

**Library  
Curriculum Guide  
2016**



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## Introduction

The Library Curriculum Guide is meant to be fully integrated into the curriculum. Skills should be incorporated into all curricular areas including religion (theology). The media specialist in collaboration with the classroom teachers shares the responsibility for teaching these skills where they are appropriate in ongoing classroom activities.

Skills should be taught in a collaborative, integrated, systematic way. Students should be assessed collaboratively on the application of these skills across the curriculum. A variety of assessment strategies may be used. Some examples are locally constructed materials, performance tasks and student products.

## Program Philosophy

Research indicates that effective school library programs support and increase student achievement. Thus, the Library/Media Program plays a vital role in a student's intellectual development. The library/media specialist is a teacher, instructional partner, information specialist, and program administrator. Within the context of a Catholic educational curriculum, the library/media program provides appropriate activities to foster a love and appreciation for reading and learning. Critical learning skills are developed as the students locate, analyze, interpret, evaluate and communicate information. The program integrates a wide range of media formats and technologies to provide information literacy skills needed for lifelong learning.

## Program Mission

The mission of the library/media program is to ensure that students are effective users of information, and to prepare students to apply information and media literacy skills for lifelong learning:

- by providing intellectual and physical access to materials in all formats,
- by providing and supporting instruction to promote interest in reading, and
- by collaborating with others to design teaching strategies to meet the needs of all students.

## Library Curriculum Guide Committee

Nancy Beverage	Saint Paul the Apostle School
Helen Chirakos	Trinity Catholic Elementary School
Sylvia Cover	Saint Agatha School
Sophie Garbellini	All Saints Academy
Jeanne Gissel	Office of Catholic Schools
Jennifer Kot	Immaculate Conception, Columbus
Cynthia Mayo	Bishop Hartley High School
Eileen O'Connor	Saint Mary School, Delaware
Rebecca Pollock	Saint Matthew School
Karen Trainer	Saint Pius X School
Pam VanArsdale	Saint Francis DeSales High School
Georgianna VanSyckle	Bishop Watterson High School

## Kindergarten Library Guidelines

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### ***Standard I: Informational Literacy - Effective school library programs provide informational literacy skills instruction.***

#### ***Benchmark A: Locate the school library media center, recognize library staff members, and participate in library activities.***

1. Locate the school library and recognize the staff members.
2. Identify items found in the library.
3. Understand that many activities take place in the school library.
4. Know that there is a library in the community - the public library - that students may visit with their parents.

#### ***Benchmark B: Recognize that the school library media center has a variety of books and materials that may be used and borrowed and understand the importance and proper care of these materials.***

1. Select books with guidance from the library staff and classroom teachers.
2. Check out books with help from the library staff and classroom teachers.
3. Know that books may be taken home but must be returned.
4. Discuss proper care of library books.

#### ***Benchmark C: Understand that library books and materials are housed in specific areas of the library.***

1. Explore areas of the library with assistance from the library staff and classroom teachers.
2. Know locations of various types of books.
3. Know that the library catalog system gives access to information about all the books and materials in the school library.

#### ***Benchmark D: Read and listen to stories for school work and personal enjoyment.***

1. Listen to stories read by the library staff.
2. Look at books and read for pleasure.
3. Use picture clues to help understand reading material.
4. Know there are many types of books.
5. Know the difference between fiction and nonfiction.
6. Identify what information is and recognize that it can be represented in a variety of ways.
7. Decide what information is needed.
8. Locate the information with the assistance of the teacher or librarian.
9. Use the information by sharing ideas and experiences.

#### ***Benchmark E: Understand that the school library materials may be provided and accessed in electronic format.***

1. Know that the school library has technology based resources.
2. View/listen to multimedia library resources.
3. Understand directions for using library technology.

## Grade 1 Library Guidelines

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### ***Standard I: Informational Literacy - Effective school library programs provide informational literacy skills instruction.***

#### ***Benchmark A: Locate the school library media center, recognize library staff members, and participate in library activities.***

1. Locate the school library and recognize library staff members by name.
2. Discuss the roles of the library staff members and compare them to classroom teachers.
3. Understand that the library has materials that everyone may use.
4. Participate in library activities.
5. Know the public library has books and materials that students may use and borrow.

#### ***Benchmark B: Recognize that the school library has a variety of books and materials that may be used and borrowed, and understand the importance of proper care of these materials.***

1. Look at and select books to check out.
2. Know how to check out books.
3. Know when to return books and where to put them.
4. Discuss proper care of library books and materials.

#### ***Benchmark C: Understand that library books and materials are housed in specific areas of the library.***

1. Browse areas of the library with assistance from the library media staff and classroom teachers.
2. Know that books are placed in order on the bookshelf.
3. Know that some books are fiction and others are non-fiction.
4. Know that there is a library catalog system.

#### ***Benchmark D: Read and listen to stories for school work and personal enjoyment.***

1. Listen to stories read by the library staff.
2. Look at books and read for pleasure.
3. Use picture clues to help understand reading material.
4. Know that there are many types of books.

#### ***Benchmark E: Understand what information is and use a process to find information.***

1. Talk about the difference between fiction and nonfiction.
2. Decide what information is needed.
3. Find information about the topic by using library materials.
4. Use the information and communicate findings orally, visually, or in writing.

## Grade 2 Library Guidelines

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### ***Standard I: Informational Literacy - Effective school library programs provide informational literacy skills instruction.***

#### ***Benchmark A: Locate the school library media center, recognize library staff members, and participate in library activities.***

1. Visit the library for classroom projects or personal reading.
2. Understand the roles of various library staff members.
3. Participate in library activities and reading celebrations.
4. Know that the public library has many activities for students.

#### ***Benchmark B: Recognize that the school library has a variety of books and materials that may be used and borrowed, and understand the importance of proper care of these materials.***

1. Know that the library materials are provided in several formats.
2. Locate sections of the library based on need or activity.
3. Select books and other library materials to borrow.
4. Use correct procedure to check out books and materials.
5. Return books and materials on time.
6. Demonstrate proper care of books and other library materials.

#### ***Benchmark C: Understand that library books and materials are housed in specific areas of the library.***

1. Understand that fiction books and materials are arranged alphabetically by the author's last name.
2. Understand that nonfiction books and materials are arranged on the shelf by a number system.
3. Knows the difference between where fiction and nonfiction materials are located.
4. Explore the library using the library catalog system, with assistance.

#### ***Benchmark D: Read and listen to stories for school work and personal enjoyment.***

1. Listen to books read aloud, explore library materials, and read for pleasure.
2. Discuss characters and retell events and facts presented in the reading material.
3. Identify simple literary styles.
4. Read award winning books and understand why the award is given.

#### ***Benchmark E: Understand what information is and use a process to find information.***

1. Understand about the purposes of information use.
2. Distinguish between fiction and nonfiction.
3. Ask questions to investigate problems or topics.
4. Find information about a question by using library resources.

## Grade 3 Library Guidelines

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### ***Standard I: Informational Literacy - Effective school library programs provide informational literacy skills instruction.***

#### ***Benchmark A: Access the library facility, staff, and resources whenever an academic or personal informational need arises and demonstrate appropriate use of library materials.***

1. Visit the library for academic or personal informational needs.
2. Ask the library staff for assistance as needed.
3. Explore all areas of the library.
4. Know that there are different formats of library materials.
5. Use correct procedures to check out library books.
6. Return books and materials on time.
7. Use proper care of books and library materials.
8. Understand that the public library staff will assist them with their needs in the public library.

#### ***Benchmark B: Understand that school library books and materials are organized in a system and use the system to locate items.***

1. Understand fiction books are organized on a shelf alphabetically by the author's last name.
2. Understand that nonfiction books are arranged on the shelf according to a number system.
3. Locate resources using a title, subject, and/or author search in the library catalog system.

#### ***Benchmark C: Explore and use various forms of literature for school work and personal enjoyment.***

1. Listen to stories read by the library staff.
2. Discuss characters, plot, setting, and themes in reading material.
3. Participate in literary enrichment activities.
4. Understand that books may be written in a series and/or different genres.
5. Read for pleasure and information.
6. Read award-winning books and understand that the award is given for the writing or illustrating of the book.

#### ***Benchmark D: Describe types of information including facts, opinions, primary/secondary sources; and formats of information including number, text, sound, visual, multimedia; and use information for a purpose.***

1. Recognize that information gathering is based on need.
2. Identify primary/secondary source information (e.g. Primary sources such as diaries, letters, objects, and photographs; and secondary sources such as textbooks and biographies.)

**Benchmark E: Apply a research process to decide what information is needed, find sources, use information, and check sources according to ethical Catholic behavior.**

1. Brainstorm available resources and or possible keywords used as search terms.
2. Develop a plan for gathering information.
3. Locate materials in a library.
4. Summarize and draw conclusions about information gathered.
5. Take simple notes and organize information into a logical sequence.
6. Make a list of the resources used.
7. Discuss copyright.
8. Evaluate the research process.

**Benchmark F: Use the library catalog system to locate school library materials for classroom assignments and personal interest.**

1. Use author, title, and subject search features of the library catalog system to locate school library materials.
2. Understand that each item in the library catalog system has a bibliographic record that contains information about Item.
3. Understand that call numbers and call letters identified on the bibliographic record in the library catalog system indicate the physical location of the material.

## Grade 4 Library Guidelines

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***Standard I: Informational Literacy - Effective school library programs provide informational literacy skills instruction.***

***Benchmark A: Access the library facility, staff, and resources whenever an academic or personal informational need arises and demonstrate appropriate use of library materials.***

1. Describe informational needs to library media specialist or library staff member and ask for assistance, as needed
2. Identify materials and equipment housed in various sections of the library media center.
3. Access and use library media center materials based on format.
4. Use a variety of library material formats to answer questions.
5. Follow proper procedure for checking library books and materials in and out and return materials on time.
6. Demonstrate proper care of books and library media materials.

***Benchmark B: Understand that school library books and materials are organized in a system and use the system to locate items.***

1. Locate books on the shelf using call numbers.
2. Locate information using call numbers.
3. Understand that biography books are arranged on the shelf alphabetically by the last name of the subject.
4. Understand that reference books are non-fiction books that may be used to find answers.
5. Know that reference materials are available in a variety of formats.
6. Locate resources using a title, subject, and/or author search in the library catalog system.

***Benchmark C: Explore and use various forms of literature for school work and personal enjoyment.***

1. Listen to stories, books, and other informational items read by library media center staff.
2. Identify simple fictional genres.
3. Read for pleasure and information
4. Identify characters, plot, setting, and themes and reading material.
5. Read award-winning books and understand that the award is given for the writing or illustrating of the book.

***Benchmark D: Describe types of information including facts, opinions, primary/secondary sources; and formats of information including number, text, sound, visual, multimedia; and use information for a purpose.***

**Benchmark E: Apply a research process to decide what information is needed, find sources, use information, and check sources according to ethical Catholic behavior.**

1. Use the following reference sources to find information:
  - a. Dictionary
  - b. Encyclopedia
  - c. Maps
2. Discuss copyright
3. Discuss plagiarism
4. Evaluate the research process

**Benchmark F: Use the library catalog system to locate school library materials for classroom assignments and personal interest.**

1. Search the library catalog system by author, title, subject, and keyword.
2. Review library catalog system and identify components.
3. Identify the call numbers letters of an item in the library catalog system and locate the physical item in the library.
4. Determine the status of a availability of the item by viewing the record in the library catalog system.

## Grade 5 Library Guidelines

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### ***Standard I: Informational Literacy - Effective school library programs provide informational literacy skills instruction.***

***Benchmark A: Access the library facility, staff, and resources whenever an academic or personal informational need arises and demonstrate appropriate use of library materials.***

1. Access the library collection when needed.
2. Describe the information needs to library media specialist or library staff member and develop strategies to fulfill the need.
3. Select library materials based on format and need.
4. Use a variety of library material formats to answer questions and solve problems.
5. Follow circulation procedures.
6. Participate in library activities appropriately and demonstrate responsible use of library materials.
7. Suggest ways to participate in the library media center activities and reading celebrations.
8. Access the public library online when needed.

***Benchmark B: Understand that school library books and materials are organized in a system and use the system to locate items.***

1. Locate books on shelf using call numbers.
2. Recognize Dewey Decimal Classification headings and become familiar with books found in categories.
3. Know that reference materials are available in a variety of formats.
4. Search the library catalogue by title, subject, author, or keyword to locate library materials and needed information.

***Benchmark C: Explore and use various forms of literature for school work and personal enjoyment.***

1. Read for pleasure and information and discuss the impact that plot, theme, and events have on characters in the reading material.
2. Identify fictional genres.
3. Read award-winning books and understand that the award is given for the writing of the book.

***Benchmark D: Describe types of information including facts, opinions, primary/secondary sources; and formats of information including number, text, sound, visual, multimedia; and use information for a purpose.***

***Benchmark E: Apply a research process to decide what information is needed, find sources, use information, and check sources according to ethical Catholic behavior.***

1. Use a variety of formats for presenting information.
2. Distinguish between relevant and irrelevant information and an information source.
3. Apply primary and secondary sources to investigate a person, place, thing, or event, and identify each source as primary or secondary.

***Benchmark F: Use the library catalog system to locate school library materials for classroom assignments and personal interest.***

1. Locate and retrieve library materials by searching the library catalog system.
2. Select an item of interest by reading the summary located in the library catalog system.
3. Describe the various components of the library catalog system.
4. Place materials on hold in the library catalog system if available.
5. Access the library catalog system remotely via username and password if available.

## Grade 6 Library Guidelines

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### ***Standard I: Informational Literacy - Effective school library programs provide informational literacy skills instruction.***

#### ***Benchmark A: Understand the function of the school library media center, recognize other types of libraries, and use a variety of libraries to meet informational and personal needs .***

1. Describe information needs to the library media specialist or library staff members.
2. Recommend books and library materials to include in the school library media center.
3. Understand that the public library items may be placed on hold, reserved, or ordered to meet informational needs.
4. Recognize that intellectual freedom is guaranteed and necessary in a democratic society.
5. Participate in library media center activities and reading celebrations.

#### ***Benchmark B: Identify information needs, select school library media books and materials in a variety of formats, and demonstrate responsible use and Catholic ethical behavior when using library media materials..***

1. Search library media center materials based on information need.
2. Use a variety of library material formats as part of the research process.
3. Follow appropriate procedures when borrowing library material.
4. Locate fiction books alphabetically by author and nonfiction books by call numbers.
5. Understand the function of the library reference collection.
6. Locate resources using a title, subject, or author and keyword search in the library catalog system.
7. Understand the concept of intellectual property.

#### ***Benchmark C: Select literature by genre based on need and personal enjoyment.***

1. Read for pleasure and information.
2. Compare the actions of and consequences that event had on characters in reading material.
3. Participate in creative dramatics and other literary enhancement and activities.
4. Select favorite genres and series.
5. Read award winning books and understand that the award is given for writing of the book.

**Benchmark D: Conduct research and follow a research process model that includes the following: develop essential question; identify resources; select, use, and analyze information; synthesize and generate a product; and evaluate both process and product.**

1. Brainstorm potential resources and identify possible keywords to use as search terms
2. Narrow or broaden search topic according to how many resources are located.
3. Seek information from a variety of viewpoints.
4. Understand how to access electronic resources.
5. Explore a variety of resources such as school, public, or community resources.
6. Use peer evaluation techniques and authentic assessment techniques to analyze information.
7. Communicate findings orally, visually, or in writing, and draw conclusions about findings.
8. Evaluate the information seeking process and discuss the quality of the product created for the project.

**Benchmark E: Use the library catalog system to locate school library materials for classroom assignments and personal interest.**

1. Use the author, title, subject, and keyword search features to locate school library materials.
2. Understand the difference between the subject and keyword search.
3. Use the library catalog system to determine call letters /numbers for library materials.

**Benchmark F: Develop research strategies, retrieve information in a variety of formats, and evaluate the quality and appropriate use of Internet resources.**

1. Explain the differences between databases and free internet resources.

## Grades 7 and 8 Library Guidelines

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### ***Standard I: Informational Literacy - Effective school library programs provide informational literacy skills instruction.***

#### ***Benchmark A: Understand the function of the school library media center, recognize other types of libraries, and use a variety of libraries to meet informational and personal needs.***

1. Discuss search strategies and information retrieval methods with the library staff as needed.
2. Understand the importance for everyone to have access to information sources.
3. Recommend books and library materials to be included in the school library.
4. Recognize the concept of intellectual property and freedom.
5. Understand there are many types of libraries that serve a variety of purposes.

#### ***Benchmark B: Identify informational needs, select school library media books and materials in a variety of formats, demonstrate responsible use and Catholic ethical behavior when using library media materials.***

1. Evaluate library materials and select formats based on the information needed.
2. Follow appropriate procedures when borrowing library materials.
3. Use library reference collection to find answers.
4. Locate resources using a title, subject, author, keyword, and/or advanced searches in the library catalog system.
5. Understand plagiarism and its legal and moral ramifications.
6. Discuss intellectual property, copyright, and fair use and its legal and moral context.

#### ***Benchmark C: Select literature by genre based on need and personal enjoyment.***

1. Read for pleasure and information.
2. Explore books by authors who write in different fictional genres and literary styles.
3. Read award-winning books and understand why the award was given.

#### ***Benchmark D: Evaluate multiple sources to determine validity and accuracy.***

1. Distinguish when current copyright dates of sources are important.
2. Assess the objectivity of a source when using information.
3. Compare multiple sources to check accuracy of information.
4. Determine if a given source has all of the information needed for a question or a project.

***Benchmark E: Use the library catalog system to conduct searches in the school library.***

1. Conduct online catalog system searches.
2. Understand the information on the bibliographic record.
3. Access catalog systems from other libraries.

***Benchmark F: Develop search strategies, retrieve information in a variety of formats, and evaluate the quality and appropriate use of Internet resources.***

1. Use Boolean operators in the search process.
2. Compare information found in searches done on different types of Internet resources.
3. Report elements of a website that make it effective.
4. Evaluate web information for the author's expertise, accuracy of information, parameters of coverage, and currency of information.
5. Compare search results through the use of different keywords.
6. Examine information in different types of databases to locate information for a curricular need.

## Grades 9 and 10 Library Guidelines

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### ***Standard I: Informational Literacy - Effective school library programs provide informational literacy skills instruction.***

#### ***Benchmark A: Investigate information through Catholic ethical behavior when using library media center materials.***

1. Select library materials and equipment based on information or personal need and recommend items to include in the high school library media center.
2. Access resources provided in the high school library media center.
3. Evaluate library materials and select formats based on information needs and personal preference.
4. Locate resources using a title, subject, author, keywords, and advanced searches in the library catalog system with electronic resources.
5. Read for pleasure and information.
6. Discuss and demonstrate an appreciation of intellectual property rights and awareness of intellectual property issues.
7. Understand plagiarism and its ramifications.
8. Recognize the importance of access to information in a democratic society.
9. Recognize the availability of the public library for informational and personal needs.
10. Recognize the availability of academic libraries for advanced information.

#### ***Benchmark B: Determine and apply an evaluative process to all information sources.***

1. Examine information for its accuracy and relevance to an information need.
2. Define and apply terms which determine information validity:
  - a. accuracy
  - b. authority
  - c. objectivity
  - d. timeliness
  - e. coverage

#### ***Benchmark C: Formulate, apply, and evaluate advanced search strategies.***

1. Identify multiple directories and search engines matching a regular need.
2. Construct search strategies to focus on the retrieval of specific search results by incorporating Boolean operators.
3. Construct effective search strategies to retrieve relevant information from multiple sources.
4. Establish criteria for evaluating information retrieval internet searching.

#### ***Benchmark D: Demonstrate and evaluate choices of electronic resource material and determine their strengths and limitations.***

1. Integrate search strategies within electronic resources that target retrieval for specific information you need.
2. Reviews strengths and weaknesses of various types of electronic resources for research need.
3. Using a specific database for an assignment and explain why it is the appropriate one to use.
4. Research and critique information in different types of resources to locate informational tools within resources to generate search strategies.

## Grades 11 and 12 Library Guidelines

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### ***Standard I: Informational Literacy - Effective school library programs provide informational literacy skills instruction.***

#### ***Benchmark A: Investigate information through Catholic ethical behavior when using library media center materials.***

1. Access the library facility in person and remotely when needed.
2. Locate resources using a title, subject, author, keyword, and advanced searches in the library catalog or with appropriate online resources.
3. Demonstrate an appreciation of intellectual property rights and awareness of intellectual property issues.
4. Observe intellectual property rights and copyright restrictions.
5. Understand the importance of diverse information and access to information in a democratic society.

#### ***Benchmark B: Determine and apply an evaluative process to all information sources.***

1. Evaluate information collected to answer both personal and curricular needs and determine its accuracy, authority, objectivity, timeliness, and coverage.
2. Determine and apply evaluative process to all informational sources.

#### ***Benchmark C: Formulate, apply, and evaluate advanced search strategies.***

1. Synthesize search results to retrieve more variety of resource materials.
2. Develop a systematic approach to judge the value of retrieved resource materials.

#### ***Benchmark D: Demonstrate and evaluate choices of electronic resource material and determine their strengths and limitations.***

1. Modify a search through the use of different keywords and other techniques specific to an electronic resource.
2. Research information from electronic and print archives.

#### ***Benchmark F: Develop search strategies, retrieve information in a variety of formats, and evaluate the quality and appropriate use of Internet resources.***

7. Use Boolean operators in the search process.
8. Compare information found in searches done on different types of Internet resources.
9. Report elements of a website that make it effective.
10. Evaluate web information for the author's expertise, accuracy of information, parameters of coverage, and currency of information.
11. Compare search results through the use of different keywords.
12. Examine information in different types of databases to locate information for a curricular need.