

Title page-Library Media Curriculum

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ACKNOWLEDGEMENT

In June of 2004, a committee of staff and administrators was formed to develop a Media Curriculum with a K-12 continuum. The committee members combined their unique competencies and interests in a joint effort to develop this curriculum, which is the result of the interactions and idea exchanges among the committee members, from teachers and administrators within the school system.

The curriculum should assist staff in determining the expected concept and performance level at the various grades. It is not designed to restrict or limit the creativity or imagination of the teachers. The guide serves as a springboard for the development of additional concepts and masters of skills, depending on the ability and interests of each student.

Program Description

Van Buren School's library media program supports the development of a community of learners that is centered on the student and information literacy. Information literacy is defined as the ability to access, evaluate, and use information from a variety of sources for problems solving, decision-making and research.

This project was successfully completed because of the dedication and consistent efforts of the committee members who participated in this project.

Vickie Shepard
Verna Canaday
Shelly Huffman
Marsha Harward
Dr. Karen Stinson

We are grateful to these committee members, and support and compliment their fine efforts.

FREEDOM TO TEACH, TO LEARN, AND TO EXPRESS IDEAS IN THE PUBLIC SCHOOLS

The freedom to teach, to learn, and to express ideas without fear of censorship are fundamental rights held by public school teachers and students as well as all other citizens. These freedoms, expressed and guaranteed in the First Amendment to the U.S. Constitution, must be preserved in the teaching/learning process in a society of diverse beliefs and viewpoints and shared freedoms. Public schools must promote an atmosphere of free inquiry and a view of subject matter reflecting a broad range of ideas so that students are prepared for responsible citizenship. However, criticism of educational resources and teaching methods and the advocacy of additional educational resources are also essential First Amendment rights of students, faculty, parents, and other members of the community.

Public school personnel should:

1. Select curriculum, teaching methods, resources, and materials appropriate to the education objectives and the maturity and skill levels of the students based on their professional competence as educators and according to established school board policies and procedures. However, teachers should not be allowed to indoctrinate students with their own personal views.
2. Provide students with access to a broad range of ideas and viewpoints.
3. Encourage students to become decision makers, to exercise freedom of thought, and to make independent judgments through the examination and evaluation of relevant information, evidence, facts, and differing viewpoints.
4. Support students' rights to present their ideas even if some people might find the ideas objectionable.
5. Discuss issues, including those viewed by some as controversial, since such discussion is essential to students' development of critical thinking and other skills which prepare them for full participation as citizens in a democratic society.

Individuals or groups outside the public schools should not be allowed to:

1. Use the public schools to indoctrinate students with particular viewpoints or beliefs.
2. Determine which viewpoints will be presented or avoided in public schools.
3. Require the disciplining of professional staff for including issues or resources considered controversial in their classes if the reasons for including them are educationally sound.

Date of Adoption: August 13, 1986

Date of Review: March 14, 2001

Date of Revision: _____

FORWARD

The purpose of this guide is to assist teachers in the organization and instruction of media in the Van Buren Community School District.

This guide provides direction for teachers of grades kindergarten through twelfth and is adaptable for individual and class needs. It is, however, important that teachers follow the suggested Standards and Benchmarks of lesson content to ensure systematic and comprehensive instruction concepts and skills.

Committee members established basic agreement on the philosophy and goals of Science in our schools system.

This guide, prepared by classroom teachers, for use by classroom teachers, provides Standards and Benchmarks for instruction which reflects a sense of wonder and appreciation for the gifts within and around us.

Mission:

- Van Buren Community Schools' library media program ensures that students and staff are effective users of ideas and information throughout life. This goal is accomplished by
 - Providing intellectual and physical access to materials in all formats
 - Providing instruction to foster competences and stimulate interest in reading, viewing, and using information and ideas.
 - Collaboration with other educators to design learning strategies to meet the needs of individual students
 - Help all students achieve information literacy by developing the effective cognitive strategies for selecting, retrieving, analyzing, evaluation, synthesizing, creating, and communicating information in all formats and in all content areas of the curriculum.
 - Provide learning experiences that encourage students and others to become discriminating consumers of information in all content areas of the curriculum.
 - Provide leadership, collaboration, and assistance to teachers and others in applying principles of instructional design for the use of technology for teaching and learning.
 - Provide a diversity of experiences, opinions, and social and cultural perspectives.
 - Support the concept that intellectual freedom and access to information are prerequisites to effective and responsible citizenship in a democracy.
 - Provide physical access to information through
 - ❖ Carefully selected and systematically organized local collection of diverse learning resources that represent a wide range of subjects, levels of difficulty, and formats.
 - ❖ A systematic procedure for acquiring information and materials from outside the library media center and the school through such mechanisms as an electronic networks, interlibrary loan, and cooperative agreements with other information agencies.
 - ❖ Instruction in using a range of equipment for accessing local and remote information in any format.

DIVISION V MEDIA PROGRAM

281-12.5(256) Media program. The following media program standards shall be met by schools and school districts for accreditation with the start of the 1989-1999 school year.

12.5(2) Media program. The media program shall include experiences designed to develop healthy emotional and social habits and growth in the language arts and communication skills, as well as a capacity for the completion individual tasks, and protect and increase physical well-being with attention given to experiences relating to the development of life skills and human growth and development. A media teacher shall be license/certificated to teach in media. An accredited nonpublic school must meet the requirements of this subsection only if the nonpublic school offers a media program.

Broad Content Goal

As a result of their learning, Van Buren Community Schools' students will appreciate the value of literature and other creative expressions of information and will access, evaluate, and use information for a variety of sources for lifelong research, problem solving, and decision-making.

EDUCATIONAL PHILOSOPHY

The Board of Directors of the Van Buren Community School District is committed to the operation of schools whose purpose is to serve by assisting each learner to develop into a mature individual and contributing member of society. The goals of education and the goals of democracy are fundamentally the same. The board believes the nature of learning is a continuous experience throughout the life of each individual. This experience is influenced by a variety of factors including the environment surrounding the learner. The Board also believes, and recognizes, the stages of development associated with growth. It is believed all have the capability of learning given appropriate opportunity.

The Board of Directors recognizes the guardianship of public education is a trust and an obligation. Consequently, the Board believes that a desirable learning atmosphere must be provided which includes the following: (1) Appropriate facilities; (2) Competent staff; (3) Appropriate educational and instructional materials; (4) Assurance of safety; (5) Recognition of individual dignity and worth; (6) A scope of educational experiences to challenge each student; and (7) Periodic review, revision, and evaluation.

The Board further believes the scope of educational experience should meet the needs of varied learners and include experience should meet the needs of varied learners and include experiences that encompass the intellect and associated basic and developmental skills, as well as aesthetic, physical, civic, social, vocational, multicultural, and technological awareness.

EDUCATIONAL EQUITY POLICY

1. It is the policy of Van Buren Community School District to provide equal educational and employment opportunities and not to illegally discriminate on the basis of gender, race, national race, creed, age, marital status or disability in its educational programs, activities or its employment and personnel policies.
2. This district shall provide program activities, a curriculum and instructional resources which will reflect the racial and cultural diversity present in the United States and the variety of careers, roles and life styles open to both men and women in our society. One of the objectives of the district's programs, curriculum, services and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of gender, race, ethnicity, religion, age, marital status and disability. The curriculum, programs and services shall foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties and responsibilities of each individual as a member of a pluralistic society.
3. It is the policy of this district to affirmatively recruit women and men, members of diverse racial/ethnic groups and persons with disabilities for job categories where they are underrepresented. A fair and supportive environment will be provided for all students and employees regardless of their gender, race, national origin, creed, age, marital status or disability. Harassment of sexual nature or with demeaning intent related to race, national origin, gender, disability, age or religion, made from one employee to another, from an employee to a student or vice versa, and from one student to another is a violation of this policy.
4. Inquiries regarding compliance of equity policies may be directed to the following:
 Title IX – High School Principal; Title VI and Section 504 – Associate Superintendent, Van Buren Jr/Sr. High School, 503 Henry Street, Keosauqua, Iowa 52565, 319-293-3334, to the Director of the Iowa Civil Rights Commission, Des Moines, Iowa, or to the Director of the Region VII Office of Civil Rights, Department of Education, Kansas City, Missouri.
5. The Affirmative Action Coordinator for the district shall be the Superintendent. The Educational Equity Coordinator for the district will be the Associate Superintendent. Inquiries concerning a grievance procedure should be addressed to either coordinator.

Federal and state regulations require that the non-discrimination policy, the identity of the designated local coordinator and notification about the existence of the grievance procedure be disseminated to employees, students and parents on an annual or ongoing basis. This notification must be included in major annual or general publications such as:

<i>Student Handbooks</i>	<i>School Newsletters</i>	<i>Teacher Handbooks</i>
<i>Local Newspapers</i>	<i>Employee (Staff) Handbooks</i>	<i>Employment Application Forms</i>
<i>Registration Handbook</i>	<i>Program Brochures & Publications</i>	

Agreement forms with labor organizations and businesses which hold professional agreements with the school or agency.

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A PHILOSOPHY OF MEDIA

Media education is the link between media and society. Its ultimate goal is to DEVELOP MEDIA LITERATE CITIZENS who understand the impact, and uses the knowledge and processes of media to solve problems and improve life within the limits of the total environment. Media education is any set of activities that develop media literacy.

A new generation of media literate citizens is needed to cope with our media and technological society and to deal with a complex set of technical and ethical questions. It is recommended that all students receive and appropriate education in media to develop the intellectual skills that are basic to critical observation, problem resolution, decision-making, and valuing.

The study of media offers a KNOWLEDGE OF NATURAL PHENOMENA that uniquely rests upon the notion that humans can test and understand the orderly nature of the universe. Fundamental to MEDIA AS A PART OF THEIR BASIC LEARNING, these processes are best developed through a well-articulated media program that include experimentation and manipulation of materials.

Media activities built upon each individual's natural curiosity allows for self-motivation. This involvement can result in personal gain for students who discover and develop a confidence in their own ability to make the decisions that can form a basis for COMPREHENDING THE IMPACT of media and technology on the individual, cultural and society.

In addition to the development of logical thought and personal growth, research indicates that involvement with activities in media facilitates growth in other curricular areas. The media curriculum should further reading readiness, the motivation to learn, and the ability to acquire oral and written communication skills.

RATIONALE

Media education is essential in the total education process. We live in a media and technological society; therefore media must occupy a place of prominence in the total curriculum.

Media education is the study of processes of investigation, the knowledge such investigations provide, and the impact and use of such knowledge upon the individual society. The media curriculum reflects a balance of these components

EDUCATIONAL OBJECTIVES

I. OUR FRAME OF REFERENCE

We believe that the school as a public institution should provide insofar as possible:

1. A well-qualified and efficient corps of teachers.
2. A physical plant and equipment adequate to meet the needs of every learner.
3. Experiences for effective learning.
4. An educational leadership which leads to continuous improvement of the school.

We believe there is a common set of skills, knowledge, and attitudes essential to the total development of all Van Buren students. These learning's have intrinsic value, independent of a student's background, for the fulfillment of future aspirations. We further believe that these skills, knowledge and attitudes constitute a set of expectations that all students can achieve regardless of diverse learning rates and styles. Such achievement will help students create and attain meaningful goals and engage in life long learning.

The skills and competencies, later listed, establish a vision of what a Van Buren High School graduate should know and be able to do within the identified areas. Recognizing that students begin their schooling at different levels of readiness, and some have developmental handicaps, the listed skills and competencies are not meant to define minimum competencies but set a standard for an educated citizen that is essential to becoming a productive and contributing member of society.

II. SKILLS AND COMPETENCIES Reading

As a result of education in grades K-12, each student should be able to:

- * identify and comprehend the main and subordinate ideas, details and facts in written work and summarize the ideas in his/her own words;
- * identify, comprehend and infer comparisons, contrasts, sequences and conclusions in written work;
- * recognize different purposes and methods of writing, identify a writer's point of view and tone, and interpret a writer's meaning inferentially as well as literally;
- * set purposes, ask questions and make predictions prior to and during reading and draw conclusions from reading;
- * make critical judgments about written work including separating fact from opinion, recognizing propaganda, stereotypes and statements of bias, recognizing inconsistency and judging the validity of evidence and sufficiency of support;
- * vary his/her reading speed and method based on the type of material and the purpose for reading;
- * use the feature of books and other reference materials, such as table of contents, preface, introduction, titles and subtitles, index, glossary, appendix and bibliography.

Writing

As a result of education in grades K-12, each student should be able to

- * write standard English sentences with correct sentence structure, verb forms,

- * punctuation, capitalization, possessives, plural forms, word choice and spelling;
- * select, organize and relate ideas and develop them in coherent paragraphs;
- * organize sentences and paragraphs into a variety of forms and produce writing of an appropriate length using a variety of composition types;
- * use varying language, information, style and format appropriate to the purpose and the selected audience;
- * conceive ideas and select and use detailed examples, illustrations, evidence and logic to develop the topic;
- * gather information from primary and secondary sources; write a report using that information; quote, paraphrase and summarize accurately, and cite sources properly;
- * improve his or her own writing by restructuring, correcting errors and rewriting.

Speaking and Listening

As a result of education in grades K- 12, each student should be able to

- * engage critically and constructively in an oral exchange of ideas;
- * ask and answer questions correctly and concisely;
- * understand spoken instructions and give spoken instructions to others;
- * distinguish relevant from irrelevant information and the intent from the details of an oral message;
- * identify and comprehend the main and subordinate ideas in speeches, discussions, audio and video presentations, and report accurately what has been presented;
- * comprehend verbal and nonverbal presentations at the literal, inferential and evaluative levels;
- * deliver oral presentations using a coherent sequence of thought, clarity of presentation, suitable vocabulary and length, and nonverbal communication appropriate for the purpose and audience.

Mathematics

As a result of education in grades K-12, each student should be able to

- * add, subtract, multiply and divide using whole numbers, decimals, fractions and integers;
- * make and use measurements in both traditional and metric units to measure lengths, areas, volumes, weights, temperatures and times;
- * use ratios, proportions and percents, powers and roots;
- * understand spatial relationships and the basic concepts of geometry;
- * make estimates and approximations, and judge the reasonableness of results;
- * understand the basic concepts of probability and statistics;
- * organize data into tables, charts and graphs, and read and interpret data presented in these forms;
- * formulate and solve problems in mathematical terms.

Reasoning

As a result of education in grades K-12, each student should be able to:

- * recognize and use inductive and deductive reasoning, recognize fallacies and examine arguments from various points of view;
- * draw reasonable conclusions from information found in various sources, and defend his/her conclusions rationally;
- * formulate and test predictions and hypotheses based on appropriate data;

- * comprehend, develop and use concepts and generalizations;
- * identify cause and effect relationships;
- * identify and formulate problems;
- * gather, analyze, synthesize and evaluate information pertinent to the problem;
- * develop alternative solutions to problems, weight relative risks and benefits, make logical decisions and verify results;
- * use critical and creative thinking skills to respond to unanticipated situations and recurring problems.

Studying

As a result of education in grades K-1 2, each student should be able to

- * set learning goals and priorities consistent with stated objectives and progress made, and allocate the time necessary to achieve them.
- * determine what is needed to accomplish a task and establish habits conducive to learning independently or with others;
- * follow a schedule that accounts for both short- and long-term project accomplishment;
- * locate and use a variety of sources of information including print and nonprint materials, computers and other technologies, interview and direct observations;
- * reader listens to specific information and takes effective and efficient notes.

Technological Literacy

As a result of education in grades K-12, each student should be able to:

- * identify and design techniques for recognizing and solving problems in science, including the development of hypotheses and the design of experiments to test them - the gathering of data, presenting them in appropriate formats, and drawing inferences based upon the results;
- * use observation and analysis of similarities and differences in the study of natural phenomena;
- * demonstrate the ability to work with laboratory measuring, manipulating and sensing devices;
- * understand the implications of existing and emerging technologies on our society and our quality of life; including personal, academic and work environments;
- * recognize the potential and the limitations of science and technology in solving societal problems.

III. ATTRIBUTES AND ATTITUDES

A positive self-image and self-esteem are crucial to learning. These attributes determine goals, behaviors and responses to others. Furthermore, people depend on and influence one another. Therefore, it is important that students take responsibility for their lives and set appropriate goals for themselves. In doing so, they develop lifelong attitudes.

The family and societal forces other than schools play major roles in fostering student growth, and schools can provide a supportive climate for that growth. While it is inappropriate for schools to accept the sole or even primary responsibility for developing these attributes and attitudes, it is also inappropriate to deny the critical importance of these factors as preconditions to learning, as consequences of the teaching of all disciplines, and as desired outcomes for all students.

Positive Self-Concept

As a result of education in grades K-12, each student should be able to:

- * appreciate his/her worth as a unique and capable individual and exhibit self esteem;
- * develop a sense of personal effectiveness and a belief in his/her ability to shape his/her future;
- * develop and understanding of his/her strengths and weaknesses and the ability to maximize strengths and rectify or compensate for weaknesses.

Motivation and Persistence

As a result of education in grades K-12, each student should be able to:

- * experience the pride of accomplishment that results from hard work and persistence;
- * act through a desire to succeed rather than a fear of failure, while recognizing that failure is part of everyone's experience
- * strive toward and take the risks necessary for accomplishing tasks and fulfilling personal ambitions.

Responsibility and Self-Reliance

As a result of education in grades K-12, each student should be able to:

- * assume the primary responsibility for identifying his/her needs and setting reasonable goals;
- * initiate actions and assume responsibility for the consequences of those actions;
- * demonstrate dependability;
- * demonstrate self-control.

Intellectual Curiosity

As a result of education in grades K-12, each student should be able to:

- * demonstrate a questioning attitude, open-mindedness and curiosity;
- * demonstrate independence of thought necessary for leadership and creativity;
- * pursue lifelong learning.

Interpersonal Relations

As a result of education in grades K-12, each student should be able to:

- * develop productive and satisfying relationships with others based upon mutual respect;
- * develop a sensitivity to and an understanding of the needs, opinions, concerns and customs of others;
- * participate actively in reaching group decisions;
- * appreciate the roles and responsibilities of parents, children and families.

Sense of Community

As a result of education in grades K-12, each student should be able to:

- * develop a sense of belonging to a group larger than friends, family and coworkers;

- * develop an understanding of the importance of each individual to the improvement of the quality of life for all in the community;
- * examine and assess the values, standards and traditions of the community;
- * understand and appreciate his/her own historical and ethnic heritage as well as that of others represented within the larger community.

Moral and Ethical Values

As a result of education in grades K-1 2, each student should be able to:

- * recognize the necessity for moral and ethical conduct in a society;
- * recognize that values affect choices and conflicts;
- * develop personal criteria for making informed moral judgments and ethical decisions.

Date of Adoption: March 13, 1991

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MEDIA STANDARDS AND BENCHMARKS

Information Literacy Standards for Student Learning

Information Literacy

Standard 1: The student who is information literate will access information efficiently and effectively.

Standard 2: The student who is information literate evaluates information critically and competently.

Standard 3: The Student who is information literate uses information accurately and creatively.

Independent Learning

Standard 4; The student who is an independent learner is information literate and pursues information related to personal interests.

Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

Standard 6: The student who is an independent learner is information literate is information literate and strives for excellence in information seeking and knowledge generation.

Social Responsibility

Standard 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.

Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

K-12 Media Curriculum Overview and Evaluation

A. Media and Technology

Students will select and use media and technology to access, organize, create, and communicate information for solving problems and constructing new knowledge, products, and systems.

B. Information and Inquiry

Students will access, evaluate, and apply information efficiently from a variety of sources in print, non-print, and electronic formats to meet personal and academic needs.

C. Independent Learning

Students will apply technological and information skills to issues of personal and academic interest by actively and independently seeking information; by demonstrating critical and discriminating reading, listening, and viewing habits; and by striving for personal excellence in learning and career pursuits.

D. The Learning Community

Students will demonstrate the ability to work collaboratively in teams or groups, use information and technology in a responsible manner, respect intellectual property rights and recognize the importance of intellectual freedom and access to information in a democratic society.

Van Buren Community Schools: Library Media Curriculum

The library media center is an active, technology rich learning environment with array of information resources. The school library media specialist focuses on the process of learning rather than dissemination of information.

Role of Media Specialist

The role of the library media specialist has expanded to multiple roles in order to support the teaching-learning process. The library media specialist's roles are categorized into four specific areas.

Teacher:

The library media specialist collaborates with students and other members of the learning community to analyze and information needs, to locate and use resources that will meet those needs, and to understand and communicate the information the resources provide.

Instructional Partner:

The library media specialist joins with teachers and others it identify links across student information needs, curricular content, learning outcomes, and a wide variety of print, non-print, and electronic information resources.

Information Specialist:

The library media specialist provides leadership and expertise in acquiring and evaluating information resources in all formats; in bringing an awareness of information issues into collaborative relationships with teachers, administrators, students, and others; and in modeling for students and others strategies for locating, accessing, and evaluating information within and beyond the library media center.

Program Administrator:

The library media specialist works collaboratively with members of the learning community to define the policies of the library media program and to guide and direct all the activities related to it.

Excerpted from Chapter 1, "The Vision," of Information Power: Building Partnerships for Learning. (1998) The American Library Association and Association for Educational Communications Technology.

Kindergarten Learner Objectives

Media and Technology

- Use common media and technology terminology
- Use basic media terminology (e.g. picture book, cover, title, checkout)
- Use basic computer terminology (e.g. keyboard, mouse, barcode)

Locate and use common media formats

- Locate and use a variety of media formats (e.g. magazines, computer software, audio cassettes, CD-ROM, books)
- Recognize the common organizational characteristics of print media (e.g. title page, page numbers, illustrations)
- Listen to selections of literature and folklore (e.g. nursery rhymes, poems, ABC and number book, predictable books, Caldecott books)
- View audiovisual presentations of children's literature.

Information and Inquiry

Recognize the need for information

- Determine what is known, what is to be discovered, and where to find the answers

Locate and access information sources

- Locate the library media center, locate easy, fiction, reading, listening, and viewing areas, locate circulation desk, locate sources of information, location answers to questions, share answers or products.

Review information and the process

- Determine if answer was found; decide if the product was complete.

Independent Learning

Pursue information related to various dimensions of personal well being and academic success.

- Identify topics of interest and seek relevant information about them, recognize that information can be used to make decisions or satisfy personal interest.

Appreciate and derive meaning from literature and other creative expressions of information.

- Choose easy fiction and other literature of personal interest; relate literature and other creative expressions of information to personal experiences.

Develop competence and selectivity in reading, listening, and viewing.

- Choose materials at appropriate developmental levels. Differentiate among written, oral, and visual forms of literature.

Demonstrate self-motivation and increasing responsibility for personal learning.

- Contribute to group or classroom decisions about learning objectives.

The Learning Community

Participate productively in groups or other collaborative learning environments.

- Share information and ideas with others; listen to the ideas of others.

Use information, media, and technology in a responsible manner.

- Return all borrowed materials on time, identify the school's rules on student use of resources, exhibit self-control, demonstrate how to use and care for books.

First Grade Learner Objectives

Media and Technology

Use common media and technology terminology

- Use basic media terminology (e.g. picture books, cover, title, author, illustrator, illustrations, fiction, non-fiction, table of contents, checkout)

- Use basic technology terminology (e.g. keyboard, mouse, monitor, CD-ROM, barcode, Online card catalog)

Locate and use common media formats

- Locate and use a variety of media formats (e.g. magazines, computer software, audio cassettes, CD-ROM, video programs, books), Recognize the common organizational characteristics of print media (e.g. title page, page numbers, illustrations, table of contents, chapters), listen to selections of literature and folklore (e.g. nursery rhymes, poems, ABC and number books, predictable books, Caldecott books)
- View audio visual presentations of children's literature, identify and locate dictionaries.

Information and Inquiry

Recognize the need for information.

- Determine what is known, determine what is to be discovered, determine where to find answers.

Locate and access information sources

- Locate the library media center, locate easy fiction, reading, listening and viewing areas, locate circulation desk, locate sources of information, locate answers to questions, take notes and record information in students' own words, share the answers or products.

Review the information and the process

- Determine if the answer was found; decide if the product was complete.

Independent Learning

Pursue information related to various dimensions of personal well being and academic success.

- Identify topics of interest and seek relevant information about them, recognize that information can be used to make decisions or satisfy personal interest.

Appreciate and derive meaning from literature and other creative expressions of information

- Choose easy fiction and other literature of personal interest; relate literature and other creative expressions of information to personal experiences.

Develop competence and selectivity in reading, listening, and viewing

- Choose materials at appropriate developmental levels; differentiate among written, oral, and visual forms of literature.

Demonstrate self-motivation and increasing responsibility for personal learning.

- Contribute to group or classroom decisions about learning objectives.

The Learning Community

Participate productively in groups or other collaborative learning environments.

- Share information and ideas with others; listen to the ideas of others

Use information, media and technology in a responsible manner

- Return all borrowed materials on time, identify the school's rules on student use of resources, exhibit self-control, demonstrate how to use and care for books and other media.

Second Grade Learner Objectives

Media and Technology

Use common media and technology terminology

- Use basic media terminology (e.g. spine, title, author, illustrator, illustrations, table of contents, index, title page, call number, fiction, non-fiction), use basic technology terminology (e.g. monitor, CD-ROM, barcode, Online card catalog, Internet, World Wide Web, search)

Locate and use common media formats

- Locate and use a variety of media formats (e.g. magazines, computer software, audio cassettes, CD-ROM, video programs, books), Recognize the common organizational characteristics of print media (e.g. title page, page numbers, illustrations, table of contents, chapters), listen to