

Library Letters

Tyee Educatational Complex, serving ACE, Global and Odyssey High Schools

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Library Tip #1:

Scheduling time to bring classes to the library is easy and it only takes a few minutes:

1. Pick-up a scheduling form in the library OR use the on-line form sent to you
2. Fill out the form as indicated. Please feel free to conference or collaborate with your librarian.
3. Return form (only when form is returned is your request scheduled).
4. Check calendar through sent link to confirm scheduling request.

Library Tip #2:

If you scheduled a date or time that you no longer require, or if you think you will be more than 15 minutes late, **PLEASE e-mail or call the library to cancel or make special arrangements.** Otherwise, your time may be “recycled” to accommodate other classes.

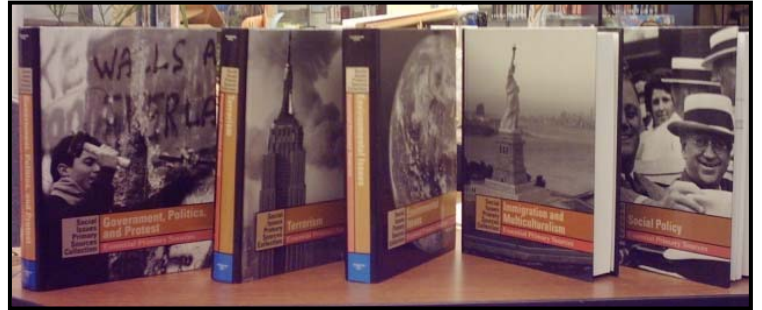
Library Tip #3:

Remember: Students MUST have a note from a teacher to visit the library during class time. Students without a note, or who have a note but fail to sign in will be sent back to class.

CBA's Are on the Way, Your Library Can Help: Part One, Resources

Classroom-based assessments are the latest evolution of statewide assessments that, according to the OSPI website, “will be used statewide at all grade levels to measure student learning of social studies, arts and health/fitness” starting in 2008-2009.

This might effect some teachers more than others, but it will definitely have an impact on all students who will need to be able to go through the CBA process and submit a paper for



But, what exactly is a “classroom-based assessment”? More importantly, and perhaps producing more anxiety, how does one take students through this process?

One way to describe

an adherence to a particular focus, and a set of parameters that should be demonstrated within the written product.

Because of the large research component involved, the library, its **resources** and the **services** provided by the

teacher –librarian make it a natural place for CBA work. In fact, the Washington Library Media Association (WLMA) has been working directly with OSPI on CBAs, providing workshops, resources and other materials to help both teachers and teacher-librarians better prepare themselves and students for these assessments.

Yet, in the scramble to figure out how to meet this state requirement, teachers seem to be forgetting, or perhaps have little idea, what

LEADING ISSUES: Human trafficking

Overview | Pro/Con | MyAnalysis | PDF Research Guide

Human trafficking is one of the fastest growing forms of criminal activity and has steadily increased as globalization and porous borders open up opportunities for profiting from or exploiting the desire to migrate. Poverty, lack of economic opportunities, civil unrest and political instability are just some of the factors that contribute to create an environment where human trafficking can flourish. Human trafficking is different from human smuggling in that fraud, force or coercion are used to profit from the exploitation of the victim. Trafficking can also occur both transnationally and within a country's borders. Women and children, often the most vulnerable members of society, form the majority of human trafficking victims and are frequently forced into prostitution or forced labor. According to estimates by the U.S. government, 600,000 to 800,000 victims are trafficked globally each year. On October 28, 2000, the U.S. Congress passed the Victims of Trafficking and Violence Protection Act of 2000 (VTVPA), a comprehensive statute designed to increase the protection available to trafficking victims and address the issue on a national and international level. The United Nations has also addressed the issue of human trafficking with its 2000 Palermo Protocol to Prevent, Suppress and Punish Trafficking in Persons.

Suggested Keywords: human trafficking; human smuggling

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each of the disciplines mentioned above **and** at regular intervals throughout his/her school career.

Socials studies is the first up to bat, so to speak, with CBA process materials available for all grade levels from 3 to 12.

the CBA is to call it “research”. This isn’t entirely accurate, however. “Research” is a process that involves “searching” for information with some intended end in mind. This is true of the CBA, but in addition, includes

Library Tip #4:

It is advised that teachers not schedule time in the library during an absence. Please make arrangements with the teacher-librarian if this is unavoidable.

Library Tip #5:

Laptops are available for check-out and use *in the library ONLY*. Students must have a student or picture ID to check one out, and it must be returned before leaving.

Library Tip #6:

Food, beverages, cell phones and certain electronic equipment is **not allowed** in the library. If discovered, students with such items either will be required to relinquish them until they exit the library, or they will lose their privilege to remain in the library, depending on each situation.

P.S. It would be appreciated if teachers and staff modeled these behaviors as well.

Library Tip #7:

TEACHERS and STAFF: Avoid checking out books in your name and then loaning them to students. It can result in the teacher paying for them at the end of the year.

CBA's and Your School Library, continued...

resources their school library can provide, and what instruction their teacher-librarian can give to make this daunting task a little bit more palatable. Potentially, the CBA can present teachers and teacher-librarians with an opportunity to collaborate—combining their individual talents and knowledge to benefit students doing this task.

It is important to remember that your school library, unlike the public library, focuses on gathering print and non-print resources specific to curriculum needs. Additionally, care is taken so that print materials are available at a range of reading and interest levels so that all students can access information.

Students have access to various resources at the Tye Campus Library. These include a wide variety of non-fiction materials ranging in subject matter. Current events and issues are often difficult to keep up with, but recent additions have been made with more on the way on subjects such as healthcare, the Iraq War, Hurricane Katrina, global climate change, human trafficking, social and environmental justice, poverty, globalization, energy, media and many others.

Primary resources are also a must for CBA's. This became my rationale for purchasing a collection of primary source materials in a six volume set. This set contains a plethora of firsthand materials on issues ranging from multiculturalism and immigration to social policy and environmentalism.

Background information is provided for each primary document including who wrote or spoke the piece, the date it was presented, a short author biography, context for the particular source, discussion about its significance and the resources used in putting together the entry. Obviously, these books offer excellent information for students to use on a CBA or other research.

Other resources include encyclopedias, dictionaries (not just for words but subjects and people), biographies, magazines and other collections. These print resources make excellent launch points for research activities by providing students with short blurbs of information to get them started, or pique student curiosity or interest.

Non-print resources include the Internet (which is least reliable or credible), pre-selected sites, and databases.

Admittedly, the Internet contains vast amounts of "stuff", some of which can be used for research. Often, unfortunately, the amount of time one spends trying to find a decent site could be used accessing print resources which are immediate and much more reliable.

One alternative is to build a "hotlist" or links page of pre-selected websites. This may seem restricting, but it reduces the time students spend attempting to find reasonable websites, and since these are already "approved" by the teacher or other adult (teacher-librarian, perhaps), the information gleaned from them can be considered reasonably trustworthy.

On the library webpage, I have assembled a series of sites that are typically reliable. This is called "Helpful Research Links" and can be found at www.hsd401.org/tyee.

Other resources on the library webpage that can be easily accessed include information on website evaluation, research process, and building bibliographies.

The best on-line resources, however, in my opinion, are databases. At the Tye Library students can access *Proquest*, *Opposing Viewpoints*, *Culturegrams* and other databases simply by going to the public library website and logging in using their account number. These databases contain current magazine articles and viewpoints on many current issues, or factual information about events and countries.

Perhaps even better is **Digital Learning Commons (DLC)**—a collection of databases assembled originally at the University of Washington for high school students. It contains *SIRS* (an article database), *Groliers Encyclopedia*, *Facts on File*, and *Corbis Images*. Students can use DLC to find primary sources as well as second-generation information on controversial topics, global issues, politics, government, social events and so on. *Corbis Images* contains several hundred thousand images but not the ones we don't want students to find.

With all of these resources available, students can easily obtain good information for their CBA's or other research. The challenge is how to get the process going. Stay tuned...

A Difficult Lesson: Conservation

The stack on the left is a portion of the wasted paper saved from the last 3-4 weeks of school in 2007. The one on the right is for the 18 weeks of school so far this year.

What changed?

The policy. Students can only print their own work. Otherwise, they take notes, bookmark or copy and save the information they need to a Word document. Some allowances have been made for applications, registration documentation,

and occasionally other items as arranged by the classroom teacher.

It may seem harsh, but a student is learning a valuable lesson: printing is a resource that costs money—and it can be lost if we do not take care to limit ourselves and conserve.

This policy has made many



students aware of what they are printing and helped them think about just what they really need to print and for what purpose.