

Department(s):	Library
District Sites:	All
Board of Trustees COS Adoption Date:	June 8, 2021
Textbooks / Instructional Materials:	None requested.
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Board of Trustees Textbook Adoption Date:	N/A

Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

EDUCATIONAL SERVICES

Course Title: Library Science

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EDUCATIONAL SERVICES

Department: **Library**

Course Title: **Library Science**

Course Number: **0878**

Unit Title: **Introduction to Your Library - Organization, Resources, and Services**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

California Model School Library Standards for Students (Grades K-12), California Department of Education, 2010. (CMSLS)

AASL Standards Framework for Learners, American Association of School Librarians, 2018. (AASL)

CMSLS 2.1 Students determine the relevance of information.

CMSLS 3.3 Students use information and technology creatively to answer a question, solve a problem, or enrich understanding.

AASL IV.B.4.4 Learners gather information appropriate to the task by organizing information by priority, topic, or other systematic scheme.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

In this introductory unit, students will become familiar with their own school library in order to build confidence in accessing and using resources so they will be better equipped to provide service and guidance to staff, faculty, and other students. Students learn the unique sections of their library, the materials housed in each, and how to assist others in locating them through the automated library catalog. For the reference and nonfiction sections, students will learn the Dewey Decimal Classification System as it applies to organizing and shelving materials. Students become familiar with fiction organization by exploring literary genres and other special collection locations such as reference, graphic novels, Spanish language literature, juvenile literature, audiobooks, etc. Students also practice basic services involved in running their school library, including circulation desk duties and customer service skills, assisting fellow students with technology and locating materials, checking items in and out of the library, holding items, and maintaining assigned areas of the library collection.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

A student handbook and checklist supports the first quarter unit to provide a systematic conveyance for personalized instruction. One-on-one/small group instruction is provided in addition to print and digital library/information science resources and guided hands-on practice in order for students to gain confidence and eventual mastery of common library knowledge, procedures, and services. These instructional strategies support students according to their individual ability level. Anchor standards are supported through completion of the quarter assignments and unit projects, which require reading of informational text and fiction, practice in English language skills, and writing informative and explanatory text responses. _____

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

A combination of formative and summative assessments will be utilized. Some sample assessments include:

*Completion of the Library Science Student Handbook & Checklist

*Summative quiz on library policies and procedures

*Completion of formative quarter assignments and summative unit project

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

May include but not limited to:

*Review of prior lessons

*Guided practice of procedures and services

*Alternative assignments or assignment formats when needed

EDUCATIONAL SERVICES

Department: **Library**

Course Title: **Library Science**

Course Number: **0878**

Unit Title: **History of Libraries and Their Cultural Impact**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

California Model School Library Standards for Students (Grades K-12), California Department of Education, 2010. (CMSLS)

AASL Standards Framework for Learners, American Association of School Librarians, 2018. (AASL)

CMSLS 1.3 Students identify and locate a variety of resources online and in other formats using effective research strategies.

CMSLS 2.1 Students determine relevance of information.

CMSLS 2.2 Students assess comprehensiveness, currency, credibility, authority, and accuracy of sources.

AASL II.A.3 Learners contribute a balanced perspective when participating in a learning community by describing their understanding of cultural relevancy and placement within the global learning community.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

In this unit, students will become familiar with the history and development of the first ancient libraries and of significant library information centers of the present. Drawing from course resources, students read about, then discuss the development of the library as a cultural institution, from ancient times to present day. They analyze the impact such institutions had upon their patrons and communities, allowing for the spread of information and educational opportunities for more patrons over time. Utilizing the resources of their own library, students will research multiple libraries and identify the significant events in each libraries' historical and current place in society, organizational systems used over time, and the impact libraries have had upon the society/culture/community.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

Students will continue to be provided with direct instruction and personal guidance through their quarter assignments and projects. Research, utilizing print and digital resources, will also be necessary to meet course goals and content standards benchmarks. Anchor standards are supported through completion of the quarter assignments and unit project, which require reading of informational text and fiction, practice in English language skills, and writing informative and explanatory text responses.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Students will be assessed through a variety of guided lessons on library procedures and resources that are both formative and summative in nature. A few sample assessments could be:

*Continued daily hands-on guided practice of library policies and procedures through patron service at the circulation desk.

*Completion of formative quarter assignments

*Completion of summative unit project

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

May include but not limited to:

*Review of prior lessons

*Guided practice of procedures and services to reinforce the order of common tasks

*Alternative assignments or assignment formats when needed

EDUCATIONAL SERVICES

Department: **Library**

Course Title: **Library Science**

Course Number: **0878**

Unit Title: **Contemporary Library Types, their Services and Patrons**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

California Model School Library Standards for Students (Grades K-12), California Department of Education, 2010. (CMSLS)

AASL Standards Framework for Learners, American Association of School Librarians, 2018. (AASL)

CMSLS 1.3 Students identify and locate a variety of resources online and in other formats using effective research strategies.

CMSLS 1.4 Students retrieve in a timely, safe, and responsible manner.

CMSLS 3.2 Students draw conclusions and make informed decisions.

AASL I.D.4 Learners participate in an ongoing inquiry-based process by using reflection to guide informed decisions.

AASL V.A.3 Learners develop and satisfy personal curiosity by engaging in inquiry-based processes for personal growth.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

In this unit of study, students expand their knowledge of the main types of libraries (academic, public, special [law, art, music, etc.], school, and virtual). They will become familiar with the unique methods each type of library, the types of services and materials they are expected to provide, plus the needs of their particular patrons and other characteristics that set that library type apart from the others. Students will explore the varied career paths within library and information science, from public librarian, to k-12 school librarian, to academic university librarian, to a librarian with a special service focus such as law, art, science, or history, for further personal study.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

Students will continue to be provided with direct instruction and personal guidance through their quarter assignments and projects. Research, utilizing print and digital resources, will also be necessary to meet course goals and content standards benchmarks. Anchor standards are supported through completion of the quarter assignments and unit project, which require reading of informational text and fiction, practice in English language skills, and writing informative and explanatory text responses.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Students will be assessed through a variety of guided lessons on library procedures and resources that are both formative and summative in nature. A few sample assessments could be:

*Continued daily hands-on guided practice of library policies and procedures through patron service at the circulation desk.

*Completion of formative quarter assignments and summative unit project on a career pathway in library and information science.

Assignments should connect to the real-world situation of researching future career possibilities and appropriate training programs, as well as the colleges and/or universities that provide them.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

May include but not limited to:

*Review of prior lessons

*Guided practice of procedures and services to reinforce the order of common tasks

*Alternative assignments or assignment formats when needed

EDUCATIONAL SERVICES

Department: **Library**Course Title: **Library Science**Course Number: **0878**Unit Title: **Noted Literature and Library Advocacy****Content Area Standards** (Please identify the source): List content standards students will master in this unit.

California Model School Library Standards for Students (Grades K-12), California Department of Education, 2010. (CMSLS)

AASL Standards Framework for Learners, American Association of School Librarians, 2018. (AASL)

CMSLS 1.3 Students identify and locate a variety of resources online and in other formats using effective research strategies.

CMSLS 3.1 Students demonstrate legal, ethical, and safe use of information in print, print, media, and digital sources.

CMSLS 4.2 Students seek, produce, and share information.

AASL IV.A.3 Learners act on an information need by making critical choices about information sources to use.

AASL IV.D.1 Learners select and organize information for a variety of audiences by performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

For this unit, students will become familiar with reference and nonfiction materials available to support students in their academic research for classwork. They will also become familiar with fiction literature for different ages and ability levels, and a wide variety of literary genres. Students read and compare fiction genre sample, and create a graphic book review to promote a favorite book for young adults. As a study for the necessity of library advocacy, students discuss and analyze significant issues within the library community. Respect for patron privacy, selection and weeding to maintain a current and relevant collection, curating digital collections, and ideas for the provision of more effective services, like offering interactive makerspaces, or gentrifying materials, are sample issues within the unit.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

Students will continue to be provided with direct instruction and personal guidance through their quarter assignments and projects. Research, utilizing print and digital resources, will also be necessary to meet course goals and content standards benchmarks. Anchor standards are supported through completion of the quarter assignments and unit project, which require reading of informational text and fiction, practice in English language skills, and writing informative and explanatory text responses.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Students will be assessed through a variety of guided lessons on library procedures and resources that are both formative and summative in nature. A few sample assessments could be:

*Continued daily hands-on guided practice of library policies and procedures through patron service at the circulation desk.

*Completion of formative quarter assignments and summative unit project

Assignments for the final unit are more self-guided as the students skills and knowledge have grown over the course of the year. Assignments connect with current issues facing libraries and librarians in the U.S. and around the globe.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

May include but not limited to:

*Review of prior lessons

*Guided practice of procedures and services to reinforce the order of common tasks

*Alternative assignments or assignment formats when needed