

Deal School Curriculum



Library Media Curriculum Guide Grades K-6

Deal School

Deal, New Jersey

2018

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November 20

DEAL BOROUGH SCHOOL CURRICULUM

UNIT OVERVIEW

Content Area: Library

Unit Title: Unit 1 - Library Orientation and Book Care

Target Course/Grade Level: Kindergarten

Unit Summary: This unit is designed to help kindergarten students become familiar with the library. Students will be introduced to the library media specialist and get a basic overview of rules and procedures. Additional lessons will focus on proper book care. Students will also discuss what libraries and information centers are and what kinds of materials can be found there.

Approximate Length of Unit: 6 weeks

Primary interdisciplinary connections: English Language Arts

LEARNING TARGETS

Anchor Standards: Reading

CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently

Speaking and Listening

SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively

Content Strand

CCCS:

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups

RL.K.10 Actively engage in group reading activities with purpose and understanding

CPI#

Cumulative Progress Indicators (CPIs) – AASL:

4.1.5 Connect ideas to own interests in previous knowledge and experience

1.2.2 Demonstrate confidence in self-direction by making independent choices in the selection of resources and information

4.1.1 Read, view, and listen for pleasure and personal growth

Unit Understandings

Students will understand that...

- The librarian is a teacher and resource person
- They should demonstrate proper library behavior
- They should demonstrate care of library materials

Unit Essential Questions

- What is the importance of the school media center?
- Why is it important to take care of library books?
- Why are libraries and information centers important?

Knowledge and Skills

Students will know...

- Taking care of library books helps them to last longer to be enjoyed by all students for many years
- Libraries and information centers are places where people can read, learn and explore

Students will be able to...

- Students will be able to independently and with guidance recognize and apply proper procedures and behaviors in a library setting

EVIDENCE OF LEARNING

Assessments

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher Observation
- Oral Student Feedback
- Thumbs Up/Thumbs Down
- Drawn/Written Responses

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Revising worksheets
- Allowing additional time
- Preferential seating
- Ongoing assessment and adjustment
- Multiple levels of questioning

RESOURCES

Teacher Resources:

Videos

Library videos that include uploads from different formats such as TeacherTube and YouTube.

Books such as:

- Quiet There's A Canary in the Library
- Library Lion
- I Took My Frog to the Library
- The Wiggle Books
- Froggy Book
- Amelia Bedelia

Websites:

<http://www.pppst.com/library.html>

Presentations and SMART Board Files:

– Research presentations folder – kindergarten folder

Equipment Needed:

- Bright Links Technology
- VCR/DVD
- Document Camera

DEAL BOROUGH SCHOOL CURRICULUM

UNIT OVERVIEW

Content Area: Library

Unit Title: Unit 2 - Authors, Illustrators & Parts of a Book

Target Course/Grade Level: Kindergarten

Unit Summary: In this unit, students will be introduced to the concepts of author and illustrator. They will be able to remember what jobs authors and illustrators perform in creating a book. Students will become familiar with the different parts of a book. Lessons will focus on book parts such as: Author, spine and cover.

Approximate Length of Unit: 6 weeks

Primary interdisciplinary connections: Language Arts, Art

LEARNING TARGETS

Anchor Standards:

- CCR.5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
- CCR.6** Assess how point of view or purpose shapes the content and style of a text
- CCR.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- CCR.10** Read and comprehend complex literary and informational texts independently and proficiently

Speaking and Listening

- SL.CCR. 1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively

CCCS:

- RI.K.5.** Identify the front cover, back cover, and title page of a book
- RL.K.6.** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story

- RL.K.7.** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)
- RL.K.10.** Actively engage in group reading activities with purpose and understanding
- SL.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups

CPI#

Cumulative Progress Indicators (CPIs)-AASL

- 3.2.3** Demonstrate teamwork by working productively with others
- 4.1.1** Read, view, listen for pleasure and personal growth

Unit Understandings

Students will understand that...

- Books have basic parts and that there is a differentiation between the role of author and illustrator

Unit Essential Questions

- Why is it important to know the different parts of a book?

Knowledge and Skills:

Students will know...

- The role of author and illustrator

Students will be able to...

- Students will be able to identify the basic parts of a book
- Students will be able to enjoy seasonal books, while reviewing the concepts of author and illustrator and the parts of a book

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Teacher Observation

- Oral Student Feedback
- Thumbs Up/Thumbs Down
- Drawn/Written Responses

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Revising worksheets
- Allowing additional time
- Preferential seating
- Ongoing assessment and adjustment
- Multiple levels of questioning

RESOURCES

Teacher Resources:

Books such as:

- Library Mouse
- What Happened to Marion's Book

Websites:

<http://exchange.smarttech.com/>

Presentations and SMART Board Files:

- research presentations folder

Equipment Needed:

- Bright Links Technology
- Documentation Camera

DEAL BOROUGH SCHOOL CURRICULUM

UNIT OVERVIEW

Content Area: Library

Unit Title: Unit 3 Alphabetical Order and Shelf Browsing

Target Course/Grade Level: Kindergarten

Unit Summary: Students will focus on ABC books and will practice letters putting into ABC order. Students will also be introduced to the concept that picture books in the library are arranged in ABC order by the author's last name.

Approximate Length of Unit: 6 weeks

Primary interdisciplinary connections: English Language Arts

LEARNING TARGETS

Anchor Standards - Reading

CCRA.R. 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

CCRA.R. 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text

Content Strand

CCCS –

RF.K.1 Demonstrate understanding of the organization and basic features of print

RF.K.1a Follow words from left to right, top to bottom, and page to page

RF.K.1d Recognize and name all upper and lower case letters of the alphabet

Unit Understandings

Students will understand that...

- It is important to keep things in order in the library so that materials can be easily found

CPI#

Cumulative Progress Indicators (CPIs)/AASL

2.4.3 Recognize new knowledge and understanding

4.1.1 Read, view, and listen for pleasure and personal growth

Unit Essential Questions

- Why is it important to keep things in order in the information center?

Knowledge and Skills

Students will know...

- To look to spine label for proper placement of book

Students will be able to...

- Practice reciting their ABC's and put letters into ABC order

EVIDENCE OF LEARNING

Assessments

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher Observation
- Oral Student Feedback
- Thumbs Up/Thumbs Down
- Drawn/Written Responses

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Revising worksheets
- Allowing additional time
- Preferential seating
- Ongoing assessment and adjustment
- Multiple levels of questioning

RESOURCES

Teacher Resources:

Books such as:

- Dr. Seuss' ABC
- Chicka Chicka Boom Boom

Websites:

<http://www.learningplanet.com/act/abcorder.asp>

<http://www.starfall.com>

Presentations and SMART Board Files

Research presentations folder

Equipment Needed:

- Bright Links Technology
- Computer
- Document Camera

DEAL BOROUGH SCHOOL CURRICULUM

UNIT OVERVIEW

Content Area: Library

Unit Title: Unit - 4 Nursery Rhymes and Fairy Tales

Target Course/Grade Level: Kindergarten

Unit Summary - Students will become exposed to classic nursery rhymes and fairy tales. Students will learn the elements of a fairy tale and be introduced to the concepts of character, setting, and plot.

Approximate Length of Unit: 6 weeks

Primary interdisciplinary connections: English/Language Arts

LEARNING TARGETS

Anchor Standards:

Reading

- CCRA.R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- CCRA.R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- CCRA.SL.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
- CCRA.SL.2** Integrate and evaluate information presented in diverse media and formats, including visually quantitatively, and orally

Content Strand

CCCS

- RL.K.1.** With prompting and support, ask and answer questions about key details in a text
- RL.K.2.** With prompting and support, retell familiar stories, including key details
- RL.K.10.** Actively engage in group reading activities with purpose and understanding
- RI.K.1.** With prompting and support, ask and answer questions about key details in a text
- RI.K.10.** Actively engage in group reading activities with purpose and understanding
- SL.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through the media by asking and answering questions about key details and requesting clarification if something is not understood

CPI#

Curriculum Progress Indicators (CPIs)/AASL

4.3.2 Recognize that resources are created for a variety of purposes.

4.1.3 Respond to literature and creative expressions of ideas in various formats in genres

Unit Understandings

Students will understand that...

- Most fairy tales have similar traits such as magic, royalty and happy endings
- Fairy tales are make believe

Unit Essential Questions

- What makes a fairy tale a fairy tale?
- Do fairy tales happen in real life?

Knowledge and Skills

Students will know...

- That fairy tales are very old stories that have been told and retold for many generations

Students will be able to...

- Distinguish fairy tales from a fictional story

<i>EVIDENCE OF LEARNING</i>

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher Observation
- Oral Student Feedback
- Thumbs Up/Thumbs Down
- Drawn/Written Responses

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Revising worksheets
- Allowing additional time
- Preferential seating
- Ongoing assessment and adjustment
- Multiple levels of questioning

RESOURCES

Teacher Resources:

Books such as

- The 3 Little Pigs
- Cinderella
- Goldilocks and the Three Bears

E-Books

Websites:

- Speakaboos Fairy Tale

Equipment Needed:

- Bright Links Technology
- Computer
- Document Camera

DEAL BOROUGH SCHOOL CURRICULUM

UNIT OVERVIEW

Content Area: Library

Unit Title: Unit - 5 Story Elements and Author Study

Target Course/Grade Level: Kindergarten

Unit Summary: In this unit students will explore one or more authors' body of work such as Eric Carle, Bill Martin, Mercer Mayer. Additionally students will focus on story elements such as character, setting and plot.

Approximate Length of Unit: 16 weeks

Primary interdisciplinary connections: English /Language Arts

LEARNING TARGETS

Standards:

- A.R. 1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- CCRA.R. 2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- CCRA.R.3** Analyze how and why individuals, events, and ideas develop and interact over the course of a text
- CCRA.R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

Content Strand

CCCS:

- RL.K.1.** With prompting and support, ask and answer questions about key details in a text
- RL.K.2.** With prompting and support, retell familiar stories, including key details
- RL.K.3.** With prompting and support, identify characters, settings, and major events in a story
- RL.K.6.** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story
- RL.K.7.** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)
- RL.K.10.** Actively engage in group reading activities with purpose and understanding

- SL.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups
- SL.K.2.** Confirm understanding of a text read aloud or information presented orally or through the media by asking and answering questions about key details and requesting clarification if something is not understood

CPI#

Curriculum Progress Indicator (CPI)/AASL

- 1.1.2** Use prior and background knowledge as context for new learning
- 3.1.3** Use writing and speaking skills to communicate new understandings effectively
- 4.1.3** Respond to literature and creative expressions of ideas and various format and genres

Unit Understandings

Students will understand that...

- An author is anyone who writes a book
- Authors can get writing ideas from everywhere and anywhere

Unit Essential Questions

- What makes someone an author?
- How does an author's life and experience influence what they write about?

Knowledge and Skills

Students will know...

- Authors have different life experiences and writing styles

Students will be able to...

- Identify character and setting

<i>EVIDENCE OF LEARNING</i>

Assessments

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Teacher Observation

- Oral Student Feedback
- Thumbs Up/Thumbs Down
- Drawn/Written Responses

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Revising worksheets
- Allowing additional time
- Preferential seating
- Ongoing assessment and adjustment
- Multiple levels of questioning

RESOURCES

Teacher Resources:

Books by authors, such as:

- Jan Brett
- Eric Carle
- Laura Numeroff

Websites:

Author websites such as

<http://www.janbrett.com>

<http://www.mousecookie.com>

Equipment Needed:

- Bright Links Technology
- Document Camera
- Computer

DEAL BOROUGH SCHOOL CURRICULUM

UNIT OVERVIEW

Content Area: Library

Unit Title: Unit - 6 Fiction and Nonfiction

Target Course/Grade Level: Kindergarten

Unit Summary: This unit is designed to help students understand the difference between reality and make believe especially in books. Students will also become familiar with the terms fiction and nonfiction.

Approximate Length of Unit: 6 weeks

Primary interdisciplinary connections: Science/Social Studies/English/Language Arts

LEARNING TARGETS

Anchor Standards:

Reading

- CCRA.R1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- CCRA.R2** Determine central ideas or themes of a text and analyze their development; summarize the ke supporting details and ideas
- CCRA.R10** Read and comprehend complex literary and informational texts independently and proficiently
- CCRA.SL.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
- CCRA.SL.2** Integrate and evaluate information presented in diverse media and formats, including visually quantitatively, and orally

Content Strand

CCSS:

- RL.K.1.** With prompting and support, ask and answer questions about key details in a text
- RL.K.2.** With prompting and support, retell familiar stories, including key details
- RL.K.10.** Actively engage in group reading activities with purpose and understanding
- RI.K.1.** With prompting and support, ask and answer questions about key details in a text

- RI.K.10.** Actively engage in group reading activities with purpose and understanding
- SL.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups
- SL.K.2.** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood

CPI#

Curriculum Progress Indicator (CPIs) AASL

- 1.1.3** Develop and refine a range of questions to frame search for new understand
- 1.1.6** Read, view, and listening for information presented in any format (e.g., textual, visual, media, digital) in order to make inference to gather meaning
- 1.1.7** Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, or point of view or biases

Unit Understandings

Students will understand that...

- Fiction is a story that the author creates, while nonfiction contains information and facts

Unit Essential Questions

- How can readers tell if a book contains a story or facts?
- Why is it important to know the difference between fiction and nonfiction?

Knowledge and Skills

Students will be able to...

- Evaluate the difference between books that are made up stories and books that contain true facts

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher Observation
- Oral Student Feedback
- Thumbs Up/Thumbs Down
- Drawn/Written Responses

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Revising worksheets
- Allowing additional time
- Preferential seating
- Ongoing assessment and adjustment
- Multiple levels of questioning

RESOURCES

Teacher Resources:

- Books
- Pairs of fiction and nonfiction books on similar subjects

Websites:

Smart Board Files:

- research presentations folder-Kindergarten

Equipment:

- Bright Links Technology
- DVD
- CD Player

DEAL BOROUGH SCHOOL CURRICULUM

UNIT OVERVIEW

Content Area: Library

Unit Title: Unit 1 - Orientation and BookCare

Target Course/Grade Level: First Grade

Unit Summary

This unit is designed to reorient 1st grade students to library rules, routines and procedures. Students will review expectations of behavior. Students will also review the layout of the library and go over book checkout procedures. Additionally, several lessons will focus on proper book care.

Approximate Unit of time: 6 weeks

Primary interdisciplinary connections: English/Language Arts

LEARNING TARGETS

Standards:

Anchor Standards

Reading

CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently

Speaking and Listening

CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively

CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally

Content Strand

CCCS:

RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1

RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media

CPI#

Curriculum Progress Indicators (CPIs)- AASL

- 4.1.5 Connect ideas to own interests in previous knowledge and experience
- 1.2.2 Demonstrate confidence in self-direction by making independent choices in the selection of resources and information
- 1.4.4 Seek appropriate help when needed
- 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems

Unit Understandings

Students will understand that...

- libraries are places where people can read, learn, and explore
- taking care of books helps them to last longer; to be enjoyed by all students for many years

Unit Essential Questions

- Why is it important to take care of library books?
- Why are libraries important?

Knowledge and Skills

Students will know...

- That libraries and information centers are calm, quiet places where people go to learn and enjoy books and other media

Students will be able to...

- understand and apply knowledge of necessary library rules and procedures
- understand and apply procedures for proper book care

<i>EVIDENCE OF LEARNING</i>

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher Observation
- Oral Student Feedback
- Thumbs Up/Thumbs Down
- Drawn/Written Responses

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Revising worksheets
- Allowing additional time
- Preferential seating
- Ongoing assessment and adjustment
- Multiple levels of question

RESOURCES

Teacher Resources:

Books such as:

- Stella Louella's Runaway Book
- I.Q. Goes to the Library
- Any other age appropriate library orientation books
- Read it, Don't Eat it
- Wild About Books
- What Happened to Marion's Book?
- Animals Should Definitely Not Wear Clothing

Games:

- "No, No, Never Game"

Presentations and Smart Board Files:

- 1st Grade Folder presentation folder

Equipment Needed:

- Bright Links Technology
- Document Camera

DEAL BOROUGH SCHOOL CURRICULUM

UNIT OVERVIEW

Content Area: Library

Unit Title: Unit - 2 Authors, Illustrators and Parts of Book

Target Course/Grade Level: First Grade

Unit Summary: In this unit, students will review the concepts of author and illustrator. They will listen to and view stories and discuss the roles that the authors and illustrators had in creating the books. Students will also review and expand on their knowledge of the parts of a book including; title page, table of contents, spine, cover and spine label, etc.

Approximate Length of Unit: 10 weeks

Primary interdisciplinary connections: English/Language Arts/Art

LEARNING TARGETS

Anchor Standards:

Reading

- CCRA.R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- CCRA.R.5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
- CCRA.R.6** Assess how point of view or purpose shapes the content and style of a text
- CCRA.R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

Speaking and Listening

- CCRA.SL.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
- CCRA.SL.2** Integrate and evaluate information presented in diverse media and formats, including visually quantitatively, and orally

Content Strand

CCCS:

- RL.1.1.** Ask and answer questions about key details in a text
- RL.1.6.** Identify who is telling the story at various points in a text
- RL.1.7.** Use illustrations and details in a story to describe its characters, setting, or events
- SL.1.1.** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups
- SL.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media
- RI.1.5.** Know and use various text features (e.g., headings, tables of contents, glossaries, electron menus, icons) to locate key facts or information in a text
- RI.1.6.** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text
- RI.1.7.** Use the illustrations and details in a text to describe its key ideas

CPI#

Curriculum Progress Indicator (CPIs)- AASL

- 3.2.3** Demonstrate teamwork by working productively with others
- 4.1.1** Read, view, listen for pleasure and personal growth

Unit Understandings

Students will understand that...

- the parts of the book help us to become better readers

Unit Essential Questions

- Why is it important to know the different parts of a book?

Knowledge and Skills

Students will know...

- the roles of the author and illustrator and differentiate between the two
- the different book parts while searching for and reading a book

Students will be able to...

- identify the role of an author in creating a book.
- identify the role of an illustrator in creating a book, as well as a number of illustrator tools.
- identify the different parts of a book.
- various authors and illustrators.

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher Observation
- Oral Student Feedback
- Thumbs Up/Thumbs Down
- Drawn/Written Responses

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Revising worksheets
- Allowing additional time
- Preferential seating
- Ongoing assessment and adjustment

RESOURCES

Teacher Resources:

Books:

- Any age appropriate book about being an author or an illustrator
- Books by authors used for author study
- Books by various illustrators

Websites:

- Author websites

Movies:

- Movies about being an author and/or illustrator downloaded from www.learn360.com
- For example : A Visit With Rosemary Wells

Equipment Needed:

- Bright Links Technology

DEAL BOROUGH SCHOOL CURRICULUM

UNIT OVERVIEW

Content Area: Library

Unit Title: Unit 3 - Alphabetical Order and Shelf Browsing

Target Course/Grade Level: First Grade

Unit Summary

In this unit, learning will focus on ABC order and library organization. Students will learn that easy fiction books are kept in ABC order by the author's last name. Students will practice putting letters and words into ABC order via the SMART Board and also on paper. Students will also have the opportunity to search for books using the books' spine labels.

Approximate Length of Unit: 6 Weeks

Primary interdisciplinary connections: English/Language Arts

LEARNING TARGETS

Standards

Anchor Standards:

Reading

CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

Language

CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Content Strand

CCSS

RF.1.1. Demonstrate understanding of the organization and basic features of print

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

CPI#

Curriculum Progress Indicators (CPIs)-AASL

1.1.2 Use prior and background knowledge as context for new learning

4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading

Unit Understandings

Students will understand that...

- It is important to keep things in order in the information center so that we can find what we are looking for

Unit Essential Questions

- Why is it important to keep things in order in the information center?

Knowledge and Skills

Students will know...

- how to put letters and simple words into alphabetical order and use that skill to locate simple easy fiction

Students will be able to...

- locate easy fiction books using the spine label and abc order skills

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher Observation
- Oral Student Feedback
- Thumbs Up/Thumbs Down
- Drawn/Written Responses

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Revising worksheets
- Allowing additional time
- Preferential seating
- Ongoing assessment and adjustment

RESOURCES

Teacher Resources:

Books:

- Any age appropriate Alphabet Book

DVD

- Chicka Chicka Boom Boom

Equipment Needed:

- Bright Links Technology
- DVD Player

DEAL BOROUGH SCHOOL CURRICULUM

UNIT OVERVIEW

Content Area: Library

Unit Title: Unit 4 - Fiction/ Nonfiction

Target Course/Grade Level: First Grade

Unit Summary

In this unit students will review the difference between fiction and informational text. Students will practice differentiating between fiction and nonfiction. They'll learn that fiction books are stories and nonfiction books are informational and contain true facts.

Approximate Length of Unit: 10 weeks

Primary interdisciplinary connections: English/Language Arts/Social Studies/Science

LEARNING TARGETS

Standards:

Anchor Standards:

- CCRA.R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- CCRA.R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- CCRA.R.5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
- CCRA.R.9** Analyze how two or more texts address similar themes or topics in order to build knowledge of to compare the approaches the authors take

Speaking and Listening

- CCRA.SL.2** Integrate and evaluate information presented in diverse media and formats, including visually quantitatively, and orally

Content Strand

CCSS

- RL.1.1.** Ask and answer questions about key details in a text
- RL.1.5.** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types

- RI.1.1.** Ask and answer questions about key details in a text
RI.1.2. Identify the main topic and retell key details of a text
RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text
RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media

CPI#

Curriculum Progress Indicator (CPIs)-AASL

- 1.1.6** Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning
1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias
4.3.2 Recognize that resources are created for a variety of purposes

Unit Understandings

Students will understand that...

- Fiction and nonfiction texts are written for different reasons and are organized in different ways
- Nonfiction text is organized differently than fiction. Understanding the features of nonfiction helps the reader to better comprehend

Unit Essential Questions

- Why is it important for readers to differentiate between fiction and nonfiction?
- Why is it important to read nonfiction differently than fiction?

Knowledge and Skills

Students will know...

- the difference between fiction and nonfiction

Students will be able to...

- recognize and describe the characteristics of a fiction book
- recognize and describe the characteristics of a nonfiction book
- read a book and recognize whether it is fiction or nonfiction

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher Observation
- Oral Student Feedback
- Thumbs Up/Thumbs Down
- Drawn/Written Responses

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Revising worksheets
- Allowing additional time
- Preferential seating

<i>RESOURCES</i>

Teacher Resources:

Books:

- Pairs of fiction and nonfiction books on the same subject

Equipment Needed:

- Bright Links Technology
- Document Camera

DEAL BOROUGH SCHOOL CURRICULUM

UNIT OVERVIEW

Content Area: Library

Unit Title: Unit 5 - Fictional Story Elements

Target Course/Grade Level: First Grade

Unit Summary

In this unit, students will explore fictional picture books. Instruction will focus on the retelling of stories and determining the central message. Learning will also focus on the elements of stories such as the setting, characters and events. Students will also compare and contrast the experience of characters within stories.

Approximate Length of Unit: 4 weeks

Primary interdisciplinary connections: English/Language Arts

LEARNING TARGETS

Standards

Anchor Standards:

Reading

- CCRA.R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- CCRA.R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- CCRA.R.3** Analyze how and why individuals, events, and ideas develop and interact over the course of a text
- CCRA.R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- CCRA.R.9** Analyze how two or more texts address similar themes or topics in order to build knowledge to compare the approaches the authors take

Speaking and Listening

- CCRA.SL.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
- CCRA.SL.2** Integrate and evaluate information presented in diverse media and formats, including visually quantitatively, and orally

Content Strand

CCCS

- RL.1.1. Ask and answer questions about key details in a text
- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson
- RL.1.3. Describe characters, settings, and major events in a story, using key details
- RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events
- RL.1.9. Compare and contrast the adventures and experiences of characters in stories
- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media

CPI#

Curriculum Progress Indicator (CPIs)-AASL

- 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres
- 3.1.3 Use writing and speaking skills to communicate new understandings effectively
- 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning

Unit Understandings

Students will understand that...

- Different kinds of stories contain different elements and features

Unit Essential Questions

- How do story elements contribute to our understanding of fiction?

Knowledge and Skills

Students will know...

- how to describe the characteristics and story elements of fiction

Students will be able to...

- determine the main idea of a story
- analyze the difference between story events, characters and settings

<i>EVIDENCE OF LEARNING</i>

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher Observation
- Oral Student Feedback
- Thumbs Up/Thumbs Down
- Drawn/Written Responses

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Revising worksheets
- Allowing additional time
- Preferential seating
- Ongoing assessment and adjustment

<i>RESOURCES</i>

Teacher Resources:

Books such as:

- Tacky the Penguin
- Enemy Pie
- Chrysanthemum
- Cloudy With A Chance of Meatballs
- The Great Kapok Tree

Websites

Equipment Needed:

- Bright Links Technology
- Document Camera

DEAL BOROUGH SCHOOL CURRICULUM

UNIT OVERVIEW

Content Area: Library

Unit Title: Unit - 6 Nonfiction/Beginning Research

Target Course/Grade Level: First Grade

Unit Summary

In this unit, students will review and reinforce their understanding of the features of nonfiction. In addition, students will perform basic research using the index and table of contents in nonfiction books. Students will practice searching for and recording facts into a graphic organizer on a given subject.

Approximate Length of Unit: 4 weeks

Primary interdisciplinary connections: English/Language Arts/Social Studies/Science

LEARNING TARGETS

Standards:

Reading

- CCRA.R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- CCRA,R. 3** Analyze how and why individuals, events, and ideas develop and interact over the course of a text
- R. 5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
- R. 6** Assess how point of view or purpose shapes the content and style of a text
- R. 9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take

Writing

- W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure
- W.1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure

Content Strand

CCSS

- RI.1.1.** Ask and answer questions about key details in a text
- RI.1.3.** Describe the connection between two individuals, events, ideas, or pieces of information in text
- RI.1.5.** Know and use various text features (e.g., headings, tables of contents, glossaries, electron menus, icons) to locate key facts or information in a text
- RI.1.6.** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text
- RI.1.8.** Identify the reasons an author gives to support points in a text
- RI.1.9.** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)
- W.1.6.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers
- W.1.7.** Participate in shared research and writing projects (e.g., explore a number of “how to” book on a given topic and use them to write a sequence of instructions)
- W.1.8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question
- W.1.7.** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations)

CPI#

Curriculum Progress Indicators (CPIs)-AASL

- 2.2.4** Demonstrate personal productivity by completing products to express learning
- 3.1.3** Use writing and speaking skills to communicate new understandings effectively

Unit Understandings

Students will understand that...

- important facts helps the reader understand the text

Unit Essential Questions

- How can I determine what facts are most important when I read nonfiction?

Knowledge and Skills

Students will know...

- how to find and record information

Students will be able to...

- identify and utilize basic nonfiction features such as table of contents and index
- utilize nonfiction features to find relevant information in a nonfiction text
- record findings utilizing a graphic organizer

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher Observation
- Oral Student Feedback
- Thumbs Up/Thumbs Down
- Drawn/Written Responses
- Graphic Organizers

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Revising worksheets
- Allowing additional time
- Preferential seating
- Ongoing assessment and adjustment

RESOURCES

Teacher Resources:

- Nonfiction Books
- Groups of 1st grade nonfiction books for research on a chosen topic
- Graphic Organizers for Research

Websites:

- Britannica Online

Equipment Needed:

- Bright Links Technology
- Document Camera

DEAL BOROUGH SCHOOL CURRICULUM

UNIT OVERVIEW

Content Area: Library

Unit Title: Unit 1 - Library Orientation

Target Course/Grade Level: Second Grade

Unit Summary:

This unit will allow 2nd grade students to review library rules, routines and procedures as well as expectations of behavior. Students will also review the layout of the library and book check out procedures.

Approximate Length of Unit: 4 weeks

Primary interdisciplinary connections: English/Language Arts

LEARNING TARGETS

Standards: Anchor

Standards:

- CCRA.SL.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL. 2** Integrate and evaluate information presented in diverse media and formats, including visually quantitatively, and orally.

Content Strand

CCCS:

- SL.2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups
- Follow agreed upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
 - Build on others' talk in conversations by linking their comments to the remarks of others
 - Ask for clarification and further explanation as needed about the topics and texts under discussion
- SL.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media

CPI#

Curriculum Progress Indicators (CPIs) - AASL

4.1.5 Connect ideas to own interests in previous knowledge and experience

1.2.2 Demonstrate confidence in self-direction by making independent choices in the selection of resources and information

1.4.4 Seek appropriate help when needed

2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems

Unit Understandings

Students will understand that...

- libraries and information centers are places where people can read, learn, and explore
- rules and procedures help to keep everyone safe and able to enjoy their time in the library

Unit Essential Questions

- Why are libraries and information centers important?
- Why do we need to have rules and procedures?

Knowledge and Skills

Students will know...

- how to read and evaluate texts in all formats for personal and intellectual growth. how to locate information from a variety of sources

Students will be able to...

- understand and the layout and routines of the school's library
- understand and demonstrate proper manners as well as follow rules, routines and procedures

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher observations
- Class discussion
- Oral student feedback

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Teamwork
- Individual work

RESOURCES

Teacher Resources:

Books such as:

- A Fine, Fine School
- Rules for School
- Library Lil
- Library Lion

Equipment Needed:

- Bright Links Technology
- Document Camera

DEAL BOROUGH SCHOOL CURRICULUM

UNIT OVERVIEW

Content Area: Library

Unit Title: Unit 2 Parts of a Book/ABC Order

Target Course/Grade Level: Second Grade

Unit Summary

This unit will focus on the parts of ABC order and library organization. Students will practice putting letters and words into ABC order to the second letter via the SMART Board and also on paper.

Students will also review and expand on their knowledge of the parts of a book including: Title page, table of contents, spine, cover, and spine label, etc. Students will also have the opportunity to search for books using the books' spine labels.

Approximate Length of Unit: 8 weeks

Primary interdisciplinary connections: English/Language Arts

LEARNING TARGETS

Standards:

CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Content Strand

CCSS

RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text

RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media

CPIs

Curriculum Progress Indicators (CPIs) - AASL

2.1.2 Organize knowledge so that it is useful

2.2.4 Demonstrate personal productivity by completing products to express learning

2.4.3 Recognize new knowledge and understanding

Unit Understandings

Students will understand that...

- Books are arranged in a specific order to keep materials organized and allow library users to easily locate materials
- Each part of a book has a special purpose, ranging from helping users find information as well protecting the book

Unit Essential Questions

- How does alphabetical order help in the library?
- Why is it important to know the different parts of a book?

Knowledge and Skills

Students will know...

- how to locate a book by a specific author

Students will be able to...

- explain the importance of alphabetical order in the library
- identify the parts of a book and their roles

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher Observation
- Class Discussion
- Oral Student feedback

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Teamwork
- Modify assignment

RESOURCES

Teacher Resources:

Books by:

- Peggy Parish
- Margie Palatini

Author websites

- Smart Board Files:
- Alphabetical Order
- Parts of a Book

Equipment Needed:

- Bright Links Technology
- Document Camera

DEAL BOROUGH SCHOOL CURRICULUM

UNIT OVERVIEW

Content Area: Library

Unit Title: Unit 3 Genres of Fiction

Target Course/Grade Level: Second Grade

Unit Summary

In this unit students will explore the various genres within fiction. Students will learn to differentiate between mystery, realistic fiction, fantasy, historical fiction, folklore, and poetry.

Approximate Length of Unit: 12 weeks

Primary interdisciplinary connections: English/Language Arts

LEARNING TARGETS

Standards: Anchor

Standards:

Reading

- R. 1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- R. 2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- R. 3** Analyze how and why individuals, events, and ideas develop and interact over the course of a text
- R. 7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

Content Standards

RL 2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral

CPI#

Curriculum Progress Indicators (CPIs) - AASL

- 1.1.3** Develop and refine a range of questions to frame search for new understanding
- 1.1.6** Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning
- 4.1.3** Respond to literature and creative expressions of ideas in various formats and genres

Unit Understandings

Students will understand that...

- Different genres use differing formats and styles
- Authors use different genres for specific purposes

Unit Essential Questions

- How does understanding what different genres are help a reader to comprehend?
- Why is literature classified into different genres?

Knowledge and Skills

Students will know...

- How to differentiate between various types of genres of literature as well as classify books by genre

Students will be able to...

- recognize the genre of a book

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher Observation
- Oral student feedback

Learning Activities

- What differentiated learning experiences and instruction will enable all students to achieve the desired results?

RESOURCES

Teacher Resources:

- Various books on the specific genres listed above

Websites:

- <http://www.quia.com/jg/382369.html>

Equipment Needed:

- Bright Links Technology
- Chromebooks

DEAL BOROUGH SCHOOL CURRICULUM

UNIT OVERVIEW

Content Area: Library

Unit Title: Unit 4 Research

Target Course/Grade Level: Second Grade

Unit Summary

This unit will focus on nonfiction reading and writing research. Students will review the features of nonfiction. They will be asked create a mini research project.

Approximate Length of Unit: 14 weeks

Primary interdisciplinary connections: English/Language Arts/Science/Social Studies

LEARNING TARGETS

Standards:

Anchor Standard:

CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

CCRA.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text

Content Standards

- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation

Content Standards

CC.2.R.F.4.a Read grade-level text with purpose and understanding.

RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text

RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text

- RI.2.3.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text
- W.2.5.** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing
- W.2.6.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers
- W.2.7.** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations)
- W.2.8.** Recall information from experiences or gather information from provided sources to answer a question

CPI#

Curriculum Progress Indicator (CPIs)-AASL

- 1.1.6** Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning
- 2.2.4** Demonstrate personal productivity by completing products to express learning
- 3.1.3** Use writing and speaking skills to communicate new understandings effectively

Unit Understandings

Students will understand that...

- Staying organized helps when it is time to put the research project together

Unit Essential Questions

- Why is it important to organize information when doing research

Knowledge and Skills

Students will know...

- how to locate information from a variety of sources

Students will be able to...

- understand and apply knowledge of the features of nonfiction in order find information
- create a basic mini research project of their own choosing

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher Observation
- Class Discussion
- Oral student feedback
- Completed research project

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Teamwork
- Modify assignment

RESOURCES

Teacher Resources:

Books:

- Nonfiction books to support research projects
- Easy biographies

Equipment Needed:

- Bright Links Technology
- Chromebooks

DEAL BOROUGH SCHOOL CURRICULUM

UNIT OVERVIEW

Content Area: Library

Unit Title: Unit 1 Library Orientation / Location of Books / Fiction and Nonfiction Arrangement

Target Course/Grade Level: Third Grade

Unit Summary

In this unit, students will review library rules and procedures. They will also review the different sections of the library and where books are located. Students will also be introduced to popular fiction and nonfiction appropriate for most third grade readers. Additional lessons will focus on the arrangement of books. Students will review the ABC order of fiction books.

Approximate Length of Unit: 4 weeks

Primary interdisciplinary connections: English Language Arts, Math, Science, Social Studies

LEARNING TARGETS

Standards:

Anchor Standards

- CCRA.R. 1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- CCRA.R. 5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
- CCRA.R. 9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
- CCRA.R. 10** Read and comprehend complex literary and informational texts independently and proficiently

Speaking and Listening

- SL.3.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively

Content Strand

CPI#

Curriculum Progress Indicators (CPIs) - AASL

- 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning
- 1.3.4 Contribute to the exchange of ideas within the learning community
- 4.1.1 Read, view, and listen for pleasure and personal growth

Unit Understandings

Students will understand that...

- Libraries and information centers are places where people can read, learn and explore
- Rules and procedures help to keep everyone safe and able to enjoy their time in the Library

Unit Essential Questions

- Why are libraries and information centers important?
- Why do we need to have rules and procedures?
- What if there was no organizational system in the library?

Knowledge and Skills

Students will know...

- The importance of libraries, follow appropriate library procedures, and locate library materials

Students will be able to...

- Understand and apply knowledge of necessary information center rules and procedures
- Locate fiction books using spine labels
- Remember and understand the ABC order of the book as placed on the shelves in the fiction section

<i>EVIDENCE OF LEARNING</i>

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher Observation
- Oral Student Feedback

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Allowing additional time
- Preferential seating
- Multiple levels of questioning

RESOURCES

Teacher Resources:

- Presentations and SMART Board Files:

Equipment Needed:

- Bright Links Technology

DEAL BOROUGH SCHOOL CURRICULUM

UNIT OVERVIEW

Content Area: Library

Unit Title: OPAC

Target Course/Grade Level: Third Grade

Unit Summary

In this unit lessons will focus on the use of Destiny: Rahway's Online Public Access Catalog.
Approximate Length of Unit: 10 weeks

Primary interdisciplinary connections: Technology

LEARNING TARGETS

Standards:

NJCCC Standards 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.

CPI#

Curriculum Progress Indicator (CPI's) - AASL

1.1.8 Demonstrate mastery of technology tools to access information and peruse inquiry

Unit Understandings

Students will understand that...

- Destiny is the index to all materials in the library

Unit Essential Questions

- How do I locate, access, and choose information resources in the library?

Knowledge and Skills

Students will know...

- that Destiny is the key to locating library materials

Students will be able to...

- decipher and navigate Destiny
- select appropriate search/keywords
- locate books on the shelf

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Students participate in independent searches during check out time

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

RESOURCES

Equipment Needed:

- Bright Links Technology
- Document Camera

Teacher Resources:

- Destiny Files

DEAL BOROUGH SCHOOL CURRICULUM

UNIT OVERVIEW

Content Area: Library

Unit Title: Unit 2 Genres of Fiction and Nonfiction

Target Course/Grade Level: Third Grade

Unit Summary

In this unit, students will explore the various genres within fiction and nonfiction. Students will learn differentiate between mystery, realistic fiction, fantasy, historical fiction, folklore and poetry. They will also explore the different genres of nonfiction such as biography and autobiography.

Approximate Length of Unit: 6 weeks

Primary interdisciplinary connections: English Language Arts, Science and Social Studies

LEARNING TARGETS

Standards: Anchor

Standards:

Reading

- R. 1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- R. 9** Analyze how two or more texts address similar themes or topics in order to build knowledge to compare the approaches the authors take

Content Strand

CCSS

- RL.3.1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- RL.3.2.** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text
- RI.3.9.** Compare and contrast the most important points and key details presented in two texts on the same topic

CPI#

Curriculum Progress Indicator (CPI's) - AASL

3.1.3 Use writing and speaking skills to communicate new understandings effectively

4.1.1 Read, view, and listen for pleasure and personal growth

4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading

Unit Understandings

Students will understand that...

- Different genres use differing formats and styles
- Authors use different genres for specific purposes
- Books can cross into more than one genre

Unit Essential Questions

- How does understanding what different genres are help a reader to comprehend?
- Why is literature classified into different genres?

Knowledge and Skills

Students will know...

- that there are different genres in literature

Students will be able to...

- differentiate between various types of genres of literature as well as classify books by genre

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher Observation
- Oral Student Feedback

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Allowing additional time
- Preferential seating

RESOURCES

Teacher Resources:

- Genre Posters
- Teacher created displays

Have students participate in an online game identifying genre such as:

- <http://www.quia.com/jg/382369.html>

Equipment Needed:

- Bright Links Technology
- Chromebooks

DEAL BOROUGH SCHOOL CURRICULUM

UNIT OVERVIEW

Content Area: Library

Unit Title: Reference Materials

Target Course/Grade Level: Third Grade

Unit Summary

In this unit, students will explore various types of reference materials.

Approximate Length of Unit: 9 Weeks

Primary interdisciplinary connections: English Language Arts, Social Studies, Science and Technology

LEARNING TARGETS

Standards: Anchor

Standards:

Reading

- R. 1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- R. 2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- R. 5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
- R. 7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

Content Strands

CCCS

- RI.3.1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- RI.3.5.** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently
- RI.3.7.** Use information gained from illustrations (e.g., maps, photographs) and the words in a text demonstrate understanding of the text (e.g., where, when, why, and how key events occur)

CPI#

Curriculum Progress Indicator (CPI's) - AASL

1.1.8 Demonstrate mastery of technology tools to access information and peruse inquiry

Unit Understandings

Students will understand that...

- being able to access and utilize information can help us to be lifelong learners

Unit Essential Questions

- How do we access information?
- For what purpose can we use information?

Knowledge and Skills

Students will know...

- how to access information using various types of reference materials

Students will be able to...

- review the conventions of nonfiction such as the table of contents, index, glossary, etc. and utilize them to retrieve information
- understand and apply dictionary skills while utilizing print dictionaries as well as online dictionaries
- understand and apply thesaurus skills in order to enhance vocabulary in writing
- utilize print and online encyclopedias to retrieve and record information
- determine which reference source is appropriate for their needs

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher Observation
- Oral Student Feedback
- Written Responses

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Allowing additional time
- Preferential seating

RESOURCES

Teacher Resources:

- Reference Books such as encyclopedias, dictionaries, and thesauruses

Equipment Needed:

- Bright Links Technology
- Chromebooks/Computers
- Document Camera

DEAL BOROUGH SCHOOL CURRICULUM

UNIT OVERVIEW

Content Area: Library

Unit Title: Research

Target Course/Grade Level: Third Grade

Unit Summary

Students will complete a research on a given topic appropriate for their grade level

Approximate Length of Unit: 9 Weeks

Primary interdisciplinary connections: English Language Arts, Science, Social Studies, Technology

LEARNING TARGETS

Standards:

Anchor Standards

Reading

- R. 1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- R. 5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
- R. 7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

Writing

- W. 2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
- W. 5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
- W. 6** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
- W. 8** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

Content Strand

CCSS

- RI.3.1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- RI.3.3.** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect
- RI.3.5.** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently
- RI.3.7.** Use information gained from illustrations (e.g., maps, photographs) and the words in a text demonstrate understanding of the text (e.g., where, when, why, and how key events occur)
- W.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information
- W.3.7.** Conduct short research projects that build knowledge about a topic
- W.3.8.** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories

CPI#

Curriculum Progress Indicator (CPI'S)-AASL

- 1.1.2** Use prior and background knowledge as context for new learning
- 1.1.4** Find, evaluate, and select appropriate sources to answer questions
- 2.1.2** Organize knowledge so that it is useful

Unit Understandings

Students will understand that...

- Various reference sources are used to locate specific information

Unit Essential Questions

- How do I find the information I need?
- How can I communicate my research findings?

Knowledge and Skills

Students will know...

- Information can be located from a variety of print and online sources

Students will be able to...

- locate and select information relevant to topic
- take notes on a graphic organizer provided
- synthesize and share information in the form of a final project

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher Observation
- Completed Projects

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Allowing additional time
- Preferential seating

RESOURCES

Teacher Resources:

- Nonfiction books
- Encyclopedias (print and non-print)
- Smartboard files

Equipment Needed:

- Bright Links Technology
- Chromebooks/Computers
- Document Camera

DEAL BOROUGH SCHOOL CURRICULUM

UNIT OVERVIEW

Content Area: Library

Unit Title: Unit 1 - Library Orientation/ Fiction and Nonfiction Arrangement

Target Course/Grade Level: Fourth Grade

Unit Summary

This unit will review library rules and procedures. Students will also review the different sections of the library, where books are located, and how to access materials using the OPAC. Students will review the arrangement of fiction. Students will be introduced to the Dewey Decimal System.

Approximate Length of Unit: 14 Weeks

Primary interdisciplinary connections: English Language Arts, Math, Science, Social Studies

LEARNING TARGETS

Standards:

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.

Anchor Standards:

Reading

- CCRA.R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- CCRA.R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- CCRA.R.3** Analyze how and why individuals, events, and ideas develop and interact over the course of a text
- CCRA.R.9** Analyze how two or more texts address similar themes or topics in order to build knowledge to compare the approaches the authors take

Speaking and Listening

- SL. 1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively

Content Strand

CCSS

- RL.4.1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
- RL.4.9.** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures
- SL.4.1.** Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly

CPI#

Curriculum Progress Indicators (CPIs) - AASL

- 1.1.6** Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning
- 1.3.4** Contribute to the exchange of ideas within the learning community
- 4.1.1** Read, view, and listen for pleasure and personal growth

Unit Understandings

Students will understand that...

- the library is used for multiple purposes

Unit Essential Questions

- Why are libraries important?
- Why do we need to have rules and procedures?

Knowledge and Skills

Students will know...

- how to access various types of information using the library

Students will be able to...

- locate fiction books using spine labels
- remember that fiction books are shelved in alphabetical order by the author's last name
- locate nonfiction books using spine labels
- remember that the Dewey Decimal System is used for nonfiction books

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher observation
- Oral student feedback

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Allowing additional time
- Preferential seating
- Teamwork

RESOURCES

Teacher Resources:

- Presentations and SMART Board Files: Grade 4

Equipment Needed:

- Chromebooks/Computers
- Bright Links Technology
- Document Camera

DEAL BOROUGH SCHOOL CURRICULUM

UNIT OVERVIEW

Content Area: Library

Unit Title: Unit 2 - Reference Materials

Target Course/Grade Level: Fourth Grade

Unit Summary

Students will review the conventions of nonfiction and explore various types of reference materials.

Approximate Length of Unit: 14 Weeks

Primary interdisciplinary connections: English Language Arts, Science, Social Studies, Technology

LEARNING TARGETS

Standards:

Anchor Standards:

Reading

- CCRA.R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- CCRA.R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- CCRA.R.3** Analyze how and why individuals, events, and ideas develop and interact over the course of a text
- CCRA.R.9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take

Content Strand

CCSS

- RI.4.1.** Refer to details and examples in a text when explaining what the text says explicitly and what drawing inferences from the text
- RI.4.2.** Determine the main idea of a text and explain how it is supported by key details; summarize the text
- RI.4.3.** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text
- RI.4.9.** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

CPI#

Curriculum Progress Indication (CPI's) - AASL

1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process

3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess

Unit Understandings

Students will understand that...

- they can locate information from a variety of sources

Unit Essential Questions

- How do we access information?
- How can we use information?
- Why is it important to evaluate information?
- How can we be critical of what we read?

Knowledge and Skills

Students will know...

- how to utilize information to be lifelong learners

Students will be able to...

- utilize the almanac to retrieve and record facts and information
- use print and online encyclopedias

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher observation
- Completed assignments
- Oral student feedback

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Teamwork
- Individual work
- Modified assignment

RESOURCES

Teacher Resources:

- Almanac Video
- Reference Books such as almanacs and encyclopedias

Equipment Needed:

- Computers
- Bright Links Technology
- Document Camera

DEAL BOROUGH SCHOOL CURRICULUM

UNIT OVERVIEW

Content Area: Library

Unit Title: Unit 3 - Research

Target Course/Grade Level: Fourth Grade

Unit Summary

In this unit students will utilize library resources to complete a research task.

Approximate Length of Unit: 9 Weeks

Primary interdisciplinary connections: English Language Arts, Science, Social Studies

LEARNING TARGETS

Standards:

Anchor Standards

Reading

- R. 1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- R. 2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- R. 3** Analyze how and why individuals, events, and ideas develop and interact over the course of a text
- R. 7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- R. 9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take

Content Strand

- RI.4.1.** Refer to details and examples in a text when explaining what the text says explicitly and what drawing inferences from the text
- RI.4.2.** Determine the main idea of a text and explain how it is supported by key details; summarize the text
- W.4.7.** Conduct short research projects that build knowledge through investigation of different aspects of a topic

CPI#

Curriculum Progress Indication (CPI's) - AASL

3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess

1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process

Unit Understandings

Students will understand that...

- Information can be located from a variety of sources

Unit Essential Questions

- How do I find the information I need?
- How can I communicate my research findings?

Knowledge and Skills

Students will know...

- where to find specific information for their varied reference needs

Students will be able to...

- apply knowledge of nonfiction conventions when performing research
- complete a research project on a nonfiction topic

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher observation
- Completed projects

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Revising worksheets
- Allowing additional time
- Preferential seating

RESOURCES

Teacher Resources:

- Library Skills Videos
- On-line Research site, e.g. Britannica

Equipment Needed:

- DVD
- Computers
- Bright Links Technology

DEAL BOROUGH SCHOOL CURRICULUM

UNIT OVERVIEW

Content Area: Library

Unit Title: Unit 1 - Library Orientation / Genres of Fiction and Nonfiction

Target Course/Grade Level: Fifth Grade

Unit Summary

In this unit, students will review library rules and procedures. They will also review the different sections of the library and where books are located. Students will also be introduced to genres of fiction and nonfiction appropriate for most fifth grade readers. Students will learn to differentiate between mystery, realistic fiction, fantasy, historical fiction, folklore and poetry. They will also explore the different genres of nonfiction such as biography and autobiography. Additional lessons will focus on the arrangement of books. Students will review the ABC order of fiction books, the Dewey Decimal System for nonfiction books. Lessons will also focus on the use of Destiny, the OPAC online catalog.

Approximate Length of Unit: 14 Weeks

Primary interdisciplinary connections: English Language Arts, Math, Science, Social Studies

LEARNING TARGETS

Standards: Anchor

Standards:

Reading

- CCRA.R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- CCRA.R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- CCRA.R.5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
- CCRA.R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- CCRA.R.9** Analyze how two or more texts address similar themes or topics in order to build knowledge of to compare the approaches the authors take
- CCRA.R.10** Read and comprehend complex literary and informational texts independently and proficiently

Speaking and Listening

CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively

SL.5.1. Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly

Content Strand

CCSS

RL.5.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

RL.5.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures

SL.5.1. Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly

CPI#

Curriculum Progress Indicators (CPI's) - AASL

1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning

4.1.1 Read, view, and listen for pleasure and personal growth

4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres

Unit Understandings

Students will understand that...

- the library is a source of materials in print and non-print which will meet their varied needs

Unit Essential Questions

- Why are libraries and information centers important?
- Why do we need to have rules and procedures?
- How does understanding what different genres are help a reader to comprehend?
- Why is literature classified into different genres?

Knowledge and Skills

Students will know...

- how to locate materials using the library catalog
- how to choose appropriate reading materials based on reading levels and interests

Students will be able to...

- choose a just right book. They will be introduced to several novels, authors and series appropriate for many fifth grade readers
- locate fiction books using spine labels. They will also remember and understand the ABC order of the bookshelves in fiction
- nonfiction books using spine labels. They will also remember and understand the number order of the bookshelves in nonfiction
- differentiate between various types of genres of literature. They will also be able to classify books by genre

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher Observation
- Oral Student Feedback

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Allowing additional time
- Preferential seating

RESOURCES

Teacher Resources:

Books:

Books from various genres (biography, autobiography, poetry, mystery, science fiction, fantasy, legend, realistic fiction, etc.).

Presentations and SMART Board Files: Grade 5

Equipment Needed:

- Bright Links Technology

DEAL BOROUGH SCHOOL CURRICULUM

UNIT OVERVIEW

Content Area: Library

Unit Title: Unit 2 - Reference Sources

Target Course/Grade Level: Fifth Grade

Unit Summary

Students will also review the conventions of nonfiction and explore various types of reference materials. Students will review what plagiarism is and how to avoid it. They will also learn about copyright law and why it is important. Lessons with a focus on the fact that copyright covers all types of original work including; music, art, and writing. Students will also practice taking notes and become familiar with the concept of citing sources.

Approximate Length of Unit: 14 Weeks

Primary interdisciplinary connections: English Language Arts, Social Studies, Science

LEARNING TARGETS

Standards:

Anchor Standards:

CCRA.R.1 Read closely to determine what the text says explicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

Content Strand

- RI.5.1.** Quote accurately from a text when explaining what the text says explicitly and when drawn inferences from the text
- RI.5.9.** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably
- SL.5.1.** Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly
- SL.5.2.** Summarize a written text read aloud or information presented in diverse media and format including visually, quantitatively, and orally

CPI#

Curriculum Progress Indicators (CPI's) - AASL

- 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process
- 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess
- 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres

Unit Understandings

Students will understand that...

???

Unit Essential Questions

- How do we access information?
- For what purpose can we use information?
- Why is it important to evaluate information?
- How can we be critical of what we read?
- Why is it important to respect copyright?

Knowledge and Skills

Students will know...

- when to use various reference sources
- to avoid plagiarism
- how to cite sources

Students will be able to...

- access and utilize the almanac, atlas, and online encyclopedias
- they will also be able to determine when to use what reference source
- understand what copyright is and why it is important to respect it
- understand what plagiarism is apply strategies to avoid it
- work on beginning note taking skills and practice paraphrasing

<i>EVIDENCE OF LEARNING</i>

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher Observation
- Oral Student Feedback

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Choices of books
- Multiple levels of questioning

RESOURCES

Teacher Resources:

Reference books

Presentations and SMART Board Files: Grade 5

Equipment Needed:

- Bright Links Technology

DEAL BOROUGH SCHOOL CURRICULUM

UNIT OVERVIEW

Content Area: Library

Unit Title: Unit 3 - Research

Target Course/Grade Level: Sixth Grade

Unit Summary

Students will perform research on a given topic

Approximate Length of Unit: 9 Weeks

Primary interdisciplinary connections: English Language Arts/Science/Social Studies/Technology

LEARNING TARGETS

Standards:

Anchor Standard:

CCRA.R.1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

CCRA.R.3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text

Content Strand

CCCS

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text

RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text

CPI#

Curriculum Progress Indicators (CPI's) - AASL

1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process

3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess

4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading

Unit Understandings

Students will understand that...

- Information can be communicated through a variety of print and digital media

Unit Essential Questions

- How do I find the information I need?

Knowledge and Skills

Students will know...

- Information can be located from a variety of print and online sources

Students will be able to...

- apply knowledge of nonfiction conventions and online databases when performing research
- complete a research project based on a nonfiction topic

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher Observation
- Completed projects

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Choices of books
- Multiple levels of questioning

RESOURCES

Teacher Resources:

- Books
- Reference books

Presentations and SMART Board Files:

Equipment Needed:

- Bright Links Technology

DEAL BOROUGH SCHOOL CURRICULUM

UNIT OVERVIEW

Content Area: Library

Unit Title: Reference Books/ Research

Target Course/Grade Level: Grade 6

Unit Summary

In this unit, students will analyze websites. They will be taught to look for clues about a website's origin and authenticity. Students will also review the conventions of nonfiction and explore various types of reference materials. Students will review what plagiarism is and how to avoid it. They will also learn about copyright law and why it is important. Lessons will focus on the fact that copyright covers all types of original work including; music, art, and writing. Students will also practice taking notes and become familiar with the concept of citing sources.

Approximate Length of Unit: 38 weeks

Primary interdisciplinary connections: English Language Arts/Social Studies/ Science/Technology

LEARNING TARGETS

Standard

Anchor Standards:

CCRA.R.10 Read and comprehend complex literary and informational texts independently

Content Strand

CC.6.W.9.b Research to Build and Present Knowledge: Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not")

CC.6.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources

Curriculum Progress Indicators (CPI's) -AASL

1.3.1 Respect copyright/intellectual property rights of creators and producers

Unit Understandings

Students will understand that....

- information can be located from a variety of print and online sources

Unit Essential Questions

- For what purpose can we use information?
- Why is it important to evaluate information?
- How can we be critical of what we read?
- Why is it important to respect copyright

Knowledge and Skills

Students will know....

- not everything we read, especially on the internet, is true
- we can evaluate information by looking at the source and searching for bias
- authors, illustrators, composers and other creators own their creations
- this is their intellectual property

Students will be able to...

- utilize the almanac, atlas, and online encyclopedias
- determine when to use what reference source
- analyze clues as to what makes a website reliable
- understand what copyright is and why it is important to respect it
- analyze what plagiarism is and apply strategies to avoid it
- work on beginning note taking skills and practice paraphrasing

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher Observation
- Written responses
- worksheets

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Choices of books
- Multiple levels of questioning

RESOURCES

Teacher Resources:

Presentations and SMART Board Files:

- websites
- encyclopedias (print and non-print)

Equipment Needed:

- Smart Board
- Computers/ Chromebooks

Deal School Curriculum



Library Media Curriculum Guide Grades 7-8

Deal School

Deal, New Jersey

2018

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Administration

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Developed and Written

November 2017

DEAL BOROUGH SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Library Media Curriculum

Unit Title: Introduction to the Information Center

Target Course/Grade Level: Grades 7-8

Unit Summary: This unit is an introduction to the Library Media Center layout and print and online resources so that students can confidently use the facility for class assignments and personal use. It is important that students who are new to the school recognize the wide range of resources that are available through the Library Media Center that will help them achieve in class and expand their knowledge. The library media specialist confers with content-area teachers to connect the introduction to a brief assignment, often through English Language Arts classes. Length of time spend depends on students' needs. Students will have an opportunity to log on to a computer and review the main page of the Library Media Center's website at <http://www.rahway.net/domain/213>.

"To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum" (New Jersey Common Core Curriculum).

"The library media specialist empowers students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information" (AASL).

Approximate Length of Unit: 1-2 sessions

Primary interdisciplinary connections: English Language Arts, World Languages, Social Studies, Science, Health

21st Century Themes: Global Awareness, Civic Literacy, Health Literacy, Environmental Literacy

21st Century Skills: Creativity and Innovation, Critical Thinking/Problem Solving, Communication & Collaboration, Information Literacy, Media Literacy, Technology Literacy, Life & Career Skills

LEARNING TARGETS

Standards:

NJCCC Standard 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.

Content Strand

CPI#

- 8.1.12.D.1** Evaluate policies on unauthorized electronic access (e.g., hacking) and disclosure and on dissemination of personal information
- 8.1.12.F.1** Select and use specialized databases for advanced research to solve real-world problems.
- 8.1.12.F.2** Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address educational, career, personal, and social needs.

Unit Understandings

Students will understand that...

- The school library media specialist is a teacher and a resource.
- The Library Media Center OPAC is an essential resource in locating information.
- Appropriate behavior is an essential component of effective information center use.
- Access to Library Media Center resources is available online 24/7.
- Reading is an essential lifelong learning skill.
- Information, media, technology and digital skills are essential for learning and preparing for future employment.

Unit Essential Questions

- How do I use the Information Center to locate, access, and select resources?
- How can I use technology to access and use information and resources?
- How will information, media, technology and digital skills enhance my learning?

Knowledge and Skills

Students will know...

Terminology: Online Computer Catalog (OPAC), online databases, Internet Acceptable Use Policy (AUP), reference, fiction, short stories, biography, autobiography, collected biography, Dewey Decimal System, non-fiction, call numbers, computers, printers, passwords.

Students will be able to...

- Understand information center policies and demonstrate use.
- Locate and use resources in different areas of the information center:
 - Reference
 - Fiction
 - Short Stories
 - Collected Biography
 - Biography
 - Non-Fiction
 - Computer alcove
 - Printers
- Access the Library Media Center's website to locate the OPAC (catalog) and online subscription databases.

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher observation
- Completed projects
- Oral student feedback
- Rubrics
- Peer review
- Level of creativity

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Have students explore the Library Media Center to locate specific resources. Depending on the class, students may work individually or in teams.
- Review the Internet Acceptable Use Policy and have students log on to a computer and access the Library Media Center website.
- Using the Smartboard and projector, provide opportunities for students to collaborate on OPAC searches.
- Have students explore the Library Media Center website as an online introduction to resources.
- Search the OPAC to locate resources. Note that complete call numbers are essential in locating books and if a call number includes a prefix such as BIO or REF, the book will be located in a different area of the Library Media Center.
- Build on prior knowledge to locate and select resources through the OPAC and online databases.

RESOURCES

Teacher Resources:

Resources - Library Media Center, Library Media Center website at <http://www.rahway.net/domain/213> to access Destiny OPAC (Online Public Access Catalog), Britannica Online, Image Quest, and online databases, and available resources at websites such as [Thinkfinity](#) and [Resources for Librarians](#).

DEAL BOROUGH SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Library Media Curriculum

Unit Title: Online Subscription Database

Target Course/Grade Level: Grades 7-8

Unit Summary: Students will build on prior knowledge to locate, search, and evaluate the online databases that are available through the Library Media Center. Resources include multiple online databases through EBSCO, Facts on File, SIRS, Gale, and Britannica Online. Students will learn how to determine which database(s) meet their learning needs. Students will be able to evaluate what resources fit a particular assignment or personal learning need. The library media specialist will collaborate with content area teachers on assignments in areas such as debate, genocide, science that support understanding of online databases. Students will learn that online databases are paid resources that are also found in greater quantity in academic and public libraries. Information found through online databases is often easier to locate, more reliable and focused than results found through general Internet searches.

Approximate Length of Unit: 1-3 sessions

Primary interdisciplinary connections: English Language Arts, Social Studies, Science, World Languages, Health, Mathematics, Arts

21st Century Themes - Global Awareness, Financial, Economic, and Business Literacy, Civic Literacy, Health Literacy, Environmental Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking/Problem Solving, Communication & Collaboration, Information Literacy, Media Literacy, Technology Literacy, Life & Career Skills

LEARNING TARGETS

Standards:

Applicable Standards

NJCCC Standard 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.

CCSS Anchor Standards:

Reading

- R.7.** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- R.8.** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- R.9.** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- R.10.** Read and comprehend complex literary and informational texts independently and proficiently.

Language

- L.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Writing

- W.6** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- W.7** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Cumulative Progress Indicators (CPIs) -

- 8.1.12. F.1-** Select and use specialized databases for advanced research to solve real-world problems.

CCSS Grade Level Standards

Reading

- RI.8.7** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- RI.8.8** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claim.
- RI.8.9** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- RI.8.10** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Language

- L. 8.3.a: Knowledge of Language: Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

Writing

- W 8. 6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- W 8. 7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Unit Understandings

Students will understand that...

- An online database provides organized, reliable information that can be used to support research because it is reliable.
- A variety of skills and strategies facilitate research.
- Information must be evaluated and processed to determine accuracy, relevance, and validity.
- Using search engines such as Google, Yahoo, Ask, and Bing, provides results that are not always reliable. Online databases provide information that is organized and has been reviewed.

Unit Essential Questions

- Why is it important to use online databases?
- Why are skills and strategies needed to gather information effectively, solve problems, and conduct research?
- Why should online databases be used when searching Google is so easy?

Knowledge and Skills

Students will know...

- Online databases, free Internet searches, reliable, reviewed, accuracy, relevance, validity, EBSCO, Facts on File, Gale, eBooks, Teen Health and Wellness, SIRS, Britannica Online.

Students will be able to...

- Define an information need and plan a course of action to solve a problem or conduct research by creating a question.
- Evaluate various online databases and determine what will best meet their learning need.
- Locate the print option in each online database.

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher observation
- Completed projects
- Oral student feedback
- Rubrics
- Peer review
- Level of creativity

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Introduce research on controversial issues in *EBSCO Points of View*, *SIRS Pro vs. Con*, and *Gale Opposing Viewpoints in Context* to support a debatable topic
- Introduce research on literary periods in databases such as *Gale Virtual Reference Library*, *Facts On File Bloom's Literary Criticism*, and *Gale LitFinder for Schools*
- Introduce biography-based research using online databases such as *Gale Biography in Context*, *EBSCO Biography Collection Complete*, and *Facts On File*
- Introduce research on college and careers using online databases such as *Facts On File Ferguson's Career Guidance Center* and *Gale Virtual Reference Center*
- Introduce research on health-related topics using databases such as *Teen Health and Wellness*, *EBSCO Health Source*, *Facts On File Health Reference Center*, and *Gale Virtual Reference Center*
- Introduce research based on a variety of topics related to science, social studies, music, and other curricula using online databases

RESOURCES

Teacher Resources:

Access to online databases such as EBSCO, Facts On File, Gale, SIRS, Teen Health and Wellness, Britannica Online and related tutorials such as EBSCO – [Creating a Basic Search](#) are available through the Library Media Center website at <http://www.rahway.net/domain/213>. Additional resources are available at websites such as [Thinkfinity](#), [Resources for Librarians](#), and [SMART Exchange](#).

DEAL BOROUGH SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Library Media Curriculum

Unit Title: Ethical Use of Information

Target Course/Grade Level: Grades 7-8

Unit Summary: Students will build on prior knowledge to learn more about copyright, fair use, and creative commons and discuss privacy issues and online profiles. The library media specialist will collaborate with content area teachers to guide students to understand how to ethically use information that is available in a variety of formats. Since students are no longer just consumers of information, they need to learn how to become ethical producers of content. Depending on the grade level and class assignment, the unit will include a discussion of social media and online profiles.

Approximate Length of Unit: 1-3 sessions

Primary interdisciplinary connections: - English Language Arts, Social Studies, Science, World Languages, Health, Mathematics, Arts

21st Century Themes –Global Awareness, Financial, Economic, and Business Literacy, Civic Literacy, Health Literacy, Environmental Literacy

21st Century Skills – Creativity and Innovation, Critical Thinking/Problem Solving, Communication & Collaboration, Information Literacy, Media Literacy, Technology Literacy, Life & Career Skills

LEARNING TARGETS

Standards:

NJCCC Standard 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.

NJCCC Standard 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.

CCSS Anchor Standards

Reading

R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing

W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Content Strand

CPI#

Cumulative Progress Indicators (CPIs) –

8.1.12.D.1 Evaluate policies on unauthorized electronic access (e.g., hacking) and disclosure and on dissemination of personal information.

8.1.12.D.3 Compare and contrast international government policies on filters for censorship.

8.1.12.D.4 Explain the impact of cybercrimes on society.

8.1.12.E.2 Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field.

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

- 8.1.12.F.2** Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address educational, career, personal, and social needs.
- 9.1.12.F.2** Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.
- 9.1.12.F.3** Defend the need for intellectual property rights, workers' rights, and workplace safety regulations in the United States and abroad.
- 9.1.12.F.4** Explain the impact of computer hacking on products and services.
- 9.1.12.F.5** Formulate an opinion regarding a current workplace or societal/ethical issue based on research.
- 9.1.12.F.6** Relate scientific advances (e.g., advances in medicine) to the creation of new ethical dilemmas.

CCSS Grade Level Standards

Reading

- R. 8.1** Cite the evidence in the text that most strongly supports a specific analysis of what the text says explicitly as well as inferences drawn from the text.

Writing

- W.8.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; Assess the usefulness of each source in answering the research question; Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Unit Understandings

Students will understand that...

- There are ethical and unethical uses of communication and media.
- Ethical behaviors support human rights and dignity in all aspects of life.
- There are rights and responsibilities associated with the use of information.

Unit Essential Questions

- Why are the ethics and responsibilities associated with the use of information so important?
- Why is it important to locate and use copyright-free digital media?
- Why is Creative Commons important?

Knowledge and Skills

Students will know...

- Copyright, Educational Fair Use, Creative Commons, online profiles, social media.

Students will be able to...

- Share knowledge and participate ethically and productively as members of our democratic society.
- Understand their legal rights and responsibilities with respect to copyright and technology use.
- Analyze, question, evaluate and think critically about select media and their messages.

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher observation
- Completed projects
- Oral student feedback
- Rubrics
- Peer review
- Level of creativity

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Explain the importance of giving credit to the author or creator of any created work.
- Give citation credit to original sources when using or transmitting information.
- Cite a print or electronic source based on the established MLA-format.
- List ways to handle inappropriate e-mail.
- Recognize the possible risks associated with different types of online communications.
- Search for copyright-free music, photos, etc. to support research needs.
- Explore Creative Commons,"a nonprofit organization that enables the sharing and use of creativity and knowledge through free legal tools."

RESOURCES

Teacher Resources:

[U.S. Copyright Office Fair Use](#), [The Center for Social Media: The Code of Best Practices in Fair Use](#), [Kathy Schrock's Respect for Intellectual Property](#), [Teaching Copyright: A Project of the Electronic Frontier Foundation](#), [Google Advanced Image Search](#), [Creative Common](#)

DEAL BOROUGH SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Library Media Curriculum

Unit Title: Plagiarism

Target Course/Grade Level: Grades 7-8

Unit Summary: Students will build on prior knowledge to understand plagiarism and how the words, ideas, or products created by another person must be credited. Even though online information is easy to cut and paste into a document or presentation, doing so is not acceptable. Length of time spent on the unit will depend on the grade level, subject area, and assignment. “Students should be given real problems to research with guiding questions” (McKenzie, September 2008). The library media specialist will collaborate with content-area teachers to help develop research assignments that are inquiry-based instead of fact-finding.

Approximate Length of Unit: 1-3 sessions

Primary interdisciplinary connections: English Language Arts, Social Studies, Science, World Languages, Health, Mathematics, Arts

21st Century Themes –Global Awareness, Financial, Economic, and Business Literacy, Civic Literacy, Health Literacy, Environmental Literacy

21st Century Skills – Creativity and Innovation, Critical Thinking/Problem Solving, Communication & Collaboration, Information Literacy, Media Literacy, Technology Literacy, Life & Career Skills

LEARNING TARGETS

Standards:

NJCCC Standard 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.

NJCCCS Standard 9.1 21st-Century Life & Career Skills - There are ethical and unethical uses of communication and media.

CCSS Anchor Standards

Language

L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Writing

W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS Grade Level Standards

Language

L.8.3.a Knowledge of Language: Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

Writing

W.8.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; Assess the usefulness of each source in answering the research question; Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CPI#

- 8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
- 8.1.12.E.2 Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field.
- 8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.
- 8.1.12.F.2 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address educational, career, personal, and social needs.

Unit Understandings

Students will understand that...

- There is a difference between making a mistake when citing a source and deliberately stealing another's work.
- Cutting and pasting another's words without giving credit to the author is plagiarism.
- Using another's work and changing a few words without giving credit to the author is plagiarism.

Unit Essential Questions

- Why is it important to understand plagiarism?
- Why do sources need to be cited?
- How can I avoid plagiarism?

Knowledge and Skills

Students will know...

- Plagiarism, MLA format, cite, citation, source, cutting and pasting.

Students will be able to...

- Understand that cutting and pasting words found online into a document and not citing the source is plagiarism.
- Respect copyright/intellectual property rights of creators and producers (AASL).
- Use information and technology ethically and responsibly (AASL).
- Cite sources using MLA format.

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher observation
- Completed projects
- Oral student feedback
- Rubrics
- Peer review
- Level of creativity

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Request that content-area teachers require student's to give the full citation for all research assignments.
- Encourage collaboration between the library media specialist and content area teacher so that assignments are not easily plagiarized.
- Define plagiarism and discuss the cause and effects of cutting and pasting another's work.
- Discuss how stealing, cutting and pasting, and borrowing another's work is cheating.
- Have students access a citation tool such as [Easy Bib](#) to create citations and review related material on plagiarism.

RESOURCES

Teacher Resources:

[SIRS Citation Guidelines](#), [Penn State Teaching and Learning with Technology: Plagiarism Tutorial for Students](#), [OWL: Purdue Online Writing Lab: Is It Plagiarism Yet?](#), [Teaching Guide : Dealing With Plagiarism](#) by Colorado State University and additional links on the Library Media Center site: <http://www.rahway.net/domain/213> .

DEAL BOROUGH SCHOOL CURRICULUM

UNIT OVERVIEW

Content Area: Library Media Curriculum

Unit Title: Website Evaluation

Target Course/Grade Level: Grades 7-8

Unit Summary: Classes in most content areas are scheduled to complete research assignments that include website searches. Internet searches often display multiple results and students tend to only check the first few listings for their research needs. Students will have opportunities to evaluate websites by examining the authorship, accuracy, date created or currency, and quality of websites that are related to each assignment. Advanced search options to narrow results and improve the chance of finding credible resources will be included. Using Wikipedia for background information only and not including those findings on a works cited page will be discussed. Depending on the grade level and assignment, students will have time to ask questions while they are evaluating websites individually or in teams. “Information fluency is the ability to access, evaluate, use and synthesize information from multiple formats, and to ethically create and share new knowledge in any of a variety of media. Information fluency is a set of competencies, skills that will grow with students, even when current operating systems, search tools, or platforms are obsolete. Information problem solving skills are required across all disciplines” (Joyce Valenza).

Approximate Length of Unit: 1-3 sessions

Primary interdisciplinary connections: English Language Arts, Social Studies, Science, World Languages, Health, Mathematics, Arts

21st Century Themes - Global Awareness, Financial, Economic, and Business Literacy, Civic Literacy, Health Literacy, Environmental Literacy

21st Century Skills – Creativity and Innovation, Critical Thinking/Problem Solving, Communication & Collaboration, Information Literacy, Media Literacy, Technology, Literacy, Life & Career Skills

LEARNING TARGETS

Standards:

NJCCC Standard 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.

NJCCC Standard 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.

Content Strand

CPI#

- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
- 9.1.12.A.3 Assess how a variety of problem-solving strategies are being used to address solutions to global problems by participating in online discussions with peers from other countries.
- 9.1.12.A.4 Justify problem-solving strategies used in the development of a particular innovative product or practice in the United States and in another country.
- 9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

Unit Understandings

Students will understand that...

- The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
- Producing content requires the ability to evaluate and adapt.

Unit Essential Questions

- How is information evaluated to determine if it is reliable (accurate, unbiased, current and appropriate)?
- Why isn't all information reliable?
- Why is it useful to check website addresses and determine if the URL ends in .com, .gov, .edu, .net, or .org?

Knowledge and Skills

Students will know...

- Evaluation, rubrics, bias, accurate, current.

Students will be able to...

- Examine a variety of websites for accuracy, currency, bias, and reliability.

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher observation
- Completed projects
- Oral student feedback
- Rubrics
- Peer review
- Level of creativity

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Depending on the class and assignment, students will examine a minimum of three websites on a topic and evaluate each one for accuracy, bias, currency and reliability.
- Request that content-area teachers require students to evaluate websites used for all research assignments.

RESOURCES

Teacher Resources:

[Information Center website](#), [AASL Best Websites for Teaching and Learning](#), [Joyce Valenza's Selecting and Evaluating Sources: Research Guide](#), and additional resources such as [Thinkfinity](#), [Resources for Librarians](#), and [SMART Exchange](#).

DEAL BOROUGH SCHOOL CURRICULUM

UNIT OVERVIEW

Content Area: Library Media Curriculum

Unit Title: Research

Target Course/Grade Level: Grades 7-8

Unit Summary: Building on prior knowledge, students will learn that research is a process that includes multiple steps. Several research models are available such as Big 6 to provide support. Reading, inquiry, and evaluation of resources are essential to creating knowledge. Research projects are assigned in most subjects and the library media specialist will confer with content area teachers to design engaging learning experiences that are based on essential, thought-provoking questions that guide inquiry and promote critical thinking. Length of time for this unit will depend on the grade level and expectations.

Approximate Length of Unit: 1-3 sessions

Primary interdisciplinary connections: English Language Arts, Social Studies, Science, World Languages, Health, Mathematics, Arts

21st Century Themes – Global Awareness, Financial, Economic, and Business Literacy, Civic Literacy, Health Literacy, Environmental Literacy

21st Century Skills – Creativity and Innovation, Critical Thinking/Problem Solving, Communication & Collaboration, Information Literacy, Media Literacy, Technology Literacy, Life & Career Skills

LEARNING TARGETS

Standards:

NJCCC Standard 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.

CCSS Anchor Standards:

Reading

- R. 1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- R. 3** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- R. 6** Assess how point of view or purpose shapes the content and style of a text.
- R. 7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- R. 9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Writing

- W. 1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Content Strand

CPI#

Cumulative Progress Indicators (CPIs) -

- 8.1.12.E.2** Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field.

CCSS Grade Level Standards

- RL Gr. 9/10-1** Cite the evidence in the text that most strongly supports a specific analysis of what the text says explicitly as well as inferences drawn from the text.
- RL Gr. 9/10-9** Analyze a wide range of nineteenth and early-twentieth-century foundational works of American literature, comparing and contrasting approaches to similar ideas or themes in two or more texts from the same period.
- RI Gr. 9/10-3** Analyze the interactions between and among ideas and events, including how ideas and events influence one another.
- RI Gr. 9/10-6** Analyze documents of historical and literary significance, including foundational U.S. documents (e.g., the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights) for their premises, purposes, and structure.
- RI Gr. 9/10-7** Synthesize information presented in different formats (e.g., text, video, multimedia) to generate a coherent understanding of an issue.
- W Gr.9/10-1** Write arguments which they: a. Introduce a precise claim, distinguish it from alternate or opposing claims, and provide an organization that establishes clear relationships among the claim, reasons, and evidence. Develop a claim and counterclaim fairly, supplying evidence for each, while pointing out the strengths of their own claim and the weaknesses of the counterclaim.

College and Career Readiness Anchor Standards

Unit Understandings

Students will understand that...

- The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
- Critical thinking and problem solving in the 21st century are enhanced by the ability to work in cross-cultural teams in face-to-face and virtual environments.
- Reading is an essential lifelong skill whether words are on a printed page or displayed electronically.
- Research is not a linear process. Research takes time for reflection.

Unit Essential Questions

- How do I develop an essential question or thesis?
- How do I determine what search terms to use?
- Why are research skills important?

Knowledge and Skills

Students will know...

- Key words, search terms, works cited, MLA format, eBooks, KWL (What do I know? What do I want to know? What have I learned?)

Students will be able to...

- Inferences and gather meaning (AASL).
- Inquire, think critically, and gain knowledge.
- Draw conclusions, make informed decisions.
- Apply knowledge to new situations, and create new knowledge.
- Pursue personal and aesthetic growth.
- Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
- Evaluate information found in selected sources on the basis of accuracy, validity, and appropriateness.
- Maintain a critical stance by questioning the validity and accuracy of all information.
- Determine how to act on information (accept, reject, modify).
- Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital).

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher observation
- Completed projects
- Oral student feedback
- Rubrics
- Peer review
- Level of creativity

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Students will research literary periods, characters or authors to defend a developed thesis.
- Students evaluate information from a variety of sources to determine its strengths/weaknesses or merit.
- Depending on grade level and class, students will research a variety of topics, develop a thesis, and support that thesis in end product that may be documents or presentations in a variety of formats. Some examples include Students will research contemporary problems/ issues, evaluate the evidence and arguments of opposing views or solutions. They may present their results in a variety of formats.

RESOURCES

Teacher Resources:

[OWL: Purdue Online Writing Lab: Is It Plagiarism Yet?](#), [OWL: Sample Essay for Summarizing, Paraphrasing and Quoting](#), [OWL: MLA In-Text Citations: The Basics](#), [Noodle Tools Knowledge-Base on Citations](#), [Education Place: Graphic Organizers by Houghton Mifflin Harcourt](#), and additional links on the [Information Center Research Guide](#)