

# South Brunswick School District



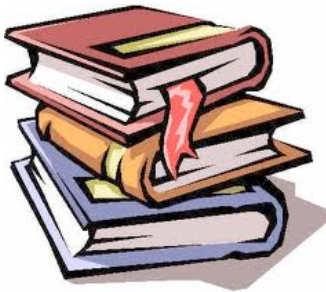
## LIBRARY-MEDIA PROGRAM PARENT GUIDE

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### District Mission

The South Brunswick School District will prepare students to be lifelong learners, critical thinkers, effective communicators and wise decision makers. This will be accomplished through the use of the New Jersey Core Curriculum Content Standards (NJCCCS) and/or the Common Core State Standards (CCSS) at all grade levels. The schools will maintain an environment that promotes intellectual challenge, creativity, social and emotional growth and the healthy physical development of each student.

~Adopted 8.22.11



Aligned with ASAL, NJCCCS and CCSS

Board Approval of Library-Media Program  
August 2016

This curriculum is approved for all regular education programs as specified and for adoption or adaptation by all programs including those for Special Education, English Language Learners, At-Risk Students and Gifted and Talented Students in accordance with Board of Education Policy.

## **Note to Parents**

The curriculum guide you are about to enter is just that, a guide. Teachers use this document to steer their instruction and to ensure continuity between classes and across levels. It provides guidance to the teachers on what students need to know and able to do with regard to the learning of a particular content area.

The curriculum is intentionally written with some “spaces” in it so that teachers can add their own ideas and activities so that the world language classroom is personalized to the students.

### **How to Read the Curriculum Document**

Curriculum	Area of content (e.g. Science)
Topic	Course or Unit of Study (e.g. Biology)
Grade Level	Grade Level Cluster (e.g. High School) or specific grade level (e.g. Kindergarten)
Summary	A brief overview of the course or unit of study.
Rationale	A statement as to why we are teaching this course or unit.
Interdisciplinary	Which other areas of content to which there is major linkage. For example, a health education unit might link to science, language arts, social studies, art, physical education, etc.
Cross Curriculum	Which other areas of content to which there is major linkage. For example, a health education unit might link to science, language arts, social studies, art, physical education, etc.
21 <sup>st</sup> Century	How this course or unit is preparing students to be college and career ready. Referred to as S.A.L.T., each course or unit indicates which of the following it is building: <ul style="list-style-type: none"> <li>• Skills such as critical or creative thinking, collaboration, communication, or core values</li> <li>• Awareness such as global, cross-cultural or career.</li> <li>• Literacy such as information, media, technology, etc.</li> </ul> Traits necessary for success in life and careers such as productivity.
Connections	•
Terminology	Key vocabulary and terms
Standards	Here you will find the standards that this course or unit of study is addressing. Our curriculum is standards-based. The standards are the foundation of the unit. You can get more information on state standards by going to the NJ Department of Education at <a href="http://www.state.nj.us/education/cccs">www.state.nj.us/education/cccs</a>
Enduring Understandings	The big ideas, concepts or life lessons that students walk away with at the end of a unit of study.
Essential Questions	Open ended questions that are considered throughout the unit of study. These are big, “worthy of wonder” questions often with multiple responses.
Objectives	The discrete skills and knowledge that students will gain during the unit of study.
Assessments	Assessments (tests, quizzes, projects, activities) that tell us if the students grasped the enduring understandings of the unit.
Lesson Plans & Pacing	Scope and sequence of lessons: how many, how long & approximately in what order.
Resources	Major resources associated with the course or unit.

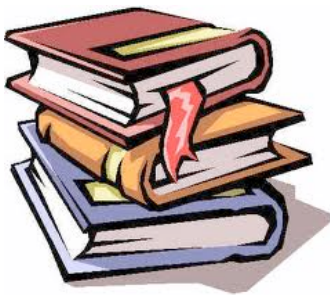
### **Library Media Acknowledgments**

We are appreciative of the leadership provided by the Library Media Specialists (LMS) who served over the years on curriculum writing teams. In many cases, our units are “home-grown.” While aligning with state standards, they are designed with the needs of the South Brunswick student population in mind.

### **Articulation**

The Library Media Specialists meet with regularity over the course of the year--sometimes by level and sometimes as a full group—to discuss a variety of topics that range from collection development to research tasks and special events. In addition, they annually come together for the planning and implementation of a joint South Brunswick School District Library and South Brunswick Public Library collaboration—South Brunswick Reads.

The LMS articulate with the South Brunswick Public Library annually. During this meeting, there is a give and take of information and shared services.



***To read a book for the first time is to make an acquaintance with a new friend;  
to read it for a second time is to meet an old one.***

*~Anonymous*

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*A good library is a place, a palace where the lofty spirits of all nations and generations meet.*  
~Samuel Niger

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## **LIBRARY-MEDIA PROGRAM: NOTE**

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*A library: the medicine chest of the soul. ~ Inscription over the door of the Library at Thebes.*

The Library-Media curriculum document will reference the following organizations or standards along with the related acronyms.

AASL	American Association for School Librarians
NJCCCS	New Jersey Core Curriculum Content Standards for Social Studies, Science World Language, Fine and Performing Arts, Health and Physical Education, 21 <sup>st</sup> Century Life and Career Skills, and Technology Education.
CCSS	Common Core State Standards
ISTE	International Society for Technology in Education
NETS	National Educational Technology Standards for learning, teaching, and leading in the digital age. They are widely recognized and adopted worldwide.

## **LIBRARY-MEDIA PROGRAM**

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*Some books are to be tasted, others to be swallowed, and some few to be chewed and digested.  
~ Francis Bacon*

### **I. Context**

For many years, South Brunswick's vision for—and support of—its school libraries has been strong and steadfast. We have established libraries that serve as repositories for a full range of literature, reference sources and information technologies that support our curriculum and initiatives. We have provided an environment for life-long learning as students and teachers have been encouraged to pursue personal and academic interests that will help prepare them for the future.

In the last decade, we have been inundated with descriptions of the ongoing information explosion. There was a time when educators believed there was a finite body of knowledge to be taught to their students. With the implementation of the ISTE NETS for Technology in Education, 21st Century Career and Learning, Common Core and AASL Standards and their emphasis on inquiry and research, the line between classroom and library has been blurred.

It is in the spirit of this change that the following vision of the libraries of the future is offered.

# LIBRARY-MEDIA PROGRAM

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*Libraries are not made; they grow. ~Augustine Birrell*

## II.

### **Vision**

With increasing emphasis on the skills needed for life and learning in the 21<sup>st</sup> Century, librarians have had to move beyond a supporting role to a central role in the education process. The most critical goal of the libraries is to help South Brunswick students become “information fluent.” As librarians guide students to acquire the skills to access, analyze and synthesize ideas and information to create products with competence, confidence, and in an ethical manner. To accomplish this, there must be a mandate for collaboration—full and equal partnership— between teachers and librarians. They must plan together, work together, and share together so that the common goal and complementary perspectives and expertise will expand opportunities for all students.

## III.

### **Chronology**

There is ample evidence that over time the South Brunswick library program has been under review and renewal—at times district-led and at times a grass-roots movement led by the librarians. A number of worthy initiatives emerged from this ongoing review, most of which have withstood the test of time and continue to be embedded in the program today. These successful initiatives include a “living” vision, library automation, collaboratively designed and delivered projects between librarians and teachers, staff awareness of the need for information literacy, increased use of technology, state-of-the-art library learning commons, varied, rich and updated collections, increased articulation between librarians cross-school and cross level, and research-based assessments at key grade levels.

## IV.

### **The Librarian-Teacher Partnership**

The teaching of research skills is designed to be the joint responsibility of the teacher and the librarian. This requires a high degree of collaboration on the part of both members of the research partnership. As such, the following is a definition of collaboration, taken from the ERIC Research *Teachers and Librarians: Collaborative Relationships*. This definition has been the guiding premise behind the South Brunswick K-12 grade research tasks for well over a decade. *A learning unit that is jointly planned, executed, and evaluated by both library media teacher and classroom teacher. Collaboration is based on shared goals, a shared vision and a climate of trust and respect.*

**Roles:** The roles of the teacher and the librarian-media specialist are outlined below. The role descriptions emphasize the knowledge, skills and disposition that each must bring to the relationship in order for it to be effective.

- The teacher brings to the partnership knowledge of the curriculum (content) objectives, and the broad interests, strengths, weaknesses and attitudes of the students.

## LIBRARY-MEDIA PROGRAM

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*A democratic society depends upon an informed and educated citizenry. — Thomas Jefferson*

The library media specialist brings a thorough understanding of information skills, methods to integrate them and knowledge of resources (use and availability) and a broad view of the curriculum and the way in which standards intersect.

**Expectations:** Four basic expectations form the foundation of the successful teacher-librarian partnership.

- Preplanning.
  - Long-range planning
  - Specific-unit planning
- Integrating versus adding-on.
  - Both watch for “areas of promise” such as meaningful, embedded projects that come up naturally within the curriculum.
- Team teaching of research skills.
  - Roles will change and leadership in the project will vary depending on the circumstances.
  - An example of collaboration in teaching: In a lesson on note-taking, the Library Media Specialist explains plagiarism and why one needs to write information in one’s own words. The LMS directs students on how to select keywords and phrases from a paragraph. The classroom teacher records student responses and encourages students to make connections to previous learning as the exercise is taking place.
- Evaluating the learning unit.
  - Classroom teachers and library media specialist will come together as a team to reflect on student achievement and overall growth as a tool to drive further instruction.

### V.

#### **Standards for the 21<sup>st</sup> Century Learner in Action**

In 2008, the AASL Learning Standards Indicators and Assessment Task Force developed a standards-based document to expand and support the new learning standards” with “indicators, benchmarks, model examples, and assessments.”

The resulting publication, *Standards for the 21<sup>st</sup> Century Learner in Action*, provides support for school library media specialists and other educators in teaching the essential learning skills defined in *Standards for the 21<sup>st</sup> Century Learner*. Below are the Standards and Strands along with Action Examples for putting the Standards into practice.



## **STANDARDS**

The four main sections of *Standards for the 21<sup>st</sup> Century Learner*:

1. Inquire, think critically, and gain knowledge
2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge
3. Share knowledge and participate ethically and productively as members of our democratic society
4. Pursue personal and aesthetic growth

## **STRANDS**

The four parts of each standard:

1. Skills
2. Dispositions in Action
3. Responsibilities
4. Self-Assessment Strategies

## **ACTION EXAMPLES**

### **Skills in Action:**

#### **Defining skills in 21<sup>st</sup> Century learning**

The context of the 21<sup>st</sup> Century has placed high demands on learners to develop the essential skills of learning in order to evaluate and make sense of the rapidly proliferating, but often biased and inaccurate volume of information being published. The “text” of information is presented in many different formats, and learners must develop the skills of multiple literacies (print, digital, media, visual) to determine the intended meaning. In addition, learners must use critical and creative thinking skills to transform the information that they gather into organized knowledge that they can use to make decisions, draw conclusions, and create new knowledge. Learners must develop social learning skills as well, so that they can learn from the diverse perspectives of others and participate productively in their community of learners.

Although schools may define a body of knowledge for students to acquire during their educational experience, no learner will be prepared for successful participation in school or society without also developing the skills of learning and the ability to adapt those skills to any context and for any reason, both academic and personal.

#### **Skills and the learning process**

Implicit within *Standards for the 21<sup>st</sup> Century Learner* is an inquiry-based process that leads to independent, engaged learning. Learners begin by recognizing what they already know and acquiring enough background information to generate questions for investigation. Using their questions to frame their investigations, learners apply the skills needed to determine accurate answers, new ideas and interpretations, and appropriate decisions and conclusions. To complete the inquiry cycle, students express their new understandings, apply them to new situations, and reflect on their own learning process.

The skills required for inquiry run the gamut between low-level, fact-location skills and high-level synthesis and evaluation skills. Students of all ages should be expected to think while they are learning; thinking is not a luxury reserved for the most-skilled or older students. In all cases, however, students should apply the thinking and inquiry skills in the context of some content that

they are learning. The skills will enhance the learning of content; the content will make the learning of skills more meaningful and important.

### **Teaching for skills**

The skills for 21<sup>st</sup> Century learning are best taught through a constructivist approach, where the teacher expects the learners to construct their own understanding of the skills and their application to any situation. One mode of instruction that has been used successfully (because it combines direct instruction with independent practice) is a four-step lesson design: direct instruction of the specific skill to be learned (in context of a topic being studied); modeling and guided practice so that learners applying the skills to their own topics; and reflection and sharing when the learners look at their own application of the skill and determine how well it worked.

The acquisition of learning skills is complex and developmental. Students cannot be expected to learn every skill necessary to complete every phase of the learning process on each unity of instruction. Librarians and teachers guide students to successful learning experiences by teaching identified skills and scaffolding other necessary skills. For example, if a librarian has decided to teach students to evaluate Web sites during one particular unit, then the librarian may choose to provide the sites to be evaluated rather than teaching students to develop search strategies and skills. The development of search strategies would be taught during another unit.

Because of the inherent developmental aspects to the skills of 21<sup>st</sup> Century learning, librarians may want to design a curriculum plan for teaching the skills over time. This plan must be integrated with content-area curricula to match appropriate skills with classroom content to ensure that the skills are always taught in context. Sample integrated lessons for each of the skills are included in the latter part of this publication.

### **Dispositions in Action**

#### **Defining Dispositions in 21<sup>st</sup> Century Learning**

One of the core functions of 21<sup>st</sup> Century education is learning to learn in preparation for a lifetime of change (Claxton, 2007). Acquiring knowledge alone does not guarantee that this learning will be used and applied. Learning in the 21<sup>st</sup> century also requires a capacity to learn that reflects a range of Dispositions: to be curious, resilient, flexible, imaginative, critical, reflective, and self-evaluative (Costa and Kallick, 2000; Perkins 1992).

A disposition is a tendency to exhibit frequently, consciously, and voluntarily a pattern of behavior that is directed to a broad goal (Katz, 2000). Dispositions are not defined simply by the acquisition of skills. One can be proficient in a particular skill without intentionally and mindfully using it. In other words, having is not the same as doing: for example, students may know how to evaluate Web sites, but if they do not believe that evaluation is critical, they revert to mindlessly selecting the first Web site in their Google searches. Importantly, Dispositions are not inborn. They can be supported and strengthened with curriculum and teaching strategies. Instructors foster desirable Dispositions by challenging students to consider not only what they are learning but also how they are learning and why they value the learning.

#### **Dispositions and the learning process**

Dispositions can be displayed at any point in the learning process. They are neither standard-specific, nor grade-level-specific. For example, persistence can be demonstrated at all grade

levels by pursuing information to gain a broad perspective (Standard 1), posting a conclusion and testing it against the evidence (Standard 2), contributing responsibly in learning situations (Standard 3), and seeking information that answers personal questions and interests (Standard 4).

### **Teaching for Dispositions**

Dispositions are developed over time by the way that we structure learning experiences. For example, if we give students quick assignments where they are expected to grasp whatever information they can find quickly, then they will not have opportunities to demonstrate persistence. If we do not value multiple perspectives in the way we structure and grade assignments, then students will not persist in finding a broad perspective. Here are sample scenarios of how Dispositions might be developed over time. In each scenario, we focus on a particular indicator and describe activities and tasks that build toward greater confidence in self-achieved tasks and increasing sophistication in terms of cognitive learning skills.

### **Responsibilities in Action**

#### **Defining responsibilities in 21<sup>st</sup> Century Learning**

Learning in the 21<sup>st</sup> century requires active participation by the learners. A learned person is not one who has simply memorized theorems or passively accepted conclusions drawn by others. A learned person must take **responsibility** for actively pursuing information and ideas both in print and digitally, understanding those ideas and how they apply, drawing conclusions and developing new applications, and sharing their new understandings with others. Responsibilities then can be defined as the common behaviors that must be exhibited during researching, investigating, and problem solving to develop new understanding successfully, ethically, and thoughtfully. Responsibilities are key to successful learning in the 21<sup>st</sup> Century.

The 21<sup>st</sup> Century context has led to an interesting blend between independent and social learning and, therefore between individual and social responsibilities. The digital environment makes greater amounts of information available at the learner's fingertips and at the time of need. As a result, learners experience pressure to be independent in their information searching because they often are using information tools when personal support from their teacher or librarian is not available. At the same time, the tools of learning and the increasingly globalized context of society provide opportunities and obligations to collaborate, seek divergent perspectives, work effectively in groups and share learning products and processes.

Learners, therefore, have responsibilities during the learning process to themselves and to others. For themselves, learners must follow ethical and legal guidelines, respect the principles of intellectual freedom, pursue multiple perspectives and a balance of viewpoints before making decisions or drawing conclusions, practice safe behaviors in the use of social tools, seek opportunities for pursuing personal and aesthetic growth, and connect their learning to real-world issues and ideas. For others, learners have a responsibility to contribute to the exchange of ideas in a learning community, both electronically and in person, respect the ideas and experiences of others, and use information and knowledge in service of democratic values.

#### **Responsibilities and the learning process**

Responsibilities, like dispositions, can be displayed at any point in the learning process and are neither standard-specific, nor grade-level-specific. The same responsibilities may be necessary whether the learner is investigating, drawing conclusions, sharing knowledge, or reading for enjoyment. For example, learners have a responsibility to their community of learners to

contribute to the exchange of ideas. They might share book reviews on a Wiki or participate in a book discussion group (Standard 4) or they might bring their individually researched evidence and conclusions to a group discussion to help a group reach a valid and ethical decision (Standard 2).

### **Teaching for responsibilities**

Responsibilities are developed when learning experiences are structured for active engagement and sharing. This requires a shift from pure didactic instruction (with the librarian in control) to a more constructivist approach that combines direct instruction with opportunities for guided and independent practice (with empowered learners in control of their own learning). Responsibilities must be developed over time, with strong support initially and gradual reduction of guidance until students have assumed the responsibilities for themselves. The sample scenarios that follow describe the actions of librarians and students at elementary, middle and high school in fostering the development of responsibilities. The same responsibility is used for all three scenarios in order to provide a clear picture of the shift from teacher-in-control to student-in-control that is necessary for students to develop ownership over the responsibilities necessary for learning at any age.

Permission to reprint from the AASL Learning Standards Indicators and Assessment Task Force (October 2007)

## LIBRARY-MEDIA PROGRAM

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*Good as it is to inherit a library, it is better to collect one.*  
~ "Book Buying," Augustine Birrell

### VIII. Material/Resource Selection

The School Library Bill of Rights sets forth the philosophy of materials selection as it relates to the educational program of the school. The American Association of School Librarians (a division of the American Library Association) and the South Brunswick Township Board of Education have endorsed the Bill.

As members of the American Association of School Librarians, the media specialists of this district reaffirm belief in the Library Bill of Rights of the American Library Association and endorse the association's definitions of the responsibility of the school library:

- To provide a comprehensive collection of instructional materials selected in compliance with basic written selection principles, and to provide maximum accessibility to these materials.
- To provide materials that will support the curriculum, taking into consideration the individual's needs, and the varied interests, abilities, backgrounds, and maturity levels of the students served.
- To provide materials which reflect the ideas and beliefs of religious, social, political, historical and ethnic groups and their contributions to the American and world heritage and culture.

The selection of materials for the Library-Media Center is a topic of great interest and importance to many: the teachers, the LMS, the students, the parents, the administration, the Board of Education, and members of the community at large. As such, South Brunswick has set forth guidelines to aid and guide LMS in their collection-building as well as their periodic weeding. These regulations can be found in the Appendix of this document.

## LIBRARY-MEDIA PROGRAM

*A great library contains the diary of the human race. ~ George Mercer Dawson*

### IX.

#### Benchmarks

The following are the “benchmarks” of progress for each grade level cluster in South Brunswick. These statements indicate what students need to know and be able to do with consistency and ease.

#### AASL = 2008 21<sup>st</sup> Century Standards

##### EARLY CHILDHOOD:

###### By the end of **second grade**, students will be able to:

- Know the different areas of the library (AASL1 and 4)
- With assistance, be able to locate books they need and want (AASL 1 and 4)
- Begin to understand basic library organization (AASL 1,4)
- Care for and handle materials properly (AASL 3)
- Listen, appreciate, and respond to a story (AASL 1, 2 and 4)
- Begin to know the parts of a book (AASL 1,2 and 4)
- Understand the difference between fiction and non-fiction (AASL 1)
- Begin to appreciate literature and illustrations (AASL 4)
- Begin to understand the various forms of literature (AASL 1 and 4)
- Begin to recognize authors and their works (AASL 1 and 4)
- Select materials for leisure reading (AASL 4)
- Begin to use the automated catalog and other electronic resources (AASL1)
- Begin to use non-fiction sources to gather research information (AASL 1 and 4)

##### BENCHMARK ASSESSMENTS:

Performance task to assess location skills.

Assessment Rubric:

- + = Student located 2 or more books independently (advanced proficient)
- √ = Student located 2 or more books with assistance (proficient)
- = Student located fewer than 2 books and required assistance (developing)

##### ELEMENTARY:

###### By the end of **fifth grade**, students will be able to:

- Locate books and non-print materials they need and want (AASL 1 and 4)
- Begin to understand Dewey Decimal System classification and use it to locate materials (AASL 1)
- Care for and handle materials properly (AASL 3)
- Listen to and appreciate literature (AASL 1 and 4)
- Return books and materials to the proper place in the library (AASL 3)
- Know the different areas in the library (AASL 1 and 4)
- Understand library procedures and expectations (AASL 3)
- Know the parts of the book including title page and its verso, contents, glossary index, etc. (AASL 1)
- Appreciate literature and illustrations (AASL 4)
- Read, identify and appreciate a variety of genres (AASL 1 and 4)

Understand the various forms of literature (AASL 4)  
Recognize authors and their works (AASL 4)  
Select materials for leisure reading (AASL 4)  
Effectively use an automated catalog and other electronic sources (AASL 1)  
Use reference materials and gather data from a variety of sources, both print and electronic (AASL 1 and 4)  
Locate information using electronic resources (AASL 1)  
Choose and begin to evaluate appropriate print and non-print sources (AASL 1)  
Read a variety of sources and synthesize the information (AASL 2)  
Take notes, organize the information and identify sources (AASL 2 and 3)  
Research a topic and prepare a written, oral and/or visual presentation (AASL 1-4)  
Follow a modeled process for inquiry or research and create a written, oral, or visual presentation. (AASL 1-4)  
Understand and adhere to Acceptable Use Policy (AASL 3)

**BENCHMARK ASSESSMENTS:**

Third Grade Elementary School SAILS (Student Assessment of Information Literacy Skills) and Performance Assessment (Location Skills); Third-Fifth Grade Research Tasks

**MIDDLE SCHOOL:**

**By the end of eighth grade, students will be able to:**

Develop a researchable question (AASL 1; W.8.7)  
Follow a plan for research (AASL 1,2; W.8.5)  
Use keyword searching in print and electronic sources (AASL 1; W.8.8)  
Understand that a catalog is an index to the library collection through use of cross references, keywords and subject headings (AASL 1,2; W.8.7 )  
Understand the purpose of the Dewey Classification System and use it to locate materials (AASL 1,2; W.8.7)  
Distinguish different characteristics of reference materials and select those most appropriate for their purpose (AASL 1; RI.8.7, W.8.8)  
Use indices to access information sources (AASL 1; W.8.7)  
In selecting print and electronic resources, develop an ability to discriminate for useful information, validity, bias, and timeliness. (AASL 1, 2; RI.8.7, W.8.8, W.8.9, SL.8.3)  
Integrate information gathered from various sources to use in their research tasks. (AASL 1,4; RI.8.7, W.8.8)  
Research a topic, gather and synthesize information to create a product. (AASL 2; W.8.1, W.8.2, W.8.7, W.8.8)  
Collaborate to contribute to the exchange of ideas within the learning community (AASL 1, 2, 3; W.8.6, SL.8.1)  
Present information in written, electronic, and/or oral format (AASL3; W.8.2)  
Cite sources in MLA format (AASL 3; W.8.8)  
Practice ethical behavior in regard to information and technology (AASL 3; W.8.8)  
Select reading materials that reflect their interests and match their reading levels in different genres including fiction, informational and narrative text. (AASL 4; RI.8.10)

**BENCHMARK ASSESSMENTS:**

Annual Student or Program Growth Pre-Post Assessment (based on student need)  
Research Tasks Rubrics

**HIGH SCHOOL:**

By the end of **twelfth grade**, students will be able to:

- Develop and research a thesis statement (AASL 1)
- Present information in written, electronic, and/or oral format (AASL 3)
- Select the appropriate database for a specific information need to more efficiently answer a research question. (AASL 1, 2)
- Use accepted strategies (Boolean, alternate terms, alternate spelling) to focus a keyword search to retrieve the best result. (AASL 1, 2)
- Cite sources in MLA format (AASL 3)
- Locate and evaluate sources for useful information, accuracy, timeliness, bias, relevance and/or completeness (AASL 3, 4)
- Distinguish different characteristics of reference materials and determine the most appropriate for the information need. (AASL 1, 2)
- Apply knowledge of the library automation catalog (OPAC) to locate library materials. (AASL 1, 2)
- Understand the purpose of the Dewey Classification System and use it to locate materials (AASL 1, 2)
- Carry research through to conclusion (AASL 2, 3)
- Organize information from a range of sources and use it in various mediums (AASL 1, 3)
- Demonstrate responsibility for proper care of equipment and facilities (AASL 3)
- Practice ethical behavior, as described in the Acceptable Use Policy (AUP), in regard to information and technology (AASL 3)

**BENCHMARK ASSESSMENTS:**

High School SAILS (Student Assessment of Information Literacy Skills)- Ten question multiple-choice test taken online as part of 12<sup>th</sup> Grade Research: Selecting, Locating, and Using Information

Research Tasks Rubrics:

Written Report Rubric- 12<sup>th</sup> Grade Research Task

Presentation Rubric- 12<sup>th</sup> Grade Research Task



## **LIBRARY-MEDIA PROGRAM: ELEMENTARY**

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### **Overview of Elementary Program:**

Library media instruction is an essential component of the education of 21<sup>st</sup> century learners in the South Brunswick Public School District. Library Media services are necessary to all curricular areas to facilitate learning. Rapid changes in technology require our library media program to provide and constantly update a variety of high-quality resources and instruction. This enables students to access, evaluate, interpret and apply information from print and non-print sources.

### **Rationale for Elementary Program:**

Information literacy is a vital part of living and learning in today's society. Students use the Library Media Center in their school as a resource and learning lab to support classroom instruction and personal goals, and as a supportive and nurturing environment for choosing and using books. To support these goals, South Brunswick elementary library media specialists and classrooms teacher plan collaboratively for cross-curricular instruction.

### **Overall Standards for Elementary Program:**

- **AASL** American Association for School Librarians
- **NJCCCS** New Jersey Core Curriculum Content Standards for Social Studies, Science World Language, Fine and Performing Arts, Health and Physical Education, 21<sup>st</sup> Century Life and Career Skills, and Technology Education.
- **CCSS** Common Core State Standards
- **ISTE** International Society for Technology in Education
- **NETS** National Educational Technology Standards for learning, teaching, and leading in the digital age. They are widely recognized and adopted worldwide.

### **Program Enduring Understandings\***

- Equitable access is a key component for education.
- Inquiry provides a framework for learning.
- Ethical behavior in the use of information must be taught.
- Reading goes beyond decoding and comprehension to interpretation and development of new understandings.
- Technology skills are crucial for learning both now and in the future.

\*Adapted from AASL Standards for the 21st Century Learners

### **Program Essential Questions\***

- How do I locate, access, and choose information resources in the library?
- How do I interpret information to develop new understandings?
- How can I avoid plagiarism and use information and resources ethically?
- How can I incorporate new information into unique products?
- How can I use technology to access and use information and resources?
- How can I pursue personal and aesthetic growth through reading?

\*Adapted from AASL Standards for the 21st Century Learners

**Knowledge and Skills**

Students will know and be able to achieve benchmarks as established for Grade 2 and Grade 5 and to demonstrate their knowledge and skills in the benchmark assessments and research tasks.

**Program Terminology:**

- Alphabetical order (ABC order)
- Author
- Biography
- Bookmark
- Browse
- Call number
- (Computer) Window
- Copyright
- Dewey Decimal System
- Fiction
- Illustrator
- Keyboard
- Laptop (COW)
- Monitor
- Mouse
- Nonfiction
- Numerical order (Number order)
- Print vs. non-print
- Publisher
- Reference
- Shelf marker
- Spine label
- Title page

**Formative Assessments**

- Observation
- Retelling
- Checklist
- Quiz
- Rubric
- Self-assessment
- End product creation
- Bibliography in MLA format
- Independent location of materials
- Use of OPAC

**Summative Assessments**

- Performance Assessment (Location Skills)
- SAILS
- 3<sup>rd</sup>-5<sup>th</sup> Grade Research Tasks

### **General Elementary Resources**

Library resources include award-winning books, nonfiction books that support the curriculum and address student interests, reputable print and online resources including references (encyclopedias, atlases and dictionaries, etc.), recommended websites and databases, such as *SIRS*, *CultureGrams*, *TrueFlix*, etc. Teacher resources include professional print and online materials and journals.

### **21<sup>st</sup> Century Connections:**

- Character Education- The LMC collection and program provides a wealth of resources for students to make connections with core Character Education Values. Library orientation introduces cooperation, responsibility and self control in the use LMC and this is reinforced throughout the year. Read-alouds tie in to Character Education core values. For Recreational Reading, books that exemplify and explore core Character Education values are displayed to encourage student use. Cooperative learning activities stress assertion and cooperation.
- Career Education- The LMC collection and program provide a variety of resources to allow students career awareness of traditional and nontraditional jobs and to develop 21st century life skills. Academic and recreational use of LMC address standards.
- Technology Education- The Educational Technology standard 8.1 forms the core of the library media program as we educate students to locate, access, manage, evaluate, and synthesize information. Library Orientation and introduction to research/search strategies address standards. Lessons on Copyright/Ethical Use, Technology and AUP address standards.
- Interdisciplinary- The Library-Media Center collections are developed and maintained to support all curricular areas with a variety of digital and print resources, including databases, audiovisual materials, nonfiction and reference books. Additionally, the collaborative nature of our work with teachers ensures that content area standards are being addressed together with information literacy lessons.
  - The research tasks incorporate standards from Language Arts, Science, Social Studies, Health Education, Technology Education and 21<sup>st</sup> Century Life and Career Education.
  - The LMC curriculum scaffolds student learning from grades K-5
  - Students are guided in selecting fiction/nonfiction and recreational reading materials, which supports and enhances all curricular areas.

## **K-2 GRADE PROGRAM**

*Children's books are written for upbringing...and upbringing is a great thing; it decides the fate of the human being. ~Vissarion Grigor'evich Belinskii*

**Summary:** The K-2 program includes story times and a variety of structured readers response activities. Students are encouraged to develop vocabulary to articulate their thoughts and feelings on the shared literature. Students visit the library every week to exchange books.

### **K-2 Terminology**

- (Computer) Window
- Alphabetical order (ABC order)
- Author
- Biography
- Bookmark
- Browse
- Call number
- Copyright
- Dewey Decimal System
- Fiction
- Illustrator
- Keyboard
- Laptop (COW)
- Monitor
- Mouse
- Nonfiction
- Numerical order (Number order)
- Print vs. non-print
- Publisher
- Reference
- Shelf marker
- Spine label
- Title page

### **Connections to 21<sup>st</sup> Century or SALT (S= Skills; A= Awareness; L= Literacy; T= Traits)**

#### **Skills**

- Critical Thinking & Problem Solving
- Creative Thinking & Innovation
- Communication
- Collaboration
- Core Ethical Values or CARES: Cooperation, Assertion, Responsibility, Empathy, Self Control

#### **Awareness**

- Global Awareness
- Cross Cultural Awareness

- Career Awareness

### **Literacies**

- Content
- Financial
- Civic
- Health
- Information
- Technology
- Media

### **Traits or Habits of Mind**

- Initiative
- Productivity
- Accountability
- Self-Direction
- Leadership
- Diplomacy
- Humor
- Resilience
- Perseverance
- Responding with wonderment and awe
- Kindness
- Respect
- Service to Others
- Responsible risk-taking
- Manners

### **K-2 Enduring Understandings**

- Equitable access is a key component for education.
- Inquiry provides a framework for learning.
- Ethical behavior in the use of information must be taught.
- Reading goes beyond decoding and comprehension to interpretation and development of new understandings.
- Technology skills are crucial for learning both now and in the future.

\*Adapted from AASL Standards for the 21st Century Learners

### **K-2 Essential Questions**

- How do I locate, access, and choose information resources in the library?
- How do I interpret information to develop new understandings?
- How can I avoid plagiarism and use information and resources ethically?
- How can I incorporate new information into unique products?
- How can I use technology to access and use information and resources?
- How can I pursue personal and aesthetic growth through reading?

\*Adapted from AASL Standards for the 21st Century Learners

### **K-2 Evidence of Learning**

- Types of Formative Assessments: Formative assessments include LMS observations of student application of skills appropriate to the grade.
- Summative Assessments: Students in second grade will demonstrate location skills in a performance task.

### **K-2 Suggested Learning Activities**

- Read-aloud and storytelling
- Reader response activities and extensions
- Modeling and guided instruction
- Book talks
- Games
- Book displays

### **K-2 General Resources**

- Library resources include award-winning books, nonfiction books that support the curriculum and address student interests, reputable print and online resources including references (encyclopedias, atlases and dictionaries, etc.), recommended websites and databases, such as *SIRS*, *CultureGrams*, *TrueFlix*, etc. Teacher resources include professional print and online materials and journals.

## **K-2 CURRICULUM**

### **KINDERGARTEN CURRICULUM**

#### **Concepts/Big Ideas**

- Personal interest books
- Orientation
- Literature Appreciation
- Parts of a Book
- Library Structure

#### **Knowledge and Skills**

*Students will know and be able to...*

- Use shelf markers to select books AASL 1,4
- Follow rules AASL 1,4
- Learn library procedures AASL 1-4
- Show active listening AASL 1-4
- Demonstrate/recall book care AASL 1-4
- Listen attentively to what is read out loud (by genre)-AASL 1,2,4
- Respond to literature with retellings, predictions, discussions AASL 1,2,4
- Begin to recognize beginning/middle/end, character and setting AASL 1,2,4
- Begin to recognize authors/illustrators and their roles- AASL 1,2,4
- Identify parts of a book: front/back cover, author/illustrator, spine and call number AASL 2,4
- Locate fiction non-fiction sections and audio books AASL 1,4
- Begin to recognize library organization AASL 1,4

## **FIRST GRADE CURRICULUM**

### **Concepts/Big Ideas**

- Parts of a Book
- Library Skills
- Literature Appreciation
- Reading Comprehension Strategies
- Fiction vs. Nonfiction

### **Knowledge and Skills**

*Building on Kindergarten knowledge and skills, students will know and be able to...*

- Identify publisher, copyright date, dedication page, table of contents, index and glossary AASL 1,2,4
- Identify call numbers on spine labels AASL 1,2
- Recognize shelf order AASL 1,2
- Identify authors and illustrators and their roles AASL 2,4
- Begin to recognize and make use of predictions and connections AASL 2,4
- Distinguish between fiction and nonfiction AASL 1,4

## **SECOND GRADE CURRICULUM**

### **Concepts/Big Ideas**

- Library Skills
- Book Selection
- Parts of a Book
- Literature Appreciation

### **Knowledge and Skills**

*Building on Kindergarten-First Grade knowledge and skills, students will know and be able to...*

- Begin to recognize and locate fiction books according to alphabetical order AASL 1
- Begin to recognize and locate non-fiction books according to Dewey order AASL 1,4
- Use strategies to pick “just right” books AASL 1,2,4
- Locate the title page and identify its parts AASL 1,2,4
- Identify Caldecott and other awards AASL 4

## THIRD GRADE PROGRAM

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*Books are the quietest and most constant of friends; they are the most accessible and wisest of counselors, and the most patient of teachers. ~Charles W. Eliot*

### 3<sup>RD</sup> GRADE CURRICULUM

**3<sup>rd</sup> Grade Summary:** The 3-5 programs develop basic library and information skills, such as using the online catalog and accessing online databases. In addition, the LMS collaborates with the classroom teacher to provide in-depth research skills instruction. Students visit the library every week to exchange books.

#### 3<sup>rd</sup> Grade Terminology

- Alexandria
- Almanac
- Atlas
- Bibliography
- Database
- Dictionary
- Encyclopedia
- Key terms
- MLA format
- Results
- Search box
- Thesaurus
- Works Cited

#### Connections to 21<sup>st</sup> Century or SALT (S= Skills; A= Awareness; L= Literacy; T= Traits)

##### **Skills**

- Critical Thinking & Problem Solving
- Creative Thinking & Innovation
- Communication
- Collaboration
- Core Ethical Values or CARES: Cooperation, Assertion, Responsibility, Empathy, Self Control

##### **Awareness**

- Global Awareness
- Cross Cultural Awareness
- Career Awareness

##### **Literacies**

- Content
- Financial
- Civic



- Health
- Information
- Technology

#### **Traits or Habits of Mind**

- Initiative
- Productivity
- Accountability
- Self-Direction
- Leadership
- Diplomacy
- Humor
- Resilience
- Perseverance
- Responding with wonderment and awe
- Kindness
- Respect
- Service to Others
- Responsible risk-taking
- Manners

#### **3<sup>rd</sup> Grade Enduring Understandings**

- Equitable access is a key component for education.
- Inquiry provides a framework for learning.
- Ethical behavior in the use of information must be taught.
- Reading goes beyond decoding and comprehension to interpretation and development of new understandings.
- Technology skills are crucial for learning both now and in the future.

\*Adapted from AASL Standards for the 21st Century Learners

#### **3<sup>rd</sup> Grade Essential Questions**

- How do I locate, access, and choose information resources in the library?
- How do I interpret information to develop new understandings?
- How can I avoid plagiarism and use information and resources ethically?
- How can I incorporate new information into unique products?
- How can I use technology to access and use information and resources?
- How can I pursue personal and aesthetic growth through reading?

\*Adapted from AASL Standards for the 21st Century Learners.

#### **3<sup>rd</sup> Grade Concepts/Big Ideas**

- Orientation
- *OPAC*
- Research
- Technology
- Literature appreciation

### **3<sup>rd</sup> Grade Knowledge and Skills**

*Building on K-2 knowledge and skills, students will know and be able to...*

- Use and locate fiction and nonfiction books on the shelves AASL 1
- Recall and apply comprehension strategies AASL 1
- Begin to decipher and navigate *Alexandria Researcher* screens AASL 1
- Select appropriate search/key words AASL 1
- Distinguish among call numbers, evaluate and record results AASL 1
- Locate books on the shelves AASL 1
- Identify, distinguish among and utilize reference materials AASL 1,2,3
- Utilize pictures, captions, table of contents, index, glossary AASL 1,2,3
- Apply knowledge of title page to cite sources AASL 1,2,3
- Begin to paraphrase, take notes, and avoid plagiarism AASL 1,2,3
- Introduce and practice *Acceptable Use Policy* AASL 1,2,3
- Databases: AASL 1,2,3
  - Login to and navigate school databases with support
  - Brainstorm key words and utilize search skills
  - Distinguish among, evaluate and utilize results
- Bookmarked web sites: AASL 1,2,3
  - Access and navigate bookmarked web sites
  - Brainstorm key words and utilize search skills
  - Distinguish among, evaluate and utilize results
- Use laptops for research and technology purposes AASL 1,2,3
- Begin to identify and distinguish among genres AASL 4

### **3<sup>rd</sup> Grade Evidence of Learning**

- Formative Assessments: Formative assessments include LMS observations of student application of skills appropriate to the grade.
- Summative Assessments
  - Students in third grade will conduct district research tasks.
  - Students in third grade will take the *SAILS* (Student Assessment of Information and Literacy Survey) as a pre and a post assessment of skills along with a performance assessment of location skills.

### **3<sup>rd</sup> Grade Suggested learning activities:**

- Library Orientation—Library policies; locations, resources, AUP
- Database lessons—Access and information retrieval
- Copyright/Ethical use-- tutorials or activities
- Search strategies—Use of an encyclopedia, index, Dewey decimal system, Alexandria
- Book Talks
- Book Displays

### **3<sup>rd</sup> Grade Resources**

- Library resources include award-winning books, nonfiction books that support the curriculum and address student interests, reputable print and online resources including references (encyclopedias, atlases and dictionaries, etc.), recommended websites and databases, such as *SIRS*, *CultureGrams*, *TrueFlix*, etc. Teacher resources include professional print and online materials and journals.

## **3<sup>RD</sup> GRADE RESEARCH TASKS**

Detailed unit and lesson plans are included in the Research Curriculum Guide.

### **PLANETS**

#### **3<sup>rd</sup> Grade Research Task: Planets are “Out of Sight”**

##### Overview:

This unit gives students their first structured opportunity to follow a modeled research process, including note taking, citing sources, and creating a new information product. Students will relate and extend their knowledge of characteristics of the Earth to other planets of our solar system using online resources.

##### Purpose:

Students will study planets within the grade 3-science curriculum on the Sun, Moon and Earth. This research project will provide teachers with a science experience for students while teaching important foundational research and presentation skills.

##### Unit Objectives:

*Students will know and be able to:*

- Follow a modeled process to research planets.
- Locate and select information relevant to the topic.
- Take notes on the graphic organizer provided, using modeled techniques.
- Synthesize and share information in the form of a final project

##### Resources:

- Citation Slips, Note Taking Tips, Graphic Organizer (Staff Portal.)
- Out of Sight Information Poster (Earth, Sun, Moon Journal)

##### Pacing:

- Lesson 1 Introduction to Research Project
- Lesson 2 Information Sources
- Lesson 3 Note Taking and Citation Skills
- Lesson 4 Research
- Lesson 5 Final Project

## **IMMIGRATION**

### **Third Grade Research Task: Immigration**

#### Overview:

This unit of the third grade Social Studies curriculum focuses on the many aspects of Immigration and the students' cultural heritage.

#### Purpose:

By studying their own cultural heritage, students will evaluate the importance of traditions, values and beliefs, which form a common American heritage in an increasingly diverse American society. Students will study their cultural heritage within the grade 3 Immigration Unit of the social studies curriculum. This task will be research component that will be incorporated into the final product of the Immigration Journal

#### Unit Objectives:

*Students will know and be able to:*

- Search and locate information relevant to the topic.
- Summarize and take notes on the graphic-organizer provided.

#### Resources:

Culture Gram Database, note taking graphic organizer, research rubric, and bibliography sheet

#### Pacing:

- Lesson 1: Outline of task by Classroom teacher
- Lesson 2: Identifying Cultural Heritage
- Lesson 3: Review of Note Taking Skills & Navigating the Culturegrams Database
- Lesson 4: Research Using the Database & Text Resources

# FOURTH GRADE PROGRAM

*The worth of a book is to be measured by what you can carry away from it. ~James Bryce*

## 4<sup>TH</sup> GRADE CURRICULUM

### 4<sup>th</sup> Grade Summary

The 3-5 programs develop basic library and information skills, such as using the online catalog and accessing online databases. In addition, the LMS collaborates with the classroom teacher to provide in-depth research skills instruction. Students visit the library every week to exchange books.

### 4<sup>th</sup> Grade Terminology

- Alexandria
- Key terms
- Search box
- Results
- Database
- Bibliography
- Works Cited
- MLA format
- Atlas
- Dictionary
- Encyclopedia
- Thesaurus
- Almanac

### Connections to 21<sup>st</sup> Century or SALT (S= Skills; A= Awareness; L= Literacy; T= Traits)

#### **Skills**

- Critical Thinking & Problem Solving
- Creative Thinking & Innovation
- Communication
- Collaboration
- Core Ethical Values or CARES: Cooperation, Assertion, Responsibility, Empathy, Self Control

#### **Awareness**

- Global Awareness
- Cross Cultural Awareness
- Career Awareness

#### **Literacies**

- Content
- Financial
- Civic
- Health

- Information
- Technology

### **Traits or Habits of Mind**

- Initiative
- Productivity
- Accountability
- Self-Direction
- Leadership
- Diplomacy
- Humor
- Resilience
- Perseverance
- Responding with wonderment and awe
- Kindness
- Respect
- Service to Others
- Responsible risk-taking
- Manners

### **Enduring Understandings**

- Equitable access is a key component for education.
- Inquiry provides a framework for learning.
- Ethical behavior in the use of information must be taught.
- Reading goes beyond decoding and comprehension to interpretation and development of new understandings.
- Technology skills are crucial for learning both now and in the future.

\*Adapted from AASL Standards for the 21<sup>st</sup> Century Learners

### **Essential Questions**

- How do I locate, access, and choose information resources in the library?
- How do I interpret information to develop new understandings?
- How can I avoid plagiarism and use information and resources ethically?
- How can I incorporate new information into unique products?
- How can I use technology to access and use information and resources?
- How can I pursue personal and aesthetic growth through reading?

\*Adapted from AASL Standards for the 21<sup>st</sup> Century Learners

### **Concepts/Big Ideas**

- Technology
- Research
- Literature Appreciation
- Library Skills

## **Knowledge and Skills**

***Building on K-3 knowledge and skills, students will know and be able to...***

- Recall and practice *Acceptable Use Policy* AASL 1,3
- Access student server with support AASL 1,3
- Utilize databases and websites for research AASL 1,3
- Differentiate among reference materials and determine appropriate use of each AASL 1,2,3
- Identify, locate and utilize reference sources to conduct research AASL 1,2,3
  - Use indexes
- Evaluate sources and information AASL 1,2,3
- Cite sources in simple *MLA* format AASL 1,2,3
- Differentiate between genres and select according to interest (biographies, mysteries, etc.) AASL 4
- Locate books independently or with minimal assistance AASL 1

## **Evidence of Learning**

- Formative Assessments- Formative assessments include LMS observations of student application of skills appropriate to the grade.
- Summative Assessments- Students in grades 3 through 5 will conduct district research tasks.

## **Suggested learning activities**

- Library Orientation—Library policies; locations, resources, AUP
- Database lessons—Access and information retrieval
- Copyright/Ethical use-- tutorials or activities
- Search strategies—Use of an encyclopedia, index, Dewey decimal system, Alexandria
- Boo Talks
- Book Displays

## **Resources**

- Library resources include award-winning books, nonfiction books that support the curriculum and address student interests, reputable print and online resources including references (encyclopedias, atlases and dictionaries, etc.), recommended websites and databases, such as *SIRS*, *CultureGrams*, *TrueFlix*, etc. Teacher resources include professional print and online materials and journals.

## **4<sup>TH</sup> GRADE RESEARCH TASKS**

Detailed unit and lesson plans are included in the Research Curriculum Guide.

### **BIOMES**

#### **4<sup>th</sup> Grade Research Task: Biomes**

Overview: Working independently/in groups, students will research and take notes on an assigned Biome. Students are responsible for finding specific information about the assigned Biome using print and online resources. Students will work collaboratively according to the assigned Biome to create a presentation.

- Key science skills
- Research and citation of sources
- Note taking
- Assimilation of information
- Identifying important information to include in presentation
- Collaboration with peers
- Technology skills

Purpose: Students will study Ecosystems within the grade 4-science curriculum. This research project will provide teachers with a culminating science experience for students while teaching important foundational research and presentation skills.

#### Knowledge and Skills

*Students will be able to:*

- Search and locate information relevant to the topic of assigned biome.
- Take notes on the graphic-organizer provided.
- Apply the information gained from research to a presentation.
- Work collaboratively with a group of peers to create a final presentation.

#### Resources:

- *BrainPOP; TrueFlix*
- Note-taking graphic organizer; document camera and projector
- Nonfiction books; *WebWorksheet*; Reference sources

#### Pacing:

- Lesson 1 Introduction to the Biomes Task
- Lesson 2 Note-Taking Skills
- Lesson 3 Web Worksheet /Sources and Start of Research
- Lesson 4 Research
- Lesson 5 Presentation



## **SAFETY**

### **4th Grade Research Task: Safety**

Overview: This unit of study will address the following forms of safety:

- Pedestrian (walking)
- Rail (crossing train tracks)
- ATV (All Terrain Vehicle)
- Scooter
- Skateboard
- Riding in a car (passenger)
- Riding in a school bus (passenger)
- Bicycle
- Other modes of transportation (optional)

Students will discover what it takes to be safe in each of these areas and what can occur if safety procedures are not followed. In small groups, they will research an assigned area, take notes using a graphic organizer, and turnkey their knowledge into a presentation.

Purpose:

Given the high number of visits to hospital emergency rooms each year, the increasing number of incidents of brain and head injury in children, and the fact that vehicular deaths (passengers) is the leading cause of death in children under age 14, this unit has major importance. We added rail and ATV safety due to our District's proximity to train tracks and the increase popularity of ATVs. The peer-to-peer nature of this unit will help those teaching about the areas to internalize the safety rules and those listening to the presentations to have an overview of safety procedures.

Knowledge and Skills

*Students will know and be able to:*

- Identify safety procedures to use when...
  - Walking as a pedestrian
  - Being near the rails
  - Riding a scooter, skateboard or ATV
  - Riding in a car
  - Riding in or waiting for a bus, and/or
  - Operating a bicycle
- Name consequences or impacts of unsafe behaviors
- Identify why it's important to be safe
- Recall relevant information about safety from prior experiences/prior learning
- Conduct a short research project by gathering relevant information about safety from at least two online sources
- Cite sources
- Summarize or paraphrase information in notes.

Resources:

Web worksheets, PowerPoint, related handouts, graphic organizers

Pacing:

- Lesson 1 Being Street Smart (PPT) and Task Overview

- Lesson 2 Library Media Center Read-around
- Lesson 3 Research (Note-taking)
- Lesson 4 Presentation and Lesson 5 Unit Reflection

# FIFTH GRADE PROGRAM

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*If there's a book you really want to read but it hasn't been written yet, then you must write it.*  
~Toni Morrison

## 5<sup>TH</sup> GRADE CURRICULUM

**5<sup>th</sup> Grade Summary:** The 3-5 programs develop basic library and information skills, such as using the online catalog and accessing online databases. In addition, the LMS collaborates with the classroom teacher to provide in-depth research skills instruction. Students visit the library every week to exchange books.

### 5<sup>th</sup> Grade Terminology

- Alexandria
- Key terms
- Search box
- Results
- Database
- Bibliography
- Works Cited
- MLA format
- Atlas
- Dictionary
- Encyclopedia
- Thesaurus
- Almanac

### 21<sup>st</sup> Century Connections or S.A.L.T. (S= Skills; A= Awareness; L= Literacy; T= Traits)

#### **Skills**

- Critical Thinking & Problem Solving
- Creative Thinking & Innovation
- Communication
- Collaboration
- Core Ethical Values or CARES: Cooperation, Assertion, Responsibility, Empathy, Self Control

#### **Awareness**

- Global Awareness
- Cross Cultural Awareness
- Career Awareness

#### **Literacies**

- Content
- Financial
- Civic
- Health

- Information
- Technology

### **Traits or Habits of Mind**

- Initiative
- Productivity
- Accountability
- Self-Direction
- Leadership
- Diplomacy
- Humor
- Resilience
- Perseverance
- Responding with wonderment and awe
- Kindness
- Respect
- Service to Others
- Responsible risk-taking
- Manners

### **Enduring Understandings**

- Equitable access is a key component for education.
- Inquiry provides a framework for learning.
- Ethical behavior in the use of information must be taught.
- Reading goes beyond decoding and comprehension to interpretation and development of new understandings.
- Technology skills are crucial for learning both now and in the future.

\*Adapted from AASL Standards for the 21st Century Learners

### **Essential Questions**

- How do I locate, access, and choose information resources in the library?
- How do I interpret information to develop new understandings?
- How can I avoid plagiarism and use information and resources ethically?
- How can I incorporate new information into unique products?
- How can I use technology to access and use information and resources?
- How can I pursue personal and aesthetic growth through reading?

\*Adapted from AASL Standards for the 21st Century Learners.

### **Concepts/Big Ideas**

- Literature Appreciation
- Research Skills
- Technology
- 5<sup>th</sup> Grade Research Tasks

## **Knowledge and Skills**

### ***Building on K-4 grade knowledge and skills, students will know and be able to...***

- Recognize and distinguish among awards (Newberry, Caldecott...) AASL 1,4
- Recall information from book talks and use it as a guide when selecting books AASL 1,4
- Recognize and distinguish among genres AASL 1,4
- Recall information presented by visiting authors/illustrators in order to better understand the process of creating literature AASL 1,4
- Utilize advanced Alexandria search methods AASL 1,4
- Utilize advanced MLA format AASL 1,2,3,4
- Apply cross reference skills from indices AASL 1,2,3,4
- Brainstorm search terms AASL 1,2,3,4
- Take notes using various organizers AASL 1,2,3,4
- Locate sources using call numbers as independently as possible AASL 1,2,3,4
- Reflect on the research process for strengths and weaknesses and modify accordingly AASL 1,2,3,4
- Differentiate among databases and websites AASL 1,2
- Evaluate sources AASL 1,3
- Following rubric AASL 1,3
- Adhere to copyright guidelines AASL 1,3
- Avoid plagiarism AASL 1,3

## **Evidence of Learning**

- Formative Assessments: Formative assessments include LMS observations of student application of skills appropriate to the grade.
- Summative Assessments: Students in grade 5 will conduct district research tasks.

## **Suggested learning activities**

- Library Orientation—Library policies; locations, resources, AUP
- Database lessons—Access and information retrieval
- Copyright/Ethical use-- tutorials or activities
- Search strategies—Use of an encyclopedia, index, Dewey decimal system, Alexandria
- Book Talks
- Book Displays

## **Resources**

- Library resources include award-winning books, nonfiction books that support the curriculum and address student interests, reputable print and online resources including references (encyclopedias, atlases and dictionaries, etc.), recommended websites and databases, such as *SIRS*, *CultureGrams*, *TrueFlix*, etc. Teacher resources include professional print and online materials and journals.

## **5<sup>TH</sup> GRADE RESEARCH TASKS**

Detailed unit and lesson plans are included in the Research Curriculum Guide.

### **FIVE THEMES**

#### **5th Grade Research Task: Five Themes of Geography**

Overview:

This task is aligned with the Summative Assessment Part I from the Five Themes of Geography Unit of Study in the fifth grade Social Studies curriculum. The task will involve students in the research process while reviewing the five themes.

To apply their understanding of the Five Themes of Geography and to reinforce use of databases, students will participate in a research experience. Working collaboratively, the teacher and Library Media Specialist will explain the Five Themes research task. Students will select or be assigned an area of the world (a country or an American city or state) and will use the Culturegrams database to glean information about the Five Themes as they relate to this area. Students will learn how to navigate the database, take notes using a graphic organizer, cite sources, and present their findings in a PowerPoint presentation which they create with peers and share with others. As they develop their PowerPoint, students will follow a set of criteria.

The task will be done prior to the Summative Assessment Part II as outlined in the Social Studies curriculum guide.

Purpose:

Students need to have a working knowledge of the five themes of geography. These serve as the foundation for future study about both the ancient and contemporary world.

Knowledge and Skills:

Knowledge and Skills

*After learning about the five themes of geography in social studies class, SWBAT*

- Search for and locate information about one or more of the five themes of geography.
- Take notes about the theme(s) using a graphic organizer.
- Apply knowledge of each theme by creating a PowerPoint about the area (country, state, city) assigned to them.

Resources:

- Laptops
- Culturegrams
- Graphic Organizer (addendum)
- PowerPoint Expectation Sheet (addendum)
- Other resources: Story board sheet, 5 Themes Sheet, Model .ppt (addendum)
- Option: True Flix

Pacing:

- Lesson 1 Task and Databases
- Lessons 2 Research and Note-taking
- Lesson 3 PowerPoint Development
- Lesson 4 & 5 Presentation Practice & Share

## **CAREERS**

### **5th Grade Research Task: Life and Careers in the 21<sup>st</sup> Century**

#### Overview:

This task was designed to meet the College and Career Readiness Standards requiring our 5<sup>th</sup> grade students to gain an awareness of various careers and gain a basic understanding of how careers are clustered. After conducting research on career clusters and specific occupations, students will produce a report of his/her findings based on a pre-assigned job.

This task is not bound to any other area of content and may be completed at a time agreed upon by the fifth grade team and the library media specialist. In addition, the task is to be implemented with full collaboration of the classroom teacher and the library-media specialist.

#### Purpose:

In preparing our students for their future, 5th graders should understand the career options available, the qualifications needed, and the variety of job opportunities within a career cluster.

#### Knowledge and Skills

*After brainstorming various jobs and careers, SWBAT*

- Define career versus job.
- Understand that jobs are grouped into 16 career clusters.
- Acquire an awareness of some traditional and nontraditional jobs that fall into each cluster.
- List qualifications for a specific job.
- After mini lessons in the Library Media Center and the classroom, create a 3-5 paragraph report on a traditional or nontraditional occupation

#### Resources:

##### Technology

Computers and laptops located in our school and library to search catalog databases, websites

##### Databases

- Facts on File Ferguson's Career Guidance Center  
<http://www.fofweb.com/Careers/default.asp?ItemID=WE34>
- Job and Career Accelerator  
<http://www.learnatest.com/LEL/index.cfm/general>

##### Websites

- Career Information Bureau of Labor Statistics 2010-11 edition  
<http://www.bls.gov/k12/>  
[www.careerkids.com/careers](http://www.careerkids.com/careers)  
[www.khake.com/page64.html](http://www.khake.com/page64.html)  
[www.kids.gov/6\\_8/6\\_8\\_careers.shtml](http://www.kids.gov/6_8/6_8_careers.shtml)  
<http://thefunworks.edc.org/SPT-homegraphic.php>

##### Reference and nonfiction books

#### Pacing:

- Day 1- Introduction to Careers
- Day 2- Share Job Fact Finding and Introduce to 16 Career Clusters
- Day 3- Task Overview and Pick Jobs

- Day 4- Introduction to Task & Resources
- Day 5- Modeling of Note Taking
- Days 6-8 Research
- Day 9- Writing the Report
- Days 10-12-Writing
- Day 13+- Presentation
- Final Day- Reflection



## LIBRARY-MEDIA PROGRAM: MIDDLE SCHOOL

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*Where is the wisdom we have lost in knowledge? Where is the knowledge we have lost in information? ~TS Eliot*

**Overview:** Through guided inquiry tasks, the library program ensures that all students develop critical information literacy skills. In collaboration with teachers, students are taught ethical, effective and responsible use of resources and technology. Librarians connect students with reading materials that match their interests and abilities to develop in them a lifelong appreciation of reading.

**Rationale:** In today's world, students have access to a vast amount of information. The library program is designed to provide students with the skills to understand, evaluate, use and synthesize information efficiently, effectively and ethically. These skills enable them to become lifelong learners prepared to meet the challenges of work and life in the 21st century.

### **Standards Addressed:**

- **AASL:** American Association for School Librarians Standards for the 21<sup>st</sup> Century Learner
- **NJCCCS:** New Jersey Core Curriculum Content Standards for Social Studies, Science World Language, Fine and Performing Arts, Health and Physical Education, 21<sup>st</sup> Century Life and Career Skills, and Technology Education
- **CCSS:** Common Core State Standards Initiative
- **ISTE NETS:** National Educational Technology Standards for students

### **Enduring Understandings**

- Reading is a window to the world
- Inquiry provides a framework for learning
- Ethical use of information is vital to a democratic society
- Effective use of technology is crucial to success in work and life in the 21<sup>st</sup> century.
- Learning has a social context.
- School libraries are essential to the development of learning skills.

### **Essential Questions**

- What strategies and skills should I use to select a book that matches my needs and interests?
- How do books help me make a connection with myself, the world and with my prior learning?
- How do books create new understandings and personal growth?
- How do I develop a range of questions to guide my research?
- How do I choose and evaluate appropriate resources for my needs?
- How do I research efficiently and effectively?
- How do I use information ethically and responsibly?
- How do I acquire the skills to use technology tools to learn, to create and to communicate?
- How can I collaborate with others to learn and to share knowledge?
- How do I best use the library to access a variety of high quality resources?

### **Knowledge and Skills**

Students will know and be able to achieve benchmarks as established for Grade 8 and to demonstrate their knowledge and skills in the benchmark assessments and research tasks.

### **Terminology:**

- 5Ws of web evaluation
- Ethical Use
- OPAC/ Alexandria
- Database
- Copyright
- Citation
- MLA Format
- Plagiarism
- AUP

### **Formative Assessments**

- Observation
- Self assessments
- Checklists
- Bibliography/ Works Cited Page
- Independent location of resources
- Rubrics

### **Summative Assessments**

- 6<sup>th</sup> Performance Assessment: Research Task
- 7<sup>th</sup> Performance Assessment: Research Task
- 8<sup>th</sup> Performance Assessment: Research Task

### **Other Possible Assessments**

- 8<sup>th</sup> Grade Technology Assessment for Proficiency and Integration (NJTAP IN)
- SAILS Pre-Post Test (knowledge test)

### **Resources**

- Library resources include print and electronic books and periodicals selected to support the curriculum and address student interests and information needs. Online resources include subscription databases and curated Internet resources as found on the library website and library building wikis. Teacher resources include professional print and online materials and journals. The library also houses a collection of technology hardware used in the library and classrooms to support the curriculum.

### **21<sup>st</sup> Century Connections or SALT (Skills, Awareness, Literacies and Traits)**

Character Education: The Library-Media Center collection and program provides a wealth of resources for students to make connections with the core Character Education values.

- Library Orientation stresses cooperation and responsibility in the use of the Library-Media Center
- Lessons in Copyright/Ethical Use, Technology and the AUP stress responsibility and

self-control

- Annual author visits tie in to Character Education core values such as empathy
- For Recreational Reading, books that exemplify and explore core Character Education values are displayed to encourage student use
- Cooperative learning activities such as the 6th grade research task stress assertion and cooperation

Career Education: The LMC collection and program provide a variety of resources that prepares students to make informed career decisions and to develop 21st century life skills.

- Lessons on Evaluation of Resources and Search Strategies address standards
- Lessons on Copyright/Ethical Use, Technology, and AUP address standards
- Library Orientation and 6th Grade Research Task address standards
- Recreational reading selections and author visits support standards
- Database Research lessons support standards
- Use of the OPAC addresses standards

Technology Education: The Educational Technology standard 8.1 forms the core of the library media program as we educate students to locate, access, manage, evaluate, and synthesize information.

- Lessons on Evaluation of Resources and Search Strategies address standards
- Lessons on Copyright/Ethical Use, Technology and AUP address standards
- Library Orientation, and lessons during the Research Tasks address standards
- Database Research lessons address standards
- Use of OPAC addresses standards

Cross Curricular: The Library-Media Center collections are developed and maintained to support all curricular areas with a variety of digital and print resources, including databases, audiovisual materials, nonfiction and reference books. Additionally, the collaborative nature of our work with teachers ensures that core content area standards are being addressed together with information literacy lessons.

- The research tasks in grades 6-8 incorporate standards from Language Arts Science and /or Social Studies
- Our work with students in selecting fiction /nonfiction Recreational Reading materials supports all curricular areas

### **Suggested Pacing Chart**

- January-June: 6th Library Orientation, Databases, Library Skills: Index, Alexandria, Keywords, Read Around, Copyright, Research Task
- January-June 7th Library Orientation, Web Evaluation, Ethical Use/ Citations, AUP, Search Strategies, Research Task
- September-December 8<sup>th</sup> Library Orientation, Web Evaluation, Ethical Use/ Citations, AUP, Search Strategies, Research Task

## RESEARCH CHANGES AT CROSSROADS, 2015

*Research is creating new knowledge. -Neil Armstrong*

### Inquiry Process Diagram



### **Rationale for Change**

The research tasks at the middle school are undergoing study and revision this year. The resulting revisions will be piloted during the year and decisions will be made regarding research at the middle school moving forward.

- The new ELA standards call for frequent small tasks.
- The sixth grade research task has become unwieldy.
- The 7th/ 8th grade tasks have not been formally revised since the units changed from multi-grade (7/8) to straight grade (7 and 8).
- There is new thinking regarding the research: There should be flexible, frequent research or inquiry “bursts” on topics of teachers’ choice.

### **Planning Document to Guide Research Task Revisions**

The following are a part of the change process that is underway.

#### Initiatives and Aspects Under Consideration:

- The outcome should be smaller, more frequent research tasks.
- Components of STEAM should be considered in the redesign (Science, Tech, Engineering, Art, and Mathematics).
- As part of the above, the actual layout of the LMC should be concurrently studied: Makerspace and the Library as a Learning Commons.

#### Crosswalks, Correlations and Cross References to Guide Research Task Revision

##### AASL Crosswalks and Correlations

ELA

<http://www.ala.org/aasl/standards-guidelines/crosswalk/ela>

Reading in History /SS

<http://www.ala.org/aasl/standards-guidelines/crosswalk/read-hist>

Reading in Science

<http://www.ala.org/aasl/standards-guidelines/crosswalk/read-sci>

Writing in other Core Subjects

<http://www.ala.org/aasl/standards-guidelines/crosswalk/write>

Next Generation Science

[http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/ngss/NextGen\\_AASL\\_by\\_Grade.pdf](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/ngss/NextGen_AASL_by_Grade.pdf)

Implementing the Common Core: The Role of the School Librarian

[http://www.ala.org/aasl/sites/ala.org.aasl/files/content/externalrelations/CCSSLibrariansBrief\\_FINAL.pdf](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/externalrelations/CCSSLibrariansBrief_FINAL.pdf)

## Research Framework for Grades 6-8

To better prepare our students for assessments aligned with the Common Core Standards, PARCC assessments and research requirements at the high school, the Language Arts Department, in conjunction with our Media Specialists, have created a framework to assist all teachers in the teaching of the research process.

What follows is a list of the specific skills required for the teaching of research skills and processes. There is also a graphic organizer outlining these same skills for a quick reference and an appendix of resources both for the skills necessary for research and some sample non-fiction materials.

The process of research and the skills involved will be an ongoing focus for all subject areas throughout the year as students conduct frequent, short bursts of research, planned and taught in collaboration with the Media Specialists.

1. **Generating Purpose and Outcome / Product (THESIS STATEMENT or RESEARCHABLE QUESTION / ISSUE)** The first step in the research process is using information gathered in the form of notes to develop a thesis statement. This is a classroom lesson. The **scoring rubric** will be explained in conjunction with the task.
2. **Develop a search strategy (SEARCH TERMS / KEY WORDS and Sources including Databases)** This is the first of three 2-day library visits taught by the Media Specialist. The Media Specialist will create an activity connected to curriculum based on unit/teacher needs. Any unit teacher can meet with the Media Specialist to design an authentic activity.
3. **Evaluating Resources** This is the second of three 2-day library visits taught by the Media Specialist. The Media Specialists will focus on the evaluation of sources including a special focus on the quality of websites.
4. **Reading for Key Ideas**
5. **Note-Taking** The first stage in research is likely going to be the teaching of the three strategies for note-taking (**quoting/paraphrasing/summarizing**) and most importantly how to cite information taken from sources using MLA format. This is a classroom lesson.
6. **Identifying information** from notes that aligns with and supports thesis statement / research question or issue
7. **MLA / In-Text Citation/Works Cited / Plagiarism** This lesson should follow note-taking so students are aware of how to give credit to an author when using his/her material as support in their writing. This is a classroom lesson that will be reinforced by the Media Specialist. Copyright and ethical use of digital resources (Digital Citizenship and Technology Ethics lessons will be embedded in the media specialists' lessons.)
8. **Organizing information** This is a classroom lesson that should be repeated frequently using a variety of graphic organizers with the goal that students will eventually become knowledgeable about which graphic organizer is most useful given their assigned task. These are ongoing classroom lessons that will take place throughout the year addressing a variety of writing tasks
9. **Presentation of Research (grades 6 and 7) with a product (essay, multimedia presentation, group task, visual / oral or other evidence of effective research skills) or Capstone Project (grade 8)** This is a combination classroom/library culminating project. The task will be based on curriculum taught at the time units schedule their library visit. Students will demonstrate knowledge of all research skills taught throughout the year.

Students will use search strategies and evaluation skills to find sources, take notes, develop a thesis statement, and complete a brief writing task using embedded quotations from multiple sources citing with proper MLA format.

**10. Rubric Scoring**

**11. Student Reflection** about their successes and challenges with research skills, processes, and outcomes.

### Unit Research Long Range Plan

Unit \_\_\_\_\_ Grade \_\_\_\_\_

At least 3 research lessons should be co-planned with the Media Specialist so that the library curriculum can be taught; ensuring that our students leave with the skills necessary to be independent researchers.

	September	October	November	December	January
Inquiry Process Stage					
Skills					
Library Lesson					
Content Area					
Teacher Responsible					
Materials					



Unit \_\_\_\_\_

Grade \_\_\_\_\_

	February	March	April	May	June
Inquiry Process Stage					
Skills					
Library Lesson					
Teacher Responsible					
Materials					

## Inquiry Process Scope and Sequence

Inquiry Process	Explore, Question, Plan	Investigate, Record	Construct, Express	Reflect
<b>DEFINITION:</b>	Read, view and explore the topic. Make connections to prior learning. Develop an overarching question to research. Develop timeline for project completion; determine the product; brainstorm keywords; review the rubric; identify appropriate sources of information.	Begin research pertaining to question, follow the plan and evaluate all sources of information. Take notes and cite all sources.	Process and organize information into a framework appropriate to task; edit and revise. Communicate new understandings to audience.	Reflect after each stage of inquiry to refocus, revisit, revise and debrief process; rubric
<b>GRADE 6</b>				
	<p><b>SKILLS:</b> Read-Around “Pre-Search” Creating Purpose Gain background and context Create a schedule or goals</p> <p><a href="#">Library Lesson: Library Skills</a> <a href="#">Library Lesson: Search Strategies</a></p> <p><b>MATERIALS:</b> nonfiction resources articles TED Talks, videos/ close-viewing and taking notes</p>	<p><b>SKILLS:</b> Pursuing Information and focusing in on topic(s)</p> <p><a href="#">Library Lesson: Databases</a></p> <p><b>MATERIALS:</b> Various graphic organizers</p>	<p><b>SKILLS:</b> Using text features Quoting with a purpose in mind</p> <p><b>MATERIALS:</b></p>	<p><b>SKILLS:</b></p> <p><b>MATERIALS:</b> Peer reflection sheets Self-reflection sheets</p>
<b>GRADE 7</b>				
	<p><b>SKILLS:</b> Read-Around “Pre-Search” Generating Questions Peer Review of Questions</p>	<p><b>SKILLS:</b> <a href="#">Library Lesson: Databases 2: And Argument writing</a></p> <p><a href="#">Library Lesson:</a></p>	<p><b>SKILLS:</b> summarizing paraphrasing purposeful quoting</p>	<p><b>SKILLS:</b></p> <p><b>MATERIALS:</b></p>

Inquiry Process	Explore, Question, Plan	Investigate, Record	Construct, Express	Reflect
	<p>MATERIALS: Databases, nonfiction resources articles TED Talks videos/ close viewing and taking notes</p>	<p>Evaluation of Sources</p> <p>Library Lesson: Plagiarism and Ethical Use</p> <p>MATERIALS:</p>	<p>MATERIALS:</p>	
<b>GRADE 8</b>				
	<p>SKILLS: Analytical reading / viewing Read-around “Pre-search” Generating questions Analyzing mentor texts/video/speech for craft</p> <p>Library Lesson: Advanced Search Strategies</p> <p>MATERIALS: Databases, nonfiction resources articles TED Talks videos</p>	<p>SKILLS: Locating and evaluating research information Note taking Coding / color coding research</p> <p>Library Lesson: Digital Literacy and Ethical Use</p> <p>MATERIALS: Graphic organizers</p>	<p>SKILLS: Purposeful quotations, paraphrasing, summarizing Pertinent and meaningful elaboration that extends or deepens the research focus</p> <p>Library Lesson: Capstone Project</p> <p>MATERIALS:</p>	<p>SKILLS: Self regulation Coding / color coding of research</p> <p>MATERIALS:</p>

## Research Burst / Inquiry Project Possibilities

Grade 6 STANDARDS	Inquiry Process Stage	Content Area	Unit of Study	Lessons	Time of year
ELA W.6.7 W.6.8		Science	Geology	Landforms	Fall
ELA W.6.7 W.6.8 W.6.9.a		Literature	Crash	Characteristics Of Quakers, Environmental Issues,	Fall
ELA W.6.7 W.6.8 W.6.9 W.6.9.a		Language	Narrative writing	Memoirs, Family Narrative,	Fall
ELA W.6.7 W.6.8 W.6.9		Social Studies	India, China, Greece	Legacies Of Classical Civilizations	Fall
ELA W.6.7 W.6.8 W.6.9.a		Literature	Of Beetles and Angels	Cultural Differences, Immigration, Refugee And Famine Research Of Africa	Winter
ELA W.6.7 W.6.8 W.6.9 W.6.9.b		Language	Argument Writing (Commentary)	Research Various Issues Using Databases	Winter/Spring
ELA W.6.7 W.6.8 W.6.9		Social Studies	Greece	Comparing And Contrasting Life In Athens/Sparta	Winter
ELA W.6.7 W.6.8 W.6.9		Social Studies	End of Era 1 Beg of Era 2	Comparative Timeline	Winter
ELA W.6.7 W.6.8 W.6.9		Social Studies	Medieval Times	Various Topics	Spring

ELA W.6.7 W.6.8 W.6.9		Math		Significant Mathematician (Baseball Card)	Spring
<b>Grade 7 STANDARDS</b>	<b>Inquiry Process Stage</b>	<b>Content Area</b>	<b>Unit of Study</b>	<b>Lessons</b>	<b>Time of year</b>
ELA W.7.7 W.7.8 W.7.9		Science	Life Systems		T1
ELA W.7.7 W.7.8 W.7.9		Science	Ecology	Research A Biome - Food On Trophic Pyramid	T3
		Science	Concussion/hel met project???		TBD
ELA W.7.7 W.7.8 W.7.9		Social Studies	Economics (careers, budgets, etc.)	Personal Finance, Career Exploration,	T3
		Literature/Social Studies	Lord of the Flies	Maslow's Hierarchy Of Needs	varies by unit
ELA W.7.7		Literature	The Outsiders	Gangs Social Classes 1960s Time Period (Music, Drive- Ins, Political Scene, Etc.)	varies by unit
ELA W.7.7 W.7.8 W.7.9 W.7.9.a		Literature	A Midsummer Night's Dream	Elizabethan Time Period Elizabethan Jobs	varies by unit
		Literature	The Giver	Utopian Society- Include 9 Municipal	varies by unit

				Elements Dystopian Society (Compare To Other Literature)	
		Language Composition	Persuasive	Animal Testing	T2
<b>Grade 8 STANDARDS</b>	<b>Inquiry Process Stage</b>	<b>Content Area</b>	<b>Unit of Study</b>	<b>Lessons</b>	<b>Time of year</b>
		Writing	TKM	Civil Rights, MLK Video Close Viewing With Notes, Outline	
		Literature	All Core Novels	Theme Poster	
		Literature	Courage & Prejudice		
		Literature	Genocide		
		Literature	Civil Rights / To Kill a Mockingbird	Note Taking Off A Close Viewing Of MLK	
		Social Studies	Propaganda and persuasion during the American Revolution.	Sons Of Liberty Sam Adams  Common Sense Give Me Liberty Or Give Me Death	
		Social Studies	The relevance of the Bill of Rights today.		
		Social Studies	Abolitionists		

		Writing	Editorial unit	NY Times Paul Janeczko”S “World Afire”	
		Writing	Poetry	Real Person’s POV Free Verse	
		Literature	ATTWN	Real Life Mysteries	
		Literature	Twelfth Night	Shakespeare, Renaissance England	
		Literature	TKM	1930s Society, FDR, Racism, Lifestyle	
		Writing	Word Study	Origins And Meaning Of Words	
		Social Studies	Elections Issues		
		Social Studies	Manifest Destiny		
		Writing	Myths / Legends / Superstitions		
		Science	Ecology	Human Impact On The Environment.	
		Science	Genetics	Advances In Genetic Research	
		Science	STEM	New Technology In Science.	
		Literature	TKM	Venn Diagram The Scottsboro Case Vs. Tom Robinson’s Case	
		Writing / Social Studies	TKM / World Cultures	Human Rights With Student	

				Personal Reflection	
		Science	Genetics	Pros And Cons Of GMO	
		Science	Ecology	Endangered Species Why Endangered?	
		Science	Physics	The Science Behind Roller Coasters	
		Science	Ecology	Global Warming	



# SIXTH GRADE PROGRAM

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*A library, to modify the famous metaphor of Socrates, should be the delivery room for the birth of ideas - a place where history comes to life. ~Norman Cousins*

## 6<sup>TH</sup> GRADE CURRICULUM

### Summary

The Library Media Program orients students to the Middle School library, provides them with foundational skills to prepare them for the Sixth Grade Research Tasks and develops their reading interests.

### Terminology

Copyright, plagiarism, OPAC/Alexandria

### 21<sup>st</sup> Century Connections or S.A.L.T. (S= Skills; A= Awareness; L= Literacy; T= Traits)

#### **Skills**

- Critical Thinking & Problem Solving
- Creative Thinking & Innovation
- Communication
- Collaboration
- Core Ethical Values or CARES: Cooperation, Assertion, Responsibility, Empathy, Self Control

#### **Awareness**

- Global Awareness
- Cross Cultural Awareness
- Career Awareness

#### **Literacies**

- Content
- Financial
- Civic
- Health
- Information
- Technology
- Media

#### **Traits or Habits of Mind**

- Initiative
- Productivity
- Accountability
- Self-Direction
- Leadership
- Diplomacy

- Humor
- Resilience
- Perseverance
- Responding with wonderment and awe
- Kindness
- Respect
- Service to Others
- Responsible risk-taking
- Manners

### **Enduring Understandings**

- Reading is a window to the world
- Inquiry provides a framework for learning
- Ethical use of information is vital to a democratic society
- Effective use of technology is crucial to success in work and life in the 21<sup>st</sup> century.
- Learning has a social context.
- School libraries are essential to the development of learning skills.

### **Essential Questions**

- What strategies and skills should I use to select a book that matches my needs and interests?
- How do books help me make a connection with myself, the world and with my prior learning?
- How do books create new understandings and personal growth?
- How do I develop a range of questions to guide my research?
- How do I research efficiently and effectively?
- How do I use information ethically and responsibly?
- How do I acquire the skills to use technology tools to learn, to create and to communicate?
- How can I collaborate with others to learn and to share knowledge?
- How do I best use the library to access a variety of high quality resources?

### **Concepts/Big Ideas**

- Use of LMC
- Use of OPAC/ Alexandria
- Classification
- Recreational Reading
- Database Research
- Intro to Website Evaluation
- Copyright/Ethical Use
- Search Strategy

### **Knowledge and Skills & Pacing**

*Students will know and be able to...*

In September Orientation:

- Understand and demonstrate library use policies AASL3
- Locate library resources AASL3
- Demonstrate the following strategies AASL2
  - Keyword searching
  - Sorting
  - Narrowing/broadening search
  - Simple vs. Browse
  - Availability
  - Call number
- Differentiate between call numbers of library resources AASL2
- Relate the ways resources in different areas may be used AASL2

From September-June:

- Select materials based on personal interest using selection aids, genre displays and book talks AASL4
- Identify genres that match their interests AASL4

In October/November:

- Define Database AASL1
- Select appropriate databases for their information needs AASL1
- Develop an effective search strategy AASL1
- Retrieve information AASL1
- Recognize advantages of databases over other resources AASL1
- Understand the negative aspects of Internet resources AASL1
- Acknowledge the principles of intellectual freedom AASL 3
- Define plagiarism AASL 3
- Explain student responsibilities with regard to ethical use and the possible consequences for failure to do so AASL 3
- Locate citation components from different sources AASL 3
- Apply proper MLA citation format AASL 3
- Evaluate all sources for appropriateness to information needs AASL 2
- Evaluate the validity and accuracy of all information AASL 2
- Illustrate the use of index, table of contents, guide words, etc. to enhance search AASL 2

From September-June:

- Demonstrate basic troubleshooting i.e. printer without paper AASL 3
- Put into practice safe and responsible Internet usage AASL 3

### **Illustrative Evidence of Learning**

- Formative Assessments- SAILS Pre Test, Students Reflections; Anecdotal Evidence
- Summative Assessments- 6<sup>th</sup> Grade Research Task Rubric Scored

### **Suggested Learning Activities**

- Library Orientation—Library policies; locations, resources, AUP
- Database lessons—Access and information retrieval
- Copyright/Ethical use-- tutorials or activities
- Search strategies—Use of an encyclopedia, index, Dewey decimal system, Alexandria
- Book Talks
- Readers' Advisory

### **Resources**

- Library resources include print and electronic books and periodicals selected to support the curriculum and address student interests and information needs. Online resources include subscription databases and curated Internet resources as found on the library website and library building wikis. Teacher resources include professional print and online materials and journals. The library also houses a collection of technology hardware used in the library and classrooms to support the curriculum.

## **6<sup>TH</sup> GRADE RESEARCH TASK**

Detailed unit and lesson plans are included in the Research Curriculum Guide.

The 6<sup>th</sup> Grade Research Task addresses many of the New Jersey Core Curriculum Content Standards for Language Arts Literacy, Social Studies, Career Education and Technology. The balance between collaborative work and individual accountability reflects the requirements of 21<sup>st</sup> Century workplace skills, and rubric scoring of the research and writing components will allow for direct, focused feedback to each student. The tasks additionally link to character education and core values.

# SEVENTH GRADE PROGRAM

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*To those with ears to hear, libraries are really very noisy places. On their shelves we hear the captured voices of the centuries-old conversation that makes up our civilization. ~Timothy Healy*

## 7<sup>TH</sup> GRADE CURRICULUM

### Concepts/Big Ideas

- Use of LMC
- Use of OPAC/ Alexandria
- Classification
- Recreational Reading
- Database Research
- Website Evaluation
- Copyright/Ethical Use
- Search Strategy
- Technology

### Knowledge and Skills / Pacing

*Students will know and be able to...*

During September Orientation:

- Understand and demonstrate library use policies AASL3
- Locate library resources AASL3
- Update students to new library resources, technology and programs AASL3
- Independently use the LMC to meet their research/reading needs AASL3

In September-October:

- Demonstrate the following strategies AASL2
  - Keyword searching
  - Sorting
  - Simple vs. Browse
  - Call number
- Differentiate between call numbers of library resources AASL2

From September-June:

- Select materials based on personal interest using selection aids, genre displays and book talks AASL4
- Identify and locate genres that match their interests AASL4

From January-June:

- Select appropriate databases for their information needs AASL1
- Retrieve information AASL1
- Relate advantages of databases over other resources AASL1
- Evaluate and select websites on the basis of accuracy, validity, currency, and relevance AASL1
- Define plagiarism/copyright AASL3
- Explain student responsibilities with regard to ethical use and the possible consequences

- for failure to do so AASL3
- Locate citation components from different sources AASL3
- Apply proper MLA citation format AASL3
- Evaluate the validity and accuracy of all information AASL2

From September-June

- Demonstrate basic troubleshooting i.e. printer without paper AASL3
- Put into practice safe and responsible Internet usage AASL3
- Understand the elements of the AUP and know the consequences of the violations AASL3

### **Illustrative Evidence of Learning**

- Formative Assessments- Students Reflections; Anecdotal Evidence
- Summative Assessments- Research Task Rubric Scored

### **Suggested Learning Activities**

- Library Orientation—Advanced strategies, library policies, resources, AUP
- 5W's Website Evaluation
- Database lessons—Selection and effective use based on research plan
- Copyright/Ethical use-- tutorials or activities
- Search strategies—steps of effective research
- Book Talks
- Readers' Advisory

### **Resources**

- Library resources include print and electronic books and periodicals selected to support the curriculum and address student interests and information needs. Online resources include subscription databases and curated Internet resources as found on the library website and library building wikis. Teacher resources include professional print and online materials and journals. The library also houses a collection of technology hardware used in the library and classrooms to support the curriculum.

## **RESEARCH TASKS**

The 7<sup>th</sup> Grade Research Tasks address many of the New Jersey Core Curriculum Content Standards for Language Arts Literacy, Social Studies, Career Education and Technology. The balance between collaborative work and individual accountability reflects the requirements of 21<sup>st</sup> Century workplace skills, and rubric scoring of the research and writing components will allow for direct, focused feedback to each student. The tasks additionally link to character education and core values.

# EIGHTH GRADE PROGRAM

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*To those with ears to hear, libraries are really very noisy places. On their shelves we hear the captured voices of the centuries-old conversation that makes up our civilization. ~Timothy Healy*

## 8<sup>TH</sup> GRADE CURRICULUM

### Concepts/Big Ideas

- Use of LMC
- Use of OPAC/ Alexandria
- Classification
- Recreational Reading
- Database Research
- Website Evaluation
- Copyright/Ethical Use
- Search Strategy
- Technology

### Knowledge and Skills & Pacing

*Students will know and be able to...*

During September Orientation

- Understand and demonstrate library use policies AASL3
- Locate library resources AASL3
- Update students to new library resources, technology and programs AASL3
- Independently use the LMC to meet their research/reading needs AASL3

In September-October

- Demonstrate advanced techniques to locate materials based on interests and reading levels AASL2
- Relate the ways resources in different areas may be used AASL2

From September-June:

- Select materials based on personal interest using selection aids, genre displays and book talks AASL4
- Identify and locate genres that match their interests AASL4

From January-June:

- Select appropriate databases for their information needs AASL1
- Develop an effective search strategy AASL1
- Retrieve information AASL1
- Evaluate and select websites on the basis of accuracy, validity, currency, and relevance AASL1
- Acknowledge the principles of intellectual freedom AASL3
- Apply proper MLA citation format AASL3
- Successfully use parenthetical references or in text citations in their research paper AASL3



- Plan their research: select a topic, refine their thesis or question, develop keywords, select and resources, take notes, create a properly cited product AASL2
- Evaluate all sources for appropriateness to information needs AASL2
- Evaluate the validity and accuracy of all information AASL2

From September-June:

- Put into practice safe and responsible Internet usage AASL3
- Understand the elements of the AUP and know the consequences of the violations AASL3

### **Evidence of Learning**

Formative Assessments

- Students Reflections
- Anecdotal Evidence

Illustrative Summative Assessments

- Rubric Scored Research Task
- NJTAP-IN
- SAILS Post Test

### **Suggested Learning Activities**

- Library Orientation—Advanced strategies, library policies, resources, AUP
- 5W's Website Evaluation
- Database lessons—Selection and effective use based on research plan
- Copyright/Ethical use-- tutorials or activities
- Search strategies—steps of effective research
- Book Talks
- Readers' Advisory

### **Resources**

- Library resources include print and electronic books and periodicals selected to support the curriculum and address student interests and information needs. Online resources include subscription databases and curated Internet resources as found on the library website and library building wikis. Teacher resources include professional print and online materials and journals. The library also houses a collection of technology hardware used in the library and classrooms to support the curriculum.

## **RESEARCH TASKS**

The 8<sup>th</sup> Grade Research Tasks address many of the New Jersey Core Curriculum Content Standards for Language Arts Literacy, Social Studies, Career Education and Technology. The balance between collaborative work and individual accountability reflects the requirements of 21<sup>st</sup> Century workplace skills, and rubric scoring of the research and writing components will allow for direct, focused feedback to each student. The tasks additionally link to character education and core values.

## HIGH SCHOOL PROGRAM

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*The library is not a shrine for the worship of books. It is not a temple where literary incense must be burned or where one's devotion to the bound book is expressed in ritual. A library, to modify the famous metaphor of Socrates, should be the delivery room for the birth of ideas - a place where history comes to life. ~Norman Cousins*

### 9<sup>TH</sup> – 12<sup>TH</sup> GRADE CURRICULUM

**Summary:** Students visit the Library Media Center independently or with subject teachers to utilize the abundant and carefully developed selection of print, electronic, and technology resources. Librarians teach students to be enthusiastic readers, critical thinkers, skillful researchers, life-long learners, and ethical users and producers of information in a global society.

#### **Terminology:**

- Ethical Use
- OPAC/ Alexandria
- Database
- Boolean Searching
- Citation
- MLA Format
- Plagiarism
- AUP
- File sharing / File conversion (local copy)

#### **Connections to 21<sup>st</sup> Century or SALT (S= Skills; A= Awareness; L= Literacy; T= Traits)**

##### **Skills**

- Critical Thinking & Problem Solving
- Creative Thinking & Innovation
- Communication
- Collaboration
- Core Ethical Values: Responsibility, Self Control

##### **Awareness**

- Global Awareness
- Cross Cultural Awareness
- Career Awareness

##### **Literacies**

- Content
- Health
- Information
- Technology

##### **Traits or Habits of Mind**

- Productivity
- Accountability

- Self-Direction
- Responding with wonderment and awe
- Respect
- Responsible risk-taking
- Manners

### **Enduring Understandings**

- Reading is a window to the world.
- Inquiry provides a framework for learning.
- Ethical behavior in the use of information must be taught.
- Technology skills are crucial for future employment needs.
- Equitable access is a key component for education.
- Learning has a social context.
- School libraries are essential to the development of learning skills.

### **Essential Questions**

- How do my reading choices help me to make a connection with myself, the world, and with my prior learning?
- How do I select print and electronic resources that are engaging and appropriate for my needs and interests?
- How do I make sense of information gathered from a variety of sources?
- How do I use information ethically and responsibly?
- How do I use technology ethically and responsibly?
- How do I use and master the available technology tools to analyze, organize, and present my new understandings in a creative way?
- How do I connect my new understandings to the real world?
- How do I develop the skills necessary for personal and professional success in the 21<sup>st</sup> century?
- How can I collaborate with others to learn and to share knowledge?
- How do I best use the library to access a variety of high quality resources?

### **Evidence of Learning**

#### Formative Assessments

- 9<sup>th</sup> SAILS Pre Test

#### Summative Assessments

- 12<sup>th</sup> Written Report Rubric- 12<sup>th</sup> Grade Research Task
- 12<sup>th</sup> Presentation Rubric- 12<sup>th</sup> Grade Research Task
- 12<sup>th</sup> SAILS Post Test

### **Suggested learning activities**

- 9<sup>th</sup> Grade English Fact Quest/Library Orientation
- Guided Database Activities
- Guided Book Selection (book talks by librarians, followed by student book selection)
- Website Evaluation Activities
- Multimedia projects

## **Resources**

Electronic databases

Books (print and ebook)

SBHS Library wiki page

Technology (including, but not limited to)

- Desktop computers
- Laptop computers
- iPads
- SmartBoards
- Flip cameras
- Microphones
- Headphones

## **12<sup>TH</sup> GRADE RESEARCH TASK**

Detailed unit and lesson plans are included in the Research Curriculum Guide.

### **Research Task: Contemporary Health Issues**

#### Overview:

Taught in conjunction with the librarians, this unit will require students to select a health topic and decide on a controversial point of personal interest. Using the resources presented by the librarians, students will research an issue, then craft a thesis statement that advocates for some form of action. Students will then compile the research into a written paper designed to persuade the reader to agree with the position, and develop a media rich presentation to share the findings with his/her classmates.

#### Purpose:

Students will learn how to select, research, and advocate for a controversial health topic of personal interest. Students will create a written and verbal presentation to share with the class. Lessons will prepare students to conduct research, complete a formal persuasive paper with proper citations, and give a multimedia presentation.

#### Knowledge and Skills:

*Students will know and be able to:*

- Use appropriate research methodology to investigate a health problem or issue.
- Develop, present, and evaluate a multimedia health presentation and adapt it to address the needs and interests of varying audiences.
- Use reliable and valid health information to assess social situations and conditions that impact health and safety.
- Analyze the use of ethics and personal values when making decisions.
- Critique significant health decisions and debate the choices made.
- Assess community awareness and understanding about a local, state, national, or international health issue.

#### Resources:

##### Technology

- Computers and laptops in the LMC and Writing Lab to search databases and websites

##### Databases

- Gale Opposing Viewpoints in Context
- SIRS Issues Researcher
- Facts on File Issues and Controversies
- Facts on File Health Reference Center
- CQ Researcher
- Teen Health & Wellness

##### Websites

- SBHSLibraryWiki.wikispaces.com
- Mayo Clinic
- Medline Plus

- Healthfinder (U.S. Office of Disease Prevention and Health Promotion)
- WebMD Center
- Centers for Disease Control
- FamilyDoctor.org

Pacing:

- Day 1 (Introduction)
- Day 2 (Stem Cell Worksheet)
- Day 3 (Advocacy Statement Activity/Sample Paper Grading)
- Day 4 (Library Presentation 1)
- Day 5 (Library Presentation 2)
- Day 6 (Research, define topic, and develop thesis statement)
- Day 7-11 (Research and writing)
- Day 12 (Completion of final paper and presentation samples)
- Day 13+ (Presentations)

## SBHS LMS Curriculum Additions Fall 2014

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### SCIENCE, TECHNOLOGY, AND SOCIETY RESEARCH TASK

Detailed unit and lesson plans are included in the [Research Curriculum Guide](#).

#### Research Task: Science, Technology, and Society Podcasting Project

##### Overview:

Taught in conjunction with the librarians, this unit will require students to select a contemporary technology topic to determine how society benefits from and adapts to fit new scientific developments. Using the resources presented by the librarians, students will research the topic and create a podcast to share the findings with his/her classmates.

##### Purpose:

Students will learn how to select, research, and share new understandings on a contemporary technology topic. Students will script and record a podcast to share with the class. Lessons will prepare students to conduct research, to generate proper MLA citations for all sources used, and to script and record a podcast.

##### Knowledge and Skills:

*Students will know and be able to:*

- Complete a research task that identifies how society drives science to develop new technologies and/or how science drives society's use of technology
- Use appropriate research methodology to investigate a contemporary technology topic
- Evaluate and utilize quality online resources to address a research question
- Take notes and draw conclusions on research
- Collect research and synthesize into a technology-rich product and presentation
- Apply new learnings to the creation of a technology-rich podcast.

##### Resources:

Technology- Chromebooks and iPads in the LMC to search databases and websites

Database- EBSCOHost

Websites- SBHSLibraryWiki.wikispaces.com

##### Pacing:

- Day 1 (Introduction, researchable question, website evaluation, MLA citation)
- Day 2 (Database use, note-taking skills)
- Day 3 (Research and script writing)
- Day 4 (Introduction to podcasting)
- Day 5 (Voice recording and image gathering)
- Day 6 (Conclusion of podcasting)

## **9TH GRADE LIBRARY ORIENTATION**

Lesson plan is included in the [Research Curriculum Guide](#).

### Overview:

Taught by the librarians, 9th grade library orientation will introduce incoming students to the library layout, resources, and services. Students will review the Acceptable Use Policy (AUP) terms of agreement to ensure a solid understanding of the signed contract. All content is connected to the English curriculum. Research conducted to complete the Factquest graphic organizer will be referenced over the course of the academic year as subjects are introduced in the classroom.

### Purpose:

All incoming 9th graders will visit the library with their English class for a ninety minute lesson with the librarians. During the lesson, students will become familiar with the library layout, resources, and services and learn how to locate information for school projects and independent research and reading needs. Using a smartboard lesson, students will review and discuss the AUP policy by examining real world scenarios which might occur at the high school.

### Knowledge and Skills:

*Students will know and be able to:*

- Review the layout and services available at the high school library.
- Locate and use the subscription databases to find information.
- Review the terms of agreement in the AUP policy
- Develop some background knowledge of three (Romeo and Juliet, A Raisin in the Sun, and The Odyssey) texts to be read and studied in ninth grade English.

### Resources:

#### Technology

- Chromebooks in the LMC to search databases
- Smartboard for the AUP Smart lesson

#### Database

- EBSCOHost
- Gale Literary Reference
- Facts on File
- ABC-Clio

#### Websites

- SBHSLibraryWiki.wikispaces.com

#### eBooks

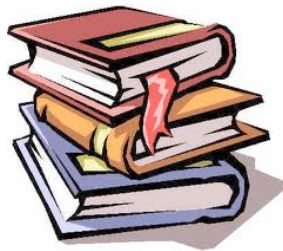
- *Gods, Goddesses, and Mythology* Marshall Cavendish

### Pacing:

- 1 ninety-minute lesson (AUP smart lesson, library tour, completion of library fact quest graphic organizer)



# APPENDIX



*So the America I loved still exists, if not in the White House or the Supreme Court or the Senate or the House of Representatives or the media. The America I love still exists at the front desks of our public libraries.*

*~ Kurt Vonnegut [In These Times, 8/6/2004]*

## APPENDIX #1: STUDY OF THE 2008 STANDARDS

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The LMS met several times over the course of the 2008-2009 school year to “book study” the revised ASSL standards and to determine their impact on curriculum and instruction. What follows is a synopsis of their “noticings.” ~submitted by Lisa Manganello

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At our final Standards Meeting yesterday, we looked briefly at Standards 3 and 4. In elementary, middle, and secondary groups we collaborated to incorporate elements of the standards into our existing research projects. To close the Standards Study, we returned to our objectives and examined how we addressed each element.

Our objectives and accomplishments included:

- (1) To gain a deeper understanding of the updated AASL Standards for the 21<sup>st</sup> Century Learner.
  - Read the Standards document independently noting passages of that each found interesting or confusing.
  - Reviewed how the elements (skills, dispositions, responsibilities, self-assessment strategies) fit together
  - Shared our findings as a group
- (2) To connect the new standards to the library curriculum.
  - Collaborated to incorporate the Standards into existing projects with particular attention given to the 5th grade project, the 7/8th grade research task, and the 12th grade health project
  - Used our new knowledge of the standards to complete a draft of the curriculum map
- (3) To use our deeper understanding to enrich our teaching and lesson planning.
  - Used our new knowledge to enrich future projects and collaborations
- (4) To reflect on our learning and assess how to continue our work the group answered the following questions.
- (5) To reflect on our learning and assess how to continue our work the group answered the following questions.
  - Are we using all of the standards with each grade at all times or are we building to include all of the standards by 12<sup>th</sup> grade?
  - Are we using the main standard or are we defining which skills/dispositions/etc. for lesson planning?
  - If these were our objectives, was this book study a good way to accomplish them?
  - Has this study been valuable to your teaching, especially in light of the new lesson plan review cycle?
  - How should we continue our study?

Our ideas and answers included:

- The new SOPA planning will allow us to practice using the new standards with feedback from Joanne Kerekes during the periodic SOPA reviews.
- This study allowed us the time to get to know and “unpack” the new standards. All agreed that these meetings and time matched perfectly with the SOPA review launch.
- All of the LMS use the main standards in planning, but some found the skills, dispositions, etc. are helping to build other important lessons components.

## APPENDIX #2: SELECTION REGULATION

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### I. Introduction

In the education of children and youth, variety of print and non-print materials is essential if individual interests, needs, and abilities are to be met. The Board of Education has the legal responsibility for providing instructional materials for use in the schools that make up the South Brunswick School District. The volume of learning materials, both print and non-print currently being produced makes the wise selection of appropriate materials a concern of utmost importance to the Board. For this reason, the following materials selection regulation has been developed as a summation of the philosophy, the standards and the principles, which underlie the choice of resource materials for the school libraries of the South Brunswick School District.

The purpose of this materials selection policy is:

- To provide a statement of philosophy and objectives for the guidance of those involved in the procedures for the selection.
- To define the role of those who share in the responsibility for the selection of the instructional materials.
- To set forth the criteria for the selection and evaluation of materials.
- To provide a procedure for the consideration of objections to the particular materials in the library media program.

### II. Philosophy and Objectives

The School Library Bill of Rights sets forth the philosophy of materials selection as it relates to the educational program of the school. It is endorsed by the American Association of School Librarians (a division of the American Library Association) and by the South Brunswick Township Board of Education.

As members of the American Association of School Librarians, the media specialists of this district reaffirm belief in the Library Bill of Rights of the American Library Association and endorse the association's definitions of the responsibility of the school library:

- To provide a comprehensive collection of instructional materials selected in compliance with basic written selection principles (*see Section III*), and to provide maximum accessibility to these materials.
- To provide materials that will support the curriculum, taking into consideration the individual's needs, and the varied interests, abilities, backgrounds, and maturity levels of the students served.
- To provide materials which reflect the ideas and beliefs of religious, social, political, historical and ethnic groups and their contributions to the American and world heritage and culture.
- To provide qualified professional personnel.

In addition to the reaffirmation of the School Library Bill of Rights, the District adds the following two sentences from the Council of American Library Association:

- In no case should library materials be excluded because of the race or nationality or social, political or religious views of the authors.
- Censorship should be challenged by libraries in the maintenance of their responsibility to provide public information and enlightenment.

### **III. Principles of Evaluation and Selection**

- A. All materials should have these elements of quality:
  - 1. Relevancy or lasting value
  - 2. Accuracy
  - 3. Authoritativeness
  - 4. Clear presentation and/or readability
  
- B. Factors influencing selection
  - 1. Curriculum
  - 2. Reading interests and abilities of students
  - 3. Backgrounds of students
  - 4. Size of the budget
  - 5. Need to develop a balanced collection
    - a. Based on materials already in the collection
    - b. Based on providing an objective view of all sides of an issue
  - 6. Quality of format and medium

Materials will be purchased in a variety of formats with efforts to incorporate emerging technology, when they meet the criteria

### **IV. Gifts and Donations**

- A. The libraries welcome gifts of books and other materials provided:
  - 1. They meet the same standards of selection as those applied to original purchase.
  - 2. They can be integrated into the general library collection.
- B. The libraries welcome commercially sponsored materials provided:
  - 1. They meet the same standards of selection as those applied to original purchase.
  - 2. They are of real value to the instructional program of the school with a purpose to educate rather than just promote sales.
  - 3. They are free from excessive advertising.

### **V. Responsibility for Selection:**

The South Brunswick Board of Education, legally responsible for the selection of library materials, delegates this responsibility through the Superintendent, to principals and then to library media specialists.

Initial purchase suggestions may come from all qualified personnel – teachers, coordinators, resource personnel, and administrators. Students are also encouraged to make suggestions for purchase. The widest participation is encouraged.

### **VI. Rules and Regulations**

Since differences of opinion do exist in our society, these rules and regulations have been developed to recognize those differences in an impartial and factual manner.

#### **A. Selection of Materials**

All materials should appear in one or more of the recognized reviewing media or approved lists, unless it is possible to examine and evaluate them carefully before acceptance. Recommended selection aids include, but are not limited to:

- ALA Book Lists

- American Libraries
- Booklist
- Book Links
- The Bulletin for the Center for Children's Books
- Horn Book
- H.W. Wilson Publications
- Kirkus Reviews
- Library Journal (ALA)
- Library Media Connection
- Media and Methods
- New York Times Book Review
- Publishers' Weekly
- School Library Journal
- School Media Quarterly
- Voice of Youth Advocates

#### B. Professional Judgment of Library Media Specialist

Library media specialists will use their professional judgment, guided by the aforementioned principles of evaluation and selection, to select the best materials for the media centers. Selected materials will support needs in the content areas and be appropriate to the variety of ages, developmental stages, ability levels, and learning styles represented in the school community. Materials that add value to collections, despite controversial content, will be included – books and selected non-print materials should inform rather than indoctrinate. Library media specialists have the responsibility to match students to books and materials appropriate to their interests and abilities.

#### C. Consideration of Objections

The following steps must be followed in case of public objection to library material:

1. Library media specialists will address concerns about media center resources directly. Administrators and faculty will refer initial concerns to the library media specialist.
2. If one wishes to make a formal objection to a media center resource, the library media specialist will inform the parent of the necessary procedure. The principal will be informed of all formal objections.
3. The person making the objection must complete a *Statement of Concern* Form. It shall be filled out as completely as possible, signed and returned to the building principal, with a copy to the building library media specialist.
4. Upon receipt of the completed form, material which is questioned will be reviewed by the principal and library media specialist. They will prepare a written justification of the inclusion of the materials. The material in question will be temporarily removed from circulation, but will remain available to administrators and faculty involved this process.
5. No more than ten school days after the receipt of the form, copies of the justification will be sent to the person who submitted the *Statement of Concern* form.
6. When the person receives the justification, he or she will indicate to the principal the desire to continue the process or withdraw the objection.
7. If the objection is to continue, all materials will be sent to the Superintendent of Schools. No more than ten school days after receipt of the materials, the Superintendent will appoint a professional review committee consisting of

him/herself, a library media specialist not involved in the objection, an administrator not involved in the objection, the district supervisor of curriculum, and two members of the faculty.

8. The committee will consider both sides of the issue and render a written decision no more than ten (10) days after its initial meeting. The committee may choose one of the following actions:
  - Return the material to the collection.
  - Return the material to the collection with restrictions or qualifications.
  - Remove the material from the collection
9. Appeal will be directly to the Board of Education which will review all records and respond in writing within ten (10) days of receipt of the material.

**SOUTH BRUNSWICK BOARD OF EDUCATION  
STATEMENT OF CONCERN ABOUT LIBRARY/MEDIA CENTER RESOURCES**

*Instructions: Fill out this form as completely as possible and submit to the building principal.*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_

Zip Code: \_\_\_\_\_

Phone: \_\_\_\_\_

Resource on which you are commenting:

Book

Magazine

Newspaper

Audiovisual Resource

Other (specify): \_\_\_\_\_

Title: \_\_\_\_\_

Author/Producer: \_\_\_\_\_

1. What brought this title to your attention?
2. Have you read or viewed the entire work?  yes  no
3. Please comment on the work as a whole.
4. To what do you object? Please cite specific passages, pages, scenes, etc.
5. What do you believe is the main idea of this material?
6. What do you feel might result from the use of this material?
7. Have you read any reviews of this material? If yes, please list.
8. Do you think this material is suitable for any age group? If so, what?
9. What action do you recommend that the school take on this material?
10. What resource(s) do you suggest to provide additional information on this topic?
11. In its place, what material of equal quality do you recommend on the subject?
12. Would you like the opportunity to discuss this matter further?  yes  no

Signature: \_\_\_\_\_

Name (printed): \_\_\_\_\_

Date: \_\_\_\_\_

*This form was adapted by the NJLA Intellectual Freedom Committee from the  
ALA Revised Statement of Concern about Library/Media Center Resources.*

## APPENDIX #3: BILL OF RIGHTS

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### School Library Bill of Rights

School media centers are concerned with generating understanding of American freedoms and with the preservation of those freedoms through the development of informed and responsible citizens. To this end, the American Association of School Librarians reaffirms the Library Bill of Rights of the American Library Association and asserts that the responsibility of the school media center is:

1. To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, maturity levels of the students served;
2. To provide a background of information which will enable students to make intelligent judgments in their daily lives;
3. To provide materials on opposing sides of controversial issues so that young citizens may develop with guidance the practice of critical reading and thinking;
4. To provide materials representative of the many religious, ethnic and cultural groups and their contributions to our American heritage;
5. To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection of appropriate materials for the users of the media center.

### ***Bibliography***

*American Library Association. (2005) Access to Resources and Services in the School Library Media Program: An Interpretation of the LIBRARY BILL OF RIGHTS. Retrieved February 14, 2007 from <<http://www.ala.org/Template.cfm?Section=interpretations&Template=/ContentManagement/ContentDisplay.cfm&ContentID=103206>>*

*Hopkins, Dianne McAfee. (1996) School Library Media Centers and Intellectual Freedom. Intellectual Freedom Manual, Fifth Edition. Chicago: American Library Association.*

*Valenza, Joyce. (2004) Power Tools Recharged: 125+ Essential Forms and Presentations for Your School Library Information Program. Chicago: American Library Association.*



## **APPENDIX #4: DE-SELECTION REGULATION**

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### **Introduction**

A quality library media center offers learners a dynamic collection of materials that are carefully selected to meet student needs. Materials on a library's shelves, as well as electronic and online resources, should be continuously and systematically evaluated for relevance, timeliness and appeal. Weeding is an ongoing part of the collection development process and considered *deselection*, a process of evaluating and sometimes withdrawing materials that are rarely used, contain inaccurate or dated information, are in poor physical condition, or are no longer relevant to the curriculum or students or faculty needs.

### **Rationale**

Weeding allows a school library to:

- Present a more appealing, inviting, easier to use collection
- More effectively utilize limited space
- Ensure that library users access current, accurate information
- Correct past mistakes in the selection process
- Dispel the illusion of a sizable collection when a need exists for new resources
- Identify materials in need of repair or replacement
- Eliminate outdated materials or material that has been superseded

### **Procedures**

#### **Process**

Weeding is both a formal and informal process. It occurs informally as library media center staff check books in and out, shelve books, and locate books and other library materials. Formal weeding periods should be planned. It is neither recommended nor necessary to weed the whole collection at one time. Rather, library media specialists should select one focus area at a time. Library media specialists will inform administrators of formal weeding periods. Administrators will advise library media specialists of appropriate disposal methods.

#### **Criteria**

Library media specialists use their professional judgment to maintain a balanced, up-to-date and relevant collection. Factors impacting the deselection of books and other materials include:

##### **Condition**

- Accuracy
- Timeliness
- Circulation

- Relevance to the curriculum
- Relevance to the collection

### **Tools**

Library media specialists will utilize the following sources for guidance during the weeding process:

- School reading lists and curriculum
- CREW guidelines (*see attachment*)
- *Weeding and the Teacher Librarian* from Joyce Valenza's Power Tools
- H.W. Wilson Catalog Publications
- State Library Catalogs - accessible online through <<http://www.njstatelib.org>>

### **Bibliography**

*Valenza, Joyce. (2004) Power Tools: 125+ Essential Forms and Presentations for Your School Library Information Program. Chicago: American Library Association.*

*Guidelines: The CREW Guidelines For Weeding Your Collection. Texas State Library and Archives Commission. Retrieved March 14, 2008 from <http://www.tsl.state.tx.us/ld/pubs/crew/guidelineshtml#top>*

## APPENDIX #5: GLOSSARY

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*A house without books is like a room without windows.  
No man has a right to bring up children without surrounding them with books.  
Children learn to read being in the presence of books.  
~ Horace Mann*

5 W's of Web Evaluation	Who authored the site? (Is the person a reliable source about the topic?) What is it about? When was it created? (Is the information current?) Where does the information come from? Why should I use it?
AASL	American Association of School Librarians
Acceptable Use Policy (AUP)	The District policy or rules for technology use signed by students and parents at grade levels K-2, 3-5 and 6-12.
Alexandria	The library automation catalog used in SB schools. It is an index to the library collection and specific to each school.
Automated Catalog (OPAC)	An online public access catalog (OPAC) used to locate materials in library collections.
Bibliography	A list of sources used in researching a topic.
Bloom's Taxonomy	A hierarchy of thinking skills designed to measure the complexity of a cognitive task, from low-level, fact-location to high-level analysis and synthesis of information, and creation of new products and ideas.
Boolean Logic/Search	An advanced search in databases, including online card catalogs, to combine search terms to either broaden or narrow results. Boolean operators tell the database search engine which words you want your search to include or exclude. Common Boolean operators are AND, OR, NOT. Example: Shakespeare AND poetry.
Book Talks	The librarian or teacher speaks to students of the setting, the characters, and/or the major issues of a book without "giving away" the resolution. Book talks make students interested enough about the book to want to read it. A book talk can last from about 30 seconds to five or six minutes.
Book Awards	Various awards are announced yearly. Below is a sample. Randolph Caldecott medal for the most distinguished American picture book for children. John Newbery Medal for most outstanding contribution to children's literature. Michael L. Printz Award for excellence in literature written for young adults. Coretta Scott King (Author) Book Award recognizing an African American author and illustrator of outstanding books for children and young adults.

Call Number	A call number is like a book's address. Each item in a library has a unique call number used to find it on the shelf. A book has a sticker on its spine that tells its call number. Books are arranged on the shelves in call number order.
Citation	Used to credit sources used by the writer. In the paper itself, parenthetical citations are placed in the text of a student's paper, and the complete description of each source is listed in the Works Cited list. The Works Cited list, or Bibliography, is a list of all the sources used in a report or paper.
Copyright	The right by which a person or body controls the permission to publish, copy or distribute a work.
COW	Acronym that stands for Computers On Wheels; cart(s) in which up to 15 Macintosh laptops, Chromebooks, tablets or iPads acquired for student use are stored and transported anywhere in the school building as needed.
CultureGrams	A subscription database whose focus is geography and features political, social and cultural information of world countries, the United States, and the Canadian provinces.
Curriculum Mapping	A comprehensive collection of information that is used in instructional decision-making. Curriculum maps clarify core content, prove curriculum is aligned with state standards, and ensure that instruction and assessments are appropriate and effective.
Cyber Safety Policies	These district-wide guidelines are implemented to promote personal safety and appropriate etiquette in students and staff across the grades when navigating the Internet or communicating via e-mail, for example.
D.E.A.R.	Acronym that stands for Drop Everything and Read. Though April 12 is National D.E.A.R. Day, the practice of allotting an uninterrupted span of 30-minutes for staff and students to read quietly has been adopted by a number of schools and is often conducted on a daily or weekly basis.
Database	A searchable, electronic catalog that provides pre-selected up-to-date information.
Dewey Decimal Classification	The most widely used library classification system, which is based on the division of all knowledge into 10 groups, each assigned 100 numbers.
EBSCO	A password protected, electronic resource of more than 300 full text and secondary databases with information from magazines, newspapers, and encyclopedias.
Electronic Resources	Information which is accessed via the Internet i.e. databases, eBooks or websites.

Enduring Understandings	Lasting, big ideas, having lifelong value beyond the classroom. Intellectual priorities that will anchor the lesson and establish a rationale for it. The term enduring refers to the big ideas, or the important understandings, that we want students to "get inside of" and retain after they've forgotten many of the details; the enduring understandings provide a larger purpose for learning the targeted content--they answer the question, Why is this topic worth studying?
Essential Questions	Open ended questions that are meant to be considered throughout the unit of study. They are provocative questions that foster inquiry, understanding, and transfer of learning.
Five Finger Test	Test used by students to determine what books are "just right" for them. Students put out one finger for every word they do not know or cannot pronounce. 1 or 2 Fingers: The book is o.k. for you. 3 Fingers: Could be a bit hard to understand. 4 Fingers: Will be too difficult to read and understand. 5 Fingers: Choose another book.
Information Literacy	A transformational process in which the student needs to find, understand, evaluate, and use information in various forms to create for personal, social or global purposes
Information Technologies	Refers to the computer and other technology used to store or retrieve information. Tools required for preparation and participation in an evolving information-based society, a set of computer competencies that the 21st century student of this information age needs to possess to participate intelligently and actively in society.
Intellectual Freedom	The right of every individual to both seek and receive information from all points of view without restriction.
KidsInfoBits	Database designed for K-5 with lots of information about people, places, animals, and other subjects.
KWL	An introductory instructional strategy that provides a structure for recalling what students know about a topic, noting what students want to know, and finally listing what has been learned and is yet to be learned.
Library Automation	An up-to-date method to help libraries and library patrons to effectively use library resources through the use of computers and other technologies.
Library Standards	Criteria established by the ALA for teaching and learning that guide a media specialist to shape the library program and the learning of students in school
LMC	LMC - Library Media Center (or school library).
LMS	Library Media Specialist (or school librarian)

MLA Format	The Modern Language Association of America's guidelines for a written citation designed to give proper credit for research materials used in a paper or project. MLA Format is the standard citation format used by students and teachers throughout the South Brunswick School District.
Pathfinders	A time-saving research guide designed by librarians to highlight specific electronic or print resources appropriate for a given subject.
PATTERNS	Acronym for the middle school reading program: Parents and Teachers Together Encouraging Reading Novels.
Plagiarism	The use of another's words or thoughts without providing credit through a proper citation.
Reference Sources	Authoritative works referred to for specific answers or information. They include encyclopedias, atlases, dictionaries, thesauri, almanacs, and bibliographies.
Research Skills	The set of skills required to locate, access and use information as part of an inquiry-based process.
Research-based Assessments	A collaborative, inquiry-based project in which research skills are embedded and assessed as part of the final product.
Shelf Markers	A cut sentence strip affixed with a student's name and ID number. Students use this to hold the space on a bookshelf so they may re-insert books in proper location.
Subject headings	A term used primarily by library professionals when applying topic headings to their collections.
SIRS Discover	A general-purpose subscription database published by ProQuest. Appropriate for grades 3-8, this database contains encyclopedia and reference entries, magazine and newspaper articles, and selected publications about a range of general subjects including biographies, historical events, countries, science and sports.
Understanding by Design	A three-stage backward curriculum design process which begins by identifying the desired results and then writing backwards to develop instruction. It centers on big ideas, essential questions and authentic performances.
Verso	Commonly known as the back of the title page in a book. Also refers to the back of a page, or the left side of a page when the book is open.
Video Clips or Streaming	Relates to the act of video being transferred from the Internet or a server to the user's computers, through free Internet sources or via electronic subscription databases, such as BrainPop or Discovery Education.
Web Quests or Web Worksheets	An inquiry (research) based lesson using the web.
Weblinks	Links (URL's) to relevant sites for research or information relevant to a topic.
Website Evaluation	A check for authenticity, authorship, bias and usability of a website performed by librarians and taught to students.

Wikis

Usually a secure site where teachers, students can post and share work, ideas etc.

Works Cited

The resources cited in your research paper compiled in proper MLA format.

**I have always imagined that Paradise will be a kind of library.**

—Jorge Luis Borges  
(1899-1986)



# South Brunswick School District



## DISTRICT APPENDIX

**There are the various strands that cross content.**

**They have relevance to every curricular area and all grade levels.**

**The strands are interwoven into content and integrated into instruction.**

**They do not stand alone.**

**A synopsis of each strand is included in this document.**

**The full SBSB K-12 District Appendix, with detailed information about each strand,  
can be found as a separate document.**

### Topics

Teaching for the 21st Century

Educational Technology Standards

21st Century Life and Career Education Skills

Character Education

Differentiation

Understanding by Design (UbD): “Reader’s Digest” Version

**Topic**

**Teaching for the 21<sup>st</sup> Century:  
What does this mean and how do you do it?**

Students need to gain skills that will enable them to learn on their own, think critically and creatively, and apply knowledge to new situations. An emphasis needs to be placed on problem solving, teamwork skills, global awareness, and proficiency in using technology. Students need to learn to collaborate and work on authentic problems that they will likely encounter in their future careers. This section will outline what this means and how you “teach” for the 21<sup>st</sup> century: Elementary, Middle and High.

**Tools for the 21<sup>st</sup> Century:  
Life, Careers, and Digital Environments**

21<sup>st</sup> Century Life and Career Education Skills and Educational Technology Skills outline the NJ Core Curriculum Content Standards for these areas that align with PK-12 learning.

These standards are written into the curriculum documents for all areas of content—English Language Arts, Mathematics, Science, Social Studies, PE/Health Education, Visual Art, Music, World Language and Library-Media. They are integrated into curriculum and instruction in places where it is relevant and meaningful to do so, and in ways that enhance learning. You will see these integrations explicitly noted in the curriculum guides: Elementary, Middle and High.

**Character Education:  
Safe and Caring Learning Communities**

South Brunswick takes an “approach” to character education that fosters the social, emotional and academic growth of each child. The intent is to create a safe and caring community while building life skills based on the five core values (CARES):

- C Cooperation
- A Assertion
- R Responsibility (and Respect)
- E Empathy
- S Self-Control

For over ten years, the K-5 teachers have been trained in and have followed the *Responsive Classroom (RC)* approach.

The middle school teachers have studied and/or been trained in the *Developmental Designs (DD)*

approach to character education.

The high school approach has been named “Strive for Five” and includes an annual theme with related activities to bring Character Education to the forefront. There is always a service-learning project connected to the theme. In addition, the high school also follows the *Institute of Excellence and Ethics* (IEE) approach. The IEE approach allows for explicit teaching of Character Education through a series of multimedia lessons that are embedded into the students’ schedules.

### **Differentiation**

Differentiation of instruction is a deliberate and conscious method of planning and teaching that provides multiple avenues of learning. It means different challenges to different students. It is characterized by strategies that use an assessment of each individual student for readiness, interest and learning style to modify instruction in three ways: by content, process and product.

In this document, there is a brief description of several approaches and methods that have long been utilized in South Brunswick to meet the differentiated needs of students within the classroom.

- Bloom’s Taxonomy
- Gardner’s Multiple Intelligences
- Learning Styles
- Inclusion Classrooms
- Kagan Cooperative Learning
- Principles of Differentiation

It is expected that classroom instruction will be differentiated. This expectation is predicated upon the belief or disposition that “all students can learn.”

### **Understanding by Design**

For nearly two decades, the South Brunswick School District has held much value in the Understanding by Design (UbD) or Backward Design model of curriculum writing by Grant Wiggins. This model and the process of curriculum development, has been used in the district for many years. The curriculum template—which was recommended by the State of NJ and adopted/adapted by the District, includes elements of the UbD approach.)

You will note that in every curricular area, we begin with the end in mind (that is, the big idea). Enduring understandings, essential questions and performance assessments—all based on standards—are used in the process of curriculum development.

With this being said, it is not only important to understand the process of UbD, but also how to implement curriculum designed in such a way.

A brief overview of how to use Understanding by Design in delivering curriculum is included in the Appendix.