

**GARWOOD PUBLIC SCHOOLS
GARWOOD, NEW JERSEY 07027**



LIBRARY MEDIA CENTER

CURRICULUM GUIDE

Grades Kindergarten through Eighth Grade

Dr. Teresa Quigley, Superintendent

**Revised and approved by the Garwood Board of Education
at the regular meeting held on November 13, 2018**

Board of Education Members

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District Administration

- Dr. Teresa Quigley Superintendent
- Mrs. Mary Emmons, Principal

District Mission Statement

The Garwood Board of Education believes that all children can learn and that the Garwood Public Schools must prepare pupils to be lifelong learners, good citizens, and involved community members by providing a positive and productive learning environment that will empower each child to develop his/her potential while building and fostering enthusiasm, curiosity, responsibility, creativity, critical thinking and problem solving skills.

Affirmative Action

The Garwood Public Schools provides equal educational opportunities for all students, including equal access to all school facilities, programs, equipment, staff services, financial resources, courses or activities, and other benefits regardless of race, color, creed, religion, sex, ancestry, national origin, social, economic or academic status or physical handicap.

The district's affirmative action officer is Dr. Teresa Quigley, Superintendent of Schools (908-789-0331).

GARWOOD PUBLIC SCHOOLS **FIVE-YEAR PLAN FOR CURRICULUM REWRITE and TEXTBOOK UPDATE**

2018-2019	Life Skills/Health K-8	Science K-8	World Languages K-8/ELS
2019-2020	Physical Education K-8	Gifted & Talented K-8	21st Century Skills Career Education
2020-2021	Music K-8	Art K-8	Character Ed K-8
2021-2022	LAL K-8		Math K-8
2022-2023	Library Applications K-8	Social Studies K-8	Computer Applications K-8

NOTE: Curriculum articulation will take place annually. Adjustments in instructional approaches may be made on a yearly basis at the approval of the CSA.

Adaption for Classified Students

Although this curriculum guide has been developed for Gifted and Talented educational delivery, the knowledge, skills, and behaviors identified are generally appropriate for classified students. Modifications necessary to accommodate their specific educational needs will be described in each child's Individualized Educational Program (IEP), which are on file in our Department of Special Services. Also taken into account when planning are those students with 504 plans, ELL, G & T, and at-risk students.

Differentiated resources which are identified and approved, support materials that facilitate differentiation of curriculum, instruction, and assessment of this curriculum include but are not limited to: Choiceboards, lesson appropriate manipulatives, www.CK12.org; <https://www.dkfindout.com/us/>; Discovery Streaming videos; BrainPop; <https://home-school.lovetoknow.com/LessonPlans>; <http://www.ala.org/aasl/standards/best/websites/landmark>; https://www.educationworld.com/a_sites/sites058.shtml; IXL learning platform; Kahoot!; <https://www.nj.gov/education/cccs/resources/educators/>, and educational videos on YouTube and The Teaching Channel.

Theory of Multiple Intelligences

Frames of Mind: The Theory of Multiple Intelligences by Howard Gardner

Interpersonal - the ability to work cooperatively with others in a group as well as the ability to communicate, verbally and non-verbally, with other people.

Intrapersonal - knowledge and understanding of the internal aspects of the self, such as emotions and their responses, self-reflection, and intuition.

Logical - the capacity to recognize patterns, work with abstract symbols (such as numbers and geometric shapes), and discern relationships and/or see connections between separate and distinct pieces of information.

Musical - the recognition and use of physical and tonal patterns, and sensitivity to sounds from the environment.

Naturalistic - the ability to know, understand, and respond to one's environment.

Psychomotor/Kinesthetic - the ability to use one's body to express ideas and feelings.

Spiritualistic - the ability to recognize, use and respond to sensory impressions.

Verbal/Linguistic - the ability to effectively use and understand language. The extraordinary ability in this intelligence is demonstrated by the use of metaphors, similes, abstract reasoning, symbolic thinking and conceptual patterning.

Visual/Spatial - the ability to form mental images and pictures based on the sense of sight. Those showing extraordinary ability in this intelligence include architects, graphic designers, cartographers, painters and sculptors.

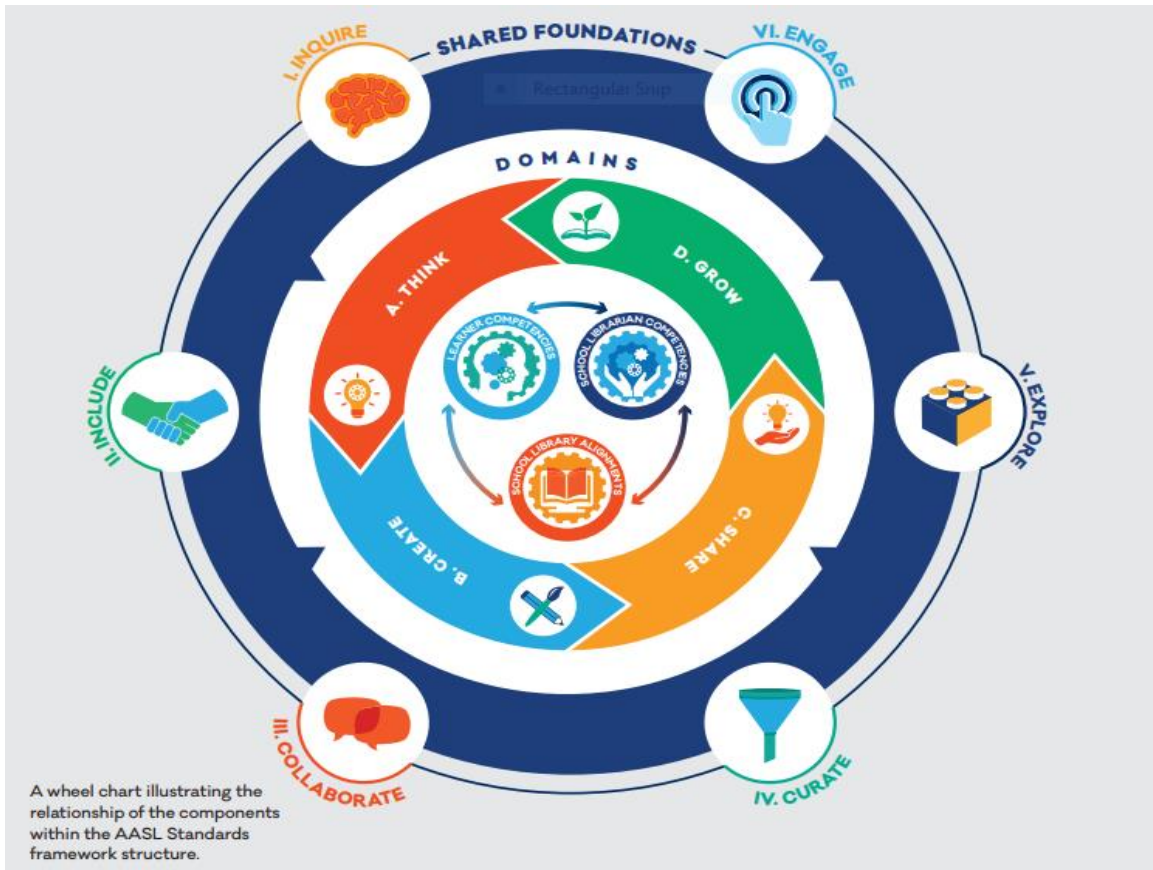
Vision for Learning

The mission of the Garwood Schools library media program is to ensure that students and staff effectively utilize a full range of resources including print, multimedia and electronic sources. Our goal is to promote in our youth the powers of literacy, nurture an appreciation for reading, and develop critical thinking skills necessary for self-directed learning. This will enable our students to be successful in the 21st century. An effective media program is integral to the total educational experience and plays an essential role in all academic instruction.

In support of this mission, the library media program will provide:

- Access to a well-rounded media collection;
- Standards of instruction and methods of assessment to foster competence, aesthetic appreciation and a lifelong interest in reading, viewing, listening, and effectively using ideas and information;
- Opportunities for an active partnership with parents, teachers, media specialists, technology experts, community members, and administrators to achieve common instructional goals and to fully integrate the library media program into the curriculum.
- The common beliefs as articulated in Standards for the 21st Century Learner by the American Association of School Librarians provide the framework for the vision of the Library Media Curriculum in Garwood Public Schools.
- Reading is a foundational skill for learning, personal growth, and enjoyment.
- 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.
- The definition of information literacy has become more complex as resources and technologies have changed.
- The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.
- Learning has a social context.
- Libraries Media Centers are essential to the development of learning skills.

American Association of School Librarians Standard Framework for Learning



Shared Foundations and Key Commitments

DOMAINS AND COMPETENCIES	I. INQUIRE	II. INCLUDE	III. COLLABORATE
A. THINK	<p>Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.</p> <p>Learners display curiosity and initiative by:</p> <ol style="list-style-type: none"> 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning. 	<p>Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.</p> <p>Learners contribute a balanced perspective when participating in a learning community by:</p> <ol style="list-style-type: none"> 1. Articulating an awareness of the contributions of a range of learners. 2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products. 3. Describing their understanding of cultural relevancy and placement within the global learning community. 	<p>Work effectively with others to broaden perspectives and work toward common goals.</p> <p>Learners identify collaborative opportunities by:</p> <ol style="list-style-type: none"> 1. Demonstrating their desire to broaden and deepen understandings. 2. Developing new understandings through engagement in a learning group. 3. Deciding to solve problems informed by group interaction.
B. CREATE	<p>Learners engage with new knowledge by following a process that includes:</p> <ol style="list-style-type: none"> 1. Using evidence to investigate questions. 2. Devising and implementing a plan to fill knowledge gaps. 3. Generating products that illustrate learning. 	<p>Learners adjust their awareness of the global learning community by:</p> <ol style="list-style-type: none"> 1. Interacting with learners who reflect a range of perspectives. 2. Evaluating a variety of perspectives during learning activities. 3. Representing diverse perspectives during learning activities. 	<p>Learners participate in personal, social, and intellectual networks by:</p> <ol style="list-style-type: none"> 1. Using a variety of communication tools and resources. 2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge
C. SHARE	<p>Learners adapt, communicate, and exchange learning products with others in a cycle that includes:</p> <ol style="list-style-type: none"> 1. Interacting with content presented by others. 2. Providing constructive feedback. 3. Acting on feedback to improve. 4. Sharing products with an authentic audience. 	<p>Learners exhibit empathy with and tolerance for diverse ideas by:</p> <ol style="list-style-type: none"> 1. Engaging in informed conversation and active debate. 2. Contributing to discussions in which multiple viewpoints on a topic are expressed. 	<p>Learners work productively with others to solve problems by:</p> <ol style="list-style-type: none"> 1. Soliciting and responding to feedback from others. 2. Involving diverse perspectives in their own inquiry processes.
D. GROW	<p>Learners participate in an ongoing inquiry-based process by:</p> <ol style="list-style-type: none"> 1. Continually seeking knowledge. 2. Engaging in sustained inquiry. 3. Enacting new understanding through real-world connections. 4. Using reflection to guide informed decisions. 	<p>Learners demonstrate empathy and equity in knowledge building within the global learning community by:</p> <ol style="list-style-type: none"> 1. Seeking interactions with a range of learners. 2. Demonstrating interest in other perspectives during learning activities. 3. Reflecting on their own place within the global learning community. 	<p>Learners actively participate with others in learning situations by:</p> <ol style="list-style-type: none"> 1. Actively contributing to group discussions. 2. Recognizing learning as a social responsibility.

IV. CURATE Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.	V. EXPLORE Discover and innovate in a growth mindset developed through experience and reflection.	VI. ENGAGE Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.
Learners act on an information need by: <ol style="list-style-type: none"> Determining the need to gather information. Identifying possible sources of information. Making critical choices about information sources to use. 	Learners develop and satisfy personal curiosity by: <ol style="list-style-type: none"> Reading widely and deeply in multiple formats and write and create for a variety of purposes. Reflecting and questioning assumptions and possible misconceptions. Engaging in inquiry-based processes for personal growth. 	Learners follow ethical and legal guidelines for gathering and using information by: <ol style="list-style-type: none"> Responsibly applying information, technology, and media to learning. Understanding the ethical use of information, technology, and media. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.
Learners gather information appropriate to the task by: <ol style="list-style-type: none"> Seeking a variety of sources. Collecting information representing diverse perspectives. Systematically questioning and assessing the validity and accuracy of information. Organizing information by priority, topic, or other systematic scheme. 	Learners construct new knowledge by: <ol style="list-style-type: none"> Problem solving through cycles of design, implementation, and reflection. Persisting through self-directed pursuits by tinkering and making. 	Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: <ol style="list-style-type: none"> Ethically using and reproducing others' work. Acknowledging authorship and demonstrating respect for the intellectual property of others. Including elements in personal-knowledge products that allow others to credit content appropriately.
Learners exchange information resources within and beyond their learning community by: <ol style="list-style-type: none"> Accessing and evaluating collaboratively constructed information sites. Contributing to collaboratively constructed information sites by ethically using and reproducing others' work. Joining with others to compare and contrast information derived from collaboratively constructed information sites. 	Learners engage with the learning community by: <ol style="list-style-type: none"> Expressing curiosity about a topic of personal interest or curricular relevance. Co-constructing innovative means of investigation. Collaboratively identifying innovative solutions to a challenge or problem. 	Learners responsibly, ethically, and legally share new information with a global community by: <ol style="list-style-type: none"> Sharing information resources in accordance with modification, reuse, and remix policies. Disseminating new knowledge through means appropriate for the intended audience.
Learners select and organize information for a variety of audiences by: <ol style="list-style-type: none"> Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. Integrating and depicting in a conceptual knowledge network their understanding gained from resources. Openly communicating curation processes for others to use, interpret, and validate. 	Learners develop through experience and reflection by: <ol style="list-style-type: none"> Iteratively responding to challenges. Recognizing capabilities and skills that can be developed, improved, and expanded. Open-mindedly accepting feedback for positive and constructive growth. 	Learners engage with information to extend personal learning by: <ol style="list-style-type: none"> Personalizing their use of information and information technologies. Reflecting on the process of ethical generation of knowledge. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.

Overview and Program Description

To prepare students for the future, the library media center is used as a gateway to information. Students learn how to access, evaluate and choose from a constantly changing and growing bank of information for educational, personal and recreational purposes. The responsibility for helping students achieve information literacy involves the collaborative efforts of library media staff, teachers, technology staff and administrators. Students require carefully planned opportunities to access, use, and evaluate information in all subject areas and formats. Information literacy and library skills are not taught in isolation, but rather as

part of the total curriculum. The teaching of the knowledge and skills of the various school subjects and the teaching of information literacy both complement and reinforce one another. All students in grades kindergarten through five receive instruction in the Library. Library instruction at all grade levels follows an interdisciplinary approach. This allows for special projects at each grade level to integrate learning across the curricula and to teach thematically.

All students receive instruction in heterogeneously grouped classrooms. Special needs students are included in general classroom settings as much as possible to allow full access to the breadth and depth of curricular concepts. Students in grades kindergarten through five receive Library instruction once a week. In grades six through eight, all students have access to the library on an as appropriate basis. Through an open schedule, classroom teachers schedule their classes for Library instruction.

AASL Standards for the 21st Century Learner

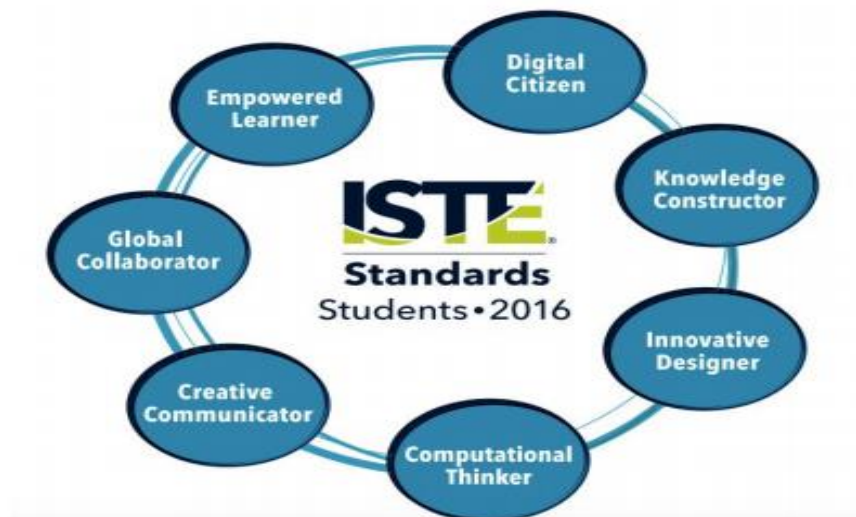
The instructional goals of the library media program will specifically address the acquisition of information literacy. This includes the following standards for learning derived from The American Association of School Librarians, Standards for the 21st Century Learner:

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.

International Society for Technology in Education

The International Society for Technology in Education (ISTE) is a community of global educators who believe in the power of technology to transform teaching and learning, accelerate innovation and solve tough problems in education.

ISTE inspires the creation of solutions and connections that improve opportunities for all learners by delivering: practical guidance, evidence-based professional learning, virtual networks, and thought-provoking events. ISTE's vision is that all educators are empowered to harness technology to accelerate innovation in teaching and learning, and inspire learners to reach their greatest potential.



Standards for the 21st Century Learner in Action

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.

Skills in Action:

Defining skills in 21st Century learning

The context of the 21st 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 21st 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 21st 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 21st 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.

Defining Dispositions in 21st Century Learning

One of the core functions of 21st 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 21st 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, posing a conclusion and testing it against the evidence, contributing responsibly in learning situations, and seeking information that answers personal questions and interests.

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.

Defining responsibilities in 21st Century Learning

Learning in the 21st 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 21st Century.

The 21st 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 or they might bring their individually researched evidence and conclusions to a group discussion to help a group reach a valid and ethical decision.

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 (2007 and 2018)

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.), and recommended websites and databases. Teacher resources include professional print and online materials and journals.

21st 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 21st 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.

Benchmarks

The following are the levels of progress for each grade level cluster in Garwood.

These statements indicate what students need to know and be able to do with consistency and ease.

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

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

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

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

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

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

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

SCOPE AND SEQUENCE – LIBRARY MEDIA CENTER CURRICULUM

Note to teachers: The Scope and Sequence section provides teachers with the framework necessary to determine which skills have already been introduced but need to be reinforced (R) as well as new skills to introduce (I) at their particular grade level. Document the introduction of new skills (as well as review) in the plan book.

Key:

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

RL: Reading Literature

RI: Reading Informational Text

SL: Speaking and Listening

I. Information Literacy													
Course Objectives	NJSLS	K	1	2	3	4	5	6	7	8			
A. Identify, locate, select, and utilize online reference materials (Internet, online encyclopedia)	8.1.4.E.2 RI(1-8) 5		I	R	R	R	R	R	R	R			
1. Evaluate and determine the validity of a Website.	8.1.4.E.2 RI (4-8) 5					I	I	R	R	R			
2. Search Strategies	8.1.4.E.2 RI (3-8) 5				I	R	R	R	R	R			
B. Identify, locate, select, and utilize print reference materials	8.1.4.E.2 RI (K-6) 7	I	I	R	R	R	R	R	R	R			
1. Information evaluations (understand, analyze, evaluate, synthesize, and apply appropriate information effectively)	8.1.4.E.2 RI(3-8) 7				I	R	R	R	R	R			
2. Search Strategies	8.1.4.E.2 RI (3-8) 7				I	R	R	R	R	R			
C. Create Bibliographic Citation (MLA format)	8.1.4.D.1;						I	I	R	R			
D. Understand and use techniques to avoid plagiarism (i.e. paraphrasing)	SL(3-6) 2-6				I	R	R	R	R	R			
E. Use the research process to better locate desired information	9.1.4.B.1; 9.1.4.D.1;				I	R	R	R	R	R			
F. Use one's own library card to borrow materials				I	R	R	R	R	R	R			
G. Adhere to district policy regarding acceptable Internet use	8.1, 9.1		I	R	R	R	R	R	R	R			
II. Orientation													
A. Demonstrate proper media center behaviors	9.1.4.F.3	I	I	R	R	R	R	R	R	R			
B. Demonstrate proper care of materials		I	I	R	R	R	R	R	R	R			
C. Identify, locate, select and access materials (easy/picture books, fiction, nonfiction, biographies, periodicals, reference)	RI (K-2) 5	I	I	R	R	R	R	R	R	R			
1. Alphabetical order in shelving				I	I	R	R	R	R	R			
		K	1	2	3	4	5	6	7	8			
2. Location of fiction/nonfiction	RI (K-6) 5				I	R	R	R	R	R			
3. Understand and use Dewey Decimal system					I	R	R	R	R	R			
4. Understand and use the library's OPAC (online public access catalog)				I	R	R	R	R	R	R			
III. Literature and Informational Texts													
A. Develop a feeling of familiarity and enjoyment with the library and literature		I	R	R	R	R	R	R	R	R			
B. Demonstrate proper care of materials		I	R	R	R	R	R	R	R	R			
C. Identify, locate, and utilize parts of a book		I	R	R	R	R	R	R	R	R			
1. Author, Illustrator	RL(K-6) 6	I	R	R	R	R	R	R	R	R			
2. Spine/Spine Label (Call Number)	RI (K-3) 5			I	R	R	R	R	R	R			
3. Title/Copyright Page	RI (K-2) 5		I	R	R	R	R	R	R	R			
4. Index, Table of Contents, Glossary	RL (K-6) 1-10			I	R	R	R	R	R	R			

D. Identify the characteristics of fiction and nonfiction	RL (K-6) 10		I	R	R	R	R	R	R	R	R
E. Select appropriate books based on age, reading level, and personal interests	RL (K-8) 1-10	I	I	I	R	R	R	R	R	R	R
F. Be exposed to author and illustrator studies	RL (K-8) 1-10	I	I	R	R	R	R	R	R	R	R
G. Read, compare, contrast, and/or discuss stories in various genres (folktales, fairy tales, tall tales, mystery, historical fiction, biographies, fantasy, etc.)	RL (K-8) 1-10		I	R	R	R	R	R	R	R	R
H. Be aware of the significance of the Caldecott Award and become familiar with Caldecott Medal books.	RL (4-6) 10			I	R	R	R	R	R	R	R
I. Be aware of the significance of the Newbery Medal and become familiar with Newbery Medal books	RL (4-6) 10				I	R	R	R	R	R	R
J. Understand the content and purpose of a book's statement regarding the right to reproduce information contained within											I
K. Note information found in the Library of Congress Cataloging-in-Publication Data Section											I
L. Survey the parts of a book to determine its usefulness						I	R	R	R	R	R
M. Distinguish among the unique characteristics of various reference sources							I	R	R	R	R
N. Locate the telephone book(s) and other local/community and government-related materials							I	R	R	R	R
O. Know various kinds of fiction/genres and identify sections of the LMC where examples can be found										I	R
Organize and reshelv nonfiction books independently and appropriately										I	R
IV. Card Catalog											
A. Understand that the LMC has a subject card for every book in the library				I	R	R	R	R	R	R	R
B. Understand that subject cards are alphabetized & kept in the card catalog				I	R	R	R	R	R	R	R
		K	1	2	3	4	5	6	7	8	
C. Understand that the LMC has an author card and title card for every book				I	R	R	R	R	R	R	R
D. Locate a book on a subject using the card catalog					I	R	R	R	R	R	R
E. Understand and use cross-references under subject headings on catalog cards								I	R	R	R
F. Use the computerized card catalog to find a specific book						I	R	R	R	R	R
G. Understand, name, and explain the basic differences among the ten main classes of nonfiction subjects										I	R
H. Recognize that the Library of Congress cataloging system is used in universities and other large libraries											I
V. Periodicals											
A. Locate the periodical section of the LMC				I	R	R	R				
B. Use primary and intermediate/secondary periodicals for information and entertainment						I	R	R	R	R	R
C. Identify primary periodicals				I	R	R	R	R	R	R	R

D. Draw conclusions from information and data gathered		I	R	R	R	R	R	R	R
E. Be exposed to and read a variety of fiction and nonfiction books and produce evidence of reading		I	R	R	R	R	R	R	R
F. Investigate a favorite author and produce evidence of research					I	R	R	R	
G. Create a grade level appropriate bibliography for research projects					I	R	R	R	R
H. Compile research from more than one source into a mini-report for presentation					I	R	R	R	R
I. Expand understanding or background knowledge of a subject by investigating a suggested cross-reference in an encyclopedia or online reference source.					I	R	R	R	R
J. Evaluate and determine the validity of a Website.					I	R	R	R	R
K. Develop and revise questions for investigation prior to, during, and after reading					I	R	R	R	R
L. Use multiple sources to locate information relevant to research questions					I	R	R	R	R
M. Interpret and use graphic sources of information to address research questions					I	R	R	R	R
N. Summarize and organize information by taking notes, outlining ideas, and making charts					I	R	R	R	R
O. Produce projects and reports, using visuals, media, and/or technology, to show learning and support the learning of an audience						I	R	R	R
P. Use discrimination when choosing materials to write or support a research project						I	R	R	R
Q. Produce projects and reports (written and oral) containing visuals, media, and/or technology to demonstrate comprehension of informational materials from more than one source								I	R
R. Understand and explain the differences between paraphrasing and plagiarizing									I

KINDERGARTEN PROFICIENCIES

Essential Questions:

- ❖ Why are the procedures for circulating and caring for materials important to everyone who uses the library/media center?
- ❖ Why is it important to distinguish between different types of media center materials?
- ❖ Why is it important to know the different areas of the media center?
- ❖ How can media center personnel be used as an information resource?
- ❖ What kind of behavior is appropriate for the media center?
- ❖ Why is it important to listen and participate in read alouds?
- ❖ How do themes in literature relate to personal experiences?
- ❖ How does connecting with literature themes assist one in becoming a lifelong reader?
- ❖ Why is it important to understand the role of the author and illustrator?

- ❖ Why is it important to be able to identify the basic parts of a book?

Curriculum Connection Suggestions:

Art: Design a shelf marker in art class then laminate it so it can be used throughout the year. Try to incorporate a favorite character in its design.

Health/PE: Discuss the importance of adhering to proper safety rules while visiting the LMC. Review/introduce rules regarding walking vs. running, not climbing on bookcases to reach books that are on the top shelves, etc.

LAL: Review alphabetical order in class then follow a "trail" of letters in order in one section of the LMC.

Math: Estimate the number of books on a particular shelf and then count the actual number. Ask the librarian to estimate the number of books in the entire library!

Music: Explore the music/audio section of the LMC and listen to several cassette tapes or compact discs. Review the procedure for checking out these items.

Science: Page through several volumes of a set of encyclopedias and look for pictures of wild and domestic animals.

Social Studies: Use three different atlases to find a map of Garwood, a map of New Jersey, and a map of the United States.

Spanish: Listen to several cassette tapes or compact discs of Spanish music.

Technology: Use the computer keyboard to enter the letters of the alphabet in alphabetical order.

Suggested Evaluation Strategies:

1. Teacher observation of library citizenship
2. Journal writing
3. Shared reading activities
4. LMC scavenger hunts

GRADE ONE PROFICIENCIES

Essential Questions:

- ❖ Why are the procedures for circulating and caring for materials important to everyone who uses the media center?
- ❖ Why is it important to listen and participate in read alouds?
- ❖ How do themes in literature relate to personal experiences?
- ❖ How does connecting with literature themes assist one in becoming a lifelong reader?
- ❖ Why is it important to distinguish between fiction and nonfiction?
- ❖ Why is it important to understand the alphabetical arrangement of fiction books?
- ❖ How can learning to recognize specific authors and illustrators help a reader to enjoy and appreciate literature?
- ❖ What types of information can be gleaned from the parts of a book?
- ❖ Why is it important to be able to distinguish similarities and differences in stories?
- ❖ Why is it important to be able to predict the outcome of a story?

Curriculum Connection Suggestions:

Art: Design a new book jacket for a favorite story. Incorporate details related to the main character and setting.

Health/PE: Locate age-appropriate health and safety books. Determine if each section is fiction or nonfiction.

LAL: Create a mini-journal that can be used to record the titles of books borrowed from the LMC. Count the number of entries at the end of the year

Math: Discuss how the LMC is broken up into parts (part to whole concept) then create a simple diagram of the LMC and its different sections.

Music: Locate grade-level songbooks and listen to the lyrics of a seasonal song as they are read/sung to the class.

Science: Explore nonfiction books containing extreme weather-related photographs of snow storms, lightning, etc. Note the colors common to many photos.

Social Studies: Find several nonfiction/reference books containing flags of the world and have each student choose one that is most appealing to him/her.

Spanish: Find a book of Spanish recipes and, with assistance, choose a recipe for a simple dish that can be made and enjoyed in class.

Technology: Have an adult conduct an Internet search of a favorite author to find an actual photograph of him or her.

Suggested Evaluation Strategies:

1. Teacher observation of library citizenship
2. Journal writing
3. Shared reading activities
4. Large and small group discussions
5. LMC scavenger hunts

GRADE TWO PROFICIENCIES

Essential Questions:

- ❖ Why is it important to understand the arrangement of media center materials and how will this strategy assist in fulfilling information needs?
- ❖ How can learning to recognize author, illustrator and title help users locate materials of interest?
- ❖ What important information is found on the title page?
- ❖ How can the reader tell if the material selected is an appropriate reading level?
- ❖ How can understanding the characteristics of multicultural and folk literature contribute to the understanding of individual differences?
- ❖ How do opinions of individual readers reflect their lifelong literature choices?

Curriculum Connection Suggestions:

Art: Create symbols to represent the ten categories of subjects in the Dewey Decimal System. Add to posters that can be laminated and hung in the LMC.

Health/PE: Research the origins of the bicycle using an encyclopedia then share safety information from nonfiction books.

LAL: Find the "books on tape" version of a favorite story and share it with the class during a review of basic story elements.

Math: Count to one thousand by tens and hundreds, then look over a copy of the Dewey Decimal Classification System which has been broken down into the hundreds categories and ten groups.

Music: Listen to a favorite story on tape/CD/on-line then discuss how music contributes to the mood of the story.

Science: Identify animals native to a unit of study (i.e., arctic or desert animals) and write a short, factual report using only information found in nonfiction LMC books. Present information in a poster which combines a hand-drawn illustration with a short report.

Social Studies: Invite the librarian or LMC specialist to make a short presentation on the inter-library loan procedures used in Union County.

Spanish: Review a chart of the Dewey Decimal Classification System broken down into hundreds and tens and locate specific categories related to Spanish (i.e., 460s: Spanish and Portuguese language).

Technology: Locate an online copy of the Dewey Decimal Classification System broken down into hundreds and tens. Have each student print his or her own copy and retain it (after the technology coordinator has laminated it) for future reference.

Suggested Evaluation Strategies:

1. Teacher observation of library citizenship
2. Journal writing
3. Shared reading activities
4. Large and small group activities and discussions
5. LMC scavenger hunts
6. Comprehension skills and responses to text read aloud.

GRADE THREE PROFICIENCIES

Essential Questions:

- ❖ How does understanding the organization of the media center contribute to the efficient use of the catalog as a tool for locating materials?
- ❖ How does using an index, table of contents, and glossary contribute to the most efficient use of materials?
- ❖ How does understanding the relationship between the call number and the location of the materials enable media center users to satisfy informational needs?
- ❖ How does identifying the various characteristics of mystery and biography enhance literary appreciation?

Curriculum Connection Suggestions:

Art: Compare illustrations of Caldecott winners from the past decade and the mid-1900's.

Health/PE: Complete a mini-research report on the importance of good dental hygiene using only nonfiction print sources.

LAL: Review several books related to pet care then create a pamphlet that could be used by dog or cat owners to care for their own animals.

Math: Review recipe books and discuss common units of measure.

Music: Use reference sources to research the origin of our national anthem "The Star Spangled Banner".

Science: Use an atlas containing a map of New Jersey and locate three bodies of water close to Garwood.

Social Studies: Find a reference or nonfiction book about American history and see how our flag has changed over the years.

Spanish: Use an online atlas to compare the size and population of several Spanish-speaking countries.

Technology: Discuss the benefits of having access to both online and print encyclopedias.

Suggested Evaluation Strategies:

1. Teacher observation of library citizenship
2. Individual student's understanding of the general arrangement of LMC materials
3. Individual student's use and understanding of library-related terminology and how it relates to available materials (i.e., fiction vs. nonfiction, periodicals, Dewey Decimal Classification System)
4. Journal writing
5. Reading logs
6. Self-selection of independent and academic-related reading materials
7. Shared reading activities
8. Large and small group activities and discussions
9. Comprehension skills and responses to text read aloud

GRADE FOUR PROFICIENCIES

Essential Questions:

- ❖ How does the "call number" in the computer catalog enable the user to locate appropriate source?
- ❖ Why is recognizing the components of the title page important to identify and evaluate materials?
- ❖ How can using the information contained in the encyclopedia contribute to the research process?
- ❖ How does understanding subject classification assist in the location of materials?
- ❖ How does identifying the characteristics of various kinds of literature enhance literary and cultural appreciation?

Curriculum Connection Suggestions:

Art: Compare advertising techniques used in primary periodicals then create an original ad for a new product.

Health/PE: Use reference materials to locate the original food pyramid then compare it to the updated version. Discuss the changes.

LAL: Review various mythology books then write a sequel to a favorite myth.

Math: Find the last ten Caldecott award winning books then create a graph to chart students' favorite illustrations.

Music: Use online and print resources to research the similarities and differences between bands and orchestras.

Science: If available, review several flip books then create an original flip book illustrating the life cycle of a plant or animal.

Social Studies: Create a list of questions for a Presidential scavenger hunt by reviewing information from three different sources (such as a biography and/or collective biography, online source, and reference book).

Spanish: Use an atlas to determine the distance from Trenton, the capital of New Jersey, to the capital city of five different Spanish speaking countries.

Technology: Discuss the advantages and disadvantages of relying solely on an online or print thesaurus.

Suggested Evaluation Strategies:

1. Teacher observation of library citizenship
2. Individual student's understanding of the general arrangement of LMC materials and the different classes/categories of books
3. Individual student's use and understanding of library-related terminology and how it relates to available materials
4. Teacher observation of each student's participation in discussions and group activities as well as student's interest, attitudes, and abilities
5. Journal writing
6. Reading logs
7. Conferences
8. Self-selection of independent and academic-related reading materials
9. Shared reading activities
10. Teacher-made tests, quizzes, and checklists
11. Comprehension skills and responses to text read aloud
12. Anecdotal records

GRADE FIVE PROFICIENCIES

Essential Questions:

- ❖ How does using the author, title, subject, and key word search capability contribute to the efficient use of the catalog as a tool for locating materials?
- ❖ How does the efficient use of the title page, index, table of contents, key words, and guidewords contribute to the research process?
- ❖ How do book talks help in book selection?
- ❖ Why is it important to be familiar with different types of reference sources when looking for information?
- ❖ Why is it important to identify sources of information?

Curriculum Connection Suggestions:

Art: Use reference materials (both print and online) to research important national, ethnic, cultural, and religious holidays of countries around the world. Design original calendar pages highlighting at least one celebration per month.

Health/PE: Research home remedies and standard medicinal remedies for common childhood illnesses such as colds, fever, etc. Create a mini-book highlighting symptoms as well as care and ways to relieve symptoms.

LAL: Explore Native American culture to learn about oral storytelling traditions.

Math: Share collections of state quarters and Presidential dollars then create a new series of special commemorative coins.

Music: Research the varied music, dance, and drama forms of Asian cultures and discuss their influence on American art forms.

Science: Assume the role of future archaeologists and discuss the "remains" found during an excavation of an "ancient" twenty-first century classroom.

Social Studies: Compare maps of New Jersey found in political, physical, and economic atlases.

Spanish: Research the weather in several Spanish-speaking countries and plan a “fantasy” holiday or class field trip during summer vacation.

Technology: Create a rubric that can really be used to evaluate online reference sources.

Suggested Evaluation Strategies:

1. Teacher observation of library citizenship
2. Teacher-student conferences to discuss understanding and attainment of LMC goals and to formulate plans for areas needing improvement
3. Participation in discussions and group activities
4. Use and understanding of library-related terminology
5. Journal writing
6. Reading logs
7. Self-selection of independent and academic-related reading materials
8. Teacher-made tests, quizzes, and checklists
9. Comprehension skills and responses to text read aloud
10. Portfolios

GRADE SIX PROFICIENCIES

Essential Questions:

- ❖ How do you efficiently use the catalog?
- ❖ How does understanding subject classification aid in the location of materials?
- ❖ How can knowledge of different genres enhance reading pleasure?
- ❖ Why is it important to practice ethical behavior in regards to information and information technology?
- ❖ Why is it important to know how to use each type of reference source?

Curriculum Connection Suggestions:

Art: Review a specialized set of reference books related to animals, then create animal alphabet cards. Include information about each animal’s natural habitat, diet, method of protection, etc., and then share the set with younger students.

Health/PE: Use print sources in the LMC to learn about health-related service providers in the community.

LAL: Use the Guinness Book of World Records to learn about interesting record holders, then “interview” some of the top competitors (having one student serve as the interviewer and another acting as the record holder.)

Math: Research the origins of the abacus then discuss modern day materials that could be used to create one.

Music: Review modern day song books or copies of lyrics online for examples of figurative language.

Science: Use special subject periodicals or newspapers to research the controversy about Pluto’s status/reclassification as a dwarf planet.

Social Studies: Consider information from three different types of atlases then designate an area of the country as “the perfect place to live”.

Spanish: Create a calendar containing important celebrations that occur in Mexico or another Spanish-speaking country.

Technology: View the “preview” portion of a movie online or DVD and discuss how technology has affected the entertainment industry.

Suggested Evaluation Strategies:

1. Demonstration of appropriate library citizenship
2. Conferences to discuss attainment of LMC goals and to formulate plans to address areas needing improvement
3. Discussions and other group activities
4. Use and understanding of library-related terminology
5. Journal writing
6. Reading logs
7. Self-selection of independent and academic-related reading materials
8. Teacher-made tests, quizzes, and checklists
9. Comprehension skills and responses to text read aloud
10. Portfolios
11. Research reports and projects

GRADE SEVEN PROFICIENCIES

Essential Questions:

- ❖ Why is it important to know how to use the different types of reference sources?
- ❖ Why is independent use of information resources important for lifelong learning?
- ❖ Why is it important to practice ethical behavior in regards to information and information technology?
- ❖ Why is it important to use the proper bibliographic format to cite sources?

Curriculum Connection Suggestions:

Art: Discuss how color can be used to create interest and impact when designing a graph, chart, map, etc. to support a research project.

Health/PE: Use encyclopedias, almanacs, nutrition books, and other reference materials to research the caloric and nutritional content of an average teenager’s daily diet.

LAL: Every month research one historical figure who achieved fame for his or her accomplishments during that particular month.

Math: Review the roots of our country’s earliest mail delivery system then compare delivery time then to the time it takes for information to change hands today through the use of e-mail and the postal service.

Music: Divide into two teams and play a race game using the card catalog to locate twenty-five titles related to the instruments in the symphony orchestra.

Science: Research the weather in New Jersey and use graphic organizers to create a pamphlet or brochure for prospective tourists and newcomers.

Social Studies: Research interesting names of cities and towns in the United States and share findings in an oral presentation.

Spanish: Compile three or four facts for each of ten or more countries in which Spanish is spoken then challenge classmates to guess the country after sharing the facts only.

Technology: Use the Internet and print resources to discover how inventors obtained patents one hundred years ago and now.

Suggested Evaluation Strategies:

1. Demonstration of appropriate library citizenship
2. Conferences to discuss attainment of LMC goals and areas needing improvement
3. Independent and group activities and discussions
4. Journal writing
5. Reading logs
6. Self-selection of independent and academic-related reading materials
7. Teacher-made tests, quizzes, and checklists
8. Comprehension skills and responses to text read aloud
9. Research reports, projects, and oral presentations
10. Portfolios
11. Anecdotal records
12. Student assessment of LMC activities

GRADE EIGHT PROFICIENCIES

Essential Questions:

- ❖ How does knowledge of research skills and multiple resources help solve problems?
- ❖ Why is independent use of information resources important for lifelong learning?
- ❖ Why are some information sources more reliable than others?
- ❖ What are some information sources outside the media center?
- ❖ Why is it important to follow ethical and legal guidelines in gathering and using information?

Curriculum Connection Suggestions:

Art: Discuss how color, symbols, and other techniques are used to grab the attention of a viewer then use some of these techniques when creating real signs to announce an upcoming school event such as a concert, play, festival, or celebration.

Health/PE: Use print and online reference materials to compile information and write a research report about methods students can use to reduce stress.

LAL: Alter a familiar fairy tale or well-known children's story by adding examples of figurative language.

Math: Use a national newspaper to follow and chart the price of gold over the course of six months.

Music: Examine the lyrics of folk songs from around the world and note common themes: pride, sadness, patriotism, etc. Present findings, complete with audio or video support, in an oral presentation.

Science: Explore the marine food chain by researching animals from each of the links in the chain. Present findings, complete with visuals, in an oral presentation.

Social Studies: Research tactics used by protestors during various American controversies over the last fifty years then hold a discussion or debate about the appropriateness and/or effectiveness of the tactics.

Spanish: Review local newspapers and other community-related materials to find a local travel agent or tourist who has visited several Spanish countries. Invite him or her to class to discuss his/her travels.

Technology: Use online reference and/or video resources to research an exotic locale or setting that can be used as the basis of a creative story.

Suggested Evaluation Strategies:

1. Demonstration of library citizenship
2. Student-teacher conferences
3. Independent and group activities and discussions
4. Journal writing
5. Reading logs
6. Self-selection of materials for a variety of purposes
7. Teacher-made tests, quizzes, and checklist
8. Comprehension skills and responses to text read aloud
9. Research reports, projects, and oral presentations
10. Portfolios
11. Anecdotal records
12. Student assessment of LMC activities

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