for managing everyday hardware and software problems

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Standard 2.0 – Digital Citizenship: Demonstrate an understanding of the history of technology and its impact on society, and practice ethical, legal, and responsible use of technology to assure safety.

A. Technology and Society

1. **Explain how technology affects the individual and society**
   a. Explain technology's influence on the individual and society
   b. Identify examples of technology's impact on the environment
   c. Recommend ways technology can be used to meet the needs of societies

B. Legal and Ethical Issues

1. **Practice responsible and appropriate use of technology systems, software, and information**
   a. Explain the purpose of and follow the acceptable use policy
   b. Work cooperatively and collaboratively with others when using technology
   c. Practice responsible use of technology systems

    d. Demonstrate proper care of equipment (such as following lab rules, handling equipment with care, appropriate printing of resources)

    e. Explain the potential harm of intrusive applications (such as worms, viruses, spyware, popup windows, etc.) and safeguards for limiting exposure to these

    f. Use safe and correct security procedures (such as protecting password and user ID)

2. Demonstrate an understanding of current legal standards

    a. Comply with copyright laws and fair use provisions when using digital content

    b. Use electronic resources appropriately (such as paraphrasing)

    c. Cite electronic sources of text and digital information properly (such as MLA, APA, Chicago)

3. Understand current Internet safety guidelines

    a. Understand that the Internet offers access to multiple digital communities with differing guidelines

    b. Explain safety and privacy issues related to use of the Internet

    c. Use safe and correct security procedures when working online (such as not disclosing personal information and protecting passwords)

    d. Describe procedures for exiting an inappropriate site (such as clicking the home this doesn't make sense to me (clicking the home) I know it is copied from the Tech standards I found online, but it still seems incorrect), turning off monitor, notifying an adult)

    e. Practice privacy guidelines

    f. Explain the importance of firewalls and filtering systems

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Standard 3.0 – Technology for Learning and Collaboration: Use a variety of technologies for learning and collaboration

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A. Learning

1. Select and use technology tools to enhance learning

    a. Use technology tools, including software and hardware, from a range of teacher-selected options to learn new content or reinforce skills

    b. Explain why specific technology tools were selected to support learning

    c. Assess the use of the selected technology for individual learning of the specific task

B. Encourage Collaboration

1. Select and use technology tools to encourage collaboration
   a. Use technology tools to work collaboratively within the school community
   b. Use technology tools to exchange ideas with individuals or groups outside of the school community
   c. Articulate the advantages of collaboration supported by technology tools

C. Increase Productivity

1. Select and use technology tools to increase productivity
   a. Explain why the selected technology tools are being used to accomplish tasks efficiently *(include the statement that explains the *'s from the original document, or don't include the *'s)
   b. Create new documents to complete learning assignments and demonstrate new understanding
   c. Input and analyze information in a spreadsheet or database *
   d. Use suitable electronic resources to refine presentations and edit texts for effective and appropriate use of language conventions, such as capitalization, punctuation, spelling, and pronunciation
   e. Use word processing technology when appropriate
   f. Collect, manipulate, analyze, and display data and information using tools, such as calculators and computers

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Standard 4.0 – Technology for Communication and Expression: Use technology to communicate information and express ideas using various media formats

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A. Communication

1. Select and use technology for communication
   a. Use communication tools (such as e-mail, discussion boards, online conferences, Learning Management Systems, portfolios) to gather information, share ideas, and respond to questions
   b. Present information independently to various audiences
   c. Evaluate the appropriateness of media formats for various purposes

B. Expression

1. Select and use technology to express ideas

a. Select and use the appropriate multimedia and publishing tools to express original ideas with print, drawings, digital images, video, sounds, and/or personal recordings
b. Present ideas and information in formats such as electronic presentations, web pages, graphic organizers, or spreadsheets that are appropriate to a specific audience
c. Change, edit, and revise graphs, graphics, presentations, and word processing documents
d. Evaluate student-created product design based on purpose, audience, and format*

Standard 5.0 – Technology for Information Use and Management: Use technology to locate, evaluate, gather, and organize information

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A. Locate, Evaluate, and Gather Information

1. Select and use information resources available through technology
a. Select relevant information from appropriate technology resources *
b. Select and read to gain information from electronic personal interest materials, such as brochures, books, magazines, cookbooks, and web sites
c. Apply evaluation strategies when using electronic resources (such as publication/copyright date, fact vs. fiction, source, credibility, ease of use)
d. Refine library catalog search strategies
e. Refine search strategies for Web search engines/directories

B. Organize information

1. Select and use technology tools to organize information
a. Use appropriate technology tools to support information organization
b. Explain why specific technology tools were selected to organize information *
c. Evaluate the use of the selected technology for the specific task*

Standard 6.0 – Technology for Problem-Solving and Decision-Making:
Demonstrate ability to use technology and develop strategies to solve problems and
make informed decisions

Components of a Problem Solving Process Supported by Technology
A. Investigate Problems and Propose Solutions
        1. Understand the Problem
        2. Devise a Plan
        3. Carry Out the Plan
        4. Analyze Data
        5. Communicate Conclusion
B. Examine the Solution

The components of the problem solving process are the same for all disciplines and
across all grade levels. Academic rigor comes from the complexity of the problem and
the technology used to solve the problem.

A. Investigate Problems and Propose Solutions

    1. Understand the Problem
- Use technology to help identify the type of problem and the
data needed to answer that type of problem

2. Devise a Plan
- Identify possible technology tools to gather data
- Use technology to help formulate a research question
about a problem/situation that requires further study
- Use technology to develop a plan for how to answer
questions about a problem/situation that requires further study
- Identify technology resources to gather information about
a problem/situation that requires further study
- Select an appropriate technology tool to gather data

3. Carry Out the Plan
- Collect data and information using technology tools
- Use communication tools to gather information
- Apply evaluation strategies when using electronic resources
- Make and record observations using technology

4. Analyze Data
- Analyze information using technology tools
- Input and analyze information in a spreadsheet or database
- Explain why specific technology tools were selected to organize information

5. Communicate Conclusion
- Display data and information using technology tools
- Use communication tools to communicate conclusions
- Present information and conclusions in formats that are appropriate to a specific audience

B. Examine the Solution
- Assess the use of the selected technology for individual learning of the specific task
- Evaluate the appropriateness of media formats for communicating data

GRADE 7

Standard 1.0 – Technology Systems: Develop foundations in the understanding and uses of technology systems

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A. Systems

1. Demonstrate knowledge of technology systems
  a. Explain how network resources are accessed, controlled, connected, and used effectively and efficiently (e.g., FTP/Web publishing, wireless networks, USB, fire wire, etc.)
  b. Use keyboard and mouse effectively and efficiently
  c. Apply utility programs to convert formats, as necessary, for affective use in Web, video, audio, graphic, presentation, word-processing, database, publication, and spreadsheet applications
  d. Describe strategies for identifying, solving, and preventing routine hardware and software problems that occur during everyday technology use

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Standard 2.0 – Digital Citizenship: Demonstrate an understanding of the history of technology and its impact on society, and practice ethical, legal, and responsible use of technology to assure safety

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A. Technology and Society

1. Evaluate how technology affects the individual and society
  a. Evaluate technology's influence on the individual and society
  b. Evaluate technology's impact on the environment
  c. Evaluate the use of technology to solve a societal issue
  d. Propose a technological solution to a societal issue

B. Legal and Ethical Issues

1. Practice responsible and appropriate use of technology systems, software, and information
  a. Explain the purpose of and follow the acceptable use policy
  b. Work cooperatively and collaboratively with others when using technology
  c. Practice responsible use of technology systems

     d. Demonstrate proper care of equipment (such as following lab rules, handling equipment with care, appropriate printing of resources)

     e. Explain the potential harm of intrusive applications (such as worms, viruses, spyware, pop-up windows, etc.) and safeguards for limiting exposure to these

     f. Use safe and correct security procedures (such as protecting password and user ID)

2. Demonstrate an understanding of current legal standards

     a. Comply with copyright laws and fair use provisions when using digital content

     b. Use electronic resources appropriately (such as paraphrasing)

     c. Cite electronic sources of text and digital information properly (such as MLA, APA, Chicago)

3. Understand current Internet safety guidelines

     a. Understand that the Internet offers access to multiple digital communities with differing guidelines

     b. Explain safety and privacy issues related to use of the Internet

     c. Use safe and correct security procedures when working online (such as not disclosing personal information and protecting passwords)

     d. Describe procedures for exiting an inappropriate site (such as clicking the home), turning off monitor, notifying an adult)

     e. Practice privacy guidelines

     f. Explain the importance of firewalls and filtering systems

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Standard 3.0 – Technology for Learning and Collaboration: Use a variety of technologies for learning and collaboration

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A. Learning

1. Select and use technology tools to enhance learning

     a. Use technology tools, including software and hardware, to learn new content or reinforce skills

     b. Defend the selection of a specific technology tool to complete a learning task

B. Encourage Collaboration

1. Select and use technology tools to encourage collaboration

     a. Use technology tools to work collaboratively within the school community

b. Use technology tools to exchange ideas with individuals or groups outside of the school community
c. Articulate the advantages of collaboration supported by technology tools

C. Increase Productivity

1. Select and use technology tools to increase productivity
a. Defend the selected technology tools to complete tasks efficiently*
b. Create new documents to complete learning assignments and demonstrate new understanding
c. Input and analyze information in a spreadsheet or database *
d. Use suitable electronic resources to refine presentations and edit texts for effective and appropriate use of language conventions, such as capitalization, punctuation, spelling, and pronunciation
e. Use word processing technology when appropriate
f. Collect, manipulates, analyze, and display data and information using tools, such as calculators and computers

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Standard 4.0 – Technology for Communication and Expression: Use technology to communicate information and express ideas using various media formats

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A. Communication

1. Select and use technology for communication
a. Use communication tools (such as e-mail, discussion boards, online conferences, Learning Management Systems, portfolios) to gather information, share ideas, and respond to questions
b. Present information independently to various audiences
c. Evaluate the appropriateness of media formats for various purposes *

B. Expression

1. Select and use technology to express ideas
a. Select and use the appropriate multimedia and publishing tools to express original ideas with print, drawings, digital images, video, sounds, and/or personal recordings
b. Present ideas and information in formats such as electronic presentations, web pages, graphic organizers, or spreadsheets that are appropriate to a specific audience
c. Change, edit, and revise graphs, graphics, presentations, and word processing documents

d. Evaluate student-created product design based on purpose, audience, and format*

Standard 5.0 – Technology for Information Use and Management: Use technology to locate, evaluate, gather, and organize information.

A. **Locate, Evaluate, and Gather Information**

1. **Select and use information resources available through technology**
   a. Select relevant information from appropriate technology resources *
   b. Select and read to gain information from electronic personal interest materials, such as brochures, books, magazines, cookbooks, websites, and other online materials
   c. Apply evaluation strategies when using electronic resources (such as publication/copyright date, fact vs. fiction, source, credibility, ease of use)
   d. Refine library catalog search strategies
   e. Refine search strategies for Web search engines/directories

B. **Organize information**

1. **Select and use technology tools to organize information**
   a. Use appropriate technology tools to support information organization
   b. Defend the selection of the specific technology tool to organize information *

Standard 6.0 – Technology for Problem-Solving and Decision-Making: Demonstrate ability to use technology and develop strategies to solve problems and make informed decisions

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Components of a Problem Solving Process Supported by Technology
A. Investigate Problems and Propose Solutions
    1. Understand the Problem
    2. Devise a Plan
    3. Carry Out the Plan
    4. Analyze Data
    5. Communicate Conclusion
B. Examine the Solution

The components of the problem solving process are the same for all disciplines and across all grade levels. Academic rigor comes from the complexity of the problem and the technology used to solve the problem.

A. Investigate Problems and Propose Solutions

    1. Understand the Problem
- Use technology to help identify the type of problem and the data needed to answer that type of problem

    2. Devise a Plan
- Identify possible technology tools to gather data
- Use technology to help formulate a research question about a problem/situation that requires further study
- Use technology to develop a plan for how to answer questions about a problem/situation that requires further study
- Identify technology resources to gather information about a problem/situation that requires further study
- Select an appropriate technology tool to gather data

    3. Carry Out the Plan
- Collect data and information using technology tools
- Use communication tools to gather information
- Apply evaluation strategies when using electronic resources
- Make and record observations using technology

    4. Analyze Data
- Analyze information using technology tools
- Input and analyze information in a spreadsheet or database
- Defend the selection of the specific technology tool to organize information

    5. Communicate Conclusion
- Display data and information using technology tools
- Use communication tools to communicate conclusions
- Present information and conclusions in formats that are appropriate to a specific audience

B. Examine the Solution
- Defend the use of the selected technology for individual learning of the specific task
- Evaluate the appropriateness of media formats for communicating data

GRADE 8

Standard 1.0 – Technology Systems: Develop foundations in the understanding and uses of technology systems

A. Systems

1. Demonstrate knowledge of technology systems
   a. Explain how network resources are accessed, controlled, connected, and used effectively and efficiently (e.g., FTP/Web publishing, wireless networks, USB, fire wire, etc.)
   b. Use keyboard and mouse effectively and efficiently
   c. Apply utility programs to convert formats, as necessary, for effective use in Web, video, audio, graphic, presentation, word-processing, database, publication, and spreadsheet applications
   d. Describe strategies for identifying, solving, and preventing routine hardware and software problems that occur during everyday technology use

Standard 2.0 – Digital Citizenship: Demonstrate an understanding of the history of technology and its impact on society, and practice ethical, legal, and responsible use of technology to assure safety.

A. Technology and Society

1. Evaluate how technology affects the individual and society
   a. Evaluate technology's influence on the individual and society
   b. Evaluate technology's impact on the environment
   c. Evaluate the use of technology to solve a societal issue
   d. Propose a technological solution to a societal issue

B. Legal and Ethical Issues

1. Practice responsible and appropriate use of technology systems, software, and information
   a. Explain the purpose of and follow the acceptable use policy
   b. Work cooperatively and collaboratively with others when using technology
   c. Practice responsible use of technology systems

d. Demonstrate proper care of equipment (such as following lab rules, handling equipment with care, appropriate printing of resources)
e. Explain the potential harm of intrusive applications (such as worms, viruses, spyware, pop-up windows, etc.) and safeguards for limiting exposure to these
f. Use safe and correct security procedures (such as protecting password and user ID)

2. **Demonstrate an understanding of current legal standards**
    a. Comply with copyright laws and fair use provisions when using digital content
    b. Use electronic resources appropriately (such as paraphrasing)
    c. Cite electronic sources of text and digital information properly (such as MLA, APA, Chicago)

3. **Understand current Internet safety guidelines**
    a. Understand that the Internet offers access to multiple digital communities with differing guidelines
    b. Explain safety and privacy issues related to use of the Internet
    c. Use safe and correct security procedures when working online (such as not disclosing personal information and protecting passwords)
    d. Describe procedures for exiting an inappropriate site (such as (clicking the home), turning off monitor, notifying an adult)
    e. Practice privacy guidelines
    f) Explain the importance of firewalls and filtering systems

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Standard 3.0 – Technology for Learning and Collaboration: Use a variety of technologies for learning and collaboration

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A. **Learning**

1. **Select and use technology tools to enhance learning**
    a. Use technology tools, including software and hardware, to learn new content or reinforce skills
    b. Defend the selection of a specific technology tool to complete a learning task

B. **Encourage Collaboration**

1. **Select and use technology tools to encourage collaboration**
    a. Use technology tools to work collaboratively within the school community
    b. Use technology tools to exchange ideas with individuals or groups outside of the school community

      c. Articulate the advantages of collaboration supported by technology tools

C. Increase Productivity

1. Select and use technology tools to increase productivity
      a. Defend the selected technology tools to complete tasks efficiently *
      b. Create new documents to complete learning assignments and demonstrate new understanding
      c. Input and analyze information in a spreadsheet or database *
      d. Use suitable electronic resources to refine presentations and edit texts for effective and appropriate use of language conventions, such as capitalization, punctuation, spelling, and pronunciation
      e. Use word processing technology when appropriate
      f. Collect, manipulates, analyze, and display data and information using tools, such as calculators and computers

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Standard 4.0 – Technology for Communication and Expression: Use technology to communicate information and express ideas using various media formats

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A. Communication

1. Select and use technology for communication
      a. Use communication tools (such as e-mail, discussion boards, online conferences, Learning Management Systems, portfolios) to gather information, share ideas, and respond to questions
      b. Present information independently to various audiences
      c. Evaluate the appropriateness of media formats for various purposes *

B. Expression

1. Select and use technology to express ideas
      a. Select and use the appropriate multimedia and publishing tools to express original ideas with print, drawings, digital images, video, sounds, and/or personal recordings
      b. Present ideas and information in formats such as electronic presentations, web pages, graphic organizers, or spreadsheets that are appropriate to a specific audience
      c. Change, edit, and revise graphs, graphics, presentations, and word processing documents
      d. Evaluate student-created product design based on purpose, audience, and format*

Standard 5.0 – Technology for Information Use and Management: Use technology to locate, evaluate, gather, and organize information.

    A. Locate, Evaluate, and Gather Information

        1. Select and use information resources available through technology
   a. Select relevant information from appropriate technology resources *
   b. Select and read to gain information from electronic personal interest materials, such as brochures, books, magazines, cookbooks, websites, and other online materials
   c. Apply evaluation strategies when using electronic resources (such as publication/copyright date, fact vs. fiction, source, credibility, ease of use)
   d. Refine library catalog search strategies
   e. Refine search strategies for Web search engines/directories

    B. Organize information

        1. Select and use technology tools to organize information
   a. Use appropriate technology tools to support information organization
   b. Defend the selection of the specific technology tool to organize information *

Standard 6.0 – Technology for Problem-Solving and Decision-Making: Demonstrate ability to use technology and develop strategies to solve problems and make informed decisions

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Components of a Problem Solving Process Supported by Technology
A. Investigate Problems and Propose Solutions
    1. Understand the Problem
    2. Devise a Plan
    3. Carry Out the Plan
    4. Analyze Data
    5. Communicate Conclusion
B. Examine the Solution

The components of the problem solving process are the same for all disciplines and across all grade levels. Academic rigor comes from the complexity of the problem and the technology used to solve the problem.

A. Investigate Problems and Propose Solutions

1. Understand the Problem
- Use technology to help identify the type of problem and the data needed to answer that type of problem

2. Devise a Plan
- Identify possible technology tools to gather data
- Use technology to help formulate a research question about a problem/situation that requires further study
- Use technology to develop a plan for how to answer questions about a problem/situation that requires further study
- Identify technology resources to gather information about a problem/situation that requires further study
- Select an appropriate technology tool to gather data

3. Carry Out the Plan
- Collect data and information using technology tools
- Use communication tools to gather information
- Apply evaluation strategies when using electronic resources
- Make and record observations using technology

4. Analyze Data
- Analyze information using technology tools
- Input and analyze information in a spreadsheet or database
- Defend the selection of the specific technology tool to organize information

5. Communicate Conclusion
- Display data and information using technology tools
- Use communication tools to communicate conclusions
- Present information and conclusions in formats that are appropriate to a specific audience

B. Examine the Solution
- Defend the use of the selected technology for individual learning of the specific task
- Evaluate the appropriateness of media formats for communicating data

CONCEPTS FOR LIBRARY MEDIA

Accuracy: state of correctness; freedom from mistake or error

Creativity: having the ability or power to create; characterized by originality and expressiveness

Community: people who live in a particular area; people who have similar qualities or interests

Critical Thinking: to engage in a task when solutions are not apparent; pushing the limits of knowledge and ability

Ethics, Values: principal of right or good conduct, moral choices to be made by the individual

Independent Learning: to use knowledge to locate and use materials without the influence, guidance or control of others

Information Literacy: ability to find and use information

Media: materials that present information; print or non-print sources

Organization: act or process of being organized; to arrange by systematic planning

Recreation: an activity that produces enjoyment and/or relaxation

Resource Management: to organize the materials housed in a specific area

Social Responsibility: to demonstrate understanding, friendliness, adaptability, empathy and politeness

Society: to contribute positively to the learning community; to participate effectively in groups; to pursue and generate information

Technology: to understand the overall intent and proper procedures for using software and hardware

Wants and Needs: materials that would create a better learning environment as opposed to essential materials for the completion of a task

<u>K – 12 CONCEPTUAL HIERARCHY FOR LIBRARY MEDIA</u>

<u>Concept</u>	<u>Grade</u>												
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Accuracy				X		X	X	X	X	X	X	X	X
Creativity					X	X	X	X	X	X	X	X	X
Community			X	X	X	X	X	X	X	X	X	X	X
Critical Thinking					X	X	X	X			X	X	X
Ethics, Values					X	X	X	X	X	X	X	X	X
Independent Learning				X	X	X	X	X	X	X	X	X	X
Information Literacy		X	X	X	X	X	X	X	X	X	X	X	X
Media			X	X		X	X	X		X	X	X	X
Organization					X	X	X	X		X	X	X	X
Recreation		X	X	X	X	X	X	X	X	X	X	X	X
Resource Management				X	X	X		X	X	X	X	X	X
Social Responsibility			X		X	X	X	X	X	X	X	X	X
Society			X		X	X	X	X	X	X	X	X	X
Technology		X	X	X	X	X	X	X	X	X	X	X	X
Wants and Needs		X	X	X	X	X	X	X	X	X	X	X	X

MEDIA
CONCEPTS AND ENDURING UNDERSTANDINGS
FOR GRADE SIX

Key Concepts:

Accuracy	Organization
Community	Recreation
Creativity	Resource Management
Critical Thinking	Social Responsibility
Ethics, Values	Society
Independent Learning	Technology
Information Literacy	Wants and Needs
Media	

Enduring Understandings:

1.   Ethical choices are essential when using information.
   (MSC Standards 2.0, 3.0 and 4.0) (EB)

2.   Library materials are arranged and retrieved in a logical manner. (MSC Standard 2.0) (L and U)

3.   Resources may be accessed in a variety of ways to meet a specific need. (MSC Standard 2.0) (R and M)

4.   Information may be organized using study, research, reference, and critical thinking skills. (MSC Standards 3.0 and 4.0) (O)

5.   Information from various resources must be collected, analyzed, evaluated, synthesized and applied to generate new understanding and knowledge. (MSC Standard 1.0) (RE & S) (C)

6.   Using various formats, design and communicate information for a specific purpose. (MSC Standard 5.0) (P)

7.   Reading for pleasure or information has life-long applications. (MSC Standard 6.0) (A)

MEDIA
CONCEPTS AND ENDURING UNDERSTANDINGS
FOR GRADE SEVEN

Key Concepts:

Accuracy	Organization
Community	Recreation
Creativity	Resource Management
Critical Thinking	Social Responsibility
Ethics, Values	Society
Independent Learning	Technology
Information Literacy	Wants and Needs
Media	

Enduring Understandings:

1.   Ethical choices are essential when using information.
      (MSC Standards 2.0, 3.0 and 4.0) (EB)

2.   Library materials are arranged and retrieved in a logical manner. (MSC
      Standard 2.0) (L and U)

3.   Resources may be accessed in a variety of ways to meet a specific need.
      (MSC Standard 2.0) (R and M)

4.   Information may be organized using study, research, reference, and critical
      thinking skills. (MSC Standards 3.0 and 4.0) (O)

5.   Information from various resources must be collected, analyzed,
      evaluated, synthesized and applied to generate new understanding and
      knowledge. (MSC Standard 1.0) (RE & S) (C)

6.   Using various formats, design and communicate information for a specific
      purpose. (MSC Standard 5.0) (P)

7.   Reading for pleasure or information has life-long applications. (MSC
      Standard 6.0) (A)

MEDIA
CONCEPTS AND ENDURING UNDERSTANDINGS
FOR GRADE EIGHT

Key Concepts:

Accuracy	Organization
Community	Recreation
Creativity	Resource Management
Critical Thinking	Social Responsibility
Ethics, Values	Society
Independent Learning	Technology
Information Literacy	Wants and Needs
Media	

Enduring Understandings:

1.   Ethical choices are essential when using information.
(MSC Standards 2.0, 3.0 and 4.0) (EB)

2.   Library materials are arranged and retrieved in a logical manner. (MSC Standard 2.0) (L and U)

3.   Resources may be accessed in a variety of ways to meet a specific need. (MSC Standard 2.0) (R and M)

4.   Information may be organized using study, research, reference, and critical thinking skills. (MSC Standards 3.0 and 4.0) (O)

5.   Information from various resources must be collected, analyzed, evaluated, synthesized and applied to generate new understanding and knowledge. (MSC Standard 1.0) (RE & S) (C)

6.   Using various formats, design and communicate information for a specific purpose. (MSC Standard 5.0) (P)

7.   Reading for pleasure or information has life-long applications. (MSC Standard 6.0) (A)

MEDIA CENTER CONTENT OUTLINE
(REQUIRED DECLARATIVE KNOWLEDGE)

Declarative knowledge is cumulative and extensive. The Library media curriculum builds upon the skills and concepts taught in earlier grades. Units are designed to produce independent users of middle school media centers in all curriculum areas.

Orientation/Review	OPAC	Research Process	Academic Integrity	Literature Appreciation
Accelerated Reader	Author	Almanac	Acceptable Use Policy	Adventure
Alphabetical Order	Bibliography	Article	Bibliography	Antagonist
Author	Call Number	Atlas	Cite	Animal Fantasy
Autobiography	CAS	Author	Citation	Animal Stories
Barcodes	Copyright	Authorship	Common Knowledge	Anthology
Bibliography	Copyright Date	Autobiography	Copyright	Autobiography
Biographies	Database	Bibliographic Citation	Criteria	Bibliography
Call Number	Dewey Decimal System	Bibliography	Facts	Biography
CD	F	Big 6	Fair Use	Book Review
Circulation	Fiction	Biographical Reference	Footnotes	Censorship
Computer	Genre	Biography	Intellectual Property	Character
Contents	Keyword	Bookmark	Notation	Classic
Copyright	Non Fiction	Boolean Operators	Original	Copyright
Database	Non-print	Browser	Paraphrase	Critique
Dewey Decimal System	OPAC	Call Number	Parenthetical Citation	Dialogue
Encyclopedia	Paperback	CD ROM	Peer Review	Drama
F	PB	Contemporary	Plagiarism	Fairy Tales
Fiction	Print	Copyright	Public Domain	Fantasy
Fines	R	Copyright Date	Quotation	Fiction
Glossary	Reference Section	Criteria	Reliable	Folk Tales
Illustrator	Reference Book	Cross Reference	Self-plagiarism	Foreshadowing
Index	SC	Cultural Resource	Validity	Genre
Internet Pass	Story Collection	Cumulative Index	Works Cited	Historical Fiction
Keyword	Spine	Current		Humor

Orientation/Review	OPAC	Research Process	Academic Integrity	Literature Appreciation
Media Specialist	Subject	Database		Literature
Media Technician	Summary	Dictionary		Memoir
NF	Title	Electronic Encyclopedia		Multicultural
Non Fiction	Works Cited	FACTS.com		Mystery
OPAC		Fiction		Myths
Paperback		Gale Resources		Newbery Medal
PB		General Encyclopedia		Non Fiction
Periodical		Geographical Resource		Novel
Policy		Glossary		Play
Procedure		Hit		Plot
Publisher		Homepage		Poetry
R		Icon		Protagonist
Reference Section		Illustration		Realistic Fiction
Reference Book		Index		Science Fiction
SC		Internet		Series
Story Collection		Internet Explorer		Setting
Spine		Keyword		Short Story
Subject		Links		Story Collection
Title		Main Headings		Subject
Title Page		Multimedia		Subject Heading
Works Cited		Netscape Communicator		Survival
		Non Fiction		Theme
		Non-print		
		Online		
		OPAC		
		Opposing Viewpoints		
		Query		
		Periodical		
		Place of Publication		
		Print		
		Publisher		
		Reference Book		
		Reliable		
		Search Engine		

Orientation/Review	OPAC	Research Process	Academic Integrity	Literature Appreciation
		SIRS		
		Software		
		Source		
		Subheadings		
		Summary		
		Table of Contents		
		Thesaurus		
		Title		
		Title Page		
		Truncate		
		URL		
		Validity		
		Verso		
		Volumes		
		Website		
		Works Cited		
		World Wide Web		

SKILLS SCOPE AND SEQUENCE
(REQUIRED PROCEDURAL KNOWLEDGE)

Library media curriculum in **sixth grade** builds upon the skills and concepts taught in elementary library media centers. Students are introduced to the physical features of their middle school's media center as well as its policies and procedures. Various electronic sources, general and specialized reference books, and specific organizational tools are introduced to build upon research skills. The library media curriculum for the Harford County Public Schools is based upon the Maryland Learning Outcomes in Library Media Education.

1. Students will locate and use materials and equipment.

    Students will follow the floor plan of the middle school media center in order to identify and describe various cataloging formats to access fiction, non fiction, and reference materials.

    • Identify areas and materials in the Media Center.
    • Use policies and/or procedures to check out books.

2. Students will review, evaluate, and select media for an identified information need.

    Students will select and evaluate the contents of print material for scope and timeliness.

    • Identify OPAC.
    • Recall nonfiction – Dewey Decimal System.
    • Differentiate between author, title and subject browsing.
    • Use OPAC to meet a specific need.
    • Use OPAC to locate books.

3. Students will learn and apply study, research, reference, and critical thinking skills to organize information.

    Students will select and record in an acceptable format those materials which are of the most importance for a specified subject.

    • Locate books on specific topics using OPAC.
    • Create a bibliography.

4. Students will comprehend content in various types of media.

    Students will identify the content organization in various types of media.

    • Locate biographical sources in reference.
    • Choose best biographical source to locate information.

- Compare and contrast information found in reference.
- Determine correct reference sources for information.
- Use encyclopedia index to locate information.

5. Students will retrieve and manage information.

   Students will identify the elements of electronic sources.

   - Locate electronic sources.
   - Select electronic sources for specific topics.

6. Students will demonstrate an appreciation of books and other media as sources of information and recreation.

   Students will demonstrate their knowledge of literary forms, genres, themes, and subjects through the selection of a wide variety of fiction and non fiction books which embody or are characteristic of these forms.

   - Choose books for recreational reading.
   - Use OPAC to choose fiction and non fiction books for a particular purpose.
   - Identify literary genres when given descriptions.

7. Students will create print and non-print media.

   Students will create a design for print and/or non-print media.

   - Use template to create a bookmark.
   - Design a slide on the Dewey Decimal System.

SKILLS SCOPE AND SEQUENCE
(REQUIRED PROCEDURAL KNOWLEDGE)

Library media curriculum in **seventh grade** reinforces the skills and concepts taught in earlier grades. Students are introduced to new search strategies and more sophisticated methods of analysis, which can be used as source evaluation tools. Various electronic sources and reference books are examined in order to determine the best source to meet specific informational needs. In addition, students continue their interpretation of literature and how it reflects, examines, and influences the human experience.

1. Students will locate and use materials and equipment.

   Students will use OPAC and other database indices to locate materials on specific subjects in accordance with established procedures.

   - Define materials in media center.
   - Use policies and procedures.
   - Categorize materials by location.

2. Students will review, evaluate, and select media for an identified information need.

   Students will select and evaluate appropriate materials to meet an identified need.

   - Locate sources for academic and personal purposes.
   - Use OPAC to meet specific needs.
   - Use OPAC contents to evaluate relevance of sources.

3. Students will learn and apply study, research, reference and critical thinking skills to organize information.

   Students will use a variety of sources to identify and organize the most appropriate information to answer a research question.

   - Use synonyms to develop good keyword searches.
   - Produce a bibliography of sources on a particular subject.

4. Students will comprehend content in various types of media.

   Students will evaluate and utilize various types of media appropriate for a specific purpose.

   - Identify location of reference collection.
   - Decide which reference source is most appropriate...
   - Locate answers to specific questions using reference books

5. Students will retrieve and manage information.

    Students will access the appropriate electronic sources for specific purposes using various retrieval strategies.

    - Use database indices to retrieve information.
    - Choose correct electronic sources to meet needs.
    - Apply appropriate electronic retrieval/search strategies.
    - Print information from a variety of electronic sources.

6. Students will demonstrate an appreciation of books and other media as sources of information and recreation.

    Students will interpret literature and how it reflects, examines, and influences the human experience.

    - Locate answers to specific questions using reference books.
    - Choose books and magazines for specific needs.
    - Differentiate among genres by interpreting literature.
    - Select favorite works of literature to promote reading.
    - Establish life-long reading practices.

7. Students will create print and non-print media.

    Students will select the appropriate print and/or non-print medium for a specific purpose.

    - Use graphic organizers to answer specific questions.

**SKILLS SCOPE AND SEQUENCE
(REQUIRED PROCEDURAL KNOWLEDGE)**

Library media curriculum in **eighth grade** refines the skills and concepts taught in earlier grades. Students are taught to use Boolean Operators in reference searches in order to broaden or narrow topics. Cross-curricular units require an integration of accession, location, and retrieval skills with specific research problems in content areas, and students independently compile and analyze materials on specific topics. In addition, students develop the positive attitudes necessary to become life-long readers by choosing reading as a means of obtaining information and by choosing literature to meet recreational needs.

1. Students will locate and use materials and equipment.

   Students will independently access appropriate materials and/or equipment for both personal and academic purposes.

   - Define types and purposes of materials in the media center
   - Use established circulation policies and procedures
   - Categorize media center materials according to location
   - Locate a variety of sources for academic/personal purposes

2. Students will review, evaluate, and select media for an identified information need.

   Students will broaden or narrow the scope of a reference search by independently reviewing, selecting, and evaluating materials necessary for the successful completion of a reference search.

   - Design a search strategy
   - Analyze materials for suitability make all bullets the same size
   - Broaden and/or narrow a topic

3. Students will learn and apply study, research, reference and critical thinking skills to organize information.

   Students will use a variety of sources to identify and organize the most appropriate information to solve a research problem.

   - Select books to acquire information
   - Create a works cited page

4. Students will comprehend content in various types of media.

Students will apply comprehension skills to select the most relevant information necessary to meet their needs.

- ● Take notes on specific topics
- ● Evaluate research printouts for content/scope/timeliness

5. Students will retrieve and manage information.

Students will apply appropriate skills to collect, organize, and interpret data from particular electronic sources.

- ● Gather information from a variety of sources
- ● Use OPAC and other electronic sources to meet a specified need

6. Students will demonstrate an appreciation of books and other media as sources of information and recreation.

Students will evaluate a variety of literature to meet personal goals, both informational and recreational.

- • Select books to acquire information
- • Evaluate all types of literature to meet reading needs

7. Students will create print and non-print media.

Students will plan, design, and produce print and/or non-print media as a form of self-expression.

- ● Produce a final product using the gathered information

ASSESSMENT

The Maryland School Performance Program (MSPP), including the High School Assessments, holds schools and school systems in Maryland accountable for ensuring that all students achieve success in rigorous academic programs. The synthesis and application of knowledge are assessed in authentic ways through real-world applications, as reflected in the performance tasks. The High School Assessments test student knowledge in certain course content areas. Uses of research skills acquired in the media center are an integral part of all content course areas measured by the High School Assessments.

Harford County public school library media specialists recognize that acquiring research and media skills is a cumulative experience which the student begins to develop in first grade and continues to develop through grade twelve. Some skills may be similar at all grade levels, but the skills increase in complexity as students mature and achieve higher level thinking skills. Frequently, assessments occur in the classroom and are developed by the classroom teacher. It is the intent of all library media specialists to work with classroom teachers to assure assessments of media center skills take place. The relationship between classroom teachers and media specialists is collaborative in nature, which assures appropriate assessment even if it does not occur in the library media center.

Formative or summative assessments are constantly taking place at all grade levels. In addition to formative assessment that is constantly taking place in library media centers, more formal summative assessment is usually given at the end of each unit. These assessments may or may not be performance-based. The Dimensions of Learning assist library media specialists in determining the type(s) of learning to be assessed. Once the purpose(s) of the assessment is identified, the type of assessment tool can be selected. When appropriate, rubrics or other scoring tools should be established with the subject area teacher prior to instruction to promote higher level student performance.

Library media specialists support progression of student reading skills through instruction and collection development, which are important for reading success on the Maryland State Assessment (MSA). The ability to independently choose appropriate reading materials for information or recreation increases students' appreciation for and proficiency in reading. Instruction to develop this ability within this curriculum is both inductive and deductive beginning in kindergarten and continuing through grade five. While some library media skills may be similar at all grade levels, these skills increase in complexity as students mature and achieve higher level thinking skills.

Library media specialists in Harford County Public Schools recognize that acquiring research and media skills is a cumulative experience which the student begins to develop in kindergarten and continues to develop through grade twelve. Experiences are assessed during each library media period. This formative assessment occurs through review of the guiding questions and/or other activities. Summative assessments, most of which are performance or project based, occur in each unit.

Assessment Options

Library media specialists use a variety of strategies in order to assess student learning while considering the school community.

Possible assessment strategies include: exit tickets, ActiVotes, EPR (Every Pupil Responses like pinch cards, stand up/stand down, hand signals, choice cards), dry erase responses, think/pair/share, video with Flip camera, written responses, graphic organizers, and teacher observation. (Please note that this list is not all-inclusive.)

Here are some ideas on how to record your teacher observations: checklists, note struggling/accelerated students, erasable seating chart for notes, use patron cards to organize by response, video with Flip camera. Listed below are some assessments with explanations used with the HCPS Middle School Curriculum Guide. (Please note that this list is not all-inclusive.)

Anecdotal Record An informal record of an event or behavior observed in the classroom.
Observations help determine which students need additional support and how to adjust instruction to encourage more and better learning.
Minute Paper
The Minute Paper is an informal assessment technique that asks students a simple question about some aspect of the class that they can answer in a minute. The responses are then collected by the teacher on 3x5 cards, reviewed, and distributed back to the students with comments or other interesting points.
Muddiest Point
The Muddiest Point is an informal assessment strategy used to help the teacher identify a lesson's most confusing points. Students are asked to write down the most confusing or problematic concept from a given lesson via a 3x5 card or email message to the teacher. The teacher, in turn, collects the "muddiest points" from the students and then addresses these issues more completely during a follow-up lesson to improve students' understanding.

One-sentence Summary
This simple technique challenges students to answer the questions "Who does what to whom, when, where, how, and why?" about a given topic, and then to synthesize those answers into a simple informative, grammatical, and long summary sentence.

6th Grade Assessments

Grade, unit, experience	Brief description of the assessment	Standard 1.0 Define and Refine Problem or Question: Students will be able to follow an inquiry process to define a problem, formulate questions, and refine either or both to meet a personal and/or assigned information need.	Locate and Evaluate Resources and Sources: Students will be able to follow an inquiry process to identify, locate, evaluate and select resources and sources in a wide variety of formats to meet the information need in an ethical manner.	Standard 3.0 Find, Generate, Record, and Organize Data/Information: Students will be able to follow an inquiry process to find, generate, record, and organize information relevant to the information need in an ethical manner.	Standard 4.0 Interpret Recorded Data/Information: Students will be able to follow an inquiry process to interpret recorded data/information to create new understandings and knowledge related to the information need in an ethical manner.	Standard 5.0 Share Findings/Conclusions: Students will be able to follow an inquiry process to share findings/conclusions in an appropriate format to support written, oral, and multimedia information products	Standard 6.0 Appreciate Literature and Life-long Learning: Students will be able to demonstrate an appreciation of literature and multimedia as a reflection of human experience and use the inquiry process
6th, Unit 1, Exp. 1	Policies and Procedures for Media Center		x	x	x		
6th, Unit 1, Exp. 2	Introduction to Media Center		x	x	x		
6th, Unit 2 Exp. 1	OPAC Searching -Alexandria		x	x	x		
6th, Unit 2, Exp.	OPAC Record Information		x	x	x		
6th, Unit 2, Exp.	Dewey Decimal System		x	x	x	x	
6th, Unit 3, Exp.	Intoduction to Academic Integrity		x	x	x		
6th, Unit 3, Exp.	Analyze and Interpret Scenarios		x	x	x		
6th, Unit 4, Exp.	Understanding the Big6			x	x		
6th, Unit 4, Exp.	20 minute Research Project	x	x	x	x	x	
6th, Unit 4, Exp.	Electronic Encyclopedias	x	x	x	x		
6th, Unit 4, Exp.	Locating and Analyzing SIRS Discoverer	x	x	x	x		
6th, Unit 4, Exp.	Intoduction to CultureGrams		x	x	x		
6th, Unit 4, Exp. 7	Choosing the Best Electronic Source	x	x		x		
6th, Unit 4, Exp. 8	The Almanac	x		x	x		
6th, Unit 4, Exp. 9	Cumulative Index	x		x	x		
6th, Unit 4, Exp.	Biographical Resources	x		x	x		
6th Unit 4, Exp. 1	Cultural/Geographical Resources	x		x	x		
6th Unit 4, Exp. 1	Bibliography/Works Cited	x	x	x	x		
6th Unit 4, Exp.12	Mysteries of Research	x	x	x	x		
6th, Unit 5, Exp.	Top Ten Ways to Select a Great Book		x	x	x		x
6th, Unit 5, Exp.	Different Purposes and Methods for Reading		x	x	x		x
6th, Unit 5, Exp.	Design and Create a Bookmark	x	x	x	x	x	x

7ᵗʰ Grade Assessments

Grade, unit, experience	Brief description of the assessment	Standard 1.0 Define and Refine Problem or Question: Students will be able to follow an inquiry process to define a problem, formulate questions, and refine either or both to meet a personal and/or	Locate and Evaluate Resources and Sources: Students will be able to follow an inquiry process to identify, locate, evaluate and select resources and sources in a wide variety of formats to meet the information need in an ethical manner.	Standard 3.0 Find, Generate, Record, and Organize Data/Information: Students will be able to follow an inquiry process to find, generate, record, and organize information relevant to the information need in an ethical manner.	Standard 4.0 Interpret Recorded Data/Information: Students will be able to follow an inquiry process to interpret recorded data/information to create new understandings and knowledge related to the information need in	Standard 5.0 Share Findings/Conclusions: Students will be able to follow an inquiry process to share findings/conclusions in an appropriate format to support written, oral, and	Standard 6.0 Appreciate Literature and Life-long Learning: Students will be able to demonstrate an appreciation of literature and multimedia as a reflection of human experience and use
7th, Unit 1, Exp. 1	Review Policies and Procedures		x	x	x		
7th, Unit 1, Exp. 2	Review Policies and Procedures~Material Basics		x				x
7th, Unit 2, Exp. 1	Sorting and the Temporary Basket		x	x	x		
7th, Unit 2, Exp. 2	OPAC Advanced/Enhanced/Saving		x	x	x		
7th, Unit 2, Exp. 3	Scavenger Hunt		x	x	x		
7th, Unit 2, Exp. 4	Dewey Decimal System		x	x	x		
7th, Unit 3, Exp. 1	Academic Integrity~Greater Depth		x	x	x		
7th, Unit 4, Exp. 1	Review Big6 Research Process	x	x	x	x	x	
7th, Unit 4, Exp. 2	25 Minute Research Project	x		x	x		
7th, Unit 4, Exp. 3	Choosing the Best Electronic Resource	x	x	x	x		
7th, Unit 4, Exp. 4	Using Facts on File/Gale	x	x	x	x		
7th, Unit 4, Exp. 5	Retrieval/Evaluation of Database Citations	x	x				
7th, Unit 4, Exp. 6	Choosing the Best Source	x	x				
7th, Unit 4, Exp. 7	Reference Scavenger Hunt	x	x	x	x		
7th, Unit 4, Exp. 8	Bibliography/Works Cited		x	x	x		
7th, Unit 5, Exp. 1	Identifying Fiction Genres	x					x
7th, Unit 5, Exp. 2	Creating Visuals for Genres					x	x
7th, Unit 5, Exp. 3	Genre Review Bingo						x

8th Grade Assessments

	Grade, unit, experience	Brief description of the assessment	Standard 1.0 Define and Refine Problem or Question: Students will be able to follow an inquiry process to define a problem, formulate questions, and refine either or both to meet a personal and/or assigned information need.	Locate and Evaluate Resources and Sources: Students will be able to follow an inquiry process to identify, locate, evaluate and select resources and sources in a wide variety of formats to meet the information need in an ethical manner.	Standard 3.0 Find, Generate, Record, and Organize Data/Information: Students will be able to follow an inquiry process to find, generate, record, and organize information relevant to the information need in an ethical manner.	Standard 4.0 Interpret Recorded Data/Information: Students will be able to follow an inquiry process to interpret recorded data/information to create new understandings and knowledge related to the information need in an ethical manner.	Standard 5.0 Share Findings/Conclusions: Students will be able to follow an inquiry process to share findings/conclusions in an appropriate format to support written, oral, and multimedia information products	Standard 6.0 Appreciate Literature and Life-long Learning: Students will be able to demonstrate an appreciation of literature and multimedia as a reflection of human experience and use the inquiry process
2	8th, Unit 1, Exp. 1	Review Policies and Procedures		x	x	x		x
3	8th, Unit 2, Exp. 1	OPAC - Scavenger Hunt	x	x				
4	8th, Unit 2, Exp. 2	Dewey Decimal System	x	x				
5	8th, Unit 3, Exp. 1	Academic Integrity: A New Level	x		x	x		
6	8th, Unit 4, Exp. 1	Review the Big6 Research Process	x	x	x	x	x	
7	8th, Unit 4, Exp. 2	Evaluating Websites	x	x	x	x		
8	8th, Unit 4, Exp. 3	Databases vs. The Web	x	x	x	x		
9	8th, Unit 4, Exp. 4	Advanced Search Techniques "Boolean Operator"	x	x				
10	8th, Unit 4, Exp. 5	Preparing for Research	x	x	x	x		
11	8th, Unit 4, Exp. 6	Bibliography/Works Cited		x	x	x		
12	8th, Unit 5, Exp. 1	Speed Booking		x				x
13	8th, Unit 5, Exp. 2	Popsicle Stick Reviews					x	x
14	8th, Unit 5, Exp. 3	Read Around		x				x

PACING IN LIBRARY MEDIA

Due to the limited time students spend in the library media center, a certain amount of review and repetition of previously taught materials is necessary. Pacing of review work and introduction of new concepts will vary. It is important to develop conceptual understanding at each level, as an anchor for skills acquisition. A conceptually-oriented curriculum necessitates the re-evaluation of what constitutes appropriate pacing in library media instruction.

In Summary:

- Use activities as appropriate to support acquisition of concepts and intended learning outcomes.

- Accommodation of enrichment and correctives can be assured through formative assessments in a variety of modes.

- Periodic adjustments in pacing will be needed throughout the school year. Library media specialists and teachers must work together for flexibility. Together they will make judicial collective decisions to meet the needs of students. Care must be taken to address all content areas.

- Students should be given opportunities to apply concepts and skills in a real-life context as often as possible.