Course Overview

Middle School | 5-8 | Library - *Last Updated on April 4, 2025*

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

Throughout the student's middle school career, they use the library for academic and personal needs. This includes anything from pleasure reading, research projects, information and media literacy lessons. The students' ability to navigate through the many resources of the library will enhance both their enjoyment and ability to complete necessary academic assignments. This ability will prepare them for further academic studies as well as provide lifelong comfort in the use of the library for personal reasons.

Students will be able to distinguish between appropriate and inappropriate etiquette, understanding the importance of applying suitable behavior within the library community. They are expected to maintain proper conduct in this setting, recognizing its significance in shaping the library's atmosphere. With a grasp of the various sections of the library, students can locate specific areas necessary for completing academic research and appreciate the value of utilizing information within each section. They learn to select materials fitting for both academic pursuits and personal interests, employing different methods of searching for resources and interpreting catalog results, whether online or in print. Students can differentiate between fiction and nonfiction, expressing personal preferences while developing an appreciation for various literary genres. Moreover, they extend their knowledge beyond their library, understanding how other library systems operate and considering the use of alternative libraries comfortably. By identifying appropriate databases and websites and critiquing their value based on individual needs, students enhance their research skills and creativity, organizing their thoughts effectively and selecting suitable tools for study and analysis. Through this comprehensive understanding, they can analyze and hypothesize ideas, evaluate resources, and discern between appropriate and inappropriate sites, interpreting valid information while upholding proper library etiquette and utilizing materials effectively for academic and personal endeavors.

STANDARDS

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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
		Power Library Noodle Tools Scholastic Go Destiny EBSCO HOST