Media & Technology Curriculum, K-12

Our mission is to enhance learning

by empowering everyone in the school to be independent learners

and effective users of information, ideas, and technologies.

OVERVIEW

Our Media and Technology curriculum is standards-based, emphasizing the ability of students at all levels to access, evaluate and use information resources to meet the needs of local curriculum as well as the Minnesota Academic Standards. The role of the school library media specialist is crucial if our students are to be successful in meeting these standards.

Collaboration between the media specialists, technology staff and teachers is key to creating a learning environment in which students have a practical application for the information seeking skills acquired in media lessons. By aligning our standards to the content area Academic Standards we are intentionally planning for this collaboration.

The nine National Standards for Information Literacy, published by the American Library Association, are aligned with our curriculum to assure that our curriculum is inclusive of this broad view of an information literate 21st Century student. We developed local standards for both Information Literacy as well as Reading Advocacy in order to assure this comprehensive picture of literacy for our students.

Technology is fundamental to the media curriculum. We have incorporated the National Educational Standards (NETS) for Students throughout our standards. The integration of technology into the curriculum creates exciting opportunities for media staff, teachers, and students as well as assures that our students develop skills to be independent and effective users of information resources via technology.

It is important for all of our schools to use a common research technique, to allow students to acquire confidence and to build skills with information literacy. We have adopted the "Big6(tm) Skills Curriculum" as the research strategy we will encourage students and staff to apply to assignments. During 2004-05, we will be introducing this process to staff as well as students. The six Information Literacy standards at each grade level in our curriculum are the six steps of this research strategy.

The Media and Technology Curriculum is structured to integrate all information resources currently available for use in our centers. However, this is a working document, which will grow and change over time as new information resources are introduced and more content standards are identified for collaborative instruction. It is our intent, with this curriculum, is to create consistency and momentum in the district's media and technology program to enhance learning for both staff and students.

WRITING TEAM

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Kindergarten

<u>INFORMATION LITERACY</u>
Standard 1: Students define an information problem and identify information needed to solve the problem.
1. Students learn what the purpose of the library is.
2. Students can locate school and public library.
3. Students know the people in the media center and how they will help you.

Standard 2: Students identify, evaluate, and select potential information resources available in or through the school library media center.
1. Students learn how to find easy fiction books.
2. Students learn how to find audio-books and cassettes.

Standard 3: Students locate resources and access information within resources.
1. Students understand organization and procedures of the media center.
   a. Know how and where to check out materials
   b. Know how and where to return materials.
2. Students know about the center's catalog.
   a. Know that the catalog can help find materials in the media center
3. Students find resources in the media center
   a. Find fiction and nonfiction books on the shelf.
   b. Find magazines.
   c. Locate information in various books including title, author and illustrator.

<u>READING ADVOCACY</u>
Standard 7: Students explore print material to learn how physical features of books and electronic resources contribute to meaning.
1. Students locate and define the parts of a book: author and illustrator,
2. Students follow print (words and text) from left to right and top to bottom.
3. Students turn pages sequentially from front to back.
4. Students identify, describe and use the display features of electronic resources, e.g., buttons, scroll bars, menus and keyboard.

Standard 8: Students value the contribution of reading to becoming self-directed, lifelong learners.
1. Choose materials for personal enjoyment, personal interest, and skill building
2. Students develop appropriate listening skills and manners.
3. Students become familiar with quality children's literature, authors and illustrators.

Hilltop Student Activities
Students will create an alphabet book over the course of the year. It will have a cover with title and author, computer graphics and mixed art media and will correlate with the letters of the week in the classroom.

Students will create pictures using various tools and subject matter on Kid Pix.

Park Student Activities
Introduction to the library
Discuss purpose of our school and public libraries
Learn what it means to borrow and care for materials
Tour the library and computer lab and meet staff

Learn about E section with books and cassette/books
Learn about checkout and date due cards
Select books from E section
Know that librarian will help you find other kinds of books (dinosaurs, etc.)
Learn to look inside books before deciding on which to take
Check out books and cassette/books to take home
Learn where to return books

Story time-Listen to librarian read alphabet books, nursery rhymes, counting, rhyming and predictable books, singing, or listening to tapes while following along in books and turning pages at the signal. Author and title shown with each story; students try to guess where they would find other books by same author.

Listen to interactive books on computer, use mouse to turn pages
Use Kid Pix to make pictures
      Select, drag, pull down menus, use drawing tools, and
      Write name before printing a picture
      Draw some specific Kid Pix assignments

Grade 1

<u>INFORMATION LITERACY</u>
Standard 1: Students define an information problem and identify information needed to solve the problem.
1. Students identify the topic with teacher help.
2. Formulate a variety of questions about the topic.
3. Plan the finished product.

Standard 2: Students identify, evaluate, and select potential information resources available in or through the school library media center.
1. Students practice techniques and strategies for effective research (Super3).
2. Students use grade-level appropriate reference materials to obtain information. MN 1.SLVB1
3. Students use nonfiction books, non-print and electronic resources to obtain information.

Standard 3: Students locate resources and access information within resources.
1. Students understand organization and procedures of the media center.
   a. Understand layout of media center by sections.
   b. Understand that the librarian is a trained resource person who can assist them.
   c. Apply knowledge of media center procedures and policies, rules, respect, and care of materials
2. Students know about the center's catalog.
   a. Know that the catalog can help find materials in the media center
3. Students find resources in the media center
   a. Find fiction and nonfiction books on the shelf.
   b. Find magazines.
   c. Locate information in various books including title, author and illustrator.

Standard 4: Students engage and extract information.
1. Students select information that is understandable, available and relevant.
2. Students use reference materials.
   a. Find specific information in an encyclopedia
   b. Find specific information in a dictionary

Standard 5: Students organize, synthesize, and present information.
1. Students use a variety of products to express ideas and knowledge gleaned from the sources.

Standard 6: Students evaluate the product and the process
1. Students apply previously established evaluation criteria to the product.
2. Recall activities and impressions during each step of the Super 3 process.
3. Assess the process for effectiveness and efficiency.

<u>READING ADVOCACY</u>
Standard 7: Students explore print material to learn how physical features of books and electronic resources contribute to meaning.
1. Students locate and define the parts of a book: author and illustrator,
2. Students follow print (words and text) from left to right and top to bottom.
3. Students turn pages sequentially from front to back.
4. Identify the cover and title page of a book.
5. Recognize common signs and logos.
6. Students identify, describe and use the display features of electronic resources, e.g., buttons, scroll bars, menus, links and keyboard.

Standard 8: Students explore various aspects of literature in books and other formats.
1. Students recognize and read various forms of literature: fairy tales, nursery rhymes, riddles & jokes, songs, fables, fantasy, plays, poetry
2. Students appreciate contributions of various authors and illustrators through through quality and award winning literature.

Standard 9: Students value the contribution of reading to becoming self-directed, lifelong learners.
1. Choose materials for personal enjoyment, personal interest, and skill building
2. Participate in Reading Counts Program to motivate independent reading and improve comprehension.

Hilltop Student Activities

Students will create a book as a result of research and classroom activities. It will have a cover with author and illustrator. It will be bound with a spiral style spine. It will have text written by the students. It will be a nonfiction book.

Students will create group slide shows of various themes using Kid Pix.

Park Student Activities

Review policies and procedures of media center

Tour different areas including reference and nonfiction.

Plan to add: Super3-Researching a topic in fiction and nonfiction for comparison
　　Expand exploration for books to nonfiction section
　　Learn that books belong in a certain section with like books
　　Know that books have a specific place or address on the shelf (call no.)
　　With librarian, explore using the catalog to locate fiction and nonfiction on a topic
　　Read and discuss fiction book on topic together
　　Read nonfiction books with librarian and using Kidspiration do a class list of what was learned
　　about topic.
　　Compare fiction and nonfiction books and sections of library.

Note use of alphabetical order to find E books by author.

Note alphabetical order within a dictionary. Find specific things in picture dictionary by letter.

Note alphabetical order in encyclopedia volumes and subjects and find specific things in a beginning encyclopedia

Be able to locate own names in computer programs Read, Write and Type and Kid Works.

Use Read, Write and Type in computer time to learn basic keys using sounds with computer giving phonetic cues. Type letters, words, space, write simple sentences, learn how to capitalize and use periods. Evaluate progress by number of certificates earned.

May add: Make simple folded books with graphics using computer and Kid Pix or Kid Works with own title and author statement and content. Discuss planning, doing, and completing.

Story time--students listen to and participate in discussion of good quality children's literature or view material related to curriculum (Reading Rainbow) and browse books read or reviewed in film

Students recognize a number of favorite books and authors.

Students are shown books they can read themselves and given chances to do some of the reading to others in class. (I can Read and other series)

Students learn about fables, folk tales, fairy tales and fantasy and the difference between fiction and nonfiction through stories.

Students become familiar with many classic stories and authors or poets, with riddles and jokes and rhymes.

Students choose materials from several areas for personal reading.

With classroom teacher assistance, Reading Counts may be done.

Grade 2

INFORMATION LITERACY
Standard 1: Students define an information problem and identify information needed to solve the problem.
1. Students identify the topic with teacher help.
2. Formulate a variety of questions about the topic.
3. Plan the finished product.

Standard 2: Students identify, evaluate, and select potential information resources available in or through the school library media center.
1. Students practice techniques and strategies for effective research (Super3).
2. Students use grade-level appropriate reference materials to obtain information. MN 2.SLVB1
3. Students use nonfiction books, non-print and electronic resources to obtain information.

Standard 3: Students locate resources and access information within resources.
1. Students understand organization and procedures of the media center.
   a. Understand layout of media center
   b. Understand that the librarian is a trained resource person who can assist them.
   c. Apply knowledge of media center procedures and policies, rules, respect, and care of materials
2. Students know about the center's catalog.
   a. Know that the catalog can help find materials in the media center
   b. Know that you can look for materials by key word or phrase, subject, author, and title
   c. Find fiction and nonfiction books by topic using the catalog.
   d. Use call number as a clue to location.
3. Students find resources in the media center
   a. Find books by author's last name.
   b. Find fiction and nonfiction books on the shelf.
   c. Find magazines.
   d. Locate information in various books (title, author, illustrator, table of contents,, index, glossary)
4. Students know about the reference section in the media center
   a. Know the purpose of the reference section and where it is in the media center
   b. Know the purpose of certain books in a reference section (encyclopedias and dictionaries)
   c. Find certain reference books in the media center (encyclopedias, dictionaries, atlases)

Standard 4: Students engage and extract information.
1. Students select information that is understandable, available and relevant.
2. Students use reference materials.
   a. Find specific information in an encyclopedia
   b. Find specific information in a dictionary

Standard 5: Students organize, synthesize, and present information.
1. Students organize and integrate information.
2. Students use word processing and spell check to write a basic report.
5. Students use a variety of products to express ideas and knowledge gleaned from the sources.

Standard 6: Students evaluate the product and the process
1. Students apply previously established evaluation criteria to the product.
2. Recall activities and impressions during each step of the Super 3 process.
3. Assess the process for effectiveness and efficiency.

READING ADVOCACY

Standard 7: Students explore print material to learn how physical features of books and electronic resources contribute to meaning.
1. Students locate and define the parts of a book: author and illustrator, title page, table of contents, glossary, index, copyright information, publisher, bibliography.
2. Students identify, describe and use the display features of electronic resources, e.g., buttons, scroll bars, menus, links and keyboard.

Standard 8: Students explore various aspects of literature in books and other formats.
1. Students select materials by genre
2. Students appreciate contributions of various authors, illustrators and award winning books.

Standard 9: Students value the contribution of reading to becoming self-directed, lifelong learners.
1. Choose materials for personal enjoyment, personal interest, and skill building
2. Participate in Reading Counts Program to motivate independent reading and improve comprehension.

Hilltop Student Activities
   Students will create an informative illustration as a result of research and classroom activities.
   Students will create group slide shows of various themes using Kid Pix.

Park Student Activities
   Students begin to differentiate types of books (nonfiction, reference) and to select those suitable for research and understand items may be arranged alphabetically or numerically.

   Are directed to pre bookmarked sites with alphabetically arranged topics.
   Locate topic information and select information to print and exit web.
   Learn that web is to be used for assigned work at school and have a short lesson on web safety.

   Introduction to encyclopedias and how they arrange information, finding correct volume for topic, introduce guide words and bold headings.

   Use alphabetization in locating name in Read, Write and Type as they continue to use phonics to learn keyboard and begin simple word processing by writing sentences or play E-mail messages.

   Animal research project--Possible collaboration with teachers
   Could introduce Super3 process next year and assist students with locating resources, using Kidspiration to formulate questions, take notes, and word process a document.

   Create simple folding story books of their own using Kid Works. Include their own title and name as author, graphics, sounds, etc.

   Story time-continue reading quality children's literature expanding knowledge of parts of book, authors, illustrators, and genres. Learn about Caldecott Award books and explore beyond the E section in fiction with chapter books. Read series books, such as Magic Tree House.

   Reading Counts is introduced to whole class. Learn how to identify quiz books and take quizzes independently.

Grade 3

INFORMATION LITERACY
Standard 1: Students define an information problem and identify information needed to solve the problem.
1. Students identify the topic with teacher help.
2. Formulate a variety of questions about the topic.
3. Plan the finished product.

Standard 2: Students identify, evaluate, and select potential information resources available in or through the school library media center.
1. Students use grade-level appropriate reference materials to obtain information from almanacs, atlases, dictionaries, glossaries, encyclopedias, and the Internet. MN 3.SLVB1
2. Students use nonfiction books, non-print and electronic resources to obtain information.
3. Students use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. ISTE3

Standard 3: Students locate resources and access information within resources.
1. Students understand organization and procedures of the media center.
    a. Understand layout of media center
    b. Understand that the librarian is a trained resource person who can assist them.
    c. Apply knowledge of media center procedures and policies, rules, respect, and care of materials
2. Students know about the center's catalog.
    a. Know that the catalog can help find materials in the media center
    b. Know that you can look for materials by key word or phrase, subject, author, and title
    c. Find fiction and nonfiction books by topic using the catalog.
    d. Use call number as a clue to location.
3. Students find resources in the media center
    a. Know that materials are organized alphabetically and numerically.
    b. Find fiction and nonfiction books on the shelf.
    c. Find magazines.
    d. Locate information in various books (title, author/editor, publisher, dedication, illustrator, table of contents, copyright date, index, glossary)
4. Students know about the reference section in the media center
    a. Know the purpose of the reference section and where it is in the media center
    b. Know the purpose of certain books in a reference section (encyclopedias and dictionaries)
    c. Find certain reference books in the media center (encyclopedias, dictionaries, atlases)

Standard 4: Students engage and extract information.
1. Students select information that is understandable, available, relevant, and current.
2. Students take notes, photocopy, download, or dictate.
3. Students use reference materials.
    a. Use guide words to find specific information in an encyclopedia
    b. Use guide words to find specific information in a dictionary
    c. Use legends and keys to find specific information in an atlas
    d. Use systematic approach to find information in reference materials and electronic databases: table of contents, boldface clues, index, map legends, graphic clues.
4. Students record information sources in a simplified bibliographic citation format.

Standard 5: Students organize, synthesize, and present information.
1. Students comply with copyright laws.
2. Students paraphrase or summarize information to avoid plagiarism.
3. Students organize and integrate information.

4. Students use word processing and spell check to write a basic report.
5. Students use print, pictures, audio and video to express ideas and knowledge gleaned from the sources. MN3SLVB

Standard 6: Students evaluate the product and the process
1. Students apply previously established evaluation criteria to the product.
2. Recall activities and impressions during each step of the Big6 Process.
3. Assess the process for effectiveness and efficiency.

READING ADVOCACY
Standard 7: Students explore print material to learn how physical features of books and electronic resources contribute to meaning.
1. Students locate and define the parts of a book: author and illustrator, title page, table of contents, glossary, index, copyright information, publisher, bibliography.
2. Students identify, describe and use the display features of electronic resources, e.g., buttons, scroll bars, menus, links and keyboard.

Standard 8: Students explore various aspects of literature in books and other formats.
1. Students select materials by genre
2. Students appreciate contributions of various authors and illustrators in quality literature.

Standard 9: Students value the contribution of reading to becoming self-directed, lifelong learners.
1. Choose materials for personal enjoyment, personal interest, and skill building
2. Participate in Reading Counts Program to motivate independent reading and improve comprehension.

Hilltop Student Activities
Students will create a book as a result of research and classroom activities. The students will use the internet to gather some of the information for this project. It will have a cover with author and illustrator. It will be bound with a spiral style spine. It will have text written by the students. It will be a nonfiction book.

Students will create group slide shows of various themes using Kid Pix.

Park Student Activities
Introduction to research model (may use Big 6 process this year)
Students do all the processes of a research report--narrow and define topic, using basic reference tools (dictionary, almanac, encyclopedias (print and online), books, internet. Take notes and cite sources. Organize notes into paragraphs. Use word processor to write report using centering, capitalization, spacing, and spellchecker. Students make a cover and add a graphic from the internet to their reports.

Students become aware that books on their topic (in this case the solar system) are located in the 500 (Science) section and that copyright date on space information needs to be fairly recent

Map the media center using colors to indicate different sections of the media center.

Author study: Getting to know an author: Tomie de Paola: film and books, leading us into reading a biography about him, then to 398.2 section for his legends and a comparison of Disney versions and original versions of fairy tales. Expanded research on the author using a children's subject directory on the internet to locate Tomie's website and find more information about him and a list of the books he has written. We use the Park Elementary Webrary (catalog) to find out what

books we have written by Tomie and where (call no.) we can locate them. Appropriate internet usage is discussed.

Other author studies are done with shorter lessons in poetry. Students become authors when they word process short poems or stories of their own.

Short unit involves film showing how books are made from idea to a book on the shelf. Students are given books and asked to identify author, title, illustrator, publisher, copyright date, spine, call number, table of contents, glossary, and index. Value and purpose of copyright is explained.

Students choose a legend from 398.2 section, locate it, read it, word process a book talk which they then present orally on videotape. Tapes are shared with rest of classmates.

Students participate independently in Reading Counts to motivate reading and assess comprehension.

Grade 4

INFORMATION LITERACY

Standard 1: Students define an information problem and identify information needed to solve the problem.
1. Students identify the topic with teacher help.
2. Formulate a variety of questions about the topic.
3. Plan the finished product.

Standard 2: Students identify, evaluate, and select potential information resources available in or through the school library media center.
1. Students practice techniques and strategies for effective research (Big6).
2. Students critically analyze information found in electronic and print media and use a variety of these sources to learn about a topic and represent ideas.
3. Students use grade-level appropriate reference materials to obtain information from almanacs, atlases, dictionaries, glossaries, encyclopedias, and the Internet. MN 4.SLVB1
4. Students use nonfiction books, non-print and electronic resources to obtain information.
5. Students use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. ISTE4.

Standard 3: Students locate resources and access information within resources.
1. Students understand organization and procedures of the media center.
   a. Understand layout of media center
   b. Understand that the librarian is a trained resource person who can assist them.
   c. Apply knowledge of media center procedures and policies, rules, respect, and care of materials
2. Students know about the center's catalog.
   a. Know that the catalog can help find materials in the media center
   b. Know that you can look for materials by key word or phrase, subject, author, and title
   c. Find fiction and nonfiction books by topic using the catalog.
   d. Know that materials are organized into ten areas of the Dewey Decimal system.
   e. Use call number as a clue to location.
3. Students find resources in the media center independently.
   a. Know that materials are organized alphabetically and numerically.
   b. Find fiction and nonfiction books on the shelf.
   c. Find magazines.
   d. Locate information in various books (title, author/editor, publisher, dedication, illustrator, table of contents, copyright date, index, glossary, and components of maps: legends, keys, coordinates)
4. Students know about the reference section in the media center
   a. Know the purpose of the reference section and where it is in the media center
   b. Know the purpose of certain books in a reference section (encyclopedias and dictionaries)
   c. Find certain reference books in the media center (encyclopedias, dictionaries, atlases)

Standard 4: Students engage and extract information.
1. Students select information that is understandable, available, relevant, and current.
2. Students take notes, photocopy, download, or dictate.
3. Students use reference materials.
   a. Use guide words to find specific information in an encyclopedia
   b. Use guide words to find specific information in a dictionary
   c. Use legends and keys to find specific information in an atlas
   d. Use systematic approach to find information in reference materials and electronic databases: table of contents, boldface clues, index, map legends, graphic clues.
4. Students record information sources in a simplified bibliographic citation format.

Standard 5: Students organize, synthesize, and present information.
1. Students comply with copyright laws.
2. Students paraphrase or summarize information to avoid plagiarism.
3. Students organize and integrate information.
4. Students use word processing and spell check to write a basic report.
5. Students use print, pictures, audio and video to express ideas and knowledge gleaned from the sources. MN4SLVB

Standard 6: Students evaluate the product and the process
1. Students apply previously established evaluation criteria to the product.
2. Recall activities and impressions during each step of the Big6 Process.
3. Assess the process for effectiveness and efficiency.

READING ADVOCACY
Standard 7: Students explore print material to learn how physical features of books and electronic resources contribute to meaning.
1. Students locate and define the parts of a book: author and illustrator, title page, table of contents, glossary, index, copyright information, publisher, bibliography.
2. Students identify, describe and use the display features of electronic resources, e.g., buttons, scroll bars, menus, links and keyboard.

Standard 8: Students explore various aspects of literature in books and other formats.
1. Students select materials by genre
2. Students appreciate contributions of various authors

Standard 9: Students value the contribution of reading to becoming self-directed, lifelong learners.
1. Choose materials for personal enjoyment, personal interest, and skill building
2. Participate in Reading Counts Program to motivate independent reading and improve comprehension.

Hilltop Student Activities
Students will create a written, oral and visual presentation as a result of research and classroom activities. The students will use the internet to gather some of the information and visuals for this project. They will use word processing to produce the written portion.

Students will create a slide show depicting a sequence of events. They will produce a story board to use as a guideline for their computer pictures. They will save and manage their work in their personal computer file.

Students will compare and contrast the print version with the movie version of the same story.

Park Student Activities
Basics of keyboarding, home row, posture & finger position taught.

Writing poetry and prose--Collaborative: Students use word processing (Appleworks), learning to open, create a document, center, indent, space and capitalize, use spellchecker, and save to a remote server into a student file. Students learn how to get file onto desktop, and how to call up documents again.

Reinforce third grade skills in understanding parts of books and using dictionary, with guide words. Build locating skills: sections of library, alphabetical and numerical arrangements, using catalog to

search a topic, find call number and locate item on shelf. Look for specific items by specific authors in fiction section.

U.S. States project--Collaborative
Students use what they know and complete with atlas a map of states and capitals
Use printed encyclopedia to locate info. about a state noting bold headings, sections of article, tables, charts, and facts in brief to answer questions about their state.
Use almanacs to locate trivia about their state
Use on-line encyclopedia to locate photos and other information about state.
Explore various states web sites to locate information for classroom assignment. Use subject directory or type in appropriate URL for sites.
Compare sources for reliability or information offered.
Select twelve items of importance about your state and create a slideshow including facts, photos, and text. Include a title and author statement and a list of your sources in brief bibliographic format.

Laura Ingalls Wilder project--Collaborative
View film about author and visit website to learn about her, hear music from period, find a list of her books, etc. in preparation for unit.

Fourth grade students are the most active class participating in Reading Counts and there is strong collaboration with the teachers and goals are set in the classroom.

*Note: Collaboration seems to occur naturally partly from proximity to the media center, as I believe this shows.

Grade 5

INFORMATION LITERACY

Standard 1: Students define an information problem and identify information needed to solve the problem.
1. Students identify the topic with teacher help.
2. Formulate a variety of questions about the topic.
3. Plan the finished product.

Standard 2: Students identify, evaluate, and select potential information resources available in or through the school library media center.
1. Students practice techniques and strategies for effective research (Big6).
2. Students use grade-level appropriate reference materials to obtain information from almanacs, atlases, dictionaries, glossaries, encyclopedias, and the Internet. MN 5.SLVB1
3. Students critically analyze information found in electronic and print media and use a variety of these sources to learn about a topic and represent ideas
4. Students use nonfiction books, non-print and electronic resources to obtain information.
5. Develop basic keyboarding and word processing skills.
6. Students use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. ISTE 5

Standard 3: Students locate resources and access information within resources.
1. Students understand organization and procedures of the media center.
   a. Understand layout of media center
   b. Understand that the librarian is a trained resource person who can assist them.
   c. Apply knowledge of media center procedures and policies, rules, respect, and care of materials
2. Students know about the center's catalog.
   a. Know that the catalog can help find materials in the media center
   b. Know that you can look for materials by key word or phrase, subject, author, and title
   c. Find fiction and nonfiction books by topic using the catalog.
   d. Know that materials are organized into ten areas of the Dewey Decimal system.
   e. Use call number as a clue to location.
3. Students find resources in the media center independently.
   a. Know that materials are organized alphabetically and numerically.
   b. Find fiction and nonfiction books on the shelf.
   c. Find magazines.
   d. Locate information in various books (title, author/editor, publisher, dedication, illustrator, table of contents, copyright date, index, glossary, and components of maps: legends, keys, coordinates)
4. Students know about the reference section in the media center
   a. Know the purpose of the reference section and where it is in the media center
   b. Know the purpose of certain books in a reference section (encyclopedias and dictionaries)
   c. Find certain reference b books in the media center (encyclopedias, dictionaries, atlases)

Standard 4: Students engage and extract information.
1. Students select information that is understandable, available, relevant, and current.
2. Students take notes, photocopy, download, or dictate.
3. Students use reference materials.
   a. Use guide words to find specific information in an encyclopedia
   b. Use guide words to find specific information in a dictionary
   c. Use legends and keys to find specific information in an atlas
   d. Use systematic approach to find information in reference materials and electronic databases: table of contents, boldface clues, index, map legends, graphic clues.

4. Students record information sources in a simplified bibliographic citation format.

Standard 5: Students organize, synthesize, and present information.
1. Students comply with copyright laws.
2. Students paraphrase or summarize information to avoid plagiarism.
3. Students organize and integrate information.
4. Students use word processing and spell check to write a basic report.
5. Students use print, pictures, audio and video to express ideas and knowledge gleaned from the sources. MN5SLVB

Standard 6: Students evaluate the product and the process
1. Students apply previously established evaluation criteria to the product.
2. Recall activities and impressions during each step of the Big6 Process.
3. Assess the process for effectiveness and efficiency.

READING ADVOCACY
Standard 7: Students explore print material to learn how physical features of books and electronic resources contribute to meaning.
1. Students locate and define the parts of a book: author and illustrator, title page, table of contents, glossary, index, copyright information, publisher, bibliography.
2. Students identify, describe and use the display features of electronic resources, e.g., buttons, scroll bars, menus, links and keyboard.

Standard 8: Students explore various aspects of literature in books and other formats.
1. Students select materials by genre
2. Students appreciate contributions of various authors

Standard 9: Students value the contribution of reading to becoming self-directed, lifelong learners.
1. Choose materials for personal enjoyment, personal interest, and skill building
2. Participate in Reading Counts Program to motivate independent reading and improve comprehension.

Hilltop Student Activities
Students will create an ad for the Mankato Free Press Design an Ad program. The ad will be specified by Free Press and will be motivated by research, discussion and classroom activities. The students will use the internet to gather some of the information for this project. The students will use technology to aid them in the creation of the ad.

Students will create a slide show depicting a sequence of events. They will produce a story board to use as a guideline for their computer pictures. They will save and manage their work in their personal computer file.

Students will compare and contrast the print version with the movie version of the same story.

Park Student Activities
Basic keyboarding skills--Ultra Key Lessons 1-9 and Skill checks. Learn good technique and posture. Goal of 10-15 wpm on home row with good position.

Collaborative--Word process assignments, using capitalization, spacing, centering, indenting, and adding graphics by copy and paste. Saving documents and retrieving; understanding hierarchy of saving.

Use the Webrary (catalog) to locate materials using key word or phrase, title, or author. Locate fiction by author. Explore the 10 nonfiction sections to understand organization of subjects. Locate individual biographies.

Expand reference sources and internet understanding. View films on internet safety and effective searching.

Inventions (collaborative) (may use Big6 project next year)

Browse general books and narrow topic to specific invention or inventor.
Locate information from tables in almanacs about inventors using index. Locate specific topics in print and non-print encyclopedias and explore suggested websites. Use search engine to expand search. Evaluate usefulness of sites. Search a timeline of inventions for specific information. Cite sources of information used.

Create a timeline using a computer program: Collaborative
Include information, dates, photos, diagrams, etc. scanned or copied and pasted to timeliner document. Print out and figure out how to paste document to make a large timeline.

Social studies (collaborative)
Researching information on various persons or events using all available resources (Civil War, etc.).
Various teacher or library projects may use word processing, slideshow, or timeliner.

Fifth grade students are very active in using Reading Counts for motivation and comprehension assessment.

Grade 6

INFORMATION LITERACY
STANDARD 1: **Students define an information problem and identify information needed to solve the problem.**
1. Students identify the topic with teacher help.
2. Formulate a variety of questions about the topic.
3. Plan the finished product.

STANDARD 2: **Students identify, evaluate, and select potential information resources appropriate to information needs available in or through the school library media center.**
1. Students practice techniques and strategies for effective research (Big6)
2. Students use grade-level appropriate reference materials to obtain information from almanacs, atlases, dictionaries, thesauri, glossaries, encyclopedias, on-line subscriptions and the Internet. MN 6.SLVB1
3. Students critically analyze information found in electronic and print media and use a variety of these sources to learn about a topic and represent ideas
4. Students use nonfiction books, periodicals, non-print and electronic resources and human resources to obtain information
5. Students distinguish reliable from unreliable sources.
6. Students use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. ISTE 6

STANDARD 3: **Students locate resources and access information within resources.**
1. Students understand organization and procedures of the media center.
   a. Understand layout of media center
   b. Understand that the librarian is a trained resource person who can assist them.
   c. Apply knowledge of media center procedures and policies, rules, respect, and care of materials

2. Students know about the center's catalog.
   a. Know that the catalog can help find materials in the media center
   b. Know that you can look for materials by key word or phrase, subject, author, and title
   c. Find fiction and nonfiction books by topic using the catalog.
   d. Know that materials are organized into ten areas of the Dewey Decimal system.
   e. Use call number as a clue to location.

3. Students find resources in the media center independently.
   a. Know that materials are organized alphabetically and numerically.
   b. Find fiction and nonfiction books on the shelf.
   c. Find magazines.
   d. Locate information in various books (title, author/editor, publisher, dedication, illustrator, table of contents, copyright date, index, glossary, and components of maps: legends, keys, coordinates)

4. Students know about the reference section in the media center
   a. Know the purpose of the reference section and where it is in the media center
   b. Know the purpose of certain books in a reference section (encyclopedias and dictionaries)
   c. Find certain reference b books in the media center (encyclopedias, dictionaries, atlases)

STANDARD 4: Students engage and extract information.
1. Students select information that is understandable, available, relevant, and current.

2. Students take notes, photocopy, download, or dictate.
3. Students use reference materials.
   a. Use guide words to find specific information in an encyclopedia
   b. Use guide words to find specific information in a dictionary
   c. Use legends and keys to find specific information in an atlas
   d. Use systematic approach to find information in reference materials and electronic databases: table of contents, boldface clues, index, map legends, graphic clues.
4. Students record information sources in a bibliography.

STANDARD 5: Students organize, synthesize, and present information.
1. Students comply with copyright laws.
2. Students paraphrase or summarize information to avoid plagiarism.
3. Students organize and integrate information.
4. Students use word processing and spell check to write a basic report.
5. Students use print, pictures, audio and video to express ideas and knowledge gleaned from the sources. MN4SLVB

STANDARD 6: Students evaluate the product and the process.
1. Students apply previously established evaluation criteria to the product.
2. Recall activities and impressions during each step of the Big6 Process
3. Assess the process for effectiveness and efficiency

READING ADVOCACY
STANDARD 7: Students explore print material to learn how physical features of books and electronic resources contribute to meaning.
1. Students locate and define the parts of a book: author and illustrator, title page, table of contents, glossary, index, copyright information, publisher, bibliography.
2. Students Identify, describe and use the display features of electronic resources, e.g., buttons, scroll bars, menus, links, keyboard.

STANDARD 8: Students explore various aspects of literature in books and other formats.
1. Students select materials by genre
2. Students appreciate contributions of various authors

STANDARD 8: Students value the contribution of reading to becoming self-directed, lifelong learners.
1. Choose materials for personal enjoyment, personal interest, and skill building LSH4 Comm
2. Participate in Reading Counts Program to motivate independent reading and improve comprehension.

Hilltop Student Activities
Students will create a time line of the 20th Century using the Time Liner program. They will use internet and print resources to gather appropriate information. They will use word processing, and cut and paste graphics.

Students use word processing and internet resources to create a report about an artist. The report will contain text and pictures.

Park Student Activities
(Plan to use Big6 process next year)
Expand reference tools to include adult almanacs, thesauri, and online tools for searching magazine

articles, poetry indexes, dictionaries of quotations, etc. Various short assignments to get practice in choosing which resource to use to answer a question.

Reinforce use of Webrary (catalog) to locate specific information using key word or phrase, title, or author

Learn about the Dewey Decimal system in more depth; predict the Dewey location of various topics based upon the system. Locate specific Dewey numbers on the shelves.

View videos on internet safety and searching, including limiting searches with Boolean logic, and review school use and safety policies

Become familiar with city district web pages as they will be looking at and evaluating web pages from other Minnesota cities. Learn to scan web page for buttons, clues, etc.

Learn to access and use resource pages on district web site for tools not available in our media center.

Reinforce basic keyboarding skills with emphasis on home row and position. Improve speed with Slam Dunk typing program after reviewing basics.
Collaborative: Use word processing to produce products assigned by teacher. Save documents to remote server; know how to get server back up and retrieve documents.

Minnesota Projects
Research our holdings and create a Minnesota Bibliography in proper format. Include magazine articles located through our district online resources, print and electronic encyclopedias, and web sites.

The Sioux Nation (collaborative)
Research specific web sites to get historical background on the Dakota and their culture.
Use scrolls and other devices to locate specific information to answer questions.
Visit site of Dakota conflict in Mankato, etc. via computer using URL provided

Minnesota Towns (collaborative)
Research specific information on this topic using all available resources, including contacting officials from Chambers of Commerce, web pages, state web sites, etc. to create a report within classroom
Evaluate sites for usefulness and suitability

Minnesota Government study (collaborative)
Visit Minnesota state web page to locate specific information about government, officials, etc.
Expand search as needed to collect other information about state.

Use a digital or video camera to research and create a presentation.
May use a historical subject, such as Kensington Runestone: Fact or Fiction
This year did a video on a theme, such as Survival, with book talks on Gary Paulsen's <u>Hatchet,</u> and <u>The Cay.</u> Students worked in production teams, chose a topic, wrote dialogue, rehearsed and made the film, and did their own camera work. They were introduced to digital editing with i-Movie.
Students continued to read independently and choose materials to meet their needs.

Grade 7

<u>INFORMATION LITERACY:</u>
STANDARD 1: Students define an information problem and identify information needed to solve the problem.
  1. Formulate questions (MN 7. Writing, D.1) to be answered or a position to be supported through investigation.
  2. Generate ideas for further information: e.g., mind mapping, brainstorming, questioning, listing, etc.

STANDARD 2: Students identify, evaluate, and select potential information resources available in or through the school library media center.
  1. Develop search terms, subject headings, or key words related to problem.
  2. Identify a variety of possible sources, with assistance.
  3. Identify distinctions in how information is presented in print and nonprint materials.   (MN 7. SLV, B.1)
  4. Make informed evaluations about television, radio, film productions, newspapers and magazines with regard to quality of production, accuracy of information, bias, purpose, message and audience. (MN 7, SLV, B.3)

STANDARD 3: Students locate resources and access information within resources.
  1. Collect and assess relevant information to address their questions. (MN 7. Writing, D.1)
  2. Locate resources in the school library media center: fiction and nonfiction books, reference materials, video and audio resources, magazines, newspapers, the information desk and staff.
  3. Recognize that the arrangement of a resource speeds access to its information.
  4. Use the collection catalog to locate print and nonprint materials.
  5. Use basic Internet search strategies.
  6. Use the online databases to locate relevant magazine and newspaper articles.
  7. Demonstrate knowledge of school library media center procedures and policies, e.g., rules, proper care of materials, requests for help, etiquette and "netiquette".

STANDARD 4: Students engage and extract information.
  1. Gather and organize information from a variety of sources, including electronic and print. (MN 7, Writing, D.3)
  2. Read, view, or listen to sources, identifying main ideas and supporting details.
  3. Use print and electronic reference sources competently and independently: general encyclopedias, almanacs, atlases, biographical references, historical references, and scientific references.
  4. Develop criteria to evaluate information usefulness.
  5. Apply criteria to analyze quality and quantity of information.
  6. Evaluate the accuracy and credibility of information found on Internet sites. (MN 7. SLV, B.2)
  7. Cite sources for quoted and paraphrased information in a bibliography when writing or presenting a research report. (MN 7, Writing, D.2)

STANDARD 5: Students organize, synthesize, and present information.
  1. Use simple organizational techniques to clarify and relate ideas.
  2. Decide presentation format based on audience and purpose, with guidance, e.g., written report, graphic presentation, presentation software, video.
  3. Make a clear presentation which addresses the question or problem.
  4. Define plagiarism, its consequences, and avoid its use. (MN 7, Writing, D.4)

STANDARD 6: Students evaluate the product and the process.
  1. Critically analyze the messages and points of view employed in different media, including advertising, news programs, web sites, and documentaries. . (MN 7. SLV, B.4)

2. Develop criteria, with guidance, and self assess performance or product.
3. Identify strengths and set goals for improvement.

READING ADVOCACY
STANDARD 7: Students explore various aspects of literature in books and other formats.
1. Select books appropriate to their interest and reading level.
2. Develop knowledge of a variety of authors and illustrators,.
3. Recognize different forms of literature.

STANDARD 8: Students value the contribution of reading to becoming self-directed, lifelong learners.
1. Select materials for leisure, information and research.
2. Have the opportunity to participate in reading contests and promotions.

Grade 8

<u>INFORMATION LITERACY:</u>
STANDARD 1: Students define an information problem and identify information needed to solve the problem.
   1. Formulate questions (MN 8, Writing, D.1) to be answered or a position to be supported through investigation.
   2. Generate ideas for further information: e.g., mind mapping, brainstorming, questioning, listing, etc.

STANDARD 2: Students identify, evaluate, and select potential information resources available in or through the school library media center.
   1. Identify the scope and depth of a wide variety of available resources.
   2. Predict which resources will be the most useful.
   3. Identify useful search terms, subject headings, and key words and phrases.
   4. Make informed evaluations about television, [radio, film productions], newspapers and magazines with regard to quality of production, accuracy of information, bias, purpose, message and audience. (MN 8, SLV, B.2)

STANDARD 3: Students locate resources and access information within resources.
   1. Collect and assess relevant information to address their questions. (MN 8, Writing, D.1)
   2. Use basic Internet search strategies.
   3. Evaluate the accuracy and credibility of information found on Internet sites. (MN 8, SLV, B.1)
   4. Locate resources in the school library media center: fiction and nonfiction books, reference materials, video and audio resources, magazines, newspapers, the information desk and staff.
   5. Locate and identify the purposes of parts of a book, e.g., bibliography, appendix, index.
   6. Use the collection catalog to locate specific print and nonprint materials.
   7. Use the online databases to locate relevant magazine and newspaper articles.
   8. Demonstrate knowledge of school library media center procedures and policies, e.g., rules, proper care of materials, requests for help, etiquette and "netiquette".

STANDARD 4: Students engage and extract information.
   1. Read, view, or listen to sources, identifying main ideas and supporting details.
   2. Use note taking strategies including summarizing and paraphrasing.
   3. Organize relevant information from a variety of sources, including electronic and print. (MN 8, Writing, D.1)
   4. Cite sources for quoted and paraphrased information in a bibliography when writing a research report. (MN 8, Writing, D.3)

STANDARD 5: Students organize, synthesize, and present information.
   1. Synthesize information from a variety of sources, including electronic and print. (MN 8, Writing, D.1)
   2. Use simple organizational techniques to clarify and relate ideas.
   3. Decide presentation format based on audience and purpose, with guidance, e.g., written report, graphic presentation, presentation software, video.
   4. Make a clear presentation which addresses the question or problem.
   5. Define plagiarism, its consequences, and avoid its use. (MN 8, Writing, D.2)

STANDARD 6: Students evaluate the product and the process.
   1. Develop criteria, with guidance, and self assess performance or product.
   2. Identify strengths and set goals for improvement.
   3. Critically analyze the messages and points of view employed in different media, including advertising, news programs, web sites, and documentaries. . (MN 8, SLV, B.3)
   4. Analyze and evaluate the strategies employed in news broadcasts, documentaries and web sites

related to clarity, accuracy, effectiveness, bias and relevance of facts. (MN 8, SLV, B.4)
5. Evaluate the content and effect of persuasive techniques used in print and broadcast media. (MN 8, SLV,B.5)

READING ADVOCACY
STANDARD 7: Students explore various aspects of literature in books and other formats.
1. Select books appropriate to their interest and reading level.
2. Develop knowledge of a variety of authors and illustrators,.
3. Recognize different forms of literature.
4. Use online databases to locate poetry and short stories.

STANDARD 8: Students value the contribution of reading to becoming self-directed, lifelong learners.
1. Select materials for leisure, information and research.
2. Have the opportunity to participate in reading contests and promotions.

INFORMATION LITERACY:
STANDARD 1: Students formulate questions based on information needs and identify types of information needed.
1. Determine what is required in an assignment, picking out key words.
2. Formulate questions (MN 9-12. Writing, D.1) to be answered or a position to be supported through investigation.
3. Narrow the focus of a search by formulating a concise research question or thesis. (MN 9-12, Writing, D.3)
4. Formulate critical, evaluative questions relevant to a print or nonprint selection. (MN 9-12, SLV, B8)

STANDARD 2: Students identify, evaluate, and select potential information resources available in or through the school library media center.
1. Develop a research plan. MN 9-12, Writing, D4)
2. Evaluate the source's point of view, intended audience and authority. (MN 9-12, SLV, B3)
3. Determine whether the evidence in a selection is appropriate, adequate and accurate. (MN 9-12, SLV, B4)
4. Locate primary and secondary resources.
5. Evaluate the content and effect of persuasive techniques used in print and broadcast media. (MN 9-12, SLV, B5)
6. Make informed evaluations about television, [radio, film productions, newspapers and magazines with regard to quality of production, accuracy of information, bias, purpose, message and audience. (MN 9-12., SLV, B.6)

STANDARD 3: Students locate resources and access information within resources.
1. Identify key terms specific to research tools and processes. (MN 9-12, Writing, D.2)
2. Locate information using the Dewey Decimal System and the online catalog emphasizing keyword, author, title, subject and call number searches.
3. Locate information using a variety of formats with special emphasis on online magazine indexes, print materials, specialized databases and nonprint sources. (MN 9-12, Writing, D1)
4. Use basic Internet search strategies.
5. Distinguish between reliable and questionable Internet sources and apply responsible use of technology. (MN 9-12, Writing. D7).
6. Evaluate the accuracy and credibility of information found on Internet sites. (MN 9-12, SLV, B.1)
7. Assist others in use of school library media center procedures and policies, e.g., rules, proper care of materials, requests for help, etiquette and "netiquette".

STANDARD 4: Students engage and extract information.
1. Read, view, or listen to sources, identifying central elements and main ideas.
2. Distinguish between statements of inference, fact, and opinion.
3. Identify points of view in primary and secondary sources.
4. Recognize inadequacies, omission or logical errors in information.
5. Evaluate and organize relevant information from a variety of sources, verifying the accuracy and usefulness of gathered information. (MN 9-12, Writing, D.5)
6. Cite sources for quoted and paraphrased information in a bibliography when writing a research report. (MN 8, Writing, D.3)
7. Promote positive and ethical use of library resources.

STANDARD 5: Students organize, synthesize, and present information.
1. Organize and synthesize information from a variety of sources and present it in a logical manner. (MN 9-12, Writing, D9)
2. Produce a report with detailed evidence to support a thesis. (MN 9-12, Writing, D.6)

3. Create and present a product using information effectively and appropriately for the intended audience.
4. Credit sources for both quoted and paraphrased ideas. (MN 9-12, Writing, D10)
5. Cite sources of information using a standard method of documentation (MLA). (MN 9-12, Writing, D11)
6. Understand plagiarism and its consequences, and identify ethical issues of research and documentation. (MN 9-12, Writing, D.8)
7. Effectively use these items to share or present information:
    - word processing
    - desktop publishing
    - computerized presentation programs
    - charts and poster creations
    - hypermedia and multimedia production
    - digital and analog video and audio production
    - hand and computer-generated graphics and art
    - hand and computer-generated graphs and charts
    - telecommunications products, e.g., e-mail messages and downloadable files.

STANDARD 6: Students evaluate the product and the process.
1. Evaluate the efficiency of the information process using predetermined criteria.
2. Evaluate the effectiveness of the product by doing self and peer evaluations.
3. Critically analyze the messages and points of view employed in different media, including advertising, news programs, web sites, and documentaries. . (MN 9-12, SLV, B.7)
4. Critically analyze and evaluate the strategies employed in news broadcasts, documentaries and web sites related to clarity, accuracy, effectiveness, bias and relevance of facts. (MN 9-12, SLV, B.8)
5. Evaluate the content and effect of persuasive techniques used in print and broadcast media. (MN 9-12, SLV, B.5)

READING ADVOCACY
STANDARD 7: Students pursue information related to personal interests.
1. Locate literature in books and other formats for recreational reading and personal growth.
2   Read from a variety of literary genres, including drama, short stories, novels, and poetry.

STANDARD 8: Students value the contribution of reading to becoming self-directed, lifelong learners.
1. Choose suitable materials to their reading ability, cognitive ability and personal interests.
2. Seek information related to various dimensions of personal well-being, such as career interests, community involvement, health matters, and recreational pursuits.