

South Brunswick School District



Curriculum Guide for the Library-Media Program

Curriculum Completion Date: August 2009

District Mission

South Brunswick Public Schools will prepare students to be life-long 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) 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 6.16.08

Based on
Board Approved Library-Media Program Curriculum

August 2009

This curriculum is approved for all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

Library Media Acknowledgments

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*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

LIBRARY-MEDIA PROGRAM

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 several years, we have been inundated with descriptions of the ongoing information explosion, with the staggering reality that more information has been produced in the last thirty years than in the previous 5000, that information is doubling every eight years. There was a time when educators believed there was a finite body of knowledge to be taught to their students. As we have become increasingly sure of the fallacy of this concept, 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.

II.

Vision

With increasing emphasis on the skills needed for life and learning in the 21st 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 use ideas and information with competence, confidence, and in an ethical manner, 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 spaces, varied, rich and updated collections, increased articulation between librarians cross-school and cross level, and research-based assessments at key grade levels.

LIBRARY-MEDIA PROGRAM

Libraries are not made; they grow.

~Augustine Birrell

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.
- The library media specialist brings a thorough understanding of information skills, methods to integrate them and knowledge of resources (use and availability).

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.

LIBRARY-MEDIA PROGRAM

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

V.

Information Literacy Standards for Student Learning

-published in 1998 by the AASL and the Association for Educational Communication and Technology

The overall goal of the libraries is to help South Brunswick students read extensively and become information literate. Librarians guide students to read and to acquire skills to access, analyze and use ideas and information with competence and confidence. This goal mandates collaboration, a full and equal partnership, between teachers and librarians.

The Nine Information Literacy Standards for Student Learning have provided us with a conceptual framework and broad guidelines for describing the information literate student. While these standards were replaced with new standards in 2008, a number of these older standards have remained important in our program.

Information Literacy

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

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

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

Independent Learning

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

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

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

Social Responsibility

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

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

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

Permission to reprint The Nine Information Literacy Standards for Student Learning granted from the American Association of School Librarians. (5/19/04)

LIBRARY-MEDIA PROGRAM

A democratic society depends upon an informed and educated citizenry.

— Thomas Jefferson

VI.

Standards for the 21st 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 21st 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 21st 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 21st 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

For further information regarding the AASL Learning Standards, go to

<http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards.cfm>

LIBRARY-MEDIA PROGRAM

*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*

VII.

Examination of National Standards

Information Literacy Standards (1998): Because the learning of information literacy does not occur solely in the library, as part of the Library Curriculum Review Cycle, we examined the information literacy standards to determine “what” we teach, “where” we teach it, and the “when” we teach it. We called this *unpacking the standards*, and we did this in grade level cluster groups that included Library-Media Specialists and partner teachers.

After establishing knowledge of the standards, the librarian-teacher groups were given the challenge to do the following:

- *Unpack the Information Literacy Standards and cast them into grade-level appropriate language.*
- *Review the District curriculum.*
- *Compare the curriculum with the standards and ask the following questions: What are we doing currently? With consistency? With teacher-librarian collaboration? In an embedded manner? What are we not doing that we need to be doing? What are we doing that we need to stop doing?*

Because the goal behind information literacy has always rested on partnerships, the librarians and teachers worked together on the topics above and made evident ways in which the information literacy standards were being addressed in our current K-8 program. Given the departmental nature of the high school, this task was felt to be impossible to complete.

Each group produced a set of grade level cluster grids called, “The What, Where and When of Information Literacy.” In general, the standards appear to be embedded in the K-4 program and curriculum. In grades 5-12, there are research tasks that happen with consistency and by design that address the information literacy standards. There is not as much consistent embedding into content as seen at the K-4 level.

21st Century Standards (2008): When new standards were proposed and then adopted in 2008, the LMS conducted a book study of the standards in order to gain a deep understanding of their content and to determine the implication these standards would have on the LM curriculum and program as well as implications for instruction, delivery methods, tools, collaboration, and resources.

NOTE: THIS DOCUMENT REFLECTS ALIGNMENT WITH BOTH THE ORIGINAL AND THE 21ST CENTURY STANDARDS.

LIBRARY-MEDIA PROGRAM

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

VIII.

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.

S = 1998 Information Literacy Standards / ASSL = 2008 21st Century Standards

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

- Know the different areas of the library (S2) (AASL1 and 4)
- With assistance, be able to locate books they need and want (S1) (AASL 1 and 4)
- Begin to understand basic library organization (S1) (AASL 1,4)
- Care for and handle materials properly (S8) (AASL 3)
- Listen, appreciate, and respond to a story (S4 and S5) (AASL 1, 2 and 4)
- Understand library procedures and expectations (S9)
- Begin to know the parts of a book (S1) (AASL 1,2 and 4)
- Begin to understand the difference between fiction and non-fiction (S2) (AASL 1)
- Begin to appreciate literature and illustrations (S5) (AASL 4)
- Begin to understand the various forms of literature (S1) (AASL 1 and 4)
- Begin to recognize authors and their works (S5) (AASL 1 and 4)
- Select materials for leisure reading (S4) (AASL 4)
- Begin to use the automated catalog and other electronic resources (S1) (AASL1)
- Begin to use non-fiction sources to gather research information (S1, S2 and S3) (AASL 1 and 4)

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

- Locate books and non-print materials they need and want (S1) (AASL 1 and 4)
- Begin to understand Dewey Decimal System classification and use it to locate materials (S1) (AASL 1)
- Interpret the materials they have found (S2) (AASL 2)
- Care for and handle materials properly (S8) (AASL 3)
- Listen to and appreciate literature (S4 and S5) (AASL 1 and 4)
- Return books and materials to the proper place in the library (S7 and S8)
- Know the different areas in the library (S1) (AASL 1 and 4)
- Understand library procedures and expectations (S9)
- Know the parts of the book including title page and its verso, contents, glossary index, etc. (S1) (AASL 1)
- Understand the difference between fiction and non-fiction (S2) (AASL 1)
- Appreciate literature and illustrations (S5) (AASL 4)
- Read, identify and appreciate a variety of genres (S5) (AASL 1 and 4)
- Understand the various forms of literature (S1) (AASL 4)
- Recognize authors and their works (S5) (AASL 4)
- Select materials for leisure reading (S4) (AASL 4)

Effectively use an automated catalog and other electronic sources (S1) (AASL 1)
Use reference materials and gather data from a variety of sources, both print and electronic (S1, S2 and S3) (AASL 1 and 4)
Locate information using electronic resources (S1) (AASL 1)
Evaluate and choose appropriate print and non-print sources (S2) (AASL 1)
Read a variety of sources and synthesize the information (S3 and S6) (AASL 2)
Take notes, organize the information and identify sources (S3 and S8) (AASL 2 and 3)
Research a topic and prepare a written, oral and/or visual presentation (S3 and S6) (AASL 1-4)
Carry research through to conclusion (S3 and S6) (AASL 1-4)
Understand and adhere to Acceptable Use Policy (S8) (AASL 3)

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

Develop a researchable question (S3)
Discriminate among sources for useful information, validity, bias and timeliness (S2)
Understand that a catalog is an index to the library collection through use of cross references, keywords and subject headings (S1)
Understand the purpose of the Dewey Classification System and use it to locate materials (S1)
Distinguish different characteristics of reference materials and evaluate those most appropriate for their purpose (S2)
Know that indices provide access to information sources (S1)
Develop an ability to discriminate the validity of information obtained through electronic sources (S2)
Use discrimination in selecting books and periodicals (S4)
Present information in written and/or oral form (S3 and S6)
Cite sources in MLA format (S8)

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

Develop and research a thesis statement (S3;AASL 1)
Present information in written, electronic and/or oral format (S3 and S6; AASL 3)
Select appropriate databases, conduct searches and use individual features to maximize results (S1, S3, S6 and S8; AASL 1, 2)
Use keyword searching in print and electronic sources (S1, S2 and S3; AASL 1, 2)
Cite sources in MLA format (S8; AASL 3)
Evaluate sources for useful information, accuracy, timeliness, bias, relevance and/or completeness (S2; AASL 3, 4)
Distinguish different characteristics of reference materials and can determine those most appropriate for their purpose (S2; AASL 1, 2)
Understand and use the automated catalog as an index to the library collection (S1; AASL 1, 2)
Understand the purpose of the Dewey Classification System and use it to locate materials (S1; AASL 1, 2)
Use indices to provide access to information sources (S1; AASL 1, 2)
Locate and evaluate information using electronic sources (S1 and S2; AASL 1)
Discriminate in selecting books and periodicals (S4; AASL 1, 4)
Carry research through to conclusion (S3 and S6; AASL 2, 3)
Organize information from a range of sources and use it in various mediums (S3; AASL 1, 3)

Demonstrate responsibility for proper care of equipment and facilities (S8; AASL 3)
Practice ethical behavior in regard to information and technology (S8; AASL 3)

LIBRARY-MEDIA PROGRAM

Good as it is to inherit a library, it is better to collect one.

~ "Book Buying," Augustine Birrell

IX.

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. 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, 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.

LIBRARY-MEDIA PROGRAM: ELEMENTARY

*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*



Curriculum:	Library Media
Grade:	K-5

Desired Results

EU Enduring Understanding(s):

- 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.

EQ Essential Question(s):

- 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?

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

Connections

C 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.

C 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 9.1.A, 9.1.B, 9.1.C, 9.1.D, 9.1.E, 9.1. F and 9.3.A

T 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 8.1.A, 8.1.C, 8.1.D, 8.1.E, 8.1.F.

Lessons on Copyright/Ethical Use, Technology and AUP address standards 8.1.A, 8.1.D, 8.1.E.

C 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 content area standards are being addressed together with information literacy lessons.

- The research tasks in grade 5 incorporates standards from Language Arts and Social Studies
- 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.

Standards	Concept	Skills
Kindergarten		
AASL 1,4	Personal interest books	<ul style="list-style-type: none"> • Use shelf markers to select books • Follow rules
S8,9 AASL 1-4	Orientation	<ul style="list-style-type: none"> • Learn library procedures • Show active listening • Demonstrate/recall book care
S1,4,5 AASL 1,2,4	Literature Appreciation	<ul style="list-style-type: none"> • Listen attentively to what is read out loud (by genre) • Respond to literature with retellings, predictions, discussions • Begin to recognize beginning/middle/end, character and setting • Begin to recognize authors/illustrators and their roles
S1 AASL 2,4	Parts of a Book	<ul style="list-style-type: none"> • Identify parts of a book: front/back cover, author/illustrator, spine and call number
S1,2 AASL 1,4	Library Structure	<ul style="list-style-type: none"> • Locate fiction non-fiction sections and audio books • Begin to recognize library organization
First Grade: All of Kindergarten plus...		
S1 AASL 1,2,4	Parts of a Book	<ul style="list-style-type: none"> • Identify publisher, copyright date, dedication page, table of contents and glossary
AASL 1,2	Library Skills	<ul style="list-style-type: none"> • Identify call numbers on spine labels • Recognize shelf order
S5 AASL 2,4	Literature Appreciation/	<ul style="list-style-type: none"> • Identify authors and illustrators and their roles • Begin to recognize and make use of predictions and

	Reading Comprehension Strategies	connections
S1, 2 AASL 1,4	Fiction vs. Nonfiction	<ul style="list-style-type: none"> Distinguish between fiction and nonfiction
Second Grade: All of Kindergarten, 1, plus...		
AASL 1	Library Skills	<ul style="list-style-type: none"> Begin to recognize and locate fiction books according to alphabetical order Begin to recognize and locate non-fiction books according to Dewey order
AASL 1,4	Book Selection	<ul style="list-style-type: none"> Use the "Five Finger" rule
S1 AASL 1,2,4	Parts of a Book	<ul style="list-style-type: none"> Locate the title page and identify its parts
AASL 4	Literature Appreciation	<ul style="list-style-type: none"> Identify Caldecott and other awards
Third Grade: All of Kindergarten, 1, 2, plus...		
S1,2 AASL 1	Orientation	<ul style="list-style-type: none"> Use and locate fiction and nonfiction books on the shelves Recall and apply comprehension strategies
S1,4 AASL 1	OPAC	<ul style="list-style-type: none"> Begin to decipher and navigate <i>Alexandria Researcher</i> screens Select appropriate search/key words Distinguish among call numbers, evaluate and record results Locate books on the shelves
S1,2,3 AASL 1,2,3	Research	<ul style="list-style-type: none"> Identify, distinguish among and utilize reference materials Utilize pictures, captions, table of contents, index, glossary Apply knowledge of title page to cite sources Begin to paraphrase, take notes, and avoid plagiarism
S1,2,3,8 AASL 1,2,3	Technology	<ul style="list-style-type: none"> Introduce and practice <i>Acceptable Use Policy</i> Databases: <ul style="list-style-type: none"> Login to and navigate school databases with support Brainstorm key words and utilize search skills Distinguish among, evaluate and utilize results Bookmarked web sites: <ul style="list-style-type: none"> 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
S4, 5 AASL 4	Literature appreciation	<ul style="list-style-type: none"> Begin to identify and distinguish among genres

<i>Fourth Grade: All of Kindergarten, 1, 2, 3, plus...</i>		
S1,2,3,8 AASL 1,3	Technology	<ul style="list-style-type: none"> ● Recall and practice <i>Acceptable Use Policy</i> ● Access student server with support ● Utilize databases and websites for research
S1,2,3 AASL 1,2,3	Research	<ul style="list-style-type: none"> ● Differentiate among reference materials and determine appropriate use of each ● Identify, locate and utilize reference sources to conduct research <ul style="list-style-type: none"> - Use indexes ● Evaluate sources and information ● Cite sources in simple <i>MLA</i> format
S4,5 AASL 4	Literature Appreciation	<ul style="list-style-type: none"> ● Differentiate between genres and select according to interest (biographies, mysteries, etc.)
S1 AASL 1	Library Skills	<ul style="list-style-type: none"> ● Locate books independently or with minimal assistance
<i>Fifth Grade: All of Kindergarten, 1, 2, 3, 4 plus...</i>		
S4,5 AASL 1,4	Literature Appreciation	<ul style="list-style-type: none"> ● Recognize and distinguish among awards (Newberry, Caldecott...) ● Recall information from book talks and use it as a guide when selecting books ● Recognize and distinguish among genres ● Recall information presented by visiting authors/illustrators in order to better understand the process of creating literature ● Utilize advanced Alexandria search methods
S1,2,3,6 AASL 1,2,3,4	Research	<ul style="list-style-type: none"> ● Utilize advanced MLA format ● Apply cross reference skills from indices ● Brainstorm search terms ● Take notes using various organizers ● Locate sources using call numbers as independently as possible ● Reflect on the research process for strengths and weaknesses and modify accordingly
S2 AASL 1,2	Technology	<ul style="list-style-type: none"> ● Differentiate among databases and websites
S1,2,3,8 AASL 1,3	5 th Grade Project <i>Person of Achievement</i>	<ul style="list-style-type: none"> ● Evaluate sources ● Following rubric ● Adhere to copyright guidelines ● Avoid plagiarism

LIBRARY-MEDIA PROGRAM: MIDDLE SCHOOL

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

~TS Eliot



Curriculum:	Library Media
Grade:	6-8

Desired Results

EU Enduring Understanding(s):

- 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 21st century.
- Learning has a social context.
- School libraries are essential to the development of learning skills

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

Q Essential Question(s):

- 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?

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

Connections

C 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

C Career Education: The Library-Media Center 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 9.1.A, 9.1.B, 9.3.B
- Lessons on Copyright/Ethical Use, Technology, and AUP address standards 9.1.E and 9.1.F, 9.3.B
- Library Orientation and 6th Grade Research Task address standards 9.1.B, 9.1.C and 9.1.F, 9.3.B
- Recreational reading selections and author visits support standards 9.1.D and 9.3.B
- Database Research lessons support standards 9.1.B, 9.1.E, 9.3.B
- Use of the OPAC addresses standard 9.1.B

T 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 8.1.A, 8.1.B, 8.1.D, 8.1.E, 8.1.F
- Lessons on Copyright/Ethical Use, Technology and AUP address standards 8.1.A, 8.1.D, 8.1.E
- Library Orientation, and lessons during 6th and 7/8th Grade Research Tasks address standards 8.1.A, 8.1.B, 8.1.C, 8.1.D, 8.1.E, 8.1.F
- Database Research lessons address 8.1.A, 8.1.B, 8.1.C, 8.1.D, 8.1.E, 8.1.F
- Use of OPAC addresses 8.1.A, 8.1.B, 8.1.C, 8.1.E, 8.1.F

C 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 content area standards are being addressed together with information literacy lessons.

- The research tasks in grades 6 and 7/8 incorporate standards from Language Arts and Social Studies
- Our work with students in selecting fiction/nonfiction Recreational Reading materials supports all curricular areas

Standard	Concept	Skills
S1 AASL3	Use of LMC	<ul style="list-style-type: none"> • Understand and demonstrate library use policies • Locate library resources
S1 AASL2	Use of OPAC/ Alexandria	<ul style="list-style-type: none"> • Demonstrate the following strategies <ul style="list-style-type: none"> ○ keyword searching ○ sorting ○ narrowing/broadening search ○ simple vs. browse ○ availability ○ call number
S1 AASL2	Classification	<ul style="list-style-type: none"> • Differentiate between call numbers of library resources • Relate the ways resources in different areas may be used
S4, S5 AASL4	Recreational Reading	<ul style="list-style-type: none"> • Select materials based on personal interest using selection aids, genre displays and book talks • Identify genres that match their interests
S2, S3 AASL1	Database Research	<ul style="list-style-type: none"> • Define Database • Select appropriate databases for their information needs • Develop an effective search strategy • Retrieve information • Recognize advantages of databases over other resources
S2 AASL1	Website Evaluation	<ul style="list-style-type: none"> • Evaluate and select websites on the basis of accuracy, validity, currency, and relevance.
S7, S8 AASL3	Copyright/Ethical Use	<ul style="list-style-type: none"> • Acknowledge the principles of intellectual freedom • Define plagiarism • Explain student responsibilities with regard to ethical use and the possible consequences for failure to do so • Locate citation components from different sources • Apply proper MLA citation format
S1, S2 AASL2	Search Strategy	<ul style="list-style-type: none"> • Evaluate all sources for appropriateness to information needs • Evaluate the validity and accuracy of all information • Illustrate the use of index, table of contents, guide words, etc. to enhance search
S8 AASL3	Technology	<ul style="list-style-type: none"> • Demonstrate basic troubleshooting i.e. printer without paper • Put into practice safe and responsible Internet usage

S8 AASL3	AUP	<ul style="list-style-type: none"> Summarize the provisions of the AUP and consequences of non-compliance
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Research Tasks:

The 6th-8th 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 21st 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.

LIBRARY-MEDIA PROGRAM: HIGH SCHOOL

A democratic society depends upon an informed and educated citizenry.

— Thomas Jefferson



Curriculum:	Library Media
Grade:	9-12

Desired Results

EU Enduring Understanding(s):

- 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.

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

Q Essential Question(s):

- What can I read next to expand my knowledge to a different focus?
- How can my reading choices build my world understanding and help me to interpret the world around me?
- How can new technology help me to thrive in a “complex information environment”?
- How can I use information ethically?
- How can I use databases and other electronic resources to satisfy my research needs?
- How can I share my access with others so everyone benefits?
- What skills will I need to reach my desired employment goals?

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

Connections

C Character Education

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

- Collaborative research projects including 9th Grade library orientation, 12th Grade Health project, and individual subject-specific research projects

- An expansive collection, of both fiction and non-fiction books, that demonstrate the CARES character education values.
- Educate and reinforce student understanding of the AUP and the ethical use of information and materials.
- Teach students to be responsible stewards of the library. Instruct students to care for the physical space, equipment, and collections.

C Career Education

The Library Media Center collection reflects a wide variety of resources to help students prepare and make informed decisions regarding life after high school.

- 9th Grade library orientation addresses 9.1.A, 9.1.B, 9.1.C, 9.1.D, 9.1.E, 9.1.F, 9.3.C
- Instruction and evaluation of databases and online resources 9.1.A, 9.1.B, 9.1.D, 9.1.E, 9.3.C
- Ethical use of information and adherence to the AUP addresses 9.1.D, 9.1.E, 9.1.F, 9.3.C
- Instruction in the use of OPAC addresses 9.1.A, 9.1.B, 9.1.D, 9.1.E, 9.1.F, 9.3.C
- 12th Grade Health Project addresses 9.1.A, 9.1.B, 9.1.C, 9.1.D, 9.1.E, 9.1.F, 9.3.C
- Class Instruction during research projects addresses 9.1.A, 9.1.B, 9.1.C, 9.1.D, 9.1.E, 9.1.F, 9.3.C

T 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.

- 9th Grade library orientation addresses 8.1.A, 8.1.B, 8.1.C, 8.1.D, 8.1.E, 8.1.F
- Instruction and evaluation of databases and online resources 8.1.A, 8.1.B, 8.1.C, 8.1.D, 8.1.E, 8.1.F
- Ethical use of information and adherence to the AUP addresses 8.1.A, 8.1.B, 8.1.C, 8.1.D, 8.1.E, 8.1.F
- Instruction in the use of OPAC addresses 8.1.A, 8.1.C, 8.1.E, 8.1.F
- 12th Grade Health Project addresses 8.1.A, 8.1.B, 8.1.C, 8.1.D, 8.1.E, 8.1.F
- Class Instruction during research projects addresses 8.1.A, 8.1.B, 8.1.C, 8.1.D, 8.1.E, 8.1.F

C Cross Curricular

The Library Media Center continually updates the print and non-print collections to support all curricular areas. The available resources include reference, non-fiction, fiction, and a growing selection of electronic databases. The librarians collaborate with teachers for instruction on projects in all areas including, but not limited to health, language arts, social studies, business, science, art, and world languages. Close cooperation with teachers allows immediate updates of the collection to include requested materials.

Standard	Concept	Skills
<i>Grades 9-12 Continuum</i>		
S 1,2,3,6 AASL 1	Database Research	<ul style="list-style-type: none"> • Select appropriate database(s) • Construct and conduct effective searches (Boolean, quotation marks) • Experiment with individual features to maximize usage of database utilities
S 1,2,3,6 AASL 2	Website Evaluation	<ul style="list-style-type: none"> • Continue using the library webpage as an access point • Evaluate and select websites on the basis of accuracy, validity, currency, and relevance.
S1 AASL 1	Use of OPAC/Alexandria	<ul style="list-style-type: none"> • Review Alexandria catalog to locate books by subject/topic, call number, author, availability, and shelf order • Understand the purpose of the Dewey Classification System and use it to locate materials
S8 AASL 1	Copyright/ethical use	<ul style="list-style-type: none"> • Acknowledge the principles of intellectual freedom • Review plagiarism • Explain student responsibilities with regard to ethical use and the possible consequences for failure to do so • Review proper MLA citation format • Locate and use online citation tools
S1,2,3,6,7 AASL 1	Search Strategy	<ul style="list-style-type: none"> • Create effective lists for search in Alexandria, databases, Internet • Revise lists after initial search to better satisfy information needs • Classify information using a graphic organizer • Use discrimination in selecting books and periodicals • Evaluate sources for useful information, accuracy, timeliness, bias, relevance, and/or completeness • Review table of contents, index, guide words, side bars, tables, etc. to enhance search
S1,2,3,6,8 AASL 2,3	Multimedia Resources	<ul style="list-style-type: none"> • Use subscription and web based media: streaming video, PowerPoint
S4,5 AASL 4	Recreational reading	<ul style="list-style-type: none"> • Select materials based on personal interest using selection aids, genre displays, and book talks • Identify genres that match their interests • Consult online tools for reading recommendations
S1,2 AASL 4	Pro/Con	<ul style="list-style-type: none"> • Investigate the different sides of an issue for advocacy and general content (thesis)
S2 AASL 4	Facts/Opinions	<ul style="list-style-type: none"> • Distinguish between facts and opinions in all resources

Standard	Concept	Skills
<i>Grade 9 Only</i>		
S1,2,3,6,8 AASL 1,2,3,4	Library Orientation: Pilot Fall 2008 (Freshmen English)	<ul style="list-style-type: none"> • Understand and demonstrate library use policies • Review Alexandria catalog to locate books by subject/topic, call number, author, availability, and shelf order • Review the Acceptable Use Policy stressing common areas of concern • Use subscription databases to locate information • Review the use of basic reference material • Locate and use books (fiction, non-fiction, reference)
<i>Grade 12 Only</i>		
S2,3,6,7,8 AASL 1,2,3,4	Senior Health Project	<ul style="list-style-type: none"> • Review and apply the above skills in a thesis-based project • Develop and research a thesis statement • Carry research through to conclusion • Organize information from a range of sources and use it in various mediums