A Model Curriculum for Pennsylvania School Library Programs

Long-Term Transfer Goals

(Long-Term Transfer Goals highlight the effective use understanding, knowledge, and skill that we seek in the long run; i.e., what we want students to be able to do when they confront new challenges—both in and outside of school)

Students will be able to independently use their learning to:
1. Read and evaluate text in all formats for learning, personal, and aesthetic growth and enjoyment.
2. Research, analyze, synthesize and evaluate information as critical consumers to draw conclusions and make informed decisions.
3. Create, apply and share knowledge effectively using a variety of media formats in an ethical manner to communicate a coherent message.

(Based on Standards for the 21st-Century Learner, American Association of School Librarians, 2007.)

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| Effective readers use appropriate strategies to construct meaning.         | ▪ How do strategic readers create meaning from informational and literary text?  
                                                                             ▪ What is this text really about?  
                                                                             ▪ How do readers know what to believe?  
                                                                             ▪ How does what readers read influence how they should read it?  
                                                                             ▪ How does a reader’s purpose influence how text should be read?  |
| Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. | ▪ How do readers know what to believe in what they read, hear, and view?  
                                                                             ▪ How does interaction with text provoke thinking and response?  |
| Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. | ▪ What do good listeners do?  
                                                                             ▪ How do active listeners make meaning?  
                                                                             ▪ How do active listeners know what to believe in what they hear?  |
| Effective speakers prepare and communicate messages to address the audience and purpose. | ▪ How do task, purpose, and audience influence how speakers craft and deliver a message?  
                                                                             ▪ How do speakers employ language and utilize resources to effectively communicate a message?  |
| Effective research requires the use of varied resources to gain or expand knowledge. | ▪ What does a reader look for and how can s/he find it?  
                                                                             ▪ How does a reader know a source can be trusted?  
                                                                             ▪ How does one organize and synthesize information from various sources?  
                                                                             ▪ How does one best present findings?  |
| Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. | ▪ What makes clear and effective writing?  
                                                                             ▪ Why do writers write? What is the purpose?  
                                                                             ▪ Who is the audience? What will work best for the audience?  |
| Responsible citizens use information ethically and productively in a global society. | ▪ How do responsible citizens use information ethically?  
                                                                             ▪ How do responsible citizens use information productively in a global society?  |