

The sixth grade student at St. Patrick’s will actively participate in a challenging learning environment. The library media specialist offers instruction and resources in print, audiovisual, and online formats to provide a foundation for using libraries and information resources in lifelong learning. Middle school library is emphasized in library open access time, independent reading assignments in various genres, displays and research projects designed by the classroom teacher. Library in middle school is a reinforcement of what was taught in the lower grades. Collaboration involves the library media specialist, technology teacher, and the grade level teachers. Award winning books for older readers are integrated into author studies and research projects.

	<u>Standards/Goals</u>	<u>Instructional Tools</u>	<u>Assessment Tools</u>
<b>Information</b>	a. Read, write about, and discuss a rich assortment of quality multicultural literature in various genres	Six Traits	Teacher observation
<b>Literacy</b>	b. Use the automated catalog independently (OPEC)	Graphic Organizers	Student participation
A student who is information literate:	c. Master information skills taught in previous grades, with an emphasis on note-taking, extracting relevant information, and organization	Fiction Books	Oral discussion
- accesses information efficiently and effectively	d. Access and understand use of library’s online resources	Nonfiction Books	Student projects
- evaluates information critically and competently	e. Understand the use of Boolean operators in keyword searching	Online Internet Resources	Teacher assessments
- uses information accurately and creatively	f. Observe ethical use of information, summarize in own works, and cite sources		Rubrics
	g. Use a rubric to self evaluate work in research and presentation		
	h. Find materials independently using the Dewey Decimal numbers		
	i. Construct a bibliography using title, author, page(s), publisher/web page authority, and copyright		
	j. Integrate information and ideas from multiple resources		
	k. Recognize intended audience and purpose		

	<b><u>Standards/Goals</u></b>	<b><u>Instructional Tools</u></b>	<b><u>Assessment Tools</u></b>
<p><b>Independent Learning</b>  A student who is an independent learner is information literate and:</p> <ul style="list-style-type: none"> <li>- pursues Information related to personal interests</li> <li>- appreciates literature and other creative expressions of information</li> <li>- strives for excellence in information seeking and knowledge generation</li> </ul>	<ul style="list-style-type: none"> <li>a. Organize relevant information</li> <li>b. Locate and select poetry and recognize elements of style</li> <li>c. Identify personal reading preferences when selection books for recreational or classroom purposes</li> <li>d. Connect new ideas with prior knowledge</li> <li>e. Make predictions</li> <li>f. Use organizational strategies to restate information</li> <li>g. Identify an information need and begin to formulate questions to determine appropriate problem solving strategies</li> <li>h. Share information with others</li> <li>i. Recognize basic literary elements</li> </ul>	<p>Six Traits  Graphic Organizers  Fiction Books  Nonfiction Books  Online Internet Resources</p>	<p>Teacher observation  Student participation  Oral discussions</p>
<p><b>Social Responsibility</b>  A student who contributes positively to the learning community and to society is information literate and:</p> <ul style="list-style-type: none"> <li>- recognizes the importance of information to a democratic society</li> <li>- practices ethical behavior in regard to information and information technology</li> <li>- participates effectively in groups to pursue and generate information</li> </ul>	<ul style="list-style-type: none"> <li>a. View and listen to literature and information in a variety of cultures and disciplines</li> <li>b. Develop and awareness of intellectual freedom and freedom of expressions while accepting personal responsibility to maintain community standards</li> <li>c. Avoid plagiarism and model appropriate use of basic copyright laws</li> <li>d. Cite sources appropriately</li> <li>e. Recommend titles to other students based on their experiences</li> <li>f. Demonstrate proper care and handling of library resources</li> <li>g. Show respect for others</li> </ul>	<p>DWP  Six Traits  Fiction Books  Nonfiction Books  Summarizing  Note Taking</p>	<p>Teacher observation  Student participation  Oral discussions</p>