# An Introduction to the SCS Library Curriculum

## Program overview and relationship to the SCS mission

The library curriculum furthers the mission of SCS by equipping students to develop their understanding of God’s world and others through self-directed reading and research and enthusiastic engagement in the world of literature.

The program spans PreK4-6th grade: in PreK4-3rd grade, the curriculum focuses on developing enthusiasm for reading through weekly stories and book-finding times in the library. In grades 4-6, the program incorporates a focus on information literacy, introducing students to reference materials, literary terms, genres, and research skills. The annual “March Is Reading Month” program is a highlight of the year, involving a reading competition among all primary school grade levels.

## Biblical foundation

*”Apply your heart to instruction and your ears to words of knowledge.” (Proverbs 23:12)*

Scripture is God’s written revelation—a *book.* Two important qualities required of its readers are (1) comfort and enjoyment with the act of reading and (2) an understanding that informational reading is personally rewarding. The library curriculum develops these qualities.

First, mining truth from Scripture requires comfort and enjoyment with the simple act of reading. Students who are uncomfortable with literature are less likely to pick up the Bible and simply *read.* However, children who learn that books hold the promise of exciting stories and distant places and who learn to engage in literature will see the Bible as a place to go for interesting and enjoyable narratives which instruct and inform the reader in God, His world, and His expectations for mankind. Students who “just aren’t readers” will miss out on the joy of discovering God through His written Word. As such, the library curriculum develops an appreciation for high-quality, engaging literature and leads students to the understanding that good narratives instruct as well as entertain.

Second, mining truth from God’s Word requires that students value the written word for purposes beyond entertainment alone. Research skills are rooted in the assumption that research is rewarding. This assumption is vital for spiritual growth—many parts of God’s Word are informational, didactic, or doctrinal. Students must become comfortable with the skill of research and must learn that books are exciting tools for personal growth. As such, the library curriculum develops in students a comfortable familiarity with the research skills necessary to harvest truth from informational literature.

## Essential questions

### Essential questions for biblical integration

* How does reading fiction glorify God?
* What does this reading teach me about God, His creation, or my fellow human beings?
* What character qualities can I learn about by reading this story?
* Why is plagiarism wrong?

### Essential questions for disciplinary integration

* Why does reading matter?
* Why are books necessary?
* How do I find the book I’m looking for?
* What various resources are available to help me research?
* How do I find information in reference books?
* How do I use the OPAC?
* What are the various genres of fiction and nonfiction?
* What is the Dewey Decimal system and how do I use it?
* How are fiction and non-fiction books arranged differently in the library?
* What is a Newbery?

## Pedagogical approach

The SCS library curriculum focuses on two central learning activities: group reading comprehension activities and modeled/self-directed research.

Reading comprehension activities center on traditional, teacher-led reading sessions, with a period of critical reflection led by the teacher after each reading. Research skills are modeled instruction, and students are then given the opportunity to transfer that knowledge to a new subject area for applying those skills in self-directed research.

Short times for leisure reading are also provided to give students the opportunity to explore the library and learn to enjoy its contents.

## Sources

The SCS curriculum borrows from a variety of sources, including the American School Library website, curricula from a variety of other schools, and the SCS policy manual.

## Textbooks

The SCS library curriculum does not utilize a textbook.