

**BERNARDS TOWNSHIP PUBLIC SCHOOLS
BASKING RIDGE, NEW JERSEY**

K-12 INFORMATION SKILLS

GRADES K - 12

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*This document has been aligned with the
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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 6-7)

Library media centers are places where people can build their 21st century information literacy skills, including:

- Learning how to read
- Learning to use computers and other media
- Learning how to find, evaluate, and use information
- Learning how to use information to communicate.

This mission is accomplished by:

- Providing intellectual and physical access to materials in all formats.
- Providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas.
- Working with other educators to design learning strategies to meet the needs of individual students.

PHILOSOPHY OF THE SCHOOL LIBRARY MEDIA PROGRAM

The school library media center is a vital and integral hub of the school and as a result reflects the philosophy and goals of the school and the district. In an age of information, acquiring information literacy skills and a commitment for lifelong reading and learning become paramount. In the school library media center, students develop critical thinking, problem solving, and communication skills as they use a variety of resources to meet the demands of today's curriculum.

A library media program does not exist in isolation. The school library media specialist works in partnership with students, teachers, administrators, Board of Education members, and the school community to develop the library media program. Through collaboration, the library media program also incorporates the goals and objectives of the New Jersey Core Curriculum Content Standards (NJCCCS) and the national Standards for the 21st Century Learner as prepared by the American Association of School Librarians (AASL). The combined vision supports the goal for educational excellence and the concept of intellectual freedom.

The school library media program is a combination of the following resources:

- **PERSONNEL**

Certified staff with the appropriate technical and clerical assistance to organize and operate a school library media program

Central office leadership

- **MATERIALS AND EQUIPMENT**

A comprehensive and organized collection of judiciously selected materials (such as books, periodicals, DVDs, streaming video, subscription databases, and other print and nonprint items)

Computers and equipment of all types and formats, such as interactive white boards, DVD players and digital projectors

Access to outside information services, including community and government sources, Internet, and other on-line computer services

- **FACILITY**

A readily accessible area

An environment that is conducive to learning and that houses library media resources and accompanying services

PRINCIPLES OF SCHOOL LIBRARY MEDIA PROGRAMS

National standards for school library media programs include the following principles: (American Association of School Librarians 58)

- *Principle 1:* The library media program is essential to learning and teaching and must be fully integrated into the curriculum to promote students' achievement of learning goals.
- *Principle 2:* The information literacy standards for student learning are integral to the content and objectives of the school's curriculum.
- *Principle 3:* The library media program models and promotes collaborative planning and curriculum development.
- *Principle 4:* The library media program models and promotes creative, effective, and collaborative teaching.
- *Principle 5:* Access to the full range of information resources and services through the library media program is fundamental to learning.
- *Principle 6:* The library media program encourages and engages students in reading, viewing, and listening for understanding and enjoyment.
- *Principle 7:* The library media program supports the learning of all students and other members of the learning community who have diverse learning abilities, styles, and needs.
- *Principle 8:* The library media program fosters individual and collaborative inquiry.
- *Principle 9:* The library media program integrates the uses of technology for learning and teaching.
- *Principle 10:* The library media program is an essential link to the larger learning community.

Information and technology skills are most meaningful when learned within a subject area, within an interdisciplinary unit, or within a unit that addresses an authentic, real-life need or problem. Students must be prepared to access, evaluate, select, and apply the appropriate information to meet their educational, personal, and recreational needs.

Students must be prepared to acquire materials and resources to meet their current and lifelong needs. They will need to know how to access, evaluate and choose from a constantly changing and growing reservoir of information for educational, personal, and recreational purposes.

PHILOSOPHY OF INSTRUCTION

The library media center staff collaborates with the faculty to integrate information literacy skills with content area instruction and learning activities across the kindergarten through twelfth grade curriculum by providing:

- equitable access to information;
- scheduling that allows for students to have access to the media center, its staff and resources;
- resources and sequential instruction in the concepts necessary for students to become independent, lifelong learners, as well as discerning readers, viewers and listeners;
- opportunities for an active collaboration and partnership with teachers and administrators in working toward shared instructional goals;
- resources that allow learning to go beyond the confines of a textbook and
- technology that provides for information retrieval.

In addition to information literacy skills, fostering a love for literature is a primary component of the elementary (K-5) program. This is achieved through various curricular and extracurricular activities such as story telling, book selection, book talks, Readers Theater, felt board stories, book discussion clubs, book fairs, and the Battle of the Books program.

RELATIONSHIP TO NATIONAL AND STATE STANDARDS

This curriculum is designed for grades K through 12. It addresses the New Jersey Core Curriculum Content Standards. The instruction integrates these state standards with:

- Standards for the 21st Century Learner as prepared by the American Association of School Librarians and
- National Education Technology Standards for Students (NETS-S) as prepared by the International Society for Technology Education (ISTE).

PROGRAM GOALS

The student-centered library media program focuses on the development of a community of learners. A creative, energetic, and successful program includes the following goals:

- To provide intellectual access to information through learning activities that are integrated into the curriculum and that help all students achieve information literacy by developing effective strategies for selecting, retrieving, analyzing, evaluating, synthesizing, creating, and communicating information in all formats and in all content areas of the curriculum.
- To provide a physical access to information through
 - a. a carefully selected and systematically organized local collection of diverse learning resources that represent a wide range of subjects, levels of difficulty, and formats;
 - b. a systematic procedure for acquiring information and materials from outside the library media center and the school through such mechanisms as electronic networks, interlibrary loan, and cooperative agreements with other information agencies; and instruction in using a range of equipment for accessing local and remote information in any format.
- To provide learning experiences that encourage students and others to become discriminating consumers and skilled creators of information through comprehensive instruction related to the full range of communications media and technology.
- To provide leadership, collaboration, and assistance to teachers and others in applying principles of instructional design to the use of instructional and information technology for learning.
- To provide resources and activities that contribute to lifelong learning while accommodating a wide range of differences in teaching and learning styles, methods, interests, and capacities.
- To provide a program that functions as the information center of the school, both through offering a focus for integrated and interdisciplinary learning activities within the school and through offering access to a full range of information for learning beyond this focus.
- To provide resources and activities for learning that represent a diversity of experiences, opinions, and social and cultural perspectives.
- To support the concepts that intellectual freedom and access to information are prerequisites to effective and responsible citizenship in a democracy.
(American Association of School Librarians 6-7)

INFORMATION LITERACY STANDARDS FOR STUDENT LEARNING

(American Association of School Librarians *Standards for the 21st Century Learner*)

The newly revised learning standards encompass a set of common beliefs, specific strands and indicators grouped into four standards, and key questions for each strand.

Common Beliefs

The learning standards begin by defining nine foundational common beliefs:

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

The Standards

The Standards describe how learners use skills, resources, and tools to

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.

Within each of the above four *standards*, specific *indicators* are organized into four *strands*: **Skills, Dispositions in Action, Responsibilities and Self-Assessment Strategies**. Each strand is driven by the following key questions.

Key Questions

Skills:

Does the student have the right proficiencies to explore a topic or subject further?

Dispositions:

Is the student disposed to higher-level thinking and actively engaged in critical thinking to gain and share knowledge?

Responsibilities:

Is the student aware that the foundational traits for 21st-century learning require self-accountability that extends beyond skills and dispositions?

Self-Assessment Strategies:

Can the student recognize personal strengths and weaknesses over time and become a stronger, more independent learner?

The ISTE National Educational Technology Standards (NET-S) and Performance Indicators for Students

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. develop cultural understanding and global awareness by engaging with learners of other cultures.
- d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.
- c. collect and analyze data to identify solutions and/or make informed decisions.
- d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- d. exhibit leadership for digital citizenship.

6. Technology Operation and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies.

ASSESSMENT

Students will be evaluated on some or all of the following:

- active and appropriate participation in lessons, discussions, and cooperative experiences.
- effective use of media center print and online resources.
- development of efficient strategies for solving information problems.

Students will be evaluated using some or all of the following:

1. Teacher and library media specialist records
 - observations
 - checklists and rubrics
 - grades
2. Student records
 - worksheets, notebooks
 - student checklists
 - end products (projects, reports, presentations)
 - multimedia portfolios
 - quizzes, tests

AREAS OF INSTRUCTION

I. MEDIA CENTER PROCEDURES

Students will be able to use the media center independently and responsibly.

II. PRESEARCH

Students will be able to survey an information topic by defining the problem and identifying the information needed.

III. SELECTION STRATEGIES

Students will be able to develop information-seeking strategies by investigating a wide variety of resources.

IV. LOCATION AND ACCESS

Students will be able to locate information resources to access specific information.

V. USE OF INFORMATION

Students will be able to extract the most relevant information to answer the information question.

VI. SYNTHESIS

Students will be able to organize new information from multiple sources to construct a final product that communicates the result of their research.

VII. REFLECTION

Students will be able to assess their finished product and research process.

VIII. LITERATURE APPRECIATION

Students will be able to appreciate and understand literature by reading, listening, viewing and discussing.

PROFESSIONAL STANDARDS KEYS

New Jersey Core Curriculum Content

- 1 Visual and Performing Arts
- 2 Comprehensive Health and Physical Education
- 3 Language Arts Literacy
- 4 Mathematics
- 5 Science
- 6 Social Studies
- 7 World Language
- 8 Technological Literacy
- 9 Career Education and Consumer, Family and Life Skills

Example: 8.1

8 – Content area

.1 – Content standard

American Association of School Librarians *Standards for the 21st Century Learner*

1. Inquire, think critically, and gain knowledge
 - 1.1 Skills
 - 1.2 Dispositions in Action
 - 1.3 Responsibilities
 - 1.4 Self-Assessment Strategies
2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
 - 2.1 Skills
 - 2.2 Dispositions in Action
 - 2.3 Responsibilities
 - 2.4 Self-Assessment Strategies
3. Share knowledge and participate ethically and productively as members of our democratic society
 - 3.1 Skills
 - 3.2 Dispositions in Action
 - 3.3 Responsibilities
 - 3.4 Self-Assessment Strategies
4. Pursue personal and aesthetic growth
 - 4.1 Skills
 - 4.2 Dispositions in Action
 - 4.3 Responsibilities
 - 4.4 Self-Assessment Strategies

Example: 1.1.2

1– Learning standard

.1 – Learning strand

.2 – Performance indicator

ISTE National Educational Technology Standards and Performance Indicators for Students

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

Example: 3.d

3 – Technology Standard

.d – Performance Indicator

SCOPE AND SEQUENCE STUDENT OBJECTIVES

I. Media Center Procedures: Students will be able to use the media center independently and responsibly.						
Standard/Indicator	Learner Outcomes	K-2	3-5	6-8	9-12	
NJ: 3.1, 6.1, 8.1 AASL: 1.1, 1.3, 1.4, 4.1 NETS: 3a, 3b, 5a, 5b, 5c, 6a, 6b	A. Demonstrate care of materials	I	R	R	M	
	B. Follow circulation procedures					
	1. School collection	I	R	M		
	2. Interlibrary Loan			I	R/M	
	C. Describe the purpose of the media center	I/R	M			
	D. Identify the roles of media center staff	I	R	R	M	
	E. Utilize the library media specialist as a resource	I	R	M		

II. Presearch: Students will be able to survey an information topic by defining the problem and identifying the information needed.						
Standard/Indicator	Learner Outcomes	K-2	3-5	6-8	9-12	
NJ: 3.1, 6.1, 8.1, 9.2 AASL: 1.1, 1.2, 1.3, 1.4 NETS: 1a, 3a, 4a, 4b, 6a	A. Recognize information is needed to solve a problem	I	R	M		
	B. Review information sources to determine topics of interest	I	R	R	M	
	C. Ask appropriate questions	I	R	R	M	
	D. Select appropriate topics	I	R	R	M	
	E. Analyze assignments to determine needs	I	R	R	M	

III. Selection Strategies: Students will be able to develop information-seeking strategies by investigating a wide variety of resources.						
Standard/Indicator	Learner Outcomes	K-2	3-5	6-8	9-12	
NJ: 3.1, 3.2, 3.5, 6.1, 8.1, 9.2 AASL: 1.1, 1.2, 1.3, 2.1, 2.2 NETS: 1a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 6a, 6b, 6c, 6d	A. Brainstorm ideas for sources	I	R	R	M	
	B. Recognize that a variety of materials can be used as resources for research, class assignments, and recreational reading	I	R	R	M	
	C. Investigate and assess the value of a wide variety of sources	I	R	R	M	
	D. Make informed decisions to select appropriate sources based on ability level, age, date, reliability, bias, etc.		I	R	M	
	E. Understand that all libraries provide a diverse collection of information representing many ethnic origins, customs, traditions and viewpoints	I	R	R	M	

Key: I = Introduce R = Reinforce M = Master

NJ= Core Curriculum Stds, AASL = American Association of School Librarians, NETS = National Educational Technology Standards

SCOPE AND SEQUENCE
STUDENT OBJECTIVES

IV. Location and Access: Students will locate information resources to access specific information.					
Standard/Indicator	Learner Outcomes	K-2	3-5	6-8	9-12
NJ: 3.1, 3.2, 6.1, 8.1 AASL: 1.1, 4.2 NETS: 3b, 3c, 4a, 4b, 4c, 4d, 5b, 5c, 6a, 6b, 6c, 6d	A. Fiction				
	1. Know that fiction (including Easy/Everybody/ I Can Read) may be subdivided by genre, special collection	I	R	M	
	2. Locate fiction arranged in alphabetical order by author's last name	I	R	M	
NJ: 3.1, 3.2, 6.1, 8.1, 9.2 AASL: 1.1, 1.2, 2.1, 2.2, 4.1, 4.2, 4.3, 4.4 NETS: 3b, 3c, 4a, 4b, 4c, 4d, 5a, 6b, 6d	B. Nonfiction				
	1. Know that nonfiction collection is organized by subject	I	R	M	
	2. Locate and use the nonfiction collection as a source of information	I	R	M	
	3. Draw meaning from nonfiction elements, e.g. captions, graphs, charts, sidebars	I	R	M	
	4. Recognize call numbers and use them to locate materials	I	R	M	
	5. Understand that the purpose of the Dewey Decimal System is to organize books on the same subject	I	R	M	
NJ: 3.1, 3.2, 6.1, 8.1 AASL: 1.1, 1.2, 2.1, 2.2, 4.1, 4.2, 4.3, 4.4 NETS: 3b, 3c, 4a, 4b, 4c, 4d, 5a, 6b, 6d	C. Biography				
	1. Define biography and locate by last name of subject		I	R	M
	2. Locate information about a person in the collective biography section		I	R	M
NJ: 3.1, 3.2, 6.1, 8.1, 9.2 AASL: 1.1, 1.2, 2.1, 2.2, 4.1, 4.2, 4.3, 4.4 NETS: 3b, 3c, 4a, 4b, 4c, 4d, 5a, 6b, 6d	D. Magazines/Newspapers:				
	1. Recognize scope, purpose and format (print, web page, online database)	I	R	R	M
	2. Distinguish between peer-reviewed journals and general interest magazines				I

SCOPE AND SEQUENCE STUDENT OBJECTIVES

IV. Location and Access: Students will locate information resources to access specific information.					
Standard/Indicator	Learner Outcomes	K-2	3-5	6-8	9-12
NJ: 3.1, 3.2, 6.1, 8.1, 9.2 AASL: 1.1, 1.2, 2.1, 2.2, 4.1, 4.2, 4.3, 4.4 NETS: 3b, 3c, 4a, 4b, 4c, 4d, 5a, 6b, 6d	E. Vertical Files			I	R
NJ: 3.1, 3.2, 6.1, 8.1, 9.2 AASL: 1.1, 1.2, 4.1, 4.2, 4.3, 4.4 NETS: 3a, 3b, 3c, 5a, 6a, 6b, 6c, 6d	F. Reference (print and online databases)		I	R	M
	1. Locate the reference collection		I	R	M
	2. Know the difference between the reference collection and the regular collection		I	R	M
	3. Know reference sources are not meant to be read in their entirety		I	R	M
NJ: 3.1, 3.2, 3.5, 6.1, 8.1, 9.2 AASL: 1.1, 1.2, 1.3, 1.4 4.1, 4.2, 4.3, 4.4 NETS: 3a, 3b, 5a, 6a, 6b, 6c, 6d	G. Internet				
	1. Navigate browser screen		I	R	M
	2. Print or email results		I	R	M
NJ: 3.1, 6.1, 8.1, 9.2 AASL: 1.1, 1.3, 1.4, 2.2, 4.1, 4.2, 4.3, 4.4 NETS: 3a, 3b, 5a, 6a, 6b, 6c, 6d	H. Media Center catalog, Internet search engines and online databases				
	1. Basic search (subject, title, author, keyword)	I	R	M	
	2. Advanced Search (subject, keyword, Boolean operators, and other advanced features)			I/R	M
	3. Interpretation of search results (analyze, select, save, email)	I	R	R	M

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SCOPE AND SEQUENCE
STUDENT OBJECTIVES

V. Use of Information: The student will be able to extract the most relevant information to answer the information question.					
Standard/Indicator	Learner Outcomes	K-2	3-5	6-8	9-12
NJ: 3.1, 3.2, 8.1 AASL: 1.3, 3.1 NETS: 5a, 5b, 5c	A. Works Cited				
	1. Know what a Works Cited page is and what purpose it serves		I	R	M
	2. Identify, locate, and extract relevant information to compile "Works Cited" page (author, title, publication information, copyright date)		I	R	M
NJ: 3.1, 3.2, 6.1, 8.1, 9.2 AASL: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 4.1, 4.2, 4.3, 4.4 NETS: 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 6a	B. Use print materials by classification (table of contents, index, glossary, appendix, etc.)				
	1. Easy / Everybody / Picture books	I/R	M		
	2. Fiction / Story Collection	I	R	R	M
	3. Nonfiction books	I	R	R	M
	4. Magazines and newspapers (print)		I	R	M
	5. Reference Books				
	a. Dictionaries/Thesauri		I	R	M
	b. Almanacs		I	R	M
	c. Atlases		I	R	M
	d. Encyclopedias		I	R	M
	e. Specialized subject indexes			I	R
	6. Distinguish between primary and secondary sources				I

SCOPE AND SEQUENCE
STUDENT OBJECTIVES

V. Use of Information: The student will be able to extract and evaluate the most relevant information to answer the information question.					
Standard/Indicator	Learner Outcomes	K-2	3-5	6-8	9-12
NJ: 3.1, 3.5, 6.1, 8.1, 9.2 AASL: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 4.1, 4.2, 4.3, 4.4 NETS: 3a, 3b, 3c, 3d, 4b, 4c, 4d, 5a, 5b, 5c 6a, 6b, 6c, 6d	C. Use nonprint materials				
	1. The Internet		I	R	M
	2. Online databases		I	R	M
	3. E-books			I	R
	4. Other nonprint material, such as DVD's, streaming video, etc.		I	R	M
NJ: 3.1, 6.1, 8.1, 9.2 AASL: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 4.1, 4.2, 4.3, 4.4 NETS: 3a, 3b, 3c, 3d, 4b, 4c, 4d, 5a, 5b, 5c 6a, 6b	D. Note Taking				
	1. Use reading strategies to determine which information is appropriate (skim, scan, read for understanding)		I	R	M
	2. Take notes in own words by summarizing and paraphrasing information into notes on a topic		I	R	M
	3. Distinguish between relevant facts and extraneous information, fact and opinion		I	R	M
	4. Identify and record source information		I	R	M
	5. Understand the concept of plagiarism and respect copyright laws		I	R	M

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NJ= Core Curriculum Stds, AASL = American Association of School Librarians, NETS = National Educational Technology Standards

SCOPE AND SEQUENCE
STUDENT OBJECTIVES

VI. Synthesis: The student will be able to organize new information from multiple sources to construct a final product that communicates the result of their research.						
Standard/Indicator	Learner Outcomes	K-2	3-5	6-8	9-12	
NJ: 3.1, 3.2, 3.5, 6.1, 8.1 AASL: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3 NETS: 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 4b, 4d, 5a, 5b, 5c, 5d, 6a, 6b, 6c, 6d	A. Use graphic organizers, outlines, note cards, etc. to organize information		I	R	M	
	B. Create products in a variety of formats (written, oral or multimedia) to communicate information to the intended audience	I	R	R	M	
	C. Create a Works Cited page by using the district style manual (MLA format)		I	R	M	

VII. Reflection: The student will be able to assess the finished product and research process.						
Standard/Indicator	Learner Outcomes	K-2	3-5	6-8	9-12	
NJ: 3.1, 3.2, 3.5, 6.1, 8.1, 9.2 AASL: 1.4, 2.4, 3.1, 3.2, 3.3, 3.4, 4.4 NETS: 4b, 4c, 4d, 6d	A. Evaluate finished product against assignment requirements		I	R	M	
	B. Evaluate use of information and presentation		I	R	M	

VIII. Literature Appreciation: The student will be able to appreciate and understand literature by reading, listening, viewing, and discussing.						
Standard/Indicator	Learner Outcomes	K-2	3-5	6-8	9-12	
NJ: 3.1, 6.1, 8.1 AASL: 4.1, 4.2, 4.3, 4.4 NETS: 2a, 2b, 2c, 2d, 5a, 5b, 5c, 6a, 6b, 6c, 6d	A. Listen and respond to different types of literature in different media formats	I	R	R	R	
	B. Participate in discussions before and after a story	I	R	R	R	
	C. Recall, summarize, paraphrase and extend what is listened to and viewed	I	R	R	R	
	D. Relate previous experiences to what is read (text to self, text to text, text to world)	I	R	R	R	
	E. Identify criteria for and examples of award-winning books	I	R	R	R	
	F. Recognize various forms and genres of literature and favorite authors and their works	I	R	R	R	

Key: I = Introduce, R = Reinforce, M = Master

NJ= Core Curriculum Stds, AASL = American Association of School Librarians, NETS = National Educational Technology Standards

RESEARCH CURRICULUM INTEGRATION

Students will utilize the information searching, selecting and evaluating skills they have learned to research a curricular topic. Students will extract and synthesize information from a variety of sources, both print and online, to create a final product which communicates the results of their research. Students will follow guidelines in the fair use of copyrighted information. The following are examples of some current integrated assignments:

Third Grade: Endangered Species Project

Third graders will locate nonfiction resources on their chosen endangered animal, take notes in their own words, identify resource information and create a final product such as, a brochure or multi-media presentation to communicate their new knowledge.

Fourth Grade: New World Explorer Project

Fourth graders will locate biographical and nonfiction resources on their chosen world explorer and will search and evaluate print resources, Internet sites, and online databases to take notes in their own words. Final products will vary; e.g., poster, trading cards or a Power Point presentation.

Fifth Grade: Civil War Project

Fifth graders will demonstrate higher-level research skills to investigate the significance of historical figures of the Civil War. In addition to using nonfiction print resources, students will search and evaluate Internet sites and online databases to locate and extract relevant information. Students will create a complete Works Cited page. Final products vary depending on audience and student's learning style.

Sixth Grade: Biography Report

Sixth grade English students will select and read an individual biography. A variety of sources will be located for more information about the person. Special subject reference sources and databases, such as *SIRS Discoverer* and *KIDSearch* will be used. Students will learn how to evaluate Internet websites for reliability. The final product is a formal, written report including a Works Cited page. In addition, students may also share information about their research using other methods.

Seventh Grade: Speech Project

Seventh grade Communication Arts students continue to demonstrate higher-level research skills by exploring mass media topics and identifying characteristics, controversies, history, and impact of the topic on society. Students access the library catalog, search engines, and databases to locate specific information by using advanced search features. Research is shared through oral speeches and *PowerPoint* presentations. Students take care to properly cite information used.

Eighth Grade: Historical Fiction Project

Eighth Grade Social Studies students locate and read historical fiction novels based on time periods studied in American History. Students identify “historical indicators” in the novel and research people, events, and artifacts from the time period using nonfiction print sources, reference materials, web pages, and online databases. Specialized history databases are introduced, such as *Cobblestone* and *American History Online* (Facts on File.) Students prepare a formal Works Cited page to give credit to sources.

Ninth Grade: Literary Experience

Students identify an individual who has overcome an adversity or challenge. Using information located in periodical databases, reference books and identified websites, students prepare a paper explaining both the challenge and how the individual overcame it.

Tenth Grade: Honors American History

Honors American History students locate primary source material including: speeches, legislation, and articles in the online historical *The New York Times*, to research the economic and political policies of the New Deal. They also incorporate information from secondary resources such as identified web sites, databases, and reference books to stage a trial of Franklin Delano Roosevelt’s response to the Great Depression.

Eleventh Grade: History of U.S. Government and Economics Political Economy Simulation

Students assume the roles of specific members of the legislative and executive branches of government. Staying in character, they research issues and propose legislation to solve the problem. The students use websites, periodicals and databases to research the background of the issue and judicial precedents. The final product includes written proposed legislation and oral argument.

Twelfth Grade: Contemporary Literature and Post-Modern Literature Senior Anthology

Students use the library catalogs, interlibrary loan, online databases and web sites to locate literary works (novel, biography, poems, essays, short stories) and artwork (painting, video, illustration, sculpture) relating to the theme they have elected to explore. They use a variety of resources to locate biographical information and research relating to their theme. The final product includes written documents, an oral presentation and a visual component.

APPENDIX

A. RESOURCE LIST

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B. TEN CONCEPTS OF THE INFORMATION CURRICULUM

These ten concepts are incorporated in elementary, middle, and high schools through an effective school library media program. (Weisburg and Toor 7)

Sub-concepts to reinforce and expand these ten concepts can be found in the full text.

Ten Concepts

Concept 1: A shared pool of materials benefits everyone.

Concept 2: Library materials are arranged by subject.

Concept 3: Reference materials are available for all subjects.

Concept 4: Recognition of the arrangement of a resource speeds access to its information.

Concept 5: Indexes are the major key to locating information rapidly.

Concept 6: Not all information is equal.

Concept 7: Timeliness of information is an important consideration.

Concept 8: Information may carry bias.

Concept 9: Research requires both thinking and communicating.

Concept 10: Voluntary reading builds knowledge.

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