

Introduction

The school's library media center is just that: the center of the school. The school's curriculum, teaching, and activities all rely on what is housed in the library and the ability to use those materials. The walls of the library media center hold a wealth of information about subject areas, recreational interests and "real world" topics. The ability to access this information is defined as "information literacy" and is the key to academic achievement and lifelong learning.

Information literacy is the foundation for the Hanover County Library Media Curriculum. The purpose of this curriculum is to act as a framework for instructing our students to be seekers and users of information and ideas. By integrating classroom objectives and collaborating with classroom instructors, this curriculum provides a basis for a library program that can meet the needs of each student population.

The areas of instruction set forth in this curriculum guide are based on the National Information Literacy Standards for Student Learning developed by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT). They are further supported in **Information Power: Building Partnerships for Learning**, published by the American Library Association. These standards are divided into three key areas of student development: Information Literacy, Independent Learning, and Social Responsibility. Within these areas are nine standards that students must achieve in order to be considered information literate.

The Hanover County Library Media Curriculum correlates the Virginia Standards of Learning to the National Information Literacy Standards. The Virginia Standards of Learning are the framework for student learning in the classroom and are the standards by which student learning is assessed. The library media curriculum encompasses all areas of the school curriculum and seeks to incorporate the Virginia Standards of Learning into library media instruction.

This curriculum guide includes Strategies, Resources, and Lesson Plans. These are suggestions for implementation of each objective set forth by the standards. The library media specialist is encouraged to use any and all resources available to provide meaningful instruction and to meet the needs of the individual learner.

The goal of the library media program is to help students and educators become active and efficient users of information. This is the core of information literacy and the focus of this curriculum.

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Hanover County Public Schools
Philosophy of the Library Media Program

The Library Media Center will function as the information center of the school, by providing intellectual and physical access to materials in all formats for all curriculum content areas.

The Library Media program is based on the belief that reading and research are fundamental to successful life-long learning.

We believe that the Library Media Curriculum will:

- provide opportunities for students and staff to become life-long learners who can independently access, evaluate, and use information
- promote literacy and reading
- provide instruction in the use of information technology and search strategies
- extend the classroom curriculum through an educational partnership between teachers and the library media specialist
- utilize current technology and services to assist students in becoming proficient users of information

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<ul style="list-style-type: none"> Information Literacy 	Independent Learning	Social Responsibility
<p>National Standard: 1.2 The student who is information literate accesses information efficiently and effectively by recognizing that accurate and comprehensive information is the basis for intelligent decision making.</p> <p>Related National Standards:</p> <p>Related Virginia Standards of Learning: K.1(SS), K.6(E)</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <ul style="list-style-type: none"> identify factual materials. <p>Possible Strategies:</p> <ul style="list-style-type: none"> Gather facts using: <ol style="list-style-type: none"> What do I know already? What do I want to know? How do I find out? Learn - What did I learn? Read nonfiction books: <ol style="list-style-type: none"> Ask about fake vs. fact. Compare nonfiction books on same topic. Read stories based on fact. (ex: <i>Leah's Pony</i>, <i>Lost</i>) 	<p>Time Frame:</p> <p>Resources:</p> <ul style="list-style-type: none"> Rookie biographies from Childrens Press <i>Leah's Pony</i> (Friedrich) <i>Lost</i> (Johnson) 	

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 1.3 The student who is information literate accesses information efficiently and effectively by formulating questions based on information needs.</p>		
<p>Related National Standards:</p> <p>Related Virginia Standards of Learning: K.13(E)</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <ul style="list-style-type: none"> • ask pertinent how and why questions. <p>Possible Strategies:</p> <ul style="list-style-type: none"> • Use Big 3 Plan: <ul style="list-style-type: none"> a. What do we want to know? b. Where do we find answers? c. Did we find out what we wanted to know? • Use reporter questions: <ul style="list-style-type: none"> Who Where What Why When How • Pretend to be a news reporter. • Create question chart before reading book. <ul style="list-style-type: none"> Highlight question words. 	<p>Time Frame:</p> <p>Resources:</p> <ul style="list-style-type: none"> • <i>The Furry News</i> (Leedy) 	

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 1.4 The student who is information literate accesses information efficiently and effectively by identifying a variety of potential sources of information.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning:</p>		
<p>Hanover Objective(s):</p>	<p>Time Frame:</p>	<p>Resources:</p>
<p>The student will:</p> <ul style="list-style-type: none"> • locate the library media center and identify its purpose. • identify the librarian and his/her role. • identify the public library as a resource. <p>Possible Strategies:</p> <ul style="list-style-type: none"> • Discuss summer reading program at the public library. • Tour of library: <ul style="list-style-type: none"> easy section circulation desk return bin magazines activity center book cart • Use visors to explain different jobs of library media specialist: <ul style="list-style-type: none"> teacher storyteller puppeteer guide helper • Discuss concepts - book care/construction of books. 		<ul style="list-style-type: none"> • <i>Check it Out</i> (Gibbons) • “At the Library sheet”, Frank Shaffer’s <i>Schooldays</i>, Apr/May/June 93, page 62 • “I’m a Good Library Citizen” <i>The Complete Library Skills/Grade One</i>, T.S. Denison, page 35 • “Maze Sheet”, <i>The Complete Library Skills/Kindergarten</i>, T.S. Denison, page 14 • <i>Conan the Librarian</i> (Thayer) • <i>Library Lil</i> (Kellogg) • <i>Blue Bug goes to the Library</i> (Paulette) • <i>Quiet! There’s a Canary in the Library</i> (Freeman) • <i>I Took My Frog to the Library</i> (Kimmel) • <i>How My Library Grew by Dinah</i> (Alexander)

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 1.4 The student who is information literate accesses information efficiently and effectively by identifying a variety of potential sources of information.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: K.5(E)</p>		
<p>Hanover Objective(s):</p>	<p>Time Frame:</p>	<p>Resources:</p>
<p>The student will:</p> <ul style="list-style-type: none"> • name the parts of a book (cover, title page, and spine). 		<ul style="list-style-type: none"> • “Title Page,” <i>The Complete Library Skills/Grade Two</i>, T.S. Denison’s Co., Inc., page 69
<p>Possible Strategies:</p> <ul style="list-style-type: none"> • Throughout year, point out parts of the book and explain purpose of each. • Discuss roles of author/illustrator, and parts of a book. • Sing/dance the “Hokey Pokey” with book parts. • Play “Point to the Part.” Students point to the part of the book that is called. • Show how label on spine relates to author and location. 		

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 1.4 The student who is information literate accesses information efficiently and effectively by identifying a variety of potential sources of information.</p> <p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: K.3(SS)</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <ul style="list-style-type: none"> • identify maps and globes as sources of information. <p>Possible Strategies:</p> <ul style="list-style-type: none"> • Identify country of origin on map/globe when reading multi cultural stories. • Locate birthplace of biographical figures. • Point out hometown of author. 	<p>Time Frame:</p>	<p>Resources:</p> <ul style="list-style-type: none"> • <i>Gifts</i> (Bogart) • <i>As the Crow Flies</i> (Hartman) • <i>As the Roadrunner Runs</i> (Hartman) • <i>Me on the map</i> (Sweeney) • <i>Maps and globes</i> (Broekel)

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 1.5 The student who is information literate accesses information efficiently and effectively by developing and using successful strategies for locating information.</p>		
<p>Related National Standards:</p> <p>Related Virginia Standards of Learning: K.3(SS)</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <ul style="list-style-type: none"> use simple maps and globes to locate areas referenced in stories. <p>Possible Strategies:</p> <ul style="list-style-type: none"> Read story about Columbus. Students locate route that Columbus sailed to get to the new world. Can color picture of Columbus. After reading <i>Miss Nelson is Missing</i>, color map of town and where the students looked. Draw Miss Nelson on the map. Read stories from around the world, locating each place on the map. 	<p>Time Frame:</p> <p>Resources:</p> <ul style="list-style-type: none"> <i>In 1492</i> (big book) (Marzollo) <i>Miss Nelson is Missing</i> (Allard) Map of town (get from school) 	

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 1.5 The student who is information literate accesses information efficiently and effectively by developing and using successful strategies for locating information.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: K.9(E)</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <ul style="list-style-type: none"> identify the arrangement of books on the shelf, including: <ul style="list-style-type: none"> easy by author; location of fairy tales, folktales, and Mother Goose; and special collections such as holiday books. <p>Possible Strategies:</p> <ul style="list-style-type: none"> Discuss shelf arrangement of Easy books. Complete ABC order sheet. Discuss folktales - not believable/passed from person to person/author unknown. Fairy tales are similar. Use "I Spy" game to locate books on shelf. "I spy a book on the E/G shelf," etc. Discuss importance of the alphabet in the library - Share <i>Chicka Chicka Boom Boom</i>. Have each student decorate a letter of the alphabet - line up in alphabetical order - glue letters to "coconut tree" (premade). 	<p>Time Frame:</p>	<p>Resources:</p> <ul style="list-style-type: none"> "ABC Order," <i>The Complete Library Skills/Grade One</i>, T.S. Denison, page 28-29 <i>Chicka Chicka Boom Boom</i> (Martin).

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 2.2 The student who is information literate evaluates information critically and competently by distinguishing among facts, point of view, and opinion.</p> <p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: K.8(E), 1.1(E)</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <ul style="list-style-type: none"> distinguish between real and make believe stories. <p>Possible Strategies:</p> <ul style="list-style-type: none"> Show examples of each type of book, explaining difference. Hold up others and have students identify each - fiction/nonfiction. Make nonfiction books. Use a graphic organizer to label characters, setting, events of real/make believe stories. Use animal as theme. Brainstorm possible/impossible attributes of animal - share "real" books and check attributes - share "make believe" book and do same. Compare real and make believe animals; share books on both. Using paper folded in half, draw something real on one side, something make believe on the other side. 	<p>Time Frame:</p>	<p>Resources:</p> <ul style="list-style-type: none"> "Finding a Fiction and a Nonfiction Book," <i>The Complete Library Skills/Grade Two</i>, T.S. Denison, page 93 "Which is a,," <i>The Complete Library Skills/Grade One</i>, T.S. Denison, pages 55, 57, 59 "Book of Firsts," Frank Schaffer's <i>School Days</i>, Feb/Mar 1994

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 3.2 The student who is information literate uses information effectively and creatively by integrating new information into one's own knowledge.</p>		
<p>Related National Standards: 3.3</p>		
<p>Related Virginia Standards of Learning: K.1(E), K.2(E)</p>		
<p>Hanover Objective(s):</p>	<p>Time Frame:</p>	<p>Resources:</p>
<p>The student will:</p> <ul style="list-style-type: none"> • listen to a variety of literary forms. • use listening and speaking vocabulary. • ask about words not understood. <p>Possible Strategies:</p> <ul style="list-style-type: none"> • Share Mother Goose rhymes and have children recite with reader. • Read rhyming story and have students insert missing words. Suggest strategies for finding word - picture clues, rhyming, memory, context. • Use books with vocabulary in other languages. Go over words/meanings before story. 		<ul style="list-style-type: none"> • <i>The Happy Lion</i> (Fatio)

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 3.3 The student who is information literate uses information effectively and creatively by applying information in critical thinking and problem solving.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: K.8(E)</p>		
<p>Hanover Objective(s):</p>	<p>Time Frame:</p>	<p>Resources:</p>
<p>The student will:</p> <ul style="list-style-type: none"> make predictions about the story. 		<ul style="list-style-type: none"> <i>Hey, Get Off Our Train</i> (Burningham) <i>If you Give a Mouse a Cookie</i> <i>If you Give a Moose a Muffin</i> <i>If you Give a Pig a Pancake</i> (all by Laura Numeroff)
<p>Possible Strategies:</p> <ul style="list-style-type: none"> Share story “<i>Hey, Get Off Our Train</i>” (Burningham). Have students predict what animal will be next, based on environment in picture. Use Laura Numeroff books (<i>If you Give.....</i>) to predict what animal will want next. Make own book, using same pattern. 		

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 3.4 The student who is information literate uses information effectively and creatively by producing and communicating information and ideas in appropriate formats.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: K.8(E)</p>		
<p>Hanover Objective(s):</p>	<p>Time Frame:</p>	<p>Resources:</p>
<p>The student will:</p> <ul style="list-style-type: none"> retell the story using beginning, middle, and end. 		<ul style="list-style-type: none"> <i>The Maid, The Mouse, and the Odd Shaped House</i> (Zelinsky) <i>Petunia</i> (Duvoisin)
<p>Possible Strategies:</p>		
<ul style="list-style-type: none"> Use the story <i>The Maid, The Mouse, and the Odd Shaped House</i> (Zelinsky). Share/retell by “drawing” the story. As story is told, draw shapes and have students follow, stopping at beginning/middle/end. Use story <i>Petunia</i>. Discuss beginning/middle/end. Ask students to describe each of the 3 parts from <i>Petunia</i>. Compare beginnings, middles, ends of versions of familiar stories. 		

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 4.1 The student who is an independent learner is information literate and pursues information related to personal interests by seeking information related to various dimensions of personal well being.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning:</p>		
<p>Hanover Objective(s):</p>	<p>Time Frame:</p>	<p>Resources:</p>
<p>The student will:</p>		<ul style="list-style-type: none"> • Signs which label appropriate areas of books
<ul style="list-style-type: none"> • demonstrate the ability to choose an appropriate book for check out purposes. 		
<p>Possible Strategies:</p>		
<ul style="list-style-type: none"> • Explain to students that “Easy” section books are those with a picture on each page. • Begin by choosing from a small area of books, enlarging gradually. • Require students to read a page from any book that may appear above their level. 		

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 5.1 The student who is an independent learner is information literate and appreciates and enjoys literature and other creative expressions of information by being a competent and self-motivated reader.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: K.8(E)</p>		
<p>Hanover Objective(s):</p>	<p>Time Frame:</p>	<p>Resources:</p>
<p>The student will:</p> <ul style="list-style-type: none"> • identify the Caldecott Award and its significance. 		<ul style="list-style-type: none"> • Caldecott puzzles • Caldecott winners poster
<p>Possible Strategies:</p>		
<ul style="list-style-type: none"> • Compare to a <u>contest</u> (one based on luck or one based on talent). • Allow students to design own award - must give qualifications. • Discuss why each title won award. 		

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 5.1 The student who is an independent learner is information literate and appreciates and enjoys literature and other creative expressions of information by being a competent and self-motivated reader.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: K.8(E)</p>		
<p>Hanover Objective(s):</p>	<p>Time Frame:</p>	<p>Resources:</p>
<p>The student will:</p> <ul style="list-style-type: none"> • define the terms author, title, illustrator, and illustrations. 		<ul style="list-style-type: none"> • Book words sheet (self-made) • <i>What Does an Author Do?</i>
<p>Possible Strategies:</p> <ul style="list-style-type: none"> • Use word sheet to be familiar with terms. • Throughout the year, identify terms with each book read. 		

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 5.1 The student who is an independent learner is information literate and appreciates and enjoys literature and other creative expressions of information by being a competent and self-motivated reader.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: K.8(E)</p>		
<p>Hanover Objective(s):</p>	<p>Time Frame:</p>	<p>Resources:</p>
<p>The student will:</p>		<ul style="list-style-type: none"> • <i>Bread and Honey</i> (Asch)
<ul style="list-style-type: none"> • demonstrate comprehension of stories, including elements of the story (character, setting, and events). 		
<p>Possible Strategies:</p>		
<ul style="list-style-type: none"> • Use book <i>Bread and Honey</i> to discuss characters; have students suggest other animals to meet and draw picture. • Have students respond to familiar story in character (Three Bears, Little Red Hen, etc.) as part of character discussion. • Use several books in a series to compare components. • Compare to newspaper reporting - the WHO, WHERE, WHEN, WHAT. • Use of question dice - has question word on each side. • Make paper plate puppet of characters in a 2 character story - one character on each side. 		

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 5.2 The student who is an independent learner is information literate and appreciates and enjoys literature and other creative expressions of information by deriving meaning from information presented creatively in a variety of formats.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: K.1(E)</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <ul style="list-style-type: none"> identify fairy tales and nursery rhymes. <p>Possible Strategies:</p> <ul style="list-style-type: none"> Use various versions of the same story (“fractured” fairy tales, multi-cultural versions). Read various stories labeling common characteristics. Use a graphic organizer to compare nursery rhymes to fairy tales. 	<p>Time Frame:</p>	<p>Resources:</p> <ul style="list-style-type: none"> “Goldilocks....,” The Story Teller, 1993 “Little Red Riding Hood,” The Story Teller, 1993 <i>Mixed Up Mother Goose</i> CD-ROM

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 5.3 The student who is an independent learner is information literate and appreciates and enjoys literature and other creative expressions of information by developing creative products in a variety of formats.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: K.1(E)</p>		
<p>Hanover Objective(s):</p>	<p>Time Frame:</p>	<p>Resources:</p>
<p>The student will:</p>		
<ul style="list-style-type: none"> • participate in recitation, rhyme, and creative dramatics. 		
<p>Possible Strategies:</p>		
<ul style="list-style-type: none"> • Listen and act out stories on tape. • Involve students as characters in stories. • Show short stories, poems on overhead projector. 		

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 7.2 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 by respecting the principle of equitable access of information.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning:</p>		
<p>Hanover Objective(s):</p>	<p>Time Frame:</p>	<p>Resources:</p>
<p>The student will:</p> <ul style="list-style-type: none"> • observe rules and procedures. • practice book care/material care rules. • follow equipment use, care, and safety rules. 		<ul style="list-style-type: none"> • Library Manners for Primaries, [filmstrip] SVE • “I Visit the Library”, <i>Frank Shaffer’s Schooldays</i>, Apr/May/June 1993 • Parent letter (self-made) • <i>Mr. Wiggle’s Book</i> (Craig) • <i>I Took My Frog to the Library</i> (Kimmel) • <i>Calico Cat Meets Bookworm</i> (Charles) • <i>Tell Me Some More</i> (Bonsall)
<p>Possible Strategies:</p> <ul style="list-style-type: none"> • Review rules using wall chart or Microsoft PowerPoint presentation. • Tour library. • Explain that librarians are book doctors - show “happy” and “sad” books. • Have students color preprinted letter to parents. 		

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 9.1 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 by sharing knowledge and information with others.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: K.8(E)</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <ul style="list-style-type: none"> discuss characters, settings, and events. <p>Possible Strategies:</p> <ul style="list-style-type: none"> Label “story pyramid” with characters, settings, and events on each side or level. Retell story in a puppet show format, including settings. Color mobile relating to characters, settings, and events. 	<p>Time Frame:</p>	<p>Resources:</p> <ul style="list-style-type: none"> Graphic organizers with different shapes and/or colors for each element of story (self-made)

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
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<p>National Standard: 1.1 The student who is information literate accesses information efficiently and effectively by recognizing the need for information.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: 1.2(E), 1.3(SS), 1.14(E)</p>		
<p>Hanover Objective(s):</p>	<p>Time Frame:</p>	<p>Resources:</p>
<p>The student will:</p> <ul style="list-style-type: none"> • identify proper placement of books on a shelf. • recognize the importance of the alphabet to the library. 		<ul style="list-style-type: none"> • “Connect-the-dot Mouse Sheets,” <i>The Complete Library Skills/Grade One</i>, T.S. Denison, page 27
<p>Possible Strategies:</p> <ul style="list-style-type: none"> • “Follow the Leader” from Easy A to Easy Z. • Have students walk and touch a lettered shelf. Teacher holds up 3 lettered cards - students at those shelves must sit down. • Have students brainstorm ways books could be classified/ordered on shelf. Allow them to browse to check their ideas. • Give each student a magnetic letter and have them locate a book in the Easy section (matching letter to author’s last name). • Play “Find the Letter” (similar to Musical Chairs). • Have students help shelve Easy books. • Point out books shelved incorrectly. • Have Students line up in alphabetical order by first name. Teacher begins activity by picking a “book” (student). The student identifies what his/her spine label would be, then picks the next “book” who identifies his label, etc. • After checking out an Easy book provide each student with a colorful strip of paper (about 2" x 8"). Remind students of the placement of the spine label and have them copy their spine label onto the paper strip. Next, give groups of about 8 a brown paper “bookshelf.” Have students glue their “books” (strips) on the “shelf” in alphabetical order. 		

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 1.4 The student who is information literate accesses information efficiently and effectively by identifying a variety of potential sources of information.</p> <p>Related National Standards:</p> <p>Related Virginia Standards of Learning: 1.14(E)</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <ul style="list-style-type: none"> • identify uses of maps and globes. • identify dictionaries as reference sources. • identify newspapers as a source of information. <p>Possible Strategies:</p> <ul style="list-style-type: none"> • Use globe and atlas when teaching folk tales. • Keep dictionary handy to look up unfamiliar words in stories. • Read <i>Train to Somewhere</i>. Track the trip of the train in the U.S. • Have a “Question of the Week” that requires use of reference sources. Draw a winner from all correct answers. 	<p>Time Frame:</p> <p>Resources:</p> <ul style="list-style-type: none"> • “Mini-Page” section of newspaper • “Furry News,” [video] Reading Rainbow • <i>Train to Somewhere</i> (Bunting) • <i>Gifts</i>. (Bogart) 	

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 1.4 The student who is information literate accesses information efficiently and effectively by identifying a variety of potential sources of information.</p> <p>Related National Standards:</p> <p>Related Virginia Standards of Learning: 1.2(SS), 1.3(SS), 1.11(E)</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <ul style="list-style-type: none"> • identify biographies. • locate and use fiction/nonfiction and special collections. <p>Possible Strategies:</p> <ul style="list-style-type: none"> • Have students decide whether a book is fiction/ nonfiction by its cover/pages. Read portions of those that are “debatable.” • Play “I Spy” with special sections of books. 	<p>Time Frame:</p> <p>Resources:</p> <ul style="list-style-type: none"> • Biographies about John Paul Jones, Jane Addams • <i>Rookie Biographies</i> from Children’s Press 	

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 1.5 The student who is information literate accesses information efficiently and effectively by developing and using successful strategies for locating information.</p> <p>Related National Standards:</p> <p>Related Virginia Standards of Learning:</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • identify parts of a book (spine label associated with the spine and barcode label associated with the cover). • identify parts of a title page (title, author, illustrator, publisher, and place of publication). <p>Possible Strategies:</p> <ul style="list-style-type: none"> • Using a copy of a title page, have students circle/color components as teacher calls out terms. • Differentiate between barcode label and spine label. • Play “Find the Part” with their chosen book. 	<p>Resources:</p> <ul style="list-style-type: none"> • Any Big Book - to show title page • “Title Page,” <i>The Complete Library Skills/Grade One</i>, T.S. Denison, page 43 and page 46) 	

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 2.2 The student who is information literate evaluates information critically and competently by distinguishing among fact, point of view, and opinion.</p> <p>Related National Standards:</p> <p>Related Virginia Standards of Learning: 1.11(E)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • read and comprehend a variety of fiction and nonfiction. <p>Possible Strategies:</p> <ul style="list-style-type: none"> • Use Big 3 Research Plan: • What do we want to know? • Where will we look to find facts? • Did we find the answers? • Read Virginia Young Readers and identify genres. 	<p>Resources:</p>	

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 3.2 The student who is information literate uses information effectively and creatively by integrating new information into one's own knowledge.</p> <p>Related National Standards:</p> <p>Related Virginia Standards of Learning: 1.11(E)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • relate previous experiences to what is read. <p>Possible Strategies:</p> <ul style="list-style-type: none"> • Use school-themed stories. Allow students to discuss related experiences. 	<p>Resources:</p> <ul style="list-style-type: none"> • <i>First Grade series (Cohen)</i> 	

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 3.3 The student who is information literate uses information effectively and creatively by applying information in critical thinking and problem solving.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: 1.1(E)</p>		
<p>Hanover Objective(s):</p>	<p>Time Frame:</p>	<p>Resources:</p>
<p>The student will:</p> <ul style="list-style-type: none"> • make predictions from cover, title page, and other parts of the book. 		<ul style="list-style-type: none"> • <i>Mr. McGregor's Garden</i>, Frank Shaffer Publications
<p>Possible Strategies:</p> <ul style="list-style-type: none"> • Use <i>Mr. McGregor's Garden</i> to make predictions before reading "Peter Rabbit" books. 		

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 3.4 The student who is information literate uses information effectively and creatively by producing and communicating information and ideas in appropriate formats.</p> <p>Related National Standards:</p> <p>Related Virginia Standards of Learning: 1.1(E), 1.11(E)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • tell/retell stories/events in logical order. <p>Possible Strategies:</p> <ul style="list-style-type: none"> • Sequence story <i>The Day Jimmy's Boa Ate the Wash</i> into 3 parts: beginning, middle, end. • Copy pictures from a story to be ordered. • Give students (groups of 3) 3 pieces of paper labeled Beginning/Middle/End. Have them illustrate beginning, middle, and end of story. 	<p>Resources:</p> <ul style="list-style-type: none"> • <i>The Day Jimmy's Boa Ate the Wash</i> (Noble). 	

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 4.1 The student who is an independent learner is information literate and pursues information related to personal interests by seeking information related to various dimensions of personal well being.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning:</p>		
<p>Hanover Objective(s):</p>	<p>Time Frame:</p>	<p>Resources:</p>
<p>The student will:</p> <ul style="list-style-type: none"> • select and read books related to personal interests. <p>Possible Strategies:</p> <ul style="list-style-type: none"> • Make a chart listing the attributes that the children use to describe a good book. • Gather list of interests from students. Use this as a guide for choosing titles to share. 		

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 5.2 The student who is an independent learner is information literate and appreciates and enjoys literature and other creative expressions of information by deriving meaning from information presented creatively in a variety of formats.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: 1.1(E), 1.11(E)</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <ul style="list-style-type: none"> • listen and respond to a variety of media. • listen and respond to different types of fiction and nonfiction. <p>Possible Strategies:</p> <ul style="list-style-type: none"> • Share a variety of titles with a similar theme or other common link. Discuss links and similarities/ differences (i.e., <i>Shortcut Secret</i> by Teague, <i>Shortcut</i> by Crews). 	<p>Time Frame:</p>	<p>Resources:</p> <ul style="list-style-type: none"> • <i>Shortcut Secret</i> (Teague) • <i>Shortcut</i> (Crews) • Virginia’s Young Readers titles

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 5.3 The student who is an independent learner is information literate and appreciates and enjoys literature and other creative expressions of information by developing creative products in a variety of formats.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: 1.3(E)</p>		
<p>Hanover Objective(s):</p>	<p>Time Frame:</p>	<p>Resources:</p>
<p>The student will:</p> <ul style="list-style-type: none"> • adapt or change oral language to fit the situation (ex. creating a play or finger plays). <p>Possible Strategies:</p> <ul style="list-style-type: none"> • Use finger puppet patterns to retell story. • Fairy Tale Puppet Shows - using stick puppets children make. Videotape them. • Act out stories as children listen to stories on tape. 		

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 7.1 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 by seeking information from diverse sources, contexts, disciplines, and cultures.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: 1.3(SS)</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <ul style="list-style-type: none"> • be aware of books from various cultures and sources, such as Virginia Young Readers. • recognize the significance of various holidays. <p>Possible Strategies:</p> <ul style="list-style-type: none"> • Give short cultural, geographical background as introduction to selected titles. 	<p>Time Frame:</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Any pertinent holiday activity sheets

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 7.2 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 by respecting the principle of equitable access to information.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: 1.13(SS)</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <ul style="list-style-type: none"> • identify and observe library rules. • demonstrate responsibility in following circulation procedures. <p>Possible Strategies:</p> <ul style="list-style-type: none"> • Exhibit “happy” and “sad” books. • Have students color preprinted letters to take home to parents. • Use of checkout sticks/placeholders. 	<p>Time Frame:</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Checkout sticks • Letter to parents • <i>I Took my Frog to the Library</i> (Kimmel) • <i>Arthur and the Lost Library Book</i> [video], Scholastic • <i>If Books Could Talk</i>, [video], SVE • <i>Once Inside A Library</i> (Huff)

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 8.3 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 by using information technology responsibly.</p> <p>Related National Standards:</p> <p>Related Virginia Standards of Learning:</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • exhibit proper care of materials/equipment. <p>Possible Strategies:</p> <ul style="list-style-type: none"> • Allow exposure to various types of equipment and materials. Discuss ways to make these things last longer. 	<p>Resources:</p>	

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 9.1 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 by sharing knowledge and information with others.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning:</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <ul style="list-style-type: none"> relate previous experiences to what is read. <p>Possible Strategies:</p> <ul style="list-style-type: none"> Use <i>Wilfred Gordon MacDonald Partridge</i> as basis for having children choose an object from a bag and then relate what memory it brings to them. Use school related stories to foster discussion of school experiences. Students may also draw picture of related school experience. 	<p>Time Frame:</p>	<p>Resources:</p> <ul style="list-style-type: none"> <i>Wilfred Gordon MacDonald Partridge</i> (Fox).

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
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National Standard: 1.4 The student who is information literate accesses information efficiently and effectively by identifying a variety of potential sources of information.

Related National Standards:

Related Virginia Standards of Learning: 2.4(SS), 2.9(SS), 2.11(E)

Hanover Objective(s):

Time Frame:

The student will:

- identify sources of information (newspapers, periodicals, encyclopedias, maps/globes, and biographies).
- identify parts of a book (call number, table of contents, title page, copyright, publisher, glossary, index, and charts/pictures).

Strategies:

- Play “Jeopardy” with facts from sources.
- Create mock “book” using all parts.
- Have a “scavenger hunt” for parts of book after discussing each part and its purpose.

Resources:

- “Review Library Words,” *The Complete Library Skills/Grade 1*, pages 62-63
- “My Favorite Magazine,” *Magazines in Education*, page 9
- “Publishers and Authors,” *Library and Reference Skills Grades 1-3*, T.S. Denison, page 28
- “Parts of a Book-Snake Stuff,” *Library Safar*, T.S. Denison, page 10
- “ABC Order IV,” *Library and Reference Skills Grades 2-3*, T.S. Denison, page 5
- Childcraft Encyclopedia for table of contents
- “Shape Up” game, *50 Games to Play in the Library Media Center*, Lee and Edwards, page 39

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 1.5 The student who is information literate accesses information efficiently and effectively by developing and using successful strategies for locating information.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: 2.11(E), 5.2(C/T), 5.3(C/T)</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <ul style="list-style-type: none"> • identify arrangement of materials in the library. • use the online catalog with assistance. • locate materials using the call number. <p>Strategies:</p> <ul style="list-style-type: none"> • Teacher creates spine label cards which correspond to labels on the shelf. Have students work in teams to complete a relay race. (Rule #1 - Running is cause for disqualification.) Each team is given a list of “spine labels” to pull - as one student returns to his team, the next goes in search of a spine label. The team that finishes with the greatest ACCURACY, not speed, wins. • Have students shelve books, matching their spine label to the ones on the books in the shelves. • Make “tour brochure” of library, including all sections that 2nd graders might be interested in. Include samples of books, with call numbers, from these sections. • Play “4 Corners” with parts of the library. • Hand out call numbers - have students go on “treasure hunt” and bring back book with their call number. 	<p>Time Frame:</p> <p>Resources:</p> <ul style="list-style-type: none"> • Alphabet blocks and shelf labels to aid in location • “Fiction,” <i>Library Skills: Lessons for Grades K-6</i>, Arden Druce, page 143 	

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 2.2 The student who is information literate evaluates information critically and competently by distinguishing among facts, point of view, and opinion.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: 2.8(E)</p>		
<p>Hanover Objective(s):</p>	<p>Time Frame:</p>	<p>Resources:</p>
<p>The student will:</p> <ul style="list-style-type: none"> identify titles as fiction/nonfiction. 		<ul style="list-style-type: none"> “Finding a Fiction or Nonfiction Book,” <i>The Complete Library Skills/Grade Two</i>, T.S. Denison, page 93
<p>Possible Strategies:</p> <ul style="list-style-type: none"> Have students divide paper in half. Label one part “fiction” and one part “nonfiction.” Instruct students to draw something as it really looks on the “nonfiction” side. Allow them to draw the same thing on the “fiction” side, encouraging them to experiment with color, design, etc. Have students determine what type of book it is, based on its call number on the spine. Read books related to their class units, both fiction and nonfiction. Write biography of a partner and present to class. Show a variety of books and determine what features it has so that it can be categorized correctly. Differentiate between nonfiction and realistic fiction. 		

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 3.4 The student who is information literate uses information effectively and creatively by producing and communicating information and ideas in appropriate formats.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: 2.2(E), 2.3(E)</p>		
<p>Hanover Objective(s):</p>	<p>Time Frame:</p>	<p>Resources:</p>
<p>The student will:</p>		
<ul style="list-style-type: none"> • use a graphic organizer with assistance (Venn diagrams, and charts). • identify the main idea of a work. • use oral communication skills. • share information in a variety of formats. 		
<p>Possible Strategies:</p>		
<ul style="list-style-type: none"> • Use “K.W.H.K.” (Know-What-How-Learn) to take notes from a nonfiction reading. • Use a Venn diagram to compare magazines to newspapers, etc. • Organize elements of story when covering Caldecott winners or Virginia Young Reader titles. • Show students graphic organizer prior to reading story. This gives them a focus for listening. 		

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 4.1 The student who is an independent learner is information literate and pursues information related to personal interests by seeking information related to various dimensions of personal well being.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: 2.7(E)</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <ul style="list-style-type: none"> • select and read books related to personal interests. • use call numbers to find materials related to personal interest. <p>Possible Strategies:</p> <ul style="list-style-type: none"> • Using online catalog, have students type in a subject of interest, fill in the call number on a call slip, then locate the book on the shelf. • Make booklet of different parts of library, including the appropriate call numbers. • Use “treasure hunt” to find books related to area of interest or to match call number. 	<p>Time Frame:</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Online catalog

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 5.1 The student who is an independent learner is information literate and appreciates and enjoys literature and other creative expressions of information by being a competent and self motivated reader.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: 2.1(E), 2.7(E), 2.8(E)</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <ul style="list-style-type: none"> • be introduced to chapter books. • become acquainted with a broader range of authors, illustrators, and publishers. • identify the significance of the Caldecott Award. • identify parts of a story, including characters, setting, problem, solution, and central idea. <p>Possible Strategies:</p> <ul style="list-style-type: none"> • Use a graphic organizer. • Use a story web chart. • Create a question box (cardboard box with question on each side). Toss and answer questions with stories. • Share variety of titles covering different genre. 	<p>Time Frame:</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Junie B. Jones (Park) series • Virginia Young Readers Titles

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 6.1 The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation by assessing the quality of the process and products of one's own information seeking.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: 2.7(E)</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <ul style="list-style-type: none"> • participate in a variety of creative expressions (puppetry, storytelling, dramatics, etc.). • select materials from various classes of books (fiction/nonfiction, poetry, and biography). <p>Possible Strategies:</p> <ul style="list-style-type: none"> • Put on plays/puppet shows using traditional tales. • After checking out books, have students identify what type of book they have (fiction, nonfiction, poetry, biography, etc.). • Give students call numbers for books. Have them determine whether it is Fiction, Nonfiction, Easy, or Biography. • Have students work in groups - groups will choose a poem from a poetry book to practice and recite as a group. • Have students write a structured poem (ex: Nine Word Poem). 	<p>Time Frame:</p> <p>Resources:</p>	

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 7.2 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 by respecting the principle of equitable access to information.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning:</p>		
<p>Hanover Objective(s):</p>	<p>Time Frame:</p>	<p>Resources:</p>
<p>The student will:</p> <ul style="list-style-type: none"> • demonstrate proper care of books, audiovisual equipment, and audiovisual materials. <p>Possible Strategies:</p> <ul style="list-style-type: none"> • Working in small groups, students will brainstorm a list of book care rules. • Using a similar strategy, have students list various A-V equipment and material rules. • Students could be given a specific rule to illustrate by making a poster. Post various rules in the library - featuring student made illustrations. 		

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 1.1 The student who is information literate accesses information efficiently and effectively by recognizing the need for information</p> <p>Related National Standards: 1.5, 3.2</p> <p>Related Virginia Standards of Learning: 5.2(C/T)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • demonstrate a basic understanding of specific technology vocabulary (cursor, CD-ROM, network, disk drive, and hard drive). <p>Possible Strategies:</p> <ul style="list-style-type: none"> • Use computerized catalog to demonstrate computer terms. • A CD-ROM encyclopedia can provide practice with the differences between network delivered information and information located on a CD-ROM. 		<p>Resources:</p> <ul style="list-style-type: none"> • <i>Computers for Kids</i> [video] Via Grafix

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 1.3 The student who is information literate accesses information efficiently and effectively by formulating questions based on information needs..</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: 3.1(SS), 3.5(E), 4.5(E)</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <ul style="list-style-type: none"> formulate appropriate questions that address individual information needs. <p>Possible Strategies:</p> <ul style="list-style-type: none"> Acquaint students with different kinds of information - recreational, persuasive, biased. Discuss the following terms and how they help when seeking information: who, what, when, where, how, and why. Discuss the information gathering strategy - interview. Have students formulate questions to be used in an interview situation. 	<p>Time Frame:</p>	<p>Resources:</p>

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 1.4 The student who is information literate accesses information efficiently and effectively by identifying a variety of potential sources of information.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: 3.5(SS), 3.6(SS)</p>		
<p>Hanover Objective(s):</p>	<p>Time Frame:</p>	<p>Resources:</p>
<p>The student will:</p>		<ul style="list-style-type: none"> • Classroom set of atlases
<ul style="list-style-type: none"> • utilize maps and globes to collect information. 		
<p>Possible Strategies:</p>		
<ul style="list-style-type: none"> • Use atlases and globes to introduce various pieces of literature from around the world. 		
<ul style="list-style-type: none"> • Post a question of the week which requires students to use a map in order to answer question correctly. 		

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 1.4 The student who is information literate accesses information efficiently and effectively by identifying a variety of potential sources of information.</p>		
<p>Related National Standards: 2.1, 2.4</p>		
<p>Related Virginia Standards of Learning: 3.5(SS), 3.6(SS), 5.3(C/T)</p>		
<p>Hanover Objective(s):</p>	<p>Time Frame:</p>	<p>Resources:</p>
<p>The student will:</p>		
<ul style="list-style-type: none"> • gather information from a variety of print and non- print sources (encyclopedia, almanac, and atlas). 		
<p>Possible Strategies:</p>		
<p>Encyclopedia:</p>		
<ul style="list-style-type: none"> • Discuss terminology: volume, guide words, index volume. • Use a worksheet which pictures volumes of an encyclopedia. Have students choose appropriate volumes to match questions or topics. • Assign simple research topics such as states, animals, or presidents. Have students locate various information which would be standard to all of the topics. (Population, date of birth, etc.). 		
<p>Almanac:</p>		
<ul style="list-style-type: none"> • Discuss unique attributes of an almanac. Emphasize its organization. • Compare and contrast almanac with encyclopedia in format, coverage, etc. • Focus on a selected area of the almanac to have students locate specific data. 		
<p>Atlas:</p>		
<ul style="list-style-type: none"> • Discuss unique attributes of an atlas. Have students become familiar with special areas found in an atlas including a grid system, map keys. • Provide each student with a student atlas. Structure activities which will give practice with using the table of contents, index, and with individual maps. • Compare and contrast the encyclopedia, atlas, and almanac. 		
<p>X On-line/CD-ROM encyclopedias, atlases, almanacs - Availability will vary in individual schools. Activities can be somewhat similar to book versions of these references. Media specialist may want to emphasize issues such as key word searching, ease of use, and ability of source to be updated.</p>		

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 1.5 The student who is information literate accesses information efficiently and effectively by developing and using successful strategies for locating information.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: 3.7(M), 3.10(E), 5.3(C/T)</p>		
<p>Hanover Objective(s):</p>	<p>Time Frame:</p>	<p>Resources:</p>
<p>The student will:</p> <ul style="list-style-type: none"> search the computer catalog to locate materials. 		<ul style="list-style-type: none"> <i>Media Mania</i> [video]
<p>Possible Strategies:</p> <ul style="list-style-type: none"> Use projection device to present various attributes of the computer catalog. Divide class into small groups and provide questions which require use of catalog. Printout various screens from the catalog to provide individual practice with aspects of the “screen.” Structure a scavenger hunt which requires students to use the catalog to find titles, and then students would additionally need to find the book on the shelf. 		

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 1.5 The student who is information literate accesses information efficiently and effectively by developing and using successful strategies for locating information.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: 3.5(E), 3.10(E), 5.3(C/T)</p>		
<p>Hanover Objective(s):</p>	<p>Time Frame:</p>	<p>Resources:</p>
<p>The student will:</p> <ul style="list-style-type: none"> • utilize beginning search strategies. 		<ul style="list-style-type: none"> • On-line encyclopedias • Computerized card catalog • Internet search engines
<p>Possible Strategies:</p> <ul style="list-style-type: none"> • Use computerized catalog to demonstrate searching by author, title, subject, and keyword. • Utilize CD-ROM encyclopedias, atlases, etc. to familiarize students with search strategies. • Use projection device to demonstrate Internet search strategies. • Acquaint students with various techniques involved in using search engines. 		

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 1.5 The student who is information literate accesses information efficiently and effectively by developing and using successful strategies for locating information.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: 3.10(E), 5.3(C/T)</p>		
<p>Hanover Objective(s):</p>	<p>Time Frame:</p>	<p>Resources:</p>
<p>The student will:</p> <ul style="list-style-type: none"> • use local and wide-area networks and modem delivered or online services. <p>Possible Strategies:</p> <ul style="list-style-type: none"> • Discuss concepts of local and wide area network. • Demonstrate an available online service such as an encyclopedia. • Use a projection device to demonstrate e-mail as found on the school's local network and how it can be used for communication within the school. 		

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 2.1 The student who is information literate evaluates information critically and competently by determining accuracy, relevance, and comprehensiveness.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning:</p>		
<p>Hanover Objective(s):</p>	<p>Time Frame:</p>	<p>Resources:</p>
<p>The student will:</p> <ul style="list-style-type: none"> • identify and define parts of a book (author, title, illustrator, table of contents, index, title page, and glossary). • utilize parts of a book to determine the work’s accuracy, relevance, and comprehensiveness. 		<ul style="list-style-type: none"> • Textbooks • Class set of trade books (nonfiction) • “Parts of a Book,” <i>Library Safari</i>, T.S. Denison, page 10 • “Title Page - Bubble’s Advice,” <i>Library Safari</i>, T.S. Denison, page 11 • “Parts of a Book,” <i>The Complete Library Skills, Grade 4</i>, T.S. Denison, page 97
<p>Possible Strategies:</p> <ul style="list-style-type: none"> • Use transparencies made from actual books to demonstrate various parts of a book. • Use a series of books found in your particular library. (State books, animals). Since the series has a certain commonality, the index and table of contents is similar. Students will be able to find the parts of a book within their volume. • Use a simplified index or table of contents from a particular book. Make a transparency and provide copies for students to have individual practice. • Utilize a classroom text as a teaching tool. Certain texts will feature all of the book parts being studied. • Discuss the intent of a glossary and an index. Have students determine when these book parts are necessary and when they are not. • Utilize a class set of trade books on a nonfiction topic. These books can be examined for accuracy, relevance, and comprehensiveness. 		

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 2.4 The student who is information literate evaluates information critically and competently by selecting information appropriate to the problem or question at hand.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: 3.10(E), 5.3(C/T)</p>		
<p>Hanover Objective(s):</p>	<p>Time Frame:</p>	<p>Resources:</p>
<p>The student will:</p> <ul style="list-style-type: none"> • select appropriate research materials, including print and nonprint/electronic sources to address a topic. 		<ul style="list-style-type: none"> • <i>Verdi</i> (Cannon) • On-line or book encyclopedias.
<p>Possible Strategies:</p> <ul style="list-style-type: none"> • a. Select a topic such as snakes. Read a fiction selection (example: <i>Verdi</i> by Cannon). • b. Examine an encyclopedia entry on snakes - use an electronic encyclopedia and/or a book encyclopedia. • c. Discuss how one type of material would be appropriate for research and how one would not. • Compare and contrast the coverage of a book on a topic versus a topic as covered by an encyclopedia. Discuss appropriateness of each for a project. Additionally, discuss appropriateness of source related to length of project and length of source. 		

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 3.2 The student who is information literate uses information effectively and creatively by integrating new information into one's own knowledge.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: 3.5(E), 3.10(E), 5.3(C/T)</p>		
<p>Hanover Objective(s):</p>	<p>Time Frame:</p>	<p>Resources:</p>
<p>The student will:</p> <ul style="list-style-type: none"> • recognize the unique characteristics of various reference tools (encyclopedia, almanac, atlas, newspaper, and periodicals). • compare and contrast the characteristics of these tools. 		<ul style="list-style-type: none"> • Magazines from library media center collection • Class set of newspapers or individual copies • <i>Magazines in Education</i>, T.S. Denison, page 11
<p>Possible Strategies:</p> <ul style="list-style-type: none"> • Divide class into small groups or have students work independently. Distribute magazines to each group/ individual. Have pupils find the table of contents and then have students read an article in their volume. Discuss attributes of each magazine as discerned by each student or group. • Give each student a copy of a newspaper. Discuss various newspaper terms. Have them locate certain standard features typically found on the front page. • Given a newspaper, have students conduct a scavenger hunt which will have them locate standard features. • Use electronic versions of these reference tools. Discuss keyword search strategies available in many. • Use a paper or projected version of a spreadsheet to compare and contrast the various reference tools. Create columns which may include Frequency/ Advertising/Number of Volumes/Definition. 		

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 4.1</p>	<p>The student who is an independent learner is information literate and pursues information related to personal interests by seeking information related to well being.</p>	<p>various dimensions of personal</p>
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: 3.4(E), 3.5(E), 3.6(E), 3.7(M)</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <ul style="list-style-type: none"> • select and read books related to personal interests. • demonstrate an awareness of the Dewey Decimal System. <p>Possible Strategies:</p> <ul style="list-style-type: none"> • Use bookmarks, chart or handout to acquaint students with basic concepts of the Dewey System. Have students locate 1 book from a specific realm (600's, etc.). Students need to read the title aloud so that the class can understand the basic concept of subject order. • Given various nonfiction titles on note cards or strips of paper, have students “classify” the materials according to Dewey categories. • Given call numbers (on note cards or pieces of paper) have students form a shelf showing numerical order. 	<p>Time Frame:</p>	<p>Resources:</p> <ul style="list-style-type: none"> • <i>Library Safari</i>, T.S. Denison, pages 16 and 27 • <i>The Complete Library Skills/Grade 4</i>, T.S. Denison, pages 50-52 • Dewey Decimal Book Marks (Self-made, Highsmith, T.S. Denison) • Dewey Decimal Chart (Self-made, Highsmith, T.S. Denison) • Dewey Decimal Wheel • Dewey Decimal Rap • <i>Media Mania</i> [video]

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 5.2 The student who is an independent learner is information literate and appreciates and enjoys literature and other creative expressions of information by deriving meaning from information presented creatively in a variety of formats.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: 3.4(E), 3.6(E), 4.4(E)</p>		
<p>Hanover Objective(s):</p>	<p>Time Frame:</p>	<p>Resources:</p>
<p>The student will:</p> <ul style="list-style-type: none"> • read a variety of literary forms with an emphasis on selected authors and illustrators. <p>Possible Strategies:</p> <ul style="list-style-type: none"> • Use a listing of authors' birthdays as a source for bulletin boards, book talks, etc. <i>School Library Media Activities Monthly</i> features one each month. A bibliography as well as suggested activities is included. • Acquaint students with webpages which celebrate the works of authors and illustrators. • Select an author whose work bridges several realms - easy books, nonfiction, and fiction. Have students read and analyze the various works in order to discern similarities and differences in the author's style. 		

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 5.2 The student who is an independent learner is information literate and appreciates and enjoys literature and other creative expressions of information by deriving meaning from information presented creatively in a variety of formats.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: 3.5(E)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • compare and contrast settings, characters, and events. <p>Possible Strategies:</p> <ul style="list-style-type: none"> • Use two folktales which are variants (many other pieces of literature will work as well). Read and discuss both selections. Use a chart format to compare and contrast setting, characters, and events. 	<p>Resources:</p>	

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 5.2 The student who is an independent learner is information literate and appreciates and enjoys literature and other creative expressions of information by deriving meaning from information presented creatively in a variety of formats.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: 3.2(SS), 3.6(E)</p>		
<p>Hanover Objective(s):</p>	<p>Time Frame:</p>	<p>Resources:</p>
<p>The student will:</p> <ul style="list-style-type: none"> identify the characteristics of biographies and auto- biographies. 		<ul style="list-style-type: none"> <i>School Library Media Activities Monthly</i>, February, 1999 <i>The Complete Library Skills, Grade 3</i>, T.S. Denison, pages 98-107
<p>Possible Strategies:</p> <ul style="list-style-type: none"> Discuss characteristics of biographies and autobiographies. Read excerpts from several. Try to locate ones that cover a person’s life chronologically from birth and ones which start with a focal incident later in life. Library media specialist can present an autobiographical sketch of herself via slides, photos, overhead transparencies or computer presentation software. Given a list of books, students should be able to identify a biography. (<i>The Complete Library Skills/ Grade 3</i>, page 99, T.S. Denison.) Students should be able to construct a call number for a biography. Group students in pairs and have them conduct interviews of each other based on several standard questions. Have them write 1 to 2 sentences of a biography based on their interview. Acquaint students with terms - individual biography and collective biography. Given a list of collective and individual biographies, students should be able to construct call numbers. (<i>Library Skills: Lessons for Grades K-6</i>, page 282, Arden Druce.) <p>X In a collaborative project with a classroom teacher, students select and read a short biography. Students play a Tic-Tac-Toe game based on facts learned from the various selections. (“Getting to Know You: Biography Tic-Tac-Toe”, <i>School Library Media Activities Monthly</i>, February, 1999, pages 33-34.)</p>		

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 5.2 The student who is an independent learner is information literate and appreciates and enjoys literature and other creative expressions of information by deriving meaning from information presented creatively in a variety of formats.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: 3.6(E)</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <ul style="list-style-type: none"> identify the characteristics of folktales. <p>Possible Strategies:</p> <ul style="list-style-type: none"> Use a familiar folk/fairy tale such as Cinderella. Acquaint students with basic characteristics of this form of literature. Students should be able to identify these characteristics within your demonstration story. Use other variants of demonstration story to have students find the characteristics within the new story. 	<p>Time Frame:</p> <p>Resources:</p> <ul style="list-style-type: none"> “Cinderella, Cinderella, Cinderella”, <i>School Library Media Activities Monthly</i>, December, 1998, pages 11-13 	

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 7.2 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 by respecting the principle of equitable access to information.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning:</p>		
<p>Hanover Objective(s):</p>	<p>Time Frame:</p>	<p>Resources:</p>
<p>The student will:</p> <ul style="list-style-type: none"> • demonstrate proper care of books, audiovisual equipment, and audiovisual materials. <p>Possible Strategies:</p> <ul style="list-style-type: none"> • Working in small groups, students will brainstorm a list of book care rules. • Using a similar strategy, have students list various A-V equipment and material rules. • Students could be given a specific rule to illustrate by making a poster. Post various rules in the library - featuring student made illustrations. 		

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 7.2 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 by respecting the principle of equitable access to information.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning:</p>		
<p>Hanover Objective(s):</p>	<p>Time Frame:</p>	<p>Resources:</p>
<p>The student will:</p> <ul style="list-style-type: none"> • demonstrate proper care of books, audiovisual equipment, and audiovisual materials. <p>Possible Strategies:</p> <ul style="list-style-type: none"> • Working in small groups, students will brainstorm a list of book care rules. • Using a similar strategy, have students list various A-V equipment and material rules. • Students could be given a specific rule to illustrate by making a poster. Post various rules in the library - featuring student made illustrations. 		

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 1.5 The student who is information literate accesses information efficiently and effectively by developing and using successful strategies for locating information.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: 4.3(E), 4.5(E)</p>		
<p>Hanover Objective(s):</p>	<p>Time Frame:</p>	<p>Resources:</p>
<p>The student will:</p>		<ul style="list-style-type: none"> • Transparency made from an encyclopedia entry (self-made)
<ul style="list-style-type: none"> • collect and use information from text organizers (guide words, cross references, subheadings, and keywords). 		<ul style="list-style-type: none"> • Class set of dictionaries
<p>Possible Strategies:</p>		<ul style="list-style-type: none"> • <i>Library and Reference Skills</i>, Instructional Fair, 1993, page 3
<ul style="list-style-type: none"> • Create a transparency from an encyclopedia page to demonstrate guide words, cross references, subheadings, and keywords. Students should be able to delineate the uses of each. 		<ul style="list-style-type: none"> • <i>Reference Skills</i>, Frank Schaffer, page 36
<ul style="list-style-type: none"> • Given a copy of an encyclopedia page have students use crayons or markers to color code the various text organizers. 		<ul style="list-style-type: none"> • “Encyclopedia Guide Words - Warm Weather Friend,” <i>Library Safari</i>, T.S. Denison, page 36
<ul style="list-style-type: none"> • Using the page mentioned in the entry above, have students analyze how to predict where information is located based on subheadings. 		
<ul style="list-style-type: none"> • Review the use of guide words through utilization of a class set of dictionaries. 		

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 1.5 The student who is information literate accesses information efficiently and effectively by developing and using successful strategies for locating information.</p>		
<p>Related National Standards:</p> <p>Related Virginia Standards of Learning: 4.9(E), 5.3(C/T)</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <ul style="list-style-type: none"> • develop search strategies for utilizing local and wide-area networks and modem delivered or online services. • recognize that the school library is part of a large information network. <p>Possible Strategies:</p> <ul style="list-style-type: none"> • Utilize online services to demonstrate search strategies needed for various sources. • Assign a topic to a small group of students. Have them develop a list of materials available. Structure the search so that they must find items and information coming from the local and wide area network. Ex: a book found via the electronic catalog, an article from a CD-ROM encyclopedia found on the local network, an article from the WWW. • Invite local public library media specialists to your school. Have them focus on strategies they have available for information retrieval. 	<p>Time Frame:</p> <p>Resources:</p> <ul style="list-style-type: none"> • Public library media specialists. • Online sites. 	

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 2.2 The student who is information literate evaluates information critically and competently by distinguishing among facts, point of view, and opinion.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: 4.7(SS)</p>		
<p>Hanover Objective(s):</p>	<p>Time Frame:</p>	<p>Resources:</p>
<p>The student will:</p> <ul style="list-style-type: none"> distinguish between fact and opinion. 		<ul style="list-style-type: none"> Website featuring a bias and an online encyclopedia entry <i>Encyclopedia Brown Introduces Report Writing Skills</i>, [video] SVE
<p>Possible Strategies:</p> <ul style="list-style-type: none"> Read a variety of sentences. Students must decide if the sentence is fact or opinion. Locate a website that has a definite bias (opinion). Compare and contrast this site with similar information found on an online encyclopedia. Have students analyze the site to find statements of opinion. 		

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 3.1 The student who is information literate uses information effectively and creatively by organizing information for practical application.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: 4.7(SS), 4.9(E)</p>		
<p>Hanover Objective(s):</p>	<p>Time Frame:</p>	<p>Resources:</p>
<p>The student will:</p> <ul style="list-style-type: none"> collect information using available primary and secondary resources (encyclopedia, almanac, atlas, thesaurus, specialized dictionaries, and other specialized reference sources). 		<ul style="list-style-type: none"> <u>Dictionary:</u> <ul style="list-style-type: none"> <i>Library Safari</i>, T.S. Denison, page 38
<p>Possible Strategies:</p>		<ul style="list-style-type: none"> <u>Almanac:</u> <ul style="list-style-type: none"> “World Almanac for Kids,” [video]
<ul style="list-style-type: none"> Use an Internet website to have students examine a primary source. Students should assess the source for who, what, where, why. 		<ul style="list-style-type: none"> <u>Atlas:</u> <ul style="list-style-type: none"> “Atlas, Fuzzy Map Reader”, <i>Library Safari</i>, T.S. Denison, page 33. “Atlas”, <i>Library and Reference Skills</i>, Instructional Fair, page 20. “Using an Atlas”, <i>The Complete Library Skills, Grade 5</i>, T.S. Denison, page 91 “Atlas”, <i>The Complete Library Skills, Grade 5</i>, T.S. Denison, page 93 “Mapping”, <i>The Complete Library Skills, Grade 5</i>, T.S. Denison, page 92
		<ul style="list-style-type: none"> <u>Primary Sources:</u> <ul style="list-style-type: none"> The Library of Congress Website
		<ul style="list-style-type: none"> <u>Specialized Reference Sources:</u> <ul style="list-style-type: none"> “Index - Sharks Galore”, <i>Library Safari</i>, T.S. Denison, page 13
		<ul style="list-style-type: none"> <u>Encyclopedia:</u> <ul style="list-style-type: none"> “Knowing Where to Look” <i>Reference Skills</i>, Frank Schaffer, page 35 “Places in Encyclopedias”, <i>Library and Reference Skills</i>, Instructional Fair, 1993, page 38 “Encyclopedia Word Search”, <i>Library and Reference Skills</i>, Instructional Fair, 1993, page 39
		<ul style="list-style-type: none"> X “Encyclopedia Excursion” <i>The Mailbox</i>, Aug/Sept. 1986, page 19

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 3.2 The student who is information literate accesses information effectively and creatively by integrating new information into one's own knowledge.</p> <p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: 4.4(M), 4.9(E)</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <ul style="list-style-type: none"> locate materials using the Dewey Decimal System. <p>Possible Strategies:</p> <ul style="list-style-type: none"> In a collaborative project with an art specialist, have students design "Dewey Decimal Jewelry" or a "Dewey Egg." Give students a list of call numbers falling in one category such as 500's. Send "detectives" to the shelves to bring back a book. Have them read the title aloud to test the validity of the call number. Given a list of specific call numbers, have students create a title, make themselves the author, design a front cover and put the correct call number on their "book." Have students estimate the size of various areas of the Dewey Decimal System in the library. Give them rulers and calculators to use. Library media specialist will then give them an actual count to see how close their estimate seems to be. Showcase the 800's. Have books available containing humorous poems or jokes. Acquaint students with idea that "laughter is the best medicine." Given a piece of paper resembling a prescription sheet, have students write a favorite poem or joke. Include a space for the "doctors" signature. <p>X Structure a scavenger hunt. Students are given a notecard containing a Dewey number, title of book, and barcode number. Students self-check via the barcode number.</p>	<p>Time Frame:</p>	<p>Resources:</p> <ul style="list-style-type: none"> "Dewey Decimal Jewelry: Paper Crafts," <i>School Library Media Activities Monthly</i>, February, 1999, pages 11-12 Chart of specific areas within the Dewey system

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 5.2 The student who is an independent learner is information literate and appreciates and enjoys literature and other creative expressions of information by deriving meaning from information presented creatively in a variety of formats.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: 4.4(E), 4.5(E), 4.6(E)</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <ul style="list-style-type: none"> read and identify various genres of literature (historical fiction, folktales, tall tales, myths, realistic fiction, and poetry). <p>Possible Strategies:</p> <ul style="list-style-type: none"> Book talks serve as a technique for presenting various genres of literature. At the conclusion of the selection, students may be asked to identify various attributes of the type of literature. After hearing a particular type of literature, students should be able to identify the genre. 	<p>Time Frame:</p>	<p>Resources:</p> <ul style="list-style-type: none"> Works of literature which serve as examples of various genres

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 6.2 The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation by devising strategies for revising, improving, and updating self-generated knowledge.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: 4.7(E), 4.9(E)</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <ul style="list-style-type: none"> • evaluate and synthesize information. • revise, improve, and update self-generated knowledge. <p>Possible Strategies:</p> <ul style="list-style-type: none"> • An online encyclopedia such as <i>Groliers</i> provides 3 encyclopedias on the same website. Have students work with a partner. Assign a topic and have the students evaluate the information found on the topic as presented in the 3 different encyclopedias. • Use a literary selection such as <i>The Bunyans</i>. Discuss paraphrasing. Divide class and have each group paraphrase a portion of the story. Using a “newspaper” style of recapping the story may be a possibility. • Provide opportunities for note taking from various sources. Encourage students to create paragraphs and to review, update, and improve their writings. 	<p>Time Frame:</p>	<p>Resources:</p> <ul style="list-style-type: none"> • An online encyclopedia such as <i>Groliers</i> • <i>The Bunyans</i> (Wood)

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 8.2 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 by respecting intellectual property rights.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: 5.8(E)</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <ul style="list-style-type: none"> • identify the concepts and applications of plagiarism and copyright in print and non-print media. <p>Possible Strategies:</p> <ul style="list-style-type: none"> • Introduce and define the concept of plagiarism. Discuss the concepts of direct quotation versus paraphrasing. • Discuss strategies for avoiding plagiarism. <ul style="list-style-type: none"> • use of dictionary. • use of thesaurus. • Discuss implications of plagiarism on the World Wide Web. • Use an original source and create a plagiarized version as well as an acceptable version. The World Wide Web has several sites which may be helpful. Using the keyword “plagiarism” may be of assistance in locating these sites. 	<p>Time Frame:</p>	<p>Resources:</p>

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 9.1 The student who contributes positively to the learning community and to society is information literate and practices effectively in groups to pursue and generate information by sharing knowledge and information with others..</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: 4.1(E), 4.5(E), 4.7(E)</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <ul style="list-style-type: none"> • communicate enjoyment and comprehension of literary experiences. <p>Possible Strategies:</p> <ul style="list-style-type: none"> • In collaboration with teacher, students complete projects and reports related to books they have read. Examples include: <ul style="list-style-type: none"> • oral and written book reports; • puppet based on book character; • grocery bag featuring essential items in a story; • presentation software conveying elements of a book; • dioramas; • mobile; • videotape <p>Library media centers frequently serve as display centers for student work.</p> <ul style="list-style-type: none"> • The Accelerated Reader program serves as a device for assessing students' comprehension of literary selections. • Read several book reviews aloud to students. Have students analyze the reviews to discern statements of fact versus opinion. Additionally, have students decide what elements seem to consistently be in a book review. 	<p>Time Frame:</p> <p>Resources:</p>	

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 9.2 The student who contributes positively to the learning community and to society is information literate and practices effectively in groups to pursue and generate information by respecting others' ideas and backgrounds and acknowledging their contributions.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning:</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <ul style="list-style-type: none"> identify the significance of the Newbery Award and other awards for literary or illustrative excellence. <p>Possible Strategies:</p> <ul style="list-style-type: none"> Library media specialist may give a book talk on Virginia Young Readers selections or other award winners. Provide students with background information on the Newbery Award as well as a list of titles. Display several selections. Working in small groups, give each group a "Fake" name for a Newbery. Using the list, have them identify the real name. Example: Man on a Street/ Adam of the Road. Play Newbery Bingo. As a review of many library media topics, create a Library Jeopardy game. Newbery titles can serve as one of the categories. 	<p>Time Frame:</p>	<p>Resources:</p> <ul style="list-style-type: none"> Newbery Award poster List/Bookmark of Newbery winners Newbery Bingo game Library Jeopardy game (teacher made)

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
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National Standard: 1.1 The student who is information literate accesses information efficiently and effectively by recognizing the need for information

Related National Standards:

Related Virginia Standards of Learning: 5.2(C/T), 5.3(C/T), 5.4(C/T)

Hanover Objective(s): Time Frame:

The student will:

- demonstrate understanding of technology vocabulary (database, spreadsheet, retrieval, memory, and videodisc).

Possible Strategies:

- Review and extend use of computerized catalog. Emphasize that the catalog is a database.
- Use LCD projector to demonstrate how a material is entered into the catalog. Demonstrate the fields and how they later display and are used by the patron.
- Review and discuss technology terms. Structure bingo game and/or tic-tac-toe game to serve as review.

Resources:

- LCD projector and Winnebago software
- List of technology terms and student made bingo card

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 2.4 The student who is information literate evaluates information critically and competently by selecting information appropriate to the problem or question at hand.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: 5.3(C/T), 5.8(E), 5.9(SS)</p>		
<p>Hanover Objective(s):</p>	<p>Time Frame:</p>	<p>Resources:</p>
<p>The student will:</p> <ul style="list-style-type: none"> • utilize search strategies relevant to class assignments. • utilize keyword search strategies. 		<ul style="list-style-type: none"> • “Patriotic Puzzles”, <i>Teacher Created Materials</i>, 1988, page 36
<p>Possible Strategies:</p>		
<ul style="list-style-type: none"> • In collaboration with the classroom teacher, structure activities which require students to locate materials in the school library media center. • Provide large group instruction centering on the use of keyword searching in Winnebago and various online services. • Have students complete various crossword puzzles which require search strategies. Example: Columbus Day puzzle. 		

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 2.4 The student who is information literate evaluates information critically and competently by selecting information appropriate to the problem or question at hand.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: 5.2(C/T), 5.8(E), 5.9(SS)</p>		
<p>Hanover Objective(s):</p>	<p>Time Frame:</p>	<p>Resources:</p>
<p>The student will:</p> <ul style="list-style-type: none"> use technology appropriate to task. 		<ul style="list-style-type: none"> Various worksheets from <i>Search and Research</i>, The Learning Works, 1984
<p>Possible Strategies:</p> <ul style="list-style-type: none"> Discuss various types of technology available in school, home, and public resources. Use a spreadsheet format to have students focus on attributes of various realms of technology. 		

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 2.4 The student who is information literate evaluates information critically and competently by selecting information appropriate to the problem or question at hand.</p>		
<p>Related National Standards: 3.4</p> <p>Related Virginia Standards of Learning: 5.3(C/T)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • recognize components of a bibliographic record. <p>Possible Strategies:</p> <ul style="list-style-type: none"> • Use the Winnebago catalog to demonstrate the elements of a bibliographic record. • Use the term “baby bib” to help explain a bibliography. Explain that you can tell what a baby has eaten from his/her bib “spots.” Bibliographies are spots for reports. 	<p>Resources:</p> <ul style="list-style-type: none"> • Overhead transparency or computer projector 	

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 3.1 The student who is information literate uses information effectively and creatively by organizing information for practical application.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: 5.6(E), 5.8(E), 5.9(SS)</p>		
<p>Hanover Objective(s):</p>	<p>Time Frame:</p>	<p>Resources:</p>
<p>The student will:</p> <ul style="list-style-type: none"> • synthesize information from a variety of primary and secondary sources. <p>Possible Strategies:</p> <ul style="list-style-type: none"> • In collaboration with a classroom teacher or as an independent project, have students choose a topic, take notes, and blend their findings into a completed report. Emphasis should be placed on: <ul style="list-style-type: none"> • using a variety of sources; • being able to give credit to those sources. • Using cooperative groups, have students rotate to a variety of reference stations to gather information. Structure the stations so that some feature primary sources and some feature secondary sources. • Provide students with an example of information coming from a primary source found on the Internet. Discuss the unique role of the Internet in providing access to primary sources. • Collect “primary sources” from your own school. Place them in a box and have students theorize what people may conclude about the school based on discovering these artifacts. • Given a group of resources, have students sort them into primary and secondary sources. 		

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 3.3 The student who is information literate uses information effectively and creatively by applying information in critical thinking and problem solving.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: 5.3(C/T), 5.4(E)</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <ul style="list-style-type: none"> develop appropriate strategies to locate information in specialized sources (thesaurus, atlas, specialized dictionaries, almanac, and electronic sources). <p>Possible Strategies:</p> <ul style="list-style-type: none"> Develop a list of evaluation questions to help students assess a website's quality. (The Internet itself has a number of sites which deal with this topic.) Select two websites and guide the students through some of the assessment questions. Set up stations where each source is located. Have students rotate to each station to answer various questions about the basic setup of the source - how organized, date of publication, index, etc. Following the rotation mentioned in above, have students complete a worksheet which details the various information they learned in the rotation. Structure activities which require students to answer questions utilizing these sources Discuss various sources as you display them. Give students a worksheet called "Which Reference Would You Use?" Students put an abbreviation for the tool in the blank (based on their best guess for where information would be.). After making guesses, students actually try to locate answers. 	<p>Time Frame:</p>	<p>Resources:</p> <ul style="list-style-type: none"> "Research Roundup," <i>Mailbox</i> - Aug/Sept 1998 "The Dictionary/At the Library Assignment", Lee Canter, 1989, page 38 "Dissecting A Story", <i>Magazines in Education</i>, page 13 <i>The Complete Library Skills/Grade 5</i>, T.S. Denison, pages 95-102

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 3.4 The student who is information literate accesses information effectively and creatively by producing and communicating information and ideas in appropriate formats.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: 5.1(SS), 5.4(C/T), 5.7(E), 5.8(E)</p>		
<p>Hanover Objective(s):</p>	<p>Time Frame:</p>	<p>Resources:</p>
<p>The student will:</p>		
<ul style="list-style-type: none"> • choose an appropriate presentation format. 		
<p>Possible Strategies:</p>		
<ul style="list-style-type: none"> • Discuss various styles of presentation including oral and written reports, demonstration, presentation software-using computer generated graphics or scanned images. 		
<ul style="list-style-type: none"> • Using Caldecott, Newbery, Virginia Young Readers' titles, have students work with a partner to create a book review. Review should include certain standard elements typically incorporated in a presentation - title, author, summary, etc. 		

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 4.1 The student who is an independent learner is information literate and pursues information related to personal interests by seeking information related to various dimensions of personal well being, such as career interests, community involvement, health matters, and recreational pursuits.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: 5.5(E)</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <ul style="list-style-type: none"> select and use a variety of materials for informational and recreational purposes. <p>Possible Strategies:</p> <ul style="list-style-type: none"> Review and extend knowledge of Dewey Decimal System and how it helps in selecting materials. Continue book talks as a method of acquainting students with new materials. Conduct a poster contest such as: Your library is the answer! What is the question? 	<p>Time Frame:</p>	<p>Resources:</p> <ul style="list-style-type: none"> Dewey Decimal System chart

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 5.2 The student who is an independent learner is information literate and appreciates and enjoys literature and other creative expressions of information by deriving meaning from information presented creatively in a variety of formats.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: 5.5(E), 5.9(SS)</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <ul style="list-style-type: none"> recognize and read various literary genres (realistic fiction, historical fiction, science fiction, mystery, poetry, letters, and diaries). <p>Possible Strategies:</p> <ul style="list-style-type: none"> Use transparencies and presentation software to demonstrate characteristics of various genres. Make book talk presentations and utilize videotapes to help students understand the differences in the various genre. Use Virginia Young Readers as a springboard for discussion. Have students classify the various selections into the appropriate genre. In April - Poetry Month, have a poetry reading. Set up props and have students come to library prepared to read or recite a poem. 	<p>Time Frame:</p> <p>Resources:</p> <ul style="list-style-type: none"> Wishbone - <i>Salty Dog</i> (Treasure Island) [video] Cover to Cover - <i>Pigs May Fly</i> [video] <i>Encyclopedia Brown and the Beauty Queen</i> [video] <i>Babysitting is a Dangerous Job</i> - Mystery [video] 	

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 5.2 The student who is an independent learner is information literate and appreciates and enjoys literature and other creative expressions of information by deriving meaning from information presented creatively in a variety of formats.</p>		
<p>Related National Standards:</p>		
<p>Related Virginia Standards of Learning: 5.5(E)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • describe authors' styles, development of plot, characterization, and setting. <p>Possible Strategies:</p> <ul style="list-style-type: none"> • Select an author to serve as a source of focus. Read several selections to have students analyze the author's style, characterization, etc. • Select several authors to have students compare and contrast style, plot development, characterization. 	<p>Resources:</p>	

Assessment Sample:

Information Literacy

Independent Learning

Social Responsibility

Library Media Curriculum - - - Hanover County Public Schools - - - GRADE: SIXTH

National Standard: 7.1 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 by seeking information from diverse sources, contexts, disciplines, and cultures.

Related National Standards:

Related Virginia Standards of Learning: 5.5(E)

<p>Hanover Objective(s):</p> <p>The student will:</p> <ul style="list-style-type: none"> seek information from a variety of sources. <p>Possible Strategies:</p> <ul style="list-style-type: none"> Structure scavenger hunt type activities which require students to seek information from various sources. 	<p>Time Frame:</p> <p>Resources:</p>
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Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 1.1 The student who is information literate accesses information efficiently and effectively by recognizing the need for information.</p>		
<p>Related National Standards: 4.2, 5.2, 5.3, 7.2</p>		
<p>Related Virginia Standards of Learning: 6.1(E), 6.2(E), 6.4(E), 6.8(E), 6.9(E)</p>		
<p>Hanover Objective(s):</p>	<p>Time Frame:</p>	<p>Resources:</p>

The student will:

- identify the organization and policies of the Library Media Center.

Strategies:

- Provide student library orientation through a variety of sources.
- Develop visual to introduce students to Library Media Center organization and policies.

- ***See Library Media Idea Bank:***
- MA-1, MA-2, MA-5, and MA-10.
- *Spectrum* electronic catalog
- Presentation software, i.e. *Microsoft PowerPoint*

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 1.4 The student who is information literate accesses information efficiently and effectively by developing and using successful strategies for locating information.</p>		
<p>Related National Standards: 1.1, 2.2, 7.2, 8.3</p>		
<p>Related Virginia Standards of Learning: 6.1(SS), 6.2(E), 6.7(E), 6.8(E), 6.9(E), 6.10(SS)</p>		
<p>Hanover Objective(s):</p> <p>Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • identify and use the Dewey Decimal System. • select from a wide range of resources for a given purpose. • use periodicals as an information source. • use search strategies to retrieve electronic information. <p>Strategies:</p> <ul style="list-style-type: none"> • Provide instruction in the use of <i>Spectrum</i>, the electronic catalog to access books. • Provide reference, periodical, and electronic data to students retrieval. • Introduce research strategies. 	<p>Resources:</p> <ul style="list-style-type: none"> • <i>See Library Media Idea Bank:</i> • MA-1, MA-3, MA-6, MA-8, MA-9, MA-14, MA-15, MA-16, MA20, MA21, MA22, MA33, and MB-7. • <i>Spectrum</i> electronic catalog • Presentation software, i.e. <i>Microsoft PowerPoint</i> • Print and on-line reference materials • <i>The New Improved Big 6 Workshop Handbook</i> • <i>Flip It</i> 	

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 2.4 The student who is information literate evaluates information critically and competently by selecting information appropriate to the problem or question at hand.</p> <p>Related National Standards: 1.4, 2.2, 3.4</p> <p>Related Virginia Standards of Learning: 6.2(E), 6.5(E), 6.9(E), 6.10(SS)</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <ul style="list-style-type: none"> • compare and contrast information about one topic from different selections. • distinguish between fact and opinion. • compare and contrast points of view. <p>Strategies:</p> <ul style="list-style-type: none"> • Utilize research strategies. • Present visual presentation to demonstrate how to critically evaluate print and non-print materials. 	<p>Time Frame:</p> <p>Resources:</p> <ul style="list-style-type: none"> • <i>See Library Media Idea Bank:</i> • MA-8, MA-9, MA-14, MA-15, MA-16, MA-18, MA-19, MA-20, MA-33, and MB-7. • <i>Spectrum</i> electronic catalog • Internet presentation software, i.e. <i>Microsoft PowerPoint</i> • Newspapers • Periodicals • <i>The New Improved Big 6 Workshop Handbook</i> • <i>Flip It</i> 	

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 3.3 The student who is information literate uses information effectively and creatively by applying information in critical thinking and problem solving.</p> <p>Related National Standards: 3.1, 3.4</p> <p>Related Virginia Standards of Learning: 6.5(E), 6.7(E), 6.8(E), 6.10(SS), 8.1(C/T)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • organize information for practical application. • synthesize information from primary sources • use indexes. • select an appropriate presentation format. • identify and use appropriate software. <p>Strategies:</p> <ul style="list-style-type: none"> • Provide APA bibliographic handouts. • Review research strategies highlighting key terms; such as Boolean, keywords, etc. • Demonstrate necessary equipment/software as needed for student presentation. 		<p>Resources:</p> <ul style="list-style-type: none"> • See Library Media Idea Bank: • MA-7, MA-9, MA-25, and MA-30. • Presentation software, i.e. <i>Microsoft PowerPoint, Microsoft Publisher</i> • Print reference material • Online magazine index • Digital camera • Scanner • <i>Microsoft Word</i>

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 4.2 The student who is an independent learner is information literate and pursues information related to personal interests by seeking information related to various dimensions of personal well being, such as career interests, community involvement, health matters, and recreational pursuits.</p> <p>Related National Standards:</p> <p>Related Virginia Standards of Learning: 6.4(E), 6.5(E), 6.7(E), 6.8(E), 6.9(E), 8.4(C/T)</p>		
<p>Hanover Objective(s):</p> <p>Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • use the online catalog and the Internet to find materials for personal interest. <p>Strategies:</p> <ul style="list-style-type: none"> • Review use of <i>Spectrum</i> electronic catalog. • Introduce search engine examples. • Demonstrate an Internet search to locate subjects of interest. 	<p>Resources:</p> <ul style="list-style-type: none"> • <i>See Library Media Idea Bank:</i> • MA-4, MA-14, MA-15, MA-16, • MA-17 MA-21, MA-30, and MB-7. • Internet • <i>Spectrum</i> electronic catalog • Wide variety of fiction and nonfiction print materials 	

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 5.2 The student who is an independent learner is information literate and appreciates and enjoys literature and other creative expressions of information by deriving meaning from information presented creatively in a variety of formats.</p> <p>Related National Standards: 5.3, 5.6</p> <p>Related Virginia Standards of Learning: 6.4(E), 6.6(E)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • recognize a variety of genre. • compare and contrast plot, character development, and author’s style. • use knowledge of literary forms to aid comprehension and predict outcomes. <p>Strategies:</p> <ul style="list-style-type: none"> • Fine tune use of <i>Spectrum</i> electronic catalog to find genre. • Expose students to book talks. • Collaborate with classroom teachers to clarify literature and comprehension. 		<p>Resources:</p> <ul style="list-style-type: none"> • <i>See Library Media Idea Bank:</i> • MA-5, and MB-8. • <i>Spectrum</i> electronic catalog • Wide variety of fiction materials • Books on booktalking

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 6.2 The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation by devising strategies for revising, improving, and updating self-generated knowledge.</p> <p>Related National Standards: 1.1, 7.2</p> <p>Related Virginia Standards of Learning: 6.8(E)</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <p>synthesize information to construct new concepts.</p>	<p>Time Frame:</p> <p>Resources:</p> <p><i>See Library Media Idea Bank:</i> MA-1, MA-2, and MA-9.</p>	

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 7.2 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 by respecting the principle of equitable access of information.</p> <p>Related National Standards: 1.1, 4.2, 5.2</p> <p>Related Virginia Standards of Learning: 6.1(E), 6.2(E), 6.4(E), 6.8(E), 6.9(E)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <p>demonstrate responsibility in following circulation procedures.</p> <p>Strategies:</p> <p>Review and clarify procedures for obtaining and returning material for class assignments and individual learning.</p>		<p>Resources:</p> <ul style="list-style-type: none"> • See Library Media Idea Bank: • MA-1, MA-2, and MA-5. • <i>Spectrum</i> electronic catalog • School library media homepage

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 8.2 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 by respecting intellectual property rights.</p> <p>Related National Standards:</p> <p>Related Virginia Standards of Learning: 6.8(E)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • take notes by paraphrasing and summarizing. • cite bibliographic information in a simple format. <p>Strategies:</p> <ul style="list-style-type: none"> • Present visual presentation to demonstrate standard bibliographic citation format. • Review APA handout and school library media homepage. • Encourage students to take notes, paraphrase, and summarize. 		<p>Resources:</p> <p><i>See Library Media Idea Bank:</i> MA-3, MA-8, MA-9, MA-18, MA-25, MA-29, MB-2, and MB-7.</p>

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 9.4 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 by collaborating with others, both in person and through technology to design, develop, and evaluate information products and solutions.</p> <p>Related National Standards:</p> <p>Related Virginia Standards of Learning: 6.1(E)</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <p>summarize and evaluate group research activities.</p> <p>Strategies:</p> <p>Oversee individuals and groups to help them evaluate the research process and their final products.</p>	<p>Time Frame:</p> <p>Resources:</p> <p><i>See Library Media Idea Bank:</i> MA-8, MA-9, and MB-7.</p>	

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 1.1 The student who is information literate accesses information efficiently and effectively by recognizing the need for information.</p> <p>Related National Standards: 7.2</p> <p>Related Virginia Standards of Learning: 7.6(E)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <p>identify the organization and policies of the Library Media Center.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Provide student library orientation through a variety of sources. • Develop visual to introduce/refresh students to Library Media Center organization and policies. 		<p>Resources:</p> <ul style="list-style-type: none"> • See Library Media Idea Bank: • MA-1, MA-2, MA-5, and MA-10. • Presentation software, i.e. <i>Microsoft PowerPoint</i> • <i>Spectrum</i> electronic catalog

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 1.5 The student who is information literate accesses information efficiently and effectively by developing and using successful strategies for locating information.</p> <p>Related National Standards:</p> <p>Related Virginia Standards of Learning: 7.2(SS), 7.4(SS), 7.6(E), 7.8(E), 7.10(E), 7.10(SS),</p>		
<p>Hanover Objective(s):</p> <p>Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • define and narrow a topic. • locate materials using Dewey Decimal call numbers. • identify and locate different types of reference materials (encyclopedias, dictionaries, almanacs, etc). • select and retrieve information using encyclopedias, almanacs, indexes, and online catalogs to select and retrieve relevant information. <p>Strategies:</p> <ul style="list-style-type: none"> • Review <i>Spectrum</i> electronic catalog to access books. • Provide reference, periodical, and electronic data to assist student retrieval. • Review research strategies procedures. 	<p>Resources:</p> <ul style="list-style-type: none"> • <i>See Library Media Idea Bank:</i> • MA-3, MA-4, MA-6, MA-7, MA-8, MA-9, MA-14, MA-15, MA-16, • MA-23, MA-30, MB-1, MB-6, and • MB-7. • <i>Spectrum</i> electronic catalog • Print reference materials • Internet • On-line subscriptions • <i>The New Improved Big 6 Workshop Handbook</i> • <i>Flip It</i> 	

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 2.4 The student who is information literate evaluates information critically and competently by selecting information appropriate to the problem or question at hand.</p> <p>Related National Standards:</p> <p>Related Virginia Standards of Learning: 7.1(E), 7.3(SS), 7.4(SS), 7.6(E), 7.6(SS), 7.10(E), 7.10(SS),</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • evaluate and select the most appropriate source for a specific purpose. • assess the relevance, credibility, and validity of information found in traditional print, electronic sources, interviews, and graphic representations (maps, graphs, tables, charts, cartoons, etc.). • differentiate among facts, opinions, propaganda, bias, and point of view in source materials (newspapers, magazines, television commercials, and other print and nonprint materials). <p>Strategies:</p> <ul style="list-style-type: none"> • Refresh research strategies techniques. • Present visual presentation to demonstrate assessed credibility and validity found in print and non-print material. • Within copyright guidelines, tape examples of TV commercials and have students analyze the content. 	<p>Resources:</p> <ul style="list-style-type: none"> • See Library Media Idea Bank: • MA-3, MA-14, MA-15, MA-16, • MA-17, MA-18, MA-33, MA-34, • MB-1, and MB-6. • <i>Spectrum</i> electronic catalog • Presentation software, i.e. <i>Microsoft PowerPoint</i> • <i>Microsoft Publisher</i> • Periodicals • Newspapers • Print and on-line reference materials 	

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 3.4 The student who is information literate uses information effectively and creatively by producing and communicating information and ideas in appropriate formats.</p> <p>Related National Standards: 3.1</p> <p>Related Virginia Standards of Learning: 7.8(E), 7.9(E), 7.10(E), 7.21(M), 8.1(C/T)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • prioritize the use of available resources. • make inferences and predictions based on analysis of data. • develop a multi-media product that communicates information. <p>Strategies:</p> <ul style="list-style-type: none"> • Review search strategies. • Review available print, electronic and online sources. • Demonstrate presentation software and equipment for students to develop a multi-media final product. 		<p>Resources:</p> <ul style="list-style-type: none"> • See Library Media Idea Bank: • MA-4, MA-8, MA-9, MA-11, MA-12, MA-13, MA-18, MA-24, MA-26, • MA-30, MA-33, MA34, and MB-6. • Digital camera • Scanner • Presentation software

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 4.1 The student who is an independent learner is information literate and pursues information related to personal interests by seeking information related to various dimensions of personal well being, such as career interests, community involvement, health matters, and recreational pursuits.</p> <p>Related National Standards: 7.2</p> <p>Related Virginia Standards of Learning:</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <ul style="list-style-type: none"> • browse freely and select appropriate materials according to interest and ability. • use information to further personal interests. <p>Strategies:</p> <ul style="list-style-type: none"> • Assist students determining areas of interest. • Review use of <i>Spectrum</i> electronic catalog. • Provide search engine examples. • Demonstrate an Internet search to locate subjects of interest. 	<p>Time Frame:</p> <p>Resources:</p> <ul style="list-style-type: none"> • <i>See Library Media Idea Bank:</i> • MA-1, MA-4, MA-5, MA-17, and • MA-28. • <i>Spectrum</i> electronic catalog • Internet • Wide variety of fiction and non-fiction material 	

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 5.2 The student who is an independent learner is information literate and appreciates and enjoys literature and other creative expressions of information by deriving meaning from information presented creatively in a variety of formats.</p> <p>Related National Standards:</p> <p>Related Virginia Standards of Learning: 7.5(E), 7.6(E), 7.7(E)</p>		
<p>Hanover Objective(s):</p> <p>Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • read for personal pleasure and self-enhancement. • analyze author’s style, form, viewpoint, and intended impact on the reader in a variety of literary forms and media. <p>Strategies:</p> <ul style="list-style-type: none"> • Encourage student to review all available options before choosing final selection. • Review use of <i>Spectrum</i> electronic catalog to find genre. • Provide booktalks via print summaries and visual formats. • Collaborate with classroom teachers to clarify literature and comprehension requirements. 	<p>Resources:</p> <ul style="list-style-type: none"> • <i>See Library Media Idea Bank:</i> • MA-5, and MB-8. • <i>Spectrum</i> electronic catalog • Wide variety of fiction and non-fiction material • Books on booktalking • Video booktalks 	

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 6.1 The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation by assessing the quality of the process and products of one's own information seeking.</p> <p>Related National Standards:</p> <p>Related Virginia Standards of Learning: 7.1(E)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • analyze probing questions to seek clarification of ideas. • formulate questions to assess the quality of information retrieved. <p>Strategies:</p> <ul style="list-style-type: none"> • Utilize research strategies. • Present visual presentation to demonstrate questioning techniques. • Encourage students to question. 		<p>Resources:</p> <ul style="list-style-type: none"> • <i>See Library Media Idea Bank:</i> • MA-8, and MA-18. • <i>The New Improved Big 6 Workshop Handbook</i> • <i>Flip It</i>

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 7.2 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 by respecting the principle of equitable access of information.</p> <p>Related National Standards: 1.1</p> <p>Related Virginia Standards of Learning:</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <p>demonstrate appropriate library behavior and etiquette.</p> <p>Strategies:</p> <p>Review and clarify procedures for obtaining and returning materials for classroom assignments and independent learning.</p>	<p>Resources:</p> <ul style="list-style-type: none"> • <i>See Library Media Idea Bank:</i> • MA-1, MA-2, and MA-5. • <i>Spectrum</i> electronic catalog • School library media webpage 	

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 8.2 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 by respecting intellectual property rights.</p> <p>Related National Standards:</p> <p>Related Virginia Standards of Learning:</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • apply copyright guidelines. • cite bibliographic sources. <p>Strategies:</p> <ul style="list-style-type: none"> • Present visual presentation to demonstrate standard bibliographic citation format. • Provide for review APA handout and direct students to school library media webpage. • Review copyright guidelines in the use of print and non-print material. 		<p>Resources:</p> <ul style="list-style-type: none"> • See Library Media Idea Bank: • MA-4, MA-9, MA-25, MA-29, MB-6, and MB-7. • US Copyright webpage at: • http://lcweb.loc.gov/copyright

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 9.4 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 by collaborating with others, both in person and through technology to identify information problems and to seek their solutions.</p> <p>Related National Standards:</p> <p>Related Virginia Standards of Learning: 7.1(E), 8.4(C/T)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <p>actively cooperate and collaborate in the sharing of knowledge and information.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Oversee the collaborative effort of a groups project development. • Preview individual and group projects for final preparation and presentation of a collaborative endeavor. 		<p>Resources:</p> <p><i>See Library Media Idea Bank:</i> MA-4, MA-8, MA-9, MB-6, and MB-7.</p>

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 1.1 The student who is information literate accesses information efficiently and effectively by identifying a variety of potential sources of information.</p> <p>Related National Standards: 7.2</p> <p>Related Virginia Standards of Learning:</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <p>identify the organization and policies of the Library Media Center.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Provide student review of library organization and policies through a variety of sources. • Develop visual to review students to Library Media Center organization and policies. 		<p>Resources:</p> <ul style="list-style-type: none"> • <i>See Library Media Idea Bank:</i> • MA-1, MA-2, MA-5, and MA-10. • <i>Spectrum</i> electronic catalog • Presentation software, i.e. <i>Microsoft PowerPoint</i>

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 1.4 The student who is information literate accesses information efficiently and effectively by identifying a variety of potential sources of information.</p> <p>Related National Standards:</p> <p>Related Virginia Standards of Learning: 8.1(E), 8.1(C/T), 8.4(C/T), 8.4(E), 8.5(E)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • use online catalogs and other bibliographic tools to locate library media center resources. • locate materials using Dewey Decimal call numbers. • use a variety of search strategies including brainstorming, keyword and subject search, and Boolean operators. • use databases for research. • use local and wide area networks, including the Internet, to access and retrieve information from electronic databases. • use a variety of community and human resources to locate primary and secondary source information. <p>Strategies:</p> <ul style="list-style-type: none"> • Review use of <i>Spectrum</i> electronic catalog to access books. • Provide reference, periodical, and electronic data to assist student retrieval. • Review search strategies steps. 		<p>Resources:</p> <ul style="list-style-type: none"> • <i>See Library Media Idea Bank:</i> • MA-3, MA-4, MA-5, MA-6, MA-8, MA-9, MA-19, MA-30, MA-33, MB-2, MB-3, MB-4, and MB-5. • <i>Spectrum</i> electronic catalog • Print and on-line reference material • On-line subscriptions • Internet

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 2.4 The student who is information literate evaluates information critically and competently by selecting information appropriate to the problem or question at hand.</p> <p>Related National Standards:</p> <p>Related Virginia Standards of Learning: 8.1(E), 8.3(E), 8.4(E), 8.6(E)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • evaluate and select the most appropriate source for a specific purpose. • assess the relevance, credibility, and validity of information found in traditional print, electronic sources, interviews, and graphic representations (maps, graphs, tables, charts, cartoons, etc.). • differentiate among facts, opinions, propaganda, bias, and point of view in source materials (newspapers, magazines, television commercials, and other print and nonprint materials). <p>Strategies:</p> <ul style="list-style-type: none"> • Refresh research strategy techniques. • Present visual presentation to demonstrate assessed relevance, credibility, and validity of information found in print and non-print material. • Within copyright guidelines, provide print ads for examination and taped TV commercials for analysis of the content. 		<p>Resources:</p> <ul style="list-style-type: none"> • See Library Media Idea Bank: • MA-3, MA-14, MA-15, MA-17, • MA-18, MA-33, MA-34, and MB-4. • <i>Spectrum</i> electronic catalog • Presentation software, i.e. <i>Microsoft PowerPoint</i> • Print and on-line reference material • Newspapers

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 3.4 The student who is information literate uses information effectively and creatively by producing and communicating information and ideas in appropriate formats.</p> <p>Related National Standards:</p> <p>Related Virginia Standards of Learning: 8.1(C/T), 8.2(C/T), 8.4(E), 8.4(C/T), 8.5(E), 8.12(M), 8.13(M)</p>		
<p>Hanover Objective(s):</p> <p>Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • synthesize information from a variety of sources. • make inferences and predictions based on analysis of data. • develop a product that communicates information. • refine use of publishing software, graphic programs, scanner, digital camera, video camera, laser disc, etc. <p>Strategies:</p> <ul style="list-style-type: none"> • Review search strategies as related to synthesizing information. • Demonstrate presentation software and equipment used by students in the development of multi-media projects. • Review available print, electronic, and on-line sources. 	<p>Resources:</p> <ul style="list-style-type: none"> • <i>See Library Media Idea Bank:</i> • MA-4, MA-8, MA-9, MA-11, MA-12, MA-13, MA-24, MA-26, and MB-3. • Digital camera • Scanner • Video camera • Presentation software, i.e. <i>Microsoft PowerPoint</i> 	

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 4.1 The student who is an independent learner is information literate and pursues information related to personal interests by seeking information related to various dimensions of personal well being, such as career interests, community involvement, health matters, and recreational pursuits.</p> <p>Related National Standards:</p> <p>Related Virginia Standards of Learning:</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <p>browse freely and select appropriate materials according to interest and ability.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Assist students in determining areas of interest. • Review use of <i>Spectrum</i> electronic catalog as needed by individual students. • Review search engine. Examples. • Demonstrate an Internet search to locate subjects of individual interest. 		<p>Resources:</p> <ul style="list-style-type: none"> • <i>See Library Media Idea Bank:</i> • MA-4, MA-5, MA-17, and MA-28. • <i>Spectrum</i> electronic catalog • Internet • Wide variety of fiction and non-fiction material

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 5.3 The student who is an independent learner is information literate and appreciates and enjoys literature and other creative expressions of information by developing creative products in a variety of formats.</p> <p>Related National Standards: 5.1</p> <p>Related Virginia Standards of Learning:</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <ul style="list-style-type: none"> • utilize library media center resources to create/enhance a curriculum assignment. • read for personal pleasure and self-enhancement. <p>Strategies:</p> <ul style="list-style-type: none"> • Recap search strategies steps as needed by individual students to locate personal interest material and assigned topics for class projects. • Review use of <i>Spectrum</i> electronic catalog. • Review print and non-print resources for student use in the enhancement of curriculum assignments. • Collaborate with classroom teachers to clarify specific literature and comprehension requirements. 	<p>Time Frame:</p> <p>Resources:</p> <ul style="list-style-type: none"> • <i>See Library Media Idea Bank:</i> • MA-4, MA-9, MA-26, MA-33, MA-34, and MB-8. • <i>Spectrum</i> electronic catalog • Print and on-line reference materials • Wide variety of fiction and non-fiction materials 	

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 7.2 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 by respecting the principle of equitable access of information.</p> <p>Related National Standards:</p> <p>Related Virginia Standards of Learning:</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <p>demonstrate appropriate library behavior and etiquette.</p> <p>Strategies:</p> <p>Review procedures for obtaining and returning materials needed for classroom assignments and independent interests.</p>	<p>Resources:</p> <ul style="list-style-type: none"> • <i>Spectrum</i> electronic catalog • School library media webpage 	

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 8.3 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 by using information technology responsibly.</p> <p>Related National Standards: 8.1, 8.2</p> <p>Related Virginia Standards of Learning: 8/1(E), 8.4(E), 8.5(E)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • credit sources in proper bibliographic format. • demonstrate an understanding of copyright laws. • understand the meaning and consequences of plagiarism of print or non-print materials. • follow responsible guidelines in using electronic resources. <p>Strategies:</p> <ul style="list-style-type: none"> • Present visual presentation to demonstrate standard bibliographic citation format. • Review APA format and direct students to the school library media webpage for additional information. • Facilitate students in the discussion of copyright issues as they relate to student use of print and non-print resources. 		<p>Resources:</p> <ul style="list-style-type: none"> • <i>See Library Media Idea Bank:</i> • MA-9, MA-25, MA-29, MA-31, • MA-32, and MB-5. • School library media webpage • US Copyright office webpage: <i>http://lcweb.loc.gov/copyright</i>

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 9.3 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 by collaborating with others, both in person and through technology to identify information problems and to seek their solutions.</p> <p>Related National Standards:</p> <p>Related Virginia Standards of Learning: 7.1(E), 8.1(E)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <p>actively cooperate and collaborate in the sharing of knowledge and information.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Observe individual input and group collaborative effort in the development of a group project. • Facilitate collaborative discussion and planning of student group products. 		<p>Resources:</p> <p><i>See Library Media Idea Bank:</i> MA-4, MA-8, MA-9, MA-30, and MB-5.</p>

Assessment Sample:



Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 1.4 The student who is information literate accesses information efficiently and effectively by identifying a variety of potential sources of information.</p> <p>Related National Standards: 1.5, 1.3, 3.1, 4.1</p> <p>Related Virginia Standards of Learning: 9.6(E), 9.8(E)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • develop questions reflecting a need for information. • understand internal organizers, such as keywords, indexes, tables of contents, and Boolean logic. • increase familiarity with electronic databases, including full text, bibliographic, and statistical. • locate information using a variety of formats including periodical indexes, print materials and specialized databases. • use a variety of search strategies. • locate literature and materials for recreational reading, personal growth, and research. <p>Strategies:</p> <ul style="list-style-type: none"> • Clarify internal organizers when used in electronic card catalog by demonstrating results, i.e., Depression vs. Depression and Great (emotional vs. historical). • Demonstrate several search strategies while showing how to access the internet. • Provide addresses of on-line subscription sites. 		<p>Resources:</p> <ul style="list-style-type: none"> • See Library Media Idea Bank: • HA-1, HA-2, HB-1, HB-2, HB-3, • HB-4, HB-5, HB-22, HB-23, HB-24, • On-line subscriptions, i.e. <i>Infotrac</i>, <i>SIRS</i>, <i>Galenet</i>, <i>CQ Researcher</i>, etc • <i>Spectrum</i> electronic catalog • Internet • Variety of contemporary and classic fiction books • Periodical collection • Library media center print collection

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 2.4 The student who is information literate evaluates information critically and competently by selecting information appropriate to the problem or question at hand.</p> <p>Related National Standards: 2.1, 2.2, 2.3</p> <p>Related Virginia Standards of Learning: 9.1(E), 9.2(E), 9.3(E), 9.4(E), 9.5(E), 9.11(SS)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • evaluate accuracy, relevance, and comprehensiveness of information as it relates to the curriculum assignment. • select information appropriate to the curriculum assignment. • distinguish between fact and fiction. • distinguish between primary and secondary sources. <p>Strategies:</p> <p>Demonstrate website evaluation with criteria.</p>		<p>Resources:</p> <ul style="list-style-type: none"> • <i>See Library Media Idea Bank:</i> • HA-3, HB-1, HB-2, HB-3, HB-4, • HB-5, and HB-22. • Internet • On-line subscriptions, i.e. <i>Infotrac, SIRS, Galenet, CQ Researcher</i>, etc • Library media center print collection • Periodical collection

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 3.3 The student who is information literate uses information effectively and creatively by applying information in critical thinking and problem solving.</p> <p>Related National Standards: 3.4</p> <p>Related Virginia Standards of Learning: 9.1(E), 9.2(E), 9.3(E), 9.4(E), 9.5(E), 9.1(SS), 9.11(SS)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • study significant literary works from a variety of cultures and eras as they relate to the curriculum assignments. • organize information to produce products appropriate to their curriculum assignments. <p>Strategies:</p>		<p>Resources:</p> <ul style="list-style-type: none"> • <i>See Library Media Idea Bank:</i> • HB-1. • Presentation software, i.e. <i>Microsoft PowerPoint</i> • Publishing software, i.e. <i>Microsoft Publisher</i>

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 4.1 The student who is an independent learner is information literate and pursues information related to personal interests by seeking information related to various dimensions of personal well-being, such as career interests, community involvement, health matters, and recreational pursuits.</p> <p>Related National Standards:</p> <p>Related Virginia Standards of Learning:</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • utilize the Library media center as an information-rich resource. • seek information related to personal interests, including recreation, personal development, and careers. <p>Strategies:</p> <p>Library media center orientation for all 9th graders.</p>		<p>Resources:</p> <ul style="list-style-type: none"> • <i>See Library Media Idea Bank:</i> • HA-1. • Library media center print collection

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 5.2 The student who is an independent learner is information literate and appreciates and enjoys literature and other creative expressions of information by deriving meaning from information presented creatively in a variety of formats.</p> <p>Related National Standards: 5.1</p> <p>Related Virginia Standards of Learning: 9.3(E), 9.4(E), 9.5(E)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • evaluate creative expressions of information for literary and artistic quality. • recognize styles of authors and different genres. • appreciate and enjoy literature. • become a self-motivated reader. • develop creative products in a variety of formats. <p>Strategies:</p> <ul style="list-style-type: none"> • Demonstrate PowerPoint by creating one slide which includes a graphic from the Internet. • Preview Publisher, highlighting the brochure creation wizard. Show a brochure that includes scanned images, Internet graphics and digital camera photos. • Show overhead transparencies produced from Internet graphics and scanned images. • Be prepared to assist students in the production of their visual aid and/or handout. 		<p>Resources:</p> <ul style="list-style-type: none"> • <i>See Library Media Idea Bank:</i> • HB-5. • Presentation software, i.e. <i>Microsoft PowerPoint</i> • Internet access • Publishing software, i.e. <i>Microsoft Publisher</i> • Digital camera • Transparency sheets • Scanner

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 6.1 The student who is an independent learner is information literate strives for excellence in information seeking and knowledge generation by assessing the quality of the process and products of one's own information seeking.</p> <p>Related National Standards: 6.2</p> <p>Related Virginia Standards of Learning: 9.11(SS)</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <ul style="list-style-type: none"> • assess the information and application processes. • verify the accuracy and usefulness of information. <p>Strategies:</p> <p>Present a web evaluation lesson.</p>	<p>Time Frame:</p>	<p>Resources:</p> <ul style="list-style-type: none"> • <i>See Library Media Idea Bank:</i> • HA-3, HB-1, and HB-5. • Library media center print collection • Internet

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 7.2 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 by respecting the principle of equitable access to information.</p> <p>Related National Standards: 7.1</p> <p>Related Virginia Academic Core Standards:</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • seek, as appropriate, information from varied sources. • use Library media center materials, facilities, and equipment responsibly. • respect the learning environment of the Library media center. • respect and adhere to Library media center/school policies. 		<p>Resources:</p> <ul style="list-style-type: none"> • See Library Media Idea Bank: HB-1, HB-2, HB-3, HB-4, and HB-5. • Library media center print collection • Internet

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 1.5 The student who is information literate accesses information efficiently and effectively by developing and using successful strategies for locating information.</p> <p>Related National Standards: 1.4</p> <p>Related Virginia Standards of Learning: 11.9(E),11.16(SS), 11.17(SS)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • increase familiarity with electronic databases, including full text, bibliographic, and statistical. • understand internal organizers, such as keywords, indexes, tables of contents, and Boolean logic. • define an appropriate search topic. • refine strategies for selecting appropriate sources for research and recreational reading. • locate and use literary criticism resources. • identify resources in the community to locate additional information. <p>Strategies:</p> <p>Demonstrate relevant information sources, search strategies per pre-planning sheet.</p>	<p>Resources:</p> <ul style="list-style-type: none"> • See Library Media Idea Bank: HA-4, HA-5, HA-8, HB-14, HB-15, HB-16, HB-17, HB-18, HB-19, HB-20, HB-33, HB-34, HB-35, and HB-36. • Online subscriptions, i.e. <i>Infotrac</i>, <i>SIRS</i>, <i>Galenet</i>, <i>CQ Researcher</i>, etc • <i>Spectrum</i> electronic catalog • Internet • Variety of contemporary and classic fiction books • Periodical collection • Library media center print collection 	

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 2.4 The student who is information literate evaluates information critically and competently by selecting information appropriate to the problem or question at hand.</p> <p>Related National Standards: 2.1, 2.2, 2.3</p> <p>Related Virginia Standards of Learning: 11.4(E), 11.9(E), 11.12(SS), 11.17(SS)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • evaluate information for currency, authority, completeness, credibility, authenticity and relevance as it relates to the curriculum assignment. • differentiate between fact, opinion, propaganda, point of view, bias, and differing interpretations of the same information. • select and locate a variety of resources appropriate to the curriculum assignment. • identify inaccurate and misleading information. • recognize interrelationships among concepts • extract all relevant information. 		<p>Resources:</p> <ul style="list-style-type: none"> • See Library Media Idea Bank: HA-3, HA-4, HA-5, HB-15, HB-16, HB-17, HB-18, HB-19, HB-20, HB-34, HB-35, and HB-36. • Online subscriptions, i.e. <i>Infotrac</i>, <i>SIRS</i>, <i>Galenet</i>, <i>CQ Researcher</i>, etc • Internet • Library media center print collection • Periodical collection

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 3.4 The student who is information literate uses information effectively and creatively by producing and communicating information and ideas in appropriate formats.</p> <p>Related National Standards: 3.3</p> <p>Related Virginia Standards of Learning: 11.1(E), 11.8(E), 11.9(E), 11.17(SS), 11.18(SS)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • paraphrase or use quotes when necessary for accuracy and detail. • combine or summarize information from several sources. • integrate new information with previous information and prior knowledge. • draw conclusions from the search information to be shared with others. • choose an appropriate presentation format. • develop a product which communicates the information accurately, effectively, and creatively to the intended audience. • apply editing techniques on an ongoing basis. 		<p>Resources:</p> <ul style="list-style-type: none"> • See Library Media Idea Bank: HB-15, HB-16, HB-17, HB-18, HB-19, HB-20, HB-33, HB-34, HB-35, and HB-36. • Presentation software, i.e. <i>Microsoft PowerPoint</i> • Publishing software, i.e. <i>Microsoft Publisher</i>

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 4.2 The student who is an independent learner is information literate and pursues information related to personal interests by designing, developing, and evaluating information products and solutions related to personal interests.</p> <p>Related National Standards: 4.1</p> <p>Related Virginia Academic Core Standards: 11.8(E)</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <p>continue to use information related to personal interests, including recreation, personal development, and careers.</p>	<p>Time Frame:</p> <p>Resources:</p> <ul style="list-style-type: none"> • <i>See Library Media Idea Bank:</i> HB-14 • Library media center print collection 	

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 5.3 The student who is an independent learner is information literate and appreciates and enjoys literature and other creative expressions of information by developing creative products in a variety of formats.</p> <p>Related National Standards: 5.1, 5.2</p> <p>Related Virginia Academic Core Standards:</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • appreciate and enjoy literature. • become a self-motivated reader. • derive meaning from literature in a variety of genres. • create meaningful products to share knowledge. • recognize styles of authors and different genres. 	<p>Resources:</p> <ul style="list-style-type: none"> • <i>See Library Media Idea Bank:</i> HB-14, HB-19, and HB-20. • Library media center print collection 	

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 6.2 The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation by devising strategies for revising, improving, and updating self-generated knowledge.</p> <p>Related National Standards: 6.1</p> <p>Related Virginia Standards of Learning: 11.2(E), 11.8(E), 11.9(E), 11.17(SS), 11.18(SS)</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <ul style="list-style-type: none"> • assess the information and application processes. • evaluate the effectiveness of the presentation to the appropriate audience. • verify the accuracy and usefulness of information. • exhibit the intellectual curiosity required for life-long learning. 	<p>Time Frame:</p> <p>Resources:</p> <ul style="list-style-type: none"> • See Library Media Idea Bank: HA-3, HB-15, HB-16, HB-17, HB-18, HB-19, HB-20, HB-33, HB-34, HB-35, and HB-36. • Library media center print collection • Internet 	

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 7.2 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 by respecting the principle of equitable access to information.</p> <p>Related National Standards: 7.1</p> <p>Related Virginia Academic Core Standards: 11.18(SS)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • seek, as appropriate, information from varied sources. • use library materials, facilities, and equipment responsibly. • respect the learning environment of the Library media center. • respect and adhere to Library media center/school policies. 		<p>Resources:</p> <ul style="list-style-type: none"> • See Library Media Idea Bank: HA-6, HB-14, HB-15, HB-16, HB-17, HB-18, HB-19, HB-20, and HB-33. • Library media center print collection • Internet

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 8.3 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 by using information technology responsibly.</p> <p>Related National Standards: 8.1, 8.2</p> <p>Related Virginia Academic Core Standards:</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • respect intellectual property rights of all published materials. • understand the concept and consequences of plagiarism of print and non-print media. • apply copyright guidelines and cite bibliographic sources in appropriate formats. • follow guidelines and etiquette using electronic information sources. • demonstrate responsible use of all equipment and materials. • conduct Internet searches in accordance with Hanover County Public Schools Acceptable Use Policy. 		<p>Resources:</p> <ul style="list-style-type: none"> • See Library Media Idea Bank: HA-7, HA-9, HB-15, HB-16, HB-17, HB-18, HB-19, and HB-20. • Library media center print collection • Internet • Citation style manuals and/or information • US copyright webpage at: • http://lcweb.loc.gov/copyright

Assessment:

Information Literacy	Independent Learning	Social Responsibility
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National Standard: 9.4 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 as described by collaborating with others, both in person and through technologies, to design, develop, and evaluate information products and solutions.

Related National Standards: 9.1, 9.3

Related Virginia Standards of Learning:

Hanover Objective(s): Time Frame:

The student will:

- exhibit respectful and responsible social behavior during group activities.
- collaborate with others to access information efficiently and effectively and to evaluate that information critically and competently in the identification of information problems and their solutions.
- collaborate with others to effectively and creatively use information in the design, development, and evaluation of products and solutions.

Resources:

See Library Media Idea Bank:
HB-18.

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 1.5 The student who is information literate accesses information efficiently and effectively by developing and using successful strategies for locating information.</p> <p>Related National Standards: 1.4</p> <p>Related Virginia Standards of Learning: 12.8(E)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • refine strategies for selecting appropriate sources for research and recreational reading. • locate and access information from other libraries either in person or electronically. • identify and use a variety of sources and formats, including those outside of the school. • search the most appropriate resources in a continuum of resources. • revise and redefine the information problem, if necessary, based on the results of the search. <p>Strategies:</p> <p>Demonstrate relevant information sources, search strategies per pre-planning sheet.</p>		<p>Resources:</p> <ul style="list-style-type: none"> • See Library Media Idea Bank: HA-8, HB-21, HB-38, and HB-39. • Online subscriptions, i.e. <i>Infotrac</i>, <i>SIRS</i>, <i>Galenet</i>, <i>CQ Researcher</i>, etc • <i>Spectrum</i> electronic catalog • Internet • Periodical collection • Library media center print collection

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 2.4 The student who is information literate evaluates information critically and competently by selecting information appropriate to the problem or question at hand.</p> <p>Related National Standards: 2.1, 2.2, 2.3</p> <p>Related Virginia Standards of Learning: 12.8(E), 12.10(SS)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • evaluate information for currency, authority, completeness, credibility, authenticity, and relevance. • recognize interrelationships among concepts. • differentiate among fact, opinion, propaganda, point of view, bias, and differing interpretations of the same information. • distinguish primary from secondary sources. • select, locate, and extract all relevant information from a variety of resources appropriate to the curriculum assignment. 		<p>Resources:</p> <ul style="list-style-type: none"> • See Library Media Idea Bank: HA-3, HB-21, and HB-39. • Online subscriptions, i.e. <i>Infotrac</i>, <i>SIRS</i>, <i>Galenet</i>, <i>CQ Researcher</i>, etc • Internet • Library media center print collection • Periodical collection

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 3.4 The student who is information literate uses information effectively and creatively by producing and communicating information and ideas in appropriate formats.</p> <p>Related National Standards: 3.3</p> <p>Related Virginia Standards of Learning: 12.1(E), 12.8(E)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • paraphrase or use quotes when necessary for accuracy and detail. • combine or summarize information from several sources. • choose an appropriate presentation format. • develop a product which communicates the information accurately, effectively, and creatively to the intended audience. • apply editing techniques on an ongoing basis. • synthesize information to support a thesis. • document sources of information using a style sheet format. • refine Internet search strategies. <p>Strategies:</p> <p>Demonstrate and assist in the production of PowerPoint presentation; print documents, transparencies, etc. as determined on pre-planning sheet.</p>		<p>Resources:</p> <ul style="list-style-type: none"> • See Library Media Idea Bank: HA-8, HB-21, and HB-39. • Internet • Presentation software, i.e. <i>Microsoft PowerPoint</i> • Publishing software, i.e. <i>Microsoft Publisher</i> • Transparency sheets • Citation style manuals and/or information

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 4.2 The student who is an independent learner is information literate and pursues information related to personal interests by designing, developing, and evaluating information products and solutions related to personal interests.</p> <p>Related National Standards: 4.1</p> <p>Related Virginia Standards of Learning:</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <p>continue to use information related to personal interests, including recreation, personal development, and careers.</p>		<p>Resources:</p> <p>Library media center print collection</p>

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 5.3 The student who is an independent learner is information and appreciates and enjoys literature and other creative expressions of information by developing creative products in a variety of formats.</p> <p>Related National Standards: 5.1, 5.2</p> <p>Related Virginia Standards of Learning: 12.4(E), 12.5(E), 12.6(E), 12.8(E)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • evaluate creative expressions of information for literary and artistic quality. • appreciate and enjoy literature. • become a self-motivated reader. • derive meaning from literature in a variety of genres • create meaningful products to share knowledge. • recognize styles of authors and different genres. 	<p>Resources:</p> <ul style="list-style-type: none"> • <i>See Library Media Idea Bank:</i> HB-39. • Library media center print collection 	

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 6.2 The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation by devising strategies for revising, improving, and updating self-generated knowledge.</p> <p>Related National Standards: 6.1</p> <p>Related Virginia Standards of Learning: 12.2(E), 12.8(E)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • assess the information and the application processes. • evaluate the effectiveness of the presentation to the appropriate audience. • verify the accuracy and usefulness of information. • exhibit the intellectual curiosity required for life-long learning. 		<p>Resources:</p> <ul style="list-style-type: none"> • <i>See Library Media Idea Bank:</i> HA-3, HB-21, and HB-39. • Library media center print collection • Internet

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 7.2 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 by respecting the principle of equitable access to information.</p> <p>Related National Standards: 7.1</p> <p>Related Virginia Standards of Learning: 12.3(SS)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • seek, as appropriate, information from varied sources. • use Library media center materials, facilities, and equipment responsibly. • respect the learning environment of the Library media center. • respect and adhere to Library media center/school policies. 	<p>Resources:</p> <ul style="list-style-type: none"> • <i>See Library Media Idea Bank:</i> HB-21. • Library media center print collection • Internet 	

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 8.3 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 by using information technology responsibly.</p> <p>Related National Standards: 8.1, 8.2</p> <p>Related Virginia Standards of Learning: 12.8(E)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • respect intellectual property rights of all published materials. • understand the concept and consequences of plagiarism of print and non-print media. • apply copyright guidelines and cite bibliographic sources in appropriate formats. • follow guidelines and etiquette using electronic information sources. • demonstrate responsible use of all equipment and materials. • conduct Internet searches in accordance with Hanover County Public Schools Acceptable Use Policy. 		<p>Resources:</p> <ul style="list-style-type: none"> • See Library Media Idea Bank: HA-7, HA-9, HB-21, and HB-39. • Library media center print collection • Internet • Citation style manuals and/or information • US copyright webpage at: • <i>http://lcweb.loc.gov/copyright</i>

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 9.4 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 as described by collaborating with others, both in person and through technologies, to design, develop, and evaluate information products and solutions.</p> <p>Related National Standards: 9.1, 9.3</p> <p>Related Virginia Standards of Learning: 12.2(E)</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <ul style="list-style-type: none"> • exhibit respectful and responsible social behavior during group activities. • collaborate with others to access information efficiently and effectively, and to evaluate that information critically and competently in the identification of information problems and their solutions. • collaborate with others to effectively and creatively use information in the design, development, and evaluation of products and solutions. 	<p>Time Frame:</p> <p>Resources:</p> <p><i>See Library Media Idea Bank:</i> HB-21.</p>	

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 9.4 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 as by collaborating with others, both in person and through technologies, to design, develop, and evaluate information products and solutions.</p> <p>Related National Standards: 9.1, 9.3</p> <p>Related Virginia Standards of Learning: 9.2(E), 9.6(E)</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <ul style="list-style-type: none"> exhibit respectful and responsible social behavior during group activities. share knowledge and information with others. <p>Strategies:</p> <p>Provide an On “Task” checklist by which instructors can evaluate student productivity. Suggest that a grade be given for such.</p>	<p>Time Frame:</p> <p>Resources:</p> <p><i>See Library Media Idea Bank:</i> HA-6.</p>	

Assessment Sample:



Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 1.5 The student who is information literate accesses information efficiently and effectively by developing and using successful strategies for locating information.</p> <p>Related National Standards: 1.4</p> <p>Related Virginia Standards of Learning: 11.9(E),11.16(SS), 11.17(SS)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • increase familiarity with electronic databases, including full text, bibliographic, and statistical. • understand internal organizers, such as keywords, indexes, tables of contents, and Boolean logic. • define an appropriate search topic. • refine strategies for selecting appropriate sources for research and recreational reading. • locate and use literary criticism resources. • identify resources in the community to locate additional information. <p>Strategies:</p> <p>Demonstrate relevant information sources, search strategies per pre-planning sheet.</p>		<p>Resources:</p> <ul style="list-style-type: none"> • See Library Media Idea Bank: HA-4, HA-5, HA-8, HB-14, HB-15, HB-16, HB-17, HB-18, HB-19, HB-20, HB-33, HB-34, HB-35, and HB-36. • Online subscriptions, i.e. <i>Infotrac</i>, <i>SIRS</i>, <i>Galenet</i>, <i>CQ Researcher</i>, etc • <i>Spectrum</i> electronic catalog • Internet • Variety of contemporary and classic fiction books • Periodical collection • Library media center print collection

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 2.4 The student who is information literate evaluates information critically and competently by selecting information appropriate to the problem or question at hand.</p> <p>Related National Standards: 2.1, 2.2, 2.3</p> <p>Related Virginia Standards of Learning: 11.4(E), 11.9(E), 11.12(SS), 11.17(SS)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • evaluate information for currency, authority, completeness, credibility, authenticity and relevance as it relates to the curriculum assignment. • differentiate between fact, opinion, propaganda, point of view, bias, and differing interpretations of the same information. • select and locate a variety of resources appropriate to the curriculum assignment. • identify inaccurate and misleading information. • recognize interrelationships among concepts • extract all relevant information. 		<p>Resources:</p> <ul style="list-style-type: none"> • See Library Media Idea Bank: HA-3, HA-4, HA-5, HB-15, HB-16, HB-17, HB-18, HB-19, HB-20, HB-34, HB-35, and HB-36. • Online subscriptions, i.e. <i>Infotrac</i>, <i>SIRS</i>, <i>Galenet</i>, <i>CQ Researcher</i>, etc • Internet • Library media center print collection • Periodical collection

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 3.4 The student who is information literate uses information effectively and creatively by producing and communicating information and ideas in appropriate formats.</p> <p>Related National Standards: 3.3</p> <p>Related Virginia Standards of Learning: 11.1(E), 11.8(E), 11.9(E), 11.17(SS), 11.18(SS)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • paraphrase or use quotes when necessary for accuracy and detail. • combine or summarize information from several sources. • integrate new information with previous information and prior knowledge. • draw conclusions from the search information to be shared with others. • choose an appropriate presentation format. • develop a product which communicates the information accurately, effectively, and creatively to the intended audience. • apply editing techniques on an ongoing basis. 		<p>Resources:</p> <ul style="list-style-type: none"> • See Library Media Idea Bank: HB-15, HB-16, HB-17, HB-18, HB-19, HB-20, HB-33, HB-34, HB-35, and HB-36. • Presentation software, i.e. <i>Microsoft PowerPoint</i> • Publishing software, i.e. <i>Microsoft Publisher</i>

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 4.2 The student who is an independent learner is information literate and pursues information related to personal interests by designing, developing, and evaluating information products and solutions related to personal interests.</p> <p>Related National Standards: 4.1</p> <p>Related Virginia Academic Core Standards: 11.8(E)</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <p>continue to use information related to personal interests, including recreation, personal development, and careers.</p>	<p>Time Frame:</p> <p>Resources:</p> <ul style="list-style-type: none"> • <i>See Library Media Idea Bank:</i> HB-14 • Library media center print collection 	

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 5.3 The student who is an independent learner is information literate and appreciates and enjoys literature and other creative expressions of information by developing creative products in a variety of formats.</p> <p>Related National Standards: 5.1, 5.2</p> <p>Related Virginia Academic Core Standards:</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <ul style="list-style-type: none"> • appreciate and enjoy literature. • become a self-motivated reader. • derive meaning from literature in a variety of genres. • create meaningful products to share knowledge. • recognize styles of authors and different genres. 	<p>Time Frame:</p> <p>Resources:</p> <ul style="list-style-type: none"> • See Library Media Idea Bank: HB-14, HB-19, and HB-20. • Library media center print collection 	

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 6.2 The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation by devising strategies for revising, improving, and updating self-generated knowledge.</p> <p>Related National Standards: 6.1</p> <p>Related Virginia Standards of Learning: 11.2(E), 11.8(E), 11.9(E), 11.17(SS), 11.18(SS)</p>		
<p>Hanover Objective(s):</p> <p>Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • assess the information and application processes. • evaluate the effectiveness of the presentation to the appropriate audience. • verify the accuracy and usefulness of information. • exhibit the intellectual curiosity required for life-long learning. 	<p>Resources:</p> <ul style="list-style-type: none"> • See Library Media Idea Bank: HA-3, HB-15, HB-16, HB-17, HB-18, HB-19, HB-20, HB-33, HB-34, HB-35, and HB-36. • Library media center print collection • Internet 	

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 7.2 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 by respecting the principle of equitable access to information.</p> <p>Related National Standards: 7.1</p> <p>Related Virginia Academic Core Standards: 11.18(SS)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • seek, as appropriate, information from varied sources. • use library materials, facilities, and equipment responsibly. • respect the learning environment of the Library media center. • respect and adhere to Library media center/school policies. 		<p>Resources:</p> <ul style="list-style-type: none"> • See Library Media Idea Bank: HA-6, HB-14, HB-15, HB-16, HB-17, HB-18, HB-19, HB-20, and HB-33. • Library media center print collection • Internet

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 8.3 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 by using information technology responsibly.</p> <p>Related National Standards: 8.1, 8.2</p> <p>Related Virginia Academic Core Standards:</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • respect intellectual property rights of all published materials. • understand the concept and consequences of plagiarism of print and non-print media. • apply copyright guidelines and cite bibliographic sources in appropriate formats. • follow guidelines and etiquette using electronic information sources. • demonstrate responsible use of all equipment and materials. • conduct Internet searches in accordance with Hanover County Public Schools Acceptable Use Policy. 		<p>Resources:</p> <ul style="list-style-type: none"> • See Library Media Idea Bank: HA-7, HA-9, HB-15, HB-16, HB-17, HB-18, HB-19, and HB-20. • Library media center print collection • Internet • Citation style manuals and/or information • US copyright Web page at: • http://lcweb.loc.gov/copyright

Assessment:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 9.4 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 as described by collaborating with others, both in person and through technologies, to design, develop, and evaluate information products and solutions.</p> <p>Related National Standards: 9.1, 9.3</p> <p>Related Virginia Standards of Learning:</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • exhibit respectful and responsible social behavior during group activities. • collaborate with others to access information efficiently and effectively and to evaluate that information critically and competently in the identification of information problems and their solutions. • collaborate with others to effectively and creatively use information in the design, development, and evaluation of products and solutions. 		<p>Resources:</p> <p><i>See Library Media Idea Bank:</i> HB-18.</p>

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 1.5 The student who is information literate accesses information efficiently and effectively by developing and using successful strategies for locating information.</p> <p>Related National Standards: 1.4</p> <p>Related Virginia Standards of Learning: 12.8(E)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • refine strategies for selecting appropriate sources for research and recreational reading. • locate and access information from other libraries either in person or electronically. • identify and use a variety of sources and formats, including those outside of the school. • search the most appropriate resources in a continuum of resources. • revise and redefine the information problem, if necessary, based on the results of the search. <p>Strategies:</p> <p>Demonstrate relevant information sources, search strategies per pre-planning sheet.</p>		<p>Resources:</p> <ul style="list-style-type: none"> • See Library Media Idea Bank: HA-8, HB-21, HB-38, and HB-39. • Online subscriptions, i.e. <i>Infotrac</i>, <i>SIRS</i>, <i>Galenet</i>, <i>CQ Researcher</i>, etc • <i>Spectrum</i> electronic catalog • Internet • Periodical collection • Library media center print collection

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 2.4 The student who is information literate evaluates information critically and competently by selecting information appropriate to the problem or question at hand.</p> <p>Related National Standards: 2.1, 2.2, 2.3</p> <p>Related Virginia Standards of Learning: 12.8(E), 12.10(SS)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • evaluate information for currency, authority, completeness, credibility, authenticity, and relevance. • recognize interrelationships among concepts. • differentiate among fact, opinion, propaganda, point of view, bias, and differing interpretations of the same information. • distinguish primary from secondary sources. • select, locate, and extract all relevant information from a variety of resources appropriate to the curriculum assignment. 		<p>Resources:</p> <ul style="list-style-type: none"> • See Library Media Idea Bank: HA-3, HB-21, and HB-39. • Online subscriptions, i.e. <i>Infotrac</i>, <i>SIRS</i>, <i>Galenet</i>, <i>CQ Researcher</i>, etc • Internet • Library media center print collection • Periodical collection

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 3.4 The student who is information literate uses information effectively and creatively by producing and communicating information and ideas in appropriate formats.</p> <p>Related National Standards: 3.3</p> <p>Related Virginia Standards of Learning: 12.1(E), 12.8(E)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • paraphrase or use quotes when necessary for accuracy and detail. • combine or summarize information from several sources. • choose an appropriate presentation format. • develop a product which communicates the information accurately, effectively, and creatively to the intended audience. • apply editing techniques on an ongoing basis. • synthesize information to support a thesis. • document sources of information using a style sheet format. • refine Internet search strategies. <p>Strategies:</p> <p>Demonstrate and assist in the production of PowerPoint presentation; print documents, transparencies, etc. as determined on pre-planning sheet.</p>		<p>Resources:</p> <ul style="list-style-type: none"> • See Library Media Idea Bank: HA-8, HB-21, and HB-39. • Internet • Presentation software, i.e. <i>Microsoft PowerPoint</i> • Publishing software, i.e. <i>Microsoft Publisher</i> • Transparency sheets • Citation style manuals and/or information

Assessment Sample:



Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 4.2 The student who is an independent learner is information literate and pursues information related to personal interests by designing, developing, and evaluating information products and solutions related to personal interests.</p> <p>Related National Standards: 4.1</p> <p>Related Virginia Standards of Learning:</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <p>continue to use information related to personal interests, including recreation, personal development, and careers.</p>	<p>Time Frame:</p> <p>Resources:</p> <p>Library media center print collection</p>	

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 5.3 The student who is an independent learner is information and appreciates and enjoys literature and other creative expressions of information by developing creative products in a variety of formats.</p> <p>Related National Standards: 5.1, 5.2</p> <p>Related Virginia Standards of Learning: 12.4(E), 12.5(E), 12.6(E), 12.8(E)</p>		
<p>Hanover Objective(s):</p> <p>The student will:</p> <ul style="list-style-type: none"> • evaluate creative expressions of information for literary and artistic quality. • appreciate and enjoy literature. • become a self-motivated reader. • derive meaning from literature in a variety of genres • create meaningful products to share knowledge. • recognize styles of authors and different genres. 	<p>Time Frame:</p> <p>Resources:</p> <ul style="list-style-type: none"> • <i>See Library Media Idea Bank:</i> HB-39. • Library media center print collection 	

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 6.2 The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation by devising strategies for revising, improving, and updating self-generated knowledge.</p> <p>Related National Standards: 6.1</p> <p>Related Virginia Standards of Learning: 12.2(E), 12.8(E)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • assess the information and the application processes. • evaluate the effectiveness of the presentation to the appropriate audience. • verify the accuracy and usefulness of information. • exhibit the intellectual curiosity required for life-long learning. 		<p>Resources:</p> <ul style="list-style-type: none"> • <i>See Library Media Idea Bank:</i> HA-3, HB-21, and HB-39. • Library media center print collection • Internet

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 7.2 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 by respecting the principle of equitable access to information.</p> <p>Related National Standards: 7.1</p> <p>Related Virginia Standards of Learning: 12.3(SS)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • seek, as appropriate, information from varied sources. • use Library media center materials, facilities, and equipment responsibly. • respect the learning environment of the Library media center. • respect and adhere to Library media center/school policies. 		<p>Resources:</p> <ul style="list-style-type: none"> • <i>See Library Media Idea Bank:</i> HB-21. • Library media center print collection • Internet

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 8.3 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 by using information technology responsibly.</p> <p>Related National Standards: 8.1, 8.2</p> <p>Related Virginia Standards of Learning: 12.8(E)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • respect intellectual property rights of all published materials. • understand the concept and consequences of plagiarism of print and non-print media. • apply copyright guidelines and cite bibliographic sources in appropriate formats. • follow guidelines and etiquette using electronic information sources. • demonstrate responsible use of all equipment and materials. • conduct Internet searches in accordance with Hanover County Public Schools Acceptable Use Policy. 		<p>Resources:</p> <ul style="list-style-type: none"> • See Library Media Idea Bank: HA-7, HA-9, HB-21, and HB-39. • Library media center print collection • Internet • Citation style manuals and/or information • US copyright Web page at: • http://lcweb.loc.gov/copyright

Assessment Sample:

Information Literacy	Independent Learning	Social Responsibility
<p>National Standard: 9.4 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 as described by collaborating with others, both in person and through technologies, to design, develop, and evaluate information products and solutions.</p> <p>Related National Standards: 9.1, 9.3</p> <p>Related Virginia Standards of Learning: 12.2(E)</p>		
<p>Hanover Objective(s): Time Frame:</p> <p>The student will:</p> <ul style="list-style-type: none"> • exhibit respectful and responsible social behavior during group activities. • collaborate with others to access information efficiently and effectively, and to evaluate that information critically and competently in the identification of information problems and their solutions. • collaborate with others to effectively and creatively use information in the design, development, and evaluation of products and solutions. 		<p>Resources:</p> <p><i>See Library Media Idea Bank:</i> HB-21.</p>

Assessment Sample:

