COWICHAN VALLEY
School District

School District/Independent School Authority Name: Cowichan Valley School District	**School District/Independent School Authority Number (e.g. SD43, Authority #432):** SD79 Cowichan Valley
Developed by: Erika Blume	**Date Developed:** February 8, 2021
School Name: Lake Cowichan School	**Principal's Name:** Jaime Doyle
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Library Sciences	**Grade Level of Course:** 11
Number of Course Credits: 4	**Number of Hours of Instruction:** 120
Course Category: (Filled in by the developing school) Letters / English (YLE)	**Course Code:** (Filled in by the district) YLE-1A

Board/Authority Prerequisite(s): English 10 is a pre- or co-requisite.

Special Training, Facilities or Equipment Required:
The teacher responsible for this course is a qualified teacher-librarian, meeting qualifications as outlined by School District #79, Cowichan Valley.

The course will be delivered in a library for independent learning and direct instructions. There will be a few unit-specific off-site visits to other libraries.

Necessary technologies will include computers, computer software for libraries (e.g. Destiny), general software and other technologies (e.g. Microsoft Office Suite) as they become available.

Course Synopsis:

The purpose of Library Science 11 is to give students hands-on experience in the services and management of a library while providing a broader set of skills and competencies applicable in high school, business, and other professional environments. This course is closely related to Library Sciences 11 currently offered by the Greater Victoria School District: https://learn.sd61.bc.ca/curriculum/secondary/baa/

Goals and Rationale:

1) To provide students with a specific skill set unique to library services and management – skills that the students can apply to enhance the school library for staff and students of the school and also apply to an entry-level job in the public library

2) To provide students with a strong general skill set of research, marketing, organizational and communications skills, enhancing students' information literacy skills. Although not designated as a career-preparation offering, this course will provide students with skills of life-long value suited to many jobs.

3) To provide students with an appreciation of the vital roles of a library within a school and in the broader community

Indigenous Worldviews and Perspectives:

Content

- Students choose a graphic novel around the topic of Indigenous History

Emphasis on Identity

- Embrace learner-centered teaching practice
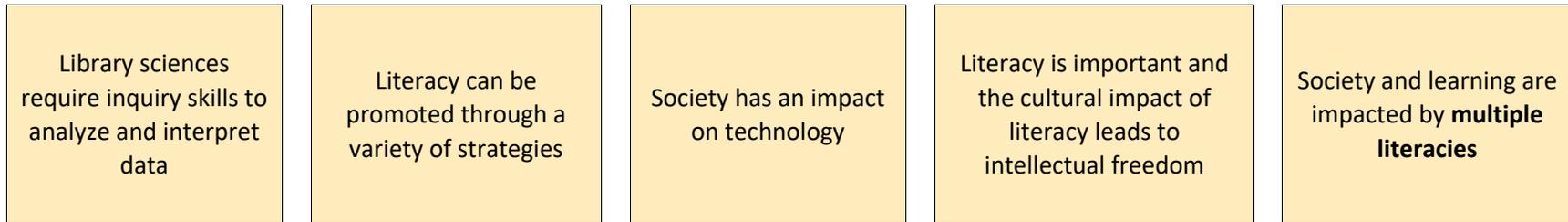- Acknowledge and celebrate the cultural identities of all students represented

Experiential Learning

- incorporate hands-on learning experiences for students
- embrace learner-centered practice and interact with students to ascertain their strengths and preferences when it comes to learning experiences
- emphasis on practical applications when introducing abstract or theoretical concepts

First Peoples Principles of Learning

- learning is reflective and experiential
- learning is embedded in memory, history, and story
- learning involves patience and time

BIG IDEAS

Library sciences require inquiry skills to analyze and interpret data	Literacy can be promoted through a variety of strategies	Society has an impact on technology	Literacy is important and the cultural impact of literacy leads to intellectual freedom	Society and learning are impacted by **multiple literacies**

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: • analyze strengths of various information sources and evaluate levels of bias, accuracy, currency, and authority • use inquiry skills to ask questions, gather, interpret and analyze data and ideas from a variety of sources, cite resources and communicate findings and decisions • analyze, critique, and assess reading materials in a variety of formats • evaluate the societal impact of **emerging technologies** • analyze the cultural impact of freedom to read/intellectual freedom • locate library books and media resources for students and staff using the school library catalog • examine the roles of school, public, and post-secondary library systems and staff • organize and locate library materials in numerical, alphabetical, and chronological order • distribute library materials using library circulation software • promote library materials, services, and/or events using a variety of strategies and formats.	*Students are expected to know the following:* • analyzing primary and secondary sources; identify a quality source (i.e. Website review) • follow the inquiry process on a topic of interest • create a book review of various novels • review a graphic novel focusing on the format and structure • choose an emerging technology of interests and create a graphic organizer around the positive and negative attributes of technology • understand the process of book selection for public libraries and how it affects intellectual freedom • create a project around developing countries with poor literacy rates (compare/contrast library systems) • understand and use the **Dewey Decimal System** • use the Follet Destiny system to distribute material; understand **FOIPPA** • promotion of library materials from poster board, podcasts, online displays • identify and develop a theme of personal interest and build a related library display

Big Ideas – Elaborations
Multiple literacies – traditional literacy, media literacy, visual literacy, and informational literacy

Curricular Competencies – Elaborations
Emerging technologies – technology that is new and innovative to its time

Content – Elaborations
Dewey Decimal System – classification system for libraries **FOIPPA** – Freedom of Information and Protection of Privacy Act

Recommended Instructional Components:

Component	Discussion Topics
Promotion of Library Materials	• advertising strategies • traditional and digital promotional tools, including social media • display methods (window, table, bulletin boards) based on themes of personal interest • event organization (trivia contests, author visits, book fairs, etc.)
Technology and Society	• how does technology impact society
Organization of Library Materials	• effectively provide assistance to students working on library orientations • organizing, shelving, and shelf-reading materials
Information Freedom	• literacy rates around the world • FOIPPA
Library-related Careers	• site visit to local libraries • informational interview with librarian or other library staff member
Collection Development	• benefits of recreational reading • electronic resources, including audiobooks • attributes associated with various genres • selection of resources for the school library collection

Recommended Assessment Components: Ensure alignment with the <u>Principles of Quality Assessment</u>

Quality assessment

- is fair, transparent, meaningful and responsive to all learners
- focuses on all three components of the curriculum model – knowing, doing, understanding
- provides ongoing descriptive feedback to students
- is ongoing, timely, specific, and embedded in day-to-day instruction
- provides varied and multiple opportunities for learners to demonstrate their learning
- involves students in their learning
- promotes development of student self-assessment and goal setting for next steps in learning
- allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning
- communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported
- triangulates products, observations, and conversations to create a holistic and more accurate understanding of the learner's proficiency with the learning standards (curricular competencies & content)

Learning Resources:

- inquiry teaching and learning resources
- citation sites
- variety of online resources, programs, and applications
- guest speakers

Additional Information:

Course Selection Book write up:

Library Sciences 11 is a 4-credit course that teaches students how a library functions. Students will be required to complete projects on the importance of literacy, learn how to operate various computer programs related to the library, and explore how to advertise books and events. Students will have the opportunity to visit the local library to see how it runs and learn the required skills to follow librarianship as a career path.