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LIBR 210-05, Reference Core Collection
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Due October 20, 2009

BUILDING THE REFERENCE COLLECTION:
Junipero Serra High School Library
2009-2010

(Google Images, 2009)

LIBRARY SCENARIO

Junipero Serra Library is a high school library in the planning stages of building a new reference collection. The team of librarians has collected the data and resources to budget for \$5,000 dollars worth of valuable reference sources for students, teachers, and the entire high school community.

INTRODUCTION

The high school itself is situated in the medium size town of Yerba Buena in southern California, which has a history going back to the Spanish ranchos of the 18th century. The Junipero Serra Library resides within Junipero Serra High School, which is one of the areas' two high schools and located in the central part of town in a diverse neighborhood. The library itself is at least 40 years old and in need of some architectural and technological updates, as well as an updated reference collection.

USER COMMUNITY

The library of the other high school in Yerba Buena is very small with limited funds, resources, and hours of operation. The number of schools that feed into Junipero Serra High School includes three public elementary schools, two public junior high schools, and one private K–8 school. The community of Yerba Buena holds around 85,000 residents. In the most recent census of 2007-2008, 38.2% of the residents were listed as White and 33.5% Hispanic. The area has also attracted a diverse population with over 20% listed as Other Race

made up of Asian Americans and African Americans, bringing many different languages and cultures to the area. Of the community residents over the age of 25, fewer than 20% retain a college degree. Approximately 80% of residents are high school graduates; 17% of the population has a bachelor's degree or higher education; and 6% are graduates of a graduate or professional-degree program (Buena Park Community Profile, 2009).

Within the population, 31% are 18 years of age or younger and half the households of this small county town speak a language other than English in their homes. This trend of multiculturalism seems to be increasing as the population grows. The community has responded to new cultures by offering dual business signage in Spanish and English. The average income of a household is about \$62,901 with approximately 10% of the population below the poverty line (Buena Park Community Profile, 2009).

MEETING USER'S NEEDS

There are several ways in which the library staff has identified the reference needs of the school community. First, during the previous school year the staff maintained a compilation of items that identified wanted or needed selections for inclusion in the library. The staff took into account school surveys, teacher and student requests, worn items, etc for inclusion in this list. Also the library staff retains an ongoing understanding of the library makeup, or collection mapping, which shows the need for strengthening areas that have been weak in the reference collection. Lastly, changes in curriculum standards or an individual teacher's projects and assignments, have been supported and will be reflected in the purchases made by the library in order to enhance the students' educational experience (Dunne, 2007). In order to support the growing Spanish speaking population in the school, a concerted effort is being made to find reference resources available in both English and Spanish.

After the collection needs were established, the Junipero Serra Library followed its in-house collection development policy as a basis for gathering this reference collection. The following standards have been pulled from the original collection development policy for the focused use of the reference materials.

Collection Development Statement and Rationale

Selection of Library Materials

The high school subscribes to the philosophy that its library will be developed and maintained for the following purposes:

1. To provide materials that support and enrich the curriculum, and include varied interests, abilities, and maturity levels of the students served.
2. To provide materials that will stimulate growth in factual knowledge, appreciations, values, imagination, and skills.
3. To provide a background of information which will enable students to make intelligent judgments in their daily lives.
4. To provide materials with varying points of view or current and historical issues so that users may develop the skill of critical analysis.
5. To provide materials representative of the many religions, ethnic, and cultural groups and their contributions to our American and world heritage.
6. To provide materials regardless of personal opinion or bias in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate to the users. (Kings Canyon, 2000)

Combining these two areas of specific user needs and collection development standards, the staff feels confident in supplying the most suitable reference collection for the

coming year.

SELECTION STANDARDS

The library staff has unanimously agreed to utilize two sets of standards for evaluating the reference collection. Since the library serves a school community, the first set of standards are in compliance with the California Department of Education's content standards. The staff has compiled an abbreviated version of the standards for the use of collecting reference materials (see Appendix A).

The second set of standards is reflected in the following guidelines:

- Scope: Evaluate the reference work through the preface or introduction and look for information regarding what the work covers, how comprehensive the work is, if it covers allied fields, dates covered, and if the work includes United States or international information. Compare the work with similar reference works on the same subject and decide if this one is a necessary addition.
- Quality of Content: (Especially for electronic resources) evaluate that the work is accurate, up-to-date, and has sufficient depth for the intended audience.
- Accuracy: Check for accuracy of content within the work.
 - Currency: Compare the work to other works on the same topic. Look to see if recent information on a specific topic is included and check the dates of the resources cited.
- Authority: Check the professional qualifications of the author or publisher.
 - Arrangement: Ensure that the reference work is organized and indexed in a way to facilitate easy access to the information it contains.
 - Ease of use: Electronic resources should be examined for usability. For example, search items should be easy to locate and the electronic resource should respond quickly to commands and queries.
 - Appropriateness for Users: Obtain materials that are appropriate for the high school level user.
 - Format: Decide which format best represents the reference information. For example, indexes for periodicals and newspapers are more advisable in electronic format since the content changes often.
 - Cost: Stay within the budget and seek out deals where available. For example, the library may choose to become a part of a consortium of libraries that share the cost of electronic services.

(Cassell, 2006)

These selection standard guidelines give the staff a complete list for researching and evaluating the reference collection. With these standards in place, the reference collection will represent the highest quality of reference available to the school.

SELECTION AIDS

The following selection aids were used in building the core reference collection for the Junipero Serra High School Library:

- Booklist
- School Library Journal
- Guide to Reference Materials for School Library Media Centers
- American Reference Books Annual (ARBA)
- Senior High Core Collection: A Selection Guide
- Guide to Reference (from: American Library Association)

SOURCES FOR THE COLLECTION

Online Collection Description

Based on the current budgetary restraints a decision was made to maximize the funds by purchasing online reference sources that would compliment the online offerings available through the Yerba Buena Public library. The Junipero Serra Library website will have a link to lead students to the online databases currently available at the public library. The Junipero Serra school library will partner with the Yerba Buena Public library to ensure that every student obtains a public library card. Training will also be offered in the school and public library on how to use the online databases.

In the future the Junipero Serra High School Library plans to build a consortium of local schools to provide funding for additional online databases, such as the Cengage Learning Infotrac database. Other free Internet sources will be reviewed for content and added to the library website as additional resources. The following is a partial list of these free resources:

1. Internet Public Library, <http://www.ipl.org/>
2. Librarian's Index to the Internet, <http://lii.org/>
3. Research 101, <http://www.lib.washington.edu/uwill/research101/index.html>
4. New York Times for Students, <http://learning.blogs.nytimes.com/>
5. Bartleby: Great books online, <http://www.bartleby.com/>
6. The OWL [Online Writing Lab] at Purdue, <http://owl.english.purdue.edu/owl/>
7. Guide to Grammar and Writing, <http://grammar.ccc.commnet.edu/grammar/>
8. U.S. History, <http://www.ushistory.org/>
9. Citation Machine, <http://citationmachine.net/>
 - Collegebound, <http://www.collegebound.net/e>

11. Collegeboard.com, <http://www.collegeboard.com/>
12. The Princeton Review, <http://www.princetonreview.com/colleges-majors.aspx>

Reference Collection Description (Bibliographic Information and Pricing Included)

The staff created a new collection of core reference works to replace worn and outdated materials. For an overview of the basic necessities for a high school reference collection, the staff consulted Booklist's *Core Collection: YA Reference Sources*, and the *MLS High School Core Reference List* of the Chicago Metropolitan Library System. These were used in conjunction with Titlewave reviews from Follett publishers, a commercial service. Application of the library's chosen selection tools is reflected in the annotations below.

1. World Book, Inc. (2008). *The World Book encyclopedia*. Chicago: World Book. \$999.00/set.
2. Britannica online. (1994). Chicago, IL: Britannica Online. <http://www.eb.com/>. \$705/year.
3. *The World almanac and book of facts*. (2007). New York: Press Pub. Co. (The New York World) \$32.99.
4. *The American heritage dictionary for learners of English*. --. (2002). Boston, [Mass.]: Houghton Mifflin. \$24.00.
5. *The Oxford dictionary and thesaurus*. (1996). New York: Oxford University Press. \$30.00.
6. O'Daly, A. (2004). *Encyclopedia of life sciences*. Tarrytown, N.Y.: Marshall Cavendish Corp. \$459.95/set.
7. National Geographic Maps (Firm). (2005). *Atlas of the world*. Washington, D.C.:

- National Geographic Society. \$165.00.
8. O'Brien, P. K. (2002). Oxford atlas of world history. New York: Oxford University Press. \$45.00.
 9. Nash, G. B. (2003). Encyclopedia of American history. New York: Facts on File. \$935.00/set.
 10. Breuilly, E., O'Brien, J., Palmer, M., & Marty, M. E. (2005). Religions of the world: The illustrated guide to origins, beliefs, traditions & festivals. New York: Checkmark Books/Facts On File. \$29.95.
 11. Knowles, E. (2009). Oxford dictionary of modern quotations. Oxford: Oxford University Press. \$50.00.
 12. Landi, A. (2002). Schirmer encyclopedia of art. New York: Schirmer Reference. \$345.00/set.
 13. Castillo, C., Bond, O. F., Pharies, D. A., Moyna, M. I., & Baker, G. K. (2002). The University of Chicago Spanish dictionary: Spanish-English, English-Spanish. Chicago: University of Chicago Press. \$27.50.
 14. Genovese, M. A., & Han, L. C. (2009). Encyclopedia of American government and civics. New York: Facts On File. \$250.00/set.
 15. Head, D. (2006). The Cambridge guide to literature in English. Cambridge [UK]: Cambridge University Press. \$50.00.
 16. Olsen, K. (2002). All things Shakespeare: An encyclopedia of Shakespeare's world. Westport, Conn: Greenwood Press. \$150.00.

Total Cost: \$4,995.88

COLLECTION ANNOTATIONS AND EXPLANATIONS

- World Book, Inc. (2008). The World Book encyclopedia. Chicago: World Book.

The 2008 edition of The World Book Encyclopedia consists of a total of twenty-two volumes with more than 3,800 expert contributors. The new edition includes thousands of new and revised articles in all general subjects. Each article starts with basic information and gradually advances more in depth as they progress. This collection is arguably the most updated encyclopedia available. This version was chosen for its 2008 updates containing twenty-two volumes of accurate information about world events. *School Library Journal* gave the World Book highest praise, saying: "The World Book Encyclopedia is a first choice for libraries, schools, and homes".

2. Britannica online. (1994). Chicago, IL: Britannica Online. <http://www.eb.com/>.

The subscription to Britannica Online is very important in developing a library collection. The large search and directory site contains well over 120,000 articles, thousands of visuals, and over 300,000 articles from magazines and journals on nearly every subject. The information available are either written by or approved by accredited intellectuals, with over ninety Nobel Prize winners and specialists from professional fields. This online resource will compliment the book version already in-use at the library. *ARBA's* review of the Britannica Online underscores the preeminence of the work: "Its strengths lie in the scope of its coverage and the level of its writing...it remains impressively authoritative".

3. The World almanac and book of facts. (2007). New York: Press Pub. Co. (The New York World).

The World Almanac and Book of Facts is the best-selling American reference book of all time, and is listed by *Booklist* as an indispensable core reference for secondary schools. This

resource is the most useful reference book for facts. The World Almanac Book of Facts 2007 provides reliable and respected information in various topics such as science, technology, history, and sports. Most significantly, the indexed format of the resource allows any user to quickly locate facts. The effectiveness of quickly locating facts for users and the accuracy of information proves that this source is a necessity.

4. The American Heritage Dictionary for Learners of English. New York, Houghton Mifflin, 2002. \$24.00. ISBN 0-618-24-24951-6.

In attending to the diverse ethnicity of the school and community, this source will be very useful to most, if not all, of the non-English speakers. This selection is imperative because of its purpose to serve the community of English as a second language. Adapted from the American Heritage Diction of the English Language, the source defines more than 40,000 words and newer terms. *ARBA* praises this resource, finding it useful to language learners—easy to use and a very worthwhile purchase.

5. The Oxford dictionary and thesaurus. (1996). New York: Oxford University Press. The Oxford Dictionary and Thesaurus is a combination of both the Oxford Dictionary and Oxford Thesaurus. The collections in both contain more than 100,000 entries with 300,000 indiscriminate synonyms in a single alphabet. Each of the current entries explains how the word is used in context. Also, the appendices include resourceful information such as the U.S. presidents and the books of the Bible. According to one selection aid, *The Guide to Reference Materials for School Library and Media Centers*, this is a useful and convenient dictionary for secondary schools.

6. O'Daly, A. (2004). Encyclopedia of life sciences. Tarrytown, N.Y.: Marshall Cavendish Corp.

Highly recommended for school and public libraries, the Encyclopedia of Life Sciences is an important source that serves students grade 7 and up. The thirteen volumes contain entries for various topics supplemented with sidebar information discussing relationships and concepts that link the main essay to relative facts. Furthermore, the essays include cross-references to other entries and further readings. Although the 13th volume contains multiple indexes, each volume contains its own brief index. Along with entries about life sciences such as atmosphere, ecology, and ecosystems, the updated edition also includes information of individuals relative to the general subject. Each entry is relatively short and sufficient in introductory information. The reason for choosing this source is to include young students' life science education. *Booklist* praises the Encyclopedia's strong connection to high school curriculum, and its "bright, highly attractive format".

7. National Geographic Maps (Firm). (2005). Atlas of the world. Washington, D.C.: National Geographic Society.

The new National Geographic Atlas of the World contains state-of-the-art cartographic technology. This edition includes a full global data set developed with Geographic Information Systems (GIS), satellite imagery, and shuttle radar mapping. The quality is superb and is arguably the most accurate volume of its genre. The volume includes 60 current political maps, 17 new thematic maps, and 10 new panoramic satellite views of the world. The book also includes an index of over 140,000 place names. Compared to other Atlas volumes, the National Geographic Atlas of the World's amazing graphics and illustrations easily attracts the high school age user, leading *Booklist* to recommend it as part of a YA core collection.

8. O'Brien, P. K. (2002). Oxford atlas of world history. New York: Oxford University Press.

The Atlas of World History allows readers to fantasize over charts, maps, and short articles on historical periods around the world. This overview of history contains 450 maps and 160 illustrations that will capture the attention of youth. The volume also begins in chronological order from the emergence of Homo sapiens through the post-WWII era. Each era of human history is divided into sections with short readings to introduce the user to brief facts. With the precise organization and the intense graphics, the Atlas of World History is a wonderful source for students to gain a visual perspective of world history, and according to *Booklist*, is “a welcome addition to the sparse field of historical atlases with a very strong index”.

9. Encyclopedia of American History; Gary B. Nash, editor. New York: Facts on File, 2002. \$935.00/set. ISBN 0-8160-4371.

This one-volume work of American history is organized in chronological order from the first American Exploration to the first term of the Clinton Administration. The volume includes major categories such as a basic chronology of American events and life; a topical chronology of specific events; and short biographies of 400+ notable Americans. This overview of American history does not go into depth of each specific event; but is very efficient for students to locate quick reference facts of an event. The articles are concise and easy to read. Both *Booklist* and *Library Journal* rated the Encyclopedia a Best or Editor’s Choice for reference in this subject area.

10. Breuilly, E., O'Brien, J., Palmer, M., & Marty, M. E. (2005). Religions of the world:

The illustrated guide to origins, beliefs, traditions & festivals. New York: Checkmark Books/Facts On File.

School Library Journal calls this volume “a valuable resource” and “lavishly illustrated”. This selection is significant in exposing the user to various religions throughout the world. Presented in three sections with colorful illustrations and maps, the book discusses ten major faiths: the Abrahamic faiths, the Vedic faiths, and the other major religions. Each faith is explained with the history, development, ways of worship, and celebrations of how the religion is practiced. For personal use or school use, this source reflects the community’s religious diversity and users may use it to further educate themselves in their own religion, or learn about a new faith.

11. Knowles, E. (2009). Oxford dictionary of modern quotations. Oxford: Oxford University Press.

History can be a valuable teacher of the present and infamous quotations are similarly effective. The Oxford Dictionary of Quotations contains 20, 000 invaluable quotations of wit and wisdom from the past and present. The selections most specifically contain a substantial increase in non-English authors, thinkers, and public figures that can effectively impact the diversity and growing thoughts of many youths. Furthermore, quick access to quotations by American writers and scientists are included. New sections on advertising slogans, film lines, misquotations, and newspaper headlines add a current flare to this must-have reference selection. *School Library Journal* notes that the Oxford provides a broader scope than Bartlett’s, and is attractive and easy to use.

12. Landi, A. (2002). Schirmer encyclopedia of art. New York: Schirmer Reference.

The four-volume set was developed and published as an efficient reference tool for high school students. *Booklist* and *School Library Journal* agree that the book is attractive, well organized, and moves beyond the Eurocentric. The A-Z format of 400 plus entries is clearly written with each article ranging from a few paragraphs to a few pages in length. There are also approximately 300 color illustrations to give the reader a visual aid. Most importantly, rather

than just portraying the history of art, the articles make a connection of historical art to mainstream topics. This brief overview of visual art is an introduction to gain the interest of the user for further exploration in other sources.

13. Castillo, C., Bond, O. F., Pharies, D. A., Moyna, M. I., & Baker, G. K. (2002). *The University of Chicago Spanish dictionary: Spanish-English, English-Spanish*. Chicago: University of Chicago Press.

The University of Chicago Spanish Dictionary is the most popular Spanish-English, English-Spanish dictionary, recommended on many lists of basic library necessities. This version is updated with improved ease of use, and includes more resources than before. The dictionary allows inter-translation from English to Spanish and Spanish to English. The dictionary focuses on the authority, scope, clarity, and conciseness of words in both languages. This source will be most significant to the library's Hispanic community and all students learning Spanish. This source will not only serve the students, but also the parents of the Hispanic community.

14. Genovese, M. A., & Han, L. C. (2009). *Encyclopedia of American government and civics*. New York: Facts On File.

The three volumes of the Encyclopedia of American Government and Civics are intended to educate high school students, college students, and members of the general public about basic government politics and political topics. The nine sections contain more than 400 articles that discuss American politics such as the Bill of Rights, the voting process, and Social Security. The goal of the encyclopedia is to offer a brief overview of the many different policies and laws of the American government. The articles are written in essay format explaining the policies to the general public. The encyclopedia also covers controversial topics such as abortion and capital punishment. This source is a valuable introduction to the complexities of the American government and procedures in which students and community members should comprehend. *ARBA* described the volumes as "...informative, concise, well-written...an excellent overview for the study of the basic structure and function of the U.S. government."

15. Head, D. (2006). *The Cambridge guide to literature in English*. Cambridge [UK]: Cambridge University Press.

The source offers various English literatures from all English-speaking worlds with more than 280 new authors. Furthermore, older literatures are also available, including Old English writings. The guide includes information on authors, novels, poetry, and other literatures. Information about novels is thoroughly discussed so that users may decide whether or not to read the novel. New authors are also noted and critiqued for the user's benefit, as well as introducing the reader to up-and-coming authors. Students who seek foundational knowledge for literature classes will find this book convenient and indispensable. This eminent reference work is listed in the *ALA Guide to Reference*.

16. Olsen, K. (2002). *All things Shakespeare: An encyclopedia of Shakespeare's world*. Westport, Conn: Greenwood Press.

In supporting the English and literature courses, the Shakespeare encyclopedia supplies students with valuable information describing the forms and functions of items found in Shakespeare's works in two volumes. The encyclopedia holds over 200 articles that offer insightful definitions and historical information of meanings and objects in Shakespearean works. Also included are colorful illustrations. Since Shakespearean works are difficult to comprehend for the majority of high school students, this encyclopedia can better educate users of significant meanings and support understanding of concepts and ideologies. Chosen by

Booklist as one of its core high school references, the set is praised for its excellent information in a highly appealing format.

Process analysis

The selection process that the library staff decided on was directly linked to the needs of the potential users. As described by Agee, a user-centered evaluation of collection management would prove that the resources acquired would be fully utilized by the students and members of the community (Agee, 2005). Thus, all of the sources acquired were significant in how they would be used. For example, in acknowledging the diverse backgrounds of the students, the Junipero Serra Library acquired The University of Chicago Spanish Dictionary: Spanish-English, English-Spanish to support the large population of the Hispanic community. Sources like this, as well as the online resource Britannica Online with a Spanish translation feature, were considered thoughtfully for the value of the diverse school community.

Furthermore, the acquisitions were specifically selected to support the school curriculum. Many of the sources were intended for students to quickly and easily attain reference facts. Other materials were geared for specific subjects such as English literature and life sciences. The staff selection decisions were also formulated around the role of the high school librarian. One specific resource the staff looked at was the position statement of the American Association of School Librarians. In particular, the staff used the following statement as a reflection of the way in which reference materials were selected: "Library media specialists practice responsive collection development and support print-rich environments that reflect the curriculum and the diverse learning needs of the school community" (American Association of School Librarians, 2009). In keeping with this idea, selected subject resources such as All Things Shakespeare: An Encyclopedia of Shakespeare's World and The Cambridge Guide to Literature in English met the criteria for reflecting Junipero Serra's diverse learning needs.

Based upon the different queries asked by patrons about books (Cassell, 2006), the staff decided that the Cambridge Guide would be impactful in helping students decide which novel or literature would be appropriate. As mentioned earlier, the guide contains information of authors and literatures that can help a student decide whether he or she would be interested before actually reading a work.

Selecting the proper encyclopedia from the vast amount of different encyclopedias in publication was quite difficult. However, the selection process included important factors that implemented the correct selection. The criteria chosen were based upon reliability, suitability, and affordability (Cassell, 2006). These factors were important in the investment the library was planning to make. Although out-of-date encyclopedias were cheaper in price, the quality proved ineffective to patron use.

Another strong influence of the selections was the potential to develop a cooperative collaboration with the local public libraries surrounding the high school. Budget constraints have affected most, if not all, libraries; and resource sharing has become almost a necessity (Kinner, 2009). As mentioned before, the Junipero Serra Library intends to work collaboratively with public libraries in sharing resources. Hence, the main priorities of the library were to supply patrons with ready reference materials.

All in all, the selection experience was based upon three main factors: 1) user-centered evaluation; 2) reliability, suitability, and affordability; and 3) cooperative collaboration with surrounding public libraries. Each acquisition was based upon these factors with the goal that the overall collection compliments the high school and its community.

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Science MLIS, San Jose State University; Meng Lee, Library Science MLIS, San Jose State University; Rita Morin, Library Science MLIS, San Jose State University.

While some of the research for this reference collection paper is loosely based on information from a school district in Reedley, California, for the most part names, locations, and details are fictionalized.

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Appendix A

English-Language Arts Content Standards

Grades Nine & Ten

Reading

- 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development
- 2.0 Reading Comprehension (Focus on Informational Materials)
- 3.0 Literary Response and Analysis

Writing

- 1.0 Writing Strategies
- 2.0 Writing Applications (Genres and Their Characteristics)

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

- 1.0 Written and Oral English Language Conventions

Listening and Speaking

- 1.0 Listening and Speaking Strategies
- 2.0 Speaking Applications (Genres and Their Characteristics)

Grades Eleven & Twelve

Reading

- 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development
- 2.0 Reading Comprehension (Focus on Informational Materials)
- 3.0 Literary Response and Analysis

Writing

- 1.0 Writing Strategies

2.0 Writing Applications (Genres and Their Characteristics)

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Listening and Speaking

1.0 Listening and Speaking Strategies

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

History-Social Science Content Standards

Grade Ten

World History, Culture, and Geography: The Modern World

10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.

10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.

10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.

10.5 Students analyze the causes and course of the First World War.

10.6 Students analyze the effects of the First World War.

10.7 Students analyze the rise of totalitarian governments after World War I

10.8 Students analyze the causes and consequences of World War II.

10.9 Students analyze the international developments in the post-World World War II world.

10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.

10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

Grade Eleven

United States History and Geography: Continuity and Change in the Twentieth Century

11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.

11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.

11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.

11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.

11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.

11.7 Students analyze America's participation in World War II.

11.8 Students analyze the economic boom and social transformation of post-World War II America.

11.9 Students analyze U.S. foreign policy since World War II.

11.10 Students analyze the development of federal civil rights and voting rights.

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

Grade Twelve

Principles of American Democracy

12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.

12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.

12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.

12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.

12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.

12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.

12.8 Students evaluate and take and defend positions on the influence of the media on American political life.

12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.

12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

Section 1.01 Principles of Economics

12.1 Students understand common economic terms and concepts and economic reasoning.

12.2 Students analyze the elements of America's market economy in a global setting

12.3 Students analyze the influence of the federal government on the American economy.

12.4 Students analyze the elements of the U.S. labor market in a global setting.

12.5 Students analyze the aggregate economic behavior of the U.S. economy

12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United State's borders

Mathematics Content Standards

Grades Eight Through Twelve

Algebra I

Geometry

Algebra II

Trigonometry

Mathematical Analysis:

Linear Algebra

Probability and Statistics

Advanced Placement Probability and Statistics

Calculus

Science Content Standards

Physics - Grades Nine Through Twelve

Conservation of Energy and Momentum

Motion and Forces

Heat and Thermodynamics

Waves

Electric and Magnetic Phenomena

Chemistry - Grades Nine Through Twelve

Atomic and Molecular Structure

Chemical Bonds

Conservation of Matter and Stoichiometry

Gases and Their Properties

Acids and Bases

Solutions

Chemical Thermodynamics

Reaction Rates

Chemical Equilibrium

Organic Chemistry and Biochemistry

Nuclear Processes

Biology/Life Sciences - Grades Nine Through Twelve

Cell Biology

Genetics

Ecology

Evolution

Physiology

Earth Sciences - Grades Nine Through Twelve

Earth's Place in the Universe

Processes

Energy in the Earth System

Biogeochemical Cycles

Structure and Composition of the Atmosphere

California Geology

(California State Board of Education, 2009)