Library Skills Syllabus

Course Title / Section: Library Skills

Course Length / Grade(s): Sixth Grade students receive one quarter of library instruction during the specials rotation. Classes meet every other day for the 45 day quarter (22-23 days, 50 minute lessons).

Essential Questions:

How do I locate, access, and choose information resources in the library?
How can I use technology to access and use information and resources?
How do I interpret information to develop new understandings?
How can I avoid plagiarism and use information and resources ethically?
How can I incorporate new information into unique products?
How can I collaborate with others to learn and share knowledge?

*Adapted from AASL Standards for the 21st Century Learners

Course Description: Students participate in an in-depth orientation to the Middle School library facility and resources. Students practice locating, evaluating and selecting information from a variety of print and digital resources. Emphasis is placed on evaluating print and digital information sources. They conduct research and create a digital project to present information to an authentic audience.

State and National Standards:

Library Skills incorporates the Common Core State Standards in English/Language Arts and the American Association of School Librarians Learning Standards. Those CCS standards are in Reading Literature; Reading Informational Text; Writing with a focus on Informational, Argument, and Research Writing; and Speaking and Listening.

For more detailed information, please refer to:

See the Common Core Crosswalk for a diagram of the intersection of AASL & CCSS for 6th grade at:
http://www.ala.org/aasl/guidelinesandstandards/commoncorecrosswalk/ccelasixth

Student Targets

Students will locate, access and evaluate information resources.
Students will apply technology to access and use information resources.
Students will utilize organizers to take notes and learn to cite sources to avoid plagiarism and practice using resources ethically.
Students will access, organize and synthesize information to create new understandings.
Students will incorporate new information and create unique products.
Students will cooperate and collaborate with librarian and classmates to learn and share knowledge.

Assessment, Grading, and Reporting:

The students will be graded on formative and summative assessments.

Formative Assessments: 35%
- Quizzes: will be given as check points to assess student understanding.
- Informal Monitoring Tools: to monitor comprehension of the content.
Summative Assessments: 65%
- Tests: may be given at the end of a unit of instruction
- Digital Project will demonstrate critical thinking and application of major concepts

There is no formal homework assigned. All work will be done in class. Students are encouraged to try the internet based resources or bring engaging materials home to explore.

Overview of the Learning Plan – An Outline of Required Topics in the Course:

Topic 1: Using the Library Website and Library Catalog
Students are introduced to the PMS Library Website and learn how to use the library catalog to locate resources in a variety of formats in the library, at other school libraries and electronically.

Topic 2: Search Strategies
Students practice search strategies for applying web search engines to locate resources in a variety of formats on the internet.

Topic 3: Website Evaluation
Students will apply evaluation criteria to websites to assess Currency, Reliability, Authority and Purpose in order to make informed decisions about quality resources.

Topic 4: Citing Sources
Students will understand the importance of keeping organized lists of the resources consulted during a research project.

5: Using Graphic Organizers
Students will participate in a discussion of different types of organizers. Students will choose or design an organizer to use for the quarter. Students will use the organizer to collect information and self assess and reflect on the information task.

6: Using Encyclopedias
Student will practice utilizing encyclopedias to locate information. Information text reading strategies are emphasized.

7: Online Databases
Students will be introduced to databases: what is a database, using databases to locate nonfiction articles.

8: Nonfiction Books
Students will demonstrate ability to use a nonfiction text to search and identify informational text to answer research questions.

9: Creating a Digital Presentation
Students will synthesize the information collected from multiple sources to create a digital project (examples include, but are not limited to: Powerpoint presentations, webpages or Photo Story presentation).

10: Sharing and Providing Constructive Feedback: Peer edits are done to student work to provide an opportunity to learn to give and receive constructive feedback. Editing other students product provides an opportunity to reflect on the student’s own efforts.