

Washington Township Public Schools
COURSE OF STUDY – CURRICULUM GUIDE

Course: Elementary Information Literacy and Library Media Studies

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Description: The Elementary Information Literacy and Library Media Studies and benchmarks were developed based on current research, the Common Core State Standards, and the AASL (American Association of School Librarians) Standards for 21st Century Learners. The curriculum is designed to align the content the students are exposed to in all seven elementary schools and to enhance the transition to the middle school media programs. The format features essential questions to be answered, specific skill indicators, activities used to teach each skill, cross-curricular activities and technology incorporation. While the standards and indicators provide the framework of the curriculum, the library media specialists' expertise is the most crucial aspect.

“Our library has the most effective search engines yet invented – librarians.”

William R. Brody, President of Johns Hopkins University
JHU Gazette, December 6, 2004

The major disciplines of study are library organization and procedures, information literacy, research skills, literature appreciation, and the role of the media specialist as a school resource. These disciplines are infused and interfaced with technology.

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BOE Approval: _____

Mission Statement

“The mission of the school library media program is to ensure that students and staff are effective users of ideas and information.” (American Association of School Librarians, *Empowering Learners*, 2009, p. 8)

The library media specialist builds 21st century information literacy skills by empowering students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information. The school media centers serve to support the curricula of the many departments and to supplement in terms of material. The school media centers also provide students with a variety of materials which can enhance their personal growth. The atmosphere of the school media centers is friendly, inviting and operates for the benefit of all students and staff.

This mission is accomplished by:

- Providing access to materials in many formats including varied literature to develop and strengthen a love of reading.
- Instructing students and assisting educators in accessing, using, and evaluating information and ideas through a broad range of appropriate resources and information technologies.
- Collaborating with educators to design engaging learning experiences that meet individual needs.
- Providing students and staff with instruction and resources that reflect current information needs and anticipate changes in technology and education.

“Information is a basic human right and the fundamental foundation for the formation of democratic institutions.”

Nelson Mandela, President of South Africa
and anti-apartheid activist

Philosophy

The library media center serves as an instructional hub and information resource center designed to meet the needs of 21st century learners and educators in support of the total curriculum. The library media program as an integral part of the entire educational program is designed to introduce, reinforce, and master the appropriate fundamentals of information and technological literacy while fostering a lifelong commitment to reading and learning through resource-based instruction and literature-based learning.

The library media center program:

- Introduces students to all forms of information – computer-based, print, and non-print – in order to develop the ability to access, evaluate, organize, and use resources in a safe and ethical manner.
- Develops critical thinking skills as students work individually and in collaborative groups to ask questions, define problems, research solutions, evaluate alternatives, make decisions, choose evidence in support of decisions, and present findings in a variety of formats.
- Develops a life-long interest in reading and learning while broadening students' knowledge and appreciation of literature.
- Develops skills that will enable students to use technology as a tool for learning.
- Develops its students to use engaging technologies in collaborative, inquiry-based learning environments.
- Introduces teachers on how to use technology's power to assist them in transforming knowledge and skills into products, solutions, and new information

In each Washington Township school, a full-time certified library media specialist collaborates with teachers to assist students at every grade level in becoming active and creative locators, evaluators, and users of information to solve problems and satisfy their own curiosity.

“We know that without libraries, without education, which is based largely on libraries, we cannot have an educated people who will carry on successfully our form of government.”

Eleanor Roosevelt, Former First Lady of the United States “What Libraries Mean to the Nation” The District of Columbia Library Association Dinner, April 1, 1936

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 19, 1939.
Amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; and January 23, 1980;
inclusion of "age" reaffirmed January 23, 1996, by the ALA Council

SCHOOL LIBRARY BILL OF RIGHTS

for School Library Media Center Programs

The American Association of School Librarians reaffirms its belief in the Library Bill of Rights of the American Library Association. Media personnel are concerned with generating understanding of American freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians asserts that the responsibility of the school library media center is:

- 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, varied interests, abilities, socio-economic backgrounds, and maturity levels of the students served
- To provide materials for teachers and students that will encourage growth in knowledge and that will develop literary, cultural and aesthetic appreciation and ethical standards
- To provide materials which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments
- To provide a written statement, approved by the local Boards of Education, of the procedures for meeting the challenge of censorship of materials in school library media centers
- To provide qualified professional personnel to serve teachers and students

Scope and Sequence Chart

Standard/Indicator	Library Organization and Procedures Skills/Activities	K	1 & 2	3, 4, 5
CCSS: RI; SL	1. Demonstrate care of materials	I	I	R
	2. Follow circulation procedures efficiently and effectively	I	R	R
AASL: 1.1.8, 1.2.2, 1.2.6, 1.4.1 - 1.4.4, 2.3.1,	3. Demonstrate appropriate media center behavior	I	R	R
4.4.6	4. Identify, locate, select, and access materials	I	I	R
	5. Describe the purpose of the media center	I	I	R
	6. Identify the roles of media center staff	I	I	R
	7. Utilize the media specialist as a teacher and a resource		I	R
	8. Fiction is arranged in alphabetical order by author's last name		I	R
	9. Non-fiction			
	a. recognize call numbers and use them to locate materials		I	R
	b. Understand the purpose of the Dewey Decimal System is to organize books.		I	I

	10: Biography is located alphabetically by last name of subject		I	R
	11. Utilize online catalog through basic searches			I/R
	Information Literacy Skills/Activities			
Standard/Indicator		K	1 & 2	3, 4, 5
CCSS: RI; W;	1. Identify the function and the parts of a book	I	I/R	I/R
AASL:1.1.4, 1.1.5,	2. Locate, select, and utilize reference materials			I/R
1.1.8,,	3. Appropriate and efficient use of internet search engines			I/R
2.1 - 2.4				
3.1.1, 3.1.5	4. Choosing appropriate websites			I/R
	5. Searching with specific terms and using synonyms	I	I/R	I/R
	6. Determine the author of sources	I	I/R	I/R
	Research Skills Skills/Activities	K	1 & 2	3, 4, 5
Standard/Indicator				I/R
CCSS: RI; SL; W	1. Organize and identify resources		I	I/R
	2. Prepare and communicate through written,			

	6. Fiction: know that fiction may be subdivided by genre and special collection	I	I	R
	7. Non-fiction: know that non-fiction collection is organized by subject	I	I	R
	8. Biography, Autobiography, Collective Biography			I
	9. Recognize cultural differences	I	I	I/R
	10. Recognize cultural celebrations as having intrinsic value	I	I	I/R
	11. Recognize that the library contains diverse cultural literature	I	I	I/R

CROSS-CONTENT STANDARDS ANALYSIS

Elementary Information Literacy and Library Media Studies

Grade: K-5

Course Title:

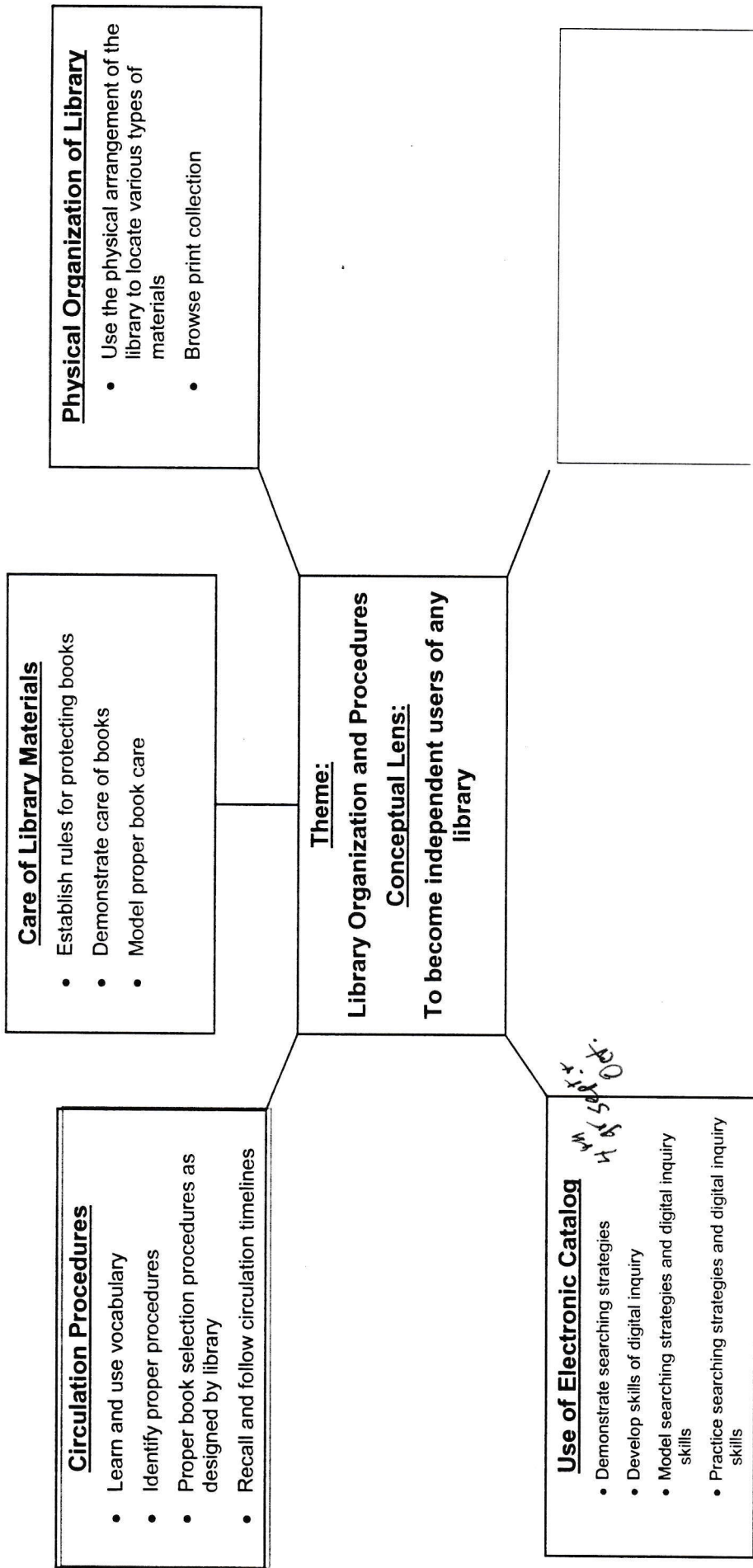
Unit Title:	Visual and Performing Arts	Comp. Health & Physical Ed.	Language Arts Literacy	Mathematics	Science	Social Studies	World Languages	Tech. Literacy AASL	Career Education/ Consumer, Family & Life Skills
Library organization and Procedures			SL 1.6; 2.1 a-c; 2-2.3; 2.6; 3.1a-3; 3.2-3.3; 3.6; 4.1b-d; 5.1b-d;5.6	4.1	5.1			1.1, 1.3, 1.4;	
Information Literacy		2.1; 2.2; 2.3; 2.4; 2.5; 2.6	RI 1.2-1.7; 2.1-2.10; 3.1-3.10; 4.1-4.10; 5.1-5.10; W 4.7-4.9b; 5.7-5.9b					1.1.4, 1.1.5, 1.1.8, 2.1-2.4; 3.1, 3.1.5;3.1.6; 3.2.1, 3.2.2; 3.3.3;3.3.5;3.3.7; 9.1; 9.3	
Research skills			RI 3.1-3.10; 4.1-4.10; 5.1-5.10; W 2.2a; 4.8; 4.9b; 5.8; 5.9b			6.1; 6.2		1.1-1.4; 2.1-2.1; 3.1.4, 3.1.6, 3.2, 3.3.7; 4.3, 4.4.6	9.1; 9.3; 9.4
Literature Appreciation	1.1; 1.2, 1.3		RL 1.1-1.7, 1.9; 2.1-2.7; 2.8; 3.1-3.7; 3.8; 4.1-4.7, 4.9; 5.2-5.7; 5.9; RI 1.1-1.7, 1.9; 2.1-2.5, 2.7; 3.1, 3.2, 3.5, 3.7; 4.1, 4.2; 5.2, 5.6, 5.7 SL 1.2-1.6, 2.1a-c, 2.4, 2.6; 3.1-3.4, 3.6; 4.1-4.4, 4.6; 5.1a-d; 5.6					1.1, 1.2, 1.4; 3.1.2, 3.1.5, 3.3; 4.1, 4.2, 4.3, 4.4	

MAJOR UNITS OF STUDY

Course Title: Elementary Information Literacy and Library Media Studies

- I. Library Organization and Procedure**
- II. Information Literacy**
- III. Research Skills**
- IV. Literature Appreciation**
- V. Media Specialist as a School Resource**

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade:
Unit Number/Title:
Conceptual Lens:

Elementary Information Literacy and Library Media Studies
 I Library Organization and Procedures

To become independent library users

Primary Core Content Standards referenced With Cumulative Progress Indicator

CCSS SL 1.6	CCSS SL 2.6	CCSS SL 3.6	CCSS SL 5.6
CCSS SL 2.1a-c	CCSS SL 3.1a-3	CCSS SL 4.1b-d	
CCSS SL 2.2.3	CCSS SL 3.2-3.3	CCSS SL 5.1b-d	

Critical Content (Students Will Know :)	Skill Objectives (Students Will Be Able To :)	Instructional/Learning Activities	Instructional Resources	Technology & 21 st C Skills Integration (Specify)	CCSS and AASL	Evaluation/ Assessment:
1. Circulation procedures	Select and check out a book using correct circulation procedures. Return books in a timely fashion. Assume responsibility for library materials. Demonstrates proper care of library materials.	Library tour Model and practice circulation procedures Use SmartBoard to review vocabulary Create posters or bookmarks with rules and book care information Read stories about book care Model proper book use. Create a library map View appropriate videos, websites. Play skill related games Sort books according to classification. Model and display on SmartBoard Allow practice time on individual computers	SmartBoard Student Computers "Pete's Powerpoint Station" http://www.pppst.com Dewey Rap http://www.youtube.com <i>What Happened to Marion's Book?</i> <i>Shelf Elf</i> <i>Mr. Wiggle's Book</i> <i>Beverly Billingsley Borrows a Book</i> <i>We're Going on a Book Hunt</i> <i>Safari Montage: Using the Library</i> <i>Using the Dewey Decimal System</i> <i>The Lure of the Library</i> <i>Be a Book Buddy</i>	Make real world connections Make independent choices Persist in information searching despite challenges Develop questioning skills Evaluate sources Provide for personal growth Learn acceptable use of technology Follow an inquiry-based process in seeking knowledge Demonstrate mastery of technology tools for accessing information and pursuing inquiry	CCSS SL AASL 1.1.1 – 1.1.3 1.1.8 1.2.2 1.2.6 1.4.1 – 1.4.4 2.3.1 4.4.6	Regular observation of students' ability to: Follow correct circulation procedures Demonstrate correct care of materials Use OPAC efficiently Librarian-designed assessment of library competency by students
2. Care of library materials						
3. Physical organization of a library	Locate different areas of the Library according to the type of book needed. Identify the book type and location by call numbers. Understand and use the OPAC operations. Identify search parameters					
4. Use of electronic catalog	Searching strategies Inquiry skills					

UNIT OVERVIEW

Course Title: **Elementary Information Literacy and Library Media Studies**

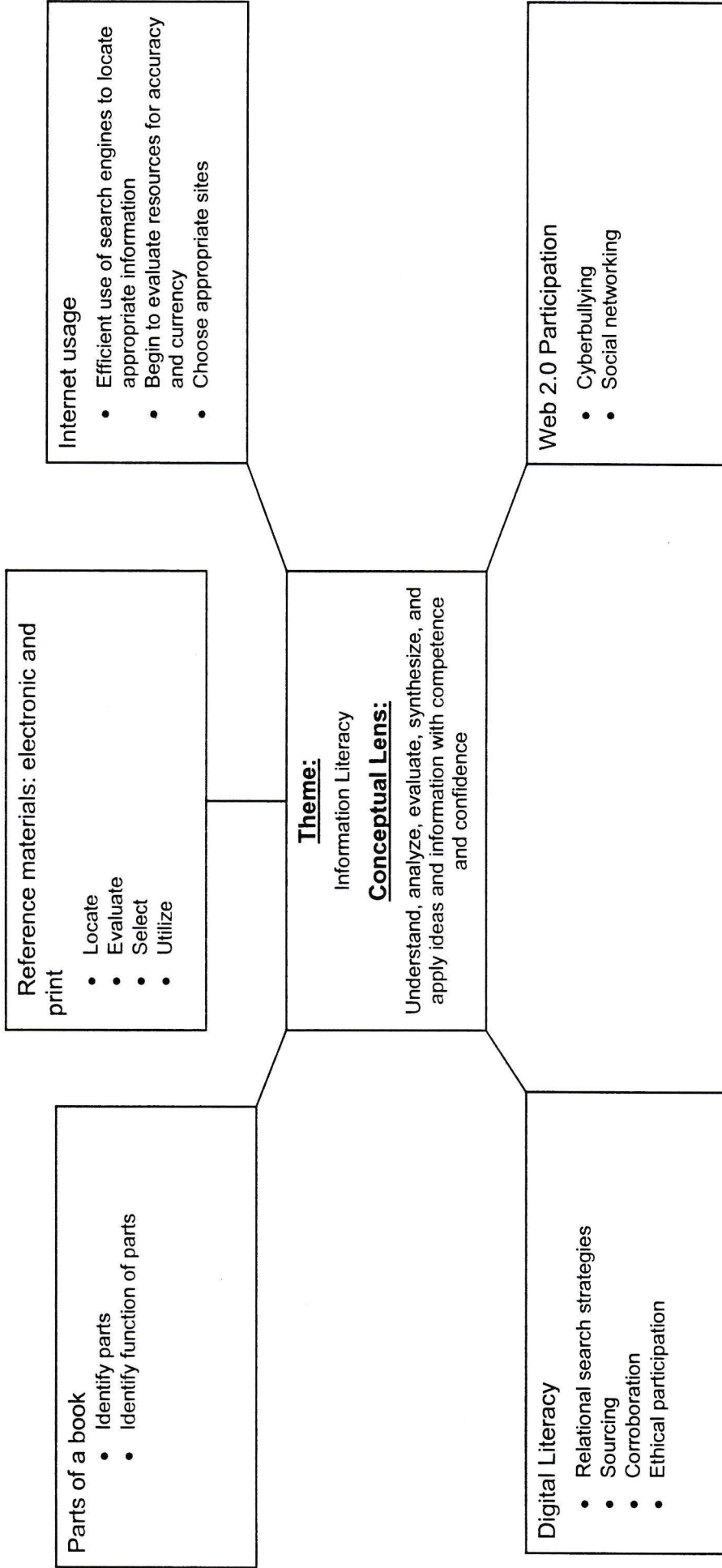
Unit #: 1

Unit Title: **Library Organization and Procedures**

Unit Description and Objectives: Understand, analyze, evaluate, synthesize, and apply ideas and information with competence and confidence
Essential Questions and Enduring Understandings:

Essential Questions:	Enduring Understandings/Generalizations	Guiding Questions
1. Why is it important to take care of library materials?	1. Book care is an important part of being a responsible library citizen.	AASL 1.1.1 – 1.1.3, 1.1.8, 1.2.2, 1.2.6, 1.4.1 – 1.4.4, 2.3.1, 4.4.6; CCSS RI, SL What do good readers do to show they appreciate their books?
2. Why is it important to follow circulation procedures?	2. Books are on loan. Others may be waiting for books. The library needs to keep track of where the materials are.	AASL 1.1.1 – 1.1.3, 1.1.8, 1.2.2, 1.2.6, 1.4.1 – 1.4.4, 2.3.1, 4.4.6; CCSS RI, SL What are the reasons to return library books when they are due?
3. How do readers' likes and dislikes affect their selection of materials?	3. The students should be permitted free choice of reading materials. Their choices will be determined by their likes and dislikes. The result will be a greater interest in reading.	AASL 1.1.1 – 1.1.3, 1.1.8, 1.2.2, 1.2.6, 1.4.1 – 1.4.4, 2.3.1, 4.4.6; CCSS RI, SL How do students' interests help in the personal choice of reading materials?
4. Why is it important to identify, assess, select, and locate materials?	4. The ability to use the library efficiently helps one to retrieve the needed resources.	AASL 1.1.1 – 1.1.3, 1.1.8, 1.2.2, 1.2.6, 1.4.1 – 1.4.4, 2.3.1, 4.4.6; CCSS RI, SL Where and how can students find the materials needed to satisfy their reading interests?
5. How do you use the media specialist as a librarian and a resource?	5. The media specialist can provide valuable assistance in research as well as book selection.	AASL 1.1.1 – 1.1.3, 1.1.8, 1.2.2, 1.2.6, 1.4.1 – 1.4.4, 2.3.1, 4.4.6; CCSS RI, SL What assistance does the librarian provide?

UNIT GRAPHIC ORGANIZER *Unit 11*



CURRICULUM UNIT PLAN

Elementary Information Literacy and Library Media Studies

Course Title/Grade:
Unit Number/Title:

II Information Literacy

Understand, analyze, evaluate, synthesize, and apply ideas and information with competence and confidence

Conceptual Lens:

Primary Core Content Standards referenced With Cumulative Progress Indicators:

CCSS RI 1.2-1.7

CCSS RI 4.1-4.10

CCSS W 5.7-5.9b

CCSS RI 2.1-2.10

CCSS RI 5.1-5.10

CCSS RI 3.1-3.10

CCSS W 4.7-4.9b

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know :)	Skill Objectives (Students Will Be Able To :)	Instructional/Learning Activities	Instructional Resources	Technology & 21 st C Skills Integration (Specify)	CCSS & AASL Skills	Evaluation/Assessment:
Parts of a book	How to identify parts and their functions	Locate the various sections of a book e.g. the index.	Model the identification of book parts	www.quia.com	Collaborate with others.	CCSS RI, W	Librarian's observation of students' abilities to complete learning activities in a competent manner.
Reference materials, electronic and print.	Location of reference materials	Identify the purpose of the various parts.	Games	SmartBoard	Connect understanding to the real world.	AASL	Librarian's observation of students' abilities to use reference materials in an efficient manner.
	How to select reference materials	Find information using OPAC and appropriate search engines.	Direct instruction	Student computer use	Question accuracy and validity of sources.	1.1.4 1.1.5 1.1.8	
Internet use	Uses of reference materials	Choose reference material appropriate for students' purposes.	Group activities	Portaportal sites	Use technology and other information tools to organize and analyze information.	2.1 - 2.4	Librarian's observation of students' application of skill related to parts of the book.
	How to demonstrate efficient use of search engines to locate appropriate information	Use reference materials to apply proper research techniques.	Research projects	www.pppst.com	Demonstrate flexibility when using resources by adapting information strategies.	3.1.1 3.1.5 3.1.6	
Digital literacy	How to begin to evaluate resources for accuracy and currency	Distinguish between authentic and non-authentic websites with adult guidance.	Role-playing scenarios	Librarian-made Jeopardy Powerpoint	Share knowledge and participate ethically and productively as members of society.	3.2.1 3.2.2 3.3.3 3.3.5	Librarian's observation of students' abilities to use OPAC correctly
	Procedures for choosing appropriate sites	State guidelines for determining accuracy of a website.	Class discussion	Commercial library materials	Encyclopedia, electronic and print	3.3.7	
	Importance of searching with specific terms using synonyms and related concepts	Recognize that illegal file-sharing and plagiarism are unethical uses of the Internet.		Instructional games	Other appropriate websites		Librarian-designed assessment materials
	How to determine the dangers and privacy issues on	Understand that there are dangers and privacy issues on		www.readwritethink.org	Traditional research sources		
				Posters			
				OPAC			
				Encyclopedia, electronic and print			
				Other appropriate websites			
				Traditional research sources			
				www.thinkfinity.com			

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<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know :)	<u>Skill Objectives</u> (Students Will Be Able To :)	<u>Instructional/Learning Activities</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>CCSS &</u> <u>AASL Skills</u>	<u>Evaluation/ Assessment:</u>
Web 2.0 participation	<p>authority of sources as essential component of digital inquiry</p> <p>How to check for accuracy and assess point of view as important digital inquiry strategies</p> <p>Ethical participation and safe use of the Internet is vital for every digital citizen</p>	<p>the Internet of which they need to become aware.</p> <p>Identify the unique characteristics of cyber-bullying and the potential damages it may incur.</p> <p>Appreciate the positive and negative aspects of social networking</p>					

UNIT OVERVIEW

Course Title: **Elementary Information Literacy and Library Media Studies**

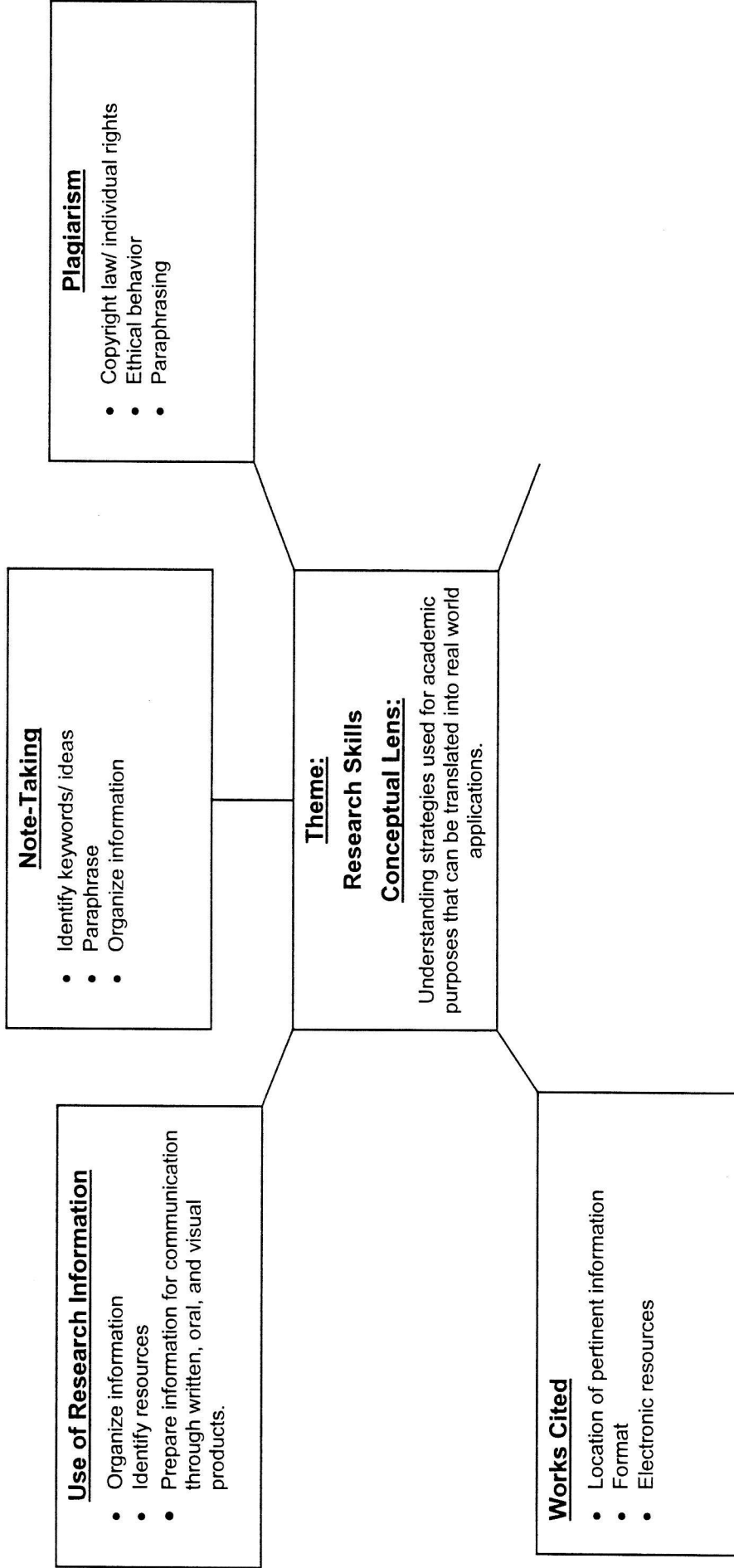
Unit #: II **Unit Title:** **Information Literacy**

Unit Description and Objectives: Understand, analyze, evaluate, synthesize, and apply ideas and information with competence and confidence.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u>	Guiding Questions
1. What are the different parts of the book and what purposes do they serve?	1. The parts of a book provide a basic organizational structure which assists readers in selection and use.	CCSS RI, W AASL 1.1.4, 1.1.5, 1.1.8 How do the various parts of a book enable one to find, evaluate, and select appropriate materials?
2. What are the different reference materials available in the library? Where are they located? How are they used? Which is best for my purpose?	2. There are print and non-print reference materials which are located in each library's designated area. Each gives information in a variety of formats and must be evaluated for relevancy to users' purposes.	CCSS RI, W AASL 2.1 – 2.4, 3.1.1, 3.1.5 How can one differentiate among various reference materials in the following ways: location, purpose, and usefulness?
3. How do I efficiently locate the information I need on the Internet? What tools can be used to evaluate information found on the Internet so that I can select that which is most useful and accurate?	3. Search engines are used to procure websites related to a search. The user must apply strategies to evaluate the relevancy, quality, and veracity of the website.	CCSS RI, W AASL 3.1.1, 3.1.5, 3.1.6, 3.3.5, 3.3.7 How does one use Web 2.0 and evaluate individual websites to determine their effectiveness to the research process?
4. What are my responsibilities as a digital citizen? How do I ensure my safety and privacy while using the Internet?	4. Plagiarism, illegal file-sharing, and cyber-bullying are improper uses of the Internet. The Internet is a public place, and I must do what I can to maintain my privacy and safety.	CCSS RI, W AASL 3.1.6, 3.2.1, 3.2.2, 3.3.3, 3.3.5, 3.3.7 How do I make sure my use of the Internet is safe, legal, and ethical?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade:
Unit Number/Title:

Elementary Library Media Studies

III Research Skills
Understanding strategies used for academic purposes that can be translated into real world applications

Primary Core Content Standards referenced With Cumulative Progress Indicators

CCSS RI: 3.1-3.10 CCSS W: 3.2a CCSS SL 4.1b - 4.2
CCSS RI: 4.1-4.10 CCSS W: 4.8;4.9b CCSS SL 5.1b - d
CCSS RI: 5.1-5.10 CCSS W: 5.8; 5.9b

Conceptual Lens:

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know :)	Skill Objectives (Students Will Be Able To :)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration (Specify)	CCSS/AASL	Evaluation/ Assessment:
Use of research information	Strategies for organizing information	Apply proper research techniques	Direct instruction	Various reference materials	Make real world connections	CCSS RI CCSS W CCSS SL	Students will produce works cited pages.
Note taking	Ways to communicate information	Identify key facts and ideas	Individual-guided research	Internet	Evaluate appropriate sources	AASL 1.1 - 1.4	Note cards
	Reasons for copyright laws.	Paraphrase key facts and ideas previously identified	Student selection of topic and sub-topics	DVDs for instructional purpose	Develop questioning skills	2.1 - 2.4 3.1.4	Librarian will assess products according to a rubric.
Plagiarism	Importance of ethical behavior	Explain the copyright laws as they relate to the Internet	Modeling	Power Point on plagiarism	Learn acceptable and ethical use of technology collaboration	3.1.6 3.2 3.3.7 4.3 4.4.6	
	Difference between paraphrasing and plagiarism.	Explain ethical behavior as it relates to copyright laws	Provide examples of plagiarism and its consequences	<i>What Happened When Marion Copied</i>			
	Use of work cited documents avoids plagiarism	Locate title page, copyright information, etc. necessary for citation		Websites: www.noodletools.com www.easybib.com			
	Correct formatting of works cited documents.	Use correct formatting for work cited documents		Teacher-created materials			
Works cited	Location of pertinent information to create citations	Use appropriate websites to create citation documents					

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UNIT OVERVIEW

Course Title: Elementary Information Literacy and Library Media Studies

Unit #: III

Unit Title: Research Skills

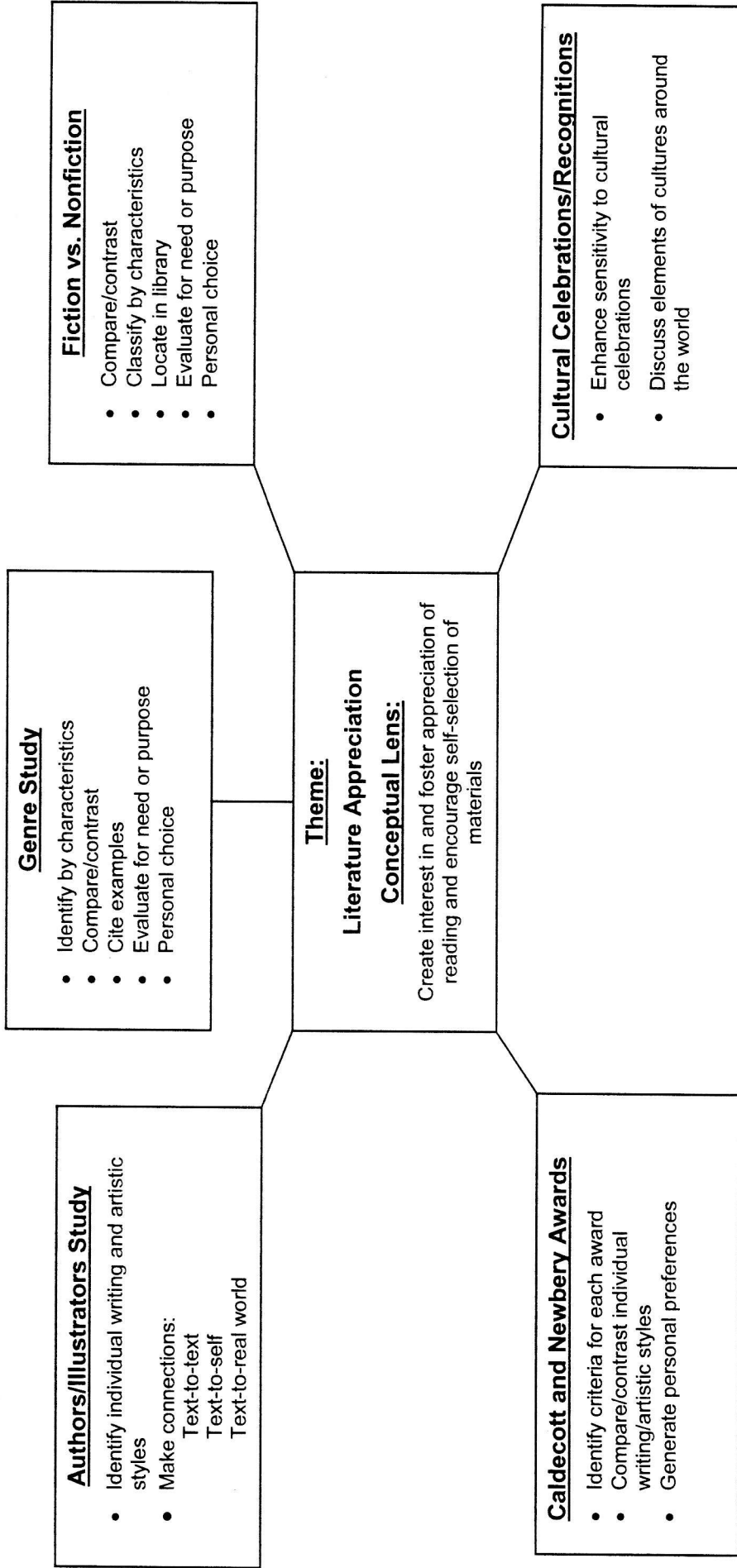
Unit Description and Objectives:

Students will understand and use research strategies used for academic purposes.

Essential Questions and Enduring Understandings:

Essential Questions:	Enduring Understandings/Generalizations Students will understand that:	Guiding Questions
1. How do print and non-print sources help to gather and communicate information?	1. Locating appropriate informational resources efficiently and effectively is an important component of the research process.	CCSS RI,W AASL 1.1 – 1.4, 2.1 – 2.4, 3.1.4, 3.1.6, 3.2, 3.3.7, 4.3, 4.4.6 How does organizing and identifying resources help students prepare written, oral, and visual products?
2. Why is it important to collect information in a clear and organized manner?	2. Various note taking strategies can be useful in organizing information.	CCSS RI,W AASL 1.1 – 1.4, 2.1 – 2.4, 3.1.4, 3.1.6, 3.2, 3.3.7, 4.3, 4.4.6 How do students identify key ideas and paraphrase that information?
3. Why is it important to respect and credit the work of another person?	3. Individual property rights are protected by proper use of citations.	CCSS RI,W AASL 1.1 – 1.4, 2.1 – 2.4, 3.1.4, 3.1.6, 3.2, 3.3.7, 4.3, 4.4.6 Why is it important to respect the guidelines for responsible and ethical use of information resources?
4. Why is it important to use the MLA format to cite sources?	4. There are various formats for citing works.	CCSS RI,W AASL 1.1 – 1.4, 2.1 – 2.4, 3.1.4, 3.1.6, 3.2, 3.3.7, 4.3, 4.4.6 How do students format citations correctly?

UNIT GRAPHIC ORGANIZER



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UNIT OVERVIEW

Course Title: Elementary Information Literacy and Library Media Studies

Unit #: IV.

Unit Title: Literature Appreciation

Unit Description and Objectives:

Students will be exposed to various arenas that will assist them in developing an appreciation for all types of literature.

Essential Questions and Enduring Understandings:

Essential Questions:	Enduring Understandings/Generalizations Students will understand that:	Guiding Questions
1. Why is reading important?	1. Developing knowledge of the various genres and texts found in the library is a building block of the reading process.	CCSS RL,RI, SL, AASL 1.1, 1.2, 1.4 4.1, 4.2, 4.3, 4.4 How does exposure to library materials assist students in making inferences and gathering meaning? What benefits are derived from reading?
2. What are the responsibilities of an author and an illustrator?	2. Authors and illustrators have specific characteristics to their professions.	CCSS RL, RI, SL, AASL 4.1, 4.2, 4.3, 4.4 How does the illustrator's work enhance and bring meaning to the text? How do the author's words broaden and deepen understanding?
3. Why is it important to be aware of cultural celebrations?	3. Awareness of cultural celebrations promotes sensitivity and tolerance in global citizens.	CCSS RL, RI, SL, AASL 3.1.2, 3.1.5, 3.3 4.1, 4.2, 4.3, 4.4 How do the creative and artistic formats of various media enhance our understanding and tolerance of cultural differences?
4. For what purposes would you read a non-fiction book versus a fiction book?	4. Nonfiction and fiction books each have distinctive characteristics.	CCSS RL, RI, SL, AASL 1.1, 1.2, 1.4 4.1, 4.2, 4.3, 4.4 Why do readers choose fiction vs. nonfiction?

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CURRICULUM UNIT PLAN

Course Title/Grade: Elementary Information Literacy and Library Media Studies

Primary Core Content Standards referenced With Cumulative Progress Indicators

Unit Number/Title: IV Literature Appreciation
 Evaluating literature: Create interest and foster appreciation of reading, and encourage self-selection of materials.

Conceptual Lens:

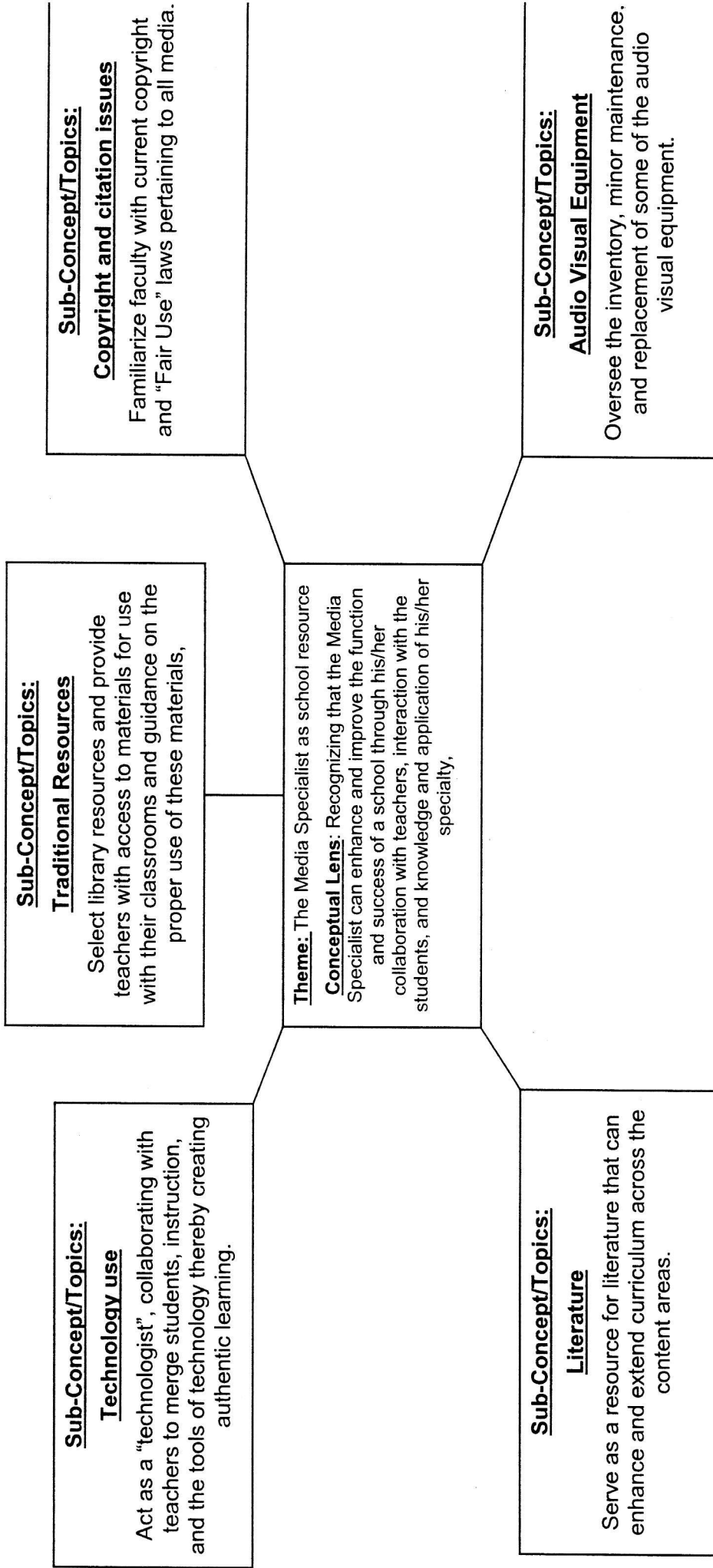
- | | | |
|------------------|------------------------|------------------|
| RL: 1.1-1.7, 1.9 | RI: 2.1-2.5-2.7 | SL: 3.1-3.4, 3.6 |
| RL: 2.1-2.7, 2.8 | RI: 3.1, 3.2, 3.5, 3.7 | SL: 4.1-4.4, 4.6 |
| RL: 3.1-3.7, 3.8 | RI: 4.1, 4.2 | SL: 5.1a-d, 5.6 |
| RL: 4.1-4.7, 4.9 | RI: 5.2, 5.6, 5.7 | |
| RL: 5.2-5.7, 5.9 | SL: 1.2-1.6 | |
| RI: 1.1-1.7, 1.9 | SL: 2.1a-c-2.4, 2.6 | |

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know :)	Skill Objectives (Students Will Be Able To :)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration (Specify)	AASL & CCSS	Evaluation/ Assessment:
Authors/illustrators study	The roles of the author and illustrator The relationship between text and pictures	Discriminate between authors and illustrators and explain their roles in the production of a book Compare and contrast the styles of authors and illustrators	Direct instruction Model Have children emulate writer or illustrators style sometimes in conjunction with art teacher.	Teacher chosen www.youtube.com videos Author and illustrator visits Examples from trade books Teacher created materials Author interviews. Author specific websites SmartBoard Resource books listing "Best books for Kids"	Make real world connections Use prior and background knowledge for new learning Evaluate sources Collaborate Read view and listen for information Contribute to the exchange of ideas in a learning community Demonstrates creativity	CCSS RI, SLRL AASL 1.1, 1.2, 1.4 3.1.2 3.1.5 3.3 4.1 4.2 4.3 4.4	Teacher observation of students' successful completion of learning activities. Teacher observation of students' choice of reading materials.
Genre Study	How to recognize different types of books in a library, such as: fantasy, realistic fiction, mystery, historical fiction...	Compare and contrast several types of books and provide examples Evaluate books based on personal choice	Book Talks Books read aloud Student created book report/reviews Peer to peer recommendation				

Revised: February 2010

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know :)	Skill Objectives (Students Will Be Able To :)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration (Specify)	AASL & CCSS	Evaluation/ Assessment:
Fiction vs. Nonfiction	How to differentiate between fiction and nonfiction books and their organization in the library.	Discriminate between fiction and nonfiction. Identify the nonfiction and fiction areas in the library. Locate the call numbers on book spines and identify them as fiction vs. nonfiction as appropriate to grade level. Organize a group of fiction books in proper order as appropriate to grade level. Locate and retrieve both fiction and nonfiction books in the library.	Play games, both traditional and online, to teach and reinforce skills. Peer to peer teaching Teacher made PowerPoint Sing or chant songs Sorting activities	Websites listing "Best books for Kids" Library Periodicals Electronic Books Songs and chants PowerPoint DVDs or videos Library signage/posters Caldecott and Newbery posters			
Caldecott and Newbery Awards	These awards are given once a year to the best choices in children's literature (Newbery), illustrations, (Caldecott)	Tell the differences between the criterions of the two awards. Identify selection criteria Distinguish between gold and silver medals. Recognize that each book honored may be different from the next.	Teacher will present current and past Caldecott and Newbery Award winners Art activities to emulate illustrators Videos to view authors and illustrators				
Cultural Celebrations and Recognitions	Some of the common celebrations and traditions of various world cultures.	Recognize that there are differences within different cultures Recognize that each culture's celebrations have intrinsic value Recognize that our library has a diverse collection of materials representing the diversity in our world.	Student presentations Artifacts Displays. Crafts.				

UNIT GRAPHIC ORGANIZER



UNIT OVERVIEW

Course Title: Elementary Information Literacy and Library Media Studies

Unit #: UNIT V

Unit Title: Media Specialist as School Resource

Unit Description and Objectives: In schools where the students and some of the teachers are digital natives, it is essential that we remember that teaching HOW to learn is more important than teaching sets of facts. Students must be taught how to be active learners. The role of the Media Specialist should be to promote this inquiry method and to instruct teachers and learners on the proper, ethical, and efficient use of information sources.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students (faculty) will understand that:	Guiding Questions NJ Prof Dev. standards
1. Who is the professional in the building most able to assist with the integration of technology and instruction and provide in-service on this and other related topics?	1. The media specialist is the professional able to assist with the merging of instruction and technology to create authentic learning through individual conferencing and/or in-service meetings.	4.2-4.12, 9.2, 9.6, 9.7-9.910.4, 10.7 AASL 1.1-1.4, 2.1-2.4, 3.1.1-3.1.2, 3.1.4-3.1.6, 4.1-4.3 How does our work with digital natives make our infusion of technology important in our classrooms? How do we make sure we can reach those students in the most effective manner?
2. Who is the professional responsible for maintaining traditional materials, teaching others their proper use, and assisting them to merge the materials in interdisciplinary ways?	2. The media specialist can provide access to traditional materials and guidance on their use to assist classroom teachers in their instruction of cross curriculum subjects.	AASL 1.1-1.4, 2.1-2.4, 3.1.1-3.1.2, 3.1.4-3.1.6, 4.1-4.3 How do we ensure that students and teachers make the best use of traditional resources and assist with the acquisition of sources?
3. Who is the professional in the building that is most knowledgeable about copyright and fair use laws?	3. The media specialist can instruct faculty about current copyright and fair use laws.	AASL 1.1-1.4, 2.1-2.4, 3.1.1-3.1.2, 3.1.4-3.1.6, 4.1-4.3 How do we make sure that all media is used properly and ethically?
4. Who is the professional most knowledgeable about the literature collection who provides guidance and book selections to teachers which enrich lessons in all content areas?	4. The media specialist can provide literature to enhance and extend the curriculum in all content areas.	AASL 1.1-1.4, 2.1-2.4, 3.1.1-3.1.2, 3.1.4-3.1.6, 4.1-4.3 How does the media specialist provide teachers with access to literature which will assist them in cross content teaching?

5. Who is the person in the building responsible for minor maintenance of basic AV materials, such as tape recorders, CD players, overhead projectors, etc.?

5. The media specialist will oversee an inventory, provide minor maintenance and make arrangements for replacement of some audio/visual equipment.

AASL 1.1-1.4, 2.1-2.4, 3.1.1,-3.1.2, 3.1.4-3.1.6, 4.1-4.3
How does the media specialist make sure that the audio/visual materials in his/her domain are in proper order so that such materials can be used to augment and broaden instruction and classroom management?

CURRICULUM UNIT PLAN

Elementary Information Literacy and Library Media

Course Title/Grade: Studies V

Unit Number/Title: The Media Specialist as School Resource

Conceptual Lens:

<u>Topics/Concepts</u>	<u>Critical Content</u> Students/Staff will know:	<u>Skill Objectives</u> Students/Staff will consult with the media specialist to:	<u>Instructional/Learning Activities & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration (Specify)</u>	<u>NJ Professional Standards for Teachers/AASL</u>	<u>Evaluation/Assessment:</u>
Librarians as Technologists	Media specialist is the go to person for the use of technology for creating and authentic learning.	Use technology to enhance lessons and engage learning through multi-modalities	In-service lessons Modeling Signage Handouts Direct Instruction	Teacher made materials YouTube: "A Fair(y) Use Tale" www.pppst.com (collection of PowerPoint on various subjects)	Inquire, think critically, and gain knowledge Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge	NJ Prof. Standards 4.2-4.12, 9.2, 9.6, 9.7-9.9 10.4, 10.7	Use of technology will be incorporated into teacher lesson plans.
Resource to Teachers	Media specialist is the person that can best provide library materials needed for classroom instruction.	Integrate library materials into daily lessons	Individual Consultation Collaboration	Professional journals Online book review and library reference sources www.aasl.org (American Association of School Librarians) www.njasl.org (New Jersey Association of School Librarians)	Share knowledge and participate ethically and productively as members of our democratic society	AASL 1.1-1.4 2.1-2.4 3.1.1-3.1.2, 3.1.4-3.1.6 4.1-4.3	Use of library materials will be noted through circulation records. Library catalog reflects needs and wants of school population.
Promoter of "Fair Use "Law	The media specialist is the school authority regarding "fair use" and copyright laws.	Use materials legally and ethically			Pursue personal and esthetic growth		
Literature Specialist	The media specialist has the knowledge of literature and applicability to the classroom.	Integrate quality children's literature into daily lessons					
A/V Specialist	The media specialist can provide minor maintenance and replacement of some of the A/V materials.	Use A/V materials and contact the media specialist with maintenance issues					

Washington Township Public Schools
Department of Student Personnel Services

CURRICULUM MODIFICATION

The regular curriculum is modified for Special Education students enrolled in both self-contained and resource center classes.

Modifications address individual learning rates, styles, needs and the varying abilities of all special populations served in the programs available in the district.

The intent is three-fold:

- To provide alternative materials, techniques and evaluation criteria to address the range of students' needs;
- To parallel the regular curriculum in skill, content sequence and coverage to prepare students for mainstreaming;
- To maximize students' potential for movement to less restrictive environments.

In the event there is a conflict between the prescribed curriculum and the IEP for an individual student, the IEP will take precedence and will constitute the individually prescribed proficiencies for the student.

Kindergarten Exit Skills

1. Demonstrate proper care of books
2. Recognize and distinguish fiction from nonfiction book through their call numbers
3. Locate the basic parts of a book: cover, spine, title page, barcode, call number
4. Distinguish the difference between title, author and illustrator
5. Actively listens to stories
6. Actively participates in story retell

First Grade Exit Skills

1. Be able to supply required information at check-out time.
2. Exhibit proper care of library resources.
3. Recognize an easy fiction call number and locate it on the spine of a book.
4. Demonstrate active listening skills during story activities which reflect various genres.
5. Compare and contrast media sources.
6. Use literary sources to understand the significance of the celebrations of various multicultural holidays and activities.
7. Use nonfiction books from various subject areas to explore that type of book.

Second Grade Exit Skills

1. Follow circulation procedures efficiently and effectively.
2. Demonstrate appropriate media center behavior.
3. Identify the function and parts of books.
4. Listen and respond to different types of literature in different media formats.
5. Recall, summarize, paraphrase, and extend what is listened to and viewed.

Third Grade Exit Skills

1. Demonstrate care of materials.
2. Follow circulation procedures efficiently and effectively.
3. Demonstrate appropriate media center behavior.
4. Identify, locate, select, and access materials.
5. Describe the purpose of the media center.
6. Identify the roles of the media center staff.
7. Utilize the media specialist as a teacher and a resource.
8. Recognize call numbers and to use them to locate materials.
9. Listen and respond to different types of literature in different media formats.
10. Recall, summarize, paraphrase, and extend what is listened to and viewed.
11. Relate previous experiences to what is read.
12. Identify criteria for and examples of Caldecott winning books.
13. Recognize various forms and genres of literature and favorite authors and their works.
14. Know that fiction may be subdivided by genre and special collection.
15. Know that nonfiction is organized by subject.

Fourth Grade Exit Skills

1. Demonstrate care of materials.
2. Follow circulation procedures efficiently and effectively.
3. Demonstrate appropriate media center behaviors.
4. Identify, locate, select, and access materials.
5. Describe the purpose of the media center.
6. Identify the roles of the media center staff.
7. Utilize the media specialist as a teacher and a resource.
8. Recognize call numbers and to use them to locate materials.
9. Listen and respond to different types of literature in different media formats.
10. Recall, summarize, paraphrase, and extend what is listened to and viewed.
11. Relate previous experiences to what is read.
12. Identify criteria for and examples of Caldecott winning books.
13. Recognize various forms and genres of literature and favorite authors and their works.
14. Know that fiction may be subdivided by genre and special collection.
15. Know that nonfiction is organized by subject.

Fifth Grade Exit Skills

1. Demonstrate care of materials.
2. Follow circulation procedures efficiently and effectively.
3. Demonstrate appropriate media center behaviors.
4. Identify, locate, select, and access materials.
5. Describe the purpose of the media center.
6. Identify the roles of the media center staff.
7. Utilize the media specialist as a teacher and a resource.
8. Recognize call numbers and to use them to locate materials.
9. Listen and respond to different types of literature in different media formats.
10. Recall, summarize, paraphrase, and extend what is listened to and viewed.
11. Relate previous experiences to what is read.
12. Identify criteria for and examples of Caldecott winning books.
13. Recognize various forms and genres of literature and favorite authors and their works.
14. Know that fiction may be subdivided by genre and special collection.
15. Know that nonfiction is organized by subject.
16. Utilize online catalog through basic searches.
17. Identify the function and the parts of a book.
18. Locate, select, and utilize reference materials.
19. Know appropriate and efficient use of Internet search engines.
20. Choose appropriate websites.
21. Organize and identify resources.
22. Identify key words and ideas and paraphrase when note taking.
23. Follow copyright law and correct paraphrasing.
24. Correctly cite sources using MLA format.