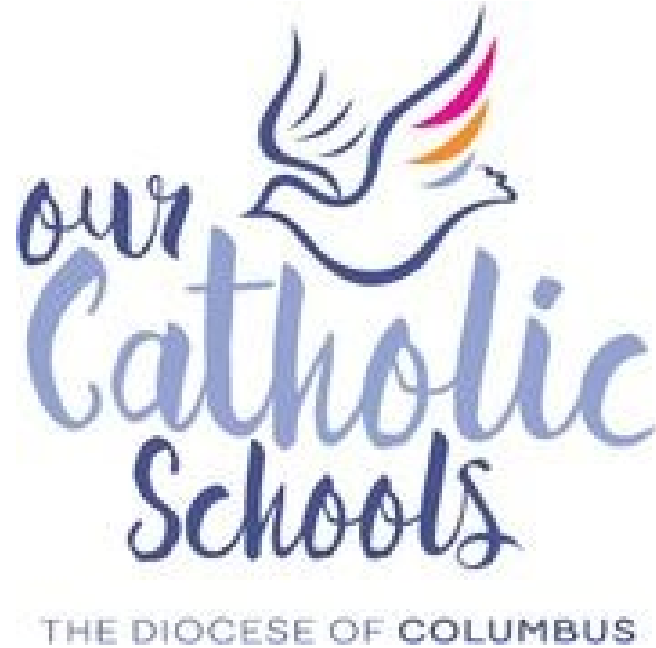


K-12 Library Curriculum Guide 2023



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INTRODUCTION

A strong school library program staffed by a certified library media specialist has a powerful effect on literacy and learning for all learners. Strong library programs support the four learning domains of digital literacy, foundations for lifelong learning and literacy, information literacy and media literacy.

In a March 2018 article published by Phi Delta Kappan, authors Keith Curry Lance and Debra E. Kachel cite research that supports the need for library programs in every school building:

Since 1992, a growing body of research known as the school library impact studies has consistently shown positive correlations between high-quality library programs and student achievements (Gretes, 2013; Scholastic, 2016). Data from more than 34 statewide studies suggest that learners tend to earn better standardized test scores in schools that have strong library programs.

According to Oct 2021 article in Tech & Learning, *How School Librarians Are Evolving* (Galvin, 2021),

With the correlation between high-quality school library programs and certified librarians to higher ELA test scores, at-risk learners are benefitting the most. Even as they continue to support reading instruction, librarians encourage students to be self-directed problem solvers, innovators, and creators using the library's resources. Librarians also are providing cross-curriculum reading connections to science and math content areas.

In addition, the traditional role of the librarian has expanded due to the explosion of technology advances in recent years. Librarians are now expected to create and manage collaborative learning spaces, and in some cases, have become the tech coordinators in their building. Librarians often lead the teaching of information and media literacy in schools. Wherever possible, schools should employ a full-time, certified librarian/media specialist that works collaboratively with classroom teachers to ensure standards are taught to the students.

However, in many cases in the Diocese, schools cannot find qualified individuals or cannot afford to keep a full-time librarian on staff. In those cases, more of the responsibilities fall back to the classroom teacher and in some cases, the technology teacher. However, the access to books and research materials are crucial for student success. Partnerships with public libraries or access to ebooks or online materials can help bridge the gap. Aides and volunteers can be used to help. Schools should make a concerted effort to have a vibrant library or media space for its students.

The Ohio Department of Education led a group of education professionals from across the state to produce a rigorous set of library guidelines that are research- and evidence-based, aligned with college and work expectations, and internationally benchmarked. The Columbus Diocese used these guidelines as a basis for its update of the Diocesan Library Curriculum Guide.

GUIDING ASSUMPTIONS

The Library Guidelines for Learners define what learners need to know and be able to demonstrate to succeed in college and careers in a globally interdependent world upon completion of their preK-12 education.

School library programs differ across individual districts and buildings. These guidelines provide a robust set of topics and strategies to encompass the diversity that may occur among individual programs.

Ohio's Library Guidelines for Learners incorporate the following strands across the grade bands:

- Digital Literacy
- Foundations for Lifelong Learning and Literacy
- Information Literacy
- Media Literacy

These strands provide four lenses through which kindergarten through grade 12 learners consider and engage with technology and multiple literacies. Together, these strands instill in learners a broad, rich understanding of all types of literacies and the effective use and role of these literacies in their world to ensure they are well positioned to become literate and successful citizens.

ROLE OF THE GUIDELINES IN THE LIBRARY AND CLASSROOM

The guidelines for learners define what all learners should know and be able to do, not how librarians should teach. While some guidelines refer to particular forms of content, they do not and cannot enumerate all or even most of the content learners should learn. A well-developed, content-rich curriculum consistent with the expectations laid out in this document therefore must complement these guidelines.

The guidelines for learners are organized by grade bands, so learners at the end of each grade band have acquired the content and skills outlined. The grade band guidelines for K-2, 3-5, 6-8 and 9-12 complement what educators already are teaching as part of Ohio's Learning Standards in English Language Arts, Mathematics, Science, Social Studies, Technology, Computer Science, World Languages, Fine Arts, Physical Education and Financial Literacy.

The guidelines for each grade band provide a clear progression of content knowledge and skills that are appropriate for learners at that level. Librarians can incorporate the guidelines in the middle grades and high school as standalone courses or integrate them into other appropriate courses. In the elementary grades, librarians can best lead with a flexible library schedule that allows them to not only teach and collaborate with colleagues but also provide a broad range of learning opportunities in the library for learners and staff.

ROLE OF LIBRARIES IN THE MISSION OF THE CATHOLIC CHURCH

Libraries, specifically, ecclesiastical libraries play a major role in the mission of the Church. "Bring me the books and above all the manuscripts" (2 Tim. 4, 13). This was St. Paul's recommendation to Timothy at a time when he was reducing his life to the essentials as he felt he had reached the sunset and he wanted to use what was left so that "all gentiles could hear the message" (2 Tim. 4, 17).

The mere existence of ecclesiastical libraries, of which many are of ancient foundation and of extraordinary cultural value, constitutes a decisive testimony to this irrevocable effort of the Church towards a

spiritual heritage documented by a library tradition which she considers, at the same time, as both a good of her own and as a universal good placed at the service of human society.

The Catholic Church has valued the use and purpose of libraries for centuries. From the fourth century on, there is evidence of a scattered library and archive called the *Scrinium* of the Roman Church. The earliest library and archive of the Popes were dispersed, for reasons which are still not well known. The title *Bibliothecarius*, was given to the librarian Theophylactus in a document dated 784, under Pope Adrian I.

The mid-fourteenth century is the period thought of as the beginning of the modern history of the Vatican Library under Pope Nicholas V and then, Pope Sixtus IV. The Vatican Apostolic Library also known as the Vat, is the library of the Holy See. It was formally established in 1475, although it is much older and is one of the oldest libraries in the world. This library contains the wit and wisdom of nearly 2000 years of Catholic authorship. It includes encyclicals and other Church documents, papal audiences, writings of the Church Fathers, works of contemporary Catholic scholarship, and countless articles, commentaries, and research works on a full range of Catholic topics. Nowadays, the Vatican Library preserves over 180,000 manuscripts (including archival units), 1,600,000 printed books, about 9,000 incunabula, over 300,000 coins and medals, more than 150,000 prints, thousands of drawings and engravings and over 200,000 photographs.

The library is an efficient system for conserving, storing, protecting, circulating, and promoting resources for the church and community. Libraries have over the times been symbols of learning just as churches are symbols of religion. They serve as the repositories of the written historical records of the knowledge of cultures and civilizations. The church library is not just a physical place for keeping church records and books but a resourceful hub for transmitting knowledge and refining hearts and minds. It also can be a place of

relaxation and healing of the mind where one can escape from the various tensions of life to savor some reliefs.

Catholic school libraries should foster this same environment and instill in our students a sense of reverence for the history documented and housed in our libraries. Libraries support a wonder and curiosity in our students and a genuine love of discovery through reading.

APPROPRIATE INSTRUCTIONAL MATERIALS AND THE MISSION OF THE CATHOLIC CHURCH

Among the primary aims of Catholic education is to promote a Catholic worldview and a Christian anthropology that, in Pope Francis' words, "The mission of schools and teachers is to develop an understanding of all that is true, good, and beautiful.¹" For this reason the content selected for classroom materials at all grade levels must be in accord with the teachings of the Catholic Church. All materials – including books, periodicals, library materials, classroom libraries, book fair materials, movies, video clips, textbook content, and all similar items – must comport with our Catholic faith (Policy 6300, [OCS Instruction Policies](#)). Standards and best practices for classroom content is listed in this policy (Appendix A). Any challenge of the content of school instructional materials must be made in writing. As Catholic ministers of the faith, we should be diligent about reviewing all materials that our students are exposed to in our classrooms. A challenge form is included in Appendix B.

SOCIAL TEACHINGS

This Library Curriculum Guide supports the Church's social teaching which embodies the following seven themes:

LIFE AND DIGNITY OF THE HUMAN PERSON – People are more important than things, and the measure of every institution is whether it threatens or enhances the life and dignity of the human person.

CALL TO FAMILY, COMMUNITY, AND PARTICIPATION - How we organize our society, in economics, politics, law and policy, directly affects human dignity and the capacity of individuals to grow in community.

RIGHTS AND RESPONSIBILITIES - Human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met.

OPTION FOR THE POOR AND VULNERABLE - In a society marred by deepening divisions between rich and poor, we are instructed to put the needs of the poor and vulnerable first.

DIGNITY OF WORK AND RIGHTS OF WORKERS - If the dignity of work is to be protected, then the rights of workers, to decent wages, to organize and join unions, and to private property, must be respected. **SOLIDARITY** - We are one human family, whatever our national, racial, ethnic, economic, and ideological differences.

CARE FOR GOD'S CREATION - We are called to protect people and the planet, living our faith in relationship with all of God's creation.

These key themes are at the heart of our Catholic social tradition. The *Standards of Christian Anthropology* incorporate these key themes.

PRINCIPLES OF COURSES OF STUDY- DIOCESE OF COLUMBUS CATHOLIC SCHOOLS

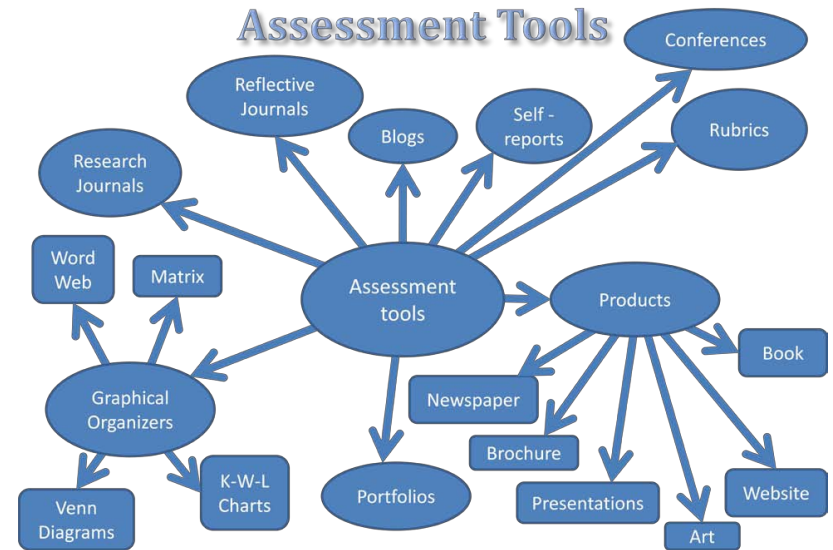
Equity. Excellence in education requires equity – high expectations and assessable content for all students based on the new Ohio Learning Standards.

Curriculum. A curriculum is more than a collection of activities. It must be coherent, focused, well-articulated, and integrated with our Catholic values.

Teaching. Effective teaching requires understanding what students know and need to learn and be able to do while supporting them as they learn.

Learning. Students must learn with understanding by actively building new knowledge from prior knowledge and experiences.

Technology. Technology is essential in teaching and learning and should be integrated in the teaching and learning process. The technology should influence and enhance students' learning.



Assessment. Assessment should support the learning of important skills and content, be formative as well as summative, and furnish useful information to teachers, students and parents. Assessments need to be aligned to the standards in the Course of Study both in what a student needs to know and be able to do. Assessments should match what the student is expected to learn. There are many tools (e.g. portfolios, rubrics, interviews) other than the standard paper and pencil tests to assess a student's understanding of the material. One method that has continued to increase student achievement is involving them in the assessment process. Students should be involved in all steps of this process. At the most basic level, students can simply understand how their grades will be determined. As assessment becomes more student-centered, the students can develop rubrics, maintain their own assessment records, self-assess, and communicate their achievement to others (student-led conferences).

LIBRARY GUIDELINES FOR LEARNERS

KINDERGARTEN THROUGH GRADE 2

Strand: Digital Literacy

Learners use technology to find, evaluate, create and communicate information across disciplines in the school library

Topic	Guidelines	Vocabulary
DIGITAL TOOLS Use tools to create, manipulate, analyze, edit, publish or develop digital objects.	<ol style="list-style-type: none"> 1. Demonstrate the use of basic digital tools. 2. Distinguish between the different uses of different digital tools. 3. Identify letters and numbers on the keyboard with decreasing support. 4. Save and retrieve online documents in an organized manner. 	Digital tools
SAFETY Follow rules of personal privacy and safety when using the internet and collaborating with others.	<ol style="list-style-type: none"> 1. Recognize safe and unsafe examples of online communication. 2. Describe the need to protect and keep learners' personal information private (name, location, phone number, home address) when online. 3. With guidance, discuss how to be a good digital citizen. 	Online communication Digital citizen
ETHICAL USE Use digital tools ethically and responsibly in alignment with our Catholic faith.	<ol style="list-style-type: none"> 1. Identify the owners of digital artifacts. 2. Discuss the reason for crediting the owners of digital artifacts. 3. Follow the school's Acceptable Technology Use Policy and other rules when using computers, peripheral devices or resources. 4. Develop a basic understanding of fair use. 	Fair use Ethical Acceptable Use policy Artifacts Peripheral devices Copyright Credit Permission

KINDERGARTEN THROUGH GRADE 2

Strand: Foundations For Lifelong Learning And Literacy

The Catholic Church challenges its members to be lifelong learners. The school library promotes reading and helps prepare learners for lifelong learning.

Topic	Guidelines	Vocabulary
Select materials, read, empathize, reflect and share ideas to pursue personal growth, deepen our Catholic faith as well as to improve society.	<ol style="list-style-type: none">1. Know the library's organization (where to locate different types of books), labeling conventions and procedures.2. Use a library materials management system to select materials for information and enjoyment.3. Read and consider connections to personal life and your faith.4. Seek help finding materials to read, view and listen to for personal growth.5. Read, view and listen to a variety of informational and fictional texts.6. Discuss feelings about characters and events in a story.7. Retell events in a story.8. Make connections to personal experiences, experiences of others and to our faith.9. Discuss personal reading preferences.10. Identify changes that would help characters, self or society.	Labeling conventions Library materials management system

KINDERGARTEN THROUGH GRADE 2

Strand: Information Literacy

Learners recognize when information is needed and can locate, evaluate, search and use information effectively (American Library Association, 2019).

Topic	Guidelines	Vocabulary
QUESTION AND ANALYZE Deepen curiosity and inquiry by considering prior knowledge, learning interests and the broader context before setting research goals and forming a research plan.	<ol style="list-style-type: none"> 1. With guidance, choose a topic. 2. With guidance, discuss research questions. 3. Find information about a question by using library resources, including the public library resources. 	Library resource
RESEARCH AND EXPLORE Use resources to search for and evaluate information in a legal and ethical manner.	<ol style="list-style-type: none"> 1. Answer guiding questions using text evidence when prompted. 2. Identify the author or creator of a work. 3. Use internet search engines effectively. 4. Access school electronic resources from both school and home. 	Text evidence Author Internet search engine Electronic resources
COLLECT Record, classify and use information and resources in a meaningful way.	<ol style="list-style-type: none"> 1. With guidance, discuss and classify key ideas and groups or categories. 2. Read closely for key ideas. 	
SHARE AND COLLABORATE Create and distribute information with others in an inclusive environment.	<ol style="list-style-type: none"> 1. Cooperate as a group to solve problems. 2. With guidance, create products and share learning with an intended audience. 3. With guidance, seek feedback from peers and adults. 4. Identify and use multiple communication tools and resources. 	Communication tools
EXTEND-FORMULATE Develop questions for further exploration and to extend learning. Reflect on the collection, research, collaboration and application of information from multiple types of sources.	<ol style="list-style-type: none"> 1. Discuss the inquiry process and how it works, with guidance. 2. List questions related to a research topic which then extend into another research topic, with guidance. 3. Discuss how information from multiple resources is used during the inquiry process, with guidance. 	Inquiry process

KINDERGARTEN THROUGH GRADE 2

Strand: Media Literacy

According to National Association for Media Literacy Education, “Media literacy is the ability to ACCESS, ANALYZE, EVALUATE, CREATE, and ACT using all forms of communication. In its simplest terms, media literacy builds upon the foundation of traditional literacy and offers new forms of reading and writing. Media literacy empowers people to be critical thinkers and makers, effective communicators and active citizens (NAMLE, 2017).”

Topic	Guidelines	Vocabulary
ACCESS Explore the world of information for personal and educational use through a variety of formats.	<ol style="list-style-type: none"> 1. Understand there are many different types of authors and creators (filmmakers, web designers, comic artists, illustrators, animators). 2. Engage with the messages from authors and creators from diverse backgrounds and beliefs including from authors of Catholic publications. 3. Engage with and understand multiple age appropriate media formats. 4. Read and grow as learners, adapting to changes in format. 5. Explore new media sources with guidance. 6. Understand that resources are more than text; they also can be videos, audio or websites. 	Filmmakers Web Designers Comic Artists Illustrators Animators Media formats Media Sources
ANALYZE AND EVALUATE Analyze and evaluate media formats and messages for accuracy, validity, social and emotional context and appropriateness for need.	<ol style="list-style-type: none"> 1. Recognize that media is created for different purposes, such as commercial, educational, graphics, and pictures. 2. Discuss how various media messages make everyone feel. Discuss how media messages influence our faith. 3. Distinguish between fact and fiction in various media sources. 	

Topic	Guidelines	Vocabulary
CREATE, SHARE AND COLLABORATE Develop a message, alone or in a group, select an appropriate medium and create a message that meets the needs of a specific audience.	<ol style="list-style-type: none">1. Tell a story using audio or video recording tools.2. Provide feedback to peers using a variety of media formats.3. Create a message using personal experience, and culture and relate it to our faith.4. Use various media formats to communicate to a specific audience individually or in collaboration with peers.	
ACT Develop informed, reflective and engaged participation essential for a democratic society, recognizing that media is a part of culture and function as agents of socialization (NAMLE).	<ol style="list-style-type: none">1. Actively seek to understand others' perspectives, beliefs and cultures.2. With guidance, discuss the cultural context in which media sources were created.3. Reflect on your personal experiences with media messages.4. Reflect on how media affects your life, faith, beliefs, needs and wants.5. Consider what actions you might take as a result of the media messages you consume (i.e. advocate, ask questions, change opinions)	

GRADE 3 THROUGH GRADE 5

Strand: Digital Literacy

Learners use technology to find, evaluate, create and communicate information across disciplines in the school library

Topic	Guidelines	Vocabulary
DIGITAL TOOLS Use tools to create, manipulate, analyze, edit, publish or develop digital objects.	<ol style="list-style-type: none"> 1. Use digital tools (local and online) to produce digital artifacts. 2. Use digital tools to communicate and exchange information including messages about our faith. 3. Demonstrate basic research skills to produce digital artifacts and attribute credit. 4. Create an artifact that answers a research question. 5. Use collaborative electronic tools to create media products. 	
SAFETY Follow rules of personal privacy and safety when using the internet and collaborating with others.	<ol style="list-style-type: none"> 1. Describe the need to protect and keep personal information private (name, location, phone number, home address). 2. Identify different types of cyberbullying (harassment, flaming, excluding people, impersonation). Explain why cyberbullying is a sin. 3. Discuss how and when to report cyberbullying or other inappropriate content. 4. Describe safe internet practices and how to avoid risks and dangers associated with online communications. 	Cyberbullying
ETHICAL USE Use digital tools ethically and responsibly in alignment with our Catholic faith.	<ol style="list-style-type: none"> 1. Practice using computers, peripheral devices and resources as outlined in the school's Acceptable Technology Use Policy and other rules. 2. Differentiate between digital artifacts that are open or free and those protected by copyright. 3. Discuss copyright and the inappropriate use of digital artifacts. 4. Describe the fair use of downloading, sharing or modifying digital artifacts. 	Copyright Creative Commons Artifacts

GRADE 3 THROUGH GRADE 5

Strand: Foundations For Lifelong Learning And Literacy

The Catholic Church challenges its members to be lifelong learners. The school library promotes reading and helps prepare learners for lifelong learning.

Topic	Guidelines	Vocabulary
Select materials, read, empathize, reflect and share ideas to pursue personal growth, deepen our Catholic faith as well as to improve society.	<ol style="list-style-type: none"> 1. Use a library materials management system to select materials and read for information, enjoyment and personal growth. 2. Read while considering previous reading experience, personal viewpoints and your faith. 3. Set and communicate criteria for selecting materials to read, view and listen to for personal growth (e.g. five finger rule). 4. Identify different genres and apply recommended reading, viewing and listening strategies for each genre. 5. Read, view and listen to a range of resources for a variety of purposes (to live the experience of a character, answer questions, find out about something new, explore personal interests). 6. Make connections to personal experiences and the experiences of others including connections to your faith. 7. Discuss plot, theme and events of stories and share favorite books, authors and characters. 8. Use reading as a springboard for inspiring change. 	Library materials management system Plot Theme Characters

GRADE 3 THROUGH GRADE 5

Strand: Information Literacy

Learners recognize when information is needed and can locate, evaluate, search and use information effectively (American Library Association, 2019).

Topic	Guidelines	Vocabulary
QUESTION AND ANALYZE Deepen curiosity and inquiry by considering prior knowledge, learning interests and the broader context before setting research goals and forming a research plan.	<ol style="list-style-type: none"> 1. Choose which parts of a topic or problem will be researched. 2. Formulate research questions about a topic or problem. 3. Reflect on prior knowledge to add context to the research findings. 4. Explain why the research topic or problem is important. 	
RESEARCH AND EXPLORE Use resources to search for and evaluate information in a legal and ethical manner.	<ol style="list-style-type: none"> 1. Conduct a short research project using a research process model. 2. Select text evidence to answer questions and support claims. 3. Explain the differences between primary and secondary sources. 4. Identify strategies to narrow or broaden a search. 5. Use, synthesize and evaluate a variety of sources. 6. Define plagiarism (stealing other's work). 7. Describe how to document or cite information. 	Primary Source Secondary Source Plagiarism Cite
COLLECT Record, classify and use information and resources in a meaningful way.	<ol style="list-style-type: none"> 1. Examine different methods to collect and sort information. 2. Select evidence from text to answer information needs. 3. Categorize information using age-appropriate skills. 4. Read closely for details to support key ideas. 	
SHARE AND COLLABORATE Create and distribute information with others in an inclusive environment.	<ol style="list-style-type: none"> 1. Contribute to a group solving a problem together. 2. Recognize the need to cite and list sources used in research. 3. Create products for an intended audience. 4. Seek and provide feedback to peers and adults. 5. Select and use multiple communication tools and resources. 	Communication tools and resources

Topic	Guidelines	Vocabulary
EXTEND-FORMULATE Develop questions for further exploration and to extend learning. Reflect on the collection, research, collaboration and application of information from multiple types of sources.	<ol style="list-style-type: none">1. Reflect on the topic of inquiry with guided questions from the librarian.2. Discuss new questions and topics to be explored in the next research unit.3. Brainstorm how to use information from selected print and digital resources during the inquiry process.4. Reflect how information from print and digital resources is used during the inquiry process.	Inquiry Print and digital resources

GRADE 3 THROUGH GRADE 5

Strand: Media Literacy

According to National Association for Media Literacy Education, “Media literacy is the ability to ACCESS, ANALYZE, EVALUATE, CREATE, and ACT using all forms of communication. In its simplest terms, media literacy builds upon the foundation of traditional literacy and offers new forms of reading and writing. Media literacy empowers people to be critical thinkers and makers, effective communicators and active citizens (NAMLE, 2017).”

Topic	Guidelines	Vocabulary
ACCESS Explore the world of information for personal and educational use through a variety of formats.	<ol style="list-style-type: none"> 1. Identify the purpose and understand how authors adjust their messages for a target audience. 2. Identify many different types of authors and creators (filmmakers, web designers, comic artists, illustrators, animators), and understand how their media format affects their treatment of their subject. 3. With guidance, discuss how authors’ and creators’ messages are affected by their diverse backgrounds and beliefs including authors and creators of Catholic publications. 4. Engage with multiple media formats at school and at home including search engines and databases. 5. Understand the elements of design, criteria for quality and differences between formats. 6. Compare and contrast multiple formats’ treatment of a subject. 7. Evaluate the quality of sources given librarian-set criteria. 8. Understand that resources are more than text; actively seek videos, audio or websites to meet personal and educational needs. 	Filmmakers Web Designers Comic Artists Illustrators Animators Search engines Databases Elements of Design

Topic	Guidelines	Vocabulary
ANALYZE AND EVALUATE Analyze and evaluate media formats and messages for accuracy, validity, social and emotional context and appropriateness for need.	<ol style="list-style-type: none">1. Identify the purpose for which each media source was created. (e.g., commercial, educational, graphics, pictures, etc.) Give evidence to support your position or thesis.2. Discuss how various media messages make everyone feel and explain how the author or creator evoked that feeling.3. Discuss how the authors' or creators' purpose affects an individual's interpretation of their media source.4. Expand knowledge about the authors' or creators' works and creative processes.5. Identify biases and distinguish between fact and fiction in various media sources.6. With guidance, ask good questions to evaluate the authors' or creators' credibility.7. Identify and analyze design elements of various media sources and their impact on purpose.	Thesis
CREATE, SHARE AND COLLABORATE Develop a message, alone or in a group, select an appropriate medium and create a message that meets the needs of a specific audience.	<ol style="list-style-type: none">1. Create and accomplish a purpose using audio or video recording tools.2. Provide and take feedback to collaborate with peers using a variety of media formats.3. Create and effectively share a spiritual message using your personal experiences and cultural views.4. Individually or in a collaborative group, effectively communicate a specific message to a target audience using various media formats.5. Use a variety of tools to capture, create and modify digital images, audio and video content.	

Topic	Guidelines	Vocabulary
ACT Develop informed, reflective and engaged participation essential for a democratic society, recognizing that media is a part of culture and function as agents of socialization (NAMLE).	<ol style="list-style-type: none">1. Actively seek to understand others' perspectives, beliefs and cultures.2. Incorporate new perspectives into your personal framework for understanding the world.3. Investigate and discuss the cultural context in which media sources were created.4. Reflect on personal experiences with media and explain how those experiences influence your reaction to new media sources.5. Reflect on how media affects peoples' lives, faith, beliefs, needs and wants.6. Consider what actions someone might take as a result of the media messages they consume (i.e. advocate, ask questions, change opinions).7. Understand what language, expressions, tone and environment are appropriate for each media format.	Perspectives Tone

GRADE 6 THROUGH GRADE 8

Strand: Digital Literacy

Learners use technology to find, evaluate, create and communicate information across disciplines in the school library

Topic	Guidelines	Vocabulary
DIGITAL TOOLS Use tools to create, manipulate, analyze, edit, publish or develop digital objects.	<ol style="list-style-type: none"> 1. Use a variety of digital tools to produce digital artifacts, online surveys and online content. 2. Produce a simple artifact with basic digital tools that includes text, images and audio. 3. Communicate and publish products online using various digital tools. 4. Apply research skills to produce digital artifacts and attribute credit. 5. Use digital tools to answer research questions and cite sources appropriately 	
SAFETY Follow rules of personal privacy and safety when using the internet and collaborating with others.	<ol style="list-style-type: none"> 1. Discuss cyberbullying prevention and how it aligns with the social teachings of the Catholic Church. 2. Demonstrate safe practices when participating on social networking sites (blogs, discussion groups). 3. Describe the differences between appropriate and inappropriate content on the internet. 4. Explain the importance of keeping personal data secure. 5. Discuss the mental health consequences of cyberbullying and harassment. 	Cyberbullying
ETHICAL USE Use digital tools ethically and responsibly in alignment with our Catholic faith.	<ol style="list-style-type: none"> 1. Explain how copyright law protects the owner of intellectual property. 2. Discuss the consequences of violating intellectual property law and plagiarism. 3. Practice fair use for copyrighted materials (images, music, video, text). 4. Discuss the spiritual and legal consequences of sending or receiving inappropriate content (cyberbullying, harassment, sexting) and how those actions demean the dignity of the human person. 	

Topic	Guidelines	Vocabulary
	5. Comply with the school's Acceptable Technology Use Policy and other rules.	

GRADE 6 THROUGH GRADE 8

Strand: Foundations For Lifelong Learning And Literacy

The Catholic Church challenges its members to be lifelong learners. The school library promotes reading and helps prepare learners for lifelong learning.

Topic	Guidelines	Vocabulary
Select materials, read, empathize, reflect and share ideas to pursue personal growth, deepen our Catholic faith as well as to improve society.	<ol style="list-style-type: none">1. Use a library materials management system to select varied materials.2. Read independently for enjoyment, spiritual and personal growth.3. Read while considering previous reading experiences and personal and Catholic viewpoints.4. Use technology or reviews to select materials to read, view and listen to for personal growth.5. Read a variety of genres for personal growth and selecting for purpose.6. Compare and contrast how different genres affect reading, viewing and listening perspectives and strategies.7. Engage with a diverse community of readers to share ideas.8. Use reading to improve one's knowledge of the Catholic faith and as a springboard for inspiring change for the betterment of the community.	Genre Strategies

GRADE 6 THROUGH GRADE 8

Strand: Information Literacy

Learners recognize when information is needed and can locate, evaluate, search and use information effectively **as a means to increase the knowledge of the faith** (American Library Association, 2019).

Topic	Guidelines	Vocabulary
QUESTION AND ANALYZE Deepen curiosity and inquiry by considering prior knowledge, learning interests and the broader context before setting research goals and forming a research plan.	<ol style="list-style-type: none"> 1. Explain research goals. 2. Formulate open-ended questions about a topic or problem. 3. Compose follow-up questions about a topic or problem. 4. Consider research steps needed to achieve learning goals. 5. Reflect on prior knowledge and previous experience to add context to research findings. 	
RESEARCH AND EXPLORE Use resources to search for and evaluate information in a legal and ethical manner.	<ol style="list-style-type: none"> 1. Conduct a short, focused research project using a research process model. 2. Evaluate and select text evidence from multiple sources to answer essential questions and support claims. 3. Conduct a search using keywords to locate sources in databases, online catalogs and web sources. 4. Apply search strategies to narrow or broaden a search. 5. Use, synthesize and evaluate sources in a variety of mediums. 6. Cite contextual evidence in a legal and ethical manner respecting the intellectual freedoms of others. 	Synthesize Evaluate Mediums Intellectual freedom
COLLECT Record, classify and use information and resources in a meaningful way.	<ol style="list-style-type: none"> 1. Use an appropriate method for collecting information from digital and print resources. 2. Categorize knowledge either to answer research questions or gather information using digital or print platforms. 3. Read closely to determine how text evidence supports research. 	

Topic	Guidelines	Vocabulary
SHARE AND COLLABORATE Create and distribute information with others in an inclusive environment.	<ol style="list-style-type: none">1. Work in groups to problem-solve.2. Respect differing opinions when engaging in collaboration.3. Document sources following a standard format for citation.4. Use information to develop new products for an intended audience.5. Solicit, respond and provide feedback to peers and adults.6. Select the most appropriate communication tool and resource for the task.	Citation
EXTEND-FORMULATE Develop questions for further exploration and to extend learning. Reflect on the collection, research, collaboration and application of information from multiple types of sources.	<ol style="list-style-type: none">1. Using directed questions from the librarian, reflect on the topic of inquiry and learner understanding.2. Develop questions and topics to explore in later units of study or a self-directed inquiry project.3. Evaluate how the selection of information from multiple resources was used during the inquiry process.4. Develop a plan for selecting information and the use of both print and digital resources for future inquiry.	

GRADE 6 THROUGH GRADE 8

Strand: Media Literacy

According to National Association for Media Literacy Education, “Media literacy is the ability to ACCESS, ANALYZE, EVALUATE, CREATE, and ACT using all forms of communication. In its simplest terms, media literacy builds upon the foundation of traditional literacy and offers new forms of reading and writing. Media literacy empowers people to be critical thinkers and makers, effective communicators and active citizens (NAMLE, 2017).”

Topic	Guidelines	Vocabulary
ACCESS Explore the world of information for personal and educational use through a variety of formats.	<ol style="list-style-type: none"> 1. Gather relevant information from a variety of media resources. 2. Seek out messages from authors and creators from diverse backgrounds and beliefs including authors of Catholic publications. 3. Engage with and understand multiple, age appropriate media formats. 4. Read and grow as learners, adapting to changes in format. 5. Explore and navigate a variety of new media sources with guidance. 	
ANALYZE AND EVALUATE Analyze and evaluate media formats and messages for accuracy, validity, social and emotional context and appropriateness for need.	<ol style="list-style-type: none"> 1. Identify and analyze design elements of various kinds of media productions. 2. Understand that media messages are constructed for a purpose and intended audience and use creative components relative to the media. 3. Identify ways in which different people may experience the same media message. 4. Evaluate and corroborate media sources for credibility and accuracy. 5. Analyze and recognize what voices are present, which voices are missing and the impact on the media message. 	

Topic	Guidelines	Vocabulary
<p>CREATE, SHARE AND COLLABORATE Develop a message, alone or in a group, select an appropriate medium and create a message that meets the needs of a specific audience.</p>	<ol style="list-style-type: none"> 1. Select the appropriate tool for a task and create media presentations that demonstrate organization, creativity and design. 2. Read, contribute and create content in age appropriate collaborative online environments (e.g., learning management systems, educational platforms) 3. Integrate and select content presented in various media and formats, including visually, quantitatively and verbally. 	
<p>ACT Develop informed, reflective and engaged participation essential for a democratic society, recognizing that media is a part of culture and function as agents of socialization (NAMLE).</p>	<ol style="list-style-type: none"> 1. Recognize and reflect on the perspectives and views of authors and creators of various media types. 2. Recognize the cultural implications of a global audience. 3. Understand and identify a variety of resources that can be used properly under the guidelines of copyright and licensing agreements. 4. Actively engage and contribute to online learning communities in a manner reflective of the faith. 5. Demonstrate responsibility and respect for collaborative content respecting individual's intellectual freedom. 6. Consider and take action as a result of the media messages you consume (i.e. advocate, ask questions, change opinions) in line with the faith and the Catholic Church's teachings. 	<p>Cultural Copyright Licensing agreement</p>

GRADE 9 THROUGH GRADE 12

Strand: Digital Literacy

Learners use technology to find, evaluate, create and communicate information across disciplines in the school library

Topic	Guidelines	Vocabulary
DIGITAL TOOLS Use tools to create, manipulate, analyze, edit, publish or develop digital objects.	<ol style="list-style-type: none"> 1. Choose appropriate digital tools to accomplish a real-world task. 2. Communicate and publish content online using various digital tools. 3. Apply advanced research strategies, searches, synthesis and source evaluation to produce digital artifacts and online content. 4. Select and use digital tools to answer research questions and cite sources appropriately. 	
SAFETY Follow rules of personal privacy and safety when using the internet and collaborating with others.	<ol style="list-style-type: none"> 1. Model safe practices when collaborating online, including spotting potentially dangerous situations. 2. Devise strategies to deal with cyberbullying and harassment in a manner reflective of our faith. 3. Practice making good choices to avoid peer pressure in social online situations. 4. Discuss the mental health consequences of cyberbullying and harassment. 	
ETHICAL USE Use digital tools ethically and responsibly in alignment with our Catholic faith.	<ol style="list-style-type: none"> 1. Interpret copyright laws and the consequences for violating intellectual property and plagiarism. 2. Practice the fair use of copyrighted materials (images, music, video, text). 3. Analyze the impact and consequences of sexting and harassment and how these actions demean the dignity of the human person. 4. Explain the legal consequence for malicious hacking and software piracy. 5. Comply with the school's Acceptable Use Policy and other software license agreements and permissions. 	

GRADE 9 THROUGH GRADE 12

Strand: Foundations For Lifelong Learning And Literacy

The Catholic Church challenges its members to be lifelong learners. The school library promotes reading and helps prepare learners for lifelong learning.

Topic	Guidelines	Vocabulary
Select materials, read, empathize, reflect and share ideas to pursue personal growth, deepen our Catholic faith as well as to improve society.	<ol style="list-style-type: none"> 1. Use a library materials management system to select informational and fictional materials of varied genres. 2. Read independently and collaboratively for enjoyment, spiritual and personal growth. 3. Read while considering previous reading experience, personal, societal and Catholic viewpoints. 4. Use technology and reviews to select materials to read, view and listen to for personal growth. 5. Read a variety of genres for pleasure and personal growth, selecting for purpose or criteria. 6. Engage with a diverse community of readers, participating in discussions to formulate new opinions and conclusions while considering multiple perspectives. 7. Use reading to improve one's knowledge of the Catholic faith and as a springboard for inspiring change for the betterment of the community and society. 	

GRADE 9THROUGH GRADE 12

Strand: Information Literacy

Learners recognize when information is needed and can locate, evaluate, search and use information effectively **as a means to increase the knowledge of the faith** (American Library Association, 2019).

Topic	Guidelines	Vocabulary
QUESTION AND ANALYZE Deepen curiosity and inquiry by considering prior knowledge, learning interests and the broader context before setting research goals and forming a research plan.	<ol style="list-style-type: none"> 1. Set research goals that connect to the project and to learners' own learning interests. 2. Formulate essential questions about a topic or problem. 3. Consider the research process and steps to achieve learning goals. 4. Reflect on prior knowledge and previous experience to add context to research findings. 5. Analyze the topic or research problem, considering what others think within a global context. 	
RESEARCH AND EXPLORE Use resources to search for and evaluate information in a legal and ethical manner.	<ol style="list-style-type: none"> 1. Conduct extended research projects using a research process model. 2. Evaluate and select text evidence to answer questions and support claims. 3. Construct a search using keywords to locate a variety of sources. 4. Formulate advanced searches to narrow or broaden a search. 5. Use primary and/or secondary source materials. 6. Use, synthesize and evaluate sources in a variety of mediums. 7. Cite contextual evidence in a legal and ethical manner respecting the intellectual freedoms of others. 	Claims Synthesize Primary Source Secondary Source
COLLECT Record, classify and use information and resources in a meaningful way.	<ol style="list-style-type: none"> 1. Use an appropriate method for collecting information from digital and/or print resources. 2. Create an effective platform to collect, organize and present information. 	

Topic	Guidelines	Vocabulary
	<ol style="list-style-type: none"> 3. Read closely to determine how text evidence supports claims and counterclaims. 4. Evaluate evidence to determine its relevance, credibility and significance 	
SHARE AND COLLABORATE Create and distribute information with others in an inclusive environment.	<ol style="list-style-type: none"> 1. Value diversity in groups and recognize the need for multiple viewpoints in problem-solving. 2. Document sources using a standard format for citation. 3. Use information to generate products for publication and discourse. 4. Solicit, respond and provide constructive feedback to peers and adults. 5. Select the communication tool and resource most appropriate for the task. 	Citation Diversity
EXTEND-FORMULATE Develop questions for further exploration and to extend learning. Reflect on the collection, research, collaboration and application of information from multiple types of sources.	<ol style="list-style-type: none"> 1. Analyze depth of understanding of a topic gained through the inquiry process. 2. Articulate how reflection deepens learners' personal understanding of the topic of inquiry. 3. Formulate questions and topics for independent study, related to a future unit of study or as a focus for a self-directed inquiry project (capstone project, research project). 4. Create questions about how the selection of information from print and digital resources contributed to the information learned about the topic of inquiry. 5. Design a plan for selecting information and the use of both print and digital resources for future inquiry. 	

GRADE 9 THROUGH GRADE 12**Strand: Media Literacy**

According to National Association for Media Literacy Education, “Media literacy is the ability to ACCESS, ANALYZE, EVALUATE, CREATE, and ACT using all forms of communication. In its simplest terms, media literacy builds upon the foundation of traditional literacy and offers new forms of reading and writing. Media literacy empowers people to be critical thinkers and makers, effective communicators and active citizens (NAMLE, 2017).”

Topic	Guidelines
<p>ACCESS Explore the world of information for personal and educational use through a variety of formats.</p>	<ol style="list-style-type: none"> 1. Access and understand diverse types of print, digital and multimedia sources. 2. Understand the content and effect of the persuasive uses of multimedia sources. 3. Seek out messages from authors and creators from diverse backgrounds and beliefs including authors of Catholic publications. 4. Grow as independent users of print, digital and multimedia sources for personal and academic use. 5. Understand and access media ethically and safely for personal and academic use respecting the dignity of the human person.
<p>ANALYZE AND EVALUATE Analyze and evaluate media formats and messages for accuracy, validity, social and emotional context and appropriateness for need.</p>	<ol style="list-style-type: none"> 1. Evaluate design elements of various kinds of media productions to determine the creator's purpose for academic or personal use. 2. Analyze media for purpose, message, points of view, accuracy, bias and intended audience. 3. Analyze what voices are present, which voices are missing and how these decisions influence the audience. 4. Recognize their own bias as they engage with print, digital and multimedia sources.
<p>CREATE, SHARE AND COLLABORATE Develop a message, alone or in a group, select an appropriate medium and create a message that meets the needs of a specific audience.</p>	<ol style="list-style-type: none"> 1. Individually or collaboratively, use a variety of tools to design and create print, digital and multimedia content. 2. Integrate and evaluate information presented in various media and formats, including visually, quantitatively and verbally. 3. Make strategic use of digital media and visual displays of data to express information for a specific purpose. 4. Create a print, digital or multimedia message to publish and share with a specific audience.

Topic	Guidelines
ACT Develop informed, reflective and engaged participation essential for a democratic society, recognizing that media is a part of culture and function as agents of socialization (NAMLE).	<ol style="list-style-type: none">1. Understand the laws and amendments that address intellectual freedom and censorship.2. Seek permission before displaying information or images of others.3. Recognize the significance of print, digital and multimedia formats for intercultural dialogue.4. Protect personal privacy, respect the privacy of others and navigate multimedia formats safely when participating in a democratic society.5. Understand features unique to publishing or creating material on print, digital or multimedia formats, such as permanence and wide accessibility.

Appendix A – Policy 6300 Content of Instructional Materials

Effective: July 2023

Among the primary aims of Catholic education is to promote a Catholic worldview and a Christian anthropology

that, in Pope Francis' words, "The mission of schools and teachers is to develop an understanding of all that is true, good, and beautiful.¹" For this reason the content selected for classroom materials at all grade levels must

be in accord with the teachings of the Catholic Church. All materials – including books, periodicals, library materials, classroom libraries, book fair materials, movies, video clips, textbook content, and all similar items – must comport with our Catholic faith.

Standards for Policies for Classroom Content

The following standards for choosing and using classroom materials that magnify our Catholic culture have been

adapted from the work of the Cardinal Newman Society²

- Literature, the arts, and other materials are selected to make known the proper nature of humanity and help students perfect themselves and the world in accord with Catholic virtues and values.
- Materials are carefully selected to systematically transmit culture and uncover authentic reality through the light of the Catholic faith and a Catholic worldview.
- Materials support the mission of Catholic education and do not lead students to sin, despair, or confusion about basic human goods or the Catholic faith, with appropriate attention to the age of students and their preparation for complex or false material.
- Material selections assist in the development and fulfillment of students' aesthetic capabilities as people who "share" in God's creative work.
- Material selections enable one to move from the world of senses to the world of the Spirit, to that of the transcendent and invisible God.
- Library and bookstore holdings are selected in accord with the principles and priorities of faithful Catholic education, with emphasis on materials that are of substantial quality and educational value, including Catholic spiritual formation.
- All literature and the arts are critically and systematically evaluated and transmitted to students in the light of the Catholic faith. Teachers provide a coherent and consistent Catholic viewpoint to help students come to a mature and freely-chosen understanding of reality.

Best Practices

Schools are required to adopt and enact policies and procedures for the selection of literature, the arts, and materials used in Catholic school classrooms that:

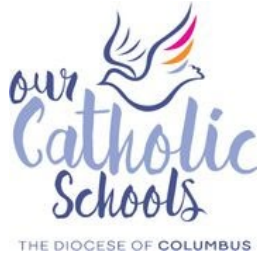
- support the mission of Catholic education;

- have enduring value and educational significance and are selected more for intellectual, moral, inspirational, and artistic weight than for entertainment, popularity, appearance on reading or award lists, or enticing students to read;
- assist the student to a right ordering of the intellect, will, imagination, and emotions in the pursuit and understanding of truth, beauty, and goodness;
- include evaluation of themes and events in terms of Catholic norms, values, and worldview so as to provide insight into a Catholic understanding of the human person in his redeemed and unredeemed state and in his relationship to God, family, and others;
- are free of significant and shocking profanity;
- are free of explicit discussion, presentation, or description of sexuality, sexual activity, or sexual fantasy;
- are not a proximate cause of sinful thoughts or actions, or a pathway to the occult;
- are not contrary to truth;
- are not a temptation to despair or a diminishing of faith; and
- are read under the guidance of a knowledgeable and spiritually formed adult particularly when controversial, emotional, or otherwise sensitive material is presented. If assigned for summer reading, parents are made aware of any sensitive material and agree to take on this role.

Sources

- 1- Pope Francis (@Pontifex). "The mission of schools..." October 5, 2017. Tweet.
- 2 - Cardinal Newman Society, Policy Standards on Literature and the Arts in Catholic Education.
<https://cardinalnewmansociety.org/literature-and-the-arts-in-catholic-education/>

Appendix B – Book Challenge Form



Title: _____

Author: _____

Publisher: _____

Request made by: _____

Phone: _____

Address: _____

City: _____ State: _____

Zip: _____

Please circle type of material:

Book

Film

CD

DVD

Magazine

Other (Identify the material in question):

Answer the following questions after you have **read. viewed. or listened to** the school material in its *entirety*. If sufficient space is not provided, attach additional sheets. (Please sign your name and date each additional attachment.)

1. Have you read, viewed or listened to this material in its entirety?

2. To what do you object? Please cite specific passages, pages, etc.

3. What reviews of this material have you read?

4. What do you believe is the theme or purpose of this material?

5. What do you feel might be the result of a student using this material?

6. For what age group would you recommend this material?

7. In its place, what material do you recommend that would provide adequate information on the subject?

9. Is there anything educationally valuable in this material? Please comment.

Signature of Complainant

Date

Please return completed form to the principal or school Librarian

Works Cited

“Information Literacy.” Welcome to the ALA's Literacy Clearinghouse, American Library Association, 10 June 2019. <https://literacy.ala.org/information-literacy>.

“Media Literacy.” Welcome to ALA's Literacy Clearinghouse, American Library Association, 10 June 2019, .

“Media Literacy Defined.”, National Association for Media Literacy Education, 10 March 2017. <https://namle.net/publications/media-literacy-definitions/>

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