

Corresponding Standards: National, State, & Local	Examples of How to Teach Media Skills at Reservoir High School: Courses, Content Objectives, & Collaborative Media-Related Projects	
<p><b>Maryland Library Media VSC/ HCPSS Media Curriculum Content Standard 1:</b> ...demonstrates an appreciation of literature as a reflection of human experience &amp; reading as a pleasurable activity.</p> <p><b>Information Power: Building Partnerships Standard 5:</b> ...appreciates literature &amp; other creative expressions of information.</p>	<p><b>AP Composition – Objective:</b> Curriculum resources for this course are prompts for writing about independent reading.</p> <p><b>Collaborate</b> on reading guidance webs around classic themes being studied in the course. Students read the texts &amp; hold graded, guided discussions themes among the books and write on prompts from the English curriculum.</p>	<p><b>ESOL II – Objective:</b> Read examples of personal narratives &amp; memoirs in a variety of literary texts using pre-reading, during-reading, &amp; after-reading strategies.</p> <p><b>Collaborate</b> to cull selections from authors with whose experiences the students can identify (EX: Cofer, Cisneros, Alvarez, Tan, Jen, Matabane).</p> <p><b>**Incorporating other standards:**</b></p> <p><b>Collaborate</b> on a project in which students research &amp; present on the authors, read and/or perform the pieces, &amp; write their own memoirs. (<i>Silent Dancing</i> by Cofer &amp; <i>How the Garcia Girls Lost Their Accents</i> by Alvarez offer particularly relevant selections.)</p>
<p><b>Maryland Library Media VSC/ HCPSS Media Curriculum Content Standard 2:</b> ...uses resources, in a wide variety of formats, to locate information to meet an identified need.</p> <p><b>Information Power: Building Partnerships Standard 1:</b> ...accesses information efficiently &amp; effectively.</p> <p><b>Standard 4:</b> ...pursues information related to personal interests.</p>	<p><b>Earth &amp; Space Science – Objective:</b> Describe current efforts &amp; technologies used to study Earth's land features, including spectroscopy, remote sensing, GIS, GPS, imaging &amp; topographic mapping using satellite &amp; ground based data.</p> <p><b>Collaborate</b> on a project in which students use GPS technology for geo-caching or orienteering on the school campus after studying the technology &amp; tasks using media center resources. Heterogeneous groups could present on the various aspects. (hobbies/clubs could result)</p>	<p><b>Consumer Math – Objective:</b> Demonstrate the ability to use a problem-solving approach to making responsible housing decisions.</p> <p><b>Collaborate</b> on a project in which students simulate the home-buying process: Students research using The Big Six model; understand the housing market, how credit reporting works, assistance programs &amp; mortgages; &amp; search the MLS. A real estate agent could come in as a guest speaker.</p>
<p><b>Maryland Library Media VSC/ HCPSS Media Curriculum Content Standard 3:</b> ...collects information relevant to their current information need.</p> <p><b>Information Power: Building Partnerships Standard 1:</b> ...accesses information efficiently &amp; effectively.</p> <p><b>Standard 2:</b> ...evaluates information critically &amp; competently.</p>	<p><b>Lifetime Fitness –Objectives:</b></p> <ol style="list-style-type: none"> <li>Recognize how facts, fads, quackery, &amp; myths are related to physical fitness.</li> <li>Determine the validity of marketing claims promoting physical fitness products &amp; services.</li> <li>Identify consumer issues related to product selection.</li> <li>Identify methods of countering false advertising.</li> </ol> <p><b>Collaborate</b> on a project in which students keep a log of fitness-related ads encountered during a week &amp; analyze them using consumer issues found in the SIRS database.</p>	<p><b>Early Childhood Development – Objective:</b> Demonstrate competency in the knowledge of major child development theories &amp; research methods by incorporating the principals of the theories into observations &amp; activities with young children.</p> <p><b>Collaborate</b> to create a path finder for research on psychologists whose theories have contributed to an understanding of early childhood development. Afterward, students could present different points of view in a panel discussion or forum.</p>
<p><b>Maryland Library Media VSC/ HCPSS Media Curriculum Content Standard 4:</b> ...uses appropriate print, non-print &amp; computer/online/digital formats to organize &amp; manage data/information.</p>	<p><b>Drama – [no curriculum in HCPSS database]</b></p> <p><b>Collaborate</b> to create a project in which students research &amp; create graphic organizers for different historical periods &amp; theatre in the Western tradition. Areas researched could include: methods of</p>	<p><b>Photography I – Objective:</b> Utilize basic digital imaging equipment &amp; software in the production of photographic works.</p> <p><b>Collaborate</b> on a project in which students create a class database of photos taken throughout the course. Students could be assigned to access &amp; manipulate their own works as well as critique the works of others. The LMS</p>

<p><b>Information Power: Building Partnerships</b>  <b>Standard 3:</b> ...uses information accurately &amp; creatively.</p>	<p>acting, methods of production, &amp; the role of theatre in society (politics, religion, etc.) Students create outlines by hand &amp; use Inspiration software to digitize &amp; manage them. The webs could be part of the product in addition to selecting &amp; performing vignettes representative of theatre in the particular times &amp; places.</p>	<p>could help students learn to insert pictures into files in Word &amp; to protect documents to preserve their work when it is accessed &amp; assessed by others.</p>
<p><b>Maryland Library Media VSC/ HCPSS Media Curriculum Content Standard 5:</b> ...interprets information to generate new understandings &amp; knowledge.</p> <p><b>Information Power: Building Partnerships</b>  <b>Standard 3:</b> ...uses information accurately &amp; creatively.  <b>Standard 6:</b> ...strives for excellence in information seeking &amp; knowledge generation.  <b>Standard 9:</b> ...participates effectively in groups to pursue &amp; generate information.</p>	<p><b>Music &amp; Society</b> – [no curriculum in HCPSS database]</p> <p><b>Collaborate</b> on a project in which the students utilize the Student Resource Center Opposing Viewpoints database to research current opinions on US musicians &amp; censorship, particularly regarding their criticism of government. Students examine the current conditions, differences among genres regarding the government, &amp; the opinions presented about how musicians should/should not be censored. Students could analyze arguments &amp; formulate their own, producing a persuasive essay.</p>	<p><b>Law &amp; the Citizen</b> –<b>Objective:</b> Rights of minors – School-based rights, Community rights</p> <p><b>Collaborate</b> on a project in which students research cases such as <i>Tinker vs. Des Moines Independent Schools</i>, <i>The Hazelwood Decision</i>, &amp; <i>Pico vs. Island Trees</i>. Upon learning how students' rights were affected by these cases, students write: a) a vignette, b) a persuasive essay, or c) a short story reflecting how student rights might function in schools today if the cases had never happened. Students will choose to paint a positive or negative picture of the altered situation.</p>
<p><b>Maryland Library Media VSC/ HCPSS Media Curriculum Content Standard 6:</b> ...communicates findings/conclusions by producing materials in an appropriate format to support written, oral &amp; multi-media presentations.</p>	<p><b>Production Technology</b> – <b>Objective:</b> Incorporate graphics in products (such as draw object, clip art, animation, electronic art)</p>	<p><b>Communication Technology</b> – <b>Objective:</b> Create a multi-media presentation using various features (such as text, digital pictures, graphics, animation, video, sound)</p>
<p><b>Information Power: Building Partnerships</b>  <b>Standard 3:</b> ...uses information accurately &amp; creatively.  <b>Standard 9:</b> ... participates effectively in groups to pursue &amp; generate information.</p>	<p><b>Collaborate with teachers of BOTH courses to create an interdisciplinary project among students involving posters, brochures, banners, Public Service Announcements, &amp; programs for each of the cultural celebrations hosted by the school each year. Students could use databases as well as primary interviews for sources &amp; could create &amp; manipulate digital graphics &amp; photographs, generating final products with use of desktop publishing &amp; movie-making software. Students in each course participate in peer evaluation of the products along the way.</b></p>	
<p><b>Maryland Library Media VSC/ HCPSS Media Curriculum Content Standard 7:</b> ...demonstrates responsible attitudes toward the use of information.</p> <p><b>Information Power: Building Partnerships</b>  <b>Standard 7:</b> ... recognizes the importance of information in a democratic society.  <b>Standard 8:</b> ... practices ethical behavior in regard to information technology.</p>	<p><b>Art I</b> – <b>Objective:</b> Identify &amp; use various philosophies of aesthetics to compare works of art in the making of critical judgments.</p> <p><b>Collaborate</b> on a project in which students research &amp; take notes on various aesthetic philosophies. Students memorize these ideas, referring back to the creators of the philosophies &amp; information in verbal critiques (speech-like exercises) of art using phrasing such as, "Deborah Fitzgerald, the Avant-Garde Philosopher, would approach this piece with..." After the critique, students submit a works consulted list, indicating sources of information.</p>	<p><b>English Nine</b> – <b>Objective:</b> Use a systematic process for recording, documenting, &amp; organizing information.</p> <p><b>Collaborate</b> on the research unit on The Holocaust, helping students understand plagiarism, create electronic notes &amp; outlines using MS Word &amp; Inspiration, access &amp; organize database articles, conceptualize parenthetical citations, &amp; use Noodletools to create an MLA list of works cited. Help students &amp; teachers use Turnitin.com Plagiarism Prevention software. Products include notes, &amp; outline, a paper with proper citations, &amp; the works cited.</p>