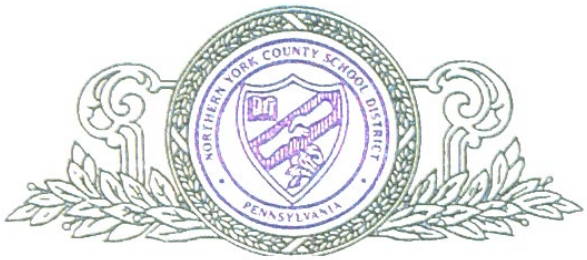
NORTHERN YORK COUNTY SCHOOL DISTRICT



High School Library

July 2015

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 Core Standards (CC) and American Association of School Librarians (AASL).

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 Readers
Critical Thinkers do Effective Research
Responsible Citizens
Effective Speakers
Transition to College

B. Course of Study

Class periods are collaborative with the subject teachers.
Daily skills reinforcement with individual students

C. Texts and Resources

Destiny Online Catalog, NHS LibGuides, ebooks, databases, and the library's 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	High School Library
Grade Level	9-12
Credits	na
Instructional Procedures	Refer to individual Unit Curriculum Framework documents

Core Concept	**Orientation …to the high school library.**				
Time Frame	**Varied**				
District Goal	**Intellectually Prepared**				
Key Concepts	**Grade Span**	**Essential Questions**	**PA Academic Standards**	**Skill Competencies**	**Terminology**
Library policies and procedures	9	What are the policies and procedures for the high school library?	AASL 1.1.2 AASL 4.3.2 AASL 4.3.3	Identify the policies and procedures students use when using the NHS library.	Browsing Circulation desk Periodicals Reserve books
	10-11-12			Reinforce New Students	
Library organization and layout	9	Where can students locate items in the high school library?	AASL 1.1.2 AASL 4.3.2 AASL 4.3.3	Locate basic areas and resources of the NHS library.	
	10-11-12			Reinforce New Students	

*AASL – American Association of School Librarians

Core Concept	Effective Readers …use appropriate strategies to construct meaning.				
Time Frame	**Varied**				
District Goal	**Intellectually Prepared**				
Key Concepts	**Grade Span**	**Essential Questions**	**PA Academic Standards**	**Skill Competencies**	**Terminology**
Determining author's point of view	9	• How do strategic readers create meaning from informational and literary text? • What is this text really about? • How do readers know what to believe? • How does what readers read influence how they should read it? • How does a reader's purpose influence how text should be read?	CC1.2.D (9-12)	Evaluate author's credentials and background to determine point of view or purpose.	**RADCAB** **R**elevance **A**ppropriateness **D**etails **C**urrency **A**uthority **B**ias Credentials Boolean operators URL= Uniform Resource Locator
	10-12			Reinforce	
Evaluating Diverse Media	9		CC.1.2.G (9-12)	Evaluate information found in multiple sources to answer a question or solve a problem.	
	10-12			Reinforce	
Evaluating Arguments	9		CC1.2.H (9-12)	Analyze and assess information to extract valid and relevant ideas based on credibility, relevance, bias, accuracy, and currency.	
	10-12			Reinforce	
Selecting Informational Texts & Literary Non-fiction	9		CC.1.2.L (9-12) CC.3.5.I (9-12) CC.8.5.I (9-12)	*Locate and select literary non-fiction and informational texts on grade level. *Use various print and digital reference sources.	
	10-12			Reinforce	
Drawing Evidence: Primary and Secondary Sources	9		CC.3.5.A (9-12) CC.8.5.A (9-12) CC.8.5.I (9-12)	Use and cite specific textual evidence in primary and secondary sources	
	10-12			Reinforce	
Selecting Literary fiction	9-12		CC.1.3.K (9-12)	*Select grade-level-appropriate literary fiction in a variety of genres. *Read self-selected literary fiction presented in any format to gain meaning by questioning, reflecting. Responding, and evaluating.	

Core Concept	Critical Thinkers do Effective Research …actively, and skillfully interpret, analyze, evaluate, and synthesize information from various resources.				
Time Frame	**Varied**				
District Goal	**Intellectually Prepared**				
Key Concepts	**Grade Span**	**Essential Questions**	**PA Academic Standards**	**Skill Competencies**	**Terminology**
Effective Inquiry	9-12	• How does interaction with text provoke thinking and response? • How do students know what to believe in what they read, hear, and view? • What does a reader look for and how can s/he find it? • How does a reader know a source can be trusted? • How does one organize and synthesize information from various sources? • How does one best present findings?	CC.1.4.V (9-12)	Conduct short as well as more sustained research projects.	Pre-search Ebooks Database Power Library ACCESS PA Destiny NHS LibGuide In-text citation Slug
BIG6 ***1. Task Definition*** **Developing Research Topic and Question(s)**	9		CC.1.4.V (9-12) CC.3.6.F (9-12) CC.8.6.F (9-12)	*Narrow a self-generated, broad research question by focusing on particular aspects of the question or problem, identifying relevant key words and subject headings, and/or using search limiters. *Compare several points of view about the same issue, evaluating strengths and weaknesses of arguments. *Formulate personal opinion about topic or issue.	
	10-12			Reinforce	
2. Information seeking strategies ***3. Location & access of sources*** **Identifying Accessing and Evaluating Sources**	9		CC.1.4.W (9-12) CC.3.6.G (9-12) CC.8.6.G (9-12)	* Identify author's purpose and intended audience when evaluating usefulness of source. *Use variety of sources and points of view to avoid excessive bias. *Acknowledge controversy by incorporating opposing or differing viewpoints when presenting written argument. *Access resources through Destiny Online Catalog. *Use LibGuides to access databases. *Use search functions of databases to access digital content. *Differentiate between natural-language searching and keyword/controlled vocabulary searching.	

				*Narrow or broaden search by identifying relevant key words and subject headings and using search limiters. *Evaluate usability of a variety of sources and formats, including print and web sites and primary and secondary sources, according to their authorship, objectivity, scholarship, and timeliness. *Verify information by checking facts in alternate sources.	
	10-12			Reinforce	
4. Engage Resource **Drawing Evidence from Text**	9		CC.1.4.S (9-12)	*Identify wide range of texts that tell a story to make a point, express personal opinion, or provide enjoyable experience as examples of grade-level-appropriate literature of literary non-fiction. *Draw evidence from text to answer information need.	
	10-12			Reinforce	
4.2 Note taking **Note-taking Strategies and Presenting Research Findings**	9		CC.1.4.S (9-12) CC.1.4.W (9-12)	*Selectively take notes on information to support own position. *Synthesize information gathered from multiple sources. *Use summaries, paraphrasing, and quotations to create note. *Use in-text documentation for the information and ideas of others. *Provide list of works cited using standard bibliographic citation format.	
	10-12			Reinforce	
5.1 Synthesis **Integrating Diverse Media**	9		CC.1.2.G (9-12) CC.3.5.G (9-12) CC.8.5.G (9-12)	Synthesize information from multiple sources	
	10-12			Reinforce	

5.2 Present Information **Presenting Research Findings**	9		CC.1.4.W (9-12)	*Use quotations and paraphrasing in work without plagiarizing ideas of others using standard citation formatting. *Provide a works cited page using standard bibliographic citation format.	
	10-12			Reinforce	
6. Evaluate **Judge the product and process**	9		CC.1.4.V (9-12)	*Evaluate the effectiveness of the product—i.e. paper, presentation, other media. *Evaluate the efficiency of the research process.	
	10-12			Reinforce	

Core Concept	Responsible Citizens …use information ethically and productively in a global society.				
Time Frame	**Varied**				
District Goal	**Intellectually Prepared**				
Key Concepts	**Grade Span**	**Essential Questions**	**PA Academic Standards**	**Skill Competencies**	**Terminology**
Using Information Ethically and Responsibly	9	• How do responsible citizens use information ethically? • How do responsible citizens use information productively in a global society?	CC.1.4.W(9-12) CC.3.6.G (9-12) CC.8.6.G (9-12)	*Use variety of sources and points of view to avoid excessive bias. *Acknowledge controversy by incorporating opposing or differing viewpoints when presenting written argument *Use summaries, paraphrases, and quotations. *Use quotations and paraphrasing in work without plagiarizing. *Within text, document the use of the ideas of others using standard citation formatting. *Provide a works cited page using standard bibliographic citation format.	MLA Citation Works Cited Works Consulted
	10-12			Reinforce	

Core Concept	Effective Speakers …prepare and communicate messages to address the audience and purpose.				
Time Frame	**Varied**				
District Goal	• **Intellectually Prepared**				
Key Concepts	**Grade Span**	**Essential Questions**	**PA Academic Standards**	**Skill Competencies**	**Terminology**
Preparing Multimedia Presentations	9	• How do task, purpose, and audience influence how speakers craft and deliver a message? • How do speakers employ language and utilize resources to effectively communicate a message?	CC.1.5.F(9-12)	*Select or create digital media elements that are interesting, appropriate for target audience, and help audience understand research findings, reasoning, and evidence. *Incorporate credible, appropriate charts, graphs and other audio-visual media into oral or visual presentation.	Presentation aid White space
	10-12			Reinforce	

Core Concept	Transition to College …for seniors who are information literate.				
Time Frame	**One Period**				
District Goal	**Intellectually Prepared**				
Key Concepts	**Grade Span**	**Essential Questions**	**Standards**	**Skill Competencies**	**Terminology**
Information Literacy **Research Success** **Finding Help**	12	• What do you need to know to be successful in college?	AASL 1.1.4 AASL 4.4.3	*Identify how a high school library and a college library are similar – how they are different. *Identify how college is different from high school. *Identify where academic assistance can be located at the college level.	Academic Library Reserve Desk Journal Library of Congress Classification Reference Desk MLA –v-APA Office hours Study Groups Tutoring