



Park Hill School District

Building Successful Futures • Each Student • Every Day

9th-12th Grade Library Media Curriculum

Course Description: The high school library media curriculum is totally integrated with other curriculum subject areas. High school media specialists collaborate with classroom teachers to provide relevant instruction to support identified standards in a flexible schedule that aligns with timeframes outlined in the curriculum subject areas.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
1st Quarter	Orientation	Topic 1: Navigating the Library & Review of Resources
Ongoing	Literature Analysis & Study	Topic 1: Literature Appreciation Topic 2: Literature Analysis & Study
Integrate with curriculum subject areas	Research Skills	Topic 1: The Research Process Topic 2: Ethical Use of Information

Unit 1: Orientation

Subject: Library Media

Grade: 9th-12th Grade ELA Classes

Name of Unit: Orientation

Length of Unit: Ongoing - ELA classes to attend at the beginning of the course

Overview of Unit: Students will review basic library procedures, be introduced to library media staff, services, and resources provided.

Priority Standards for unit:

- AASL II.B. - The school library represents all members and their place in a global learning community by: 1. Establishing and maintaining a collection of reading and information materials in formats that support the diverse developmental, cultural, social, and linguistic needs of the range of learners and their communities. 2. Organizing facilities to enhance the use of and ensure equitable access to information resources and services for all learners.
- AASL V.B. - The school library facilitates construction of new knowledge by: 2. Ensuring that multiple learning activities can occur in both physical and virtual spaces.

Supporting Standards for unit:

- AASL V.C. - School librarians prepare learners to engage with the learning community by: 1. Providing strategies for acting on curiosity about a topic of personal interest or curricular relevance.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
To adequately navigate and use the library resources (print, digital and physical space) to access materials to satisfy academic needs, personal curiosity or interest and which extend learning.	Use	Apply	2

Essential Questions:

1. Why is it essential to be able to navigate and utilize all library resources adequately?
2. How can an OPAC (Destiny) be useful to locate resources to meet your needs?

Enduring Understanding/Big Ideas:

1. Information can be accessed in multiple locations.
2. Reading materials are available in a variety of formats.

3. The library is a place to learn, discover and enjoy.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Audiobook	Material format
Call Number	Library use
Check In	Library use
Check Out	Library use
Circulation Desk	Library use
Database	Material format
eBook	Material format
Fiction	Literary type
Hold	Library use
Nonfiction	Literary type
OPAC (Destiny)	Library use
Renew	Library use

Curriculum Connections:

- AASL II.B. - The school library represents all members and their place in a global learning community by: 1. Establishing and maintaining a collection of reading and information materials in formats that support the diverse developmental, cultural, social, and linguistic needs of the range of learners and their communities. 2. Organizing facilities to enhance the use of and ensure equitable access to information resources and services for all learners.

Topic 1: Navigating the Library & Review of Resources

Engaging Experience 1

Title: Navigating the Library & Review of Resources

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- AASL II.B. - The school library represents all members and their place in a global learning community by: 1. Establishing and maintaining a collection of reading and information materials in formats that support the diverse developmental, cultural, social, and linguistic needs of the range of learners and their communities. 2. Organizing facilities to enhance the use of and ensure equitable access to information resources and services for all learners.

Detailed Description/Instructions:

- Cover in a series of mini-lessons:
 - Navigating the library.
 - Review the use of Destiny (OPAC).
 - Review how to access the Virtual LMC website, databases, and OverDrive.
 - Demonstrate understanding: book selection, effective use of the library, scavenger hunts, exit slips and other interactive activities.

Bloom's Levels: Apply

Webb's DOK: 2

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1-Navigating the Library & Review of Resources	Navigating the Library & Review of Resources	● Cover in a series of mini-lessons: ○ Navigating the library. ○ Review the use of Destiny (OPAC). ○ Review how to access the Virtual LMC website, databases, and OverDrive. ○ Demonstrate understanding: book selection, effective use of the library, scavenger hunts, exit slips and other interactive activities.	Ongoing - ELA classes to attend at the beginning of the course

Unit 2: Literature Appreciation, Analysis & Study

Subject: Library Media

Grade: 9th-12th

Name of Unit: Literature Appreciation, Analysis & Study

Length of Unit: Ongoing throughout school year

Overview of Unit: Throughout the school year the library media specialist will provide book talks, engaging displays, and curated collections of books exposing students to a variety of literature genres in multiple formats. The library media specialist will collaborate with content teachers to provide literature and instructional support that connects to the context of the course curriculum.

Priority Standards for unit:

- AASL IV.B. - Learners gather information appropriate to the task by: 3. Systematically questioning and assessing the validity and accuracy of information.
- AASL IV.D. - Learners select and organize information for a variety of audiences by: 1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.
- AASL VI.A. - Learners follow ethical and legal guidelines for gathering and using information by: 1. Responsibly applying information, technology, and media to learning. 2. Understanding the ethical use of information, technology, and media. 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.
- AASL V.A. - Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.
- ISTE STUDENTS: CREATIVE COMMUNICATOR - 6d. Students publish or present content that customizes the message and medium for their intended audiences.

Supporting Standards for unit:

- ISTE FOR STUDENTS: DIGITAL CITIZEN - 2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- ISTE FOR STUDENTS: KNOWLEDGE CONSTRUCTOR - 3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or create pursuits. 3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. 3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
The validity and accuracy of information	Questioning	Analyze	2
The validity and accuracy of information	Assessing	Evaluate	3
The quality, usefulness, and accuracy of curated resources	Analysis	Analyze	2
To use information, technology, and media to learning	Apply	Apply	2
The ethical use of information, technology, and media	Understand	Understand	2
The accuracy, validity, social and cultural context, and appropriateness for need	Evaluate	Evaluate	3
To read widely and deeply in multiple formats	Read	Understand	1
The content that customizes the message and medium for their intended audiences	Publish	Create	3
The content that customizes the message and medium for their intended audiences	Present	Apply	2

Essential Questions:

1. Why should students continue to build their reading lives to build lifelong reading habits?
2. Why is it beneficial to connect literature to high school curriculum?

Enduring Understanding/Big Ideas:

1. Fostering lifelong learning and stretching students to continue reading at higher levels will prepare them for future life endeavors.
2. Connecting literature to the curriculum ties learning to the real world while promoting independent reading and extended study of curricular topics.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Book Review	Literature - reader's advisory
Book Talk	Literature - reader's advisory
Book Trailer	Literature - reader's advisory
Classic Literature	Literary type
Contemporary Literature	Literary type
Database	Research resource
Dewey Decimal Classification	Library use
Genre	Literary type
Primary Source	Resource
Synthesis	Understanding
Analysis	Literature

Curriculum Connections:

- 9-10.RL.3.D Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
- 9-10.RI.3.A Analyze how similar ideas or topics are portrayed in different media formats.
- 9-10.RI.1.D Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas
- 9-10.RL.3.C Analyze how multiple texts reflect historical and/or cultural contexts.
- 11-12.RL.3.D: Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
- 11-12.RL.3.A: Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
- 11-12.RI.3.C: Evaluate how an author's work reflects his or her historical/cultural perspective.
- 11-12.RI.1.D: Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world

Lesson/Resource Bank

Topic 1: Literature Appreciation

Engaging Experience 1

Title: Promoting Reading

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- AASL V.A. - Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.

Supporting:

- AASL II.B. - The school library represents all members and their place in a global learning community by: 1. Establishing and maintaining a collection of reading and information materials in formats that support the diverse developmental, cultural, social, and linguistic needs of the range of learners and their communities.
- AASL V.C. - School librarians prepare learners to engage with the learning community by: 1. Providing strategies for acting on curiosity about a topic of personal interest or curricular relevance.

Detailed Description/Instructions:

- Cover in a series of mini-lessons:
 - Book Talks, Book Passes, and Book Reviews.
 - Promote Missouri state reading awards and other notable literary awards.
 - Curate a collection of books connected to content areas to support reading in the classroom.
 - Incentives and reading programs.
 - Displays.
 - Demonstrate understanding of content connections and extensions: students create infographics, timelines, videos, and/or other digitally created work.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Literature Analysis & Study

Engaging Experience 1

Title: Connecting Literature Content

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- AASL IV.B. - Learners gather information appropriate to the task by: 3. Systematically questioning and assessing the validity and accuracy of information.
- AASL IV.D. - Learners select and organize information for a variety of audiences by: 1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.
- ISTE STUDENTS: CREATIVE COMMUNICATOR - 6d. Students publish or present content that customizes the message and medium for their intended audiences.

Supporting:

- AASL V.C. - School librarians prepare learners to engage with the learning community by: 1. Providing strategies for acting on curiosity about a topic of personal interest or curricular relevance.

Detailed Description/Instructions:

- Cover in a series of mini-lessons:
 - Content-specific literature circles.
 - Literature excerpts that tie to content.
 - Primary sources that connect to content.
 - Demonstrate understanding of content connections and extensions: students create infographics, timelines, videos, and/or other digitally created work.

Bloom's Levels: Analyze, Create

Webb's DOK: 2, 3

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1-Literature Appreciation	Promoting Reading	● Cover in a series of mini-lessons: ○ Book Talks, Book Passes, and Book Reviews. ○ Promote Missouri state reading awards and other notable literary awards. ○ Curate a collection of books connected to content areas to support reading in the classroom. ○ Incentives and reading programs. ○ Displays. ○ Demonstrate understanding of content connections and extensions: students create infographics, timelines, videos, and/or other digitally created work.	Ongoing
2-Literature Analysis & Study	Connecting Literature Content	● Cover in a series of mini-lessons: ○ Content-specific literature circles. ○ Literature excerpts that tie to content. ○ Primary sources that connect to content. ○ Demonstrate understanding of content connections and extensions: students create infographics, timelines, videos, and/or other digitally created work.	Ongoing

Unit 3: Research Skills

Subject: Library Media

Grade: 9th-12th

Name of Unit: Research Skills

Length of Unit: Ongoing throughout school year

Overview of Unit: In this unit, students will build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems. Students will also make meaning for oneself and others by analyzing, collecting, organizing, and sharing resources while demonstrating safe, legal and ethical use of information.

Priority Standards for unit:

- AASL IV.B. - Learners gather information appropriate to the task by: 3. Systematically questioning and assessing the validity and accuracy of information.
- AASL IV.D. - Learners select and organize information for a variety of audiences by: 1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.
- AASL VI.A. - Learners follow ethical and legal guidelines for gathering and using information by: 1. Responsibly applying information, technology, and media to learning. 2. Understanding the ethical use of information, technology, and media. 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.
- ISTE FOR STUDENTS: DIGITAL CITIZEN - 2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- ISTE FOR STUDENTS: KNOWLEDGE CONSTRUCTOR - 3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or create pursuits. 3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. 3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

Supporting Standards for unit:

- AASL IV.B. - Learners gather information appropriate to the task by: 3. Systematically questioning and assessing the validity and accuracy of information.
- AASL IV.D. - Learners select and organize information for a variety of audiences by: 1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.
- AASL VI.A. - Learners follow ethical and legal guidelines for gathering and using information by: 1. Responsibly applying information, technology, and media to learning. 2. Understanding the ethical use of information, technology, and media. 3. Evaluating

information for accuracy, validity, social and cultural context, and appropriateness for need.

- ISTE FOR STUDENTS: DIGITAL CITIZEN - 2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- ISTE FOR STUDENTS: KNOWLEDGE CONSTRUCTOR - 3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or create pursuits. 3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. 3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- 11-12.W.1.A: Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
To identify and use relevant sources, print and digital	Select	Analyze	3
To research to answer a question	Conduct	Apply	3
To use search terms effectively	Use	Apply	3
To evaluate credibility and accuracy of each source	Assess	Evaluate	3
To properly credit the use of ideas and information created by others	Attribute	Apply	2

Essential Questions:

1. Why should students follow a research process?
2. How will learning the research process and the ethical use of information benefit learners?

Enduring Understanding/Big Ideas:

1. The research process helps current learners navigate information overload and determine resources to fit their task.

2. Students will identify and locate research resources and learn how to use the information ethically.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Accuracy	Evaluating Information
Advanced Search	Strategy for Effective Research
Attribution	Ethical Use of Information
Authority	Evaluating Information
Bias	Evaluating Information
Bibliography	Ethical Use of Information
Citation	Ethical Use of Information
Copyright	Legal Use of Information
Credibility	Evaluating Information
Currency	Evaluating Information
Database	Research Resource
In-text Citations	Ethical Use of Information
Keyword Search	Strategy for Effective Research
Citation Styles: APA, MLA, Chicago	Ethical Use of Information
Paraphrase	Ethical Use of Information
Plagiarism	Ethical Use of Information
Synthesis	Understanding
Works Cited	Ethical Use of Information

Curriculum Connections:

- W1.A.9-10 Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather

multiple relevant, credible sources, print and digital; integrate information using a standard citation system. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

- 11-12.W.1.A: Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (ELA 3; Unit 2: Argumentation; Topic 3: the Power of Advocacy)
- AH.9-12.1.1.C. Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of United States history post c. 1870 to a contemporary issue.
- WH.9-12. 1.1.C. Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of world history post c. 1450 to a contemporary issue.

Lesson/Resource Bank

Topic 1: Research Process

Engaging Experience 1

Title: The Research Process

Suggested Length of Time: Ongoing (aligning to projects in all subject areas)

Standards Addressed

Priority:

- AASL IV.A. - Learners act on an information need by: 1. Determining the need to gather information. 2. Identifying possible sources of information. 3. Making critical choices about information sources to use.
- AASL IV.B. - Learners gather information appropriate to the task by: 1. Seeking a variety of sources. 2. Collecting information representing diverse perspectives. 3. Systematically questioning and assessing the validity and accuracy of information. 4. Organizing information by priority, topic, or other systematic scheme.
- AASL IV.D. - Learners select and organize information for a variety of audiences by: 1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.
- AASL VI.A. - Learners follow ethical and legal guidelines for gathering and using information by: 2. Understanding the ethical use of information, technology, and media. 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.
- ISTE FOR STUDENTS: KNOWLEDGE CONSTRUCTOR - 3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

Detailed Description/Instructions:

- Cover in a series of mini-lessons:
 - Review skills in identifying the task, problem or need for information.
 - Strategies needed to determine the appropriate format of information (e.g. print, media, online, database) for a task and use of advanced search criteria to conduct effective searches.
 - How to identify expertise and credibility of information resources.
 - Critical evaluation of information for a task and the context in which it will be used.
 - Demonstrate understanding of the research process: students compose written work, videos, infographics, and/or other digitally created work.

Bloom's Levels: Apply, Analyze

Webb's DOK: 3, 4

Topic 2: Ethical Use of Information

Engaging Experience 1

Title: Copyright and Citing Sources

Suggested Length of Time: Ongoing (aligning to projects in all subject areas)

Standards Addressed

Priority:

- AASL VI.A. - Learners follow ethical and legal guidelines for gathering and using information by: 2. Understanding the ethical use of information, technology, and media.
- ISTE FOR STUDENTS: DIGITAL CITIZEN - 2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- ISTE FOR STUDENTS: KNOWLEDGE CONSTRUCTOR - 3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

Detailed Description/Instructions:

- Cover in a mini-lesson:
 - Review attributing credit to sources and how to properly cite sources.
 - Review copyright of a text and the validity of the source to determine how the copyright date of an informational source impact its validity.
 - Demonstrate understanding through appropriate use of citations within content work.

Bloom's Levels: Analyze & Apply

Webb's DOK: 2

Engaging Experience 2

Title: Plagiarism and Citing Sources

Suggested Length of Time: Ongoing (aligning to projects in all subject areas)

Standards Addressed

Priority:

- AASL VI.A. - Learners follow ethical and legal guidelines for gathering and using information by: 2. Understanding the ethical use of information, technology, and media.
- ISTE FOR STUDENTS: DIGITAL CITIZEN - 2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

Detailed Description/Instructions:

- Cover in a series of mini-lessons:
 - MLA, APA and Chicago formatting of sources and in-text citations.
 - How to state and re-state information from a source without plagiarizing.
 - Understanding the difference between a bibliography and a works cited page.

Bloom's Levels: Analyze & Apply

Webb's DOK: 2

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1-Research Process	Research Process	In a series of mini-lessons: ● Review skills in identifying the task, problem or need for information. ● Strategies needed to determine the appropriate format of information (e.g. print, media, online, database) for a task and use of advanced search criteria to conduct effective searches. ● How to identify expertise and credibility of information resources. ● Critical evaluation of information for a task and the context in which it will be used. ● Demonstrate understanding of the research process: students compose written work, videos, infographics, and/or other digitally created work.	Ongoing (aligning to projects in all subject areas)
2-Ethical Use of Information	Copyright and Citing Sources	Cover in a mini-lesson: ● Attributing credit to sources. ● How to cite sources when attributing credit. ● Copyright of a text and the validity of the source; how does the copyright date of an informational source impact its validity?	Ongoing (aligning to projects in all subject areas)
2-Ethical Use of Information	Plagiarism & Citing Sources	Cover in a series of mini-lessons: ● MLA, APA and Chicago formatting of sources and in-text citations. ● How to state and re-state information from a source without plagiarizing. ● Understanding the difference between a bibliography and a works cited page.	Ongoing (aligning to projects in all subject areas)

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

Symbols:



This symbol depicts an experience that can be used to assess a student's 21st Century Skills using the rubric provided by the district.



This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.