Freehold Borough School District

Library Media Program Plan

Board Approval Date: September 8, 2025

Freehold Borough School District

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Program Plan Overview

In alignment with N.J.A.C. 6A:13-2.1(h), the District School Library Media Specialist Program Plan is designed to transform each school library into a dynamic hub of learning. This comprehensive plan ensures that every student has access to a wide array of resources, including **computers, district-approved software, a diverse collection of books and reference materials, and engaging supplemental resources.** By integrating these services directly with classroom curricula, the program fosters a collaborative environment where students are motivated to read for pleasure, conduct in-depth research, and develop the critical literacy skills necessary for academic success and lifelong learning. This approach empowers our certified school library media specialist and classroom teachers to serve as key instructional partners, enriching the educational experience for every student in the district.

Students' experience in Library-Media programs further expose them to their content standards as well as the following legislations and additional NJ Student Learning Standards:

Legislations and NJ Student Learning Standards:

- Freedom to Read Act (N.J.S.A. 18A:34A-1 et seq.)
- Information Literacy Student Learning Standards (N.J.S.A. 18A:7F-4.4 et seq.)
- Diversity, Equity, & Inclusion (N.J.S.A. 18A:35-4.36a)
- Climate Change Education
- Career Readiness, Life Literacies, and Key Skills
- Computer Science and Design Thinking
- Holocaust and genocides (N.J.S.A. 18A:35-28)
- History and contributions of African-Americans (Amistad Law) (N.J.S.A. 18A:35-4.43)
- Asian American, Pacific Islander history and contributions (N.J.S.A 18A:35-4.44)

Grade Band: Grades K – 2			
Activities/Programs, Descriptions, Resources and Timeline	Standards	Skills	Research
1. Program Name: **For the Love of Books** *Description:* Students will explore the library and discover that it is a place for learning and listening. Books can be for fun and/or provide information. Authors and illustrators create books for people to read. *Resources:* "The Very Hungry Caterpillar" by Eric Carle "From a Caterpillar to a Butterfly" by Deborah Heiligman "Not Now Said the Cow" by Joanne Oppenheim "The Deep Blue Sea: A Book of Colors" by Audrey Wood "A Very Silly Alphabet Book" by Brian P. Cleary "Over in the Meadow: A Counting Rhyme" by Louise Voce " My Calendar: Seasons" by Luana K Mitten "Thanksgiving at Our House" by P.K. Hallinan "One Night, One Hanukkah Night" by Aidel Backman "Kwanzaa" by Lola Schafer "The Night Before Christmas" by Clement Moore	• RI.IT.K.3 • RI.IT.K.5 • RL.IT.K.3 • RL.MF.K.6	• Cause an Effect • Interpreting Visuals or Graphics • Character • Inferencing • Sequencing	Determine a Story (fiction) vs. Information (non fiction) Sort story and informational book titles into two separate columns Illustrate a book cover and determine if it is a story or informational text and explain why.

"Chinese New Year" by Tricia Brown "The Snowy Day" by Ezra Jack Keats "Kitten's First Full Moon" by Kevin Henkes "An Egg is Quiet" by Dianna Hutts Aston "Chickens Aren't the Only Ones" by Ruth Heller "First the Egg" by Laura Vaccaro Seeger "ZigZag: Zoems for Zindergarten" by Lori Lesynski "Sing a Song of Popcorn: Every Child's Book of Poems" Edited by White / Moore / De Regniers "Give Yourself to the Rain: Poems for the Very Young" by Margaret Wise Brown "Song and Dance Man" by Karen Ackerman Brainpop pbskids.org http://www.childrenslibrary.org/ Timeline: 180 minutes			

2. Program Name: **Books Build Bridges** *Description:* Books build bridges to our everyday lives. We can make text-to-self connections through stories. This includes holidays, seasons, family and feelings. *Resources:* Otto the Book Bear by Katie Cleminson My Father's Dragon by Ruth Stiles Gannett Doodle Bites by Polly Dunbar Thanksgiving Day by Mari Shuh Harvest Song by Ron Hirschi We're Going on a Book Hunt by Pat Miller The Relatives Came by Cynthia Rylant Timothy Goes To School by Rosemary Wells My Great Aunt Arizona by Gloria Houston Too Many Tamales by Gary Soto Watching the Seasons by Edana Eckart Goodbye Summer, Hello Autumn by Kenard Pak Fall by Lynn Stone	• RI.CR.1.1 • RI.CI.1.2 • RI.IT.1.3 • RI.MF.1.6 • RI.AA.1.7 • RL.CR.1.1 • RL.IT.1.3 • RL.MF.1.6	• Character • Plot • Setting • Compare and contrast • Key ideas and details • Craft and Structure/ Integration of Knowledge and Ideas • Interpreting Visuals or Graphics	Determine and illustrate your favorite season Write two- three sentences related to your illustration

Every Autumn Comes the Bear by Jim Arnosky Celebrate Halloween by Deborah Heiligman In the Haunted House by Eve Bunting Timeline: 180 minutes			
3. Program Name: **Poetry Through Your Senses** *Description:* Students will learn about rhythms/meters in poetry through a variety of media. Students will use their five senses to deepen their understanding and create their own poetry. *Resources:* What You Know First by Patricia MacLachlan Come With Me: Poems for a Journey by Naomi Shihab Nye A World of Wonders: Geographic Travels in Verse and Rhyme by J. Patrick Lewis Home: A Journey Through America illustrated by Thomas Locker; edited by Thomas Locker and Candace Christiansen Grassroots by Carl Sandburg Where I Live by Frances Wolfe http://www.childrenslibrary.org pbskids.org epic.com Timeline:180 minutes	• RI.MF.2.6 • RL.MF.2.6 • RL.CR.2.1 • RI.TS.2.4	• Character • Interpreting Visuals or Graphics • Key Ideas and Details	Students will write a poem about their favorite place, person, or animal that includes elements of rhythm, meter (beat) and place. Students can choose to have their poems published via https://studentreasures.com/startmybook/

4. Program Name: **Wild and Wonderful Creatures** *Description:* Discover different animal traits, habitats and behaviors. *Resources:* Begin with a Bee by Liza Ketchum A Garden of Whales by Maggie Davis Birds by Kevin Henkes Diary of a Spider by Doreen Cronin Ox-Cart Man by Donald Hall A Luna Moth's Life by John Himmelman Bugs Are Insects by Anne Rockwell Spiders Are Not Insects by Allan Fowler Timeline:180 minutes	• RL.CR.2.1 • L.RF.2.4 • RI.TS.2.4 • RI.MF.2.6 • RL.MF.2.6 • RI.CI.2.2 •	• Interpreting Visuals or Graphics • Key Ideas and Details • Vocabulary • Compare and Contrast • Genre Characteristics	Students will investigate and create an animal research project. Students will study a specific habitat. Then, they'll research the animals that live in the habitat. Using *Canva* students will design a poster of the habitat and provide examples of the different animals that live there.

5. Program Name: **Community Research Project** *Description:* By using multiple copies of a topic students will practice locating the main idea in a non-fiction text, and re-stating it in their own words. *Resources:* Helpers in Your Neighborhood by Shira Evans Jobs Around Town by Stan and Jan Berenstain Whose Tools Are These? by Sharon Katz Cooper Career Day by Anne Rockwell Meet My Neighbor Series by David Crabtree I Want to be a Firefighter by Becky Davies Our Class is a Family by Scot Ritchie https://wfsu.org/education/the-learning-neighborhood-an-interactive-online-tool-for-parents-and-children/ https://ny.pbslearningmedia.org/resource/1210-places-neighborhood-video/lets-learn/ Timeline:180 minutes	• RI.TS.2.4 • RI.MF.2.6 • RL.CR.2.1 • RL.IT.2.3 • RL.TS.2.4 • RL.MF.2.6	• Interpreting Visuals or Graphics • Key Ideas and Details • Collect facts from sources	Students will use the library catalog to find books related to their topic in the library. Students will practice locating the main idea in a non-fiction text, and re-stating it in their own words. Using books related to the topic of the assignment students will practice correctly citing basic bibliographic information for books.

Grade Band: Grades 3 - 5			
Activities/Programs, Descriptions, Resources and Timeline	Standards	Skills	Research
1. Program Name: **Heroes and History** *Description:* Narrative non-fiction *Resources:* https://nj.mypearsonsupport.com/practice-tests/ *Planting Stories: The Life of Librarian and Storyteller Pura Belpre* by Anika Aldamuy Denise *Harvesting Hope: The Story of Cesar Chavez* by Kathleen Kroll *Separate Is Never Equal: Sylvia Mendez and Her Family's Fight For Desegregation* by Duncan Tonatiuh *The Wall* by Eve Bunting *Twenty-One Steps: Guarding the Tomb of the Unknown Soldier* by Jeff Gottesfeld *Look Up With Me: Neil deGrasse Tyson: A Life Among the Stars* by Jennifer Berne *Voices of Pearl Harbor* by Sherry Garland *Go Show the World: A Celebration of Indigenous Heroes* by Wab Kinew *Martin's Big Words: The Life of Dr. Martin Luther King, Jr.* by Doreen Rappaport *A Picture Book of Dr. Martin Luther King, Jr.* by David Adler *Hidden Figures: The True Story of Four Black Women and the Space Race* by Margot Lee Shetterly	• RL.MF.5.6 • RI.CI.5.2 • RI.IT.5.3 • RL.PP.5.5 • RI.IT.4.3 • RI.CR.4.1 • RL.IT.3.3 • RI.IT.3.3	• Cause and effect • Main idea • Key idea and details • Sequence • Interpreting Visuals or Graphics • Characters	Explore the intersection of heroism and historical narratives, focusing on developing the skill of identifying key ideas and supporting details to construct comprehensive understandings of historical figures and events.

She Persisted by Chelsea Clinton *Malala's Magic Pencil* by Malala Yousafzai *So You Want to Be An Inventor?* by Judith St. George *So You Want to Be President?* by Judith St. George *Let Liberty Rise* by Chana Steifel *No Truth Without Ruth: The Life of Ruth Bader Ginsburg* by Kathleen Kroll *Ladies of Liberty: The Women Who Shaped Our Nation* by Cokie Roberts *Chester Nez and the Unbreakable Code* by Joseph Bruchac *Ada Byron Lovelace and the Thinking Machine* by Laurie Wallmark *Ada's Ideas: The Story of Ada Lovelace, the World's First Computer Programmer* by Fiona Robinson Timeline: 120 minutes per book (monthly)			
2. Program Name: **World Book Information Navigation** *Description:* Students will learn how to navigate World Book resources and extract the information to write a paragraph on parts of the solar system. *Resources:* https://nj.mypearsonsupport.com/practice-tests/ Timeline: 180 minutes (MP 2)	• RL.MF.5.6 • RI.MF.5.6 • RI.CI.5.2 • RI.MF.4.6 • RL.CR.4.1 • RI.TS.3.4 • RI.MF.3.6 • RL.CR.3.1	• Text features • Interpreting Visuals or Graphics • Key ideas and details	Students will utilize the features of World Book and its additional websites to craft an informational paragraph. Students will use text features and interpret visuals and graphics to locate information relevant to the given topic.
3. Program Name:	• RI.MF.5.6 • RL.MF.5.6	• Text features	Students will utilize the features of World Book and its additional resources to research a symbol of

World Book Information Utilization *Description:* Students will use their World Book knowledge to extract information provided to complete a research project on the symbols of America. Project will be paired with a non-fiction book. *Resources:* https://nj.mypearsonsupport.com/practice-tests/ *The Alamo: Symbol of Freedom* by Hal Marcovitz *The Liberty Bell* by Hal Marcovitz *The White House* by Hal Marcovitz *The Statue of Liberty* by Hal Marcovitz *The Washington Monument* by Julia Schaffer *The Washington Monument* by Kristin Nelson *America's Monuments, Memorials, and Historic Sites* by Yvette La Pierre *20 Fun Facts About the White House* by Ryan Nagelhout *Always to Remember: The Story of the Vietnam Veterans Memorial* by Brent K. Ashabranner *Arlington National Cemetery: Honoring America's Heroes* by Katheryn N. Walton *Fort McHenry* by Michael Burgan *The Gateway Arch* by Chelsey Hankins	• RI.CI.5.2 • RI.MF.4.6 • RL.CR.4.1 • RI.MF.3.6 • RL.CR.3.1 • RI.TS.3.4	• Interpreting Visuals or Graphics • Key ideas and details	America. Students will choose two sources to complete a 3-5 paragraph essay about their chosen topic.

Gateway to Freedom: The Story of the Statue of Liberty and Ellis Island by Jim Hargrove *Liberty* by Lynn Curlee *The Lincoln Memorial* by Chelsey Hankins *Mt. Rushmore* by William Thomas *Mt. Rushmore* by Judith Jango-Cohen *The Statue of Liberty* by Hilarie Staton *The Statue of Liberty* by Deborah Kent *The Statue of Liberty* by Mari C. Schuh *The Statue of Liberty: Birth to Rebirth* by S. H. Burchard *The Bald Eagle* by Judith Jango-Cohen *The Bald Eagle* by Mari C. Schuh *Building America* by Janice Weaver Timeline: 180 minutes (MP 3)			
4. Program Name: **Earth Day and Conservation** *Description:* Analyzing the impact of a specific conservation initiative in a chosen US National Park. *Resources:* ● Primary sources: ○ Park archives: Explore reports, studies, and management plans related to the chosen initiative. These may be found through the U.S. National Park Service (.gov) or specific park websites.	● RI.MF.3.6 ● RI.TS.3.4 ● RI.IT.4.3 ● RI.PP.4.5 ● RI.MF.4.6 ● RI.4.9. ● RI.CR.5.1 ● RI.MF.5.6 ● RI.PP.5.5	● Primary and secondary sources ● Sources of Information ● Interpreting Visuals or Graphics	Investigate how a particular conservation program, such as wildlife reintroduction, habitat restoration, or visitor management strategies, has been implemented and evaluated within a selected US National Park (e.g., Yellowstone National Park or Yosemite National Park).

○ Visual documentation: Examine photographs, maps, or videos showcasing the park before and after the initiative's implementation. ● Secondary sources: ○ Scholarly articles from Ebsco Explora ○ *Yellowstone* by Audra Wallace ○ *Yellowstone National Park* by Audra Wallace ○ *R.D.: Explore America National Parks* ○ *America's National Parks* by Alexa Ward ○ *Land, Trusts, and National Parks* by Ellen Labrecque ○ *Zion National Park* by Jodie Sheperd ○ *Zion* by Tamra Orr ○ *Yosemite* by Audra Wallace ○ *The Camping Trip That Changed America: Theodore Roosevelt, John Muir, and Our National Parks* by Barbara Rosenstock ○ *Grand Canyon* by Josh Gregory ○ *Grand Canton National Park* by Lisa M. Herrington ○ *Where is the Grand Canyon?* by Jim O'Connor ○ *T.L.B.: The American Wilderness - The Grand Canyon* by Robert Wallace ○ *Great Smoky Mountains* by Lisa M. Herrington ○ *A True Book: Great Smoky Mountains* by Josh Gregory Timeline: 280 minutes (MP 3)			

5. Program Name: **Weird Animals** *Description:* Students will work collaboratively with a group to research a "weird animal" using library texts and World Book. Students will present their findings using a multimedia website and will complete a compare and contrast activity alongside of their research. *Resources:* *Pink is For Blobfish: Discovering the World's Perfectly Pink Animals* by Jess Keating *What Makes a Monster?: Discovering the World's Scariest Creatures* by Jess Keating *Cute as an Axolotyl: Discovering the World's Most Adorable Animals* by Jess Keating *Gross as a Snototter: Discovering the World's Most Disgusting Animals* by Jess Keating Timeline: 240 minutes (MP 4)	• RI.CT.3.8. • RI.5.1. • RI.CR.4.1	• Compare and Contrast • Diverse Media	Students will explore unusual animals and gather interesting facts using a variety of media. They will organize and present their findings creatively using Voki, a multimedia website that will showcase their animal in creative and interactive ways. Students will compare and contrast their chosen animals with animals that fall under the same family (ie. comparing and contrasting an axolotyl with a frog since they are both amphibians). Students will practice sharing and comparing their animals with peers, and reflect on their learning to strengthen their compare and contrast skills.

Grade Band: Grades 6-8			
Activities/Programs, Descriptions, Resources and Timeline	Standards	Skills	Research
1. Program Name: **Award-Winning Book Project** *Description:* Familiarize students with award-winning books including Newbery Award, Schneider Family Awards & National Book Awards and research how books get awarded. Discover important facts about the author.	• RI.PP.6.5 • RL.CR.6.1 • RI.CR.7.1 • RI.PP.7.5 • RI.PP.8.5 • RI.CI.8.2 • RI.CI.6.2	• Key Ideas and Details • Text Analysis • Vocabulary • Inference • Plot • Main Idea	Identify, locate, and use an array of print and non-print resources available through the library independently and with assistance to find reliable information about the author's life, accomplishments and impact. Identify award-winning books.

Resources: *When You Trap a Tiger* Tae Keller *Between Shades of Gray* Ruta Sepetys *The Westing Game* Ellen Raskin *A Bird Will Soar* Alison Green Myers *New Kid* Jerry Craft *Holes* Louis Sachar *Turtle in Paradise* Jennifer L. Holm *Deer Run Home* Ann Clare LeZotte *Popcorn* Rob Harrell *The Fire, the Water, and Maudie McGinn* Sally J. Pla *May B.* Caroline Starr Rose *Flush* Carl Hiaasen *Flora and Ulysses* Kate DiCamillo *The Eyes & the Impossible* Dave Eggers *Show Me a Sign* Ann Clare LeZotte *I Talk Like a River* Jordan Scott *Just Ask!* Sonia Sotomayor	• RL.CI.7.2 • RL.IT.8.3		Using World Book and other online resources such as https://www.readingrockets.org/books-and-authors/booklists/favorite-books/newbery-medal-winners , locate author information to write a short report using Google Docs.

American Street Ibi Zoboi and any other additional titles that qualify Timeline: 300 minutes			
2. Program Name: **Civil Rights Research Project** *Description:* Evaluate information found in various print and non-print sources about the civil rights movement of the 1960's. *Resources:* *Sit-In: How Four Friends Stood Up by Sitting Down* Andrea Davis Pinkney *Freedom Walkers: The Story of the Montgomery Bus Boycott* Russell Freedman *Through My Eyes* Ruby Bridges *A Mighty Long Way: My Journey to Justice at Little Rock Central High School* Carlotta Walls Lanier *Voice of Freedom: Fannie Lou Hamer: Spirit of the Civil Rights Movement* Carole Boston Weatherford *Marching for Freedom: Walk Together Children and Don't You Grow Weary* Elizabeth Partridge *Claudette Colvin: Twice Toward Justice* Phillip Hoose *Witnesses to Freedom: Young People Who Fought for Civil Rights* Belinda Rochelle	• RI.TS.6.4 • RL.CR.6.1 • RL.TS.7.4 • RI.CI.7.2 • RI.CI.8.2 • RI.TS.8.4	• Interpreting Visuals or Graphics • Text Structure • Key Ideas and Details • Vocabulary • Main Idea	Using Canva, students will create a front page of a newspaper including relevant news, pictures, graphs, and/or other visuals from the civil rights movement of the 1960's.

March On!: The Day My Brother Changed the World Christine King Farris Websites: • U.S. National Park Service Civil Rights Education page • Civil Rights Toolkit • Time for Kids Civil Rights Text Set • Zinn Education Project Civil Rights Movement Resources Timeline: 240 minutes			
3.Program Name: **Country Research Project** *Description:* Research a country and find recipes used in festivals specific to the chosen country using print and non-print sources. *Resources:* World Book Online Websites: National Geographic Kids, Britannica Kids, and Globe Trottin' Kids Almanac Books on specific countries *The Breadwinner* Deborah Ellis *Around the World in 80 Days* Jules Verne *The Librarian of Basra* Jeanette Winter *Celebrations Around the World* Kathy Halford *Twas Nochebuena* Roseanne Greenfield Thong *Too Many Tamales* Gary Soto	• RI.CR.6.1 • RI.TS.6.4 • RI.CI.6.2 • RI.CR.7.1 • RI.CI.7.2 • RI.CR.8.1 • RI.CI.8.2	• Interpreting Visuals or Graphics • Key Ideas and Details • Vocabulary • Text Structure	Students will create a display board using Google docs and visuals displaying key components about their chosen country describing a native festival and a recipe for a food at that festival. Students will also learn how to create a Work Cited in correct in MLA format.

Seven Spools of Thread: A Kwanzaa Story Angela Shelf Medearis *Cobweb Christmas: The Tradition of Tinsel* Shirley Climo *The Queen and the First Christmas Tree: Queen Charlotte's Gift to England* Nancy Churnin *Meet the Latkes* Alan Silberberg *Lailah's Lunchbox: A Ramadan Story* Reem Faruqi *Binny's Diwali* Thrity Umrigar *Tree of Cranes* Allen Say *World Festivals: Carnival Book* Grace Hansen *A Year Full of Celebrations and Festivals: Over 90 Fun and Fabulous Festivals from Around the World!* Claire Grace *What Do You Celebrate? Holidays and Festivals Around the World* Whitney Stewart *We All Celebrate!* Soundar Chitra Encyclopedias Citationmachine.net Timeline: 360 minutes			
4. Program Name: **Decades Research Project** *Description:* Identify, locate, and use an array of print and non-print resources to highlight key historical and cultural	• RI.CR.6.1 • RI.CI.6.2 • L.VL.6.3 • RI.TS.6.4	• Diverse Media • Interpreting Visuals or Graphics	Students create a visual representation of their decade. The library becomes a Decades Museum displaying student work. Topics to consider:

factors that represent a specific decade within the 20th century. *Websites:* ● Kids Discover ● National Park Service's Teaching with Historic Places ● KidCitizen ● A Young People's History of the United States (Zinn Education Project) *Resources:* Print sources: ● Books related to the historical and cultural highlights of a specific decade. *HIS Story of the 20th Century* Meredith Curtis *Bowling, Beatniks, and Bell-Bottoms: Pop Culture of 20th Century America* Sara Pendergast and Tom Pendergast *20th Century World History for Kids: The Major Events that Shaped the Past and Present* Judy Dodge Cummings *20th Century American History for Kids: The Major Events that Shaped the Past and Present* Andrea Bentley *Horrible Histories: USA* Terry Deary *A History of US: War, Peace, and All That Jazz: 1918-1945* Joy Hakim *Then and Now* Heather Amery *Twentieth Century America for Kids: The English Reading Tree Paperback* Keith Goodman *The Century for Young People: 1961-1999: Changing America* Peter Jennings,Todd Brewster	● RL.TS.7.4 ● L.VL.7.3 ● L.VL.8.3 ● RL.CR.8.1	● Key Ideas and Details ● Vocabulary ● Cause and Effect	Domestic events, International news, Science/Technology, Entertainment, Fashion, Sports

Non-print sources: ● World Book online ● Electronic journals, newspapers Timeline: 720 minutes			
5. Program Name: **Refugee Research Project** *Description:* Students can explore personal stories of refugees through books. They can then research the specific refugee groups mentioned in the books using the UN Refugee Agency (UNHCR) website and other library resources. Students will read one of the below books as part of research. Resources: Non-print UNHCR (the UN Refugee Agency) World Book Print *Refugee* Alan Gratz *Home of the Brave* Katherine Applegate *When Stars Are Scattered* Victoria Jamieson and Omar Mohamed *A Long Walk to Water* Linda Sue Park *Inside Out & Back Again* Thanhhà Lại *Escape from Aleppo* N.H. Senzai *Other Words for Home* Jasmine Warga *The Night Diary* Veera Hiranandani *Shooting Kabul* N.H. Senzai	● RI.PP.6.5 ● RL.CR.6.1 ● RI.CR.7.1 ● RI.PP.7.5 ● RI.PP.8.5 ● RI.CI.8.2 ● RI.CI.6.2 ● RL.CI.7.2 ● RL.IT.8.3	● Key Ideas and Details ● Text Analysis ● Vocabulary ● Inference ● Plot ● Main Idea	Identify, locate, and use an array of print and non-print resources available through the library independently and with assistance about refugees. Students will read one of the books about refugees and write a one-page reflection about being a refugee.

Outcasts United: The Story of a Refugee Soccer Team That Changed a Town (Young Readers Edition) Warren St. John *The Breadwinner* Deborah Ellis *Other Words for Home* Jasmine Warga *Out of Iraq: Refugees' Stories in Words, Paintings and Music* Sybella Wilkes *Parvana's Journey* Deborah Ellis *Someday We Will Fly* Rachel Dewoskin *Tangled Threads* By: Pegi Deitz Shea *The Girl from Aleppo: Nujeen's Escape from War to Freedom* Nujeen Mustafa Christina Lamb *The Stone Goddess* Minfong Ho *White Bird: A Wonder Story* R.J. Palacio *Worm: A Cuban American Odyssey* Edel Rodriguez *Orange for the Sunsets* Tina Athaide *Across So Many Seas* Ruth Behar *The Other Side of Tomorrow* Tina Cho *The Bone Sparrow* Zana Fraillon and any other additional titles that qualify			

Timeline: 300 minutes			