

12th Grade Library Media Curriculum

[Vocabulary](#)

[Research Skills](#)

[Literature Appreciation](#)

Vocabulary

Stage 1- Desired Results	
Essential Questions <ul style="list-style-type: none"> How will understanding library terms apply to my future information needs? How do I use what I know of library terms in libraries throughout the world? How do I use Library terms to access information? 	Enduring Understandings <i>Students understand that...</i> <ul style="list-style-type: none"> there is specific library vocabulary.
Standards and Performance Indicators: COMMON CORE LEARNING STANDARDS (CCLS) CCLS:English Language Arts 6-12, Grades 11-12, Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language <ul style="list-style-type: none"> They build strong content knowledge. INFORMATION FLUENCY CONTINUUM (IFC) Library/Information Literacy (NYLA), Schoolwide, Appreciate Information, Ideas Digital learners develop an appreciation for information and ideas in pursuit of personal growth. Digital learners develop an appreciation for information and ideas by... <ul style="list-style-type: none"> connecting ideas to one's own interests and prior knowledge and experience Digital learners pursue personal growth by... <ul style="list-style-type: none"> demonstrating personal responsibility for lifelong learning AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS (AASL) AASL Standards for the 21st Century Learner, K-12 , Inquiry & Critical Thinking Learners use skills, resources and tools to inquire, think critically, and gain knowledge. <ul style="list-style-type: none"> 1.1 Skills <ul style="list-style-type: none"> 1.1.2 Use prior and background knowledge as context for new learning. AASL Standards for the 21st Century Learner, K-12 , Knowledge Application <ul style="list-style-type: none"> 2.3 Responsibilities <ul style="list-style-type: none"> 2.3.1 Connect understanding to the real world. 2.4 Self-Assessment Strategies <ul style="list-style-type: none"> 2.4.3 Recognize new knowledge and understanding. 	
Knowledge <i>Students know that..</i> <ul style="list-style-type: none"> there are terms and phrases regularly used in the Library Media Center that they should be using in appropriate settings. NRCSD Library Vocabulary 	Skills <i>Students will be able to...</i> <ul style="list-style-type: none"> understand and utilize the appropriate vocabulary relating to books and libraries in any library environment. identify new library vocabulary terms that are grade level specific and terms will be constantly reinforced in group and individual settings.
Stage 2- Assessment Evidence	
<ul style="list-style-type: none"> Librarian will observe students using "library vocabulary terms" while they are in the Library Media Center. 	
Stage 3- Learning Activities	

GRADE 12

Activities

- Vocabulary terms are embedded within all library usage.

Resources

- List of library vocabulary previously introduced at lower level.
- List of Library vocabulary to be introduced at current level.
- [NRCSD Library Vocabulary](#)

Research Skills

Stage 1- Desired Results	
Essential Questions <ul style="list-style-type: none"> ■ What are research skills? ■ How will I utilize research skills? ■ How are research skills utilized outside the library media center? ■ How will research skills assist me in the future? 	Enduring Understandings <i>Students understand that...</i> <ul style="list-style-type: none"> ■ appropriate information seeking strategies and citing sources are an important component of research.
Standards and Performance Indicators: COMMON CORE LEARNING STANDARDS (CCLS) CCLS:English Language Arts 6-12, Grades 11-12, Reading: Informational Text Key Ideas and Details <ol style="list-style-type: none"> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <ul style="list-style-type: none"> ■ 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <ul style="list-style-type: none"> ■ 3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. Integration of Knowledge and Ideas <ol style="list-style-type: none"> 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. <ul style="list-style-type: none"> ■ 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CCLS:English Language Arts 6-12, Grades 11-12, Writing Research to Build and Present Knowledge <ol style="list-style-type: none"> 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. <ul style="list-style-type: none"> ■ 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. <ul style="list-style-type: none"> ■ 8. 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. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> ■ 9. Draw evidence form literary or informational texts to support analysis, reflection, and research. INFORMATION FLUENCY CONTINUUM (IFC) Information Fluency Continuum, Grade 12, Using Inquiry to Build Understanding and Create New Knowledge Connect	

- Reads background information to discover the complexities of the problem or question and brainstorms ideas for further inquiry.
 - Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research.
 - Develops a schematic or mind map to express the big idea and the relationships among supporting ideas and topics of interest.
- Wonder
- Focuses the purpose of the research by formulating specific questions to be answered.
- Investigate
- Brainstorms ideas for further information.
 - Uses search strategies (Boolean operators, synonyms and relational searching) to broaden and narrow searches and locate appropriate resources.
 - Uses technology resources such as the online catalog, online encyclopedias, online databases, Web subject directories, and links from valid Web sites to locate primary and secondary information on topics of inquiry.
 - Takes notes using one or more of a variety of notetaking strategies, including reflecting on the information (e.g., graphic organizers, two-column notes).

Information Fluency Continuum, Grade 12, Demonstrating Social Responsibility

Importance of Information to a Democratic Society

- Uses multiple resources as a general rule to seek a balanced and global perspective.

Ethical Behavior in the Use of Information

- Abides by the Acceptable Use Policy in all respects.
- Uses programs and Internet sites responsibly, efficiently, and ethically.
- Takes notes by paraphrasing, summarizing, or selecting short segments to quote

AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS (AASL)

AASL Standards for the 21st Century Learner, K-12 , Inquiry & Critical Thinking

Learners use skills, resources and tools to inquire, think critically, and gain knowledge.

1.1 Skills

- 1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.
- 1.1.3 Develop and refine a range of questions to frame the search for new understanding.
- 1.1.4 Find, evaluate, and select appropriate sources to answer questions.
- 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context
- 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
- 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias

1.2 Dispositions in Action

- 1.2.3 Demonstrate creativity by using multiple resources and formats.
- 1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.
- 1.2.6 Display emotional resilience by persisting in information searching despite challenges.

1.3 Responsibilities

- 1.3.1 Respect copyright/intellectual property rights of creators and

producers.

- 1.3.3 Follow ethical and legal guidelines in gathering and using information.
- 1.3.5 Use information technology responsibly.

1.4 Self-Assessment Strategies

- 1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.
- 1.4.4 Seek appropriate help when it is needed.

AASL Standards for the 21st Century Learner, K-12 , Knowledge Application

Learners use skills, resources and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

2.1 Skills

2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge

2.1.2 Organize knowledge so that it is useful.

2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.

2.2 Dispositions in Action

2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.

2.3 Responsibilities

2.3.1 Connect understanding to the real world.

2.4 Self-Assessment Strategies

2.4.1 Determine how to act on information (accept, reject, modify).

2.4.3 Recognize new knowledge and understanding.

AASL Standards for the 21st Century Learner, K-12 , Personal & Aesthetic Growth

Learners use skills, resources and tools to pursue personal and aesthetic growth.

4.1 Skills

4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.

4.1.6 Organize personal knowledge in a way that can be called upon easily.

Knowledge

Students know that..

- *information seeking strategies are necessary when completing a research assignment.*
- *all sources need to be cited in completing a research assignment.*

Skills

Students will be able to...

- use information strategies to research
- identify reference sources
- select appropriate materials
- locate information in a variety of resources including online resources
- take notes/record information
- use book elements as necessary for research
- cite sources used in appropriate format

Stage 2- Assessment Evidence

- Written report / assignment
- Easybib account
- Observation / utilization of library resources

Stage 3- Learning Activities

Activities

- Research project(s)

Resources

- Library Media Center
- Library staff
- Books
- Periodicals
- Reference resources
- Databases
- Online resources
- Student research

Literature Appreciation

Stage 1- Desired Results	
Essential Questions <ul style="list-style-type: none"> ■ Why read? ■ How does a knowledge of literary genres affect my reading selection? ■ How does what I read influence my decision making? ■ How will reading enrich my life? 	Enduring Understandings <i>Students understand that...</i> <ul style="list-style-type: none"> ■ there are different genres and text types.
Standards and Performance Indicators: COMMON CORE LEARNING STANDARDS (CCLS) CCLS:English Language Arts 6-12, Grades 11-12, Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language <ul style="list-style-type: none"> ■ They demonstrate independence. CCLS:English Language Arts 6-12, Grades 11-12, Reading: Literature Responding to Literature <ul style="list-style-type: none"> 11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures. <ul style="list-style-type: none"> ■ 11a. Self-select text to respond and develop innovative perspectives. INFORMATION FLUENCY CONTINUUM (IFC) AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS (AASL) AASL Standards for the 21st Century Learner, K-12 , Inquiry & Critical Thinking Learners use skills, resources and tools to inquire, think critically, and gain knowledge. <ul style="list-style-type: none"> 1.1 Skills <ul style="list-style-type: none"> ■ 1.1.2 Use prior and background knowledge as context for new learning. ■ 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.2 Dispositions in Action <ul style="list-style-type: none"> ■ 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information. ■ 1.2.3 Demonstrate creativity by using multiple resources and formats. AASL Standards for the 21st Century Learner, K-12 , Knowledge Application 2.3 Responsibilities <ul style="list-style-type: none"> ■ 2.3.1 Connect understanding to the real world. AASL Standards for the 21st Century Learner, K-12 , Personal & Aesthetic Growth Learners use skills, resources and tools to pursue personal and aesthetic growth. <ul style="list-style-type: none"> 4.1 Skills <ul style="list-style-type: none"> ■ 4.1.1 Read, view, and listen for pleasure and personal growth. ■ 4.1.2 Read widely and fluently to make connections with self, the world, and previous reading. ■ 4.1.4 Seek information for personal learning in a variety of formats and genres. ■ 4.1.5 Connect ideas to own interests and previous knowledge and experience. 4.2 Dispositions in Action <ul style="list-style-type: none"> ■ 4.2.1 Display curiosity by pursuing interests through multiple resources. 4.3 Responsibilities <ul style="list-style-type: none"> ■ 4.3.3 Seek opportunities for pursuing personal and aesthetic growth. 4.4 Self-Assessment Strategies <ul style="list-style-type: none"> ■ 4.4.1 Identify own areas of interest. 	

GRADE 12

Knowledge <i>Students know that..</i> <ul style="list-style-type: none">■ there is value in developing an appreciation of reading■ they can find books to read by "interests"	Skills <i>Students will be able to...</i> <ul style="list-style-type: none">■ identify books of different literary genres■ choose a "fiction," "non-fiction" or "biography" book■ based on teacher, librarian, or personal recommendations
Stage 2- Assessment Evidence	
<ul style="list-style-type: none">■ Students successfully check out their books.■ Students will read selected book and complete teacher directed assignment.	
Stage 3- Learning Activities	
<u>Activities</u> <ul style="list-style-type: none">■ Book selection	<u>Resources</u> <ul style="list-style-type: none">● Library books● OPAC terminals● Teacher recommended lists● Librarian recommended lists● FSS Reader's advisory guides in adventure, Historical, Humor, Sports, Science Fiction, Romance, Teen and Spanish fiction.