



West Irondequoit Central School District



Library Media Curriculum



Guiding Principles Learning Objectives Student Outcomes Assessment Tools



Winter 2004



West Irondequoit Central School District

Library Media Ad Hoc Committee

Introduction

The Library Media Center is the intellectual center of every school. It supports all curricula and provides resources for students, teachers, staff and parents at every level. The Library Media Center encourages and enables students to reach beyond their everyday experience, to explore new ideas, and to expand understandings of their physical, social, and intellectual worlds.

The mission of the Library Media Center is achieved through the three functions of the library media specialist:

- teacher
- curriculum consultant
- media center manager

Learning objectives and student outcomes for the Library Media Department reflect both the areas in which library media specialist, as teacher, provides primary instruction, and those areas in which the library and its staff provide support to students. In some instances, the library media specialist introduces and teaches new material to students; in other instances he or she builds upon classroom instruction. In all cases, the library media specialist helps students to meet and surpass state and national standards in every academic area.

The library media specialist regularly consults with teachers to assure that appropriate materials are available for both student use and to meet teachers' instructional needs. The library media specialist helps develop cross curricular units. She assists teachers' efforts to integrate technology, media, and a wide variety of information sources into their instructional program. In addition, the library media specialist provides access to up-to-date research, to hard-to-locate materials, and to the services of other libraries through interlibrary loan.

As manager of the library media center, the library media specialist assures that the entire school community will have adequate and convenient access to the library, its collection, and its services. By providing an attractive and smoothly functioning library media center, the library media specialist promotes the development of a lively, healthy community of learners within the school. Careful budgeting and knowledgeable collection development contribute to the successful mission of the library media center.

What a school thinks about its library is a measure of what it thinks about education.

Harold Howe, former U.S. Commissioner of Education

West Irondequoit Central School District

Library Media Ad Hoc Committee Members, K-12

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**West Irondequoit Central School District
Library Media Department Guiding Principles**

Guiding Principles for the West Irondequoit CSD Library Media Program

“Creating a foundation for lifelong learning is at the heart of the school library media program.”
“The mission of the library media program is to ensure that students and staff are effective users of ideas and information.”
(Information Power, p. 1 & 6)

The library media program will:

1. Support student achievement of local, state, and national standards through collaborative planning and interdisciplinary learning activities.
2. Create learning experiences to help all students achieve information literacy in all content areas through integrated, differentiated, and comprehensive instruction sequenced K-12. Information literacy is defined as the ability to access, evaluate, synthesize, and use information effectively.
3. Promote the enjoyment of reading and foster an appreciation of literature across genre, curricula, and grade level.
4. Develop a collection of information resources in multiple formats covering all subject areas and varying levels of difficulty to meet the diverse needs and interests of the learning community.
5. Provide access to resources that represent diverse opinions and cultural perspectives in support of intellectual freedom.
6. Establish an inviting intellectual center for the school community, offering free and equal access to information resources throughout the school day and beyond.
7. Assist all members of the school community to become independent, proficient, and critical users of ideas and information.
8. Model and teach the responsible, ethical use of information and technology.
9. Maintain a link to the broader community through partnerships with public and academic libraries, interlibrary loan systems, online access, and participation in information consortia.
10. Demonstrate the highest professional standards of media center management, curricular support, and information instruction.

**Library Media Ad Hoc
Learning Objectives and Student Outcomes**

Literature Strand



Associated New York State Standards

Objective

1. Students will develop an appreciation of literature and other creative expressions to better understand the world around them.

Student Outcomes K-3	Student Outcomes 4-6	Student Outcomes 7-8	Student Outcomes 9-12
Students will:			
Read literature independently for pleasure and information.	Evaluate and critically analyze to a wide variety of literature selected and read for pleasure.		
Listen, respond to, and evaluate works by multiple authors and illustrators.	Analyze and compare various authors' and illustrators' individual styles. Apply stylistic techniques to writing.	Distinguish stylistic techniques used by authors in a wide variety of literary genre. Identify the effect that using stylistic techniques has on literature.	Critique the use of style by authors, illustrators, publishers and producers of literature. Appropriately apply a variety of styles to their own writing and evaluate the impact.
Identify and use word patterns such as rhyming and repetition as a literary device. Recognize literary devices such as point-of-view in a variety of texts.	Recognize and differentiate among a variety of literary devices such as point-of-view, simile, metaphor, and alliteration, in the literature they read and hear.		
	Incorporate literary devices into their own writing and reflect on the impact these have on meaning.	Consistently incorporate major literary devices such as tone, point of view, hyperbole, analogy, etc., into writing for the purpose of conveying new meaning.	

Objective 1. Students will develop an appreciation of literature and other creative expressions to better understand the world around them. (cont'd)		
Identify and apply all the elements of a story: title, setting, characters, problem, events (beginning, middle, end) and solution.	Analyze the effects various story elements have on a story's meaning and a reader's interpretation of that meaning.	Identify and critique a variety of story telling patterns, including non-linear plot lines. Exhibit a variety of patterns in their own writing.
Transfer knowledge of story elements to their own writing to impact meaning.		
Identify the characteristics of and differences between fiction and nonfiction	Evaluate the differences between information gained through fiction and nonfiction and describe the implications of those differences.	Analyze and evaluate literature which contains both fiction and nonfiction elements. Consistently select appropriate uses of both fiction and nonfiction.
Make predictions before, during and after listening to a story. Explain the reasons for their predictions.	Construct increasingly accurate predictions based on prior knowledge and experience and validate those predictions using the text.	Apply predictive skills to both fiction and nonfiction, basing predictions on specific passages of text in conjunction with personal knowledge and experience.
Predict alternative outcomes based on story elements.		
Use and apply a variety of listening strategies such as focusing on the speaker, questioning, engaging prior knowledge, to process multiple ideas in text.		Through exposure to a wide variety of literature, develop strategies for active listening as a springboard to increased awareness and understanding.

Objective

2. Students will recognize different literary genres.

Student Outcomes K-3	Student Outcomes 4-6	Student Outcomes 7-8	Student Outcomes 9-12
Students will:			
<p>Recognize the characteristics of various fictional genres including:</p> <ul style="list-style-type: none"> • animal fiction • fairy tales • poetry • folk tales • realistic fiction • mystery • American tall tales • fantasy • science fiction • fables • trickster tales • historical fiction • legends • myths 	<p>Accurately identify the major criteria representative of literary genres including (but not limited to):</p> <ul style="list-style-type: none"> • mystery • fantasy • realistic fiction • historical fiction • science fiction • folklore • adventure/survival • poetry <p>Support genre identification with specific examples in literature.</p>	<p>Independently identifying features of various genres for personal enjoyment.</p> <p>Evaluate the scope, applications, and limitations of various literary genres.</p> <p>Use appropriate genre, such as historical fiction, to develop personal connections with historical events, individuals and eras.</p> <p>Recognize the role literary genres have played in conveying cultural aspirations.</p> <p>Recognize appropriate literary genres as reflections of their cultures of its origin.</p>	
<p>Recognize, identify, and analyze the characteristics of the genres of biography and autobiography.</p> <p>Use biographies and autobiographies to understand experiences and cultures both similar and dissimilar to their own.</p> <p>Connect biographies to both the curriculum and to their own lives.</p>		<p>Select and use biography and autobiography to understand the subject’s life accomplishments and contributions to society.</p> <p>Describe the advantages and disadvantages of collected vs. full length biography and use each appropriately to meet information needs.</p> <p>Critically evaluate biographies based on the known or suspected biases and intentions of the author.</p>	

Objective 2. Students will recognize different literary genres. (cont'd)

Readily combine and integrate information and ideas gained from a variety of genre to create original material.

<p>Listen for and identify specific topics common across several pieces of literature representing different genres, i.e.: poetry, short fictional piece, and nonfiction article.</p>	<p>Compare the effectiveness of various genres in presenting similar ideas.</p>	<p>Critically evaluate the effectiveness of various genres in presenting similar and dissimilar ideas.</p> <p>Explain how choice of genre may influence or shape the presentation of information and the meaning attached to it.</p>	
<p>Create poems and other pieces of writing patterned after sample literature.</p>	<p>Apply the criteria of genres to create written expressions that represent those genres.</p>	<p>Effectively select and employ appropriate genres for specific tasks.</p>	<p>Express similar ideas in a variety of genres.</p>
<p>Listen to short stories and respond by connecting the stories to real life experiences and to other texts.</p>	<p>Read short stories for information and pleasure.</p> <p>Identify critical literary elements such as exposition, climax, resolution, common to most short stories.</p>	<p>Use short stories to supplement or enrich instruction or for personal enjoyment.</p>	

Objective

3. Students will develop appropriate strategies for the selection of literature.

Student Outcomes K-3	Student Outcomes 4-6	Student Outcomes 7-8	Student Outcomes 9-12
Students will:			
Exercise selection skills based on personal interest.			
<p>Use outside sources, such as recommendations from friends, teachers or librarians, to make good reading choices.</p> <p>Use chapter headings, cover art, and tables of contents as selection guides.</p>	<p>Use a variety of selection strategies, such as pre-reading, personal recommendations, interest, reading ability, background knowledge, and peer reviews, to make the best selections of literature.</p> <p>Share recommendations about literature with peers.</p>	<p>Access and evaluate book reviews to improve personal book selection.</p> <p>Actively seek literary recommendations from peers, teachers, librarians and others.</p>	
Read summaries, annotations, jacket blurbs, chapter headings and table of contents when available.			
Use skimming techniques to determine content, style, and reading level of books.			
<p>Locate a specific title or works by a specific author, illustrator or series by using knowledge of library organization, including knowledge of the Dewey Decimal System.</p>	<p>Select and retrieve books and other media based on knowledge of library organization and of specific retrieval systems (OPAC, Dewey Decimal System).</p>	<p>Effectively use the OPAC to identify and locate library material.</p> <p>Identify and access book selection and retrieval resources, including inter-library loan and online public and academic library catalogs.</p>	

Objective 3. Students will develop appropriate strategies for the selection of literature. (cont'd)

<p>Locate the various sections of the school library including: picture books, beginning readers, fiction, nonfiction, reference, magazines, and videos.</p>	<p>Identify and use all sections of the school library to investigate and access fiction, nonfiction, periodicals, reference, audiovisual media, and online resources.</p>	<p>Use all of the facilities in the school and public library with confidence and skill.</p>	
			<p>Transfer locational skills to libraries using alternative organizational systems such as the Library of Congress system.</p>

Objective

4. Students will evaluate literature based on learned criteria.

Student Outcomes K-3	Student Outcomes 4-6	Student Outcomes 7-8	Student Outcomes 9-12
Students will:			
<p>Listen and respond to literature based on themes familiar to the students, such as families, neighborhoods and communities.</p> <p>Listen and respond to literature based on multicultural themes, i.e. folk tales and holiday tales from around the world.</p> <p>Listen and respond to literature based on their personal interests and preferences.</p>	<p>Evaluate and discuss literature based on its content.</p> <p>Identify specific segments of a piece of literature which engaged their interest, piqued their curiosity, or compelled them to continue to read.</p>	<p>Evaluate pieces of literature based on content, including characteristics of compelling content such as conflict, suspense, or pathos, and identify their use in the text.</p>	<p>Analyze and evaluate the content of literature for both literary merit and informational value.</p>
	<p>Identify major themes in a variety of literature.</p> <p>Connect identified themes to other literature and/or real life experiences.</p>		<p>Analyze and evaluate literal, interpretive, and implied meanings in literary texts, clearly and closely referencing the text itself.</p>
<p>Understand the literal and interpretive meanings of a text; explain those meanings by directly referencing the text itself.</p>			

Objective

5. Students will communicate reading, listening and viewing experiences.

Student Outcomes K-3	Student Outcomes 4-6	Student Outcomes 7-8	Student Outcomes 9-12
Students will:			
Share book experiences orally, in writing, and through other mediums. Focus responses to books and other media on specific story elements.	Share literary experiences, both formally and informally. Recommend and review literature for peers. Create written, oral, and multimedia responses to literature.		

Literacy Strand Assessment Tools		
K-3	4-6	7-12
Student Performance Tools		
<p>Student discussion during storytelling</p> <p>Observation of student book selections</p> <p>Examination of student writing folders</p> <p>Student writing in response to prompts selected from literature</p> <p>Student worksheets created in response to reading or storytelling</p> <p>Student participation in summer reading and all-school reading promotions</p> <p>Interpretive and comparative discussions of genre samples</p> <p>Student generated graphic organizers dealing with story elements</p> <p>Student performances in response to readings or storytelling (library and classroom)</p> <p>Creative writing and drawing samples</p> <p>Student self-reflection tools</p>	<p>Student responses to room displays (i.e.genres, authors, curriculum topics)</p> <p>Formal and informal book discussions</p> <p>Examination of student writing folders and reading logs</p> <p>Student generated genre charts, posters, and presentations</p> <p>Student participation in special programming (i.e., book club, summer reading, library contests)</p> <p>Analysis of students' book selection process</p> <p>Student book recommendations to peers within specific genres</p> <p>Analysis of student OPAC searches and search strategies</p> <p>Student self-reflection tools</p>	<p>Student book selections for self-selected literature and leisure reading, including periodicals</p> <p>Formal and informal student feedback about literature</p> <p>Quantitative and qualitative analysis of students' use of online literary databases and reference books</p> <p>Student booktalks</p> <p>Student participation in special programming (i.e., book club, summer reading, lunchtime reading groups)</p> <p>Interpretive literary discussions</p> <p>Evaluation of student writing samples</p> <p>Follow-up discussions to librarian led booktalks</p> <p>Student focus groups examining literature and literary resources</p> <p>Examination and evaluation of students' literature projects</p> <p>Student self-reflection tools</p>

Literacy Strand Assessment Tools		
K-3	4-6	7-12
Library Management and Consultative Tools		
Circulation records Formal and informal conferences with teachers Analysis and development of literature collection Analysis student performance data: Terranova (gr 3) Reading SAT (gr 2) Listening/writing assessments Reading/writing assessments ERA3	Circulation records Formal and informal conferences with teachers Analysis and development of literature collection Analysis student performance data: SAT (gr5) ELA (gr 4) ERA (Extended Response Assessments) (gr 3, 5, & 6) SS assessment (gr 5) Terranova (gr 3 & 6) ESPET (gr 4)	Circulation records Formal and informal conferences with teachers Analysis and development of literature and literary review collections Analysis of student performance data: ERA (gr 7) ELA (gr 8) English Regents (gr 11) and other Regents exams as appropriate SAT (gr 7 - 12)
Articulated Rubrics		
Rubrics will be created in cooperation with classroom, literacy core, and English teachers to evaluate student achievement in the following areas: <ul style="list-style-type: none"> • literature selection and appreciation • genre recognition and analysis 		

The reading of all good books is like conversation with the finest men of past centuries. - Descartes

The man who does not read good books has no advantage over the man who can't read them. - Mark Twain

Research Strand



Associated New York State Standards

Objective

1. Students will develop and execute effective and efficient research strategies to meet information needs.

Student Outcomes K-3	Student Outcomes 4-6	Student Outcomes 7-8	Student Outcomes 9-12
Students will:			
<p>Select a topic of interest for further investigation.</p> <p>Express curiosity about a topic through questioning.</p> <p>Analyze questions to identify information needs.</p> <p>Develop questions to guide research efforts.</p>		<p>Clearly identify and prioritize information required to solve problems.</p> <p>Form increasingly complex questions based on identified information needs.</p>	
Identify the information required to answer a question.	Analyze assignments to determine their specific information requirements.		
	Identify major components of a topic and redefine the topic to meet the needs of assignments and personal interests.	Independently develop a topic to meet an information need.	
	Broaden and narrow topics, identify key words, and develop subtopics for the purpose of successfully researching a topic.		
Identify information which is extraneous to a particular topic.		Discriminate among facts and ideas which are pertinent to the information need or research topic, and those which are less important or entirely extraneous.	

Objective 1. Students will develop and execute effective and efficient research strategies to meet information needs. (cont'd)		
<p>Identify basic information used in card and online catalogs.</p> <p>Use the library's catalog to locate resources on a given topic.</p>	Use the library's catalog to locate information resources both for assigned topics and for independent reading.	Use the library's catalog to locate information resources and to identify additional key words, subject headings, and cross references for search strategy.
	Understand the differences between title, author, and subject listings in the catalog and use each appropriately.	
	Effectively transfer research skills to similar libraries, including the public library.	Transfer research skills to catalogs and collections in other libraries, including libraries using the Library of Congress catalog system.
<p>Identify a database as a system for organizing information.</p> <p>Add information to a simple database (graphic organizer).</p>	Develop an increased understanding of the concept of databases.	Recognize such systems as the library catalog and online search engines as databases.
	Create and use basic databases.	Create increasingly complex databases to organize, reorganize and retrieve research data.
		Select appropriate databases for research.
	<p>Understand the basic concept of Boolean search strategies (and, or, not) and apply in simple searches.</p> <p>Use truncation as a search strategy.</p>	<p>Apply key word and Boolean search strategies in catalog and online search engines.</p> <p>Apply increasingly complex search techniques, including truncation, nesting, proximity, and date-limiting, when appropriate.</p>

Objective 1. Students will develop and execute effective and efficient research strategies to meet information needs. (cont'd)	
Recognize and use appropriate sources for retrieving information for a preassigned topic, including print and electronic encyclopedias, dictionaries, atlases, almanacs, thesauri, the internet, and nonfiction books.	Identify, select, and use the most appropriate sources for information.
	Combine information from electronic and paper sources in an effective manner.
Collaborate with others, both in person and through technologies, to identify information problems and to seek solutions.	

Objective

2. Students will use skills and strategies to assess information sources efficiently and effectively.

Student Outcomes K-3	Student Outcomes 4-6	Student Outcomes 7-8	Student Outcomes 9-12
Students will:			
Identify and use basic resources which are likely to meet an information need.	Determine the relative value of a variety of resources for meeting information needs.	. Evaluate resources based on established criteria, including authorship, publishing body, point of view, validity, and currency.	
	Recognize and apply basic tools for information assessment, including timeliness, genre, and authorship.	Prioritize the usefulness of information sources based on specific information needs.	Effectively apply criteria for the evaluation of specialized information sources or information for a specialized need. Recognize the need for verifying information through multiple sources. Recognize and apply principles of limited use for resources.
Locate and identify a book’s table of contents, index, copyright date, publisher, author, and illustrator.	Identify bibliographic information in most formats.	Independently check bibliographic information as a guide to the contents, reliability, and uses of an information source.	
	Use blurbs, introductions, tables of contents, and glossaries to assist in book selection.		
	Use bibliographic information help determine the usefulness of a given book or article. Develop skimming techniques for identifying and evaluating content of resources.	Use bibliographies to identify and retrieve new information sources. Skim introductions, prefaces, chapter headings, etc., to identify the content and usefulness of information resources.	

Objective 2. Students will use skills and strategies to assess information sources efficiently and effectively. (cont'd)			
Provide basic bibliographic information for a book or encyclopedia article.	Create an accurate bibliography for an increasing variety of formats.	Regularly create bibliographies, either by hand or using digital bibliographic programs, to correctly identify information sources.	
			Create annotated bibliographies, “works cited” and “works consulted” lists for research projects based on the accepted District standard.

Objective

3. Students will collect, evaluate, and organize data from a variety of sources.

Student Outcomes K-3	Student Outcomes 4-6	Student Outcomes 7-8	Student Outcomes 9-12
Students will:			
Collect information from pictures, from auditory sources, and from print and electronic resources.	Locate and use an increasingly wide variety of formats (print, non-print, electronic) as information sources.	Recognize the advantages and disadvantages of a variety of formats as information sources.	
		Seek, evaluate and use information from a variety of print and non-print formats.	Evaluate similar and dissimilar information in a variety of formats. Select the most appropriate format to meet an information need. Take advantage of interlibrary loan opportunities.
		Where appropriate, employ interviews, letters, email, or phone conversations as a source of information, applying the same collection, evaluation and organizing techniques as with other information sources.	
Organize clearly identified information into a variety of graphic organizers.	Take accurate notes in a variety of formats, including graphic organizers and basic note cards. Organize notes in a variety of ways, such as chronologically, by source, and by subtopic.	Identify critical information for the purpose of note taking. Divide notes by topic and subtopic as appropriate for assigned activities. When appropriate, use tables or graphic organizers for organizing data.	Determine and use the most appropriate method for taking notes and recording data. Exhibit efficient note taking habits. Employ techniques such as highlighting, and margin notation, where appropriate.

Objective 3. Students will collect, evaluate, and organize data from a variety of sources. (cont'd)

Identify the sources of information for research projects.	Identify the differences between working bibliographies and final bibliographies. Create and use working bibliographies as a part of the note taking process.
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Objective

4. Students will synthesize information in order to communicate new understandings.

Student Outcomes K-3	Student Outcomes 4-6	Student Outcomes 7-8	Student Outcomes 9-12
Students will:			
<p>Identify information needed to answer specific questions.</p> <p>Access prior knowledge to help explain new information.</p>	<p>Match information to project requirements.</p> <p>Identify information gaps.</p> <p>Identify “next steps” in information gathering process.</p>	<p>Determine necessary steps in information gathering process.</p> <p>Identify gaps in needed information and actively seek sources to fill those gaps.</p> <p>Identify and disregard extraneous or obviously erroneous information.</p> <p>Integrate new information into personal knowledge base.</p>	
<p>Reflect on the importance and usefulness of new information, considering its impact on prior knowledge and its value for constructing new meanings.</p>			
<p>Use information from a variety of sources to construct a clear understanding of a topic.</p>	<p>Compare information from a variety of sources to determine points of agreement and disagreement.</p>	<p>Identify conflicting or contradictory information from two or more sources.</p>	<p>Identify and explain differing interpretations of the same or similar data.</p>
<p>Resolve conflicts in information by consulting additional sources.</p>			
<p>Represent new information in written, oral, and pictorial formats.</p>	<p>Combine data gathered from a variety of sources to create a single product or a new understanding.</p>	<p>Synthesize information from a variety of formats to create new and original interpretations or uses for that information.</p> <p>Seek data to analyze and resolve problems.</p>	

Objective

5. Students will apply ethical behavior in the research process.

Student Outcomes K-3	Student Outcomes 4-6	Student Outcomes 7-8	Student Outcomes 9-12
Students will:			
<p>Understand and express the importance of crediting authors and illustrators for their work.</p> <p>Credit sources when appropriate.</p>	<p>Credit all sources either in a formal bibliography or through direct crediting in the body of written material.</p>	<p>Credit all sources through correct bibliographic format and/or in-text citation.</p>	
<p>Understand that plagiarism is not acceptable.</p>	<p>Recognize that plagiarism extends to the use of ideas as well to direct, uncited quotations.</p>		
<p>.</p>	<p>Understand and respect the principles and legal implications of copyright laws.</p>	<p>Seek copyright permissions when necessary.</p>	
	<p>Understand and respect the principle of implied copyright on materials which are not officially copyrighted, including materials posted on the Internet.</p>		
	<p>Recognize and respect the permissions and limitations of the fair use policy for pictures, music, sound clips, articles, poems, videos, and other sources.</p>		
	<p>Understand and abide by the provisions of the District's Acceptable Use Policy</p>		

Research Strand Assessment		
K-3	4-6	7-12
Student Performance-Based Tools		
<p>Observation and evaluation of students' selection and use of sources for retrieving information</p> <p>Examination of students' expository writing</p> <p>Analysis of students' questions and discussions during the research process</p> <p>Evaluation of student research products</p> <p>Individual student skills demonstrations (catalog use, book retrieval, use of tables of contents and indexes)</p> <p>Rubrics to appraise students' retrieval, understanding and use of non-fiction sources</p> <p>Evaluation of students' skill-check worksheets</p> <p>Student generated graphic organizers (i.e. KWL charts)</p>	<p>Observation and evaluation of students' levels of independence when beginning and organizing the research process</p> <p>Analysis of students' keywords and questions developed to meet information needs</p> <p>Interaction with and review of students' use of OPAC in the research process</p> <p>Use of research project rubrics, checklists, and worksheets to evaluate research strategy</p> <p>Evaluation of students' bibliographies to assess scope, format, and accuracy.</p> <p>Critique students' notetaking process to evaluate format, organization, and ethical use of information (paraphrasing, citation, etc.)</p>	<p>Analysis of students' working bibliographies to assess quality and appropriateness of resource selection</p> <p>Observation of students' book selection for research projects and for informal information needs</p> <p>Observation and evaluation of students' use of computers, including Internet and database use, to assess their search skills, ability to evaluate websites and other resources, and methods of resource selection.</p> <p>Review of students' use of keywords to construct, refine, broaden or narrow information searches</p> <p>Analysis of students' final research products</p> <p>Examination of students' bibliographies to determine accuracy of in-text citations and works cited, and to assess understanding of paraphrasing and its relationship to plagiarism</p> <p>Quantitative and qualitative analysis of students' use of online databases</p> <p>Informal skills evaluations (i.e. use of OPAC and book retrieval)</p> <p>Analysis of students' reference questions and use of reference materials for assigned and personal information needs.</p> <p>Student research logs or journals.</p>

Research Strand - Student Performance-Based Tools Cont'd.		
K-3	4-6	7-12
Student self-reflection tools	<p>Examination of students' final products</p> <p>Appraisal of quality and quantity of information included on student generated graphic organizers</p> <p>Student self-reflection tools</p>	Student self-reflection tools
Library Management and Consultative Tools		
<p>Analysis of circulation statistics</p> <p>Analysis and development of non-fiction collection</p> <p>Formal and informal conferences with teachers</p> <p>Analysis student performance data: Terranova (gr 3) Reading and Math SAT (gr 2) Listening/writing assessments Reading/writing assessments ERA (gr3)</p>	<p>Analysis of circulation statistics</p> <p>Analysis and development of non-fiction collection</p> <p>Formal and informal conferences with teachers</p> <p>Analysis student performance data: SAT (gr 5) ELA (gr 4) ERA (Extended Response Assessments) (gr 5, & 6) SS assessment (gr 5) Terranova (gr 6) ESPET (gr 4)</p>	<p>Analysis of circulation statistics, website hits, and interlibrary loan statistics</p> <p>Analysis and development of non-fiction collection</p> <p>Formal and informal conferences with teachers</p> <p>Analysis of student performance data: ERA (gr 7) ELA (gr 8) Regents Examinations - S.S, Sci, Math, ELA, LOTE SAT (gr7) AP Examinations, all subjects</p>

Research Strand - Student Performance-Based Tools Cont'd.

Articulated Rubrics

Rubrics will be created in cooperation with classroom and appropriate subject area teachers to evaluate student achievement in the following areas:

- research strategies and execution
- information assessment, source selection, and citation

Knowledge is of two kinds. We know a subject ourselves,
or we know where we can find information upon it. - Samuel Johnson

Research means that you don't know, but are willing to find out. - Charles F. Kettering

Media Strand



Associated New York State Standards

Objective

1. Students will identify and recognize the characteristics, strengths, and limitations of various information media.

Student Outcomes K-3	Student Outcomes 4-6	Student Outcomes 7-8	Student Outcomes 9-12
Students will:			
Derive meaning and draw inferences and conclusions from information presented in a variety of formats.			
Understand and correctly use vocabulary appropriate to a variety of media.			
Recognize and compare similar information or stories presented in a variety of media.	Compare and contrast the presentation of stories or information in a variety of media.	Identify and use the most appropriate media to solve a variety of information problems.	
	Evaluate media for credibility based on accepted District criteria.		
	Identify the strengths and weaknesses of a variety of media and consider the effect the media has on the viewer/listener/reader.	Identify and explain the evidence of bias in a variety of media presentations.	
	Identify and explain persuasive techniques used by mass media.		
	Reflect on the ethical implication of bias and persuasion techniques used in media presentations.		
	Identify information needed to evaluate web pages, including author, publisher, date, sources.	Critically evaluate the authority, currency, content and design of web pages.	

Objective

2. Students will select appropriate media for their specific needs.

Student Outcomes K-3	Student Outcomes 4-6	Student Outcomes 7-8	Student Outcomes 9-12
Students will:			
<p>Select media for information and for recreational use.</p> <p>Understand the uses and differences between cameras, photocopiers, scanners, and printers.</p>	<p>Evaluate and select technology tools and applications to retrieve and manage information.</p> <p>Select and use appropriate imaging equipment for information and recreational needs.</p>		
Use recordings and video clips, when available, to aid in understanding new concepts.			
<p>Use a variety of computer programs for instructional purposes.</p> <p>Transfer learned reading and writing techniques to computer program activities as appropriate.</p>	<p>Select and use appropriate computer programs to supplement and enrich learning.</p> <p>Understand the uses of computer technology for communication.</p> <p>Use email for academic purposes.</p>		
Use editing features of word processing software to enhance the writing process.			

Objective

3. Students will demonstrate effective production and presentation techniques.

Student Outcomes K-3	Student Outcomes 4-6	Student Outcomes 7-8	Student Outcomes 9-12
Students will:			
Use digital cameras to create pictures for use in projects or presentations.	Create products in a variety of formats including print, graphical, audio, video, and multimedia.		
	Use accepted standards for media production.		
Draw or locate pictures and clipart to aid in understanding new concepts.	<p>Use graphics software to generate images for the purpose of illustrating ideas, information or new concepts.</p> <p>Create charts and graphs by hand or using computer software to illustrate relationships and highlight comparisons of data.</p> <p>Download pictures and drawings from the internet and insert them into a variety of software programs for purposes of creating and illustrating reports.</p>		
Use appropriate presentation software to create class projects.	Use a variety of presentation software to create individual and class projects.	<p>Discriminate among media options to create presentations in the most effective format.</p> <p>Understand and exhibit basic design principles in computer presentations and web page creation.</p>	

Objective

4. Students will operate equipment properly and ethically.

Student Outcomes K-3	Student Outcomes 4-6	Student Outcomes 7-8	Student Outcomes 9-12
Students will:			
Recognize the differences between and uses of a variety of electronic media equipment, including TV, VCR, DVD, tape recorder, computer, and camera.	Explain and use a variety of electronic media equipment, including TV, VCR/DVD, computer, tape recorder, scanner, CD burner, zip or other external storage device, and camera.		
		Explain the basic differences between digital and analog data storage and transmission.	
		Explain and practice basic maintenance techniques for electronic media and computer equipment.	
		Understand and abide by the provisions of the District Acceptable Use Policy.	

Media Strand Assessment		
K-3	4-6	7-12
Student Performance-Based Tools		
<p>Evaluation of student generated graphic organizers, such as Venn diagrams</p> <p>Analysis of students' comparisons of similar material in a variety of media (i.e. book, video, or audio presentation)</p> <p>Appraisal of students' audio/video presentations combining writing with graphics (i.e., student newspaper using digital photography, student generated webpages, KidPix slide shows, etc.)</p> <p>Observation of student media selections</p> <p>Student discussions and observations about artwork in children's literature</p> <p>Student self-reflection tools</p>	<p>Monitoring of students' bibliographies to determine quality of non-print resource selection</p> <p>Evaluation of students' choice of websites based on rubrics</p> <p>Analysis of students' synthesis of print and non-print information during information seeking process</p> <p>Measurement of building use of non-print resources, including video, streaming video, audio, CD/DVD resources, graphics, etc. to enhance student learning</p> <p>Assessment of students' media literacy via formal and informal discussions</p> <p>Assessment of students' products incorporating media</p> <p>Student self-reflection tools</p>	<p>Analysis of students' bibliographies, checking for appropriate use of non-print resources</p> <p>Evaluation of students' products which include a non-print component</p> <p>Observation of students' choice and evaluation of audio, graphical, and online resources</p> <p>Quantitative/qualitative evaluation of student media requests and selections</p> <p>Quantitative analysis of use of library-created web pages</p> <p>Student self-reflection tools</p>

Media Strand Assessment Cont'd.		
K-3	4-6	7-12
Library Management and Consultative Tools		
Circulation statistics for non-print resources Analysis and development of non-print collection Conferences with teachers in all subject areas regarding use of non-print support materials	Circulation statistics for non-print resources Analysis and development of non-print collection Conferences with teachers regarding use and effectiveness of non-print support materials for student learning	Circulation statistics for non-print resources Analysis and development of non-print collection Conferences with teachers regarding use and effectiveness of non-print support materials for student learning
Articulated Rubrics		
Rubrics will be created in cooperation with classroom and appropriate subject area teachers to evaluate student achievement in the following areas: <ul style="list-style-type: none"> • evaluation of media • selection, production, operation, and presentation of media 		

A democratic civilization will save itself only if it makes the language of the image into a stimulus for critical reflection, not an invitation to hypnosis. Umberto Eco

To be judicious consumers in the Information Age, we must make informed and wise judgments. That is what I believe media literacy is all about and why it is so important in this new era. Senator Joe Lieberman