

Mission Statement: It is the mission of the Elba Central School District to actualize the phrase “Elba Equals Educational Excellence for Everyone.” We are committed to providing both quality and equity. Every student will have the opportunity to develop to the best of his/her ability.

Elba Standards: In addition to the knowledge and basic skills they need in order to participate in society, graduates of Elba Central School will develop:

1. Empowering skills: decision making, goal setting, creative thinking and problem solving abilities;
2. Communication and social interaction skills;
3. Technological literacy;
4. Total wellness (social, physical, emotional health and self-esteem);
5. The values necessary to participate in society.

As a result of achieving these outcomes, our students will embrace lifelong learning.

National Standards:

Information Literacy

Standard 1: The student who is information literate accesses information efficiently and effectively.

Standard 2: The student who is information literate evaluates information critically and competently.

Standard 3: The student who is information literate uses information accurately and creatively.

Independent Learning

Standard 4: The student who is an independent learner is information literate and pursues information related to personal interests.

Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

Standard 6: The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

Social Responsibility

Standard 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.

Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information

Performance Indicators:

Students will:

I.

- a. Recognizes the need for information.
- b. Recognizes that accurate and comprehensive information is the basis for intelligent decision making.
- c. Formulates questions based on information needs.
- d. Identifies a variety of potential sources of information.
- e. Develops and uses successful strategies for locating information.

II.

- a. Determines accuracy, relevance, and comprehensiveness.
- b. Distinguishes among fact, point of view, and opinion.
- c. Identifies inaccurate and misleading information.
- d. Selects information appropriate to the problem or question at hand.

III.

- a. Organizes information for practical application.
- b. Integrates new information into one's own knowledge.
- c. Applies information in critical thinking and problem solving.
- d. Produces and communicates information and ideas in appropriate formats.

IV.

- a. Seeks information related to various dimensions of personal well-being, such as career interests, community involvement, health matters, and recreational pursuits.

V.

- a. Is a competent and self-motivated reader.
- b. Derives meaning from information presented creatively in a variety of formats.

VI.

- a. Assess the quality of the process and products of personal information seeking.
- b. Devise strategies for revising, improving and updating self-generated knowledge.

VII.

- a. Respects the principle of equitable access to information.

VIII.

- a. Respects the principles of intellectual freedom.
- b. Respects intellectual property rights.
- c. Uses information technology responsibly.

IX.

- a. Shares knowledge and information with others.
- b. Respects others' ideas and backgrounds and acknowledges their contributions.
- c. Collaborates with others, both in person and through technologies, to identify information problems and to seek solutions.
- d. Collaborates with other, both in personal and through technologies, to design, develop, and evaluate information products and solutions.

Assessment:	Acceptable Performance Level
Conversations, questions, observations	Students will respond and participate in activities to support performance indicators.
Circulation statistics	All students will have opportunities for book exchange. Circulation statistics will increase each year.
Classroom/Project Grade	Information literacy skills will be a portion of classroom/project grade.

Scope: Middle/High school students demonstrate exemplary practices in information literacy.

Sequence:

Middle School:

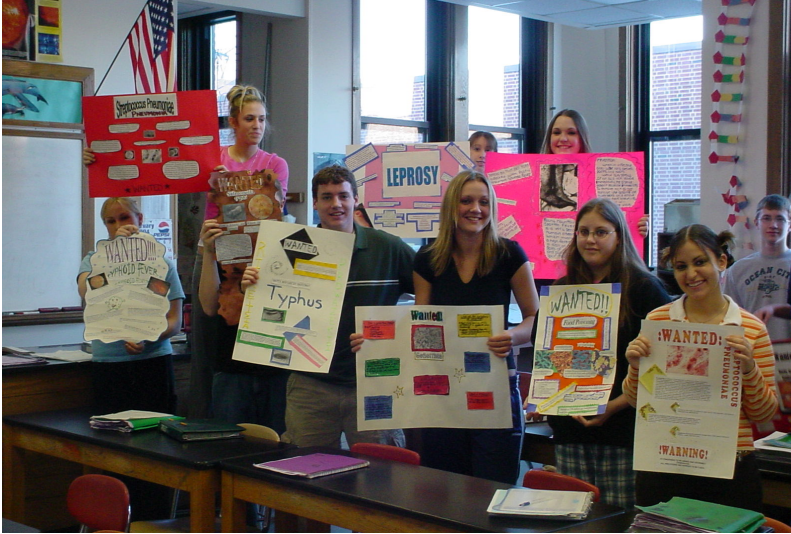
- I. *“Roaring Twenties” Project:* (Williams) Students research topics on the 1920’s and then create a news program using their research.
- II. *“Great Civilizations in the Americas Group Project”* (Williams)- Students are divided into three groups to thoroughly investigate one of the three major civilizations of Early America. Each group is responsible for creating a map, a timeline, identify important aspects of culture, a visual display and an oral presentation. (Incas, Mayas, Aztecs)
- III. *“Presidential Time Capsules”* (Williams)-Students create a time capsule based on research, for one of the past eight presidents.

High School:

- I. *“Bacteria Wanted” Posters:* (Ryan) Students research a specific bacteria and create a wanted poster based on their findings. (see appendix)
- II. *“Civil Rights Movement”-* (Bryant) Students research a historical event during the Civil Rights Movement and write a research paper.
- III. *“Chemist Biography Research”* (Ryan) Students research a chemist and create a visual display.
- IV. *“Cloning Research”* (Ryan) Students research the pros and cons of cloning and express their own opinions based on their research.
- V. *“Drug Research”* (Chiocco) Students research an assigned, non-prescription drug and write a report.
- VI. *“Sexually Transmitted Diseases Report”* (Chiocco) Students research an assigned disease and write a report.
- VII. *“The Geometry of Architecture Project”* (Vacanti) Students make a poster of a famous building and identify various geometric shapes and properties. Also, write a brief description of the building and present poster and information to the class.
- VIII. *“Research Topic of Choice”* (Bryant) Student choose a research topic and use various types of resources to gather information. Purpose is to teach citation techniques and evaluating web sites.
- IX. *“Book Report of Choice”* (Bryant) Students choose a novel and write a book report.



Methodology: Classroom collaboration, Best Practices, 6-Traits writing, RAC, Information Power, booktalking

“Bacteria Wanted” Posters: (2004)



WANTED

Salmonella typhi

How it Attacks and Spreads

Salmonella typhi (more commonly known as the bacteria responsible for typhoid fever) can be very dangerous if not taken care of properly. This type of bacteria can only live in the bloodstream or intestinal tract of humans, but is also found in sewage. Even though most people either die or use antibiotics to stop the growth of these bacteria, a very small percentage of the people who get typhoid fever have certain antibodies that are able to restrict the growth of salmonella typhi and therefore are able to live. These people plus the people that are cured through antibiotics are called carriers because even though they will have no more symptoms of typhoid fever, they will still have the bacteria inside of them. Since salmonella typhi is passed through bodily fluids, you can contract it by eating some food or a drink handled by a carrier. You can also contract these bacteria by having food or water that has been contaminated with sewage containing salmonella typhi.

Where can it be Found

Salmonella typhi is a bacterium that can only live in the human bloodstream or intestinal tract. Therefore, its most common victims are humans in countries where the water is contaminated with sewage, which can sometimes contain salmonella typhi.

Description

Salmonella typhi (more commonly known as the bacteria responsible for typhoid fever) can be very dangerous if not taken care of properly. This type of bacteria can only live in the bloodstream or intestinal tract of humans, but is also found in sewage. Even though most people either die or use antibiotics to stop the growth of these bacteria, a very small percentage of the people who get typhoid fever have certain antibodies that are able to restrict the growth of salmonella typhi and therefore are able to live. These people plus the people that are cured through antibiotics are called carriers because even though they will have no more symptoms of typhoid fever, they will still have the bacteria inside of them. Since salmonella typhi is passed through bodily fluids, you can contract it by eating some food or a drink handled by a carrier. You can also contract these bacteria by having food or water that has been contaminated with sewage containing salmonella typhi.

Armed and Dangerous

Typhoid fever affects about 400 people in the United States each year. Of these 400 people, 70% of them got the Salmonella typhi while traveling internationally. In developing countries, the rate is much higher.

Amount of Victims

Typhoid fever affects about 400 people in the United States each year. Of these 400 people, 70% of them got the Salmonella typhi while traveling internationally. In developing countries, the rate is much higher.

ANTHRAX

Symptoms of disease vary depending on how the disease was contracted, but symptoms usually occur within 7 days.

Cutaneous: Most (about 95%) anthrax infections occur when the bacterium enters a cut or abrasion on the skin, such as when handling contaminated wool, hides, leather or hair products (especially goat hair) of infected animals. Skin infection begins as a raised itchy bump that resembles an insect bite but within 1-2 days develops into a vesicle and then a painless ulcer, usually 1-3 cm in diameter, with a characteristic black necrotic (dying) area in the center. Lymph glands in the adjacent area may swell. About 20% of untreated cases of cutaneous anthrax will result in death. Deaths are rare with appropriate antimicrobial therapy.

Inhalation: Initial symptoms may resemble a common cold. After several days, the symptoms may progress to severe breathing problems and shock. Inhalation anthrax is usually fatal.

Intestinal: The intestinal disease form of anthrax may follow the consumption of contaminated meat and is characterized by an acute inflammation of the intestinal tract. Initial signs of nausea, loss of appetite, vomiting, fever are followed by abdominal pain, vomiting of blood, and severe diarrhea. Intestinal anthrax results in death in 25% to 60% of cases.

Where is anthrax usually found?

Anthrax can be found globally. It is more common in countries without veterinary public health programs (South and Central America, Southeast and Eastern Caribbean, and the Middle East) report more anthrax.

Anthrax is an acute infectious disease caused by the spore-forming bacterium *Bacillus anthracis*. Anthrax most commonly occurs in wild and domestic-livestock vertebrates (cattle, sheep, goats, camels, antelopes, and other herbivores), but it can also occur in humans when they are exposed to infected animals or tissues.

How is anthrax transmitted?

Anthrax infection can occur in three forms: cutaneous (skin), inhalation, and gastrointestinal. *B. anthracis* spores can live in the soil for many years. Humans can become infected with anthrax by handling products from infected animals or by inhaling anthrax spores from contaminated air. Anthrax can also be spread by eating undercooked meat from infected animals in the United States.

Differential Characteristics of *B. anthracis*, *B. cereus* and *B. thuringiensis*

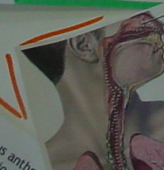
Characteristic	<i>B. anthracis</i>	<i>B. cereus</i> and <i>B. thuringiensis</i>
growth requirement for thiamin	+	-
hemolysis on sheep blood agar	-	+
glutamyl-polypeptide capsule	+	-
lysis by gamma phage	+	-
motility	-	+
growth on chloralhydrate agar	-	+
string-of-pearls test	+	-

Where is anthrax usually found?


Anthrax can be found globally. It is more common in countries without veterinary public health programs (South and Central America, Southeast and Eastern Caribbean, and the Middle East) report more anthrax.

Terrorists

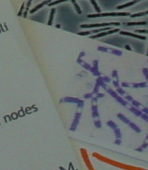
Cutaneous anthrax skin infection



Anthrax spores



Alveoli



Lymph nodes

