This curriculum may be modified through varying techniques, strategies, and materials, as per an individual student’s Individualized Educational Plan (IEP).

Approved by the Berkeley Heights Board of Education
at the regular meeting held on 12/5/19.
VISION STATEMENT

The school library is the multi-faceted center, which supports students, teachers, and the curricular program of the school. As a result, the library reflects the philosophy and goals of the school district.

The School Library Program in Berkeley Heights is designed to provide students with opportunities to access, evaluate, and use information, and to develop their skills. In this process, we will foster problem solving, critical-thinking, and personal enrichment, through the use of research and reading experiences and activities. Our goals include helping students become productive members of an ever changing global society.

The school library plays a vital role in the introduction of new learning technologies. It supports the curriculum and the teaching of information skills, in a positive learning environment where all students can become independent, lifelong learners. It is essential for the Berkeley Heights School Library Program to maintain its role of acquiring and disseminating information. In addition, the media specialists must continue researching and incorporating the latest advances in technology. It is our vision that the libraries will provide access to a wide variety of resources that represent diverse social and cultural opinions and perspectives. The libraries will provide a venue for effective use of, and instruction regarding information resources.
MISSION STATEMENT

The mission of the Library Media Program is to ensure that students and members of the school community have access to, and are effective users of ideas and information. The mission is accomplished by the librarians:

● Providing intellectual and physical access to print and digital resources
● Teaching collaboratively to promote student participation in an ever changing global society
● Teaching the skills that foster competence, develop digital literacy, and cultivate an interest in reading for knowledge and/or pleasure
● Seeking, interpreting, and evaluating information and ideas, which promote lifelong learning
● Addressing the curricular and instructional needs of students and staff members
● Creating and facilitating an environment conducive to inquiry and exploration
COURSE PROFICIENCIES

COURSE OBJECTIVES

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

1. 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 content areas of the curriculum.

2. To provide physical access to information through a carefully selected and systematically organized local collection of diverse learning resources that represents a wide range of subjects, levels of difficulty, and formats.

3. To provide 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.

4. To provide learning experiences that encourage students to become discriminating consumers and skilled creators of information through comprehensive instruction related to the full range of communications media and technology.

5. 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.

6. 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.

7. To provide a library that functions as the information center of the school, by offering a focus for integrated and interdisciplinary learning activities within the school and by offering access to a full range of information for learning beyond this focus.

8. To provide resources and activities for learning that represent diverse experiences, opinions, and social and cultural perspectives.

9. To support the concept that intellectual freedom and access to information are prerequisites to effective and responsible citizenship in a democracy.

10. To provide opportunities for students to learn and practice the use of technology, to locate resources and create documents, and to evaluate online resources and data.

11. To focus on increasing the student’s technology literacy.
STUDENT PROFICIENCIES

Students will be able 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.
5. Interact with the library media specialist as a teacher and/or resource person.
6. Successfully complete research projects using print and/or non-print resources.
7. Participate in lessons, discussions, and cooperative experiences.
8. Effectively use the media center technological resources.
9. Develop efficient strategies for solving information problems.
METHODS OF EVALUATION

1. Observed improvement in skills
2. Participation
3. Rubrics/surveys
4. Project based research
MODIFICATIONS & ACCOMMODATIONS

Modifications and Accommodations for Special Education students, students with 504s, English Language Learners and Gifted and Talented students may include but are not limited to the following:

Special Education

- Individualized Education Plans (IEPs)
- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Use of the special education teacher to re-instruct in flexible small groups for the struggling learner
- Manipulatives
- Flipped Instruction
- Word banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Independent projects
- Contracts/behavior support plans
- Open-ended responses
- Project-based learning
- Group activities
Guided Notes
- Functional learning incorporated into each lesson
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

**Gifted & Talented**
- Provide one-to-one teacher support
- Curriculum Compacting
- Advanced problems to extend the critical thinking skills of the advanced learner
- Supplemental reading material for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Curriculum Compacting
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Manipulatives
- Tiered Lessons
- Flipped Instruction
- Multimedia Presentations
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Conclusions and analysis of exploratory activities
- Career based learning incorporated into each lesson
- Exploration Activities
● Student choice

**ELLs**

● Exemplars of varied performance levels
● Multimedia presentations
● Sheltered instruction
● Consultation with ESL teachers
● Manipulatives
● Tiered/Scaffolded Lessons
● Mnemonic devices
● Visual aids
● Modeling
● Guided note-taking
● Study Guides
● Modified homework
● Differentiated pre-typed class notes and example problems
● Individualized instruction plans
● Manipulatives
● Flipped Instruction
● Words banks
● Reduced choice on assessments
● Preferential seating
● Choice activities
● Modified time requirements
● Modified notes
● Modify lesson, assessment and study guide format
● Provide an enriched curriculum and activities
● Contracts/management plans
● Open-ended responses
● Project-based learning
● Group activities
● Guided Notes
● Exploration Activities
● Assessment read aloud
● Small group assessments
● Oral questioning assessments to supplement written response
● Pre-writing Structural Supports for extended writing tasks
● Ongoing teacher feedback as part of the writing process
● Interactive Study Guides
● Multi-sensory approach to instruction
● Written and spoken step-by-step directions
● Graphic organizers
● Non-verbal cues to begin task/remain on task/refocus
● Individual monitoring for understanding/reinforced instruction
● Printed copies of class readings for application of Active Reading Strategies

504s
● Exemplars of varied performance levels
● Multimedia presentations
● Sheltered instruction
● Tiered/Scaffolded Lessons
● Mnemonic devices
● Visual aids
● Modeling
● Guided note-taking
● Study Guides
● Differentiated pre-typed class notes and example problems
● Manipulatives
● Words banks
● Reduced choice on assessments
● Preferential seating
● Modified time requirements
● Modified notes
● Modify lesson, assessment and study guide format
● Modified homework
● Independent projects
● Contracts/management plans
● Open-ended responses
● Project-based learning
● Group activities
● Guided Notes
● Exploration Activities
● Assessment read aloud
● Small group assessments
● Organizational Support
● Oral questioning assessments to supplement written response
● Pre-writing Structural Supports for extended writing tasks
● Ongoing teacher feedback as part of the writing process
● Interactive Study Guides
● Multi-sensory approach to instruction
● Written and spoken step-by-step directions
● Content-focused assessment (not grading for spelling/grammar)
● Graphic organizers

Berkeley Heights Public Schools
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

**Students at Risk of Failure**
- Exemplars of varied performance levels
- Multimedia presentations
- Tiered/Scaffolded Lessons
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Modified homework
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies
SCOPE AND SEQUENCE
COURSE OUTLINE/STUDENT OBJECTIVE

Unit 1: Orientation

**Duration:** Ongoing

**Overview:** Students will learn how to navigate and utilize the library.

**Standards:** L.K-12; SL.K-12.1-6

**Technology:** 8.1.2-12.A.1

**21st Century:** CRP1; CRP2; CRP4; CRP6; CRP7; CRP8; CRP11; CRP12

**Student Learning Objectives:**
*Students will know and be able to:*
- Utilize the School Librarian as a teacher, a resource, and a facilitator
- Demonstrate appropriate Media Center behavior
- Utilize circulation procedures efficiently and effectively
- Demonstrate care of materials
- Identify, locate, select, and access print and electronic materials

Unit 2: Books/eBooks

**Duration:** Ongoing

**Overview:** Students will be able to discern the difference between a fiction and non-fiction book.

**Standards:** L.K-12; SL.K-12.1-6

**Technology:** 8.1.2-12.A.1

**21st Century:** CRP1; CRP2; CRP4; CRP6; CRP7; CRP8; CRP11; CRP12; 9.2.12.C.1

**Cross Curricular:** 6.1-3.4-12; PS.K-12; LS.K-12; ESS.K-12

**Student Learning Objectives:**
*Students will know and be able to:*
- Identify, locate, and utilize parts of a book
● Understand that fiction, non-fiction, and reference books can be used as resources for research and class assignments
● Understand that fiction and non-fiction books can be used as resources for recreational reading

**Unit 3: Technology Resources**

**Duration:** Ongoing

**Overview:** Students will be able to utilize our online catalog system, *Destiny*, and extract, evaluate, and interpret information from eBooks, electronic subscription databases, and Internet sources.

**Standards:** L.K-12; SL.K-12.1-6; W.K-12

**Technology:** 8.1.2-12.A.1

**21st Century:** CRP1; CRP2; CRP4; CRP6; CRP7; CRP8; CRP11; CRP12

**Cross Curricular:** 6.1-3.4-12; PS.K-12; LS.K-12; ESS.K-12

**Student Learning Objectives:**
*Students will know and be able to:*
- Understand and utilize computer applications and software
- Understand and utilize the online library catalog
- Locate, evaluate, and extract information from eBooks
- Locate, evaluate, and extract information from subscription databases, and Internet sources (grades 6-12)

**Unit 4: Non-Reference Collection**

**Duration:** Ongoing

**Overview:** Students will be able to locate, select, and evaluate materials for class assignments and recreational reading, including print and eBooks.

**Standards:** L.K-12; SL.K-12.1-6; W.K-12

**Technology:** 8.1.2-12.A.1

**21st Century:** CRP1; CRP2; CRP4; CRP6; CRP7; CRP8; CRP11; CRP12

**Cross Curricular:** 6.1-3.4-12; PS.K-12; LS.K-12; ESS.K-12
Student Learning Objectives:
Students will know and be able to:

- Identify, locate, select, and utilize materials by classification
  - A. Easy/picture books
    1. Caldecott Award
    2. Additional picture book awards
    3. Newberry Awards/other awards
  - B. Fiction books/series
  - C. Nonfiction books
  - D. Dewey Decimal Classification System
  - E. Biography

- Identify, locate, select, and utilize materials by using the Destiny catalog
  - A. Use the title, author, subject, and keyword search
  - B. Understand the different icons for print and eBooks
  - C. Open an eBook from student desktop or electronic device

Unit 5: Reference Resources: Print and Non-Print (Grades 2-5)

Duration: Ongoing

Overview: Students will be able to utilize print and non-print resources to answer reference questions.

Standards: L.2-5; SL.2-5.1-6

Technology: 8.1.2-5.A.1

21st Century: CRP1; CRP2; CRP4; CRP6; CRP7; CRP8; CRP11; CRP12

Cross Curricular: 6.1-3.4-8; PS.4-8; LS.48; ESS.4-8

Student Learning Objectives:
Students will know and be able to:
Use print and non-print resources through Webpath Express

Unit 5: Reference Resources: Print and Non-Print (Grades 6-12)

Duration: Ongoing

Overview: Students will be able to use print and non-print resources to extract, evaluate and interpret information for class assignments and personal information needs.

Standards: L.6-12.1-2; SL.6-12.1-6
Technology: 8.1.6-12.A.1

21st Century: CRP1; CRP2; CRP4; CRP6; CRP7; CRP8; CRP11; CRP12; 9.2.12.C.1

Cross Curricular: 6.1-3.6-12; PS.6-12; LS.6-12; ESS.6-12

Student Learning Objectives:
Students will know and be able to:
- Choose discipline specific reference sources appropriate for their research assignments
- Locate, extract, and evaluate information from peer-reviewed scholarly journal articles
- Locate, extract, and evaluate information from primary sources that support their research
- Locate, extract, and evaluate information from newspaper articles
- Identify and evaluate bias and author’s purpose in information sources

Unit 6: Academic Integrity (Grades 6-12)

Duration: Ongoing

Overview: Students will be able to use print and non-print resources to extract, evaluate and interpret information for class assignments and personal information needs.

Standards: L.6-12.1-2; SL.6-12.1-6

Technology: 8.1.6-12.A.1

21st Century: CRP1; CRP2; CRP4; CRP6; CRP7; CRP8; CRP11; CRP12

Cross Curricular: 6.1-3.6-12; PS.6-12; LS.6-12; ESS.6-12

Student Learning Objectives:
Students will know and be able to:
- Correctly cite their sources and understand what is meant by academic integrity and plagiarism
- Correctly summarize, paraphrase, and use quotations in their research assignments
- Understand the parts of a bibliographic citation
- Apply Modern Language Association guidelines for bibliographic citations
- Use online citation formatting tools to create work cited lists
- Use turnitin.com to avoid plagiarizing sources