



PUBLIC SCHOOLS OF NORTH CAROLINA

STATE BOARD OF EDUCATION Howard N. Lee, *Chairman*

DEPARTMENT OF PUBLIC INSTRUCTION June St. Clair Atkinson, ED.D., *State Superintendent*

WWW.NCPUBLICSCHOOLS.ORG

April, 2006

MEMORANDUM

To: North Carolina Middle School Library Media Coordinators

From: Frances Bryant Bradburn, Director
Instructional Technology Division

Gerry Solomon, School Library Media Consultant
Resources Development and Evaluation Section

Subject: Middle School Student Library Media Assistant Curriculum, Revised

Over the years, many of you have used the Middle School Student Library Media Assistant Curriculum that the Department of Public Instruction distributed in 1994. This revision reflects information and technology skills in the Standard Course of Study and updates implementation strategies to represent current school library media programs as envisioned in *IMPACT: Guidelines for NC Media and Technology Programs, Revised*. The Middle School Student Library Media Assistant Curriculum provides skills that are reinforced and expanded in the companion High School Student Library Media Assistant Curriculum.

The resource is an ideal curriculum that combines a carefully planned knowledge base with the practical skills that help keep a school library media center running smoothly. You are expected to adapt it to your individual school and media center situation, the number of students who take the course, and each student's ability level.

As you review this curriculum and consider implementing it, please note the following:

- Implementation of this curriculum for course credit is optional as determined by local decision.
- The "Competency Goals," "Objectives," and "Focus" have been revised to reflect the *Information Skills* and *Computer/Technology Skills* components of the *Standard Course of Study*. It is assumed that this curriculum will produce learners and *assistants* with a higher level of knowledge and information/technology skills than the middle school student who has not taken this course.
- The "Strategies for Learning" are suggestions, not mandates. Individual media coordinators are expected to adapt these ideas to their own needs.
- Implementation of this curriculum offers middle school students an excellent opportunity for service learning and career exploration, as well as academic enrichment.

INSTRUCTIONAL TECHNOLOGY

FRANCES B. BRADBURN, DIRECTOR | fbradbur@dpi.state.nc.us

6364 Mail Service Center, Raleigh, North Carolina 27699-6364 | (919) 807-3292 | Fax (919) 807-3290

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

- Many daily library media center activities offer students an opportunity to acquire basic organizational and interpersonal skills necessary in any future work environment.

Finally, any Student Library Media Assistant program requires a vast amount of time and energy. The organizational tasks that students can accomplish in the school media center are the practical applications and evaluation opportunities resulting from a carefully managed instructional program. Professional library media coordinator and technology facilitator staffing as defined in *IMPACT: Guidelines for NC Media and Technology Programs, Revised* is necessary for the most effective student educational and service experience to be possible.

MIDDLE SCHOOL STUDENT LIBRARY MEDIA ASSISTANT CURRICULUM

Information Skills Competency Goal 1: The student library media assistant will experience and appreciate a wide variety of reading, listening, and viewing resources to interact with ideas in an information-intensive environment.

OBJECTIVE	STRATEGIES FOR LEARNING
-----------	-------------------------

1.1 The student library media assistant will EXPLORE reading, listening, viewing resources and formats.

Focus:

Demonstrate knowledge of sources.

Participate in writing opportunities related to the media program:

Demonstrate competence and self motivation as a reader.

- annotations
- columns in school newspaper
- features for school television
- web articles
- reflections on library assignments
- reviews of new materials
- booktalks
- directions and instructions

Develop awareness of Copyright Laws, Fair Use Guidelines, and plagiarism, and understand the intent and implications.

Understand the four steps of **media literacy***, awareness, analysis, reflection, and action.

Media Literacy

- create a profile of sources
- investigate all parts of a media message
- critique a topic of interest

Participate in read-aloud, storytelling, booktalking, silent, and voluntary reading experiences.

Participate in media activities related to reading, listening, or viewing either for groups or individuals within the school or for younger children.

Identify characteristics of various genres.

- booktalks
- storytelling
- puppet shows
- read-alouds
- equipment operation including delivery and return
- web sources

Identify characteristics of various media formats.

Investigate potential sources of information outside the school.

Independently identify, select, and use resources and formats.

Explore primary and secondary sources.

Demonstrate appropriate care of resources.

Participate in promotion of school-wide activities to encourage reading.

- booktalks
- bulletin boards
- bookmarks
- genre specific displays
- posters
- book signing
- promotional reading events

Assist in the production of bibliographies for teachers or students.

Create, conduct, and participate in scavenger hunts of resources.

Follow acceptable use policy (AUP/IUP) for electronic resources.

*Definition derived from by Summers, Sue Lockwood. *Get Them Thinking: Use Media Literacy to Prepare Students for State Assessments*. Worthington, Ohio: Linwood Publishing, 2005.

MIDDLE SCHOOL STUDENT LIBRARY MEDIA ASSISTANT CURRICULUM

Information Skills Competency Goal 1: The student library media assistant will experience and appreciate a wide variety of reading, listening, and viewing resources to interact with ideas in an information-intensive environment.

OBJECTIVE	STRATEGIES FOR LEARNING
-----------	-------------------------

1.2 The student library media assistant will EVALUATE information in a variety of resources and formats to demonstrate information literacy.

Focus:

Identify and apply criteria for evaluating the design, content, and presentation of information and formats.

Develop an awareness of the school selection policy.

Assist in the evaluation and recommendation of new materials for the media center.

Assess reliability, relevance, integrity, usefulness, and appeal of resources.

Locate and compare reviews.

Locate and compare award winning resources.

Attend a Media and Technology Advisory Committee meeting to observe the resource selection process.

Present student-created reviews in a variety of formats (booktalks, video productions, multi-media presentations, newsletters, web pages, etc.).

Assist in the creation of a survey of reading, listening, or viewing interests and report results.

Suggest titles for a “Battle of the Books” competition.

Assist patrons in using appropriate reference sources.

Compare advertisements with standard reviews.

Explore differences between scholarly journals and popular magazines.

Compare general periodicals to those used for research purposes.

Compare and evaluate school media center Web sites.

Assist in the evaluation of materials for weeding.

Identify the power of information to influence.

Identify biases (cultural, age, racial, sexual, religious, ethnic, etc.) in resources.

Develop an awareness of censorship issues.

MIDDLE SCHOOL STUDENT LIBRARY MEDIA ASSISTANT CURRICULUM

Information Skills Competency Goal 1: The student library media assistant will experience and appreciate a wide variety of reading, listening, and viewing resources.

OBJECTIVE	STRATEGIES FOR LEARNING
-----------	-------------------------

1.3 The student library media assistant will RELATE and COMMUNICATE ideas and information to life experiences.

Focus:

Learn to access, analyze, interpret, synthesize, apply, and communicate information.	Assist in the creation and production of displays.
Learn the use of various media formats.	Apply various media formats to assist in the study of themes and topics.
Learn to select and use technological tools.	Create bibliographies using appropriate technology or print tools.
Understand and adhere to Fair Use and multimedia copyright guidelines.	Cite sources of copyrighted materials in papers, projects, and multimedia presentations.
Learn to determine accuracy, relevance, and comprehensiveness of information resources.	Assist in the collection of information on relevant topics based on teacher requests.

MIDDLE SCHOOL STUDENT LIBRARY MEDIA ASSISTANT CURRICULUM

Information Skills Competency Goal 1: The student library media assistant will experience and appreciate a wide variety of reading, listening, and viewing resources.

OBJECTIVE	STRATEGIES FOR LEARNING
-----------	-------------------------

1.4 The student library media assistant will RELATE and COMMUNICATE ideas and information to life experiences relevant to the career of media coordinator.

Focus:

<p>Become aware of the scope of the school library media coordinator’s job description.</p>	<p>Perform general media tasks such as, but not limited to, circulation, cataloging, processing, weeding, and housekeeping.</p>
<p>Learn to perform general media tasks independently with attention to detail and personal pride.</p>	
<p>Develop personal service skills in dealing with all media center patrons.</p>	<p>Exhibit professionalism and good etiquette at all times.</p>
<p>Understand and abide by the Code of Ethics of the American Library Association.</p>	<p>Sign a confidentiality statement based on the Code of Ethics of the American Library Association.</p>

MIDDLE SCHOOL STUDENT LIBRARY MEDIA ASSISTANT CURRICULUM

Information Skills Competency Goal 2: The student library media assistant will identify and apply strategies to access evaluate, use, and communicate information.

OBJECTIVE	STRATEGIES FOR LEARNING
<p>2.1 The student library media assistant will EXPLORE research processes methods that meet information needs.</p> <p>Focus:</p> <p>Acknowledge that there are a variety of reasons for seeking information (curricular pursuits, personal interests, problem-solving, and decision-making).</p> <p>Identify and explore print, electronic, and community reference sources.</p>	<p>Greet patrons, explain library policies as needed, and assist them in locating desired information.</p> <p>Begin to develop questioning techniques.</p> <p>Assist students and staff in the use of various reference sources (print and non-print).</p> <p>Exhibit an understanding of the organization of the media center (e.g., Dewey Decimal System, location of special collections, and location of electronic reference tools) to direct students to the appropriate resources.</p> <p>Assist students and staff in the use of the media center online catalog.</p> <p>Learn and use appropriate media terminology.</p> <p>Circulate materials.</p> <p>Ensure that materials are in the correct location by reshelving materials after use.</p> <p>Perform routine daily tasks.</p> <p>Learn to create pathfinders on selected topics to meet personal or classroom needs.</p>

MIDDLE SCHOOL STUDENT LIBRARY MEDIA ASSISTANT CURRICULUM

Information Skills Competency Goal 2: The student library media assistant will identify and apply strategies to access, evaluate, use, and communicate information for learning, decision-making, and problem-solving.

OBJECTIVE	STRATEGIES FOR LEARNING
-----------	-------------------------

2.2 The student library media assistant will ENGAGE in a research process to meet information needs.

Focus:

Develop search strategies to identify known and unknown information, and select the most appropriate research method for the task:

- Define and analyze the task
- Determine format of the end product
- Identify known and unknown information
- Establish personal goals for the task
- Select the most appropriate model for the task
- Prepare a plan

Access information by identifying resources, gathering information, crediting sources.

Determine reliability of sources, analyze and synthesize information, revise/restructure the search, if needed.

Critique and organize information, following a prescribed procedure, to create, produce, and/or present a final product that credits sources.

Evaluate the process and the product:

- Assess the extent to which the process was appropriate
- Appraise the technical quality of the product
- Determine how well the product communicated information to the audience

Assist media coordinator in creating, developing, and setting up learning activities to reinforce research skills.

Become competent in and be able to assist other students in the use of a variety of computer applications during the research process (downloading, saving to disk, printing, and troubleshooting).

Learn and be able to use appropriate search strategies such as subject and keyword searching.

Be able to retrieve information and materials found as a result of a search.

Assist students in assembling the final product of their research using:

- Book binding machine
- Computer generated graphics
- Labeling equipment

Develop an assessment rubric.

MIDDLE SCHOOL STUDENT LIBRARY MEDIA ASSISTANT CURRICULUM

Computer Skills Competency Goal 1: The student library media assistant will understand important issues of a technology-based society and will exhibit ethical behavior in the use of technology.

OBJECTIVE	STRATEGIES FOR LEARNING
-----------	-------------------------

1.1 The student library media assistant will IDENTIFY examples of the societal impact of technology as related to the media program.

Focus:

Explore librarianship and information technology as possible career opportunities.

List media related jobs that utilize technology.

Design a job posting for a media-related position that uses technology.

Describe the impact of emerging or current technology on our community.

Create a bulletin board/display of new technologies.

Locate resources on new technologies that relate to the media program.

Create a presentation on new technologies, preparing a bibliography of resources used.

MIDDLE SCHOOL STUDENT LIBRARY MEDIA ASSISTANT CURRICULUM

Computer Skills Competency Goal 1: The student library media assistant will understand important issues of a technology-based society and will exhibit ethical behavior in the use of technology.

OBJECTIVE	STRATEGIES FOR LEARNING
-----------	-------------------------

1.2 The student library media assistant will DEMONSTRATE an understanding of ethical behavior as it applies to technology.

Focus:

Understand the parameters of ethical behavior in the use of technology.	Locate resources to support the instruction of ethical behavior.
Model ethical behavior.	Discuss the role of the student library media assistant in monitoring of ethical behavior.
Develop an understanding of Copyright and Fair Use laws as they apply to the media program.	Create a pamphlet to explain the role of copyright, confidentiality, and/or privacy as they apply to technology.
Define confidentiality and privacy with respect to the media program.	Develop a set of rules for compliance with copyright, confidentiality, and privacy laws in the media center.
	Use scenarios to identify examples of copyright, confidentiality, and/or privacy compliance or infringement.
Understand and model online personal safety.	Assist other students in practicing online personal safety.

MIDDLE SCHOOL STUDENT LIBRARY MEDIA ASSISTANT CURRICULUM

Computer Skills Competency Goal 2: The student library media assistant will demonstrate knowledge and skills in the use of technology that supports the media program.

OBJECTIVE	STRATEGIES FOR LEARNING
-----------	-------------------------

2.1 The student library media assistant will DEMONSTRATE knowledge of a variety of technologies used to support the media program.

Focus:

Develop an understanding of the operation of the school library media management program.

Use the library management system to assist with circulation and inventory.

Learn basic preventive maintenance and troubleshooting procedures.

Assist school staff and students with simple technology troubleshooting.

Develop a flyer describing troubleshooting steps.

Work with the school technician or media coordinator to begin learning how to assist with basic preventive maintenance procedures.

Practice personal safety measures when using equipment.

Create safety signs for various equipment items.

Demonstrate an understanding of basic networking.

Assist students and staff with network services (e.g., logging in, print services, file sharing).

MIDDLE SCHOOL STUDENT LIBRARY MEDIA ASSISTANT CURRICULUM

Computer Skills Competency Goal 3: The student library media assistant will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.

OBJECTIVE	STRATEGIES FOR LEARNING
-----------	-------------------------

**3.1 The student library media assistant will
SELECT and IMPLEMENT the appropriate
technology to support the media program.**

Focus:

Use technology applications to produce electronic and print materials.

Learn to create and edit videos.

Use a digital camera to photograph media center events.

Be responsible for the start-up and shut-down of media center equipment.

In compliance with federal law, including the provisions of Title IX of the Education Amendments of 1972, N C Public Schools administers all state-operated educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law. Inquiries or complaints should be directed to:

Dr. Elsie C. Leak, Associate Superintendent
Office of Curriculum and School Reform Services
6307 Mail Service Center
Raleigh, NC 27699-6307
Telephone (919) 807-3761; fax (919) 807-3767