

<p style="text-align: center;">Mifflin County School District Planned Instruction</p>
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Title of Planned Instruction: Library

Subject Area: Reading, Writing, Speaking, and Listening

Grade Level: 6-8

Prerequisites: Not applicable

Course Description:

Students actively engage in the information search process by developing expertise in accessing, evaluating, and using information.

Required Time: Not applicable

Course Credit: None

Major Text(s) and Resources:

Names of District Subject Area Curriculum Writing Committee:

Josie F. Baughman
Deborah J. Himes
Patricia S. Pavlik

Date of Board Approval: April 25, 2002

Subject Area: Reading, Writing, Speaking, and Listening
Strand: 1.8
Grade/Course: Library 6-8

Grade Level Objectives	Performance Indicators	Assessment
A. Develop information-seeking strategies.	<ul style="list-style-type: none"> • Define the problem. • Identify the information needs. • Identify a wide range of print and computer resources. 	Teacher observation and relevant unit assessment as directed by the classroom teacher (for all standards)
B. Know how to locate, evaluate, and select appropriate sources.	<ul style="list-style-type: none"> • Utilize the card catalog. • Utilize the Dewey Decimal System. • Utilize the appropriate sections of the library. • Utilize strategies and search tools when searching computer resources (Boolean, keywords, symbolic). • Evaluate resources and information for the following: <ul style="list-style-type: none"> ▶ reliability ▶ timeliness ▶ bias ▶ accuracy ▶ authority ▶ stereotyping • Utilize specific techniques for evaluating Internet resources. 	
C. Know how to extract relevant information from sources.	Use the following: <ul style="list-style-type: none"> • Table of contents • Index • Format of information 	
D. Be able to identify basic resources within specific categories (e.g., biographical dictionary).	Utilize basic reference tools: <ul style="list-style-type: none"> • Collective biographies • Almanacs • Atlases 	

	<ul style="list-style-type: none"> • General and specialized dictionaries • General and specialized encyclopedias • Magazines or periodicals • Vertical file • Electronic sources such as the Internet, CDs, and Power Library 	
E. Recognize general library procedures	<ul style="list-style-type: none"> • Demonstrate proper library conduct. • Demonstrate understanding for checking out and returning materials. 	
F. Credit sources accurately and appropriately.	<ul style="list-style-type: none"> • Identify and locate the necessary elements of a bibliographic citation. • Compile bibliographic information using an approved format. • Use the terms bibliography, copyright, and plagiarism. • Credit sources for all quotations, visuals, major ideas, facts/data. • Utilize title pages and title page verso, features of card catalog card, and bibliography. 	
G. Locate and select material for personal use.	<ul style="list-style-type: none"> • Locate materials in the library. • Read for personal and recreational purposes. • Use literary terminology such as genre, fiction, nonfiction, biography, and autobiography. • Recognize award winning, college bound, core classics, and other distinguished books. 	

District Recommended Instructional Approach For the Course
To Drive Teacher's Instructional Activities

- Whole group instruction
- Small group instruction
- Cooperative groups
- Games
- Projects
- Class discussions
- Modeling process (demonstration)
- Direct instruction
- Individual instruction
- Research
- Reader's Advisory
- Worksheets
- Hands-on opportunities
- Read alouds