



Course Overview

High School | 9-12 | 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

High school library programs ensure that current students become future responsible members of society, they must be able to use the tools provided to them to make educated decisions. Being information literate and having the ability to use the library, Internet, and other information gathering tools to answer their own questions, enables students to be successful in life and whatever endeavors they pursue. Students who have the ability to find relevant information about the topic at hand effectively and efficiently will be valuable citizens in our democratic society and will excel in all aspects of their academic, social, personal and technical lives. Library and information literacy education truly prepare students to enter the world as responsible adults.

The student will develop a comprehensive understanding of appropriate library etiquette, distinguishing between behaviors suitable for different situations within the library community. With this knowledge, they will be able to locate specific materials within the library, utilizing appropriate keywords to enhance their research and recognizing the significance of copyright dates in evaluating sources. Additionally, they will interpret the Dewey Decimal classification system, navigate library rules and procedures, and compare various aspects of books, such as the index and table of contents, necessary for citation. Armed with search strategies, they will independently locate sources in the library and distinguish among different methods of searching the electronic card catalog, identifying pertinent information about sources. Moreover, students will differentiate among reference sources, selecting the most appropriate ones for their research needs and understanding the organization of subscription databases. They will critically analyze information found online, acknowledging legal and ethical considerations as digital citizens. Utilizing word processing and presentation tools, they will produce documents and recognize the plethora of Web 2.0 tools available for academic and personal use. Applying MLA formatting rules, they will proficiently cite sources and navigate the abundance of information while researching specific topics, employing strategies to avoid plagiarism and weigh sources



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for relevance efficiently.

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



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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

RESOURCES

District Approved Program Resources	District Approved Supplemental Resources	District Approved Technology Resources
		Power Library Explora Ebscohost Gale ABC CLIO Culture Grams ISTAR Blooms Literature ProQuest Historical Newspapers Power Library Access PA Noodle Tools Destiny