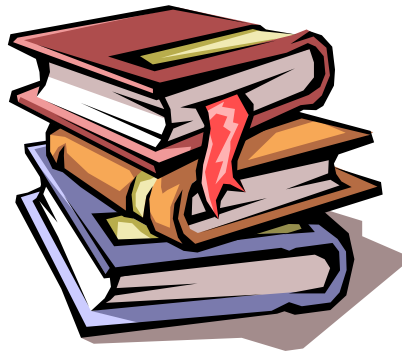


# MEDFORD LAKES SCHOOLS

## *School Library Media Curriculum Guide* Grades K-8



**BOE Approved August 14, 2013**

MaryBeth Swindells, Librarian

# School Library Media Curriculum Guide Grades K – 8

## Table of Contents

Mission Statement -----	3
Philosophy of the School Library Media Program -----	4
Scheduling of the School Library Media Center-----	7
General District Policies -----	9
Material Selection Policy -----	11
Challenged Material Policy and Procedure -----	14
Philosophy of Instruction -----	16
Collaboration -----	18
School Library Media Program Goals -----	20
Information Literacy Standards for Student Learning -----	22
Scope and Sequence, Course Outline/Student Objectives -----	24
Request Form for Reconsideration of School Library Media Center Materials	34
Challenged Material Verification Form -----	36
Collaborative Planning Outline -----	38
Collaborative Planning Grid Grades 2-5 -----	40
Collaborative Planning Grid Grades 6-8 -----	41
Recommended Print and Online Resources for Developing a School Library - Media Program	42

## **Mission Statement**

The School Library Media program exists within the Medford Lakes Public Schools to broaden the scope of instruction. It gives students options for learning to pursue new knowledge that can be applied in a creative manner. As part of the total instructional program, it reflects the district's educational philosophy within the context of each school. The school library media program reinforces the classroom learning experience and contributes to the instructional objectives for each subject and grade in alignment with the New Jersey Core Curriculum Content Standards.

The continuous school library media experience from kindergarten through eighth grade must provide enriching, maturing and stimulating experiences to foster social, emotional and intellectual development. Rewarding school library media experiences will encourage independent learning, ongoing inquiry and a life-long library habit.

Effective use of school library media centers is an ongoing, active and collaborative concern of the Medford Lakes Board of Education, administrators, teachers, school library media specialists, students and parents.

A comprehensive school library media program is essential to achieving excellence in education.

## PHILOSOPHY OF THE SCHOOL LIBRARY MEDIA PROGRAM

The school library media center is a vital and integral hub of each school and as a result reflects the philosophy and goals of Medford Lakes Public Schools. In an age of information, acquiring information literacy skills and a commitment to lifelong reading and learning become paramount. In the school library media center, students develop critical thinking, problem solving, and communication skills as they use a variety of resources to meet the demands of today's curriculum.

The school library media program does not exist in isolation. The school library media specialist works in partnership with students, teachers, administrators, board of education members, and the school community to implement the school library media program. Information literacy skills are most meaningful when learned within a subject area, within an interdisciplinary unit, or within a unit which addresses an authentic, real-life need or problem. Students must be prepared to access, evaluate, select, and apply the appropriate information to meet their educational, personal, and recreational needs. Through collaboration, the school library media program also incorporates the goals and objectives of the New Jersey Core Curriculum Content Standards (NJCCCS) and the National Information Literacy Standards for Student Learning as prepared by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT) [see page 10]. The combined vision supports the goal for educational excellence and the concept of intellectual freedom.

The **principles\*** for learning and teaching of school library media programs are:

- *Principle 1:* The library media program is essential to learning and teaching and must be fully integrated into the curriculum to promote students' achievement of learning goals.
- *Principle 2:* The information literacy standards for student learning are integral to the content and objectives of the school's curriculum.
- *Principle 3:* The library media program models and promotes collaborative planning and curriculum development.
- *Principle 4:* The library media program models and promotes creative, effective, and collaborative teaching.
- *Principle 5:* Access to the full range of information resources and services through the library media program is fundamental to learning.
- *Principle 6:* The library media program encourages and engages students in reading, viewing, and listening for understanding and enjoyment.
- *Principle 7:* The library media program supports the learning of all students and other members of the learning community who have diverse learning abilities, styles, and needs.
- *Principle 8:* The library media program fosters individual and collaborative inquiry.
- *Principle 9:* The library media program integrates the uses of technology for learning and teaching.
- *Principle 10:* The library media program is an essential link to the larger learning community.

\*From Information Power: Building Partnerships for Learning by American Association of School Librarians and Association for Educational Communications and Technology. Copyright © 1998 American Library Association and Association for Educational Communications and Technology. Reprinted by permission of the American Library Association.

## **SCHEDULING OF THE SCHOOL LIBRARY MEDIA CENTER**

*Medford Lakes Public Schools and the New Jersey Association of School Librarians (NJASL) subscribe to the AASL Position Statement for scheduling of school library media centers as stated in the*

### **Position Statement on Flexible Scheduling\***

Schools must adopt the educational philosophy that the library media program is fully integrated into the educational program. This integration strengthens the teaching/learning process so that students can develop the vital skills necessary to locate, analyze, evaluate, interpret, and communicate information and ideas. When the library media program is fully integrated into the instructional program of the school, students, teachers, and library media specialists become partners in learning. The library program is an extension of the classroom. Information skills are taught and learned within the context of the classroom curriculum. The wide range of resources, technologies, and services needed to meet students' learning and information needs are readily available in a cost-effective manner.

The integrated library media program philosophy requires that an open schedule must be maintained. Classes cannot be scheduled in the library media center to provide teacher release or preparation time. Students and teachers must be able to come to the center throughout the day to use information sources, to read for pleasure, and to meet and work with other students and teachers.

Planning between the library media specialist and the classroom teacher, which encourages both scheduled and informal visits, is the catalyst that makes this integrated library program work. The teacher brings to the planning process a knowledge of subject content and student needs. The library media specialist contributes a broad knowledge of resources and technology, an understanding of teaching methods, and a wide range of strategies that may be employed to help students learn information skills. Cooperative planning by the teacher and library media specialist integrates information skills and materials into the classroom curriculum and results in the development of assignments that encourage open inquiry.

The responsibility for flexibly scheduled library media programs must be shared by the entire school community.

THE BOARD OF EDUCATION endorses the philosophy that the library program is an integral part of the districts' educational program and ensures that flexible scheduling for library media centers is maintained in all buildings and at all levels.

THE DISTRICT ADMINISTRATION supports this philosophy and monitors staff assignments to ensure appropriate staffing levels so that all teachers, including the library media specialists, can fulfill their professional responsibilities.

THE PRINCIPAL creates the appropriate climate within the school by advocating the benefits of flexible scheduling to the faculty, by monitoring scheduling, by ensuring appropriate staffing levels, and by providing joint planning time for classroom teachers and library media specialists.

THE TEACHER uses resource-based instruction and views the library media program as a [sic] integral part of that instruction.

THE LIBRARY MEDIA SPECIALIST is knowledgeable about curriculum and classroom activities, and works cooperatively with the classroom teacher to integrate information skills into the curriculum.

*\* Reprinted with permission of the American Association of School Librarians, a division of the American Library Association.*



## General District Policies

### **Funding**

Budget money is expended throughout the school year in order to acquire newly published materials as they become available. When federal money is available, additional orders are placed. Money received as gifts from other sources (such as book fair, etc.) will be expended for the library media center program under the direction of the building principal and the school library media specialist.

### **Damaged/Lost Materials**

Borrowers shall be responsible for damaged or lost materials at current replacement cost. Each school shall have an account designated for the purpose of replacing damaged or lost materials which shall be ordered by the school library media specialist.

At the end of each school year, students are responsible for returning all materials or paying for their replacement. As per Medford Township Public School policy, students who do not return or pay for lost materials will not receive their final report card.

### **Inter-School Loan**

School library media center materials will be available for inter-school loan within the district. All requests for materials shall be submitted in a timely manner through the school library media specialist. Any damages to borrowed equipment will be the responsibility of the borrower.

### **Library Records**

School library circulation records that contain the names or other personally identifying details regarding the users of the library are confidential and may be disclosed only when disclosure is required for the proper operation of the library, requested by the user, or required by subpoena or court order.







## Material Selection Policy

### Responsibility

The school library media specialist is responsible for the evaluation and selection of material in consultation with the building principal. It is the school library media specialist's responsibility to make all selections using professional judgment and discriminating taste. The school library media specialist must be sensitive to the needs and concerns of learners and teachers. Published reviews, recommended lists and standard bibliographic tools will be used to guide selections. Final authorization rests with the building principal under the direction of the superintendent. Suggestions for purchases are encouraged from teachers, students, and administrators.

#### I. Selection Criteria

These criteria help determine the selection of materials. Formats include print and non-print materials.

- A. The school library media specialist should select materials having these elements of quality:
  - 1. Permanent or timely value
  - 2. Accuracy
  - 3. Authority
  - 4. Clear presentation, readability, popular appeal
  - 5. Format—substantial binding and paper, clear print, clean graphics
  
- B. Factors influencing selection are:
  - 1. Curriculum
  - 2. Reading interests of students
  - 3. Background and maturity of students
  - 4. Need to develop a balanced collection
  - 5. Literary value
  - 6. Size of the budget
  - 7. Need for multiple copies
  
- C. Library materials should provide a global perspective and promote diversity as a positive attribute of our society. It is important to include materials by authors and illustrators of all cultures. Materials should be free of bias and stereotypes.

## II. Policies for Acquisition

- A. The selection and acquisition of new library materials should be based on the needs of each school library media center as determined by the collection process and availability of funding.
- B. Gift Material Policy
  - 1. Gifts meet the same standards of selection as those applied to school library media purchases.
  - 2. Gifts can be integrated into the school library media collection.
  - 3. Gifts may be offered to another library or institution.
  - 4. Gifts may be discarded at the discretion of the school library media specialist.

## III. Weeding Criteria

- A. Materials and equipment within existing collections are monitored and examined continuously in order to replace worn items and to withdraw out of date and inappropriate items. The process of weeding is key to assessing the collection. It helps keep collections relevant, accurate and useful and it facilitates effective use of space in the school library media center.
- B. Factors influencing the decision to withdraw material include:
  - 1. Age
  - 2. Condition
  - 3. Accuracy of information
  - 4. Circulation history
  - 5. Suitability to student population
  - 6. Curricular needs
  - 7. Bias or stereotyping
  - 8. Unneeded duplicate copies



## Challenged Material Policy and Procedure

### **Policy**

It is the intent of the school library media center to address the rights of all patrons in regard to challenged materials. Any concerns about challenged materials will be addressed with consideration from the First Amendment of the United States Bill of Rights, American Library Association's Bill of Rights, Medford Lakes School District policies, American Library Association's Freedom to Read statement as well as local, state and federal laws. A set procedure will be followed when addressing challenged materials.

#### 1. Procedures to be Followed for Challenged Materials (See Policy and Regulation 9130 Public Complaints and Grievances.)

Any material which is found to be objectionable by a member of the community will not be immediately pulled from the shelves. The proper procedure for reconsideration of materials must be followed:

- The complainant speaks with the school library media specialist concerning the material in question
- If the complaint cannot be resolved after speaking with the school library media specialist, the complainant fills out a request for reconsideration form and returns it to the school library media specialist. (See Appendix F, page 33)
- The questionable material complaint reconsideration form will be addressed by the school library media specialist who will make a recommendation.
- If the complainant wishes to continue their request for reconsideration of resource materials after reviewing the school library media specialist's recommendation, the complainant will complete the tear-off section of the Reconsideration of Materials form (See Appendix G, page 34) and return it to the school library media specialist who will forward it to the Principal.
- A special review committee for challenged resource materials will be formed to review the request and make a recommendation which will be forwarded to the Superintendent. (See Regulation 9130, section E3 for committee procedures.)
- The Superintendent will review the decision. The Superintendent will consider making a final decision on the complaint or defer the decision directly to the school board.

#### 2. Special Review Committee for Challenged Materials

a. If the material exists at the K-5 level, the committee shall consist of:

- at least two teachers from the appropriate grade level
- a minimum of one school library media specialist
- one elementary Principal
- the director of curriculum, who shall act as chairperson
- one representative from the HSA, chosen by the HSA and the Superintendent of Schools, ex officio.

b. Grade 6-8 level will include:

- at least one teaching staff member
- school library media specialist
- Principal
- one representative from the HSA, chosen by the HSA and the Superintendent of Schools, ex officio and
- the director of curriculum, who shall serve as the chairperson

c. Other K-8 committee members that may be considered:

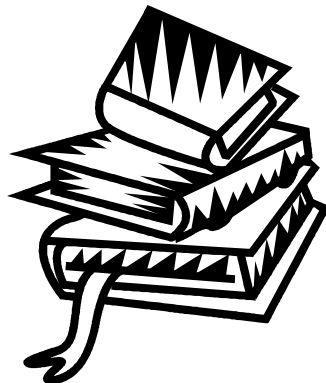
- other staff members whose participation will strengthen the committee, such as a guidance counselor
- an assistant principal
- a Board of Education member

- additional administrators/supervisors
- a student representative

## PHILOSOPHY OF INSTRUCTION

The school library media center specialist collaborates with the faculty to integrate information literacy skills with content area instruction and learning activities across the pre-K through eighth grade curriculum by providing:

- equitable access to information
- flexible scheduling that enables all students to have access to the school library media center, its staff and resources
- resources and sequential instruction necessary for students to become independent, lifelong learners, as well as discerning readers, viewers and listeners
- opportunities for an active collaboration and partnership with teachers and administrators in working toward shared instructional goals
- resources that extend beyond the confines of a textbook
- technology for information retrieval
- opportunities for ongoing and meaningful assessment of student learning
- experiences that address the changing and evolving information environment





## Collaboration

Collaboration is at the heart of the Medford Lakes Public School District's library media program. Collaboration is defined as "when two or more people work together to create or achieve the same thing" (Cambridge University Press, 2003). Medford Township Public School District believes that classrooms, teams, grade levels and specialists do not exist in isolation. The physical spaces of the school become united during collaborative projects. Collaborative lessons and projects engage our students while meeting the New Jersey Core Curriculum Content Standards and Information Literacy Standards.

Integrated lessons make learning and research authentic and meaningful for students in the 21<sup>st</sup> century. Collaborative learning experiences embed information literacy skills within authentic learning situations so that students can independently fulfill their personal needs for information. Ultimately, students become lifelong learners in the information age.

### Steps for Collaboration

Step 1---meet with all collaborative teaching partners to discuss possible topics

Step 2—develop a standards based project (NJCCCS and ILS)

Step 3—use a collaborative planning outline (see Appendix H, page 35) when determining learning activities, materials, resources and instructional roles

Step 4—determine a timeline for the collaborative project

Step 5—execute the collaborative project

Step 6—assess student outcomes

Step 7—share success with the school community

Step 8—evaluate and reflect on the collaborative process





## **SCHOOL LIBRARY MEDIA PROGRAM GOALS\***

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

- To provide intellectual access to information through learning activities that are integrated into the curriculum and that help all students achieve information literacy by developing effective strategies for selecting, retrieving, analyzing, evaluating, synthesizing, creating, and communicating information in all formats and in all content areas of the curriculum.
- To provide a physical access to information through
  - a. a carefully selected and systematically organized local collection of diverse learning resources that represent a wide range of subjects, levels of difficulty, and formats;
  - b. a systematic procedure for acquiring information and materials from outside the school library media center and the school through such mechanisms as electronic networks, interlibrary loan, and cooperative agreements with other information agencies; and instruction in using a range of equipment for accessing local and remote information in any format.
- To provide learning experiences that encourage students and others to become discriminating consumers and skilled creators of information through comprehensive instruction related to the full range of communications media and technology.
- To provide leadership, collaboration, and assistance to teachers and others in applying principles of instructional design to the use of instructional and information technology for learning.
- To provide resources and activities that contribute to lifelong learning while accommodating a wide range of differences in teaching and learning styles, methods, interests, and capacities.
- To provide a program that functions as the information center of the school, both through offering a locus for integrated and interdisciplinary learning activities within the school and through offering access to a full range of information for learning beyond this locus.
- To provide resources and activities for learning that represent a diversity of experiences, opinions, and social and cultural perspectives and to support the concept that intellectual freedom and access to information are prerequisite to effective and responsible citizenship in a democracy.
- To provide resources and activities for learning that represent a diversity of experiences, opinions, and social and cultural perspectives.
- To support the concepts that intellectual freedom and access to information are prerequisites to effective and responsible citizenship in a democracy.

\*From Information Power: Building Partnerships for Learning by American Association of School Librarians and Association for Educational Communications and Technology. Copyright © 1998 American Library Association and Association for Educational Communications and Technology. Reprinted by permission of the American Library Association.

**Information Literacy Standards for Student Learning\***  
**and the Revised (2002-2004)**  
**New Jersey Core Curriculum Content Standards**

**Information Literacy**

**Standard 1: Accesses information efficiently and effectively**

- Recognizes the need for information
- Recognizes that accurate and comprehensive information is the basis for intelligent decision making
- Formulates questions based on information needs
- Identifies a variety of potential sources of information
- Develops and uses successful strategies for locating information
- **Accessing information is a very basic skill and all standards listed under the subsequent Information Literacy Standards require the use of Information Literacy Standard 1.**

**Standard 2: Evaluates information critically and competently**

- Determines accuracy, relevance, and comprehensiveness
- Distinguishes among fact, point of view and opinion
- Identifies inaccurate and misleading information
- Selects information appropriate to the problem or question at hand

**Standard 3: Uses information effectively and creatively**

- Organizes information for practical application
- Integrates new information into one's own knowledge
- Applies information in critical thinking and problem solving
- Produces and communicates information and ideas in appropriate formats

**Independent Learning**

**Standard 4: Pursues information related to personal interests**

- Seeks information related to various dimensions of personal well-being, such as career interests, community involvement, health matters, and recreational pursuits
- Designs, develops, and evaluates information products and solutions related to personal interests

**Standard 5: Appreciates and enjoys literature and other creative expressions of information**

- Is a competent and self motivated reader
- Derives meaning from information presented creatively in a variety of formats
- Develops creative products in a variety of formats

**Standard 6: Strives for excellence in information seeking and knowledge generation**

- Assesses the quality of the process and products of personal information seeking
- Devises strategies for revising, improving, and updating self-generated knowledge

**Social Responsibility**

**Standard 7: Recognize the importance of information to a democratic society**

- Seeks information from diverse sources, contexts, disciplines, and cultures
- Respects the principle of equitable access to information

**Standard 8: Practice ethical behavior in regard to information and information technology**

- Respects the principles of intellectual freedom
- Respects intellectual property rights
- Uses information technology responsibly

**Standard 9: Participates effectively in groups to pursue and generate information**

- Shares knowledge and information with others
- Respects others' ideas and backgrounds and acknowledges their contributions
- Collaborates with others, both in person and through technologies, to identify information problems and to seek their solutions

\*From Information Power: Building Partnerships for Learning by American Association of School Librarians and Association for Educational Communications and Technology. Copyright © 1998 American Library Association and Association for Educational Communications and Technology.



**SCOPE AND SEQUENCE**  
**COURSE OUTLINE/STUDENT OBJECTIVES**

Key: E = Expose  
T = Teach  
M = Maintain & Apply

**The students in grades K – 8 will be able**

**I. ORIENTATION**

**Relationship to National and State Standards**

This curriculum is designed for grades pre-k through 8 and meets the New Jersey Core Curriculum Content Standards and the Information Literacy Standards for Student Learning as prepared by the American Association of School Libraries and the Association for Educational Communications and Technology. These standards can be mastered in the school library media center with collaboration between the teacher and the school library media specialist.

Standard/Indicator	Course Outline/Scope Sequence	Pre-K	K	1	2	3	4	5	6	7	8
Apply subject area NJ Core Curriculum Content Standards according to context in which skills are taught.	<b>A.</b> Use the media specialist as a teacher and resource person.										
Apply NJ CCCS Technological Literacy Standards according to context in which skills are taught.	1. Storyteller	E	E	T	T	T	T	T	M	M	M
	2. Literature consultant	E	E	T	T	T	T	T	M	M	M
	3. Reference source	E	E	T	T	T	T	T	M	M	M
	4. Research consultant	E	E	T	T	T	T	T	M	M	M
	5. Selector / Purchaser	E	E	T	T	T	T	T	M	M	M
	6. Technology consultant	E	E	T	T	T	T	T	M	M	M
Apply subject area NJ Core Curriculum Content Standards according to context in which skills are taught.	<b>B.</b> Demonstrate appropriate media center behavior.	T	T	T	T	T	T	T	T / M	M	M
Apply NJ CCCS Technological Literacy Standards according to context in which skills are taught.											

<p>Apply subject area NJ Core Curriculum Content Standards according to context in which skills are taught.</p> <p>Apply NJ CCCS Technological Literacy Standards according to context in which skills are taught.</p>	<p>C. Use circulation procedures efficiently and effectively.</p>	T	T	T	M	M	M	M	M	M	M
--	---	---	---	---	---	---	---	---	---	---	---

**SCOPE AND SEQUENCE**  
**COURSE OUTLINE/STUDENT OBJECTIVES**

**Key:** E = Expose  
T = Teach  
M = Maintain & Apply

**The students in grades K – 8 will be able to:**

**I. ORIENTATION, con't.**

Standard/Indicator	Course Outline/Scope Sequence	Pre-K	K	1	2	3	4	5	6	7	8
<p>Apply subject area NJ Core Curriculum Content Standards according to context in which skills are taught.</p> <p>Apply NJ CCCS Technological Literacy Standards according to context in which skills are taught.</p>	<p>D. Demonstrate care of materials.</p>	T	T	T	M	M	M	M	M	M	M
<p>Apply subject area NJ Core Curriculum Content Standards according to context in which skills are taught.</p> <p>Apply NJ CCCS Technological Literacy Standards according to context in which skills are taught.</p>	<p>E. Identify, locate, select, and/or access materials.</p> <p>1. Easy / Picture books</p> <p>2. Fiction</p> <p>3. Nonfiction</p> <p>4. Biography</p> <p>5. Magazines / Newspapers</p>	E	T	T	M	M	M	M	M	M	M
				T	T	T	M	M	M	M	M
			E	T	T	T	T	M	M	M	M
				E	E	T	T	M	M	M	M
				E	E	T	M	M	M	M	M

	6. Reference (print and nonprint)				T	T	T	T	M	M	M
	7. Computer stations			E	T	T	M	M	M	M	M

**SCOPE AND SEQUENCE**  
**COURSE OUTLINE/STUDENT OBJECTIVES**

**Key:** E = Expose  
T = Teach  
M = Maintain & Apply

**The students in grades K – 8 will be able to:**

**II. BOOKS**

Standard/Indicator	Course Outline/Scope Sequence	Pre-K	K	1	2	3	4	5	6	7	8
Apply subject area NJ Core Curriculum Content Standards according to context in which skills are taught.  Apply NJ CCCS Technological Literacy Standards according to context in which skills are taught.	A. Identify, locate, and use parts of a book.										
	1. Cover / Dust jacket	E	T	T	M	M	M	M	M	M	M
	2. Title	E	T	T	M	M	M	M	M	M	M
	3. Author (s)	E	T	T	M	M	M	M	M	M	M
	4. Illustrator (s)	E	T	T	M	M	M	M	M	M	M
	5. Spine	E	T	T	M	M	M	M	M	M	M
	6. Spine label	E	T	T	T	M	M	M	M	M	M
	7. Title page / Half title page		E	E	T	T	M	M	M	M	M
	8. Publisher			E	E	E	T	T	T	M	M
	9. Place of publication			E	E	E	T	T	T	M	M
	10. Copyright date			E	E	E	T	T	T	M	M



	11. Table of contents				T	T	M	M	M	M	M
	12. Text	E	E	E	T	T	T	T	T	T	T
	13. Illustrations	E	T	T	T	M	M	M	M	M	M
	14. Captions			E	T	T	T	T	M	M	M

**SCOPE AND SEQUENCE**  
**COURSE OUTLINE/STUDENT OBJECTIVES**

**Key:** E = Expose  
T = Teach  
M = Maintain & Apply

**The students in grades K – 8 will be able to:**

**II. BOOKS, con't.**

Standard/Indicator	Course Outline/Scope Sequence	Pre-K	K	1	2	3	4	5	6	7	8
	15. Index			E	T	T	T	T	T	T	T
	16. Glossary			E	T	T	T	T	M	M	M
	17. Appendix						E	E	E	E	E
	18. Bibliography						E	E	E	E	E
Apply subject area NJ Core Curriculum Content Standards according to context in which skills are taught.  Apply NJ CCCS Technological Literacy Standards according to context in which skills are taught.	<b>B.</b> Understand that fiction and nonfiction books can be used as resources for research and class assignments.		E	T	T	M	M	M	M	M	M

Apply subject area NJ Core Curriculum Content Standards according to context in which skills are taught.  Apply NJ CCCS Technological Literacy Standards according to context in which skills are taught.	<b>C.</b> Understand that fiction and/or nonfiction books can be used for recreational reading.	E	E	T	T	T	T	T	T	M	M	M
Apply subject area NJ Core Curriculum Content Standards according to context in which skills are taught.  Apply NJ CCCS Technological Literacy Standards according to context in which skills are taught.	<b>D.</b> Understand that all libraries provide a diverse collection of information presenting many viewpoints.					E	T	T	M	M	M	

**SCOPE AND SEQUENCE**  
**COURSE OUTLINE/STUDENT OBJECTIVES**

**Key:** E = Expose  
T = Teach  
M = Maintain & Apply

**The students in grades K – 8 will be able to:**

**III. TECHNOLOGICAL RESOURCES**

<b>Standard/Indicator</b>	<b>Course Outline/Scope Sequence</b>	<b>Pre-K</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Apply subject area NJ Core Curriculum Content Standards according to context in which skills are taught.  Apply NJ CCCS Technological Literacy Standards according to context in which skills are taught.	<b>A.</b> Understand and use computer applications such as databases and online encyclopedias					E	T	T	T	T	T
	1. Information evaluation (understand, analyze, evaluate, synthesize, and apply appropriate information effectively)					E	T	T	T	T	T
	2. Hyperlinks					E	T	T	T	T	T

Apply subject area NJ Core Curriculum Content Standards according to context in which skills are taught.  Apply NJ CCCS Technological Literacy Standards according to context in which skills are taught.	<b>B. Understand and use the Online Public Access Catalog (OPAC) operations.</b>												
	1. Basic search												
	a. By subject/keyword				T	T	T	M	M	M	M		
	b. By title				T	T	T	M	M	M	M		
	c. By author				T	T	T	M	M	M	M		
	2. Identification of elements library record such as subject, author, title, call number, annotations, imprint (publisher, place of publication, copyright date)				T	T	T	M	M	M	M		
	3. Selection of record				T	T	T	M	M	M	M		

15

**SCOPE AND SEQUENCE**  
**COURSE OUTLINE/STUDENT OBJECTIVES**

**Key:** E = Expose  
T = Teach  
M = Maintain & Apply

**The students in grades K – 8 will be able to:**

**III. TECHNOLOGICAL RESOURCES, con't.**

Standard/Indicator	Course Outline/Scope Sequence	Pre-K	K	1	2	3	4	5	6	7	8
Apply subject area NJ Core Curriculum Content Standards according to context in which skills are taught.	C. Understand and utilize the Internet / WWW.		E	E	E	T	T	T	M	M	M

Apply NJ CCCS Technological Literacy Standards according to context in which skills are taught.	1. Information evaluation (understand, analyze, evaluate, synthesize, and apply appropriate information effectively)		E	E	E	E	E	T	M	M	M
	2. Hyperlinks		E	E	E	E	T	T	M	M	M

**SCOPE AND SEQUENCE**  
**COURSE OUTLINE/STUDENT OBJECTIVES**

Key: E = Expose  
T = Teach  
M = Maintain & Apply

The students in grades K – 8 will be able to:

**IV. NONREFERENCE/CIRCULATING COLLECTION**

Standard/Indicator	Course Outline/Scope Sequence	Pre-K	K	1	2	3	4	5	6	7	8
Apply subject area NJ Core Curriculum Content Standards according to context in which skills are taught.  Apply NJ CCCS Technological Literacy Standards according to context in which skills are taught.	Identify, locate, select, and utilize materials by classification.										
	1. Easy / Picture books										
	a. Author's style		E	E	E	E	E	E	M	M	M
	b. Illustrator's style		E	E	E	E	E	E	M	M	M
	c. Caldecott Medals / Other medals		E	T	T	T	M	M			
	2. Fiction / Storybooks										
	a. Author's style			E	E	T	T	T	M	M	M
	b. Genre				T	T	T	T	M	M	M
	c. Newbery Medals / Other medals						E	E	E	E	E

	3. Nonfiction books											
	a. Dewey Decimal Classification System		E	T	T	T	M	M	M	M	M	M
	b. Information evaluation (understand, analyze, evaluate, synthesize, and apply appropriate information effectively)			E	T	T	T	T	M	M	M	M
	4. Magazines / Newspapers (print)			E	E	T	T	M	M	M	M	M

**SCOPE AND SEQUENCE**  
**COURSE OUTLINE/STUDENT OBJECTIVES**

**Key:** E = Expose  
T = Teach  
M = Maintain & Apply

**The students in grades K – 8 will be able to:**

**V. REFERENCE COLLECTION**

Standard/Indicator	Course Outline/Scope Sequence	Pre-K	K	1	2	3	4	5	6	7	8
Apply subject area NJ Core Curriculum Content Standards according to context in which skills are taught.	A. Identify, locate, select, and utilize non-print reference materials.										
Apply NJ CCCS Technological Literacy Standards according to context in which skills are taught.	1. The Internet / World Wide Web (WWW)										
	a. Netiquette				E	E	E	E	E	E	E
	b. Technical skills				E	E	E	E	E	E	E
	c. Search strategies				E	E	E	E	E	E	E
	d. Information evaluation (understand, analyze, evaluate, synthesize, and apply appropriate information effectively)				E	E	E	E	E	E	E
	2. Online databases										

	a. Technical skills					E	E	E	E	E	E
	b. Search strategies					E	E	E	E	E	E
	c. Information evaluation (understand, analyze, evaluate, synthesize, and apply appropriate information effectively)					E	E	E	E	E	E

**SCOPE AND SEQUENCE**  
**COURSE OUTLINE/STUDENT OBJECTIVES**

Key: E = Expose  
T = Teach  
M = Maintain & Apply

The students in grades K – 8 will be able to:

**V. REFERENCE COLLECTION, con't.**

Standard/Indicator	Course Outline/Scope Sequence	Pre-K	K	1	2	3	4	5	6	7	8
Apply subject area NJ Core Curriculum Content Standards according to context in which skills are taught.	<b>B. Identify, locate, select, and utilize print reference materials.</b>										
Apply NJ CCCS Technological Literacy Standards according to context in which skills are taught.	1. Dictionaries				M	M	M	M	M	M	M
	2. Almanacs				E	E	E	E	E	E	E
	3. Atlases				E	E	E	E	E	E	E
	4. Encyclopedias				T	T	M	M	M	M	M
	5. Collective biographies				E	E	E	E	E	E	E
	6. Indices									E	E

**SCOPE AND SEQUENCE**  
**COURSE OUTLINE/STUDENT OBJECTIVES**

**Key:**    **E = Expose**  
           **T = Teach**  
           **M = Maintain & Apply**

**The students in grades K – 8 will be able to:**

**VI. BIBLIOGRAPHIC CITATION**

Standard/Indicator	Outline	Pre-K	K	1	2	3	4	5	6	7	8
<p>Apply subject area NJ Core Curriculum Content Standards according to context in which skills are taught.</p> <p>Apply NJ CCCS Technological Literacy Standards according to context in which skills are taught.</p>	<p style="text-align: center;">Apply district guideline for bibliographic citations;            e.g.            Modern Language Association (MLA)*, American Psychological Association (APA), Turabian, and others.</p> <p>* Medford Township Public Schools will use Modern Language Association (MLA) bibliographic citations for continuity within the district and with the Lenape Regional High School District.</p>							T	M	M	M

## Request Form for Reconsideration of School Library Media Center Materials

Initiated by: \_\_\_\_\_

Telephone: \_\_\_\_\_ Address: \_\_\_\_\_

### Representing:

Self: \_\_\_\_\_ Organization or group: \_\_\_\_\_

School : Neeta  Nokomis

### Material Questioned

**Print:** Author \_\_\_\_\_ Title \_\_\_\_\_

**Non-Print:** Type \_\_\_\_\_ Title \_\_\_\_\_

Please respond to the following questions. If sufficient space is not provided, please use the back of this form.

1. Have you seen or read this material in its entirety?
2. To what do you object? Please cite specific passages, pages, etc.
3. What do you believe is the main idea or theme of this material?
4. What do you feel might result from use of this material?
5. What reviews of this material have you read?
6. For what other age group might this material be suitable?
7. What is your understanding of the teacher's purpose in using this work?
8. What action do you recommend that the school take on this material?
9. In its place, what other material do you recommend that would provide adequate information on the subject?

Date \_\_\_\_\_ Signature \_\_\_\_\_





## Challenged Material Verification Form

Date: \_\_\_\_\_

Dear \_\_\_\_\_,

Your concern over the use of \_\_\_\_\_ in our

school library media center is acknowledged. The school library media center has developed procedures for selecting materials but realizes that not everyone will agree with every selection made.

To help you understand the selection process, I am enclosing a copy of the School Library Media Center Selection Policy and a copy of the Challenged Materials Policy and Procedures.

If you are still concerned after you review the enclosed material, please sign and date the form below and return it to me. Your request will be addressed by the Reconsideration Committee.

If I have not heard from you within ten working days of the above date, this will indicate that you no longer wish to pursue a reconsideration of the material.

Sincerely,

School Library Media Specialist

---

### Reconsideration of Materials

I still wish to pursue my Reconsideration for Materials in the case of

\_\_\_\_\_ (Name of material to be reconsidered).

Complainant's Name (Please print): \_\_\_\_\_

Complainant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



# Collaborative Planning Outline

Grade Level:

Collaborative Team:

Planning Dates:

Content area(s):

Unit(s) of Study:

Timeline:

**Content Standards/Benchmarks/Indicators:**

**Information Literacy Standards:**

**Information Literacy--**

- 1. Accesses information efficiently and effectively.
- 2. Evaluates information critically and competently.
- 3. Uses information accurately and creatively.

**Independent Learning--**

- 4. Pursues information related to personal interests.
- 5. Appreciates lit. and other creative expressions of information
- 6. Strives for excellence in information seeking and knowledge generation.

**Social Responsibility--**

- 7. Recognizes the importance of information to a democratic society.
- 8. Practices ethical behavior in regard to information and information technology.
- 9. Participates effectively in groups to pursue and generate information.

**Learning Activities/Projects:**

**Materials/Resources Needed:**

**Person(s) Responsible:**

**How will we assess learning?**

**Comments/Evaluation of Unit:**

Created by Sherry R. Crow Courtesy Colorado Springs District 11



## Collaborative Planning Grid

	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
<b>September</b>				
<b>October</b>				
<b>November</b>				
<b>December</b>				
<b>January</b>				
<b>February</b>				
<b>March</b>				
<b>April</b>				
<b>May</b>				

## Collaborative Planning Grid

	<b>6th</b>	<b>7th</b>	<b>8th</b>
<b>September</b>			
<b>October</b>			
<b>November</b>			
<b>December</b>			
<b>January</b>			
<b>February</b>			
<b>March</b>			
<b>April</b>			
<b>May</b>			

# Recommended Print and Online Resources for Developing a School Library Media Program

*Note: websites listed below were active as of 4-2-2005.*

## Assessment

Kuhlthau, Carol Collier. Assessment and the School Library Media Center. Englewood, CO: Libraries Unlimited, 1994.

Murray, Janet. "Big6 Skills and State Standards." <<http://www.big6.com/showenewsarticle.php?id=339>>.

National Education Association > Hot topics > Accountability and Testing. <<http://www.nea.org/>>.

New Jersey Department of Education. <<http://www.nj.gov/education/index.html>>.  
<<http://www.state.nj.us/education/index.html>>.

New Jersey Core Curriculum Content Standards.  
<<http://www.njpep.org/standards/index.html>> <<http://www.nj.gov/njded/cccs/>>.

New Jersey Curriculum Frameworks. <<http://www.state.nj.us/njded/frameworks/index.html>>.

NJ Department of Education, Standards and Assessment. <<http://www.nj.gov/njded/stass/>>.

NJ Department of Education, NJ Professional Education Port: Virtual Academy. <<http://www.njpep.org/>>.

## Educational Technology

Association for Educational Communications and Technology [AECT]. <<http://www.aect.org>>.

International Society for Technology in Education [ISTE]. <<http://www.iste.org/>>.

National Educational Technology Standards [NETS] <<http://cnets.iste.org/index.shtml>>.

**Johnson, Doug. "Doug Johnson: Writing, Speaking and Consulting on School Technology and Library Issues".**  
<<http://www.doug-johnson.com/>> <<http://www.doug-johnson.com/articles.html>>.

"Listing of White Papers From the 1999 Secretary's Conference on Educational Technology That Focused on Technology and Its Efficacy." United States Department of Education.  
<<http://www.ed.gov/rschstat/eval/tech/techconf99/whitepapers/index.html?exp=0>>.

McKenzie, Jamie. "From Now On: The Educational Technology Journal". <<http://www.fno.org/>>.

## Essential Questions

A Questioning Toolkit." From Now On: The Educational Technology Journal. <<http://www.fno.org/nov97/toolkit.html>>.

"The Research Cycle Begins with an 'Essential Question'." Bellingham Public Schools.  
<<http://wwwgen.bham.wednet.edu/probsolv.htm>>.



## **Facilities**

New Jersey Department of Education Facilities Efficiency Standards.

<http://www.state.nj.us/njded/facilities/over/faq.shtml> <<http://www.state.nj.us/njded/facilities/>>.

## **General**

Articles for Educators. <<http://www.articlesforeducators.com/search.asp>>.

Association for Educational Communications and Technology [AECT]. <<http://www.aect.org>>.

Classroom Leadership, Association for Supervision and Curriculum Development. <<http://www.ascd.org/>>.

Inquiry Education Research links, Exploratorium Institute for Inquiry.

<<http://www.exploratorium.edu/IFI/resources/research.html>>.

McKenzie, Jamie. "From Now On: The Educational Technology Journal". <<http://www.fno.org/>>.

McKenzie, Jamie. "The Ties that Bind - Providing Support for Coherence throughout the Research Process."

<<http://optin.iserver.net/fromnow/sum00/links.html>> <<http://optin.iserver.net/fromnow/sum00/links2.html>>.

McKenzie, Jamie. "Winning with Information Literacy." <<http://optin.iserver.net/fromnow/sum00/winning.html>>.

MCREL, Mid-continent Research for Education and Learning. <<http://www.mcrel.org/>>.

## **Information Literacy**

"The Big6™ - Information Literacy for the Information Age." <<http://www.big6.com/>>.

Breivik, Patricia Senn. Information Literacy: Educating Children for the 21st Century (2nd edition). National Education Association, 1998.

Information Literacy. "Improving Literacy through School Libraries FY 2004 Grantees in Order by State." ERIC Digest.

<<http://www.ed.gov/programs/isl/abstracts2004.doc>>.

"Information Literacy." Infosearcher. <[http://www.infosearcher.com/info\\_literacy.htm](http://www.infosearcher.com/info_literacy.htm)>.

The Literacy Web at University of Connecticut. <<http://www.literacy.uconn.edu/>>.

New Jersey Department of Education, Standards and Assessment. <<http://www.nj.gov/njded/stass/>>.

"An Overview of Prominent Information Literacy Strategies: Definition and Models." Wired Learning.

<<http://www.kn.pacbell.com/wired/21stcent/infooverview.html>>.

"What Do We Mean by 'Information Literacy'?" <<http://stauffer.queensu.ca/inforef/tutorials/rbl/infolit.htm>>.

## **Reading**

American Library Association . Great Web Sites for Kids. <<http://www.ala.org/greatsites>>.

<<http://www.ala.org/ala/alsc/greatwebsites/greatwebsiteskids.htm>>.

Craver, Kathleen W. School Library Media Centers in the 21st Century: Changes and Challenges. Westport, CT: Greenwood Press, 1994.

Freeman, Judy. Books Kids Will Sit Still For : A Guide To Using Children's Literature For Librarians, Teachers, and Parents. Hagerstown, MD: Alleyside Press, 1984.

Freeman, Judy. More Books Kids Will Sit Still For: A Read Aloud Guide . New Providence, NJ: R.R. Bowker, 1995.

International Reading Association. <<http://www.ira.org>>.

New Jersey Center of the Book. <<http://njcenterforthebook.org/>>.

New Jersey Reading Association. <<http://www.njreading.org/>>.

Krashen, Stephen. The Power of Reading. Englewood, CO: Libraries Unlimited, 1993.

## **Research**

American Association of School Librarians [AASL]. <<http://www.ala.org/aasl>>.

Association for Educational Communications and Technology [AECT]. <<http://www.aect.org/>>.

Center for International Scholarship in School Libraries, Rutgers, The State University of New Jersey (CISSL).  
<<http://www.cissl.scils.rutgers.edu/directors/Todd.htm>>.

Center for Media Studies, Rutgers, The State University of New Jersey.  
<<http://www.mediastudies.rutgers.edu/cmsyme.html>>.

ERIC - Educational Resources Information Center. <<http://www.eric.ed.gov>> <<http://reading.indiana.edu/>>.

Haycock, Ken. What Works: Research About Teaching and Learning Through the School's Library Resource Center. Seattle, WA: Rockland Press, 1992.

Internet Resources for Library Media Specialists and Children's Librarians. ERIC Digest.  
<<http://homepage.mac.com/donsmith/webresources.htm>>.

Kuhlthau, Carol C. "Implementing a Process Approach to Information Skills: A Study Identifying Indicators of Success in Library Media Programs." School Library Media Quarterly. Fall 1993.

Lance, Keith Curry. "The Impact of School Library Media Centers on Academic Achievement."  
<<http://www.ala.org/ala/aasl/aaslpubsandjournals/slmrb/editorschoiceb/infopower/selectlancehtml.htm>>.

Lance, Keith Curry. The Impact of School Library Media Centers on Academic Achievement. Castle Rock, CO: Hi Willow Research and Publishing, 1993.

Lance, Keith Curry. Library Research Service. <<http://www.lrs.org/>>.

"National School Library Statistics." <[http://www.lrs.org/asp\\_school/national.asp](http://www.lrs.org/asp_school/national.asp)>.

"School Library Impact Studies." <<http://www.lrs.org/impact.asp>>.

"School Libraries Work!" Scholastic Research Foundation Paper. 2004. Scholastic Library Publishing.  
<[http://www.scholastic.com/librarians/printables/slp\\_rfp\\_804.pdf](http://www.scholastic.com/librarians/printables/slp_rfp_804.pdf)> or  
<[http://www.scholasticlibrary.com/download/slw\\_04.pdf](http://www.scholasticlibrary.com/download/slw_04.pdf)>

Whelan, Debra Lau. "13,000 Kids Can't Be Wrong: A New Ohio Study Shows How School Libraries Help Students Learn." School Library Journal, February 2004. 46-50. <<http://www.schoollibraryjournal.com/>>

The White House Conference on School Libraries. The Laura Bush Foundation. June 4, 2002.

<[http://www.laurabushfoundation.org/release\\_060402.html](http://www.laurabushfoundation.org/release_060402.html)>.

## **School Library Media Program**

American Association of School Librarians [AASL]. <<http://www.ala.org/aasl>>.

Association for Educational Communications and Technology [AECT]. <<http://www.aect.org/Divisions/mt.asp>>.

Craver, Kathleen W. School Library Media Centers in the 21st Century: Changes and Challenges. Westport, CT: Greenwood Press, 1994.

Educational Media Association of New Jersey [EMAnj], Professional Development Committee. "What Do You Say When... Talking Points: Suggested Responses for Frequently Asked Questions." 2002. <<http://www.njasl.org/publications.htm>>.

Educational Media Association of New Jersey [EMAnj], New Jersey Library Association [NJLA] and State Library. "School/Public Library Joint Use Facility Standards." 2003. <<http://www.njasl.org/publications.htm>>.

Eisenberg, Michael B. and Robert E. Berkowitz. Curriculum Initiative: An Agenda & Strategy for Library Media Programs. Norwood, NJ: Ablex, 1988.

Eisenberg, Michael B. and Robert E. Berkowitz. "Big6 Skills Overview". <<http://www.big6.com/showarticle.php?id=16>>.

Eisenberg, Michael B. and Robert E. Berkowitz. "Lessons: Ideas on How to Implement the Big6 in Your Classroom". <<http://www.big6.com/showcategory.php?cid=19>>.

Eisenberg, Michael B. and Robert E. Berkowitz. Applying the Big6™ and Information Literacy Standards to Internet Research. <<http://www.big6.com/showcategory.php?cid=20>>.

Foundations for Effective School Library Media Programs. Ed., Ken Haycock. Englewood, CO: Libraries Unlimited, 1999.

Information Power: Building Partnerships for Learning. Chicago: American Library Association, 1998.  
Excerpts <[http://www.ala.org/aasl/ip\\_toc.html](http://www.ala.org/aasl/ip_toc.html)>.

Johnson, Doug. "Common Sense Economy." Library Media Connection. January 2005. 98-96.  
<<http://www.doug-johnson.com/>>.

Kuhlthau, Carol. Seeking Meaning: A Process Approach to Library and Information Services. 2<sup>nd</sup> Ed. Westport, CT: Libraries Unlimited, 2003.

Loertscher, David V. Reinvent Your School's Library in the Age of Technology: A Guide for Principals and Superintendents. San Jose, CA: Willow Publishing, 1998.

Loertscher, David V. Taxonomies of the School Library Program. Englewood, CO: Libraries Unlimited, 1988.

New Jersey Department of Education, New Jersey State Library. Guidelines for School Library Media Programs in New Jersey: A Planning Tool. Trenton, NJ: New Jersey Department of Education, New Jersey State Library, 1992.

A Planning Guide for Information Power: Building Partnerships for Learning. Chicago: AASL, 1999.

Valenza, Joyce Kasman. Power Tools: 100+ Essential Forms and Presentations for Your School Library Information Program. Chicago: American Library Association, 1998.

Valenza, Joyce K. Power Tools Recharged: 125+ Essential Forms and Presentations for Your School Library Information Program. Chicago: American Library Association, 2004.

The Virtual School Library: Gateways to the Information Superhighway. Englewood, CO: Libraries Unlimited, 1996.

Weisburg, Hilda K. and Ruth Toor. At Your Fingertips: 78 Ways to Improve Your Library Media Program. Berkeley Heights, NJ: Library Learning Resources, Inc., 1992.

## **Student Achievement**

Gardner, Howard. Intelligence Reframed: Multiple Intelligences for the 21<sup>st</sup> Century. NY: Basic Books, 1999.

Hamilton-Pennell, Christine, et al. "Dick and Jane Go to the Head of the Class." School Library Journal. April, 2000. 44-47. <<http://www.schoollibraryjournal.com/>>.

Lance, Keith Curry. "The Impact of School Library Media Centers on Academic Achievement." <<http://www.ala.org/ala/aasl/aaslpubsandjournals/slmb/editschoiceb/infopower/selectlancehtml.htm>>.

Lance, Keith Curry. The Impact of School Library Media Centers on Academic Achievement. Castle Rock, CO: Hi Willow Research and Publishing, 1993.

Lance, Keith Curry. Library Research Service. <<http://www.lrs.org/>>.

"National School Library Statistics." <[http://www.lrs.org/asp\\_school/national.asp](http://www.lrs.org/asp_school/national.asp)>.

"School Library Impact Studies." <<http://www.lrs.org/impact.asp>>.

Loertscher, David V. School Library Media Programs and Academic Achievement: A Bibliography and Availability List. <<http://www.davidvl.org/research.html>>.

Scott, Leslie and Jeffrey Owings. (2002) School Library Media Centers: Selected Results From the Education Longitudinal Study of 2002 (ELS:2002). (NCES 2005302). U.S. Dept. of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office. <<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005302>>.

Stripling, Barbara. "School Libraries: Catalysts for Authentic Learning." School Library Media Quarterly 25(2) 1997. 89-90.

## **Teaching/Rubrics**

Berkowitz, Bob. "Activate a Big6™ Tool to Improve Learning." <<http://www.big6.com/showarticle.php?id=238>>.  
"Comparison of Information Skills Process Models." <<http://big6.com/showarticle.php?id=87>>.

Bloom's Taxonomy. <<http://www.officeport.com/edu/bloomq.htm>>.

Educational Technology Department at San Diego State University. "WebQuests." <<http://webquest.sdsu.edu/>>.

High Plains Regional Technology in Education Consortium. <<http://www.4teachers.org/>>.

"Project Based Learning." <<http://pblchecklist.4teachers.org/>>.

High School Hub (with link to Middle School Hub). <<http://highschoolhub.org/hub/hub.cfm>>.

Internet School Library Media Center's Index to Internet Sites. <<http://falcon.jmu.edu/~ramseyil/index.html>>.

Kids Click! Kids Research - Web Search for Kids by Librarians. <<http://www.kidsclick.org>>.

Lesson Plan Formats. <[http://edweb.sdsu.edu/Courses/EDTEC470/sections/F02-10/lesson\\_planning.htm](http://edweb.sdsu.edu/Courses/EDTEC470/sections/F02-10/lesson_planning.htm)>.

Lesson Plan Template. NJPEP: Virtual Academy, NJ Department of Education.  
<[http://www.njpep.org/standards/revised\\_standards/ClassroomActivityTemplate\\_Oct\\_02.doc](http://www.njpep.org/standards/revised_standards/ClassroomActivityTemplate_Oct_02.doc)>.

Lesson Planning Resources. <<http://www.huntington.edu/education/lessonplanning/>>.

MCREL, Mid-continent Research for Education and Learning. <<http://www.mcrel.org/>>.

NJAC 6A:9-3.3 Professional Standards for Teachers. New Jersey Department of Education. <  
<[www.nj.gov/njded/profdev/profstand/standards.pdf](http://www.nj.gov/njded/profdev/profstand/standards.pdf)>.

November, Alan C. "The Web—Teaching Zack to Think." Principal Magazine. June, 1998. <<http://www.anovember.com/>>  
<<http://www.anovember.com/articles/zack.html>>

PBS TeacherSource. <<http://www.pbs.org/teachersource/>>.

Pritzel, Amy. "What Do They Really Need to Know: Adventures in Curriculum Writing." Book Report.  
March/April, 2000. 30-33.

Schrock, Kathy. "Kathy Schrock's Guide for Educators." <<http://school.discovery.com/schrockguide/index.html>>.  
"Assessment and Rubrics." <<http://school.discovery.com/schrockguide/assess.html>>.

Stripling, Barbara K. and Judy M. Pitts. Brainstorms and Blueprints: Teaching Library Research as a Thinking Process.  
Englewood, CO: Libraries Unlimited, 1988.

Stripling, Barbara K. and Sandra Hughes-Hassell, Ed. Curriculum Connections through the Library. Westport, CT: Libraries  
Unlimited, 2003.

Toor, Ruth and Hilda K. Weisburg. Reasons, Roles and Realities: A Hands-on Seminar in Resource Based Instruction.  
Berkeley Heights, NJ: Library Learning Resources, Inc., 1986.

Valenza, Joyce Kasman. "The Neverending Search." <<http://joycevalenza.com/>>.

"Web Explorer." The New York Times. <<http://www.nytimes.com/learning/students/explorer/index.html>>.

Weisburg, Hilda K. and Ruth Toor. Learning, Linking, & Critical Thinking. Berkeley Heights, NJ: Library Learning  
Resources, Inc., 1994.

Yucht, Alice. Flip It! An Information Skills Strategy for Student Researchers. Worthington, OH: Linworth Pub.,  
1997. <<http://www.aliceinfo.org/>>.

## **Writing**

OWL - Online Writing Lab. <<http://owl.english.purdue.edu/>>.

Paradigm - Online Writing Assistant. <<http://www.powa.org/>>.



## Grade Pre-K Student Objectives

### **Orientation**

- Use the media specialist as a teacher and resource person.
  - Storyteller (E)
  - Literature consultant (E)
  - Reference source (E)
  - Research consultant (E)
  - Selector/Purchaser (E)
  - Technology consultant (E)
- Demonstrate appropriate media center behavior (T)
- Use circulation procedures efficiently and effectively. (T)
- Demonstrate care of materials (T)
- Identify, locate, select, and /or access materials.
  - Easy/Picture books (E)

### **Books**

- Identify, locate, and use parts of a book.
  - Cover/Dust jacket (E)
  - Title (E)
  - Author(s) (E)
  - Illustrator(s) (E)
  - Spine (E)
  - Spine label (E)
  - Text (E)
  - Illustrations (E)
- Understand that fiction and/or nonfiction books can be used for recreational reading.(E)

**Key:**

E =: Expose

T = Teach

M = Maintain & Apply

## Grade K Student Objectives

### **Orientation**

- Use the media specialist as a teacher and resource person.
  - Storyteller (E)
  - Literature consultant (E)
  - Reference source (E)
  - Research consultant (E)
  - Selector/Purchaser (E)
  - Technology consultant (E)
- Demonstrate appropriate media center behavior (T)
- Use circulation procedures efficiently and effectively. (T)
- Demonstrate care of materials (T)
- Identify, locate, select, and /or access materials.
  - Easy/Picture books (T)
  - Nonfiction (E)

### **Books**

- Identify, locate, and use parts of a book.
  - Cover/Dust jacket (T)
  - Title (T)
  - Author(s) (T)
  - Illustrator(s) (T)
  - Spine (T)
  - Spine label (T)
  - Title page/half title page (E)
  - Text (E)
  - Illustrations (T)
- Understand that fiction and nonfiction books can be used as resources for research and class assignments (E)
- Understand that fiction and/or nonfiction books can be used for recreational reading.(E)

### **Technological Resources**

- Understand and utilize the Internet/WWW (E)
  - Information evaluation (E)
  - Hyperlinks (E)

### **Nonreference/Circulating Collections**

- Identify, locate, select, and utilize materials by classification
  - Easy/Picture books
    - Author's style (E)
    - Illustrator's style (E)
    - Caldecott Medals/other medals (E)
  - Nonfiction books
    - Dewey Decimal Classification System (E)



## Grade 1 Student Objectives

### **Orientation**

- Use the media specialist as a teacher and resource person.
  - Storyteller (T)
  - Literature consultant (T)
  - Reference source (T)
  - Research consultant (T)
  - Selector/Purchaser (T)
  - Technology consultant (T)
- Demonstrate appropriate media center behavior (T)
- Use circulation procedures efficiently and effectively. (T)
- Demonstrate care of materials (T)
- Identify, locate, select, and /or access materials.
  - Easy/Picture books (T)
  - Fiction (T)
  - Nonfiction (T)
  - Biography (E)
  - Magazines/Newspapers (E)
  - Computer stations (E)

### **Books**

- Identify, locate, and use parts of a book.
  - Cover/Dust jacket (T)
  - Title (T)
  - Author(s) (T)
  - Illustrator(s) (T)
  - Spine (T)
  - Spine label (T)
  - Title page/half title page (E)
  - Publisher (E)
  - Place of publication (E)
  - Copyright date (E)
  - Text (E)
  - Illustrations (T)
  - Captions (E)
  - Index (E)
  - Glossary (E)
- Understand that fiction and nonfiction books can be used as resources for research and class assignments (T)
- Understand that fiction and/or nonfiction books can be used for recreational reading.(T)

### **Technological Resources**

- Understand and utilize the Internet/WWW (E)
  - Information evaluation (E)
  - Hyperlinks (E)

## Grade 1 Student Objectives – con't

### **Nonreference/Circulating Collections**

- Identify, locate, select, and utilize materials by classification

Easy/Picture books

- Author's style (E)
- Illustrator's style (E)
- Caldecott Medals/other medals (T)

Fiction/Storybooks

- Author's style (E)

Nonfiction books

- Dewey Decimal Classification System (T)
- Information evaluation (E)

Magazines/Newspapers (E)

## Grade 2 Student Objectives

### Orientation

- Use the media specialist as a teacher and resource person.
  - Storyteller (T)
  - Literature consultant (T)
  - Reference source (T)
  - Research consultant (T)
  - Selector/Purchaser (T)
  - Technology consultant (T)
- Demonstrate appropriate media center behavior (T)
- Use circulation procedures efficiently and effectively. (M)
- Demonstrate care of materials (M)
- Identify, locate, select, and /or access materials.
  - Easy/Picture books (M)
  - Fiction (T)
  - Nonfiction (T)
  - Biography (E)
  - Magazines/Newspapers (E)
  - Reference (print and non-print) (T)
  - Computer stations (T)

### Books

- Identify, locate, and use parts of a book.
  - Cover/Dust jacket (M)
  - Title (M)
  - Author(s) (M)
  - Illustrator(s) (M)
  - Spine (M)
  - Spine label (T)
  - Title page/half title page (T)
  - Publisher (E)
  - Place of publication (E)
  - Copyright date (E)
  - Table of contents (T)
  - Text (T)
  - Illustrations (T)
  - Captions (T)
  - Index (T)
  - Glossary (T)
- Understand that fiction and nonfiction books can be used as resources for research and class assignments (T)
- Understand that fiction and/or nonfiction books can be used for recreational reading.(T)

## Grade 2 Student Objectives – con't

### **Technological Resources**

- Understand and use the Online Public Access Catalog (OPAC) operations
  - Basic search
    - By subject/keyword (T)
    - By title (T)
    - By author (T)
  - Identification of elements library record such as subject, author, title, call number, annotations, imprint (publisher, place of publication, copyright date) (T)
  - Selection of record (T)
- Understand and utilize the Internet/WWW (E)
  - Information evaluation (E)
  - Hyperlinks (E)

### **Nonreference/Circulating Collections**

- Identify, locate, select, and utilize materials by classification
  - Easy/Picture books
    - Author's style (E)
    - Illustrator's style (E)
    - Caldecott Medals/other medals (T)
  - Fiction/Storybooks
    - Author's style (E)
    - Genre (T)
  - Nonfiction books
    - Dewey Decimal Classification System (T)
    - Information evaluation (T)
  - Magazines/Newspapers (E)

### **Reference Collections**

- Identify, locate, select, and utilize reference materials
  - The Internet/ World Wide Web
    - Netiquette (E)
    - Technical skills (E)
    - Search strategies (E)
    - Information evaluation (E)
- Identify, locate, select, and utilize print reference materials
  - Dictionaries (E)
  - Almanacs (E)
  - Atlases (E)
  - Encyclopedias (E)
  - Collective biographies (E)

## Grade 3 Student Objectives

### **Orientation**

- Use the media specialist as a teacher and resource person.
  - Storyteller (T)
  - Literature consultant (T)
  - Reference source (T)
  - Research consultant (T)
  - Selector/Purchaser (T)
  - Technology consultant (T)
- Demonstrate appropriate media center behavior (T)
- Use circulation procedures efficiently and effectively. (M)
- Demonstrate care of materials (M)
- Identify, locate, select, and /or access materials.
  - Easy/Picture books (M)
  - Fiction (T)
  - Nonfiction (T)
  - Biography (T)
  - Magazines/Newspapers (T)
  - Reference (print and non-print) (T)
  - Computer stations (T)

### **Books**

- Identify, locate, and use parts of a book.
  - Cover/Dust jacket (M)
  - Title (M)
  - Author(s) (M)
  - Illustrator(s) (M)
  - Spine (M)
  - Spine label (M)
  - Title page/half title page (T)
  - Publisher (E)
  - Place of publication (E)
  - Copyright date (E)
  - Table of contents (T)
  - Text (T)
  - Illustrations (M)
  - Captions (T)
  - Index (T)
  - Glossary (T)
- Understand that fiction and nonfiction books can be used as resources for research and class assignments (M)
- Understand that fiction and/or nonfiction books can be used for recreational reading.(T)
- Understand that all libraries provide a diverse collection of information presenting many viewpoints. (E)

### **Technological Resources**

- Understand and cue computer applications such as databases and on-line encyclopedias (E)

## Grade 3 Student Objectives- con't

Information evaluation (E)

Hyperlinks (E)

- Understand and use the Online Public Access Catalog (OPAC) operations
  - Basic search
    - By subject/keyword (T)
    - By title (T)
    - By author (T)
  - Identification of elements library record such as subject, author, title, call number, annotations, imprint (publisher, place of publication, copyright date) (T)
  - Selection of record (T)
- Understand and utilize the Internet/WWW (T)
  - Information evaluation (E)
  - Hyperlinks (E)

### **Nonreference/Circulating Collections**

- Identify, locate, select, and utilize materials by classification
  - Easy/Picture books
    - Author's style (E)
    - Illustrator's style (E)
    - Caldecott Medals/other medals (T)
  - Fiction/Storybooks
    - Author's style (T)
    - Genre (T)
  - Nonfiction books
    - Dewey Decimal Classification System (T)
    - Information evaluation (T)
  - Magazines/Newspapers (T)

### **Reference Collections**

- Identify, locate, select, and utilize reference materials
  - The Internet/ World Wide Web
    - Netiquette (E)
    - Technical skills (E)
    - Search strategies (E)
    - Information evaluation (E)
  - Online databases
    - Technical skills (E)
    - Search strategies (E)
    - Information evaluation (E)
- Identify, locate, select, and utilize print reference materials
  - Dictionaries (M)
  - Almanacs (E)
  - Atlases (E)
  - Encyclopedias (T)
  - Collective biographies (E)

## Grade 4 Student Objectives

### Orientation

- Use the media specialist as a teacher and resource person.
  - Storyteller (T)
  - Literature consultant (T)
  - Reference source (T)
  - Research consultant (T)
  - Selector/Purchaser (T)
  - Technology consultant (T)
- Demonstrate appropriate media center behavior (T)
- Use circulation procedures efficiently and effectively. (M)
- Demonstrate care of materials (M)
- Identify, locate, select, and /or access materials.
  - Easy/Picture books (M)
  - Fiction (M)
  - Nonfiction (T)
  - Biography (T)
  - Magazines/Newspapers (M)
  - Reference (print and non-print) (T)
  - Computer stations (M)

### Books

- Identify, locate, and use parts of a book.
  - Cover/Dust jacket (M)
  - Title (M)
  - Author(s) (M)
  - Illustrator(s) (M)
  - Spine (M)
  - Spine label (M)
  - Title page/half title page (M)
  - Publisher (T)
  - Place of publication (T)
  - Copyright date (T)
  - Table of contents (M)
  - Text (T)
  - Illustrations (M)
  - Captions (T)
  - Index (T)
  - Glossary (T)
  - Appendix (E)
  - Bibliography (E)
  
- Understand that fiction and nonfiction books can be used as resources for research and class assignments (M)
- Understand that fiction and/or nonfiction books can be used for recreational reading.(T)
- Understand that all libraries provide a diverse collection of information presenting many viewpoints. (T)

### Technological Resources

- Understand and cue computer applications such as databases and on-line encyclopedias (T)

## Grade 4 Student Objectives- con't

Information evaluation (T)

Hyperlinks (T)

- Understand and use the Online Public Access Catalog (OPAC) operations

Basic search

- By subject/keyword (T)
- By title (T)
- By author (T)

Identification of elements library record such as subject, author, title, call number, annotations, imprint (publisher, place of publication, copyright date) (T)

Selection of record (T)

- Understand and utilize the Internet/WWW (T)

Information evaluation (E)

Hyperlinks (T)

### **Nonreference/Circulating Collections**

- Identify, locate, select, and utilize materials by classification

Easy/Picture books

- Author's style (E)
- Illustrator's style (E)
- Caldecott Medals/other medals (M)

Fiction/Storybooks

- Author's style (T)
- Genre (T)
- Newberry Medals/other medals (E)

Nonfiction books

- Dewey Decimal Classification System (M)
- Information evaluation (T)

Magazines/Newspapers (T)

### **Reference Collections**

- Identify, locate, select, and utilize reference materials

The Internet/ World Wide Web

- Netiquette (E)
- Technical skills (E)
- Search strategies (E)
- Information evaluation (E)

Online databases

- Technical skills (E)
- Search strategies (E)
- Information evaluation (E)

- Identify, locate, select, and utilize print reference materials

Dictionaries (M)

Almanacs (E)

Atlases (E)

Encyclopedias (M)



## Grade 5 Student Objectives

### Orientation

- Use the media specialist as a teacher and resource person.
  - Storyteller (T)
  - Literature consultant (T)
  - Reference source (T)
  - Research consultant (T)
  - Selector/Purchaser (T)
  - Technology consultant (T)
- Demonstrate appropriate media center behavior (T)
- Use circulation procedures efficiently and effectively. (M)
- Demonstrate care of materials (M)
- Identify, locate, select, and /or access materials.
  - Easy/Picture books (M)
  - Fiction (M)
  - Nonfiction (M)
  - Biography (M)
  - Magazines/Newspapers (M)
  - Reference (print and non-print) (T)
  - Computer stations (M)

### Books

- Identify, locate, and use parts of a book.
  - Cover/Dust jacket (M)
  - Title (M)
  - Author(s) (M)
  - Illustrator(s) (M)
  - Spine (M)
  - Spine label (M)
  - Title page/half title page (M)
  - Publisher (T)
  - Place of publication (T)
  - Copyright date (T)
  - Table of contents (M)
  - Text (T)
  - Illustrations (M)
  - Captions (T)
  - Index (T)
  - Glossary (T)
  - Appendix (E)
  - Bibliography (E)
  
- Understand that fiction and nonfiction books can be used as resources for research and class assignments (M)
- Understand that fiction and/or nonfiction books can be used for recreational reading.(T)
- Understand that all libraries provide a diverse collection of information presenting many viewpoints. (T)

### Technological Resources

- Understand and cue computer applications such as databases and on-line encyclopedias (T)

## Grade 5 Student Objectives-con't

Information evaluation (T)

Hyperlinks (T)

- Understand and use the Online Public Access Catalog (OPAC) operations

Basic search

- By subject/keyword (M)
- By title (M)
- By author (M)

Identification of elements library record such as subject, author, title, call number, annotations, imprint (publisher, place of publication, copyright date) (M)

Selection of record (M)

- Understand and utilize the Internet/WWW (T)

Information evaluation (T)

Hyperlinks (T)

### **Nonreference/Circulating Collections**

- Identify, locate, select, and utilize materials by classification

Easy/Picture books

- Author's style (E)
- Illustrator's style (E)
- Caldecott Medals/other medals (M)

Fiction/Storybooks

- Author's style (T)
- Genre (T)
- Newberry Medals/other medals (E)

Nonfiction books

- Dewey Decimal Classification System (M)
- Information evaluation (T)

Magazines/Newspapers (M)

### **Reference Collections**

- Identify, locate, select, and utilize reference materials

The Internet/ World Wide Web

- Netiquette (E)
- Technical skills (E)
- Search strategies (E)
- Information evaluation (E)

Online databases

- Technical skills (E)
- Search strategies (E)
- Information evaluation (E)

- Identify, locate, select, and utilize print reference materials

Dictionaries (M)

Almanacs (E)

Atlases (E)

Encyclopedias (M)

Collective biographies (E)

**Bibliographic Citation**

Apply district guideline for bibliographic citations (T)

## Grades 6-8 Student Objectives

### Orientation

- Use the media specialist as a teacher and resource person.
  - Storyteller (M)
  - Literature consultant (M)
  - Reference source (M)
  - Research consultant (M)
  - Selector/Purchaser (M)
  - Technology consultant (M)
- Demonstrate appropriate media center behavior (M)
- Use circulation procedures efficiently and effectively (M)
- Demonstrate care of materials (M)
- Identify, locate, select, and /or access materials.
  - Easy/Picture books (M)
  - Fiction (M)
  - Nonfiction (M)
  - Biography (M)
  - Magazines/Newspapers (M)
  - Reference (print and non-print) (M)
  - Computer stations (M)

### Books

- Identify, locate, and use parts of a book.
  - Cover/Dust jacket (M)
  - Title (M)
  - Author(s) (M)
  - Illustrator(s) (M)
  - Spine (M)
  - Spine label (M)
  - Title page/half title page (M)
  - Publisher (M)
  - Place of publication (M)
  - Copyright date (M)
  - Table of contents (M)
  - Text (T)
  - Illustrations (M)
  - Captions (M)
  - Index (T)
  - Glossary (M)
  - Appendix (E)
  - Bibliography (E)
- Understand that fiction and nonfiction books can be used as resources for research and class assignments. (M)
- Understand that fiction and/or nonfiction books can be used for recreational reading. (M)
- Understand that all libraries provide a diverse collection of information presenting many viewpoints. (M)

### Technological Resources

- Understand and cue computer applications such as databases and on-line encyclopedias (T)

## **Grades 6-8 Student Objectives-con't**

Information evaluation (T)

Hyperlinks (T)

- Understand and use the Online Public Access Catalog (OPAC) operations

Basic search

- By subject/keyword (M)
- By title (M)
- By author (M)

Identification of elements library record such as subject, author, title, call number, annotations, imprint (publisher, place of publication, copyright date) (M)

Selection of record (M)

- Understand and utilize the Internet/WWW (M)

Information evaluation (M)

Hyperlinks (M)

### **Nonreference/Circulating Collections**

- Identify, locate, select, and utilize materials by classification

Easy/Picture books

- Author's style (M)
- Illustrator's style (M)

Fiction/Storybooks

- Author's style (M)
- Genre (M)
- Newberry Medals/other medals (E)

Nonfiction books

- Dewey Decimal Classification System (M)
- Information evaluation (M)

Magazines/Newspapers (M)

### **Reference Collections**

- Identify, locate, select, and utilize reference materials

The Internet/ World Wide Web

- Netiquette (M)
- Technical skills (M)
- Search strategies (M)
- Information evaluation (M)

Online databases

- Technical skills (M)
- Search strategies (T)
- Information evaluation (T)

- Identify, locate, select, and utilize print reference materials

Dictionaries (M)

Almanacs (E)

Atlases (E)

Encyclopedias (M)

Collective biographies (E)

Indices (E)

**Bibliographic Citation**

Apply district guideline for bibliographic citations (M)- Modern Language Association (MLA) citations

## Works Cited

“AASL Position Statements.” 2007. American Library Association. 21 June 2007. <<http://www.ala.org/aasl/positions>>.

“Access to Resources and Services in the School Library Media Program: An Interpretation of the Library Bill of Rights.” 2007. American Library Association. 21 June 2007<[http://www.ala.org/aasl/positions/ps\\_billofrights.html](http://www.ala.org/aasl/positions/ps_billofrights.html)>.

“Copy and Fair Use Guidelines.” 2007. <http://techlearning.com>. 21 June 2007.

Crow, Sherry. Information Literacy: A Guide for the Library Media Specialist. Marion, IL: Pieces of Learning, 2005.

Information Power: Building Partnerships for Learning. Chicago: American Library Association, [AASL/AECT], 1998.

Information Power: Guidelines for School Library Media Programs. Chicago: American Library Association, [AASL/AECT], 1998.

New Jersey Core Curriculum Content Standards. 2006. New Jersey Department of Education. 21 June 2007. <<http://www.state.nj.us/njded/cccs/index.html>>.

New Jersey Curriculum Frameworks. 2006. New Jersey Department of Education. 21 June 2007. <<http://www.state.nj.us/njded/frameworks/index.html>>.

School Library Media Program: Catalyst for Efficient Implementation of Core Curriculum Content Standards K-12. 2007. New Jersey Association of School Librarians. 21 June 2007. <<http://www.njasl.org/Publications.htm>>.

Weisburg, Hilda K. and Ruth Toor. Learning, Linking & Critical Thinking: Information Strategies for the K-12 Library Media Curriculum. Berkeley Heights, NJ: Library Learning Resources, Inc., 1994.