

## Tambora – library

### Research Skills

Students locate process and evaluate information from a variety of sources.

*Students:*

- Are aware that finding information is an important part of learning.

*Evidence of this could include:*

- Knows that a variety of materials are available in the library.
- Knows the difference between fiction and non-fiction books.
- Makes selections using simple scanning and browsing techniques involving cover and illustrations.
- Begins to make simple comparisons between books on similar topics.
- Identifies new information learned.
- Work to discover the importance of ABC order in the Library.
- Locate the picture, junior fiction and non-fiction books in the Library.
- Understands that fiction books are arranged according to author's surname.
- Can define and locate reference books in the Library.
- Use a variety of media and technology resources for directed and independent learning activities.

Students use technology tools to access data.

*Students:*

- Can describe how technology is used in their daily lives.

*Evidence of this could include:*

- Recognizes that the library catalogue is used to locate resources stored in the library and is working towards being able to use the computer system to locate information.

## **Independent Learning**

Students pursue information related to personal interests and well-being.

### *Students:*

- Begin independent browsing and selection of resources.

### *Evidence of this could include:*

- Makes selections using simple scanning and browsing techniques involving cover and illustrations.
- Compares different pre-selected resources on a topic deciding which is appropriate.

Student appreciates literature and other creative expressions of information.

### *Students:*

- Appreciate a variety of literature.

### *Evidence of this could include:*

- Recognizes awarded picture books.
- Enjoys picture books.
- Experiences and enjoys reading and listening to picture fiction books from a variety of genres.
- Listens to recorded books to develop aural and comprehension skills.
- Names parts of a book (including author, title, illustrator, cover, spine, title page, table of contents, glossary and index).

## **Problem Solving**

Students use resources for solving problems and making informed decisions.

### *Students:*

- Use technology resources (e.g., puzzles, logical thinking problems, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories.
- Comprehends what is being read and asks appropriate questions or accurately answers questions pertaining to the text.

## **Social, Ethical and Human Issues**

Students understand and practice responsible and ethical behavior in regard to information.

### *Evidence of this could include:*

- Understands that when an individual creates a piece of work, it is their property.
- Understands the basic responsibilities of the librarian and the technician.
- Appreciates that the library is a quiet place for reading and learning.
- Cares for books when searching, reading and viewing.
- Listens attentively when listening to books.

## Rinjani – library

### Research Skills

Students locate process and evaluate information from a variety of sources.

#### *Students:*

- Are aware that finding information is an important part of learning.
- Can locate, process and evaluate information from a variety of sources.

#### *Evidence of this could include:*

- Can formulate a list of questions relevant to the topic.
- Brainstorms a range of information sources.
- Knows the difference between fiction and non-fiction books.
- Makes selections using simple scanning and browsing techniques involving cover and illustrations.
- Compares different pre-selected resources on a topic deciding which is appropriate.
- Is able to locate specific information in a text to answer the question or information needed with assistance.
- Begins to make simple comparisons between books on similar topics.
- Identifies new information learned.
- Work to discover the importance of ABC order in the Library.
- Locate the picture, junior fiction and non-fiction books in the Library.
- Understands that fiction books are arranged according to author's surname.
- Understands the Dewey Decimal System and is able to locate information based on topics.
- Can define and locate reference books in the Library.
- Use a variety of media and technology resources for directed and independent learning activities.

Students use technology tools to access and process data and report results.

#### *Students:*

- Can describe how technology is used in their daily lives.

#### *Evidence of this could include:*

- Recognizes that the library catalogue is used to locate resources stored in the library and is able to use the computer system to locate information.
- Begins to locate simple facts and pictures on an Internet web site.

## **Independent Learning**

Students pursue information related to personal interests and well-being.

### *Students:*

- Begin independent browsing and selection of resources.

### *Evidence of this could include:*

- Makes selections using simple scanning and browsing techniques involving cover and illustrations.
- Compares different pre-selected resources on a topic deciding which is appropriate.

Student appreciates literature and other creative expressions of information.

### *Students:*

- Appreciate a variety of literature.

### *Evidence of this could include:*

- Gains an understanding of the process of giving book reports.
- Experiences and enjoys reading and listening to picture books and chapter books from a variety of genres.
- Listens to recorded books to develop aural and comprehension skills.
- Names parts of a book (including author, title, illustrator, cover, spine, title page, table of contents, glossary and index).

## **Problem Solving**

Students use technology and other resources for solving problems and making informed decisions.

### *Students:*

- Use technology resources (e.g., puzzles, logical thinking problems, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories.

## **Social, Ethical and Human Issues**

Students understand and practice responsible and ethical behavior in regard to information.

### *Evidence of this could include:*

- Understands that when an individual creates a piece of work, it is their property.
- Understands the basic responsibilities of the librarian and the technician.
- Appreciates that the library is a quiet place for reading and learning.
- Cares for books when searching, reading and viewing.

## Agung - Library

### Research Skills

Students locate process and evaluate information from a variety of sources.

#### *Students:*

- Are aware that finding information is an important part of learning.

#### *Evidence of this could include:*

- Formulates a list of questions relevant to the topic or information needs.
- Brainstorms a range of information sources.
- Can locate, process and evaluate information from a variety of sources.
- Locates appropriate materials using the Dewey Decimal system.
- Uses reference tools – atlases, encyclopedias, thesaurus, dictionary, reference CD-Rom, magazines and online resources.
- Identifies information that meets a particular information need.
- Distinguishes between fact and opinion in various information sources and products.
- Recognizes inaccurate or misleading information.
- Explains basic strategies for revising, improving and updating work.

Students use technology tools to access and process data and report results.

#### *Students:*

- Use technology as an aide to the information seeking process.

#### *Evidence of this could include:*

- Is able to do a keyword, author, subject and title search to locate information using the library 'Concourse' program.
- Is aware of a variety of ways of searching the World Wide Web. Can locate relevant sites.
- Is aware of different formats used to present information.

## **Independent Learning**

Students pursue information related to personal interests and well-being.

### *Students:*

- Can identify and utilize different areas of the library.

### *Evidence of this could include:*

- Selects material by scanning table of contents and assessing readability, presentation, and quality of illustrations.
- Identifies authors and illustrators
- Uses 'Concourse' to access authors, titles, series and award winning books.

Student appreciates literature and other creative expressions of information.

### *Students:*

- Appreciate a variety of literature.

### *Evidence of this could include:*

- Gain an understanding of the process of giving book reports.
- Experience and enjoy reading and listening to chapter books from a variety of genres.
- Listen to recorded books to develop aural and comprehension skills.

## **Problem Solving**

Students use technology and other resources for solving problems and making informed decisions.

### *Students:*

- Use technology resources (e.g., calculators, videos, educational software) for problem solving, self-directed learning and extended learning activities.
- Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.
- Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources.

## **Social, Ethical and Human Issues**

Students understand and practice responsible and ethical behavior in regard to information.

### *Students:*

- Understand that when an individual creates a piece of work, it is their property.
- Understand the basic responsibilities of the librarian and the technician.
- Appreciate that the library is a quiet place for reading and learning.

## **Bromo & Merapi - Library**

### **Research Skills**

Students locate, process and evaluate information from a variety of sources.

#### *Students:*

- Can describe the information seeking process and demonstrate its application.
- Use a full range of information sources to meet differing information needs.
- Can critically evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.

#### *Evidence of this could include:*

- When faced with an information problem or question, determines whether additional information is needed to resolve it.
- Develops and uses strategies for locating information.
- Locates and uses a wide range of reference materials.
- Uses information from a variety of sources to resolve an information problem or question
- Analyzes information from a variety of sources to determine its applicability to a specific information problem or question.
- Determines relevance of information to a topic.
- Distinguishes between fact and opinion in various information sources.
- Selects examples of accurate and inaccurate information and of complete and incomplete information.
- Explains why inaccurate and misleading information can lead to faulty conclusions.
- Selects and applies appropriate strategies for revising, improving and updating work.

Students use technology tools to access and process data and report results.

#### *Students:*

- Use technology as an aid to the information seeking process.

#### *Evidence of this could include:*

- Is aware that print and electronic databases are used to collect, organize and display data.
- Locates appropriate information using the library 'Concourse' database and is aware of the benefits of using advanced search techniques.

- Accesses and uses a variety of search engines and directories on the World Wide Web.
- Chooses an appropriate format for presenting information based on the information itself, the audience and the nature of the information, question or problem.

### **Independent Learning**

Students pursue information related to personal interests and well-being.
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*Students:*

- Can make meaning of the organizational structure of the library and utilize the library to meet their personal needs.

*Evidence of this could include:*

- Selects material by scanning table of contents and assessing readability, presentation, and quality of illustrations and usage.
- Identifies authors and illustrators
- Uses 'Concourse' to access authors, titles, series and award winning books.
- Students appreciate, identify and distinguish between different types of genres.
- Gain an understanding of the process of giving book reports.

Students appreciate literature and other creative expressions of information.
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*Evidence of this could include:*

- Students use email as a form of communication and possible source of information.

## **Problem Solving**

Students use technology and other resources for solving problems and making informed decisions.

- Students design, develop, publish and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.
- Selects and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.
- Demonstrate and understanding of concepts, underlying hardware, software and connectivity and of practical applications to learning and problem solving.
- Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources concerning real-world problems.

## **Social, Ethical and Human Issues**

Students understand and practice responsible and ethical behavior in regard to information.

*Evidence of this could include:*

- Understands legal and ethical responsibilities involved in information and information technology.
- Researches and evaluates the accuracy, clarity, relevance, comprehensiveness, and bias of information sources.
- Uses standard format and methodology for documenting reference sources.