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## A New Vision for a 6-12 Library Science Curriculum

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## A New Vision for a 6-12 Library Science Curriculum

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#### Abstract

The current perception of the teacher librarian's role in our Central Iowa school district is quite different than the role suggested in the professional research. Students leaving high school do not have the inquiry and evaluation skills expected at the postsecondary level (Donham, 2014). Students spend their free time using technology, but not for academic or voluntary reading (Igbokwe & Obidike, 2012). It is evident that the Common Core's focus on information inquiry and literacy, technology use, and pleasure reading are all facets of the teacher librarian's desired curriculum, but creating a curriculum where the three complement each other rather than compete is challenging and time consuming.

The research based project is a proposed curriculum for a Central Iowa school district. The curriculum design was based upon the following criteria: The administration's vision for the teacher librarian, desired collaboration of 6-12 content-area teachers, and the Common Core Standards aligned with the AASL Standards.

New or experienced teacher librarians can use this curriculum as a resource to help create or update their own curriculums. While the content and timeframes are specific to our Central Iowa school district, the ideas of collaboration, tools, and book recommendations could be modified for any content or situation.

A NEW VISION FOR A 6-12 LIBRARY SCIENCE CURRICULUM

A Graduate Research Project  
Submitted to the  
Division of School Library Studies  
Department of Curriculum and Instruction  
In Partial Fulfillment  
Of the Requirements for the Degree  
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by  
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## ABSTRACT

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## CHAPTER 1

### INTRODUCTION

As the school day winds to a close, high school students stand at lockers and contemplate the homework they need to complete for the next day. They gather the notebooks and textbooks necessary, but another type of book is frequently being left behind in the locker or not even making it to the locker at all. Students often forgo their independent reading book in order to keep up with the reading and assignments from their classes. As the Common Core urges for more inquiry based learning, research and analysis become a major focus not only for classroom teachers, but also for the teacher librarians supporting them. As education continues to make strides in the areas of inquiry based learning and informational literacy, the teacher librarian's time and focus are increasingly demanded to support teachers and students with the skills needed to align with the Common Core standards. This raises the question: Do increases in the demand for academic reading and research unintentionally force students to reduce or eliminate their pleasure reading? This emphasis also raises the question: How much time remains for teacher librarians to recommend books and promote pleasure reading among students and their teachers?

#### **Justification**

The decline of leisure reading among adolescents has been evident for several decades (Gauder, Giglierano, & Schramm, 2007). In fact, the number of 17 year olds not partaking in any reading for pleasure more than doubled over those two decades (The National Endowment for the Arts, 2007). Although this alarming trend has continued, teacher librarians may be increasingly focusing their efforts toward instruction in

information skills, rather than promoting pleasure reading. Past President of the American Association of School Librarians (AASL), Gail Dickinson, suggests that teacher librarians may need to emphasize other priorities; for example they should “picture the future as dependent on collaboration, expanding information skills, and inquiry” (Dickinson, Kimmel, & Doll, 2015, p. 13). As teacher librarians’ foci and responsibilities change, the National Center for Education Statistics (2007-2012) reports a 4.27% decrease in the number of school librarians over a seven year span resulting in roughly 4,000 fewer librarians available in our school districts. Complicating decreases in staffing is the potentiality that when questioned about the relevance of the school library program within a district [along with movement toward increased technological access], teacher librarians may struggle to communicate the role pleasure reading plays in complementing academic reading and current district goals.

### **Relevance of Library Programs in Information and Technology-Focused Schools**

Major educational movements appear to be pushing schools to adopt a stronger emphasis on reading for information and informational texts potentially displacing works selected for pleasure reading. The very terminology used, “informational” rather than “nonfiction” to describe certain “texts” (rather than “books” or “works”) connotes a privileging of particular types of reading. The Common Core State Standards drive the focus for the high school learner. For example, the English Language Arts standards of the Common Core State Standards (CCSS) identify essential information skills such as evaluation, analysis, and citation for grades 9-12 (National Governor’s Association, 2010). The CCSS also dictates that students must be exposed to “increasingly challenging literary and informational texts” in order to “build a foundation for college and career readiness” (National Governor’s Association, 2010, p.10). But the closest the CCSS



comes to mentioning anything about leisure reading is its focus on vocabulary acquisition and text complexity/reading at grade level within the Reading Standards at the 9th-12th grade levels. Teachers face pressure to comply with the CCSS that may cause them to resort to constant explicit instruction in reading and to move away from promoting pleasure reading. Krashen (2013) explains that the emphasis on the CCSS leaves little time for other reading, creating a negative relation between the Common Core and the decline in pleasure reading at school.

In today's technology-driven, fast-paced world, teacher librarians face challenges in helping high school students understand the significance of leisure reading. Watters (2014) interprets the CCSS as mandating a focus on additional computers and other technological equipment in order to provide students with resources and online assessments. The National Assessment of Educational Progress (2011) reports that more high school students are spending less time reading for pleasure than elementary students. Agosto, Magee, Forte, and Dickard (2015) report that in one study over 40% of the students surveyed "expressed the belief that in today's highly technological world, libraries have become obsolete" (p.8). However, Williams (2014) expresses a concern with the growing gap between the amount of electronic resources available and the amount of knowledge students possess regarding how to use the electronic devices successfully. Lenhart (2012) acknowledged that 87% of teens 14 to 17 have a cell phone and "92% of teen smartphone users have gone online in the past 30 days on a cell phone" (para. 9). Although many teens may have access to information resources, Purcell (2012) identifies "Google (94%)" and "Wikipedia (75%)" as places students are "most likely" to use for their research compared to "online databases (17%) or research librarians (16%)"

(para. 16). As the need for and availability of technology continue to grow so, too, does the need for effective library curriculum and teacher librarians.

### **The Role of Pleasure Reading**

The *Standards for the 21st Century Learner* (AASL, 2007) explicitly focus on reading for pleasure and personal growth (4.1, 1. 7). The AASL's (1999) *Position Statement on the Value of Independent Reading in the School Library Program* calls for teacher librarians to have leadership roles in promoting voluntary reading and creating lifelong readers. This statement calls not only for access to quality reading material, but also for meaningful interactions with teacher librarians enthusiastic about the promotion of leisure reading. As many high school students struggle to find the time to engage in it, research continues to support the benefits of voluntary reading.

Research suggests that when given the time to read independent choices, student engagement and interaction with texts increases and standardized test scores improve (Ivey, 2011). Morgan and Wagoner (2013) also identified similar growth in a high school setting where students chose their own books and were given time to read. Not only did students' grades increase when allowed to choose their own books, but teachers from other content areas were able to see a positive change in both the students' attitudes and the number of students physically carrying around a book. Whereas some studies connected independent reading to growth in test scores, another line of research interestingly connects independent reading to inquiry. Small and Armone (2011) identify a direct connection between voluntary reading and the development of one's curiosity and inquiry skills. As one reads and learns more about topics of interest, the desire to ask additional questions and continue to learn increases. The CCSS Reading Standards (2015) identify making connections and questioning as essential skills. Therefore, it seems students can develop these skills while creating a passion for reading, allowing the

focus on the Common Core to remain present while creating a deeper connection to voluntary reading. This direct connection between leisure reading and academic success means that teacher librarians, classroom teachers, and administrators should increase their interest in promoting pleasure reading in schools.

As classroom teachers begin to adjust or rework their curriculums to take the Common Core and the needs of the 21st century learner into consideration, teacher librarians also need to adapt their focus to meet the needs of the teachers and students they support.

However, teacher librarians may find it difficult to balance the information literacy skills necessary for the 21st Century learner and the programming needed to foster a love of leisure reading to support lifelong reading.

### **Problem Statement**

When questioned about the relevance of the school library program within a district's movement toward increased technological access, teacher librarians may struggle to communicate the role pleasure reading plays in complementing academic reading and current district goals.

### **Purpose**

The purpose of this project is to synthesize the current teaching and learning standards, best practices derived from the research, and the needs and expectations articulated by a Central Iowa school's administration to create a new curriculum for the 6-12 library program. Through incorporation of support for pleasure reading, technology integration, and the learning goals articulated in the Common Core Standards, this curriculum will strive to create a balance between all three that aligns with the district's goals.

### **Research Questions**

1. What current educational trends will directly impact the library's curriculum?
2. What current standards and benchmarks should the Teacher Librarian's curriculum address?
3. Are there any key initiatives tied to the district's CSIP that the library curriculum can help address?

### **Assumptions**

An assumption of this project is that teacher librarians will accept suggestions for change to their current practices/curriculum. Another assumption is that the Central Iowa district explored in this study will become a 1:1 school district within the next two years and will, nonetheless, agree to spend money and resources on leisure reading.

### **Limitations**

This study will focus on a single junior-senior high school library in one Central Iowa district. This school is currently focused on technological goals that lead the emphasis of their curriculum (i.e. 1:1 partnerships). One limitation of this project will be the projected roll-out of the 1:1 partnership. The timeline is still being developed so adaptations to the curriculum may need to take place during the transition.

## **CHAPTER 2**

### **LITERATURE REVIEW**

The purpose of this research is to explore how teacher librarians balance the Common Core State Standards and support for leisure reading. Additionally, this research will explore current practices to identify how to best promote leisure reading in a high school setting. Existing research on this topic coalesces in three categories: the significance of pleasure reading, the library/librarian's role in a Common Core focused curriculum, and the impact of being in a technology accessible school on library use. These will inform the current project through the understanding of current educational practices and how pleasure reading fits into these practices.

#### **The Benefits of Pleasure Reading**

Dickerson (2015) conducted a study to identify if additional choice reading and independent reading had an impact on her American Literature classes. Dickerson introduced more reading choice and pleasure reading into her junior level Language Arts classrooms while monitoring 48 students for over two school years. Dickerson used the San Diego Quick Assessment as a pre-test and post-test two years later to assess student reading levels. Dickerson also administered an anonymous survey at the end of the second year. During the two year study, Dickerson presented the students with small increments of individual reading time, ranging from ten minutes three days a week to ten minutes everyday for the second school year.

At the end of the school year, Dickerson noted that students showed levels of improvement between 1-3 grade levels. While Dickerson cannot say the improvement was directly tied to the independent reading, 95.93% of the students surveyed said they enjoyed pleasure reading the same or more than they did at the beginning of the study.

Students also identified growth over the course of the study such as possessing a better vocabulary (76%), increased ability to focus (59%), realizing that their problems aren't as great as they thought they were (50%), increased responsibility (61%), and increased ability to better understand others (65%) (Dickerson, 2015). Pleasure reading not only promoted academic reading growth, but students also reported personal and social growth. This study revealed that students enjoyed and benefited from leisure reading within the school setting.

While the previous study focused on the academic benefits of pleasure reading, a study conducted by Richardson and Eccles (2006) explored why young adults decide to read for pleasure. The study interviewed adolescents who ranged in age from high schoolers to college-aged. Through discussions with these youth, researchers identified trends in the amount of reading being done, but focused their research on the "why and how" adolescents choose what to read. Richardson and Eccles (2006) noticed similarities between students' answers about their being able to explore "possible selves" which the researchers describe as statements regarding "who they are and who they want to be" (p. 14). The benefits for pleasure reading go beyond academic benefits, but continue to help develop the reader's view of self. Both fiction and nonfiction books were identified as giving students the ability to expand their understanding of who they are and ultimately their curiosity about the future.

While the previous study explored why young adults choose to read for pleasure, the following study identified a relationship between the desire to read for pleasure and strong reading skills. McGeown, Norgate, and Warhurst (2012) examined the relationship between reading ability and intrinsic and extrinsic motivation by using standardized reading assessments and self-assessing motivation questionnaires with 1811 students,

ages 8-11. The study defined intrinsic motivation as including “challenge (desire to work with/mastering complex tests), curiosity (desire to learn things from books), and involvement (child’s level of reading comprehension)” (p. 11). The research identified reading ability as directly connected to the intrinsic motivation to want to continue reading. Students with strong reading skills had more intrinsic motivation or desire to read than students with poor reading skills. While the students with strong reading abilities read for their own personal benefit, students lacking reading skills reacted more strongly to extrinsic motivation, defined as “competition (desire for reading to be recognized by others), grades (the desire to achieve good marks), compliance (conformity to an external requirement to read) and social (social reading interactions)” (p. 11).

Studies summarized in this subtheme showed that pleasure reading continue to help students develop their curiosity utilizing intrinsic motivation (Dickerson, 2015). Students who are already intrinsically motivated will continue, but students who aren’t need some extrinsic factors to help foster their motivation (McGeown, Norgate, & Warhurst, 2012). Libraries and librarians help not only extrinsically motivate students to read for pleasure, but help students begin to intrinsically motivate themselves by first discovering who they are (Richardson & Eccles, 2006).

### **Librarian’s Role in a Common Core Focused Curriculum**

Dickinson, Kimmel, and Doll (2015) conducted focus groups with 71 current librarians from North Carolina and Virginia in order to “forecast the future in collection development, facilities, instruction, and relationships” (p. 231). Divided into four groups, each group examined one of the four areas with the question, “How will this area change in 10 years?” in mind (p. 231). Each group individually recorded their answers and the final group synthesized the results of the entire study. The focus groups identified a shift

in the librarian's role as well as change in the physical aspect of the library itself. The librarians identified a shift to more collaboration and being a stronger presence within the vertical alignment of the curriculum.

While some schools already have strong collaboration between classroom teachers and librarians, the focus on the Common Core, specifically inquiry and intrinsic learning, will require teacher librarians to consistently and actively be involved in the planning and implementation of the curriculum. This study also identifies the library's purpose as a physical space decreasing as learning continues to be more able to happen whenever and wherever the student would like it to. As the role of the librarian and library change and adapt to the current practices, it is clear that pleasure reading is not necessarily at the forefront of concerns within the education field. If librarians are working beyond the walls of the physical library for the majority of their time, it may become more difficult for the promotion of books and other materials within the walls of the library.

While the previous study called for stronger collaboration between classroom teachers and librarians, it did not elaborate on the issues associated with its implementation. Subramaniam and Edwards (2014) conducted interviews with personnel from four different schools including principals, assistant principals, school librarians, and math teachers directing their questions toward collaboration between the librarians and the math department. While this study only represents one area in which teacher librarians can collaborate, it gives an idea of how the Mathematics department views the librarian's role within their classrooms and curriculum. Subramaniam and Edwards' (2014) research identified that the Mathematics department viewed librarians as ideal technology support, but not able to assist with curriculum and instruction of mathematical



content. However, the research also showed the mathematics department uses technology for extra practice on mathematical concepts and to add variety to a linear curriculum, but not “to develop collaborative and communicative practices, which are essential to CCSSM” (Common Core State Standards for Mathematics) (p. 195). While the math teachers may not feel a need for collaboration with librarians, teacher librarians within this study identified offering technology help when asked, but not pressing for additional collaboration due to lack of professional development in collaboration with mathematics teachers.

The previous study highlighted mathematical educators who utilized teacher librarians for technological resources to supplement their teaching, but not to strengthen collaborative and communicative practices as called for by the CCSS. The purpose of Donham’s (2014) study was to identify any disconnect between professors’ expectations and students’ knowledge. Donham (2014) examined the expectations of a sample of professors at fifteen different Iowa colleges in regard to first year college students’ knowledge of information inquiry. By studying the wording within the written assignment directions, the research and assignment wording was divided into three categories: information literacy, writing, and learning dispositions. The research discovered multiple instructors had high expectations in regards to students’ authentic inquiry and evaluation of sources. First year students were expected to be able to intrinsically work through the selection and exploration process while understanding any uncertainty about the topic they may be experiencing. Donham’s (2014) study may focus on college freshman, but it clearly identified problem areas with what students are expected to master before high school graduation and what is currently being addressed in our classrooms. Donham’s (2014) discovery of the inconsistencies between college

level expectations and high school curriculum content realities suggested a need for an “open conversation for secondary school teachers and librarians to consider the possible curricular opportunities that may enhance college readiness” (p. 16). This study revealed that current skills focused around inquiry, research, and citation are not being taught at a level that is satisfactory at the college level. Teacher librarians need to open discussions with classroom teachers about how to effectively help the students strive for these twenty-first century skills.

Studies summarized in the sub themes suggested the role of the teacher librarian needs to change in regard to the Common Core (Dickenson, Kimmel, Doll, 2015). A Teacher Librarian’s focus on collaboration will not only expand their curriculum and schedule, but will call for extended time outside the physical walls of the library (Subramaniam and Edwards, 2014). Although some instructional departments do not see the value of collaboration with Teacher Librarians in terms of curriculum, the disconnect between high school requirements and college expectations proved that the need for collaboration is there (Donham, 2014).

### **Technology and Impact on the Library’s Use**

McDougal (2011) surveyed 1,603 middle school students from one district to identify the types of reading that occurred during Voluntary Independent Reading (VIR). Students responded to the questions in an on-line survey conducted during their Language Arts class. The question topics ranged from asking students the frequency they engage in VIR to what they read during this time. The purpose of this study was to examine the “extent to which students use the Internet and electronically-based media to engage in VIR” (p. 53). The survey results indicated that students with personal devices that connected to the internet spent almost an hour more in VIR than students who did not

have a personal device. The study also showed a noticeable difference between the minutes girls read printed materials (72.04) compared to boys (50.44) (p. 73). The results were also divided into print and electronic media choices. The students identified “books (77.3%) and magazines (59.2%) of being the focus of print materials during VIF while “text messages (73.1%), email (68.9%), internet websites (68.4%), and social media (55.3%)” were the top choices for electronic media (p. 87). McDougal noticed an association between “time spent engaged in printed text VIR and performance on the state reading assessment” while “there was not a statistically significant association between VIR time of electronic text and reading achievement” (p. 133). This study revealed that students are drawn to electronic media when choosing what to read; however, this study showed that there was not a strong connection between academic reading success and reading with electronic media.

While the previous study focused on what students were choosing to read and by what method, it did not address the impact on library use. Igbokwe and Obidike (2012) distributed a questionnaire to 71 students, 71.9% of the participants were ages 11-20, from a school in Nigeria. Their study’s questions focused on the students’ activities outside of school, how electronic media impacted their reading hours, and their engagement with the school library. The results showed that 64.8% of students spent time “writing school homework/assignments” and 76.1% “reading textbooks, magazines, newspapers, novels, etc.” compared to 33.8% “playing games on cell phones” and 25.4% “going online to watch movies, play games, listen to music, chat with friends, send e-mails to friends, etc.” (p. 6). However, when students disclosed the time spent on each activity, 88.8% of participants spent an hour or less “reading magazines/newspapers” (p.6) and 93% spent an hour or less “reading textbooks” compared to 70.4% spending

two hours or more “playing games on cell phones,” (p.6) and 59.2% spending 2 hours or more “going online to watch movies, play games, listen to music, chat with friends, send e-mails to friends, etc.” (p.6). During a typical school day, 57.5% of the students surveyed admitted that they didn’t visit the library at all. The study revealed that while many students engage with reading, either academic or leisure, at some point during the day, they are spending a considerably higher amount of time engaging in electronic media. The students are not using the library and its functions in a consistent manner thus impacting the library’s use and services.

While the previous study examined how students use their time outside of school and its impact on the library, the research did not examine if the use of the personal devices and media were used within the library to encourage students to use the space and services. Immroth and Ostlund (2013) surveyed 30 teacher librarians within the Leander Independent School District after a Bring Your Own Device (BYOD) program was implemented for the 2012-2013 school year. The focus of the research examined how the BYOD program fit with the library curriculum and how successful it was in the district during the initial year. Of the librarians surveyed, 92% believed that the BYOD policy “assist(ed) school librarians (to) meet the state standards” (p. 8). The teacher librarians agreed that “BYOD provides students with authentic learning experience that enhances student learning especially since students are very knowledgeable and comfortable with their own devices” (p. 14). This study revealed that personal devices can effectively be used for academic purposes within the library curriculum with proper guidelines and policies enforced by the school district and librarians.

Studies summarized in this subtheme suggest students are more likely to chose to use electronic media over reading print versions, but the associations between electronic

reading and academic achievement are not as strong as the associations between printed text and standardized testing (McDougal, 2011). Today's students spend a lot of their free time engaged with electronic media resulting in less time focused on academic or voluntary reading (Igbokwe & Obidike, 2012). Schools that have initiated programs allowing students to use their own personal electronic devices in the library have seen satisfactory implementation and usage (Immroth & Ostlund, 2013).

### **Summary**

Previous studies have been conducted to examine the benefits of voluntary reading and its role in our current educational practices (Dickerson, 2015; Richardson & Eccles, 2006; McGeown, Norgate, & Warhurst, 2012). Two separate studies focused on the impact of pleasure reading; both of the studies found that pleasure reading helps young adults discover more about their personal selves (Dickerson, 2015; Richardson & Eccles, 2006). One study specifically tracked students' progress in a specific class; the other study surveyed students from a range of ages and grades (Dickerson, 2015; Richardson & Eccles, 2006).

Studies have also identified teacher librarians' perceptions of the impact of the Common Core in their schools and specifically, the library. While multiple studies clearly call for a stronger push for collaboration between teacher librarians and classroom teachers, many studies also identified the challenges with that mindset (Dickinson, Kimmel, & Doll, 2015; Subramaniam & Edwards, 2014). The teacher librarians surveyed willingly accept their active role in the implementation of the Common Core within content specific classrooms (Dickinson, Kimmel, & Doll, 2015). However, the study conducted by Subramaniam and Edwards (2014) revealed that some content-specific classes do not see the value of the teacher librarian in helping plan curriculum

beyond offering technological support and supplemental resources. Multiple studies have also identified inquiry and intrinsic research as key abilities that students should have by the time they graduate. One study identified inquiry and research skills as a few of the skills expected of students in an entry level college class; another study highlighted teacher librarians stressing the importance of these skills being taught and the disconnect from the collaboration essential for it to happen (Donham, 2014; Dickinson, Kimmel, and Doll, 2015; Subramaniam and Edwards, 2014).

Lastly, researchers have studied the impact of technology on the library's focus and goals. All three studies have suggested that personal devices have negatively impacted the type of reading happening in the educational setting. One study identified that students who use technology for pleasure reading are reading social media and personal text conversations instead of longer pieces of reading like books and magazines. Another study connected owning a personal device with spending more time playing games or watching videos online compared to doing homework or reading for pleasure (Igbokwe and Obidike, 2012; McDougal, 2011). While one study did reveal that teacher librarians believed technology helped them move towards meeting the Common Core standards, they also stressed the need for strict guidelines and policies to ensure students are not getting off track (Immroth & Ostlund, 2013).

One limitation of the reviewed studies is that they are not specific in identifying the viewpoint of the teacher librarian in terms of balance between current educational practices and pleasure reading. Along with the work in the current literature, this research project will evaluate current practices to identify how to best promote leisure reading in a high school setting among high schools in Iowa that have a current focus on the Common Core and technology.

## **CHAPTER 3**

### **PROCEDURES**

The continuation of daily silent sustained reading (SSR) in our 6-12 building suggests that students in our district are engaging in self-selected pleasure reading at some level, yet the role of the Teacher Librarian's curriculum in addressing the promotion of pleasure reading alongside competing educational mandates has not been studied. As Teacher Librarians are faced with picturing "the future as dependent on ... expanding information skills, and inquiry," the researcher created the core elements of the project around the Common Core State Standards specifically focused on inquiry and the technological aspect of informational skills (Dickinson, Kimmel, & Doll, 2015, p. 13). The technological aspect was also included due to this Central Iowa district's plan to implement 1:1 technology for 6-12 students in 2018-2019. Through this project, the researcher will strive to find a balance between meeting the Common Core standards, dealing with technological changes in the educational setting, and the promotion of pleasure reading in the junior high and high school settings. This balance will be represented through the development of a 6-12 curriculum for the jr. sr. high school library program. The school library curriculum is outdated and does not reflect the district's work with the Common Core nor does it support engagement with other teachers through collaboration. When the teacher librarian is utilized effectively, the curriculum has the power to impact many students both within and outside library walls.

#### **Project Parameters**

To begin, the researcher investigated and collected information related to the research questions listed below:

1. What current educational trends will directly impact the library's curriculum?
2. What current standards and benchmarks should the Teacher Librarian's curriculum address?
3. Are there any key initiatives tied to the district's CSIP that the library curriculum can help address?

The researcher examined different standards and guidelines including the Common Core, the AASL Standards for the 21st Century Learner, the International Society for Technology in Education (ISTE) Standards for Students, Learning Standards and Common Core State Standards Crosswalk, and *Empowering Learners: Guidelines for School Library* to help guide her thinking and focus of the curriculum. The researcher also explored the Math and Social Studies Common Core Standards and the Next Generation Standards for Science to help develop connections between the content-area standards and the AASL Standards' focus on technology and inquiry beneficial to multiple content areas.

### **Project Procedures**

The researcher sought informal input from school administration (6-8 principal, 9-12 principal, and the district superintendent) as a starting point for understanding their vision for the future of the district's Jr. Sr. Media Center. The researcher created a list of possible questions to ask administrators after reviewing the literature in Chapter 2 of this paper. These questions centered around the current practices within the Media Center and the administration's vision for changes based on current educational trends. These questions were designed to find similarities between the administration's answers and research supporting the call for stronger and balanced collaboration between the teacher librarians and classroom teachers to prioritize the Common Core Standards (Dickinson, Kimmel, & Doll, 2015; Subramaniam and Edwards (2014). These conversations with the administration covered general questions regarding their views of the current and



upcoming educational trends that will impact the Teacher Librarian and the media center.

The researcher wanted to explore whether the main themes emerging from the published research were reflected in the beliefs and visions of the administration. The professional literature articulates several aspects as essential to a Teacher Librarian's areas of focus to create intrinsically motivated, college level prepared students (Dickenson, 2015; Donham, 2014). Therefore, within these conversations, the researcher specifically addressed the library's relationship to the three strands of the Common Core Standards, supporting reading for pleasure, and technology promotion. Other questions focused on current practices within the media center, practices enacted without the guidance of a formalized curriculum, in order to inform the researcher's thinking related to the incorporation of the standards in the curriculum under creation. Through informal individual conversations with these administrators in the high school's conference room, the researcher was able to understand their different visions for the Teacher Librarian role and the Media Center as a whole. It was through these conversations that the researcher determined the foundational standards on which to base each school building's curriculum subject to each administrator's vision.

The three themes (common core standards, technology, and the love of reading) were decided on by the researcher after reading literature surrounding the three concepts. The English Language Arts standards of the Common Core State Standards (CCSS) identify essential information skills such as evaluation, analysis, and citation for grades 9-12 (National Governor's Association, 2010). However, Williams (2014) expresses a concern with the growing gap between the amount of electronic resources available and the amount of knowledge students possess regarding how to use the electronic devices for successful research. In addition, the AASL's (1999) *Position Statement on the Value of*

*Independent Reading in the School Library Program* calls for teacher librarians to have leadership roles in promoting voluntary reading and creating lifelong readers. These three areas were viewed as cross-curricular and would allow the Teacher Librarian to infuse the themes with content specific curriculum that would work for collaboration in any classroom that desired said collaboration.

The lack of support from classroom teachers for collaboration with the Teacher Librarian prompted the researcher to collect data from the 6-12 content area teachers as a secondary starting place for this specific curriculum project (Dickinson, Kimmel, & Doll, 2015; Subramaniam & Edwards, 2014). The researcher created a Google Form to collect information about different units and projects classroom teachers felt would benefit from the Teacher Librarian's assistance. The school featured in this study is a Google-based school, so a Google form was chosen as a vehicle that would be easily recognized and completed by classroom teachers. This form allowed 6th grade to 12th grade teachers to show an interest in collaborating with the Teacher Librarian, but also solicited comments regarding which of the three areas - inquiry process, technology, and the love of reading - they viewed as most important within their classrooms.

### **Project Format**

The researcher created a curriculum framework with the information gathered and organized from the three sources: standards/guidelines, district administration, and teachers. Taking the inquiry process, technology, and the love of reading as the main focuses, the researcher formatted the curriculum to reflect these. The researcher included the Common Core Standards and the AASL guidelines in the curriculum documents to show the connections between these sets of standards for administrators and classroom teachers who may not be familiar with the AASL guidelines. The researcher also

developed 'I can' statements for the students to adequately comprehend and connect with the standards. It is an expectation from the school's administration that teachers include "I Can" statements when creating assessments and discussing standards within the classroom. Finally, the researcher created a timeline for collaboration and instruction, a supplemental materials idea bank and an assessments list representing skill assessments specific to the library's curriculum.

### **Limitations**

The curriculum being developed is specifically designed with our district's 6-12 library and content area classes in mind. Though the intended audience for this project is the members of the school community for which the curriculum is designed, it could be used to assist other Teacher Librarians develop curriculum to fit their school's needs.

## **CHAPTER 4**

### **THE RESEARCH PROJECT**

6-12 Information Literacy, Library, and Technology Curriculum (Appendix A).

## CHAPTER 5

### CONCLUSIONS AND RECOMMENDATIONS

It is evident from responses of both administrators and teachers that the role of the teacher librarian is a vital and welcomed role. Brief conversations with the three administrators revealed that their visions for the focus of our Central Iowa school district library vary. While the middle school administration and the superintendent see the promotion of reading/reading materials as the primary focus of the teacher librarian, the high school principal places more emphasis on inquiry and technology skills. Developing a reading life early and supplementing it throughout the rest of high school, yet not making it the primary focus, allows more time to focus on skills that high school students need to master prior to graduation. The initial parts of this research project were focused on how to balance pleasure reading with inquiry and technology focused skills. This research corroborated the research represented in the literature review in that the importance of these three areas complementing each other in a fluid relationship was reaffirmed. For this reason, multiple tasks within the developed curriculum allow for all three areas to be addressed. While they may not be addressed to the same degree, keeping all three areas in mind helps create the balance a 6-12 library needs.

Through their entries in the Google form, teachers in the Language Arts, Social Studies, Science, Technology, World Languages, and Business departments indicated that collaboration with the Teacher Librarian was desired in the areas of technology (15), inquiry (17), and reading (13). Content area teachers provided information such as general units (“severe weather,” “marketing”), specific projects (“research based JFK videos,” “computer based simulations”), and desired abilities (“research,” “study skills”). This information helped the researcher navigate through their focuses and needs in their

classrooms to correspond with the researcher's own goals of intrinsic growth in pleasure reading, expected proficiency of inquiry skills, and balanced use of technology (Dickerson, 2015; Donham, 2014; Igbokwe & Obidike, 2012).

At the 6-8 level, this Central Iowa district requires a technology class at each of the grade levels. Much of the technology focus can be addressed in these specific classes with the Teacher Librarian as a collaborative teacher when needed. The Teacher Librarian can offer new websites and applications to support class creations as well as focusing on online digital citizenship guidelines. These semester long classes offer foundational knowledge for technology skills that can be adapted and used in multiple classes.

Many of the other 6-8 core class teachers, in areas such as Language Arts, Math, Science, indicate that they would like additional support in the inquiry/research process strand. Through collaboration with these teachers, the Teacher Librarian will be able to offer resources to support their already planned assessments and projects while being available for co-teaching lessons about the process or other websites/applications available. Financial literacy was a focus that many middle school mathematics teachers mentioned as an area needing support. During cross curricular projects, the Teacher Librarian will offer assistance during work sessions to provide mini-lessons or re-teaching to those struggling with the concepts. As the 8th graders create inventions as a cross-curricular project, the teacher librarian will support the inquiry and research needed prior to the development of the inventions. The Teacher Librarian's assessments will likely be informal, yet beneficial. While an increased use of desired inquiry techniques or digital tools is measurable, the informal assessments, such a post-project surveys and

teacher-student conversations, will allow the teacher librarian to reflect on decisions made in order to reassess and redesign for the next year.

The Teacher Librarian also teaches a six-week exploratory mini-class to the 8th grade students primarily focusing on the inquiry process and research skills that will benefit them throughout many different classes and grade levels. By breaking the process down through research activities and projects related to their other classes' work, the Teacher Librarian is able to support many other classes without taking class time away from their content. This also gives the Teacher Librarian a chance to familiarize the students with the physical and online library. Activities such as scavenger hunts and tic-tac-toe research activities allow students to establish an understanding of how the library resources work, but in a fun, relaxed manner.

While the 6-8 educators did not necessarily ask for assistance fostering a lifelong love of reading within their classes, this seems to be highly regarded by their administration and needs to be addressed in any capacity obtainable. Through video book talks displayed in the library and on the television in the commons area before school and during lunch time, the Teacher Librarian will offer new titles and opportunities for reading without interfering with other teacher's classroom time. The Teacher Librarian will offer book talks to other classroom teachers to fit with units of study at that time if there is a need or desire.

At the 9-12 level, the involvement of the Teacher Librarian in content-area teaching will be more sporadic and on an as requested basis. Colleagues that teach Social Studies and Science were interested in assistance in both inquiry and technology. The Social Studies classrooms are implementing a new assessment that uses primary sources to guide students' thinking and writing in response to a question surrounding a given time

period. These DBQs (Document Based Questions) expect students to have a clear understanding of how to unpack primary sources and create their own ideas of analysis based on them. In order to best serve the Social Studies teachers this year, the teacher librarian will assist in finding primary sources to match with their units to get the students additional practice. The Social Studies teachers also expressed concern with their students' thesis statement writing. Being an English major, the Teacher Librarian will assist with this to take the burden off the content area teachers. Using a very basic chicken foot model (which includes a thesis and three main arguments) which is included in the DBQ format, the Teacher Librarian will help students polish their ideas on the content information they will receive in class.

The Social Studies department uses many hands-on assessments, such as presentations and video creation, to show proficiency of the Social Studies standards being addressed. By taking care of the instruction and guidance needed for the inquiry process and the technical concepts of these projects, the Teacher Librarian is able to take away some of the burden for the classroom teachers allowing them to focus on their Social Studies standards and content. Many of the Science classes, specifically the Project Lead the Way (PLTW) classes, use a learning management system called Canvas for their course work. The Teacher Librarian will work with Canvas to learn more about the system itself and also look for additional supplements for the class tied to those programs. The Science classes also have Nonfiction book projects that would give the Teacher Librarian an opportunity to find new and engaging Nonfiction pieces to foster one's love for reading.

The Language Arts Department expressed interest in all of the three main strands of the curriculum under creation. Like with the other departments, the Teacher



Librarian's ability to offer innovative ideas to the teacher's original curriculum allows for the responsibility to be spread between the two in order to improve both teachers' effectiveness. The Language Arts educators also expressed interest in fostering the life-long love of reading within the high school. Through book talks and constant up-to-date knowledge of new releases, the Teacher Librarian will need to have a strong connection both with the Language Arts teachers and their classroom libraries. Portable check out stations in the main hallways of the high school may promote reading to students who never step foot into the school library. An increase in book checkouts, both in the library and in the teachers' classroom libraries, will help the teacher librarian assess current efforts to increase reading across campus.

The other content area teachers (World Language, Economics, Technology, Marketing) primarily requested help with the technology aspects of their classes. The Teacher Librarian's website can be a platform of resources on the different technology available to support each desired project outcome. It can also include information for troubleshooting typical technology complications. By having the Teacher Librarian, along with the Technology class, troubleshoot many of the applications and web based tools first, content area teachers should feel more confident and willing to try new technologies.

Since the updates in organization and focus is a major change within the Teacher Librarian's curriculum, the presented curriculum will constantly need to be monitored and updated as techniques are tried and adjusted. At the end of the year, the Teacher Librarian will need to review the curriculum and notes to continue to grow and plan for the following year.

Creating the curriculum for this Central Iowa 6-12 library is not complete, but rather a stepping-stone to help create collaboration between content specific teachers and the teacher librarian. Content specific teachers were eager and willingly to share units they believed the teacher librarian could co-teach with them in their own classrooms. This willingness proves that collaboration is not only expected by administration, but desired by teachers. By creating collaboration with a few content specific teachers and their units, it is the hope collaboration will build to where it is not something that needs to be mandated by a curriculum, but rather a natural and fluid part of the teacher librarian's role.

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Appendix A  
6-12 Library Curriculum

| Time Frame  | Content/Topics<br>Class/ Pleasure<br>Reading Ideas  | Skills (I Can<br>statements)  | AASL/ISTE<br>& CCSS  | Assessments  | Materials Needed  |
|---|---|---|--|--|---|
| 6th Grade   |   |   |  |  |   |
| 3 weeks in<br>November                                      | <p><u>Mathematics</u><br/>Technology in<br/>Mathematics</p> <p><u>Pleasure</u><br/><u>Reading:</u><br/>&gt;<u>The Kid's</u><br/><u>Guide to</u><br/><u>Money: Earning</u><br/><u>It, Saving It,</u><br/><u>Spending It,</u><br/><u>Growing It,</u><br/><u>Sharing It</u> By<br/>Steven<br/>Otfinoski</p> <p>&gt;<u>Better than a</u><br/><u>Lemonade</u><br/><u>Stand!: Small</u><br/><u>Business Ideas</u><br/>for Kids by<br/>Daryl Bernstein</p> | <p>*I can use technology<br/>to communicate and<br/>interact with others<br/>supporting my<br/>learning.</p> <p>*I can troubleshoot<br/>my own technology<br/>issues first before<br/>asking for additional<br/>help.</p>   | <p>AASL 1.1.1<br/>CC.6.W.1.a<br/>CC.6.W.2.a<br/>AASL 1.1.6<br/>CC.3.W.6<br/>CC.6.R.1.7<br/>AASL 1.1.8<br/>CC.6.W.6<br/>CC.6.SL.5</p>   | <p>Teacher<br/>Librarian<br/>Assessments:<br/>Regular use of<br/>online Apps,<br/>increased<br/>response to<br/>online activities<br/>compared to last<br/>year's.<br/>Overall<br/>Assessments:<br/>tests, budgeting<br/>project</p>   | <p>real-world connections<br/>&gt;<a href="http://www.cnn.com/2014/05/19/learning/kid-entrepreneurs-irpt-schools/">http://www.cnn.com/2014/05/19/learning/kid-entrepreneurs-irpt-schools/</a></p> <p>-Simulations of real-world situations<br/>(Budget)<br/>&gt;<a href="http://Handsonbanking.org">Handsonbanking.org</a></p> <p>- supplemental list of<br/>websites/applications to support<br/>financial decisions (Budgeting)<br/>&gt;<a href="http://scholastic.com/budgetbasics">scholastic.com/budgetbasics</a><br/>&gt;App: Savings Spree<br/>&gt;App: Kids Money</p> |
| 1 mini lesson<br>every 2<br>week;<br>semester long<br>class | <p><u>Technology:</u><br/>Digital Ethics<br/>Digital<br/>Citizenship</p> <p><u>Pleasure</u><br/><u>Reading:</u><br/>&gt;<u>STEAM Kids</u><br/>by Anne Carey</p> <p>&gt;<u>Python for</u><br/><u>kids</u> by Jason R.<br/>Briggs</p>   | <p>*I can understand and<br/>respect<br/>copyright/intellectual<br/>freedom laws.</p> <p>*I can troubleshoot<br/>my own technology<br/>issues first before<br/>asking for additional<br/>help.</p> <p>*I can cite my sources<br/>in my projects to<br/>maintain proper<br/>owner's rights.</p> <p>*I can use technology<br/>to communicate and<br/>interact with others<br/>supporting my<br/>learning.</p> | <p>AASL 1.1.1<br/>CC.6.W.1.a<br/>CC.6.W.2.a<br/>AASL 1.1.4<br/>CC.6.R.1.1<br/>AASL 1.1.6<br/>CC.3.W.6<br/>CC.6.R.1.7<br/>AASL 1.1.8<br/>CC.6.W.6<br/>CC.6.SL.5<br/>AASL 1.3.1<br/>CC.6.W.8</p> | <p>Teacher<br/>Librarian<br/>Assessments:<br/>Reduction in<br/>Cyber related<br/>problems within<br/>6th grade,<br/>positive use of<br/>the presented<br/>storyboarding<br/>apps when given<br/>the option to use<br/>them.<br/>Overall<br/>Assessments:<br/>powerpoints,<br/>presentations,<br/>blog, video on<br/>digital<br/>citizenship)</p> | <p>-supplemental resources of<br/>websites/applications<br/>&gt;<a href="http://www.teachthought.com">http://www.teachthought.com</a><br/>-creation of step-by-step process<br/>videos/documents<br/>-book talks using the different<br/>websites and applications:<br/>&gt;Bubblr<br/>&gt;Comic Master<br/>&gt;WeVideo<br/>&gt;Caplzes<br/>- co-teach lesson(s) on digital<br/>citizenship, platform comparisons,<br/>etc.<br/>&gt;<a href="http://digitacitizenship.gov">digitacitizenship.gov</a></p>  |

| Time Frame   | Content/Topics<br>Class/ Pleasure<br>Reading Ideas   | Skills (I Can<br>statements)  | AASL/ISTE<br>& CCSS   | Assessments   | Materials Needed   |
|--|--|---|---|---|--|
|  | Technology:<br>(Continued)   | <p>*I can create presentations using a variety of online tools/apps.</p> <p>*I can use multiple different search tools and engines.</p>   |   |   |  |
| 2 weeks during Nonfiction Article Unit; Book talks throughout year | <p><u>Language Arts:</u><br/>Research Techniques</p> <p><u>Pleasure Reading suggestions</u><br/>(during poetry unit):</p> <p>&gt;<u>Brown Girl Dreaming</u> by Jacqueline Woodson</p> <p>&gt;<u>Soul Moon Soup</u> by Lindsay Lee Johnson</p> <p>&gt;<u>Rhyme Schemer</u> by K.A. Holt</p> <p>&gt;<u>Brains for Lunch: A Zombie Novel in Haiku</u> by K.A.Holt</p> | <p>*I can use multiple different search tools and engines.</p> <p>*I can use technology to communicate and interact with others supporting my learning.</p> <p>*I can understand and respect copyright/intellectual freedom laws.</p> <p>*I can cite my sources in my projects to maintain proper owner's rights.</p> <p>*I can troubleshoot my own technology issues first before asking for additional help.</p> <p>* I can find reading material that I enjoy and continues to help me grow.</p> <p>* I can engage in discussions about reading.</p> <p>*I can read from a variety of formats and genres to help define my own personal reading preferences.</p> | <p>AASL 1.1.1<br/>CC.6.W.1.a<br/>CC.6.W.2.a<br/>AASL 1.1.4<br/>CC.6.R.1.1<br/>AASL 1.1.5<br/>CC.6.SL.1<br/>CC.2.R.1.6<br/>CC.6.R.1.2<br/>AASL 2.4.2<br/>CC.6.SL.1.d<br/>AASL 1.1.6<br/>CC.3.W.6<br/>CC.6.R.1.7<br/>AASL 1.1.8<br/>CC.6.W.6,<br/>CC.6.SL.5,<br/>AASL 1.3.1<br/>CC.6.W.8<br/>AASL 4.1.1</p> | <p>Teacher Librarian Assessments: effective implementation of "Google Holiday," Student Surveys of research methods, Overall Assessments: research paper, non-fiction research article, book talks, lit circles</p> | <p>-Co-taught lesson on effective internet search techniques<br/>&gt;Zuula.com<br/>&gt;sweetsearch4me.com<br/>&gt;"Google Holiday"<br/>-Supplemental list of credible websites/video links/AEA resources<br/>&gt;SIRS<br/>&gt;GALE<br/>-Supplemental online resources for teacher to use as a recording method and ways to use technology to increase inquiry and evaluation.<br/>&gt;Kaizena<br/>&gt;snagit<br/>&gt;screenr<br/>- Promote the use of social media to gain knowledge (Use twitter/Skype to connect with students in other countries)</p> |

| Time Frame  | Content/Topics<br>Class/ Pleasure<br>Reading Ideas  | Skills (I Can<br>statements)   | AASL/ISTE<br>& CCSS  | Assessments   | Materials Needed   |
|---|---|--|--|---|--|
| 7th Grade   |   |  |  |   |  |
| 6 mini-<br>lessons (one<br>with each<br>new unit) | <p><u>Social Studies:</u><br/>Primary<br/>Sources,<br/>Electoral<br/>College Inquiry</p> <p>Pleasure<br/>Reading:<br/>&gt;<u>Candidates,<br/>Campaigns, and<br/>Elections</u> by<br/>Mary Oates<br/>Johnson</p> <p>&gt;Gilder<br/>Lehrman<br/>Institute of<br/>American<br/>History<br/>Resource:<br/>"Every Four<br/>Years"</p> <p>&gt;<u>Countdown</u> by<br/>Mary Wiles</p> <p>&gt;<u>The Great<br/>Greene Heist</u> by<br/>Varian Johnson</p> | <p>*I can use and understand the inquiry process to help me find answers to ideas/questions.</p> <p>*I can create a claim based on my inquiry research.</p> <p>*I can find and use a variety of quality sources to answer my questions.</p> <p>* I can evaluate and analyze the sources to ensure the information/source is accurate and credible.</p> <p>* I can create my own understanding and connections using other sources and my own thoughts (paraphrasing).</p> <p>*I can cite my sources accurately and effectively in my writing/speaking.</p> <p>* I can interpret information in a variety of different formats/methods.</p> | <p>AASL 1.1.1<br/>CC.7.W.1.a<br/>CC.7.W.2.a<br/>AASL 1.1.3<br/>CC.7.W.7<br/>CC.7.W.8<br/>AASL 1.1.4<br/>CC.7.RI.1<br/>AASL 1.1.5<br/>CC.7.W.1.b<br/>AASL 1.2.1<br/>CC.7.W.2.b<br/>CC.7.RI.9<br/>CC.7.W.4<br/>AASL 1.1.6<br/>CC.7.SL.2<br/>CC.7.W.9.b</p> | <p>Teacher<br/>Librarian<br/>Assessments:<br/>Inquiry Process<br/>Overall<br/>Assessments:<br/>essays, tests,<br/>electoral college<br/>project</p> | <p>-supplemental resources of primary documents/sources<br/>&gt;AP Images<br/>&gt;Britannica Online<br/>&gt;Culturegrams<br/>-gathering/promotion of related reading material</p>  |
| 2 Weeks   | <p><u>Mathematics:</u><br/>Account<br/>Balance Inquiry<br/>Resources</p>  | <p>* I can interpret information in a variety of different formats/methods.</p>  | <p>AASL 1.1.6<br/>CC.7.SL.2<br/>CC.7.W.9.b<br/>AASL 1.1.8<br/>CC.7.W.6</p>   | <p>Teacher<br/>Librarian<br/>Assessments:<br/>completion of<br/>simulations,<br/>post-unit<br/>reflections</p>                                      | <p>-supplemental resources providing real-world connections<br/>-Simulations of real-world situations<br/>- supplemental list of (Account balance)<br/>&gt;<a href="http://capital.osd.wednet.edu/staff/mcfadden/personal_finance/course_outline/fece/chk/chk">http://capital.osd.wednet.edu/staff/mcfadden/personal_finance/course_outline/fece/chk/chk</a></p> |

| Time Frame | Content/Topics<br>Class/ Pleasure<br>Reading Ideas   | Skills (I Can<br>statements)  | AASL/ISTE<br>& CCSS                           | Assessments   | Materials Needed   |
|------------|--|---|---|---|--|
|            | <p><u>Mathematics:</u><br/>(Continued)</p> <p>Pleasure<br/>Reading:<br/>&gt;<u>Dream<br/>Freedom</u> by<br/>Sonia Levitan</p> <p>&gt;<u>The Get Rich<br/>Quick Club</u> by<br/>Dan Gutman</p> <p>&gt;<u>Money<br/>Hungry</u> by<br/>Sharon Flake</p> | <p>*I can use technology to communicate and interact with others supporting my learning.</p> <p>*I can create presentations using a variety of online tools/apps.</p>   |   | <p>Overall<br/>Assessments:<br/>checking/Debit<br/>card account<br/>simulation, stock<br/>market<br/>simulation</p>                             | <p>-websites/applications to support financial decisions (Account Balance)<br/>&gt;Money Metropolis</p>  |
| 3 Days     | <p>Language Arts:<br/>Introductions to<br/>Citations</p>   | <p>* I can create finished writing projects with the help of technology.</p> <p>*I can understand and respect copyright/intellectual freedom laws.</p> <p>*I can cite my sources in my projects to maintain proper owner's rights.</p> <p>*I can cite my sources accurately and effectively in my writing/speaking.</p> <p>* I can find reading material that I enjoy and continues to help me grow.</p> <p>* I can engage in discussions about reading.</p> <p>*I can read from a variety of formats and genres to help define my own personal reading</p> | <p>AASL 1.1.8<br/>CC.7.W.6<br/>AASL.4.1.1</p> | <p>Teacher Library<br/>Assessments:<br/>Works Cited<br/>Page,<br/>Overall<br/>Assessments:<br/>Research paper,<br/>MLA Works<br/>Cited Page</p> | <p>-Co-taught lesson on effective internet search techniques<br/>&gt;Zuula.com<br/>&gt;sweetsearch4me.com<br/>-Supplemental list of credible websites/video links/AEA resources<br/>&gt;Britannica Online<br/>&gt;teachingbooks.net<br/>-Supplemental online resources for teacher to use as a recording method and ways to use technology to increase inquiry and evaluation.<br/>&gt;Kaizena<br/>-co taught lessons(s) introducing citations and tools to help create works cited pages<br/>&gt;noodletools.com<br/>- supplemental resources for examples<br/>- additional small group/ individual help for students</p> |



| Time Frame | Content/Topics<br>Class/ Pleasure<br>Reading Ideas                      | Skills (I Can<br>statements)   | AASL/ISTE<br>& CCSS  | Assessments   | Materials Needed   |
|------------|---|--|--|---|--|
| 8th Grade  |   |  |  |   |  |
|            | <p><u>Exploratory:</u><br/>Library<br/>Research Skills,<br/>Inquiry</p> | <p>*I can use and understand the inquiry process to help me find answers to ideas/questions.</p> <p>*I can create and identify claims using evidence to support my viewpoint.</p> <p>*I can research a self-generated question to find sources to help back up my claim.</p> <p>*I can use evidence to prove my thinking.<br/>*I can evaluate and analyze the sources to ensure the information/source is accurate and credible.</p> <p>*I can analyze a text to identify connections to other sources/ideas.</p> <p>*I can evaluate different source mediums in order to decide what medium works best in each situation.</p> <p>*I can use technology to use my writing to interact with others.</p> <p>*I can use multimedia to help strengthen a presentation.</p> | <p>AASL 1.1.1<br/>CC.8.W.7<br/>AASL.I.1.3<br/>CC.8.RL.1<br/>CC.8.W.8<br/>AASL 1.1.6<br/>CC.8.RI.7<br/>CC.8.SL.2<br/>AASL 1.1.8<br/>CC.8.W.6<br/>AASL 1.2.3<br/>CC.8.SL.5<br/>AASL 3.1.6<br/>CC.8.W.8</p> | <p>Teacher Librarian<br/>Assessments:<br/>Successful completion of research/inquiry process for Invention Project,<br/>Technology use during book talk videos,<br/>Overall Assessments:<br/>Research Scavenger Hunt,<br/>Research Project,<br/>Invention Convention</p> | <p>Direct Instruction: Research Skills<br/>&gt;Locked in the Library<br/>&gt;Research Tic-Tac-Toe<br/>&gt;Tech Tools Exploration<br/>&gt;Source Credibility Tracker<br/>&gt;Inquiry Process (Kuhlthau)<br/>Pleasure Reading:<br/>&gt;1 book talk each day based on season, holiday, etc.<br/>Formats: live book talks, student let booktalks, video book talks</p> |

| Time Frame   | Content/Topics<br>Class/ Pleasure<br>Reading Ideas   | Skills (I Can<br>statements)   | AASL/ISTE<br>& CCSS   | Assessments   | Materials Needed  |
|--|--|--|---|---|---|
| 9th-12th<br>Grade  |  |  |   |   |   |
| Mini Lessons<br>throughout   | <p><u>World Languages:</u><br/>Cultural Inquiry<br/>Technology</p> <p>Pleasure<br/>Reading:<br/>&gt;<u>The House on Mango Street</u><br/>by Sandra Cisneros</p> <p>&gt;<u>Bodega Dreams</u> by Ernesto Quinonez</p> <p>&gt;<u>The Elegance of the Hedgehog</u> by Muriel Barbery</p> <p>&gt;<u>Suite Francaise</u> by Irene Nemirvosky</p> | <p>*I can use and understand the inquiry process to help me find answers to ideas/questions.</p> <p>*I can use technology to create and publish my writing.</p> <p>*I can research a self-generated question to find sources to help back up my claim.</p> <p>*I can evaluate and use different digital media tools to create presentations.</p> | <p>AASL 1.1.1<br/>ISTE.1.C<br/>CC.9-10.RI.1<br/>CC.9-10.RI.2<br/>CC.9-10.W.7<br/>AASL 1.1.6<br/>CC.11-12.RI.7<br/>AASL 2.1.1<br/>CC.9-10.W.2<br/>CC.9-10.W.2.b<br/>CC.11-12.SL.2<br/>CC.11-12.W.1<br/>AASL 1.1.8<br/>ISTE 3<br/>CC.9-10.W.6<br/>AASL 2.1.4<br/>ISTE 3<br/>Cc.9-10.W.6</p> | <p>Teacher Librarian<br/>Assessments:incr ease in ebook checkouts, participation in cultural experiences, post-activity survey<br/>Overall<br/>Assessments: Rosetta Stone speaking tests, presentations, mock cultural events</p> | <p>-gathering technology<br/>&gt;FluentU<br/>&gt;Duolingo<br/>&gt;Grooveshark<br/>&gt;Ebooks<br/>-resources for cultural/language immersion<br/>&gt;Culturegrams.com<br/>&gt;Skype/Google Hangout Sessions</p>  |
|  |  |  |   |   |   |
| 2-3 days<br>during initial<br>Stock Market<br>simulation<br>set-up<br>(September<br>and January) | <p><u>Economics:</u><br/>Technology<br/>Inquiry</p>  | <p>*I can use and understand the inquiry process to help me find answers to ideas/questions.</p> <p>*I can create and identify claims using evidence to support my viewpoint.</p> <p>*I can research a self-generated question to find sources to help back up my claim.</p>   | <p>AASL 1.1.1<br/>ICTE 1.C<br/>AASL 1.1.2<br/>CC.11-12.W.7<br/>AASL 1.15<br/>CC.11-12.RI.7<br/>AASL 1.1.6<br/>CC.11-12.RI.7<br/>AASL 1.1.7<br/>ICTE 3.C<br/>CC.11-12.W.1<br/>AASL 1.1.8<br/>ISTE 3<br/>AASL 2.1.6<br/>CC.11-12.W.6</p>  | <p>Teacher Librarian<br/>Assessments:<br/>Post simulation reflection<br/>Overall<br/>Assessments: tests, essays, market simulations, budget creation, investment simulations</p>  | <p>-supplemental resources providing real-world connections<br/>-Simulations of real-world situations<br/>&gt;Investment/Stock Market online Simulation<br/>&gt;Budget Creation<br/>- supplemental list of websites/applications to support financial decisions<br/>&gt;<a href="http://www.stockmarketgame.org/">http://www.stockmarketgame.org/</a><br/>&gt;<a href="http://awww.marketwatch.com/game/">http://awww.marketwatch.com/game/</a></p> |

| Time Frame   | Content/Topics<br>Class/ Pleasure<br>Reading Ideas   | Skills (I Can<br>statements)   | AASL/ISTE<br>& CCSS   | Assessments  | Materials Needed  |
|--|--|--|---|--|---|
|  | <u>Economics:</u><br>(Continued)   | <p>*I can use multiple sources of information to help understand my research and support my claim.</p> <p>*I can analyze sources of information to help clarify credibility and any bias.</p> <p>*I can write an argumentative to support my claim.</p>                      |   |  |   |
| Mini-Lessons throughout the class  | <u>Technology:</u><br>Technology Resources   | <p>*I can use technology to create and publish my writing.</p> <p>*I can evaluate and use different digital media tools to create presentations.</p>   | <p>AASL 1.1.8<br/>ISTE 3<br/>CC.9-10.W.6<br/>AASL 2.1.4<br/>ISTE 4<br/>CC.9-10.SL.5</p>   | <p>Teacher Librarian Assessments: Digital citizenship student videos, Technology Help Documents Overall Assessments: Website creation, video creation, Design Ideas, Technology help documents</p> | <p>-supplemental resources of websites/applications<br/>- creation of step-by-step process videos/documents<br/>&gt;Create website for students to also create help documents/video<br/>-book talks using the different websites/applications<br/>&gt;Edumodo<br/>&gt;Animoto<br/>&gt;Telligami<br/>- co-teach lesson(s) on digital citizenship, platform comparisons, etc.</p>   |
| 3 days co-teaching in September during first DBQ (Document Based Question) and when needed throughout the following 4 DBQs in the school year (December, February, and May). | <u>American History (11) &amp; World History (10)</u><br><i>*note: While each class has a different curriculum, the TL's focus of DBQ's and thesis statements is the same for both classes due to this being the initial implementation year of DBQ writing.</i> | <p>*I can use and understand the inquiry process to help me find answers to ideas/questions.</p> <p>*I can create and identify claims using evidence to support my viewpoint.</p> <p>*I can research a self-generated question to find sources to help back up my claim.</p> | <p>AASL 1.1.1<br/>ICTE 1.C<br/>CC.9-10.RI.1<br/>CC.9-10.RI.2<br/>CC.9-10.W.7<br/>AASL 1.1.2<br/>CC.11-12.W.7<br/>AASL.1.1.3<br/>CC.9-10.SL.2<br/>CC.11-12.W.8<br/>AASL 1.1.5<br/>CC.9-10.W.9<br/>CC.11-12.RI.7<br/>AASL 1.1.6<br/>CC.11-12.RI.7<br/>AASL.1.1.7<br/>CC.9-10.RI.2<br/>CC.11-12.W.1<br/>AASL 2.1.1</p> | <p><u>Teacher Librarian Assessment:</u> DBQ proficiency, Thesis writing within essays<br/><u>Overall Assessments</u> DBQs,tests, essays, JFK Conspiracy projects, Election Videos</p>              | <p>-Inquiry: supplemental resources of primary documents/sources<br/>&gt;<a href="http://teachingamericanhistory.org">http://teachingamericanhistory.org</a><br/>&gt;<a href="http://www.smithsoniansource.org/">http://www.smithsoniansource.org/</a><br/>&gt;<a href="https://www.docsteach.org/documents">https://www.docsteach.org/docume</a><br/><a href="https://www.docsteach.org/docume">nts</a><br/>&gt;<a href="http://chnm.gmu.edu/worldhistorysources/whmfinding.php">http://chnm.gmu.edu/worldhistorysources/whmfinding.php</a><br/>-assistance with Thesis statements on DBQ writings<br/>&gt;Thesis generator work:<br/><a href="https://awc.ashford.edu/writing-tools-thesis-generator.html">https://awc.ashford.edu/writing-tools-thesis-generator.html</a><br/>-gathering/promotion of related reading material</p> |

| Time Frame | Content/Topics<br>Class/ Pleasure<br>Reading Ideas   | Skills (I Can<br>statements)  | AASL/ISTE<br>& CCSS   | Assessments   | Materials Needed  |
|------------|--|---|---|---|---|
|            | <p>American History (11) &amp; World History (10): (Continued):</p> <p>-Pleasure Reading:<br/>&gt;<u>The Devil in the White City</u> by Erik Larson</p> <p>&gt;<u>Killing Kennedy</u> by Bill O'Reilly</p> <p>&gt;International Spy Museum Spycast (podcast)</p> <p>&gt;<u>Salt to the Sea</u> by Ruta Sepetys</p> <p>&gt;<u>Persepolis</u> by Marjane Satrapi (Graphic Novel)</p> | <p>*I can use multiple sources of information to help understand my research and support my claim.</p> <p>*I can analyze sources of information to help clarify credibility and any bias.</p>   | <p>CC.9-10.W2<br/>CC.11-12.SL2</p>  |   |   |
| 2-3 days   | <p><u>Science: Inquiry</u></p> <p>Pleasure Reading:<br/>&gt;<u>The World Without us</u> by Alan Weisman</p> <p>&gt;<u>The Immortal Life of Henrietta Lacks</u> by Rebecca Skloot</p> <p>&gt;<u>The Wave</u> by Susan Cassey</p>  | <p>*I can use and understand the inquiry process to help me find answers to ideas/questions.</p> <p>*I can create and identify claims using evidence to support my viewpoint.</p> <p>*I can research a self-generated question to find sources to help back up my claim.</p> <p>*I can use multiple sources of information to help understand my research and support my claim.</p> | <p>(<u>Next Generation Standards addressed by Science Teacher</u>)</p> <p>AASL 1.1.1<br/>ICTE 1.C<br/>AASL 1.1.2<br/>CC.11-12.W.7<br/>AASL 1.15<br/>CC.11-12.RI.7<br/>AASL 1.1.6<br/>CC.11-12.RI.7<br/>AASL 1.1.7<br/>ICTE 3.C<br/>CC.11-12.W.1<br/>AASL 1.1.8<br/>ISTE 3<br/>AASL 2.1.6<br/>CC.11-12.W.6</p> | <p>Teacher Librarian Assessments:<br/>Inquiry Process visual, Scientific Writing Essay Overall Assessments:<br/>research essay, nonfiction book projects,</p> | <p>- co taught lesson(s) introducing inquiry over non-fiction topics of their choice<br/>&gt;Inquiry Process (Kuhlthau)<br/>- supplemental resources for topic discovery/research, examples of the scientific research essay Format<br/>- supplemental resource explaining research/format differences for Scientific Writing<br/>&gt;<a href="http://www2.hull.ac.uk/lli/PDF/Scientific%20Writing%20Style.pdf">http://www2.hull.ac.uk/lli/PDF/Scientific%20Writing%20Style.pdf</a></p> |

| Time Frame   | Content/Topics<br>Class/ Pleasure<br>Reading Ideas   | Skills (I Can<br>statements)   | AASL/ISTE<br>& CCSS  | Assessments  | Materials Needed  |
|--|--|--|--|--|---|
|  | <u>Science:</u><br>(Continued)   | *I can analyze sources of information to help clarify credibility and any bias.<br><br>*I can write an argumentative to support my claim.  |  |  |   |
| <u>throughout the year when needed. Composition classes: 1 day mini-lessons in November and April</u>                | <u>Various Classes:</u><br>Citations   | *I can use multiple sources of information to help understand my research and support my claim.<br><br>*I can analyze sources of information to help clarify credibility and any bias. | AASL 1.1.5<br>CC.9-10.W.9<br>CC.11-12.RI.7   | <u>Teacher Librarian Assessments:</u><br>individual succession of www.noodletools.com, decreasing attendance at help sessions due to understanding,<br><u>Overall Assessments:</u><br>MLA Works Cited page, Bibliography | -co taught lessons(s) introducing citations and tools to help create works cited pages<br>>www.noodletools.com subscription as a source<br>- supplemental resources for examples<br>>Works Cited Puzzle Game<br>>Help Guides located in library<br>- additional small group/ individual help for students<br>>Review/help sessions during tutoring time once every 4 weeks (or coinciding with major essays/projects) |
| Mini-lessons before Tests in specific classes (based on teacher inquiry), 2-3 days before Iowa Assessments (January) | <u>Various Classes:</u><br>Test Taking Skills  |  | AASL 1.1.6   | Teacher Librarian<br>Assessments: practice tests, Pre-test surveys vs. Post-test surveys<br>Overall<br>Assessments: Tests in specific classes, Iowa Assessments  | -co-taught lesson(s) introducing multiple techniques/resources<br>-supplemental material focused on specific assessments (Iowa Assessments, ACTs, etc)  |
| 2 days with each Unit  | <u>Marketing: Technology</u><br><br><u>Pleasure Reading:</u><br>> <u>Meaningful</u> by Bernadette Jiwa | *I can use technology to create and publish my writing.<br><br>*I can evaluate and use different digital media tools to create presentations.  | AASL 1.1.8<br>ISTE 3<br>CC.9-10.W.6<br>AASL 2.1.4<br>ISTE 4<br>CC.9-10.SL.5<br>CC.9-10.W.6<br>AASL 2.1.6 | Teacher Librarian<br>Assessments: Resume Simulation,   | -Supplemental Resources for Interest Assessment, Job Search Tools<br>> <a href="https://careertech.org/student-interest-survey">https://careertech.org/student-interest-survey</a><br>> <a href="https://careershift.com/blog/2014/08/5-essential-tools-for-your-job-search/">https://careershift.com/blog/2014/08/5-essential-tools-for-your-job-search/</a><br>-Co-taught lesson(s) on digital                      |

| Time Frame   | Content/Topics<br>Class/ Pleasure<br>Reading Ideas   | Skills (I Can<br>statements)   | AASL/ISTE<br>& CCSS   | Assessments   | Materials Needed   |
|--|--|--|---|---|--|
|  | <p><u>Marketing:</u><br/>(Continued)</p> <p>&gt;<u>Steve Jobs</u> by<br/>Walter Isaacson</p> <p>&gt;<u>Shareology</u> by<br/>Bryan Kramer</p>  |  | CC.11-12.W.6  | <p>Written<br/>reflection based<br/>on Interest<br/>Survey<br/>Overall<br/>Assessments:<br/>tests, essays, job<br/>interviews,<br/>product design</p>   | <p>citizenship, electronic resumes, etc.<br/>&gt;myfuture.com<br/>&gt;<a href="https://www.iste.org/explore/article/Detail?articleid=242">https://www.iste.org/explore/article/Detail?articleid=242</a></p>  |
| <p>2-3 days<br/>during<br/>Research<br/>Assignments,<br/>Book Talks<br/>throughout<br/>the school<br/>year</p> | <p><u>Language Arts:</u><br/>Research/Inquir<br/>y Skills<br/>Pleasure<br/>Reading</p> <p>Pleasure<br/>Reading:<br/>Shakespeare<br/>Inspired (Eng<br/>I):<br/>&gt;<u>Ophelia</u> by<br/>Lisa Klein</p> <p>&gt;<u>Juliet<br/>Immortal</u> by<br/>Stacey Jay</p> <p>&gt;<u>Still Star-<br/>Crossed</u> by<br/>Melinda Taub</p> <p>&gt;<u>Manga<br/>Shakespeare</u> by<br/>Emma Vieceli</p> <p>Poetry/Verse:<br/>&gt;<u>Milk and<br/>Honey</u> by Rupi<br/>Kaur</p> <p>&gt;<u>My Book of<br/>Life</u> by Angel<br/>by Martine<br/>Leavitt</p> | <p>*I can use and<br/>understand the inquiry<br/>process to help me<br/>find answers to<br/>ideas/questions.</p> <p>*I can create and<br/>identify claims using<br/>evidence to support<br/>my viewpoint.</p> <p>*I can research a self-<br/>generated question to<br/>find sources to help<br/>back up my claim.</p> <p>*I can use multiple<br/>sources of<br/>information to help<br/>understand my<br/>research and support<br/>my claim.</p> <p>*I can analyze<br/>sources of<br/>information to help<br/>clarify credibility and<br/>any bias.</p> <p>*I can write an<br/>argumentative to<br/>support my claim.</p> <p>*I can write to inform<br/>my audience.</p> | <p>AASL 1.1.1<br/>ICTE 1.C<br/>AASL 1.1.2<br/>CC.11-12.W.7<br/>AASL 1.15<br/>CC.11-12.RI.7<br/>AASL 1.1.6<br/>CC.11-12.RI.7<br/>AASL 1.1.7<br/>ICTE 3.C<br/>CC.11-12.W.1<br/>AASL 1.1.8<br/>ISTE 3<br/>AASL 2.1.6<br/>CC.11-12.W.6<br/>AASL 4.1.1<br/>AASL 4.1.2<br/>AASL 4.2.1</p> | <p>Teacher<br/>Librarian<br/>Assessment:<br/>increase in book<br/>checkout,<br/>informal student-<br/>led book<br/>conversations,<br/>“Google<br/>Holiday”<br/>Overall<br/>Assessments:<br/>Essays,<br/>Speeches,<br/>presentations</p> | <p>-Co-teach lesson on effective<br/>internet search techniques<br/>&gt;Sweetsearch.com<br/>&gt;lowaacaonline.org<br/>-Supplemental list of credible<br/>websites/video links/AEA resources<br/>&gt;culturegrams.com (Eng I)<br/>&gt;GALE (Composition/Speech)<br/>&gt;SIRS (Composition/Speech)<br/>-Supplemental online resources for<br/>teacher to use as a recording method<br/>and ways to use technology to<br/>increase inquiry and evaluation.<br/>&gt;Google Docs Feedback Shortcuts<br/>&gt;Online Conferencing<br/>- Promote the use of social media to<br/>gain knowledge (Use twitter/Skype<br/>to connect with students in other<br/>countries)<br/>&gt;Blogger<br/>&gt;Skype (Eng I)</p> |

| Time Frame | Content/Topics<br>Class/ Pleasure<br>Reading Ideas   | Skills (I Can<br>statements)  | AASL/ISTE<br>& CCSS | Assessments | Materials Needed |
|------------|--|---|---------------------|-------------|------------------|
|            | <p>Language Arts:<br/>(Continued)</p> <p>&gt;Street Love by<br/>Walter Dean<br/>Myers<br/>Book Talks<br/>(live, video)<br/>each week<br/>based on<br/>seasons, world<br/>events, and<br/>group<br/>dynamics.</p> | <p>* I can find reading<br/>material that I enjoy<br/>and continue to help<br/>me grow.</p> <p>*I can read from a<br/>variety of formats and<br/>genres to help define<br/>my own personal<br/>reading preferences.</p> <p>* I can engage in<br/>discussions about<br/>reading.</p> |                     |             |                  |