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| **Library Programme**  **Stage 3** | | | | |
| **Information Skills Process** | | | | |
| **Library Learning Area** | **Stage 3** | |  |  |
|  | **Typically, by the end of this Year students will be able to:** | |  |  |
|  | **Year 5** | **Year 6** | **Activity** | **Assessment** |
| ***Define*** | Define their research task and select from within a broad topic area and narrow the topic to arrive at focus questions and a simple search plan. EN3-RECOM-01, EN3-CWT-01 | Define their research task and the research process as a sequence of logical steps to be completed. EN3-RECOM-01, EN3-CWT-01 | **Year 6**  4. Planets guided research project. Steps laid out in PowerPoint slides.  <https://nuwarra.weebly.com/powerpoint-s3-odd-year.html> | **Year 6**  4. Marked with rubric. |
| ***Locate*** | Locate credible sources of information by utilising an appropriate evaluation tool e.g.: [CRAAP](https://drive.google.com/open?id=1VpKiMzJ9P1MWmaxjm4x1gmDWKEEQfCF2). EN3-RECOM-01  Locate a nonfiction resource by subject / topic and developed keywords using online catalogue. EN3-VOCAB -01 | Locate appropriate sources of information in support of their selected topic. EN3-RECOM-01  List the 10 major Dewey sections by number and topic | **Year 6**  4. Planets guided research project. Steps laid out in PowerPoint slides.  <https://nuwarra.weebly.com/powerpoint-s3-odd-year.html> | **Year 6**  4. Marked with rubric. |
| ***Select*** | Select and record information relevant to a specific topic in relation to developed questions and capture consequent supporting data. EN3-RECOM-01 | Select and record information from a variety of sources in reference to defined topic and questions. EN3-RECOM-01  Demonstrates appropriate note taking skills e.g., summarising, main ideas. EN3-RECOM-01 | **Year 6**  4. Planets guided research project. Steps laid out in PowerPoint slides.  <https://nuwarra.weebly.com/powerpoint-s3-odd-year.html>  Notetaking will occur on slide 1 of PowerPoint. | **Year 6**  4. Marked with rubric. |
| ***Organise*** | Organises information into a logical order for a given audience. EN3-CWT-01 | Organise information into logical order that demonstrates a flow of supporting ideas and concepts for a student selected audience. EN3-CWT-01 | **Year 6**  4. Planets guided research project. Steps laid out in PowerPoint slides.  <https://nuwarra.weebly.com/powerpoint-s3-odd-year.html> | **Year 6**  4. Marked with rubric. |
| ***Present*** | Present information in a manner that is appropriate for the topic and the audience demonstrating analysis of the information gathered. EN3-CWT-01  Demonstrates the application of a set [Bibliographic format](https://guides.lib.monash.edu/citing-referencing/apa) e.g., APA, Harvard. EN3-CWT-01 | Present information in a manner that is appropriate for the topic and the audience demonstrating evaluation / critique of the information gathered. EN3-CWT-01  Demonstrates the application of a set Bibliographic format to all information including images. EN3-CWT-01 | **Year 6**  4. Planets guided research project. Steps laid out in PowerPoint slides.  <https://nuwarra.weebly.com/powerpoint-s3-odd-year.html> | **Year 6**  4. Marked with rubric. |
| ***Assess***  [***Rubric Samples***](http://rubistar.4teachers.org/index.php) | Evaluation strategies review the content and appropriateness of the presentation in relation to the original task and reflect on the process undertaken | Evaluation strategies include critical review of both process and product with self-reflection on areas of continuing development | **Year 6**  Use rubric for self-evaluation. | **Year 6**  4. Marked with rubric. |
| ***Student Inquiry*** | ***Guided Inquiry***  Students provided with topic and high level questions. Own choice of product. | ***Free Inquiry***  Students select own topic, research strategies and outcome. |  |  |
| **Library Knowledge** | | | | |
| **Library Learning Area** | **Stage 3** | |  |  |
|  | **Typically, by the end of this Year students will be able to: able to:** | |  |  |
|  | **Year 5** | **Year 6** | **Activity** | **Assessment** |
| **Rules**  **(behaviour)** | Understands library rules as they apply to different sections of the library (e.g. computers, reading-nook, etc..) and the responsibility of being a library user. | Understands library rules as they apply to different sections of the library (e.g. computers, reading nook, etc.) and the responsibility of being a library user. | Review each term on the word wall. |  |
| **Purpose & Orientation**  [**(Sample Layout**](https://drive.google.com/open?id=1mkGOwm_icI4fEF1Q857VpuAoXnGQGBTZ)**)** | Library orientation: understands physical layout of the library and that different areas may have different functions and rules. | Library orientation: understands physical layout of the library and that different areas may have different functions and rules. | Review each term particularly for new students |  |
| **Call number** | Recognises that different library resources have different labels for specific purposes. EN3-VOCAB-01 | Recognises that different library resources have different labels for specific purposes. EN3-VOCAB-01 | **Year 6**  As students look for books about planets focus them on the call numbers, and labelled boxes. Why are some books in boxes? |  |
| **Borrowing** | Understands and follows borrowing rules.  Borrows from fiction and nonfiction for interest, entertainment and need | Follows all borrowing guidelines and limits.  Borrows from an increasing range of fiction and nonfiction for interest, entertainment and need | Weekly |  |
| **Selection**  [**Blog**](https://pernillesripp.com/2018/02/04/some-small-ideas-to-help-students-self-select-books-better/) | Selects appropriate text based on purpose, interest, and ability. EN3-RECOM-01  Recognises the benefits of selecting from a wide range of texts. EN3-RECOM-01 | Selects fiction from a varying range of genres and nonfiction based on purpose, interest and ability. EN3-RECOM-01 | **Year 6**  Weekly to borrow for self-interest and in class specifically on planets. |  |
| **Returns** | Uses call number to place to return books to the correct F or NF location. EN3-RECOM-01 | Uses call number to place to return books to the correct F or NF location. EN3-RECOM-01 | **Year 6**  Return books on pets to the correct shelf and/or box. |  |

**Source Documents / resources:**

2018 Primary Libraries Conference

2019 Primary Libraries Conference

School Library Association of Victoria: “Teacher Librarian Program P-6 – Outcomes” 2004 (IS, IL, LS)

ACARA “Information and Communication Technology Capability learning continuum” <https://www.australiancurriculum.edu.au/media/1074/general-capabilities-information-and-communication-ict-capability-learning-continuum.pdf>

<https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/national-literacy-learning-progression/reading-and-viewing/?subElementId=50915&scaleId=50736>

ACARA “Literacy continuum: Visual Knowledge” <http://docs.acara.edu.au/resources/General_capabilities_-_LIT_-_learning_continuum.pdf>

**Office of the eSafety Commissioner** <https://www.esafety.gov.au/>

Hornsby North Public School Scope and Sequence Draft 1, 2018-2020

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10/content-and-text-requirements>

**Nuwarra Stage 3 Library Programme 2023**

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| **Stage 3** | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **Literature Literacy** | Author/illustrator study | PRC/Thematic study | CBCA Young Readers | Genre study |
| **Library Literacy** | Review of library expectations and procedures | Using Oliver | Metalanguage of books  CBCA Eve Pownall | Publishing a book |
| **Information Literacy** | Note taking to avoid plagiarism  Cyber safety | Research process  Research skills  Creating a biography | Research skills | Personal Interest Project  (PIP) utilising research skills |

**Sample Scope & Sequences**

**Scope and Sequence (Sample) – Early Stage 1**

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| --- | --- | --- | --- | --- |
| **Early Stage 1** | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **Literature Literacy** | Reading to entertain: author study, eg., Pamela Allen, Alison Lester  Stories from different cultures (Harmony Day) | Reading to entertain: genre study e.g. fairy tales, poetry, folktales  Dreamtime stories | Reading to learn: CBCA Eve Pownall books | Reading to entertain: character studies  Visual literacy/role of the illustrator |
| **Library Literacy** | Rules and routines  Borrowing and returns  Book locations for Kindy borrowing  Book care | Library layout  Self-selecting  Parts of a Book  Alphabetical ordering | Where is NF in our library?  Structure of NF text  Selecting appropriate NF to borrow | Alphabetical ordering |
| **Information Literacy** | Nil | Fact and Opinion  Introduction to ISP (process of finding out) | Use questions to find answers - use CBCA Eve Pownall books | Fact and fiction |

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| **Early Stage 1** | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **Literature Literacy** | Reading to entertain: thematic study - eg. friends and friendship; indigenous literature | Reading to entertain:  Visual literacy | CBCA including introduction to NF (Eve Pownall CBCA set) | Reading to entertain: genre study  Drama/plays |
| **Library Literacy** | Rules and routines  Borrowing and returns  Book care | Library layout  Parts of a Book | Where is NF in our library?l |  |
| **Information Literacy** | Nil | Fact and opinion - teaching through games | Finding facts | Fiction and nonfiction |

**Scope and Sequence (Sample) – Stage 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Stage 1** | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **Literature Literacy** | Thematic study | Library structure – popular NF sections  PRC | Consolidation of T1 and T2 skills |  |
| **Library Literacy** | Review of library expectations and procedures  Alphabetical shelf order  Call numbers  Why and how do we use shelf markers? | NF study in support of unit  ORBIT | CBCA  Chapter Books | Introduction to ORBIT |
| **Information Literacy** | Nil | Introduction to the research process (basics)  Using our own words | Introduction to NF (Eve Pownall CBCA set) | Short research project (guided enquiry) |

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| **Stage 1** | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **Literature Literacy** | Author Study, eg Aaron Blabey | Library structure – popular NF sections  Overview of PRC Process | Consolidation of T1 and T2 skills |  |
| **Library Literacy** | Review of library expectations and procedures  Alphabetical shelf order  Call numbers | NF study in support of unit  ORBIT | CBCA |  |
| **Information Literacy** | Nil | Features of nonfiction texts (basics) | Introduction to NF (Eve Pownall CBCA set) | Short research project (guided enquiry) |

**Scope and Sequence (Sample) – Stage 2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Term 1 | Term 2 | Term 3 | Term 4 |
| Literature Literacy | Thematic Study | Genre Study  PRC | CBCA - | Reading to entertain |
| Library Literacy | Review of library expectations and procedures | Dewey |  |  |
| Information Literacy | Cyber safety | Introduction to Research  Using your own words | Research Skills | Mini PIP |

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|  | Term 1 | Term 2 | Term 3 | Term 4 |
| Literature Literacy | Reading for pleasure; exploring different genres through series | Author Study  PRC | CBCA - focus on new illustrators | Literature Appreciation Response |
| Library Literacy | Review of library expectations and procedures  Dewey | Dewey | Using Orbit to post reviews |  |
| Information Literacy | Cyber safety | Introduction to Research | Research Skills | Mini PIP |

**Scope and Sequence (Sample) – Stage 3**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Stage 3** | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **Literature Literacy** | Author/illustrator study | PRC/Thematic study | CBCA Young Readers | Genre study |
| **Library Literacy** | Review of library expectations and procedures | Using Oliver | Metalanguage of books  CBCA Eve Pownall | Publishing a book |
| **Information Literacy** | Note taking to avoid plagiarism  Cyber safety | Research process  Research skills  Creating a biography | Research skills | Personal Interest Project  (PIP) utilising research skills |

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| **Stage 3** | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **Literature Literacy** | Biography focus | Genre Study | CBCA exploration | Film as text |
| **Library Literacy** | Review of library expectations and procedures | Dewey  OLIVER for research | OLIVER book reviews | Metalanguage of books |
| **Information Literacy** | Research process, including note-taking  Research skills | Digital Citizenship | Research Skills | Research Process  Research Skills |