



# Library Media Curriculum Overview

March 2015

## Grades K-5

Alignment to Standards

Literature Appreciation and Explicitly Taught Skills

Library Media Classes

Scope and Sequence

Unit Highlights

# Alignment to Standards

## ➤ American Association of School Librarians Standards for the 21<sup>st</sup> Century

- Learners use skills, resources, and tools to:
  - Inquire, think critically, and gain knowledge
  - Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge
  - Share knowledge and participate ethically and productively as members of our democratic society
  - Pursue personal and aesthetic growth

## ➤ Link to the Standards

- <http://www.ala.org/aasl/standards-guidelines/learning-standards>

## ➤ Common Core State Standards for English Language Arts

- AASL Standards for the 21st-Century Learner and the Common Core State Standards align
- Link to the Crosswalks by Grade Level
  - <http://www.ala.org/aasl/standards-guidelines/crosswalk>

# Literature Appreciation and Explicitly Taught Skills

## **Kindergarten**

Recognize and follow the rules of the library media center  
Locate the picture book section of the library  
Select a book  
Understand proper book care procedures  
Return books following library policy  
Utilize the media specialist as a teacher & resource person  
Appropriate Media Center behavior  
Utilize circulation procedures efficiently  
Care of material  
Identify, locate, select & access easy/picture books  
Exposure to title, author, illustrator, cover, spine, spine label, and Title page  
Distinguish between fiction and nonfiction  
Describe what you can do on the Internet  
Explain the rules that need to be followed to stay safe online  
Accessing websites  
Creating usernames  
Exploring the Internet  
Interviewing  
Define the Internet  
Identify people they connect with online

## **First Grade**

Utilize circulation procedures efficiently  
Care of material  
Follow directions  
Utilize the media specialist as a teacher & resource person  
Define & locate cover, spine, and spine label  
Identify & locate title, author & illustrator  
Identify & locate title page, verso page  
Identify & locate publisher, copyright date  
Define & locate table of contents, text, index, and glossary  
Understand fiction & nonfiction  
Read for pleasure & information  
Identify, locate, select & access easy/picture books  
Recognize when a site is not appropriate for them  
Accessing websites  
Creating usernames  
Exploring the Internet  
Interviewing  
Creating passwords  
Analyzing and evaluating passwords  
Navigate a website  
Print a picture from the Internet  
Recognize when a site is trying to sell you something  
Identify different methods being used to sell products

# Literature Appreciation and Explicitly Taught Skills

## Second Grade

Utilize the media specialist as a teacher & resource person  
Appropriate Media Center behavior  
Utilize circulation procedures efficiently  
Understand & utilize Destiny  
Assessment of search results  
Identify, locate, select & access fiction books  
Identify & locate cover, spine  
Identify & locate spine label, title page, verso page  
Identify & locate title, author & illustrator  
Identify & locate publisher, place of publication, copyright date  
Understand fiction and nonfiction  
Identify, locate, and utilize Destiny and book search strategies  
Identify, locate, select & access easy/picture books  
Practice writing respectful emails  
Recognize that information they post online leaves a digital footprint  
Identify what is appropriate to post online  
Identify & locate table of contents, text, illustrations, captions, index, glossary, bibliography  
Identify, locate, select & access nonfiction books  
Practice identifying and using keywords  
Explore different features of a website  
Evaluate a website

## Third Grade

Utilize the media specialist as a teacher & resource person  
Appropriate Media Center behavior  
Understand and utilize online databases, Internet, BCCLS  
Understand & utilize the Online Public Access Catalog (Destiny)  
Decimal Classification System  
Explain how emails are sent and received  
Differentiate between private and personal information  
Recognize what information is optional  
Analyze the risk of providing certain information  
Recognize what information is private  
Identify which sites are secure for sharing private information  
Differentiate between strong and weak passwords  
Describe what makes a password strong  
Create strong passwords  
Identify proper online behavior  
Create rules for respectful and responsible online behavior for the class  
Discover what is safe to share with online-only friends  
Distinguish between in-person friends and online-only friends  
Identify plagiarism  
Explain the consequences of plagiarizing  
Determine when and how it is acceptable to use other's work  
Apply district guidelines for bibliographic citations  
Identify, locate, select, and utilize print dictionaries/thesaurus  
Identify, locate, select, and utilize print atlases and indexes

# Literature Appreciation and Explicitly Taught Skills

## Fourth Grade

Differentiate between private and personal information  
Identify which sites are secure for sharing private information  
Create a strategy for dealing with cyber bullies  
Analyze different methods of dealing with spam  
Describe how photos can be altered  
Analyze how altered photos can affect us  
Identify plagiarism  
Explain the consequences of plagiarizing  
Develop and refine a range of questions to frame the search for new understanding.  
Find, evaluate, and select appropriate sources to answer questions  
Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context  
Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts  
Respect copyright/ intellectual property rights of creators and producers  
Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess  
Create MLA citation for online source  
Identify what keywords to use to get the result you want  
Compare results of searches using different keywords  
Infer that more accurate keywords get better results

## Fifth Grade

Differentiate between private and personal information  
Recognize what information is optional  
Analyze the risk of providing certain information  
Identify plagiarism  
Explain the consequences of plagiarizing  
Determine when and how it is acceptable to use other's work  
Develop and refine a range of questions to frame the search for new understanding  
Find, evaluate, and select appropriate sources to answer questions  
Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context  
Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts  
Demonstrate confidence and self-direction by making independent choices in the selection of resources and information  
Respect copyright/ intellectual property rights of creators and producers  
Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary  
Interpret MLA citation for an online source  
Create MLA citation for online source  
Identify what keywords to use to get the result you want  
Compare results of searches using different keywords  
Infer that more accurate keywords get better results

# Literature Appreciation and Explicitly Taught Skills

## **Sixth Grade**

How to search and locate library books and materials  
How to search and locate eBooks  
How to use the Online Circulation Catalog  
How to find citation makers and citation help  
How to obtain a public library card  
How to search and research on the Franklin Lakes Public Library databases  
How to "order" a book from another library in the BCCLS network of libraries  
Determine the nature and extent of the information needed  
Access needed information effectively and efficiently  
Evaluate information and its sources critically  
Individually or as a member of a group, use information effectively to accomplish a specific purpose  
Pursue information for personal and aesthetic growth  
Understand the legal and social issues surrounding the use of information, and access and use information ethically and legally  
Works cited styles: MLA for all subjects; APA in 8th grade science  
Use EasyBib to create MLA citations  
Intellectual property rights  
Internet Safety & "Netiquette"

## **Seventh Grade**

Determine the nature and extent of the information needed  
Access needed information effectively and efficiently  
Pursue information for personal and aesthetic growth  
Understand the legal and social issues surrounding the use of information, and access and use information ethically and legally  
Works cited page – styles of (MLA, APA, etc.)  
Reasons for citation: attributing (giving credit) for source material, allowing reader to do advance research/reading, quality sources add power to argument  
Citing sources other than books: websites, emails, YouTube videos, etc.  
Difficulty in citing webpages  
Citation of pictures – especially from the Internet (do not use Google URL)  
Media as mass communication  
Examples of media  
Media Consumers vs. Media Producers  
Critically evaluate how media messages influence and persuade (Center for Media Literacy)  
Visual techniques used in persuasion - still photography, moving images (film/video), persuasive techniques in advertising, misleading presentation of data  
Graphic Literacy - how graphic techniques (ads, webpages, magazines, blogs, etc) use visual persuasion  
Internet Safety & "Netiquette"

# Literature Appreciation and Explicitly Taught Skills

## **Eighth Grade**

Determine the nature and extent of the information needed  
Access needed information effectively and efficiently  
Evaluate information and its sources critically  
Individually or as a member of a group, use information effectively to accomplish a specific purpose  
Pursue information for personal and aesthetic growth  
Understand the legal and social issues surrounding the use of information, and access and use information ethically and legally  
Works cited page – styles of (MLA, APA, etc.)  
Reasons for citation: attributing (giving credit) for source material, allowing reader to do advance research/reading, quality sources add power to argument  
Review author, title, publisher, place of publication, date of publication  
Use EasyBib to create MLA citations – how to export to Word  
Use BibMe to create APA citation on Science lab reports  
Citing sources other than books: websites, emails, YouTube videos, etc.  
Difficulty in citing webpages  
Citation of pictures – especially from the Internet (do not use Google URL)  
Media as mass communication  
Examples of media  
Media Consumers vs. Media Producers  
Critically evaluate how media messages influence and persuade

(Center for Media Literacy)

Visual techniques used in persuasion - still photography, moving images (film/video), persuasive techniques in advertising, misleading presentation of data  
Graphic Literacy - how graphic techniques (ads, webpages, magazines, blogs, etc) use visual persuasion  
Photographic Truth – manipulation of images  
Understanding the importance of Global Literacy  
Creation of PSAs  
Internet Safety & "Netiquette"

# Library Media Classes

## Elementary School

- Once per week
- 40 minutes
- Taught by Library Media Specialist
- Library as Resource Center
- Library Media Specialist as Classroom Support

## Middle School

- Library as Resource Center
- Library Media Specialist as Classroom Support
- Teaming with Content Area Teachers at Each Grade Level
- Co-taught Lessons by Library Media Specialist and Classroom Teacher



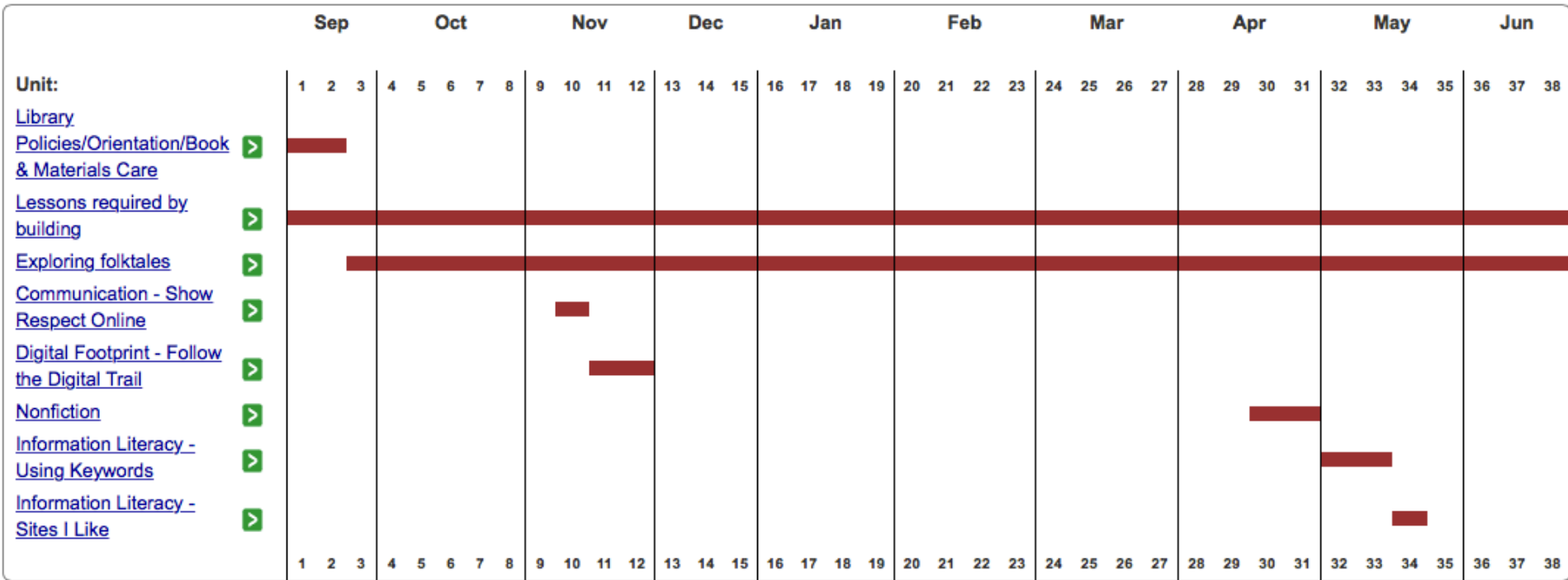
# Scope and Sequence - Kindergarten

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# Scope and Sequence – First Grade

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# Scope and Sequence – Second Grade



# Scope and Sequence – Third Grade

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# Scope and Sequence – Sixth Grade

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# Scope and Sequence – Seventh Grade

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<b>Unit:</b>	1 2 3	4 5 6 7 8	9 10 11 12	13 14 15	16 17 18 19	20 21 22 23	24 25 26 27	28 29 30 31	32 33 34 35	36 37 38
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<a href="#">Internet Safety &amp; "Netiquette"</a>										
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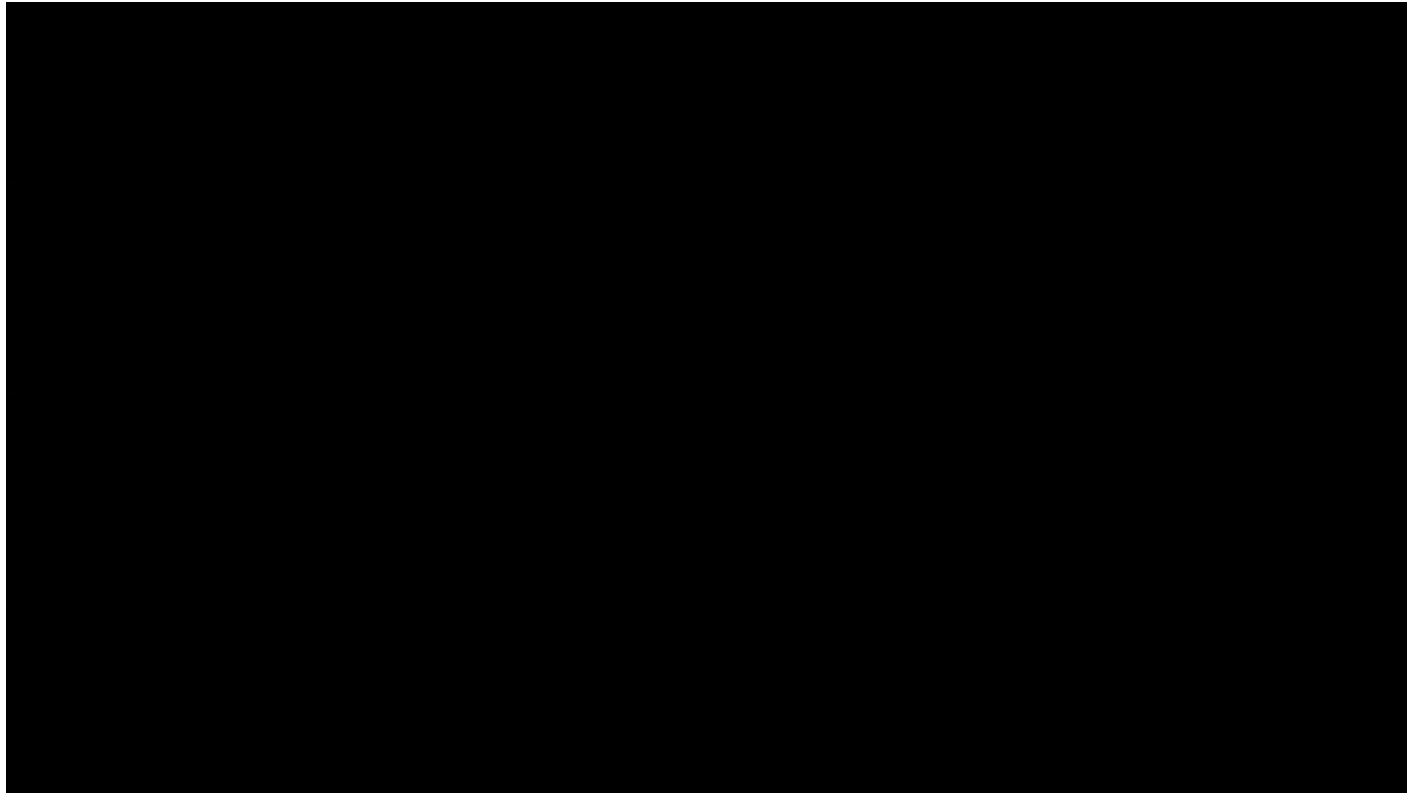


# Highlighting a Unit – Primary Grade

- Unit Overview: By taking a virtual field trip, students experience the power of the Internet to take them to places they might not be able to visit in person. They learn that they should follow safety rules when they travel online, just as when traveling in the real world
- Warm Up: Invite children to share some of the rules they follow when they travel in person. Encourage students to think about field trips they may have taken with their class. If they have limited experience with field trips, have them think about outings they have taken with their families, and the rules they learned on those trips from their parents or other trusted adults.
- Preview Activity: Explain to students that another way to visit interesting places all over the world is by going on the Internet. Ask students to suggest what kinds of places they might be able to visit online, and encourage all responses.

# Highlighting a Unit – Primary Grade

➔ Video and Discussion: My Online Neighborhood



# Highlighting a Unit – Primary Grade

- Visit: Choose one of the following websites to explore as a class. You may project the site onto a screen, or group students around a computer.
  - Destination Modern Art: This interactive, kid-directed site from New York’s Museum of Modern Art takes children on a virtual tour of the museum, its artwork, and the artists.
  - The San Diego Zoo: This website includes galleries of animal photographs, slide shows, and live “animal cams” of the residents of the San Diego Zoo in San Diego, California.

# Highlighting a Unit – Primary Grade

- Wrap Up: Encourage students to think of one of the things they liked best on the website they visited. Have them draw a picture of that thing. Then help students write down the name of their favorite thing.

Draw a picture on the screen below of your favorite place online.

I went to \_\_\_\_\_

I saw \_\_\_\_\_



**I followed these safety rules:**

- Always ask your parent or teacher first
- Only talk to people you know
- Stick to places that are just right for you

# Highlighting a Unit – Upper Elementary Grade

- Unit Overview: The amount of information available to our learners necessitates that each individual acquire the skills to select, evaluate, and use information appropriately and effectively.
- Warm Up:
  - Have students go to the All About Explorers site and click on Treasure Hunts <http://allaboutexplorers.com/hunts/>
  - Assign each pair of students to an explorer
  - Students will visit both links to answer the questions on the page
  - When finished, discuss what students discovered
  - Students should have realized that one of the sites had fictitious information and not all websites can be trusted

# Highlighting a Unit – Upper Elementary Grade

- Activities and Assessment:
  - Students will be learning how to evaluate a website
  - Common Sense Media Lesson: Whose Is It Anyway? – Plagiarism
  - Students select a topic to research
  - Find at least three different sources: at least one print and one online
  - Subtopic: A good subtopic answers: What do I want to know about my topic?
  - Common Sense Media Lesson: How to Cite a Site
  - Go to [easybib.com](http://easybib.com) and show how to enter print and non-print sources
  - Students continue working with their partners to research their topic
  - Students continue adding to their bibliography
- Students begin creating their powerpoints
- Students continue adding to their bibliography
- Teach Bibliography page formatting
- Students finish working on their powerpoints
- Students finish their bibliography

# Highlighting a Unit – Middle School

➤ 7<sup>th</sup> Grade Mythology Unit in ELA Classes

➤ Objectives:

- Expose students to mythology and elements of myth
- Compare mythology to other genres
- Compare themes across genres
- Compare authors' claims across genres
- Interdisciplinary critical thinking
- Answer PARCC type OER



# Highlighting a Unit – Middle School

## ➤ Activities and Assessment:

- *Lesson 1: Comparing Common Themes Across Genres*
- Prior to Lesson: Students read cloning article and answer guided reading questions for homework
- Pick one computer to use for each partner pair. Log onto Goggle Docs and find Graphic organizer.
- Station Activity:
  - Icarus and Daedalus
  - Cloning
  - Fracking Video
- Closure: A copy of your class's chart will be on ASPEN tonight. Please upload it to your LA folder and highlight the most important/useful comments from your peers.

# Highlighting a Unit – Middle School

## ➤ Activities and Assessment:

### ➤ Lesson 2: Follow-up Lesson (Next day):

➤ Writing Activity: Are the benefits of new technology worth the risks of its possible negative consequences? Each text makes a claim about the influence of technology. Using textual evidence, explain the claim found in each text. How do these arguments compare with one another?

### ➤ Lesson 3: Elements of Myth and Constructing Believable Endings:

➤ Review Elements of Myth PDF

➤ Elements of Myth in Daedalus and Icarus

➤ Read aloud Native American Creation Myth

➤ What makes a good ending (mini-lesson)?

➤ Rewrite ending: -“How Light Began” in *Coyote Speaks*

# A Very Special Thank You

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