

BERKELEY HEIGHTS PUBLIC SCHOOLS
BERKELEY HEIGHTS, NEW JERSEY

MEDIA CENTER

LIBRARY K-12

Curriculum Guide

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

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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

- 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

Diversity, Equity, and Inclusion Curriculum Statement

Berkeley Heights public schools are committed to recognizing diversity and promoting equity, tolerance, and inclusion in our classrooms. We encourage a safe, welcoming, and inclusive environment for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs. Our curriculum infuses teaching of these principles and addresses all associated standards and laws. This includes, but is not limited to:

C.18A:35-4.35 - History of disabled and LGBT persons

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.

18A:35-28. Instruction on Holocaust, genocides required in elementary, secondary school curriculum

a. Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils.

b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Section: 52:16A-88: Responsibilities, duties of Amistad Commission

g. to develop, in consultation with the Department of Education, curriculum guidelines for the teaching of information on the African slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African-Americans to our country. Every board of education shall incorporate the information in an appropriate place in the curriculum of elementary and secondary school students;

Berkeley Heights Public Schools are committed to recognizing diversity, equity, tolerance and inclusion and all our libraries' collections reflect that. See below for a sampling of the many materials that are available to students and staff from each of our libraries.

MKM and Woodruff, grades Pre-K-2 Selected Resources

	Titles (authors)
DEI	<p>Dear Primo : a letter to my cousin (Duncan Tunatiun)</p> <p>My librarian is a camel : how books are brought to children around the world (Magriet Fluurs)</p> <p>This is how we do it: one day in the lives of seven kids from around the world (Matt Lamoth)</p> <p>One grain of rice : a mathematical folktale (Demi)</p> <p>Sit-In: How Four Friends Stood Up By Sitting Down (Andrea Davis Pinkney)</p> <p>Eyes That Kiss In the Corners (Joanna Ho)</p> <p>Separate Is Never Equal : Sylvia Mendez & her family's fight for desegregation (Duncan Tunatiun)</p> <p>Charlie Parker Played Be-Bop (Chris Raschka)</p> <p>Celebrating All Culture (Abby Colich)</p> <p>Chinese New Year:A Celebration for Everyone (Jen Sookfong Lee)</p> <p>Emmanuel's Dream (Laurie Ann Thompson)</p>
AM	<p>Through My Eyes (Ruby Bridges)</p> <p>Aunt Harriet's Underground Railroad in the Sky (Faith Ringgold)</p> <p>Tar Beach (Faith Ringgold)</p> <p>Picture Book of Thurgood Marshall (David Adler)</p> <p>Sukey and the Mermaid (Robert D. San Souci)</p> <p>Freedom In Congo Square (Carol Boston Weatherfield)</p> <p>How Sweet the Sound: African-American Songs for Children (Wade and</p>

	Cheryl Hudson)
HG	<p>A Picture Book of Anne Frank (David Adler)</p> <p>The Grand Mosque of Paris : a story of how Muslims saved Jews during the Holocaust (Karen Gray Ruelle and Deborah Durland DeSaix)</p> <p>The Lily Cupboard (Shulamith Levey Oppenheim)</p> <p>Benno and the Night of Broken Glass (Meg Wiviott)</p> <p>Star of Fear, Star of Hope (Jo Hoestlandt)</p> <p>Hanna’s Suitcase: A True Story (Karen Levine)</p>
SEL	<p>Be Kind (Pat Zietlow Miller)</p> <p>All Kinds of Friends (Shelley Rotner)</p> <p>Because Brian Hugged His Mother (David L. Rice)</p> <p>How Are You Peeling?: Foods With Moods (Saxton Freymann)</p> <p>My Friend Is Sad (Mo Willems)</p> <p>We Need Each Other: Being a Good Friend (Alyssa Krekelberg)</p> <p>I Am Enough (Grace Beyers)</p> <p>I walk with Vanessa : a story about a simple act of kindness (Kerascoët)</p> <p>It’s Okay To Make Mistakes (Todd Parr)</p> <p>Just Ask (Sonia Sotomayor)</p>
L+	<p>My Brother Charlie (Holly Robinson Peete and Ryan Elizabeth Peete)</p> <p>Looking After Louis (Lesley Ely)</p> <p>Explaining Autism (Robert Snedden)</p> <p>All My Stripes: A Story For Children With Autism (Shaina Rudolph and Danielle Royer)</p> <p>A Tale of Two Daddies (Vanita Oelschlager)</p>

	<p>Uncle Bobby's Wedding (Sarah Brannen)</p> <p>In Our Mothers' House (Patrica Polacco)</p>
CC	<p>What Is Climate Change? (Gail Herman)</p> <p>Where Is the Congo (Megan Stein)</p> <p>Rivers, Lakes, Streams, and Ponds (Richard Beatty)</p> <p>Why Do Geese Fly South In Winter? : a book about migration (Kathy Allen)</p> <p>You Wouldn't Want To Live Without Extreme Weather (Roger Canavan)</p>

Hughes and Mountain Park, grades 3-5 Selected Resources

	Titles (authors)
DEI	<p>The Big Umbrella by Amy June Bates</p> <p>Strictly No Elephants by Lisa Mantchev</p> <p>Brontorina by James Howe</p> <p>All The World by Liz Garton Scanlon</p> <p>Last Stop On Market Street by Matt De La Pena</p> <p>Sulwe by Lupita Nyong'o</p> <p>Triston Strong Series</p> <p>Jada Jones Series by Kelly Starling Lyons</p> <p>Desmond Cole Ghost Patrol Series ny Andrea Miedoso</p>
AM	<p>Aunt Harriet's Underground Railroad in the Sky by Faith Ringold</p> <p>A Picture Book of Thirgood Marshall by David Adler</p> <p>Tar Beach by Faith Ringold</p>

	<p>Through My Eyes by Ruby Bridges</p> <p>Boycott Blues: How Rosa Parks Inspires A Nation by Andrea Davis Pinkey</p>
HG	<p>Yellow Star by Jennifer Rozines Roy</p> <p>Erika's Story by Ruth Vander Zee</p> <p>The Hidden Child by Howard Greenfield</p> <p>Star of Fear Star of Hope by Jo Hoestlandt</p> <p>Hidden: A Child's Story of the Holocaust by Loic Dauvillier</p> <p>Nicky and Vera: A Quiet Hero of the Holocaust and the Children He Rescued. By Peter Sis</p>
SEL	<p>Alexander and the Terrible, Horrible, No Good, Very Bad Day Judith Viorst</p> <p>Love, by Matt de la Pena</p> <p>Carmela Full of Wishes, by Matt de la Pena</p> <p>The Knuffle Bunny series, by Mo Willems</p> <p>The Dot by Peter H. Reynolds</p> <p>Guts by Raina Telgemeier</p> <p>Clementine Sarah Pennypacker</p> <p>Wonder by RJ Palacio</p> <p>Hoot by Carl Hiaasen</p>
L+	<p>Aaron Slater Illustrator by Andrea Beatty</p> <p>Red by Michael Hall</p> <p>Julian the Mermaid by Jessica Love</p>
CC	<p>What is Climate Change? By Gail Herman</p> <p>Extreme Weather by Margaret Hynes</p>

	<p>The Curious Garden by Peter Brown</p> <p>We Are Water Protectors by Carole Lindstrom</p> <p>Honeybee: The Busy Life of Apis Mellifera by Candace Fleming</p>
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Columbia Middle School, grades 6-8 Selected Resources

	Titles (authors)
DEI	<p>With the Fire on High (Elizabeth Acevedo)</p> <p>Hidden Figures: the untold true story of four African-American Women who Helped Launch our Nation into Space (Margot Lee Shetterly)</p> <p>American Born Chinese (Gene Luen Yang)</p> <p>The Stars Beneath our Feet (David Barclay Moore)</p>
AM	<p>Turning 15 on the Road to Freedom: My Story of the 1965 Selma Voting Rights March (Lynda Blackmon Lowery)</p> <p>Freedom Summer, 1964 (Carla Mooney)</p>
HG	<p>Night (Elie Wiesel)</p> <p>Diary of Anne Frank</p>
SEL	<p>Social Decision Making/Social Problem Solving for Middle School Students: Skill & Activities for Academic, Social, and Emotional Success (Maurice J. Elias and Linda Bruene Butler)</p>
L+	<p>LGBTQ+ Discrimination (Rachael Morlock)</p> <p>Flowers for Algernon (Daniel Keyes)</p> <p>Out of My Mind (Sharon Draper)</p>
CC	<p>Living in a Sustainable Way: Green Communities (Megan Kopp)</p> <p>Global Climate Change (Daniel D.Chiras) Scholastic Go! Database</p>

Governor Livingston High School, grades 9-12 Selected Resources

	Titles (authors)
DEI	<i>When the game was Black and White</i> , Bruce Chadwick <i>Almost astronauts; 13 women who dared to dream</i> , Tanya Lee Stone Newsbank <i>Black Life in America 1704 - present</i> newspaper database
AM	United States v. Amistad: slave ship mutiny, Susan Gold Newsbank <i>Black Life in America</i> , 1704 - present
HG	Holocaust and History, Michael Berenbaum, editor ABC-CLIO <i>World History</i> database
SEL	<i>Wellness Culture</i> , Sabine Cherenfant Facts on File <i>Health Reference Center</i> database
L+	<i>Stonewall: breaking out in the fight for gay rights</i> , Ann Bausum Newsbank <i>Historical Newspapers</i> database
CC	<i>Green Movement</i> , Chris Eboch Facts on File <i>Science Online</i> database

Additionally, components of this are tagged throughout the curriculum as appropriate (i.e. standards, objectives, activities). Tagging convention is outlined below:

- **DEI** - Diversity, Equity and Inclusion Learning
- **AM** - Learning associated with Amistad
- **HG** - Learning associated with Holocaust and Genocide
- **SEL** - Social-Emotional Learning
- **L+** - Learning associated with LGBTQ+ and Neurodiverse communities

Climate Change Curriculum Statement

With the adoption of the [2020 New Jersey Student Learning Standards \(NJSLS\)](#), New Jersey became the first state in the nation to include climate change across content areas. These standards are designed to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways.

Districts are encouraged to utilize the NJSLS to develop interdisciplinary units focused on climate change that include authentic learning experiences, integrate a range of perspectives and are action oriented. While the [2016 NJSLS-English Language Arts \(ELA\) and Mathematics](#) do not have specific climate change standards, districts may want to consider how they can design [interdisciplinary climate change units](#) that incorporate relevant ELA and mathematics standards. Likewise, it may be helpful to review the [2020 NJSLS documents](#) to identify other relevant standards that might be incorporated as well as to understand the role of core ideas, performance expectations and practices in curriculum development and lesson planning.

Career Readiness, Life Literacies, and Key Skills Practices

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

2020 NJSLS - Career Readiness, Life Literacies, and Key Skills Practices	
CLKS-P1	Act as a responsible and contributing community member and employee.
CLKS-P2	Attend to financial well-being.
CLKS-P3	Consider the environmental, social and economic impacts of decisions
CLKS-P4	Demonstrate creativity and innovation.
CLKS-P5	Utilize critical thinking to make sense of problems and persevere in solving them.
CLKS-P6	Model integrity, ethical leadership and effective management.
CLKS-P7	Plan education and career paths aligned to personal goals.
CLKS-P8	Use technology to enhance productivity, increase collaboration and communicate effectively.
CLKS-P9	Work productively in teams while using cultural/global competence.

Pacing Guide K-5

Unit Number	Unit Name	Suggested Pacing
1	Orientation	2 weeks, then ongoing
2	Books/eBooks	2 weeks, then ongoing
3	Technology Resources	3 weeks, then ongoing
4	Non-Reference Collection	2 weeks, then ongoing
5	Reference Resources: Print and Non-Print (Grades 2-5)	2 weeks, then ongoing

Pacing Guide 6-12

Unit Number	Unit Name	Suggested Pacing
1	Orientation	Ongoing
2	Books/eBooks	Ongoing
3	Technology Resources	Ongoing
4	Non-Reference Collection	Ongoing
5	Reference Resources: Print and Non-Print	Ongoing
6	Academic Integrity	Ongoing

SCOPE AND SEQUENCE
COURSE OUTLINE/STUDENT OBJECTIVE

Unit 1: Orientation

Duration:

Two Weeks, then Ongoing up to Grade 5
Ongoing for 6-12

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

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

Technology: 9.4.2.DC.1; 9.4.2.DC.2; 9.4.5.IML.1; 9.4.8.IML.1; 9.4.12.TL.1

Career Readiness: 9.4.2.CI.1; 9.4.2.CT.1; 9.4.5.CT.4; 9.4.8.CI.4; 9.4.12.CI.1

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 **SEL**
- Utilize circulation procedures efficiently and effectively
- Demonstrate care of materials **SEL**
- Identify, locate, select, and access print and electronic materials

Unit 2: Books/eBooks

Duration:

Two Weeks, then Ongoing up to Grade 5
Ongoing for 6-12

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: 9.4.2.DC.1; 9.4.2.DC.2; 9.4.5.IML.1; 9.4.8.IML.1; 9.4.12.TL.1

Career Readiness: 9.4.2.CI.1; 9.4.2.CT.1; 9.4.5.CT.4; 9.4.8.CI.4; 9.4.12.CI.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 **DEI**
- Understand that fiction and non-fiction books can be used as resources for recreational reading **DEI**

Unit 3: Technology Resources

Duration:

Three Weeks, then Ongoing up to Grade 5
Ongoing for 6-12

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: 9.4.2.DC.1; 9.4.2.DC.2; 9.4.5.IML.1; 9.4.8.IML.1; 9.4.12.TL.1

Career Readiness: 9.4.2.CI.1; 9.4.2.CT.1; 9.4.5.CT.4; 9.4.8.CI.4; 9.4.12.CI.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:

- Understand and utilize computer applications and software
- Understand and utilize the online library catalog **DEI HG L+**
- Locate, evaluate, and extract information from eBooks **DEI HG L+**
- Locate, evaluate, and extract information from subscription databases, and Internet sources (grades 6-12) **DEI HG L+**

Unit 4: Non-Reference Collection

Duration:

Two Weeks, then Ongoing up to Grade 5
Ongoing for 6-12

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: 9.4.2.DC.1; 9.4.2.DC.2; 9.4.5.IML.1; 9.4.8.IML.1; 9.4.12.TL.1

Career Readiness: 9.4.2.CI.1; 9.4.2.CT.1; 9.4.5.CT.4; 9.4.8.CI.4; 9.4.12.CI.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, select, and utilize materials by classification **DEI HG L+**
 - 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 **DEI HG L+**
 - 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:

Two Weeks, then 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: 9.4.5.IML.1; 9.4.5.IML.6; 9.4.5.IML.7

Career Readiness: 9.4.2.CI.1; 9.4.2.CT.1; 9.4.5.CT.4; 9.4.2.IML.3

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 **DEI HG L+**

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: 9.4.8.IML.1; 9.4.8.IML.7; 9.4.12.IML.8; 9.12.TL.1

Career Readiness: 9.4.8.CI.4; 9.4.8.IML.7; 9.4.12.IML.1; 9.4.12.CI.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 **DEI** **AMHG** **L+**
- Locate, extract, and evaluate information from peer-reviewed scholarly journal articles **DEI** **AM** **HG** **L+**
- Locate, extract, and evaluate information from primary sources that support their research **DEI** **AMHG** **L+**
- Locate, extract, and evaluate information from newspaper articles **DEI** **AMHG** **L+**
- Identify and evaluate bias and author's purpose in information sources **SEI**

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: 9.4.8.DC.2; 9.4.12.DC.1

21st Century: 9.4.8.CI.4; 9.4.8.IML.7; 9.4.12.IML.1; 9.4.12.CI.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:

- Correctly cite their sources and understand what is meant by academic integrity and plagiarism SEL
- Correctly summarize, paraphrase, and use quotations in their research assignments SEL
- 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 SEL