

NORTHERN YORK COUNTY SCHOOL DISTRICT



Library Curriculum – Northern Middle School

July 2015

NORTHERN YORK COUNTY SCHOOL DISTRICT
COURSE
Middle School Library

I. Philosophy

More than 60 education and library research studies have produced clear evidence that school library programs staffed by qualified school librarians have a positive impact on student academic achievement.

The library program does not exist in isolation. Our school's library program is managed by a certified librarian who performs both an instructional and an administrative role, and works in partnership with students, teachers, staff and administrators to develop the library program that best meets the needs of our school. Through collaboration with the classroom teacher, the library program incorporates the goals and objectives of the PA Common Core Standards.

In an age of information overload, acquiring information literacy skills and a commitment to lifelong reading and learning become even more crucial. In the school library, students gain an appreciation for literature and develop critical thinking, problem solving and communication skills as they use a variety of resources to meet the demands of today's curriculum and the future global economy

The mission of the Northern York County School District library program is to produce learners who use information in an efficient and ethical manner as they develop a lifelong habit of reading and learning.

II. Core Concepts

A. Key feature of course (key understandings, assignments, reoccurring activities, projects)

- Orientation
- Effective Reading
- Critical Thinking
- Effective Researching
- Responsible Citizens/Digital Awareness

B. Course of Study

- Class periods are collaborative with the classroom teacher's area of study
- Daily skills reinforcement with individual students

C. Texts and Resources

- DESTINY online library catalog, NMS Polar Lib Guides, databases, e books, library collection

D. Procedures for Evaluation

- Informal assessment and observation Graded materials are a part of the collaborating teacher's grading system. Formative assessments will be used.

Northern York County School District Curriculum

Course Name	Library
Grade Level	6 -8
Credits	NA
Instructional Procedures	Refer to individual unit Curriculum Framework documents

Unit	Library Orientation				
Time Frame	2 days/ongoing				
District Skills	Intellectually Prepared				
Key Concepts	Grade Span	Essential Questions	PA Academic Standards	Competencies	Terminology
Library organization and layout	6	Where do students find resources needed for individual purposes?	AASL 1.4.1 AASL 1.4.4 AASL 2.4.1	Locate areas of the middle school library	Circulation desk
	7-8	Where do experienced students find new resources?		Locate updated areas of the library	
Library policies and procedures	6	How do new students use the middle school library?	AASL 1.4.1 AASL 1.4.1 AASL 2.4.1	Use proper procedure when visiting the library	
	7-8	What policies and procedures are needed for return visits?			
Online library catalog and databases	6	Where do new students find the online library catalog, library website and resources?	CC.1.2.L CC.1.3.K	Use library materials including online resources and print items	Destiny Lib Guides Databases
	7-8	Where do experienced students locate materials for specific purposes?			

Unit	Effective Reader Support				
Time Frame	1 day to be included as 3 rd day of library orientation/ongoing				
District Skills	Intellectually Prepared				
Key Concepts	Grade Span	Essential Questions	PA Academic Standards	Competencies	Terminology
Selection of literary fiction	6	How does a reader's purpose influence their reading selection?	CC.1.3.6.K	Independently locate and select literary fiction on grade level	Selection Destiny
	7-8				
Informational Text	6	How do strategic readers select nonfiction that will support their need for informational text?	CC.1.3.6.L	Independently locate and select nonfiction on grade level	Nonfiction Informational text
	7-8				
Literary Text	6	How do strategic readers create meaning from literary text?	CC.1.3.6.K	Create meaning from selected fiction and nonfiction	Fiction Literary Text
	7-8				

Unit	Text Analysis Using Diverse Media/Critical Thinkers				
Time Frame	3-4 weeks/ongoing				
District Skills	Intellectually Prepared, Personally Responsible				
Key Concepts	Grade Span	Essential Questions	PA Academic Standards	Competencies	Terminology
Evaluating Diverse Media	6	How does the reader compare diverse media and locate information from each?	CC. 1.2.E	Evaluate text based on author's claim and relevant evidence	Media forms
	7-8				
Determining Author's Point of View	6	How does interaction with text provoke thinking and response?	CC.1.2.D	Determine author's point of view or purpose in text.	Point of view
	7-8				
Integrating Diverse Media	6	How does interaction with diverse media text provoke thinking and response?	CC.1.2.D	Evaluate advantages and disadvantages of how information is presented in different mediums	Diverse media
	7-8				
Preparing Multimedia Presentations	6	How do speakers employ language and utilize resources to effectively communicate a point of view?	CC.1.4.U CC.1.5.F CC.3.6.E CC.8.6.E	Select and utilize appropriate multimedia to create digital media	Point of view
	7-8				

Unit	Effective Research				
Time Frame	varied				
District Skills	Intellectually Prepared				
Key Concepts	Grade Span	Essential Questions	PA Academic Standards	Competencies	Terminology
Effective Inquiry	6,7,8	What does the researcher look for and how can s/he find it?	CC.1.4.V	Develop a focused research question. Conduct search using proper search terms	Search term Diverse media
Evaluating/ Selecting Resources	6,7,8	How does the researcher know a source can be trusted?	CC.1.4.W	Evaluate print and electronic sources and information. Use only credible sources	Credible sources Reliability
Note Taking	6	How does the researcher organize and synthesize information from various sources?	CC.1.4.W	Gather appropriate information	Note taking Plagiarism
Outline Note Taking	7	How does the researcher organize and synthesize information from various sources?	CC.1.4.W	Gather appropriate information	Outline Note Taking Plagiarism
Thesis Statement/Outline/ Note Taking	8	How does the researcher organize and synthesize information from various sources?	CC.1.4.W	Gather appropriate information	Thesis Statement Outline Note Taking Plagiarism
Presentation	6,7,8	How does the researcher record findings?	CC.1.4.W	Use quotes, paraphrasing and summaries in work without plagiarizing.	Quotations Paraphrasing
Documentation	6	How does the researcher document resources used?	CC.1.4.W	Cite sources	Resources
Documentation	7	How does the researcher document resources used?	CC.1.4.W	Cite sources using standard bibliographic format	Works Consulted
Documentation	8	How does the researcher document resources used?	CC.1.4.W	Cite sources using standard bibliographic format	Works Consulted Works Cited In-Text Citation

Unit	Responsible Citizens/Digital Reliability and Appropriateness				
Time Frame	1 collaborative instructional day with Grade 7 reading with ongoing support				
District Skills	Intellectually Prepared, Personally Responsible				
Key Concepts	Grade Span	Essential Questions	PA Academic Standards	Competencies	Terminology
Relevancy	7	Is the online resource information relevant to the purpose at hand?	BCIT 15.4.8L AASL 1.1.5, 1.2.4	Evaluate source for relevance.	Relevancy
	8				
Credibility	7	Is the author, contributor or organization providing the online information qualified to do so?	BCIT 15.4.8L AASL 1.1.5 AASL 1.2.4	Evaluate text based on author's claim and relevant evidence.	Authority Credibility
	8				
Bias	7	Why was the online information written – to inform, to persuade or to sell?	BCIT 15.4.8L AASL 1.1.5 AASL 1.2.4	Evaluate source for accuracy.	Bias Purpose
	8				
Appropriateness	7	Is the information suitable for the student purpose and age?	BCIT 15.4.8L AASL 1.1.5 AASL 1.2.4	Evaluate source for appropriateness	Appropriateness
	8				
Detail	7	Is the depth of coverage from an online article adequate for the student purpose?	BCIT 15.4.8L AASL 1.1.5 AASL 1.2.4	Evaluate source for depth of coverage for the situation at hand	Depth of Coverage Detail
	8				