



Pine Grove Area

SCHOOL DISTRICT

Grade 6 Library Science

Library Science and Information Literacy

November 19, 2009

I. PHILOSOPHY

The Library Science course of the Pine Grove Area School District has been structured to provide opportunities for students to attain information literacy skills and to foster a lifelong interest in acquiring knowledge. The school library must be a gateway to traditional and state-of-the-art information resources, which will stimulate intellectual curiosity and foster the development of critical thinking, problem solving, and decision making. The school librarian, working collaboratively, with teachers, administrators, and others, assumes a pivotal role in the learning community and directs the student-centered program.

II. CORE CONCEPTS

1. Information literacy: find, evaluate, and use information.
2. Technology: utilize current technology to provide efficient access to and effective communication of information.
3. Resource utilization: provide students with skills to properly access appropriate, accurate, and current resources in all formats.
4. Literature: exposure to and appreciation of appropriate literature for both personal interest and learning purposes.
5. Independent learning skills: derive meaning from information presented creatively in a variety of formats.

III. COURSE OF STUDY

- A. Course Name: Grade 6 Library Science
- B. Grade Level: 6
- C. Length of Course: *One year*
- D. Academic Level: Grade 6
- E. Credits: n/a
- F. Prerequisites: Grade 6 Library Science is a continuation of the Grade 5 Library Science program.
- G. Course Description: Will build upon previously learned concepts and ideas and expose students to concepts of Information Literacy, Technology, Resource Utilization, Literature Appreciation, and Independent Learning. Emphasis will be placed on meeting students' academic abilities and learning styles.

IV. CONTENT: Grade 6 Library Science

CORE CONCEPT 1: Information literacy

MAJOR OBJECTIVE: Find, evaluate, and use information

CURRICULUM STANDARD:			
PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.8.8.B Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"> ▪ Determine valid resources for researching the topic, including primary and secondary sources 	<p>Teacher will guide students to:</p> <ul style="list-style-type: none"> • Review basic library operation procedures which include: <ul style="list-style-type: none"> -circulation -checkout procedures -checkout length -where resources are located • Utilize the OPAC to locate a variety of books on the shelves by <ul style="list-style-type: none"> -performing an author search -performing a subject search -performing a keyword search -performing a title search 	<p>Teacher evaluation of:</p> <p>Student behavior in library.</p> <p>Student use of library facility.</p> <p>Student performance utilizing software.</p> <p>Worksheets</p> <p>Student quiz</p>	<p>Circulation Desk</p> <p>District supplied library resources</p> <p>Software</p> <p>Worksheets</p> <p>Library computer lab</p>
<p>PA Standard 1.1.8A Locate appropriate texts (literature, information, documents) for an assigned purpose before reading</p>	<p>Teacher will guide students to:</p> <p>Identify and select books for both independent reading and research projects.</p>	<p>Teacher evaluation of:</p> <p>Student selection of books while in the library</p>	<p>District supplied library resources</p>
<p>Information Lit Standard 1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p>	<p>Teacher will guide students to:</p> <p>Establish clear informational goals</p> <ul style="list-style-type: none"> -select books of interest -select books of appropriate level -select appropriate books for purpose 	<p>Teacher evaluation of:</p> <p>Observe circulation selections</p> <p>Monthly circulation statistics</p>	<p>District supplied library resources</p> <p>Librarian generated resources</p>

CONTENT: Grade 6 Library Science

CORE CONCEPT 2: Technology

MAJOR OBJECTIVE: Utilize current technology to provide efficient access to and effective communication of information

CURRICULUM STANDARD:			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.8.8.B Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none">▪ Determine valid resources for researching the topic, including primary and secondary sources	<p>Teacher will guide students to:</p> <p>review how to utilize the OPAC software and understand its basic functions including:</p> <ul style="list-style-type: none">-title search-author search-call number search-subject search-keyword search	<p>Teacher evaluation of:</p> <p>Worksheets</p> <p>Student use of OPAC software</p>	<p>Library computer lab</p> <p>Software</p> <p>Worksheets</p>
<p>PA Standard 3.7.7C Explain and demonstrate basic computer operations and concepts.</p> <ul style="list-style-type: none">• Know specialized computer applications used in the community.	<p>Teacher will guide students to:</p> <p>Review how to utilize the OPAC software and understand its basic functions including:</p> <ul style="list-style-type: none">-title search-author search-call number search-subject search-keyword search	<p>Teacher evaluation of:</p> <p>Student worksheets</p> <p>Student use of OPAC software</p>	<p>District supplied library resources</p> <p>Computer lab</p> <p>Worksheets</p>

CONTENT: Grade 6 Library Science

CORE CONCEPT 2: Technology

MAJOR OBJECTIVE: Utilize current technology to provide efficient access to and effective communication of information

CURRICULUM STANDARD:			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
Information Lit Standard 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.	Teacher will guide students to: Compare and contrast appropriate internet resources for utilization during research.	Teacher evaluation of: Student worksheets Student participation in class discussion and activity	Worksheets District supplied library resources Librarian generated resources Computer lab
Information Lit Standard 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.	Teacher will guide students to: Choose appropriate on-line sources - <i>World Book Online</i> - Bookmarked Web sites located on the library homepage. -Use a search engine (such as Google) and use keywords to perform an Internet search. - Utilize the Power Library databases when appropriate. -Discuss the difference between URL and a search engine	Teacher evaluation of: Student worksheets Student participation in class discussion/activity	Worksheets Internet Computer Lab Various databases Online encyclopedia

CONTENT: Grade 6 Library Science

CORE CONCEPT 3: Resource utilization

MAJOR OBJECTIVE: Provide students with skills to properly access appropriate, accurate, and current resources in all formats

CURRICULUM STANDARD:			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.8.8.B Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none">• Determine valid resources for researching the topic, including primary and secondary sources.• Evaluate the importance and quality of the sources.• Select essential sources (e.g., dictionaries, encyclopedias, other reference materials, interviews, observations, computer databases).	<p>Teacher will guide students to:</p> <p>Utilize the Power Library database to locate specific information on a topic of the student's selection</p>	<p>Teacher evaluation of:</p> <p>Student participation</p> <p>Utilization of Power Library throughout the year</p>	<p>Library computer lab</p> <p>Databases</p>
<p>PA Standard 1.2.8A Read and understand essential content of informational texts and documents in all academic areas.</p>	<p>Teacher will guide students to:</p> <p>Identify general and specialized reference materials (both print and nonprint) that pertain to the topic.</p> <ul style="list-style-type: none">- Encyclopedias-Biographical sources-Specialized references (animals, biomes, etc.)	<p>Teacher evaluation of:</p> <p>Worksheets</p> <p>Student participation in discussion and activities</p>	<p>District supplied library resources</p> <p>Worksheets</p>

CONTENT: Grade 6 Library Science

CORE CONCEPT 3: Resource utilization

MAJOR OBJECTIVE: Provide students with skills to properly access appropriate, accurate, and current resources in all formats

CURRICULUM STANDARD:			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
Information Lit Standard 1.1.4 Find, evaluate, and select appropriate sources to answer questions.	Teacher will guide students to: Categorize different types of books and their location in the library including: -fiction -nonfiction -reference -biographies -collective biographies -atlases	Teacher evaluation of: Observe circulation selections Monthly circulation statistics	District supplied library resources Librarian generated resources
Information Lit Standard 2.1.2 Organize knowledge so that it is useful.	Teacher will guide students to: Classify nonfiction books based on the Dewey Decimal System. -Identify the different categories in the Dewey Decimal System -Order the different categories in the Dewey Decimal System.	Teacher evaluation of: Student worksheets Student participation in discussions	District supplied library resources Nonfiction section of library Worksheets Librarian generated resources

CONTENT: Grade 6 Library Science

CORE CONCEPT 4: Literature

MAJOR OBJECTIVE: Exposure to and appreciation of appropriate literature for both personal interest and learning purposes

CURRICULUM STANDARD:			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.6.8B Listen to selections of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none">• Predict content/events.• Identify and define new words and concepts.• Analyze the selections.	<p>Teacher will guide students to:</p> <p>Appreciate Newbery Award winning literature by listening to a selection and participating in class discussion.</p>	<p>Teacher evaluation of:</p> <p>Class discussion on the selection of literature.</p>	<p>Newbery Award winning book</p>
<p>PA Standard 1.6.8D Contribute to discussions.</p> <ul style="list-style-type: none">• Ask relevant, probing questions.• Respond with relevant information, ideas or reasons in support of opinions expressed.• Listen to and acknowledge the contributions of others.	<p>Teacher will guide students to:</p> <p>Appreciate Newbery Award winning literature by listening to a selection and participating in class discussion.</p>	<p>Teacher evaluation of:</p> <p>Class discussion on the selection of literature.</p>	<p>Newbery Award winning book</p>

CONTENT: Grade 6 Library Science

CORE CONCEPT 4: Literature

MAJOR OBJECTIVE: Exposure to and appreciation of appropriate literature for both personal interest and learning purposes

CURRICULUM STANDARD:			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.5.8A Write with a sharp, distinct focus.</p> <ul style="list-style-type: none">Identify topic, task and audience.Establish a single point of view.	<p>Teacher will guide students to:</p> <p>Illustrate previous listening experience of Newbery Award winning literature by writing creatively on the topic.</p>	<p>Teacher evaluation of:</p> <p>Student writings</p>	<p>Paper</p> <p>Pencils</p> <p>Previously used Newbery Award winning book</p>
<p>PA Standard 1.5.8B Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none">Write paragraphs that have details and information specific to the topic and relevant to the focus.	<p>Teacher will guide students to:</p> <p>Illustrate previous listening experience of Newbery Award winning literature by writing creatively on the topic.</p>	<p>Teacher evaluation of:</p> <p>Student writings</p>	<p>Paper</p> <p>Pencils</p> <p>Previously used Newbery Award winning book</p>
<p>PA Standard 1.3.8F Read and respond to nonfiction and fiction including poetry and drama.</p>	<p>Teacher will guide students to:</p> <p>Differentiate short selections of fiction to determine genre including but are not limited to:</p> <ul style="list-style-type: none">-historical fiction-science fiction-realistic fiction-fantasy-mystery	<p>Teacher evaluation of:</p> <p>Student group activity</p>	<p>A variety of fiction books to include multiple genres</p>

CONTENT: Grade 6 Library Science

CORE CONCEPT 4: Literature

MAJOR OBJECTIVE: Exposure to and appreciation of appropriate literature for both personal interest and learning purposes

CURRICULUM STANDARD:			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
Information Lit Standard 4.1.8 Use creative and artistic formats to express personal learning	Teacher will guide students to: Evaluate poetry and apply basic poetry techniques to writing their own poem. Techniques may include but are not limited to: -alliteration -couplets -rhyme	Teacher evaluation of: Student poems Student participation in activity	Poetry book(s) Paper Pencils

CONTENT: Grade 6 Library Science

CORE CONCEPT 5: Independent learning skills

MAJOR OBJECTIVE: Derive meaning from information presented creatively in a variety of formats

CURRICULUM STANDARD:			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
Information Lit Standard 2.1.1 Continue an inquiry-based process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.	Teacher will guide students to: Select a topic to research. Use teacher or student generated questions. Select appropriate resources for research process	Teacher evaluation of: Student research process Rubric specified to project Student participation in class discussions and activities	District supplied library resources Internet resources Print resources Librarian or teacher generated resources Library web page Power Library database
Information Lit Standard 1.3.1 Respect copyright/intellectual property rights of creators and producers.	Teacher will guide students to: Demonstrate ethical behavior and encourage students to respect the intellectual property rights of others by discussing the terms plagiarism, bibliography, and copyright.	Teacher evaluation of: Student participation in class discussion/activity	District supplied library resources
Information Lit Standard 1.3.3 Follow ethical and legal guidelines in gathering and using information.	Teacher will guide students to: Format paper according to MLA guidelines. Librarian may “walk” students through setting up margins, a header and a heading, etc.	Teacher evaluation of: Student formatted papers	Computer lab and printer District supplied resources

CONTENT: Grade 6 Library Science

CORE CONCEPT 5: Independent learning skills

MAJOR OBJECTIVE: Derive meaning from information presented creatively in a variety of formats

CURRICULUM STANDARD:			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
Information Lit Standard 3.1.2 Participate and collaborate as members of a social and intellectual network of learners.	Teacher will guide students to: Select participation in a voluntary book club which will include: -book selection -independent reading -discussion of plot -discussion of character -discussion of setting -discussion of genre	Teacher evaluation of: Student observation Student participation in discussions Student completion of reading selection	Classroom set of fiction books

V. EXPECTED LEVELS OF ACHIEVEMENT

A. Students are expected to reach a proficient level of achievement in library science. These skills include all of those noted in the specific content area of this curriculum.

B. Grading system this course is as follows:

Grading Scale	
A	100%-90%
B	89%-80%
C	79%-70%
D	69%-60%
F	Below 60%

C. A student's grade will be determined at the conclusion of each marking period. Progress reports will be sent home at the mid-point of each marking period for those students achieving below 70%.