

# 2011

## Westlake HS/MS Library Media Center Monthly Report – October



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### Program and Instructional Highlights

- Professional development workshops/meetings attended this month include:
  - iTunes U for PD and Learning (Webinar)
  - Ensemble Video
  - Secondary Librarians' Networking Meeting
  - IMLS Library Grant Webinar
  - eBook Sharing Collection (Follett)
  - Curriculum Design with Technology Integration (PBL)
- Collaborated on the following grants:
  - Lowes Toolbox for Education grant
  - Samsung Solve for Tomorrow grant
  - Optimum Lightpath grant
- Created curriculum and schedule for 6<sup>th</sup> grade information literacy classes
- Organized and executed Middle School wide book discussion and Skype with author Katherine Marsh
- Collaborated /supported Science 7 PBL unit "Would You Drink That?"
  - Technology / Web 2.0 instruction and support (Flip video cameras, Animoto, Xtranormal and Wordle)
  - Skype with Advertising Executive
- Supported Guidance interview skills workshop utilizing Flip video cameras
- Created [Persepolis wiki](#) and instructed 9H ELA students how to access/edit
- Collaborated with Ms. Oliveras on the Revolutionary Diaries research project; created [resource pathfinder](#); modeled how to access eBooks/catalog
- Created [pathfinder](#) and modeled how to access library resources for Ms. Russo's Speech and Debate class
- Collaborated with Frank Chiera on Athens newspaper research project; created [resource pathfinder](#); modeled how to access eBooks and new Destiny catalog as well as utilize Google Docs
- Collaborated with Ms. Cowles on Peace Poster Project
- Created pathfinder for Ms. Iannone's health class Foodborne Illness project

Steven Mayhew, President of Momentum Advertising & Design, discusses "*How to Make a Commercial*" with WMS 7<sup>th</sup> graders



Middle Schoolers Skype with author Katherine Marsh during their Summer Reading Book Discussion assembly



Lesson Title / Description	Technology Integration	Resources / Assessment	AASL Learning Standards / Goals	Instructional Partners
<b><u>Would You Drink That?</u></b> Students create a bottled water infomercial utilizing technology/Web 2.0	Animoto.com Xtranormal.com Wordle.net Flip video camera Skype	Computers/Internet Flip video cameras Webcam Water logo Infomercial	<b>1.2.3</b> Demonstrate creativity by using multiple resources and formats. <b>2.1.6</b> Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. <b>3.1.4</b> Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.	Hall / Pesick 7 <sup>th</sup> grade Science
<b><u>Peace Art Project</u></b> Students utilize print books to find inspiration for peace poster contest		Books Poster	<b>1.1.6</b> Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.	Cowles 7 <sup>th</sup> grade Art
<b><u>Persepolis</u></b> Students independently read <u>Persepolis</u> and collaboratively respond to guiding questions on a group wiki.	Wikispaces.com	Computers/Internet Wikispace	<b>1.1.9</b> Collaborate with others to broaden and deepen understanding. <b>1.3.4</b> Contribute to the exchange of ideas within the learning community. <b>1.3.5</b> Use information technology responsibly.	Matthews 9 <sup>th</sup> grade ELA
<b><u>Speech and Debate</u></b> Students research controversial issue or topic for debate utilizing print and non-print sources	Follette Destiny catalog Subscription databases Gale eBooks	Computers/Internet Books Speech	<b>1.1.4</b> Find, evaluate, and select appropriate sources to answer questions. <b>1.1.7</b> Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. <b>1.1.8</b> Demonstrate mastery of technology tools for accessing information and pursuing inquiry. <b>1.3.2</b> Seek divergent perspectives during information gathering and assessment.	Russo 9 <sup>th</sup> grade elective
<b><u>Interview Skills</u></b> Students utilize the Flip video camera to record and assess their interview skills	Flip video camera	Flip video cameras Flip video interview	<b>3.3.4</b> Create products that apply to authentic, real-world contexts. <b>3.4.2</b> Assess the quality and effectiveness of the learning product.	Matusiak 9 <sup>th</sup> grade Guidance

<b><u>Athens Newspaper Research Project</u></b> Students utilize databases, eBooks and websites to research various aspects of Ancient Greece and collaborate to create newspaper	Follette Destiny catalog Subscription databases Gale eBooks Google Docs	Computers/Internet Newspaper	<b>1.1.4</b> Find, evaluate, and select appropriate sources to answer questions. <b>1.1.5</b> Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context. <b>1.1.8</b> Demonstrate mastery of technology tools for accessing information and pursuing inquiry. <b>1.1.9</b> Collaborate with others to broaden and deepen understanding.	Chiera 9 <sup>th</sup> grade Social Studies
<b><u>Revolutionary Diaries Research Project</u></b> Students utilize databases , eBooks and websites to research a revolution. Students must use at least four sources of information, including one primary source document.	Follette Destiny catalog Subscription databases Gale eBooks	Computers/Internet First person diary Revolution epilogue PowerPoint	<b>1.1.4</b> Find, evaluate, and select appropriate sources to answer questions. <b>1.1.5</b> Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context. <b>1.1.8</b> Demonstrate mastery of technology tools for accessing information and pursuing inquiry. <b>2.1.1</b> Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.	Oliveras 10 <sup>th</sup> grade Social Studies
<b><u>Foodborne Illness</u></b> Students utilize databases, eBooks and websites to research a foodborne illness.	Follette Destiny catalog Subscription databases Gale eBooks	Computers/Internet Paper/Presentation	<b>1.1.4</b> Find, evaluate, and select appropriate sources to answer questions. <b>1.1.5</b> Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context. <b>1.1.8</b> Demonstrate mastery of technology tools for accessing information and pursuing inquiry. <b>2.3.1</b> Connect understanding to the real world.	Iannone 10-12 grades Health