

Pascack Valley Regional High School District

Pascack Hills High School, Montvale, New Jersey

Pascack Valley High School, Hillsdale, New Jersey

Course Name: Library Information Literacy

Born On: August, 2024
Current Revision: October, 2026
Board Approval: 10/26/26

NJ Statutes & Administrative Mandates

[N.J.A.C. 6A:8-1.1](#): The New Jersey Student Learning Standards specify expectations in nine content areas. The standards are further delineated by performance expectations that outline what students should know and be able to do at individual grades or benchmark grades two, five, eight, and twelve.

[N.J.A.C. 6A:8-3.1](#): Requires districts to "ensure that curriculum and instruction are delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLS specified by the NJSLS and shall ensure that appropriate instructional adaptations are designed and delivered for students with disabilities, for ELLs, for students enrolled in alternative education programs, and for students who are gifted and talented".

[N.J.A.C. 6A:8-3.1\(a\)3](#): Holds school districts accountable for "assessing and publicly reporting on the progress of all students in developing the knowledge and skills specified by the NJSLS".

Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2. 1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills ([N.J.A.C. 6A:8-3.1\(c\)](#)).

"In accordance with P.L.2021, c.416, Local Educational Agencies (LEAs) are required to select and adopt inclusive instructional materials that portray the cultural diversity of Asian Americans and Pacific Islanders for implementation in the 2022-2023 school year."

Amistad Law: [N.J.S.A. 18A 35-4.43](#) Every board of education shall Include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses of the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion Law: (N.J.S.A.18A:35-4.36a) Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students K-12 as part of the district's implementation of the New Jersey Student Learning Standards.

Unit	AASL						
Research Skills & Process - Search Skills		I. Inquire	II. Include	III. Collaborate	IV. Curate	V. Explore	VI. Engage
	A. Think	1. 2.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
	B. Create	1. 2. 3.	1. 2. 3.	1. 2.	1. 2. 3. 4.	1. 2.	1. 2. 3.
	C. Share	1. 2. 3. 4.	1. 2.	1. 2.	1. 2. 3.	1. 2. 3.	1. 2.
	D. Grow	1. 2. 3. 4.	1. 2. 3.	1. 2.	1. 2. 3.	1. 2. 3.	1. 2. 3.
Academic Integrity		I. Inquire	II. Include	III. Collaborate	IV. Curate	V. Explore	VI. Engage
	A. Think	1. 2.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
	B. Create	1. 2. 3.	1. 2. 3.	1. 2.	1. 2. 3. 4.	1. 2.	1. 2. 3.
	C. Share	1. 2. 3. 4.	1. 2.	1. 2.	1. 2. 3.	1. 2. 3.	1. 2.
	D. Grow	1. 2. 3. 4.	1. 2. 3.	1. 2.	1. 2. 3.	1. 2. 3.	1. 2. 3.

	support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
Academic Integrity	Impacts of Computing: 8.1.12.IC.1 Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. Interaction of Technology and Humans: 8.2.12.ITH.1 Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. 8.2.12.ITH.2 Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation. Ethics & Culture: 8.2.12.EC.1 Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. 8.2.12.EC.3 Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
Library Skills & Orientation	
Digital Information Literacy	9.4.2.DC.1: Explain differences between ownership and sharing of information. 9.4.2.DC.2: Explain the importance of respecting digital content of others. 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). 9.4.2.DC.4: Compare information that should be kept private to information that might be made public. 9.4.2.DC.5: Explain what a digital footprint is and how it is created. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10). 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

Unit: Research Skills & Process - Search Skills (9th-12th)**Unit Description/Overview:**

In this unit, students will be introduced to search techniques to use with databases and search engines. Students will also learn research skills that will assist them throughout the process.

Essential Questions	• What are databases? Which databases will work for my project or question? • What is the difference between types of sources? • How do I properly read infographics? • Where/How do I find information? • Which resources do I need? • What are reliable sources and how do I find them? • Which databases will help me? • Is this information useful? • Why do I need to use multiple sources? • Am I using diverse perspectives in my research? • How can I find/use government information for my research? • Should I do background research?
Student Learning Objectives	• Students will understand that research and inquiry is a process (Stripling Model, etc.) • Students will utilize various search strategies (Boolean, keywords, etc.) • Students will use evidence and reasoning to support their arguments/topics. • Students will synthesize the information on infographics. • Students will understand that the librarian is there to help guide them with personal inquiries and classroom assignments.
Key Terminology	Database Implicit Bias Infographics Index Explicit Bias Keyword Primary Sources Secondary Sources Tertiary Sources Facet Query Boolean Operators
Required/ Suggested Resources	Quick Six-Step Process for Research (EBSCO) <i>The Bedford Researcher</i> by Mike Palmquist <i>From Inquiry to Academic Writing: A Text and Reader</i> by Stuart Greene & April Lidinsky <i>Online Searching: A Guide to Finding Quality Information Efficiently and Effectively</i> by Karen Markey <i>Librarian's Guide to Online Searching: Cultivating Database Skills for Research and Instruction</i> by Christopher C. Brown &

	Suzanne S. Bell <i>Guided Inquiry Design: A Framework for Inquiry in Your School</i> by Carol C Kuhlthau, Leslie K. Maniotes, and Ann K. Caspari https://www.lib.umn.edu/services/ac <i>The College Student's Research Companion: Finding, Evaluating, and Citing the Resources You need to Succeed, Sixth Edition</i> Arlene Quaratiello
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Unit: Academic Integrity (9th-12th)

Unit Description/Overview: In this unit, students will be introduced ethical policies and moral codes in academia. Students will learn how to properly cite sources including images.

Essential Questions	● What is academic integrity? ● What are image attributions? ● What is a citation? ● What is a works cited? ● What’s the difference between a bibliography and an annotated bibliography? ● Why can’t we just use any images I find online for projects/papers? ● Why should I take care of my intellectual property? ● Where can I find images to use for my project/paper? ● Even lines of code need code authorship attribution?												
Student Learning Objectives	Students will understand how to find all the information needed to create a works cited/bibliography, etc. Students will engage in discussions on intellectual property. Students will understand how to ethically access, use and cite material. Students will learn how to locate citations on databases. Students will demonstrate an understanding of ownership of ideas												
Key Terminology	<table><tr><td>Plagiarism</td><td>Paraphrase</td><td>Summarize</td><td>Quotations</td><td>Cite/Citations</td><td>CC0</td></tr><tr><td>Copyright</td><td>Public Domain</td><td>Annotated Bibliography</td><td>Intellectual Property</td><td></td><td></td></tr></table>	Plagiarism	Paraphrase	Summarize	Quotations	Cite/Citations	CC0	Copyright	Public Domain	Annotated Bibliography	Intellectual Property		
Plagiarism	Paraphrase	Summarize	Quotations	Cite/Citations	CC0								
Copyright	Public Domain	Annotated Bibliography	Intellectual Property										

Required/ Suggested Resources	<i>Copyrighteous: A Catalyst for Creativity in the Classroom</i> by Diana R. Gill <i>Copyright Law for Librarians and Educators: Creative Strategies and Practical Solutions</i> Kenneth D. Crews <i>Compact Copyright: Quick Answers to Common Questions</i> Sara R. Benson <i>The College Student's Research Companion: Finding, Evaluating, and Citing the Resources You need to Succeed, Sixth Edition</i> Arlene Quaratiello
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Unit: Library Skills & Orientation (9th-12th)

Unit Description/Overview: In this unit, students will be introduced to how the library works. Students will learn how to find the materials they are looking for whether they are online or physically in the library.

Essential Questions	• Where can I find what I'm looking for in the library? • Can I access library materials from home? • Where can I find suggestions for books? • What types of books/materials does the library have? • If another library has the book I'm looking for can I borrow it?
Student Learning Objectives	Students will learn how to find physical materials in the library Students will locate online library materials Students will understand how library materials are organized Students will know the difference between fiction and nonfiction materials Students will understand the importance of libraries and access to books and information Students will understand that libraries offer free access to a variety of resources
Key Terminology	Dewey Decimal Catalog Censorship/Banning Genres/Subgenre Call Number
Required/ Suggested Resources	<i>The One-Shot Library Instruction Survival Guide, Third Edition</i> Heidi E. Buchanan and Beth A. McDonough <i>National School Library Standards for Learners, School Librarians, and School Libraries</i> American Association of School Librarians

Unit: Digital Information Literacy (9th-12th)

Unit Description/Overview: Students will utilize critical thinking skills/tools when interacting and creating various types of media in different formats.

Essential Questions	• How does this information make me feel? • If this information doesn't trigger emotions in me, are there things that might be triggering to others? • Do I trust this information enough to share it? • How does my device (or app) affect my ability to discern markers of credibility? • Is the way I'm using my device changing how I interact and respond to information? • What do I know about the person/group sharing this information? • What behavior does the creator hope the content will elicit? • Who benefits if I share this information?
Student Learning Objectives	Students will understand the difference between disinformation, misinformation, and malinformation. Students will create emails with proper etiquette. Students will analyze the credibility of information found online. Students will learn to keep information safe while online.
Key Terminology	Misinformation/Malinformation/Disinformation Phishing digital citizenship paywall imagery Digital Footprint Community Reading Experience
Required/ Suggested Resources	<i>Developing Digital Detectives</i> by Jennifer LaGarde and Darren Hudgins <i>Media Literacy for Justice: Lessons for Changing the World</i> Belinha S. De Abreu

Differentiation/Accommodations/Modification Options

Students with Disabilities/504 (in addition to 504 or IEP)

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Teacher modeling of skills/techniques to be mastered
- Extended time to complete assignments
- Extended time on classroom tests and quizzes
- Take/complete tests in an alternate setting as needed
- Provide copy of class notes
- Preferential seating to be determined by the student and teacher
- Provide oral reminders and monitor student work during independent work time
- Assist students with long and short term planning of assignments
- Posts and reviews clear criteria for proficient work
- Restate, reread, and clarify directions/questions
- Distribute study guide for assessments
- Provide choice of books for independent reading
- Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.)
- Small group instruction
- Space for movement and breaks
- Flexible seating arrangement
- Sentence frames/starters
- Maintain a consistent routine/schedule
- Provide immediate feedback when applicable
- Provide regular parent/ school communication
- Provide the student with clearly stated (written) expectations and grading criteria for assignments

Struggling Students

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Provide opportunities for repetition and practice
- Teacher modeling of skills/techniques to be mastered
- Extended me to complete assignments
- Provide copy of class notes
- Preferential seating to be determined by the student and teacher
- Provide oral reminders and monitor student work during independent work me
- Assist students with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide the student with clearly stated (written) expectations and grading criteria for assignments
- Extended me on classroom tests and quizzes
- Take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Provide choice of books for independent reading
- Small group instruction
- Maintain a consistent routine/schedule
- Flexible grouping
- Provide student exemplars to communicate expectations
- Sentence frames/starters
- Provide immediate feedback when applicable
- Home/School log communicating student progress
- Teach organizational/me-management strategies

Gifted and Talented

- Use of higher level questioning techniques
- Increased production in writing assignments
- Provide opportunities for project based learning
- Provide opportunities for independent studies
- Use of learning contracts Anchor and/or extension activities
- RAFT Assignments
- Flexible Grouping
- Jigsaw activities
- Student choice of books for independent reading
- Book clubs
- Modified Reading Goal
- Exploration of art and/or artists to understand society and history

English Language Learners

- Student choice of books for independent reading
- Providing vocabulary prior to lessons
- Using images and other visual aids to support understanding of concepts
- Kinesthetic learning experiences (manipulatives, movement, etc.)
- Teacher made adaptations, outlines, study guides
- Use of varied leveled texts to present content
- Sentence frames and starters
- Extended time to complete assignments
- Use of concrete examples
- Provide immediate feedback
- Preferential seating
- Build background information through brainstorming, semantic webbing, or use of visual aids
- Simplifying language for presentation by using speech that is appropriate to students' language proficiency level
- Directions stated clearly and distinctly and delivered in both written and oral forms
- Provide students with/or have access to directional words such as: circle, write, draw, cut, underline, etc
- Native language translation from a peer or a device
- Use of bilingual dictionaries and/or translation software/applications
- Use of graphic organizers
- Highlight vocabulary