Course Overview

Elementary School | K-4 | Library - *Last Updated on October 10, 2024*

DESCRIPTION

K-12 Content Area | Mission & Philosophy Statement
• Learners become empowered lifelong seekers of knowledge and critical thinkers, equipped with the ability to navigate and contribute to the information-rich world. • Learners emerge as informed citizens and innovators, ready to face the challenges of today and tomorrow, in possession of information, media, and digital literacy skills, and collaborative problem-solving skills that are built upon a foundation of ethical and effective technology use. • Learners confidently research, assess, and utilize information to support academic and personal fulfillment in a 21st century media-rich landscape; prepared through the integration of library resources and technology into their learning journey. • Learners experience equitable access to information and technology, leveling the playing field for all students in a community where every individual has the support, resources, and opportunities necessary to succeed in a global society, appreciating diverse perspectives and lifelong learning.

Course Description
Our learning organization's mission for our students is that they become productive participants in our democratic society. To do so they must acquire the skills to think critically, collaborate, and communicate effectively as well as become information, media and technology literate. The school library program and facility serves as the learning hub for our school community, which includes our students and their families, teachers, staff, and administration. It ensures, for all members of our school community, equitable access to information, literature and technology. Our responsive school library program provides learning opportunities that support, extend, and individualize the school curriculum so that our students develop the 21st century skills needed to be successful in any undertaking. If our students are to become self-directed, life-long learners, they must seek information, evaluate that information, and utilize it to their best advantage. The school library program meets this purpose. In the library, students are tasked with a multitude of responsibilities and skills. Firstly, they must navigate the shared space, recognizing and respecting fellow users. This involves understanding appropriate and inappropriate library etiquette, such as handling materials with care and refraining from disruptive behavior. Appropriate library etiquette entails treating materials respectfully and categorizing them correctly, distinguishing between fiction and nonfiction, and organizing them according to type and genre. Students also learn to utilize the library's resources effectively, including both print and digital sources, recognizing the assistance provided by library personnel and following proper borrowing procedures. They develop critical thinking skills by evaluating the relevancy and reliability of sources, whether print or digital, and honing their abilities to analyze, compare, and draw conclusions from texts. Furthermore, they are taught digital citizenship, including safe internet practices, responsible use of online resources, and strategies for dealing with cyberbullying. Through participation in summer reading programs and other community activities, students come to understand the interconnectedness of libraries and the importance of information sharing. Ultimately, they apply these skills and knowledge to complete research tasks, synthesizing and presenting information effectively, while demonstrating good digital citizenship and adherence to academic integrity.

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STANDARDS

American Association of School Librarians (AASL) - National School Library Standards for Learners

I.A.1. I.A.2. II.A.1. II.A.2. II.A.3. III.A. III.A.1. III.A.2. III.A.3. IV.A.1.

IV.A.2. IV.A.3. V.A.1. V.A.2. V.A.3. VI.A.1. VI.A.2. VI.A.3. I.B.1. I.B.2.

I.B.3. II.B.1. II.B.2. II.B.3. III.B.1. III.B.2. IV.B.1. IV.B.2. IV.B.3. IV.B.4.

V.B.1. V.B.2. VI.B.1. VI.B.2. VI.B.3. I.C.1. I.C.2. I.C.3. I.C.4. II.C.1.

II.C.2. III.C.1. III.C.2. IV.C.1. IV.C.2. IV.C.3. V.C.1. V.C.2. V.C.3. VI.C.1.

VI.C.2. I.D.1. I.D.2. I.D.3. I.D.4. II.D.1. II.D.2. II.D.3. III.D.1. III.D.2.

IV.D.1. IV.D.2. IV.D.3. V.D.1. V.D.2. V.D.3. VI.D.1. VI.D.2. VI.D.3.

COURSE OBJECTIVES

Specific objectives for this course are aligned to the **American Association of School Librarians (AASL) - National School Library Standards for Learners**

ASSESSMENT TYPES

The following assessment types will be used during the course:

- Formative Assessments
- Project Based Learning
- Progress Monitoring

SUGGESTED METHODS OF INSTRUCTION

A library program demands the use of a variety of instructional strategies. Below is a list of suggested strategies for high-quality instruction:

- Instructional components outlined in *The Framework for Teaching* by Charlotte Danielson
- Direct Instruction
- Collaborative Learning
- Use of Technology
- Problem-solving and critical thinking tasks
- Visual representations

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RESOURCES

District Approved Program Resources	District Approved Supplemental Resources	District Approved Technology Resources
		Destiny