



# EVESHAM TOWNSHIP SCHOOL DISTRICT

## LIBRARY MEDIA CURRICULUM GRADES K-8

ADOPTED: November 17, 2016

### DISTRICT MISSION STATEMENT

The mission of the Evesham Township School District is to promote excellence in an environment that engages students in meaningful learning experiences. In partnership with students, dedicated staff, families, and community, the district provides a strong educational foundation that will empower our students to:

- Achieve their unique potential
- Embrace self-directed, life-long learning
- Develop the skills necessary for appropriate risk-taking and responsible decision-making
- Respect themselves and others
- Problem-solve individually and collaboratively
- Become contributing members of a diverse, global society

**John Scavelli, Jr., Superintendent**  
**Danielle T. Magulick, Director of Curriculum & Instruction**  
**Robin Collins, Curriculum Supervisor of Library Media**

Making the world a better place,  
one student at a time



# **LIBRARY MEDIA CURRICULUM COMMITTEE**

Sarah Bernstein - VanZant Elementary School  
Stephanie Nigro - Marlton Elementary School  
Casey Jane Schaffer - DeMasi Schools  
Robin Collins - Curriculum Supervisor  
Danielle Magulick - Director of Curriculum and Instruction

**The Library Media Committee acknowledges the entire Library/Media Department for their work in all phases of the curriculum writing project.**

Library Media Department Members:

Ed Cuneo - Beeler  
Casey Jane Schaffer - DeMasi Elementary and Middle  
Jane Schuhart – Evans  
Bonnie Bush - Jaggard  
Stephanie Nigro - Marlton Elementary  
Janice Urban - Marlton Middle  
Erica Moon - Rice  
Sarah Bernstein - Van Zant

# TABLE OF CONTENTS

<b><u>Vision for Learning</u></b>	<b>4</b>
<b><u>Program Description</u></b>	<b>5</b>
<b><u>American Association of School Librarians Standards for the 21st Century Learner: Standards and Cumulative Progress Indicators, K-8</u></b>	<b>6</b>
<b><u>Grade Level Proficiencies</u></b>	<b>13</b>
<b><u>Interdisciplinary Connections</u></b>	<b>22</b>
<b><u>Long Range Planning Units</u></b>	<b>27</b>
<b><u>Units of Study</u></b>	<b>30</b>
<b><u>Instructional Strategies</u></b>	<b>37</b>
<b><u>Assessment</u></b>	<b>43</b>
<b><u>Appendices</u></b>	<b>46</b>
<b>Appendix A</b>	<b>47</b>
<b>Appendix B</b>	<b>51</b>
<b>Appendix C</b>	<b>65</b>
<b>Appendix D</b>	<b>69</b>

## **VISION FOR LEARNING**

The mission of the Evesham Township Schools library media program is to ensure that students and staff effectively utilize a full range of information including print, multimedia and electronic sources. Our goal is to promote in our youth the powers of literacy, nurture an appreciation for reading, and develop critical thinking skills necessary for self-directed learning. This will enable our students to be successful in the 21<sup>st</sup> century. An effective media program is integral to the total educational experience and plays an essential role in all academic instruction.

In support of this mission, the library media program will provide:

- Access to a well-rounded media collection;
- Standards of instruction and methods of assessment to foster competence, aesthetic appreciation and a lifelong interest in reading, viewing, listening, and effectively using ideas and information;
- Opportunities for an active partnership with parents, teachers, media specialists, technology experts, community members, and administrators to achieve common instructional goals and to fully integrate the library media program into the curriculum.

The common beliefs as articulated in *Standards for the 21<sup>st</sup> Century Learner* by the American Association of School Librarians provide the framework for the vision of the Library Media Curriculum in Evesham Township.

- Reading is a foundational skill for learning, personal growth, and enjoyment.
- Inquiry provides a framework for learning.
- Ethical behavior in the use of information must be taught.
- Technology skills are crucial for future endeavours.
- Equitable access is a key component for education.
- The definition of information literacy has become more complex as resources and technologies have changed.
- The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.
- Learning has a social context.
- Library Media Centers are essential to the development of learning skills.

## **PROGRAM DESCRIPTION**

To prepare students for the future, the library media center is used as a gateway to information. Students learn how to access, evaluate and choose from a constantly changing and growing bank of information for educational, personal and recreational purposes. The responsibility for helping students achieve information literacy involves the collaborative efforts of library media staff, teachers, technology staff and administrators. Students require carefully planned opportunities to access, use, and evaluate information in all subject areas and formats. Information literacy and library skills are not taught in isolation, but rather as part of the total curriculum.

All students in grades kindergarten through eight receive instruction in the library media center by a certified library media specialist. Library media instruction at all grade levels follows an interdisciplinary approach and supports the learning that occurs in the classroom. This allows for special projects at each grade level to integrate learning across the curricula and to teach thematically.

All students receive instruction in heterogeneously grouped classrooms. Students with special needs are included in general classroom settings as much as possible to allow full access to the breadth and depth of curricular concepts. Students in grades kindergarten through five receive Library Media instruction once a week. In grades six through eight, all students have access to the library on a daily basis. Middle school students may attend the library at any time and get individualized support. Classroom teachers plan for Library Media instruction utilizing an open schedule. Classes will be held both in the library and in the classroom setting.

### **Modifications for Special Populations**

As all students are individuals, it will be necessary to differentiate instruction daily to meet the needs of every learner. In all cases, Library Media Specialists (LMS) should be consistently gathering and utilizing formative assessment data to drive instruction. At times this will necessitate additional whole group lessons, flexible, small group instruction, individual conferring, and tiered assignments.

Students who are at risk for failure or are English Language Learners should be seen in small groups as much as possible in order to ensure additional opportunities for differentiation, modeling, and guided practice prior to independent practice with concepts or skills. In addition, LMS may request observations from building specialists (i.e. reading specialists, math coaches, etc.) or curriculum supervisors regarding feedback and/or recommendations for individuals. LMS will utilize the I&RS process for students who are not identified for Special Education and who are not making sufficient progress in any subject area.

In certain cases, additional modifications are necessary to meet the needs of all students. Students who are identified through the Special Education process or the Tier III Gifted and Talented process will have additional individualized plans that may include adjusted materials or accommodations in order to access the curriculum and meet the standards. In these cases, LMS will consult IEPs or Tier III plans for specific guidelines regarding instruction and materials.

# **AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS** **STANDARDS FOR THE 21<sup>ST</sup> CENTURY LEARNER:**

## **Standard #1**

**Inquire, think critically, and gain knowledge.**

## **Standard #2**

**Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.**

## **Standard #3**

**Share knowledge and participate ethically and productively as members of our democratic society.**

## **Standard #4**

**Pursue personal and aesthetic growth.**

## **Cumulative Progress Indicators (CPI) and Descriptive Statements for K-8**

# STANDARDS: GRADES K-8

## Standard #1

**Inquire, think critically, and gain knowledge.**

### **CPI 1.1 Skills**

#### **Descriptive Statement:**

Key abilities needed for understanding, learning, thinking, and mastering subjects.

- 1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.
- 1.1.2 Use prior and background knowledge as context for new learning.
- 1.1.3 Develop and refine a range of questions to frame the search for new understanding.
- 1.1.4 Find, evaluate, and select appropriate sources to answer questions.
- 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
- 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
- 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
- 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
- 1.1.9 Collaborate with others to broaden and deepen understanding.

### **CPI 1.2 Dispositions in Action**

#### **Descriptive Statement:**

Ongoing beliefs and attitudes that guide thinking and intellectual behaviors that can be measured through actions taken.

- 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.
- 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
- 1.2.3 Demonstrate creativity by using multiple resources and formats.
- 1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.
- 1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.
- 1.2.6 Display emotional resilience by persisting in information searching despite challenges.
- 1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.

### **CPI 1.3 Responsibilities**

#### **Descriptive Statement:**

Common behaviors used by independent learners in researching, investigating and problem solving.

- 1.3.1 Respect copyright/ intellectual property rights of creators and producers.
- 1.3.2 Seek divergent perspectives during information gathering and assessment.
- 1.3.3 Follow ethical and legal guidelines in gathering and using information.
- 1.3.4 Contribute to the exchange of ideas within the learning community.
- 1.3.5 Use information technology responsibly.

### **CPI 1.4 Self-Assessment Strategies**

#### **Descriptive Statement:**

Reflections on one's own learning to determine that the skills, dispositions and responsibilities are effective.

- 1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.
- 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.
- 1.4.3 Monitor gathered information, and assess for gaps or weaknesses.
- 1.4.4 Seek appropriate help when it is needed.

## **Standard #2**

**Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.**

### **CPI 2.1 Skills**

#### **Descriptive Statement:**

Key abilities needed for understanding, learning, thinking, and mastering subjects.

- 2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
- 2.1.2 Organize knowledge so that it is useful.
- 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.
- 2.1.4 Use technology and other information tools to analyze and organize information.
- 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
- 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

### **CPI 2.2 Dispositions in Action**



**Descriptive Statement:**

Ongoing beliefs and attitudes that guide thinking and intellectual behaviors that can be measured through actions taken.

- 2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.
- 2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.
- 2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.
- 2.2.4 Demonstrate personal productivity by completing products to express learning.

**CPI 2.3 Responsibilities****Descriptive Statement:**

Common behaviors used by independent learners in researching, investigating and problem solving.

- 2.3.1 Connect understanding to the real world.
- 2.3.2 Consider diverse and global perspectives in drawing conclusions.
- 2.3.3 Use valid information and reasoned conclusions to make ethical decisions.

**CPI 2.4 Self-Assessment Strategies****Descriptive Statement:**

Reflections on one's own learning to determine that the skills, dispositions and responsibilities are effective.

- 2.4.1 Determine how to act on information (accept, reject, modify).
- 2.4.2 Reflect on systematic process, and assess for completeness of investigation.
- 2.4.3 Recognize new knowledge and understanding.
- 2.4.4 Develop directions for future investigations.

## **Standard #3**

**Share knowledge and participate ethically and productively as members of our democratic society.**

### **CPI 3.1 Skills**

#### **Descriptive Statement:**

Key abilities needed for understanding, learning, thinking, and mastering subjects.

- 3.1.1** Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.
- 3.1.2** Participate and collaborate as members of a social and intellectual network of learners.
- 3.1.3** Use writing and speaking skills to communicate new understandings effectively.
- 3.1.4** Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
- 3.1.5** Connect learning to community issues.
- 3.1.6** Use information and technology ethically and responsibly.

### **CPI 3.2 Dispositions in Action**

#### **Descriptive Statement:**

Ongoing beliefs and attitudes that guide thinking and intellectual behaviors that can be measured through actions taken.

- 3.2.1** Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.
- 3.2.2** Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
- 3.2.3** Demonstrate teamwork by working productively with others.

### **CPI 3.3 Responsibilities**

#### **Descriptive Statement:**

Common behaviors used by independent learners in researching, investigating and problem solving.

- 3.3.1** Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.
- 3.3.2** Respect the differing interests and experiences of others, and seek a variety of viewpoints.
- 3.3.3** Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.
- 3.3.4** Create products that apply to authentic, real-world contexts.
- 3.3.5** Contribute to the exchange of ideas within and beyond the learning community.
- 3.3.6** Use information and knowledge in the service of democratic values.

**3.3.7** Respect the principles of intellectual freedom.

### **CPI 3.4 Self-Assessment Strategies**

#### **Descriptive Statement:**

Reflections on one's own learning to determine that the skills, dispositions and responsibilities are effective.

**3.4.1** Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.

**3.4.2** Assess the quality and effectiveness of the learning product.

**3.4.3** Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.

### **Standard #4**

#### **Pursue personal and aesthetic growth.**

##### **CPI 4.1 Skills**

#### **Descriptive Statement:**

Key abilities needed for understanding, learning, thinking, and mastering subjects.

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

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

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

**4.1.4** Seek information for personal learning in a variety of formats and genres.

**4.1.5** Connect ideas to own interests and previous knowledge and experience.

**4.1.6** Organize personal knowledge in a way that can be called upon easily.

**4.1.7** Use social networks and information tools to gather and share information.

**4.1.8** Use creative and artistic formats to express personal learning.

##### **CPI 4.2 Dispositions in Action**

#### **Descriptive Statement:**

Ongoing beliefs and attitudes that guide thinking and intellectual behaviors that can be measured through actions taken.

**4.2.1** Display curiosity by pursuing interests through multiple resources.

**4.2.2** Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.

**4.2.3** Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.

**4.2.4** Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.

### **CPI 4.3 Responsibilities**

#### **Descriptive Statement:**

Common behaviors used by independent learners in researching, investigating and problem solving.

- 4.3.1** Participate in the social exchange of ideas, both electronically and in person.
- 4.3.2** Recognize that resources are created for a variety of purposes.
- 4.3.3** Seek opportunities for pursuing personal and aesthetic growth.
- 4.3.4** Practice safe and ethical behaviors in personal electronic communication and interaction.

### **CPI 4.4 Self-Assessment Strategies**

#### **Descriptive Statement:**

Reflections on one's own learning to determine that the skills, dispositions and responsibilities are effective.

- 4.4.1** Identify own areas of interest.
- 4.4.2** Recognize the limits of own personal knowledge.
- 4.4.3** Recognize how to focus efforts in personal learning.
- 4.4.4** Interpret new information based on cultural and social context.
- 4.4.5** Develop personal criteria for gauging how effectively own ideas are expressed.
- 4.4.6** Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.

# GRADE LEVEL PROFICIENCIES

## KINDERGARTEN

Standard	Objective	Driving Questions
3.1.2 3.4.1-3	Students will be able to: 1. Use correct media center procedures for borrowing and returning materials.	<ul style="list-style-type: none"> <li>● Why are the procedures for circulating and caring for materials important to everyone who uses the media center?</li> <li>● Why is it important to distinguish between different types of media center materials?</li> <li>● Why is it important to know the different areas of the media center?</li> <li>● How can media center personnel be used as an information resource?</li> <li>● What kind of behavior is appropriate for the media center?</li> <li>● Why is it important to listen and participate in read alouds?</li> <li>● How do themes in literature relate to personal experiences?</li> <li>● How does connecting with literature themes assist one in becoming a lifelong reader?</li> <li>● Why is it important to understand the role of the author and illustrator?</li> <li>● Why is it important to be able to identify the basic parts of a book?</li> </ul>
3.4.1-3 4.4.1-6	2. Properly care for materials.	
4.2.4 4.4.1	3. Demonstrate interest and enthusiasm for the media center.	
1.2.2 4.2.4	4. Select from designated areas: i.e., easy fiction, easy nonfiction, magazines, audiovisuals.	
1.4.2, 4 2.3.1	5. Name media center personnel and their role in the library.	
3.4.1-3	6. Demonstrate knowledge of media center rules.	
1.1.2, 6 1.3.4 3.2.2, 3 4.1.1, 3	7. Actively listen to stories by participating in story discussion and interpreting illustrations.	
2.3.1 3.1.2, 5 3.2.1-3 4.4.1, 6 4.1.1-6	8. Demonstrate appreciation for literature drawing upon themes across the school year.	
2.3.1 2.4.3	9. Identify author and illustrator of various texts.	
2.3.1 2.4.3	10. Identify basic parts of a book: cover, spine, title.	

## GRADE ONE PROFICIENCIES

Standard	Objective	Driving Questions
1.1.2 3.1.2 3.4.1-3 4.2.4 4.4.1	Students will be able to: 1. Apply knowledge of media center rules and procedures.	<ul style="list-style-type: none"> <li>● Why are the procedures for circulating and caring for materials important to everyone who uses the media center?</li> <li>● Why is it important to listen and participate in read alouds?</li> <li>● How do themes in literature relate to personal experiences?</li> <li>● How does connecting with literature themes assist one in becoming a lifelong reader?</li> <li>● Why is it important to distinguish between fiction and nonfiction?</li> <li>● Why is it important to understand the alphabetical arrangement of fiction books?</li> <li>● How can learning to recognize specific authors and illustrators help a reader to enjoy and appreciate literature?</li> <li>● What types of information can be gleaned from the parts of a book?</li> <li>● Why is it important to be able to distinguish similarities and differences in stories?</li> <li>● Why is it important to be able to predict the outcome of a story?</li> </ul>
3.4.1-3 4.4.1-6	2. Properly care for materials.	
4.2.4 4.4.1	3. Demonstrate interest and enthusiasm for the media center.	
2.3.1 2.4.1-4	4. Differentiate between fiction and nonfiction.	
2.3.1 2.4.3	5. Begin to identify specific authors and illustrators.	
2.3.1 2.4.3	6. Identify parts of a book: cover, spine, title, and title page.	
1.1.6, 9 1.4.2 2.3.1 3.2.2, 3 3.3.1- 3.4.3 4.1.1-8	7. Make comparisons between different versions of the same story.	
1.1.6, 9 1.4.2 2.1.5 2.2.3 2.3.3 3.2.2, 3 3.3.1-7 3.4.3 4.1.1-8	8. Predict outcomes.	
2.1.2 2.3.1 2.4.1-4	9. Understand the alphabetical arrangement of fiction books using spine labels.	

## GRADE TWO PROFICIENCIES

Standard	Objective	Driving Questions
2.3.1 2.4.1-4	Students will be able to: 1. Define fiction, nonfiction and biography.	<ul style="list-style-type: none"> <li>● Why is it important to understand the arrangement of media center materials and how will this strategy assist in fulfilling information needs?</li> <li>● How can learning to recognize author, illustrator and title help users locate materials of interest?</li> <li>● What important information is found on the title page?</li> <li>● How can the reader tell if the material selected is an appropriate reading level?</li> <li>● How can understanding the characteristics of multicultural and folk literature contribute to the understanding of individual differences?</li> <li>● How do opinions of individual readers reflect their lifelong literature choices?</li> </ul>
2.3.1 2.4.1-4	2. Define and identify author, illustrator and title of materials.	
2.4.1-4	3. Identify the title page and its parts.	
2.4.1-4	4. Locate designated areas of the media center, e.g., fiction, nonfiction, biography.	
2.3.1 2.3.2 2.4.1-4	5. Describe characteristics of multicultural and folk literature.	
4.1.1-6 4.2.1-4 4.4.1-6	6. Select material appropriate to interest and reading level.	
1.1.9 1.4.2 2.1.5 2.3.1-3 2.4.1-4 3.1.2 3.2.2, 3 3.3.1-7 4.1.1-6 4.3.1-4	7. Recognize award-winning books.	
1.1.9 1.4.2 2.1.5 2.3.1-3 2.4.1-4 3.1.2 3.2.2, 3 3.3.1-7 4.1.1-6 4.3.1-4	8. State opinions about selected literature.	

## GRADE THREE PROFICIENCIES

Standard	Objective	Driving Questions
1.1.2, 4, 7 1.2.2 1.4.1-4 2.1.2 2.4.1-4 4.1.4-6 4.3.2	Students will be able to: 1. Explain the arrangement of fiction and nonfiction sections.	<ul style="list-style-type: none"> <li>● How does understanding the organization of the media center contribute to the efficient use of the catalog as a tool for locating materials?</li> <li>● How does using an index, table of contents, and glossary contribute to the most efficient use of materials?</li> <li>● How does understanding the relationship between the call number and the location of the materials enable media center users to satisfy informational needs?</li> <li>● How does identifying the various characteristics of mystery and biography enhance literary appreciation?</li> </ul>
1.1.1-2,4,7,8 1.2.2, 6, 7 1.4.1-4 2.1.2, 4 2.4.1-4 3.4.1-3 4.1.4-6 4.2.1-4 4.3.2, 3 4.4.1-6	2. Recognize and use the catalog as a tool to locate materials.	
2.3.1 2.4.1-4	3. Identify and use call number to locate materials.	
2.3.1 2.4.1-4	4. Identify and use an index, table of contents, and glossary.	
2.1.1-6 2.4.3, 4 3.4.1, 2 4.4.3	5. Recognize the encyclopedia as a reference source.	
3.1.2 3.2.1-3 3.3.1-3 3.4.3	6. Work cooperatively in a group setting.	
2.3.1 2.4.1-4	7. Identify and locate mysteries and biographies.	



## GRADE FOUR PROFICIENCIES

Standard	Objective	Driving Questions
1.1.1, 2, 8 1.4.1 2.1.4	Students will be able to: 1. Use “call number” information from the catalog.	<ul style="list-style-type: none"> <li>● How does the “call number” in the computer catalog enable the user to locate appropriate source?</li> <li>● Why is recognizing the components of the title page important to identify and evaluate materials?</li> <li>● How can using the information contained in the encyclopedia contribute to the research process?</li> <li>● How does understanding subject classification assist in the location of materials?</li> <li>● How does identifying the characteristics of various kinds of literature enhance literary and cultural appreciation?</li> </ul>
1.1.2 4.1.5, 6	2. Identify the components of the title page.	
1.1.4 2.3.1 3.4.1 4.3.2	3. Practice using encyclopedias as a reference source.	
1.1.4, 8 2.4.3 4.4.3	4. Recognize the Dewey Decimal System to locate materials.	
1.1.4 1.2.2 1.4.1 2.3.1 2.4.1, 3 4.1.4, 6 4.2.1, 4 4.3.2 4.4.1, 6	5. Recognize and select different genres such as mystery, science fiction, historical fiction, fantasy, and realistic fiction.	

## GRADE FIVE PROFICIENCIES

Standard	Objective	Driving Questions
1.1.1,4,8 1.2.2 1.4.1 2.1.2,4 4.2.4	Students will be able to: 1. Use the catalog as a tool to locate materials in the most appropriate way, e.g., author, title, subject, key word, graphical interface, latest updates.	<ul style="list-style-type: none"> <li>● How does using the author, title, subject, and key word search capability contribute to the efficient use of the catalog as a tool for locating materials?</li> <li>● How does the efficient use of the title page, index, table of contents, key words, and guidewords contribute to the research process?</li> <li>● How do book talks help in book selection?</li> <li>● Why is it important to be familiar with different types of reference sources when looking for information?</li> <li>● Why is it important to identify sources of information?</li> </ul>
1.1.2,4,8 1.4.1-4 2.1.4 2.4.1-4 4.1.4-6 4.2.1-4 4.3.1-4 4.4.1-6	2. Use the Dewey Decimal System to locate materials.	
1.1.6 3.1.3 3.2.3 4.1.1-8 4.2.4 4.3.1-4 4.4.1-6	3. Independently select materials based on book talks.	
1.1.1,2,4 1.2.2 2.1.1-4 2.2.1 2.4.1 4.1.5, 6	4. Use a variety of different reference sources.	
2.1.1-4 2.2.1 2.3.1 2.4.1-4	5. Compose a bibliography/reference list for a variety of sources.	

## GRADE SIX PROFICIENCIES

Standard	Objective	Driving Questions
1.1.4	Students will be able to: 1. Use the catalog as a tool to locate materials efficiently.	<ul style="list-style-type: none"> <li>● How do you efficiently use the catalog?</li> <li>● How does understanding subject classification aid in the location of materials?</li> <li>● How can knowledge of different genres enhance reading pleasure?</li> <li>● Why is it important to practice ethical behavior in regards to information and information technology?</li> <li>● Why is it important to know how to use each type of reference source?</li> </ul>
1.1.4	2. Recognize that call numbers of the Dewey Decimal System correlate to specific subject areas.	
4.1.2,4 4.4.1	3. Identify and select fiction from different genres including science fiction, historical fiction, realistic fiction, fantasy, and mystery.	
3.1.6 4.3.4	4. Abide by district Acceptable Use Policy.	
1.3.1,5 3.1.6	5. Respect copyright/intellectual property rights of individuals.	
1.1.1-9 1.2.1-7 1.3.1-5 1.4.1-4 2.1.1-6 2.2.1-4	6. Practice research skills using print and nonprint sources.	

## GRADE SEVEN PROFICIENCIES

Standard	Objective	Driving Questions
1.1.1-9 1.2.1-7 1.3.1-5 1.4.1-4 2.1.1-6 2.2.1-4	Students will be able to: 1. Practice research skills using a variety of reference sources both independently and in groups.	<ul style="list-style-type: none"> <li>● Why is it important to know how to use the different types of reference sources?</li> <li>● Why is independent use of information resources important for lifelong learning?</li> <li>● Why is it important to practice ethical behavior in regards to information and information technology?</li> <li>● Why is it important to use the proper bibliographic format to cite sources?</li> </ul>
1.1.1-9 1.2.1-7 1.3.1-5 1.4.1-4 2.1.1-6 4.1.1-8 4.2.1-4 4.3.1-4 4.4.1-6	2. Make effective use of media center resources on an independent basis.	
3.1.6 4.3.4	3. Abide by district Acceptable Use Policy.	
1.3.1,5 3.1.6	4. Respect copyright/intellectual property rights of individuals.	
1.3.1 3.1.6	5. Compose a bibliography/reference list for a variety of sources including online resources.	

## GRADE EIGHT PROFICIENCIES

Standard	Objective	Driving Questions
1.1.1-9 1.2.1-7 1.3.1-5 1.4.1-4 2.1.1-6 4.1.1-8 4.2.1-4 4.3.1-4 4.4.1-6	Students will be able to: 1. Continue to effectively use media center resources on an independent basis.	<ul style="list-style-type: none"> <li>● How does knowledge of research skills and multiple resources help solve problems?</li> <li>● Why is independent use of information resources important for lifelong learning?</li> <li>● Why are some information sources more reliable than others?</li> <li>● What are some information sources outside the media center?</li> <li>● Why is it important to follow ethical and legal guidelines in gathering and using information?</li> </ul>
1.1.4, 5, 8 1.2.7 4.4.1	2. Demonstrate an understanding of print and online resources.	
1.1.5 2.1.3 4.3.2	3. Demonstrate ability to select valid and accurate information from among a variety of resources.	
1.1.1-9 1.2.1-7 1.3.1-5 1.4.1-4 2.1.1-6 2.2.1-4 2.3.1-3 2.4.1-4 3.1.1-6 3.2.1-3 3.3.1-7 3.4.1-3	4. Demonstrate knowledge of research skills.	
4.1.4 4.2.1	5. Demonstrate an awareness of information sources outside the media center.	
1.3.1,3,5 1.4.4 3.1.6 3.3.7 4.3.4	6. Demonstrate ethical use of information.	

## **Interdisciplinary Connections**

Interdisciplinary learning develops real-world, multi-faceted knowledge. Integration identifies logical connections between and among the content and learning experiences in all areas of the curriculum. Integrating and connecting various content areas improves learning outcomes and provides more authentic and relevant experiences for students. Interdisciplinary connections both enrich and extend learning. In Evesham, interdisciplinary connections are studies that cross the boundaries of two or more district disciplines such as mathematics and art or literature and science. By purposefully looking for “essential concepts” and “big ideas,” we purposefully design deliberate integration of the various content areas wherever appropriate. This includes, but is not limited to examining how curriculum themes, project-based learning, understanding by design, essential questions, inquiry approaches, curriculum mapping, and the standards merge, while always keeping student best interests at the heart of this work. The following areas are integrated into all areas of the instructional program:

### **Language Arts Literacy**

#### **Anchor Standards for Reading**

##### **Key Ideas and Details**

- NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

##### **Craft and Structure**

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

##### **Integration of Knowledge and Ideas**

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

## **Anchor Standards for Writing**

### **Text Types and Purposes**

- NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### **Production and Distribution of Writing**

- NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Research to Build and Present Knowledge**

- NJSLSA.W7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing**

- NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **Anchor Standards for Speaking and Listening**

### **Comprehension and Collaboration**

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

## **Presentation of Knowledge and Ideas**

- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## **Anchor Standards for Language**

### **Conventions of Standard English**

- NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Knowledge of Language**

- NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **Vocabulary Acquisition and Use**

- NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## **Mathematics:**

- NJSLS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.
- NJSLS.MATH.PRACTICE.MP2 Reason abstractly and quantitatively.
- NJSLS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.
- NJSLS.MATH.PRACTICE.MP5 Use appropriate tools strategically.
- NJSLS.MATH.PRACTICE.MP6 Attend to precision.
- NJSLS.MATH.PRACTICE.MP7 Look for and make use of structure.
- NJSLS.MATH.PRACTICE.MP8 Look for and express regularity in repeated reasoning.



## Science and Engineering Practices ([New Jersey Student Learning Standards: Next Generation Science Standards](#)):

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating and communicating information

## Social Studies ([6.3.P-8.A-D](#)):

Social Studies Standard 6.3: Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

## Technology

- Technology Standard 8.1: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- Technology Standard 8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world, as they relate to the individual, global society, and the environment.

## Comprehensive Health and P.E. ([2.2.2-8.C1-3](#)):

Content Area		Comprehensive Health and Physical Education	
Standard		2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.	
Strand		C. Character Development	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Character traits are often evident in behaviors exhibited by individuals when interacting with others.	2.2.2.C.1	Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
		2.2.2.C.2	Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.
4	Personal core ethical values impact the health of oneself and others. Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.	2.2.4.C.1	Determine how an individual's character develops over time and impacts personal health.
		2.2.4.C.2	Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
		2.2.4.C.3	Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.
6	Personal core ethical values impact the behavior of oneself and others. Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.	2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.
		2.2.6.C.2	Predict situations that may challenge an individual's core ethical values.
		2.2.6.C.3	Develop ways to proactively include peers with disabilities at home, at school, and in community activities.
8	Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.	2.2.8.C.1	Analyze strategies to enhance character development in individual, group, and team activities.
		2.2.8.C.2	Analyze to what extent various cultures have responded effectively to individuals with disabilities.
	Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment.	2.2.8.C.3	Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.

## **21<sup>st</sup> CENTURY LIFE AND CAREER SKILLS:**

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21<sup>st</sup> Century Life and Careers, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

In Evesham, 21<sup>st</sup> century life and career skills focus on enabling student to make informed decisions that will prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21<sup>st</sup> century global workplace. Therefore, these life and career skills are integrated across the K-8 curriculum in various subject areas, where appropriate. It is our goal to build a solid foundation for the high school that foster a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is financially literate and financially responsible at home and in the broader community.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Seeks to attain skill and content mastery to achieve success in a chosen career path.

### **Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

### **9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

"New Jersey Student Learning Standards." *New Jersey Student Learning Standards*. New Jersey Department of Education, May 2016. Web. 13 July 2016. <<http://www.state.nj.us/education/cccs/>>.

## Long Range Planning Units

	<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>
<b>September</b>	Orientation: <ul style="list-style-type: none"> <li>● Procedures</li> <li>● Book care</li> <li>● Circulation</li> <li>● Behavior</li> <li>● Listening skills</li> </ul>	Orientation: <ul style="list-style-type: none"> <li>● Procedures</li> <li>● Book care</li> <li>● Circulation</li> <li>● Behavior</li> <li>● Listening skills</li> <li>● Types of libraries (e.g., school, public)</li> </ul>	Orientation: <ul style="list-style-type: none"> <li>● Procedures</li> <li>● Book care</li> <li>● Circulation</li> <li>● Behavior</li> <li>● Listening skills</li> <li>● Types of libraries (e.g., school, public)</li> </ul>
<b>October</b>	Literature Appreciation: <ul style="list-style-type: none"> <li>● School stories</li> <li>● Halloween</li> </ul> Genre: <ul style="list-style-type: none"> <li>● Fantasy (Emphasis on Fantasy throughout the year)</li> </ul>	Literature Appreciation: <ul style="list-style-type: none"> <li>● School stories</li> <li>● Halloween</li> </ul> Genre: <ul style="list-style-type: none"> <li>● Fantasy</li> <li>● Realistic fiction</li> </ul>	Literature Appreciation: <ul style="list-style-type: none"> <li>● Fire Prevention</li> <li>● Columbus Day</li> <li>● Discussion/opinion</li> </ul>
<b>November</b>	Literature Appreciation: <ul style="list-style-type: none"> <li>● Thanksgiving</li> <li>● Fall</li> </ul>	Literature Appreciation: <ul style="list-style-type: none"> <li>● Thanksgiving</li> <li>● Teachers</li> </ul>	Genre: <ul style="list-style-type: none"> <li>● Fiction (review)</li> <li>● Nonfiction (review)</li> <li>● Biography (introduce)</li> </ul>
<b>December</b>	Literature Appreciation: <ul style="list-style-type: none"> <li>● Holiday</li> </ul>	Literature Appreciation: <ul style="list-style-type: none"> <li>● Holiday</li> </ul>	Literature Appreciation: <ul style="list-style-type: none"> <li>● Multicultural holiday</li> <li>● Discussion/opinion</li> </ul>
<b>January</b>	Re-orient with “Be a Book Buddy” (video) Literature Appreciation: <ul style="list-style-type: none"> <li>● Author study</li> </ul>	Genre: <ul style="list-style-type: none"> <li>● Fiction</li> <li>● Nonfiction</li> </ul>	Parts of a Book: <ul style="list-style-type: none"> <li>● Introduce Parts of the Title Page</li> </ul>
<b>February</b>	Literature Appreciation: <ul style="list-style-type: none"> <li>● Illustrator study</li> <li>● Winter</li> <li>● Valentine’s Day</li> </ul>	Literature Appreciation: <ul style="list-style-type: none"> <li>● Author study</li> <li>● Illustrator study</li> </ul>	Literature Appreciation: <ul style="list-style-type: none"> <li>● Caldecott Award</li> <li>● President’s Day</li> <li>● Discussion/opinion</li> </ul>
<b>March</b>	Parts of a Book: <ul style="list-style-type: none"> <li>● Cover</li> <li>● Spine</li> <li>● Title</li> </ul> Literature Appreciation: <ul style="list-style-type: none"> <li>● St. Patrick’s Day</li> <li>● Spring</li> </ul>	Parts of a Book: <ul style="list-style-type: none"> <li>● Cover</li> <li>● Spine</li> <li>● Title</li> <li>● Introduce title page</li> </ul>	Genre: <ul style="list-style-type: none"> <li>● Informational text</li> <li>● Folk tales</li> <li>● Multicultural</li> </ul>
<b>April</b>	Literature Appreciation: <ul style="list-style-type: none"> <li>● Animals</li> <li>● Spring</li> </ul> Genre: <ul style="list-style-type: none"> <li>● Poetry</li> </ul>	Literature Appreciation: <ul style="list-style-type: none"> <li>● Comparisons and predictions</li> </ul> Genre: <ul style="list-style-type: none"> <li>● Poetry</li> </ul>	Genre: <ul style="list-style-type: none"> <li>● Tall tales</li> <li>● Multicultural</li> <li>● Fables</li> <li>● Poetry</li> </ul>
<b>May</b>	Literature Appreciation: <ul style="list-style-type: none"> <li>● Mother’s Day</li> <li>● Summer</li> </ul>	Alphabetical Order: <ul style="list-style-type: none"> <li>● Spine label (call number)</li> </ul>	Genre: <ul style="list-style-type: none"> <li>● Multicultural</li> <li>● Fairy Tales</li> <li>● Myths</li> </ul>
<b>June</b>	Review	Review	Review

## LONG RANGE PLANNING UNITS

	<b>Third Grade</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>
<b>September</b>	Orientation: <ul style="list-style-type: none"> <li>● Review of K-2 orientation expectations</li> <li>● Media center arrangement</li> <li>● Technology searches</li> <li>● Fiction and nonfiction</li> </ul>	Orientation: <ul style="list-style-type: none"> <li>● Review of K-3 orientation expectations</li> <li>● Catalog review, technology searches</li> <li>● Use call number to locate materials</li> </ul>	Orientation: <ul style="list-style-type: none"> <li>● Review of K-4 orientation expectations</li> <li>● Catalog review, technology searches</li> <li>● Use call number to locate materials</li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li>● Fiction and nonfiction</li> <li>● Arrangement</li> </ul>	Extended Title Page Knowledge	Parts of a Book
<b>November</b>	<ul style="list-style-type: none"> <li>● Use call number to locate materials</li> </ul>	Genre: <ul style="list-style-type: none"> <li>● Historical Fiction</li> <li>● Informational text</li> </ul>	Literature Appreciation: <ul style="list-style-type: none"> <li>● Holiday</li> </ul>
<b>December</b>	Introduce the catalog	Introduce Dewey Decimal System	Reference Material: <ul style="list-style-type: none"> <li>● Almanac</li> <li>● Biographical/geographical dictionaries</li> <li>● Atlas</li> <li>● Bartlett's Quotations</li> </ul>
<b>January</b>	Parts of a Book: <ul style="list-style-type: none"> <li>● Title page</li> <li>● Table of contents</li> <li>● Index</li> <li>● Glossar</li> </ul>	Encyclopedia: <ul style="list-style-type: none"> <li>● Key word</li> <li>● Guide word</li> </ul>	
<b>February</b>	Literature Appreciation: <ul style="list-style-type: none"> <li>● Valentine's Day</li> <li>● Winter</li> </ul>	Genre: <ul style="list-style-type: none"> <li>● Historical Fiction</li> <li>● Plays</li> </ul>	Extended Dewey Decimal System
<b>March</b>	Introduce encyclopedia	Genre: <ul style="list-style-type: none"> <li>● Science Fiction</li> </ul>	Parts of a Bibliography  Genre: <ul style="list-style-type: none"> <li>● Informational text</li> </ul>
<b>April</b>	Literature Appreciation: <ul style="list-style-type: none"> <li>● Spring</li> </ul> Genre: <ul style="list-style-type: none"> <li>● Poetry</li> <li>●</li> </ul>	Genre: <ul style="list-style-type: none"> <li>● Realistic Fiction</li> <li>● Poetry</li> </ul>	Student driven book talks  Genre: <ul style="list-style-type: none"> <li>● Poetry</li> </ul>
<b>May</b>	Genre: <ul style="list-style-type: none"> <li>● Mystery</li> <li>● Biography</li> </ul>	Genre: <ul style="list-style-type: none"> <li>● Review all</li> <li>● Teacher driven book talks</li> </ul>	Culminating Media Center activities
<b>June</b>	Review	Review	Review

## LONG RANGE PLANNING UNITS

Sixth Grade	Seventh Grade	Eighth Grade
<p>Orientation:</p> <ul style="list-style-type: none"> <li>● Physical layout of media center</li> <li>● Location of materials, technology searches</li> <li>● Using catalog               <ul style="list-style-type: none"> <li>- author</li> <li>- title</li> <li>- subject</li> <li>- key word</li> </ul> </li> <li>● Understand concept of Dewey classification</li> <li>● Find call number and their media center location</li> </ul>	<p>Orientation:</p> <ul style="list-style-type: none"> <li>● Review of Media Center procedures</li> </ul>	<p>Orientation:</p> <ul style="list-style-type: none"> <li>● Review of Media Center procedures</li> </ul>
<p>Research Skills:</p> <ul style="list-style-type: none"> <li>● Practice using a variety of print and online resources</li> <li>● Practice citing sources</li> <li>● Define plagiarism</li> </ul>	<p>Research Skills:</p> <ul style="list-style-type: none"> <li>● Continue practice with a wide variety of information resources to satisfy classroom requirements or personal needs.</li> <li>● Continue practice of research skills.</li> <li>● Continue practice with citing sources.</li> <li>● Practice ethical use of information.</li> </ul>	<p>Research Skills:</p> <ul style="list-style-type: none"> <li>● Continue practice with a wide variety of information resources to satisfy classroom requirements or personal needs.</li> <li>● Continue practice of research skills.</li> <li>● Continue practice with citing sources.</li> <li>● Practice using outside information sources.</li> <li>● Continue practice ethical use of information.</li> </ul>
<p>Literature Appreciation:</p> <ul style="list-style-type: none"> <li>● Continued exposure to genres, author, titles, etc. through book talks and discussions with media specialist.</li> </ul>	<p>Literature Appreciation:</p> <ul style="list-style-type: none"> <li>● Continued exposure to genres, author, titles, etc. through book talks and discussions with media specialist.</li> </ul>	<p>Literature Appreciation:</p> <ul style="list-style-type: none"> <li>● Continued exposure to genres, author, titles, etc. through book talks and discussions with media specialist.</li> </ul>

## **UNITS OF STUDY**

- **Orientation**
- **Genre**
- **Destiny Catalog/Accessing Materials**
- **Literature Appreciation**
- **Organization**
- **Research**

# Orientation



This unit is designed to orient students of all grade levels to the library media center and its purpose in our schools. Students will learn and use proper library procedures, demonstrate appropriate library behavior, take care of library materials, and demonstrate library citizenship. As they progress through the grades, students will learn the various types of libraries, the way that they are utilized and the many offerings and assistance available. They will learn to utilize technology in the library, including Destiny Quest and ebooks.

## **Unit by Grade Level Table of Contents:**

[Unit Title: Orientation Grade Level: Kindergarten](#)

[Unit Title: Orientation Grade Level: 1](#)

[Unit Title: Orientation Grade Level: 2](#)

[Unit Title: Orientation Grade Level: 3](#)

[Unit Title: Orientation Grade Level: 4](#)

[Unit Title: Orientation Grade Level: 5](#)

[Unit Title: Orientation- Grade Level: 6](#)

[Unit Title: Orientation- Grade Level: 7-8](#)

# Genre



This unit is designed to allow students to explore specific genres throughout the year. Students will be introduced to fiction, fantasy, fairytales, multicultural/holiday stories, ABC books, poetry folktales and non-fiction, informational text and learn where to find these books in the library collection. As they progress through the grades, students will be introduced to science-fiction, historical fiction, realistic fiction, humor, mystery, short stories, supernatural stories, biography/autobiography, narrative nonfiction, and graphic novels. The characteristics of each genre will be reviewed. Students will be guided to read from multiple genres to expand themselves as readers. The location of these genres and their corresponding genre labels will be stressed. In the upper grades, students will be guided through the Destiny Catalog to assist them in their search for these books in the library collection. This unit will act as both an extension of the classroom and in support of the Language Arts curriculum.

## Unit by Grade Level Table of Contents:

[Unit Title: Genre Grade Level: Kindergarten](#)

[Unit Title: Literature Appreciation Grade Level: 1](#)

[Unit Title: Literature Appreciation Grade Level: 2](#)

[Unit Title: Literature Appreciation Grade Level: 3](#)

[Unit Title: Literature Appreciation Grade Level: 4](#)

[Unit Title: Literature Appreciation Grade Level: 5](#)

[Unit Title: Genre Grade Level: 6-8](#)



# Destiny Catalog/ Accessing Materials



This unit is designed to orientate students to find materials (print and digital) in the library both visually and with the use of the Destiny catalog. Students will understand the connection between library signage, color coding, and displays in order to locate the various sections. As they progress through the grades, students will be introduced to and learn to use the Dewey Decimal System and the Destiny catalog. Students will understand the connection between the call number and a book's location in the library. They will learn how to find books on their own and to maintain organization.

## Unit by Grade Level Table of Contents:

[Unit Title: Destiny Catalog/Accessing Books- Grade Level: Kindergarten](#)

[Unit Title: Destiny Catalog/Accessing Books Grade Level: 1](#)

[Unit Title: Destiny Catalog/Accessing Books Grade Level: 2](#)

[Unit Title: Destiny Catalog/Accessing Books Grade Level: 3](#)

[Unit Title: Destiny Catalog/Accessing Books Grade Level: 4](#)

[Unit Title: Destiny Catalog/Accessing Books Grade Level: 5](#)

[Unit Title: Destiny Catalog/Accessing Books Grade Level: 6](#)

[Unit Title: Destiny Catalog/Accessing Books Grade Level: 7](#)

[Unit Title: Destiny Catalog/Accessing Books Grade Level: 8](#)

# Literature Appreciation



This unit will introduce students to various authors/illustrators, their job in building a book, the importance of their partnership and the various styles of writing and illustrating. They will be introduced to award-winning literature, multicultural observances, and genre. (nonfiction text, character education and poetry) (Native American fiction/ nonfiction, Folktales, Tall Tales, Fairy Tales, Fables and Myths & Legends) (informational text, nonfiction, humor, and science fiction)(informational text, nonfiction, mystery, historical fiction, fantasy, science fiction, realistic fiction, plays and poetry) (informational text, nonfiction, short stories/ scary stories, oversized fiction, folktales, plays and poetry) to broaden their reading horizons. Through author and illustrator studies, book talks, book displays, book clubs, library events/contests, and bulletin boards, students will be introduced to new materials. They will learn about story elements and practice reading strategies that will help them comprehend literature better.

The Media Center will act as an extension of the classroom, public library, and directly support Guided Reading. The Library Media Center will form a community of readers to share new materials with staff and students. Students should find the Media Center to be a safe haven where they can explore their own interests and seek out new materials for their enjoyment. The ultimate goal is for students to learn the love of reading.

## Unit by Grade Level Table of Contents:

[Unit Title: Literature Appreciation Grade Level: Kindergarten](#)

[Unit Title: Literature Appreciation Grade Level: 1](#)

[Unit Title: Literature Appreciation Grade Level: 2](#)

[Unit Title: Literature Appreciation Grade Level: 3](#)

[Unit Title: Literature Appreciation Grade Level: 4](#)

[Unit Title: Literature Appreciation Grade Level: 5](#)

[Unit Title: Literature Appreciation Grade Level: 6-8](#)

# Organization



This unit is designed to assist students in understanding the how the library is organized. It allows younger students to practice their knowledge of alphabetical order. They will become familiar with the various sections of the library (i.e. books, technology, periodicals, reference, nonfiction, biography, graphic novels). Students will identify and use their prior knowledge of book parts, spine labels, and alphabetical order to apply it in their searches for books. They will make the connection between spine labels and the author's name. They will be able to navigate library sections and begin to be able to look through fiction shelving for desired books. Students will become familiar with the difference between fiction and nonfiction spine labels. The Dewey Decimal System will be introduced and used in discussion of nonfiction titles. As the students progress through the grades, it will be stressed that they use the Dewey Decimal system when searching for materials including how to find a call number through the Destiny catalog. Students will gain an intimate understanding of how digital resources are organized for their use. The Media Center websites and FollettShelf will both play major roles in allowing middle school students to understand how digital resources may be accessed. The ultimate goal of this unit will be for students to become independent users of the library.

## Unit by Grade Level Table of Contents:

[Unit Title: Organization- Grade Level: Kindergarten](#)

[Unit Title: Organization- Grade Level: 1](#)

[Unit Title: Organization- Grade Level: 2](#)

[Unit Title: Organization- Grade Level: 3-5](#)

[Unit Title: Organization- Grade Level: 6-8](#)

# Research



This unit is designed to enable students to ask questions, locate information, collaborate with others, and use background knowledge to gain new understanding. Students will be exposed to all aspects of the research process, including how to form research questions, brainstorm keywords, properly use materials, verify sources, organize their information, summarize, and keep track of their sources. They will use of informational text, print and digital reference sources. As they progress through the grades, students will learn how to verify sources, properly complete citations, and avoid copyright infringement and plagiarism. Students will be expected to understand and demonstrate proper digital citizenship. Emphasis will be placed on keywords and the introduction of boolean operators which will help students become strong researchers. The ultimate goal will be to encourage students to create their own information seeking strategies and provide structures for students to organize their information.

## **Unit by Grade Level Table of Contents:**

[Unit Title: Research Grade Level: Kindergarten](#)

[Unit Title: Research Grade Level: 1](#)

[Unit Title: Research Grade Level: 2](#)

[Unit Title: Research Grade Level: 3](#)

[Unit Title: Research Grade Level: 4](#)

[Unit Title: Research Grade Level: 5](#)

[Unit Title: Research Grade Level: 6](#)

[Unit Title: Research Grade Level: 7](#)

[Unit Title: Research Grade Level: 8](#)

## Instructional Strategies

In order to achieve the goals of our Library Media curriculum and address the various learning styles and multiple intelligences of all our students, library specialists/teachers must maintain a repertoire of appropriate, effective, and flexible strategies and resources. Students learn best through personal experiences and by connecting new information to what they already know. The regular use of cooperative learning as an instructional tool affords all students the opportunity to become active participants in the learning process. Integrating Library Media instruction with other disciplines across the curriculum encourages students to make connections between contents and make learning more meaningful.

By employing varied and engaging strategies appropriately, library media specialists/teachers assist students in applying their learning to their everyday lives. The following table incorporates strategies and suggestions from professional literature, Internet resources, New Jersey Core Content Standards, American Association for School Library Standards, and Evesham professionals.

Resource	Description	Suggestions for Application
Book Talk	Any discussion held about a book. For example, a teacher or librarian who is trying to encourage others to read a certain book will provide students with some of the essential elements or big ideas from a book.	<ul style="list-style-type: none"> <li>● Librarian shares new titles available in the library/media center</li> <li>● Students share their critique of books they have read in order to persuade other to check out the books</li> </ul>
Brainstorming	Gathering and recording all ideas about a topic in order to create a broad creative pool that will later be organized.	Brainstorming should: <ul style="list-style-type: none"> <li>● Allow for all students to collaborate in order to foster ownership and engagement;</li> <li>● Represent diverse student-generated ideas about the topic;</li> <li>● Allow students time to activate prior knowledge, make connections and explore new relationships.</li> </ul>
Bulletin Board	An interactive visual that provides students an opportunity to explore a particular concept in greater depth.	<ul style="list-style-type: none"> <li>● Students use the board to share and report about a concept</li> <li>● Teachers post questions for investigation and reflection</li> </ul>
Carouseling	A brainstorming activity where learners travel from station to station in a carousel motion sharing, recording, and reporting ideas or participating in activities.	<ul style="list-style-type: none"> <li>● At each station, the learners will record a response to a specific teacher-guided prompt</li> </ul>
Computer Simulations	Simulating events or situations on a computer to enable	Computer simulations should: <ul style="list-style-type: none"> <li>● Provide students with relevant</li> </ul>

	students to experiment with concepts or materials quickly and safely.	<p>examples</p> <ul style="list-style-type: none"> <li>● Encourage generalization and application of skills/concepts learned</li> <li>● Assist students in evaluating various responses and situations</li> <li>● Provide for individual creativity</li> <li>● Promote reflection</li> </ul>
Cooperative Learning	Small heterogeneous groups of learners working together to achieve a common goal.	<p><u>Suggested structures:</u></p> <ul style="list-style-type: none"> <li>● Think – Pair – Share</li> <li>● Investigation</li> <li>● Partner quiz</li> <li>● Team interview</li> <li>● Peer discussion</li> </ul>
Demonstrations	Completing an activity in front of students in order to facilitate discussion regarding concepts.	<ul style="list-style-type: none"> <li>● Allow students to observe a phenomenon</li> <li>● Give a presentation in order to motivate interest or generate information for a discussion</li> </ul>
Displays & Models	Interactive, visual, conceptually-oriented devices that incorporate student involvement (ex., data representations, posters, PowerPoint, photographs).	<ul style="list-style-type: none"> <li>● Present concepts</li> <li>● Motivate interest</li> <li>● Stimulate discussion</li> <li>● Synthesize concepts</li> <li>● Invite student contributions</li> </ul>
Dramatics	Utilizing the dramatic arts to involve students in literature in order to develop fluency and deepen comprehension.	<ul style="list-style-type: none"> <li>● Plays</li> <li>● Puppetry</li> <li>● Role Playing</li> <li>● Choral reading</li> <li>● Rapping</li> <li>● Reader's Theatre</li> </ul>
Fiction and Nonfiction Print Material	Various literary forms which are integrated to increase depth and breadth in the understanding of concepts.	<ul style="list-style-type: none"> <li>● Connect concepts through exposure to related literature</li> <li>● Analyze world situations based upon news articles</li> <li>● Utilize print materials to research particular areas of interest or need</li> <li>● Analyze primary and secondary sources for legitimacy and validity</li> </ul>
Flexible Grouping	Utilization of a variety of grouping options, including cooperative groups, whole class, small group, partners and individuals, to achieve goals and concepts.	<ul style="list-style-type: none"> <li>● Participate in several different grouping options in order to analyze, synthesize, investigate, challenge, and defend as it relates to concepts</li> </ul>
Games	Motivational activities that introduce, reinforce, and review concepts. Examples: Bingo, Buzz, Concentration, Guess My Rule, Jeopardy, computer games.	<ul style="list-style-type: none"> <li>● Participate in teacher/student-created games</li> <li>● Participate in interactive computer games</li> <li>● Participate in appropriate commercially-developed games related to concepts</li> </ul>
Guided Practice	Students receive hands-on	Teacher models proper

	instruction and feedback following initial instruction/modeling.	technique/strategy/skill and then provides guidance as students practices.
Graphic Organizers	Visual illustration of verbal and/or mathematical statements; they help the learner organize, comprehend, summarize, and synthesize information.	<ul style="list-style-type: none"> <li>• Timeline</li> <li>• Problem/solution outline</li> <li>• Network</li> <li>• Herringbone map</li> <li>• Cycle</li> <li>• Venn diagram</li> <li>• Tree diagram</li> <li>• Mind map</li> <li>• Web</li> <li>• Ranking ladder</li> <li>• K-W-L chart</li> </ul>
Graphic Representations	Information organized and presented graphically; pictorial device demonstrating concepts. Examples: charts, graphs, tables, diagrams, flowcharts, maps.	<ul style="list-style-type: none"> <li>• Extrapolate data</li> <li>• Classify and organize information</li> <li>• Evaluate/record information</li> <li>• Utilize appropriate format (chart, graph, etc.)</li> <li>• Summarize/synthesize information</li> </ul>
Inquiry-Based Teaching	Students use inquiry to conduct investigations: <ul style="list-style-type: none"> <li>• Structured inquiry (students follow precise instructions and answer specific questions in a teacher-directed investigation)</li> <li>• Guided inquiry (students generate procedure to follow in a teacher-directed investigation)</li> <li>• Student-directed inquiry (students generate their own procedures in a student-directed investigation)</li> </ul>	<ul style="list-style-type: none"> <li>• Students investigate concepts</li> <li>• Involve students in service learning projects to connect concepts to the real world</li> </ul>
Interdisciplinary Activities	Teachers collaborate to relate literacy to other content areas including Language Arts, Math, Science, and Social Studies, and the Related Arts.	<ul style="list-style-type: none"> <li>• After completing a unit on geography, the students plot their homes and discuss the similarities and differences of the geography of their homeland to New Jersey.</li> <li>• While practicing dance in physical education, the students research the origin and cultural influence.</li> </ul>
Jigsawing	Each student in turn becomes the “expert” on one topic by working with members from other teams. Upon returning to their team, each “expert” teaches the home group.	<ul style="list-style-type: none"> <li>• Acquiring new concepts</li> <li>• Reviewing concepts learned</li> <li>• Learning and sharing different points of view</li> </ul>

Making Models	Models, dioramas, posters, and other projects created by students to increase interest in and understanding of language concepts.	<ul style="list-style-type: none"> <li>• Create representations.</li> <li>• Synthesize concepts.</li> <li>• Stimulate discussion.</li> </ul>
Media	Observe, integrate, and evaluate information that brings the real world into the classroom.	<ul style="list-style-type: none"> <li>• Audio-visual devices</li> <li>• CD-ROM</li> <li>• Computers</li> <li>• DVD</li> <li>• Interactive Whiteboards TV</li> <li>• Internet</li> <li>• Listening centers</li> <li>• Overhead transparencies</li> <li>• Recording devices</li> <li>• United Streaming</li> </ul>
Modeling	The act of demonstrating the behavior or activity which is to be performed by the students.	<ul style="list-style-type: none"> <li>• An activity that learners will replicate</li> </ul>
Museum	A designated area of the library/media center used to display real-world objects or conceptual understandings reflective of knowledge or special student presentations.	<ul style="list-style-type: none"> <li>• Students display various real world objects or visual representations that reflect understanding of a particular concept</li> </ul>
Questioning	<p>Purposeful questions require students to use thinking skills; questions can be organized according to Bloom's Taxonomy, higher and lower level, open and closed.</p> <ul style="list-style-type: none"> <li>• Know goal; select context</li> <li>• Plan questions</li> <li>• Phrase questions clearly</li> <li>• Allow flexibility</li> <li>• Avoid yes/no questions</li> <li>• Allow wait time (at least 3 seconds)</li> <li>• Avoid saying learner's name before the questions</li> <li>• Select learners randomly</li> <li>• Use positive feeling tone</li> <li>• Respond positively to all answers</li> <li>• Use probing techniques to elicit more thorough responses</li> <li>• Redirect and rephrase</li> <li>• Use learner's questions for instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Ask higher-level, open-ended questions (How &amp; Why)</li> <li>• Allow students to react to and rephrase other responses</li> </ul>
Read Aloud	A planned oral reading of a book or print excerpt, usually related to a theme or topic of study.	<ul style="list-style-type: none"> <li>• Engage the student listener while developing background knowledge, increasing comprehension skills, and fostering critical thinking</li> </ul>



		<ul style="list-style-type: none"> <li>● Model the use of reading strategies that aid in comprehension</li> </ul>
Problem-Based Learning	Posing authentic (real-world) problems using inductive teaching where students work out basic principles for themselves.	<p>Problem-based learning should:</p> <ul style="list-style-type: none"> <li>● Be meaningful to the students</li> <li>● Foster higher level thinking</li> <li>● Allow for collaboration</li> <li>● Consider divergent perspectives</li> <li>● Present skills/content in context</li> </ul>
Problem-Solving Process	A structure which gives students a guide for reasoning and solving problems. In each step, students are asked questions that help direct their thinking. The process may be referred to as the decision-making process.	Students use a systematic process to determine possible decisions and outcomes, and then make a decision which supports the appropriate response(s).
Reflection	Reflections may be completed in notebooks/journals or through discussion. Encourage students to think about and organize information and feelings related to experiences, and provide opportunities for students to reflect on their own understanding, often used in self-assessment, unit review, or activity culmination.	<p>Reflection should:</p> <ul style="list-style-type: none"> <li>● Consider individual and group goals</li> <li>● Provide time to think</li> <li>● Encourage dialogue</li> </ul> <p>May be used in the following ways:</p> <ul style="list-style-type: none"> <li>● A culminating activity for a lesson on literature appreciation, ask students to reflect on their favorite author/book.</li> <li>● After playing a game, students reflect on their individual contributions to the team and how they impacted the group's performance.</li> </ul>
Research	Use of various materials and methods to answer questions about a topic.	<ul style="list-style-type: none"> <li>● Extends knowledge of a specific topic</li> <li>● Utilize reference materials to learn about areas of interest or need</li> <li>● Present new information to whole class</li> </ul>
Role Playing	Students express and reinforce themes throughout the unit.	<ul style="list-style-type: none"> <li>● Puppets</li> <li>● Props</li> <li>● Cue cards</li> <li>● Reader's Theater</li> </ul>
Scaffolding	Providing temporary support until help is no longer needed.	<p>Scaffolding should:</p> <ul style="list-style-type: none"> <li>● Build on the students' existing knowledge</li> <li>● Come in various forms (examples, explanations, models, organizers, templates, equipment, etc.)</li> </ul>

		<ul style="list-style-type: none"> <li>● Consider individual needs</li> <li>● Be gradually removed to encourage independence</li> <li>● Build confidence</li> </ul>
Stations	Different areas of the library/media center where students work on various tasks simultaneously.	<ul style="list-style-type: none"> <li>● At each station, students explore materials, conduct investigations, analyze data, conduct research, synthesize learning, etc.</li> </ul>
Storytelling	Students and/or teacher narrate a story or retell a familiar tale.	<ul style="list-style-type: none"> <li>● Storybooks</li> <li>● Hand-crafted books</li> <li>● eBooks</li> </ul>
Surveys/Interviews	Students conduct surveys or interviews of peers and adults	<ul style="list-style-type: none"> <li>● Ask and answer a target question</li> <li>● Create interview questions</li> </ul>
Thinking Aloud	Verbalizing “inner dialogue” or thought processes used in creation or analysis of work.	<p>Thinking aloud should provide students with a strategy for:</p> <ul style="list-style-type: none"> <li>● Problem-solving</li> <li>● Decision-making</li> <li>● Evaluating resources</li> <li>● Implementing the creative process</li> <li>● Effectively communicating ideas</li> </ul>
Tools and Manipulatives	Concrete materials such as spacer, bookends, models, globes, maps, etc.	<ul style="list-style-type: none"> <li>● Use tools to facilitate inquiry</li> <li>● Utilize models to compare and contrast points of view</li> </ul>
Using a Journal	A convenient, familiar and flexible method for students to record, communicate, and reflect on their thoughts, feelings, ideas, experiences, thought processes, and what they have learned.	<ul style="list-style-type: none"> <li>● Summarize an activity</li> <li>● Answer an open-ended activity/question</li> <li>● Reflect upon an activity or class discussion</li> <li>● Describe interesting ideas in response to teacher or peer questions</li> <li>● Recording a strategy, technique, or idea employed to solve a posed task</li> <li>● Reflecting on a role-play scenario or presented problem</li> </ul>

## Assessment

Student assessment is useful to observe and describe performance, diagnose instructional needs, assess progress toward concept understanding, plan instruction and communicate progress to others.

A variety of assessment strategies are used to effectively monitor and evaluate individual children's development of concepts and processes. Assessment strategies and tools should closely match instructional strategies and activities, both in format and design.

Assessment should be ongoing and formative, both informing instruction and evaluating progress. Feedback from assessment tasks assists students in setting goals and becoming independent learners. Effective assessment holds student accountable for their learning. Toward this end, assessment needs to be meaningful to both the students and library media specialists/teachers, and connect to instruction. Authentic, multi-dimensional assessment must be part of the evaluation process. Library media specialists/teachers using authentic assessment effectively involve students in meaningful literacy tasks that allow them to apply, practice and master strategies for constructing meaning in reading, writing, listening, speaking and viewing.

District-wide assessments, also referred to as common assessments, are utilized in all subject areas to both inform instruction, as well as determine proficiency of skills in particular subject areas. These assessments provide consistency across classrooms and grade level/departments. They may take the form of traditional assessments or performance tasks, but more commonly use standardized administration and scoring procedures to help maintain validity, reliability, and fairness. Typically, teachers administer common assessments to all students in the same course and grade level in the district at prescribed intervals, which vary by subject area. Common assessment instruments measure proficiency on subsets of standards and might include writing samples, literary responses, end-of-unit assessments, open-ended problems/questions, laboratory investigations, and projects.

The following table incorporates assessment tools and strategies that will be utilized in assessing students:

<b>Strategy</b>	<b>Description</b>
Anecdotal Notes	Teacher comments written to memorialize student behavior, conversation, or technique; can be used to inform other forms of assessment (i.e. checklists).
Checklists	A checklist is constructed to target skills and provide a systematic record for each student's performance. This checklist may list behaviors, skills or perceptions, and may have point values assigned to specific behaviors being assessed.
Conferences/	The teacher and student interact in a dialogue about the concept

Interviews	being explored using a predetermined set of criteria.
Group Discussions and Critiques	Structured or guided conversations among students and/or teachers that give insight into the understandings of the class as a whole; peer assessment involves using feedback from another student with similar standing (e.g. grade level); requires documentation by student and/or teacher.
Models	Using various materials, students will create models either individually or cooperatively, using a predetermined set of criteria to demonstrate understanding of concepts.
Observations	The teacher observes students in a learning situation, checks for evidence of understanding, and analyzes the information so that instructional decisions can be made. Anecdotal notes document these observations.
Open-ended Response	An open-ended problem is posed in which the student is given a situation and is asked to write a response. This strategy requires the student to demonstrate his/her understanding of the process and the solution. This written response is evaluated according to a predetermined set of criteria.
Oral Presentations or Demonstrations	Presentations provide students with opportunities to demonstrate understanding of concepts. These can be formal or informal, and involve using a rubric or checklist reflecting criteria being assessed.
Problem-solving Based Investigations	A problem is posed which has multiple solutions. Students develop appropriate methods to solve the problem. They may work individually or within a group. The teacher can observe, question, or interview students as they work. Students are expected to generate a product, such as a drawing, display, model, table, graph, or written explanation. This will be shared upon completion of the investigation.
Interviews	The teacher and student interact in a dialogue about the content and the proficiency being explored, using a predetermined set of criteria.
Performance-Based Tasks	Tasks that require students to undertake an action or create a product that demonstrates the application of their knowledge or skills. Performance assessment tasks include demonstrations, presentations, completing projects, or assembling a portfolio of representative work.

Portfolios	A collection of projects, documents, and supportive materials pertaining to ideas, processes, and products; may be in many forms, from photographs to electronic journals and logs.
------------	---

Project Tasks	A specific task is assigned or developed with students to apply concepts or acquire knowledge using a predetermined set of criteria. Students may work individually or in a group.
Questioning	Questions are asked to evaluate students' thinking and reasoning. The questions must require students to explain concepts and support their reasoning.
Rubric	Also referred to as a rating scale, this procedure provides a set of clear guidelines or acceptable responses for the completion of a task to which a score point is assigned. Unlike checklists, rubrics describe the overall quality of student work at each of several score points. The rubric is a "shorthand" reminder of the essential characteristics of each level of quality. Rubrics can be effectively used to assess most areas of development as well as to model appropriate behaviors. Rubrics can be developed with the students or shared before the assignment so that students are clearly aware of the objectives to be met.
Self Assessment/ Self Reflection	Students evaluate themselves, for example in terms of their learning or completion of required tasks;  Can be used in conjunction with other forms of assessment such as checklists, rating scales/rubrics, group discussion/critique.
Student Survey/ Questionnaire	Questions posed to students with the intent of having the students reflect upon their interests and aptitude in a particular area.
Tests/Quizzes	Appropriate teacher-made and/or student-made tests tests/quizzes can be used as an assessment tool.
Written Responses/ Work Samples	These include journal entries, pictorial records of tasks completed, conclusions, analysis, etc.

## **Appendices**

### **Appendix A:**

- Library Bill of Rights

### **Appendix B:**

- Related Policies:
  - ALA Policy: 52.4: Confidentiality of Library Records
  - ETSD Policy 9130: Public Complaints and Grievances
  - ETSD Policy 2530: Resource Materials
  - ETSD Policy 2531: Copying Coprighted Materials
  - ETSD Policy 3321: Acceptable Use of Computer Network(s)/Computers and Resources by Teaching Staff Members

### **Appendix C:**

- Professional Resources

### **Appendix D:**

- 21st Century Life and Careers

# Appendix A

## Library Bill of Rights

### LIBRARY BILL OF RIGHTS

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 19, 1939.

Amended October 14, 1944; June 18, 1948; February 2, 1961;

June 27, 1967; and January 23, 1980;

inclusion of "age" reaffirmed January 23, 1996, by the ALA Council.

## **SCHOOL LIBRARY BILL OF RIGHTS FOR SCHOOL LIBRARY MEDIA PROGRAMS**

The American Association of School Librarians reaffirms its belief in the “Library Bill of Rights” of the American Library Association. Media personnel are concerned with generating understanding of American freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians asserts that the responsibility of the school library media centers is to provide the following:

- a comprehensive collection of instructional materials selected in compliance with basic written selection principles and to provide maximum accessibility to these materials
- materials that will support the curriculum, taking into consideration the individual's needs, and the varied interests, abilities, socioeconomic backgrounds and maturity levels of the students served
- materials for teachers and students that will encourage growth in knowledge and that will develop literary, cultural and aesthetic appreciation and ethical standards
- materials which reflect the ideas and beliefs of religious, social, political, historical and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments
- a written statement, approved by the local boards of education, of the procedures for meeting the challenge of censorship of materials in school library media centers
- qualified professional personnel to serve teachers and students

Approved in 1969 by the American Association of School Librarians Board of Directors.



## AMERICAN LIBRARY ASSOCIATION

### ACCESS TO RESOURCES AND SERVICES IN THE SCHOOL LIBRARY MEDIA PROGRAM

#### An Interpretation of the *Library Bill of Rights*

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem-solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shape the resources and services of a school library media program, the principles of the Library Bill of Rights apply equally to all libraries, including school library media programs. Under these principles, all students have equitable access to library facilities, resources, and instructional programs.

School library media specialists assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library media specialists work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Intellectual freedom is fostered by educating students in the use of critical thinking skills to empower them to pursue free inquiry responsibly and independently. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School library media specialists cooperate with other individuals in building collections of resources that meet the needs as well as the developmental and maturity levels of students. These collections provide resources that support the mission of the school district and are consistent with its philosophy, goals, and objectives. Resources in school library media collections are an integral component of the curriculum and represent diverse points of view on both current and historical issues. These resources include materials that support the intellectual growth, personal development, individual interests, and recreational needs of students.

While English is, by history and tradition, the customary language of the United States, the languages in use in any given community may vary. Schools serving communities in which other languages are used make efforts to accommodate the needs of students for whom English is a second language. To support these efforts, and to ensure equitable access to resources and services, the school library media program provides resources that reflect the linguistic pluralism of the community.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School library media specialists resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access via electronic means.

Major barriers between students and resources include but are not limited to imposing age, grade-level, or reading-level restrictions on the use of resources; limiting the use of

interlibrary loan and access to electronic information; charging fees for information in specific formats; requiring permission from parents or teachers; establishing restricted shelves or closed collections; and labeling. Policies, procedures, and rules related to the use of resources and services support free and open access to information.

It is the responsibility of the governing board to adopt policies that guarantee students access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. It is the responsibility of school library media specialists to implement district policies and procedures in the school to ensure equitable access to resources and services for all students.

*Adopted July 2, 1986, by the ALA Council; amended January 10, 1990; July 12, 2000; January 19, 2005; July 2, 2008.*

*[ISBN 8389-7053-2]*

American Library Association, *Access to Resources and Services in the School Library Media Program: An Interpretation of the Library Bill of Rights, 2008*,  
[www.ala.org/ala/issuesadvocacy/intfreedom/librarybill/interpretations/accessresources.cfm](http://www.ala.org/ala/issuesadvocacy/intfreedom/librarybill/interpretations/accessresources.cfm) (19 October 2010)

# **APPENDIX B**

## **Related Policies:**

- **ALA Policy: 52.4: Confidentiality of Library Records**
- **ETSD Policy 9130: Public Complaints and Grievances**
- **ETSD Policy 2530: Resource Materials**
- **ETSD Policy 2531: Copying Copyrighted Materials**
- **ETSD Policy 3321: Acceptable Use of Computer Network(s)/ Computers and Resources by Teaching Staff Members**

## AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS

### POSITION STATEMENT ON THE CONFIDENTIALITY OF LIBRARY RECORDS

The members of the American Library Association,\* recognizing the right to privacy of library users, believe that records held in libraries which connect specific individuals with specific resources, programs or services, are confidential and not to be used for purposes other than routine record keeping: i.e., to maintain access to resources, to assure that resources are available to users who need them, to arrange facilities, to provide resources for the comfort and safety of patrons, or to accomplish the purposes of the program or service. The library community recognizes that children and youth have the same rights to privacy as adults.

Libraries whose record keeping systems reveal the names of users would be in violation of the confidentiality of library record laws adopted in many states. School library media specialists are advised to seek the advice of counsel if in doubt about whether their record keeping systems violate the specific laws in their states. Efforts must be made within the reasonable constraints of budgets and school management procedures to eliminate such records as soon as reasonably possible.

With or without specific legislation, school library media specialists are urged to respect the rights of children and youth by adhering to the tenets expressed in the Confidentiality of Library Records Interpretation of the Library Bill of Rights and the ALA Code of Ethics.

\*ALA Policy 52.4 (see below), 54.16

### **ALA Policy 52.4 Confidentiality of Library Records**

The ethical responsibilities of librarians, as well as statutes in most states and the District of Columbia, protect the privacy of library users. Confidentiality extends to "information sought or received, and materials consulted, borrowed, acquired," and includes database search records, interlibrary loan records, and other personally identifiable uses of library materials, facilities, or services.

The American Library Association recognizes that law enforcement agencies and officers may occasionally believe that library records contain information which may be helpful to the investigation of criminal activity. If there is a reasonable basis to believe such records are necessary to the progress of an investigation or prosecution, the American judicial system provides mechanism for seeking release of such confidential records: the issuance of a court order, following a showing of good cause based on specific facts, by a court of competent jurisdiction.

The American Library Association strongly recommends that the responsible officers in each library, cooperative system, and consortium in the United States:

1. Formally adopt a policy which specifically recognizes its circulation records and other records identifying the names of library users with specific materials to be confidential.
2. Advise all librarians and library employees that such records shall not be made available to any agency of state, federal, or local government except pursuant to such process, order, or subpoena as may be authorized under the authority of,

and pursuant to, federal, state, or local law relating to civil, criminal, or administrative discovery procedures or legislative investigatory power.

3. Resist the issuance or enforcement of such process, order, or subpoena until such time as a proper showing of good cause has been made in a court of competent jurisdiction.

American Association of School Librarians. *Position Statement on the Confidentiality of Library Records*. 2010, <[www.ala.org/ala/mgrps/divs/aasl/aaslissues/positionstatements/confidentiality.cfm](http://www.ala.org/ala/mgrps/divs/aasl/aaslissues/positionstatements/confidentiality.cfm)> (19 October 2010)

## **POLICY**

### **Evesham Township Board of Education**

Section: Community

9130. PUBLIC COMPLAINTS AND GRIEVANCES (M)

Date Created: March, 1977

Date Edited: March, 2009

#### **9130- PUBLIC COMPLAINTS AND GRIEVANCES (M)**

The Board of Education believes all reasonable means should be employed to keep the community served by the school district informed on matters of importance regarding district programs, finances, personnel, policies, and operations.

The Board will determine which of its official actions have sufficient community impact and interest to warrant special release; the Board alone will release to the news media information about those matters of importance. The Board President may release information regarding Board actions of lesser importance as they have been recorded in the minutes of the Board meetings and upon the request of media representatives. The release of all other publications, photographs, and documents depicting the accomplishments of the pupils and staff of the district shall be approved by the Superintendent of Schools or designee.

The school district will not release or publish photographs or release other personal identifying information of an individual district pupil without the prior written permission of the parent(s) or legal guardian(s) or from the adult pupil. Written permission slips for such release from each parent(s) or legal guardian(s) or adult pupil will be obtained by the Principal or designee for the pupils in their school building or by the Program Administrator for pupils in programs where a Principal is not assigned. These written permission forms shall be maintained by the Principal or Program Administrator. Group photographs may be released by the district without permission, but in no event will an individual pupil in a group photograph be identified by name and/or by other personal identifier without written permission from the parent(s) or legal guardian(s) or adult pupil.

The Superintendent of Schools shall direct an information program designed to acquaint residents of the community and the public generally with the achievements and the needs of the schools. As a minimum, information shall be disseminated regarding the district's educational goals; the district's guarantee of equal educational opportunity; the district's programs for basic skills improvement, special education, bilingual education, and English as a second language; and summary reports of the administration of statewide assessment tests. Every effort shall be made to foresee and avoid problems caused by misunderstanding or lack of information.

The public information program may include the publication and distribution of a district newsletter, meetings with parent(s) or legal guardian(s) and interested residents, a presentation and interpretation of the proposed annual budget, periodically distributed calendars and notices of events, the Superintendent's annual report, and a pupil handbook, as well as the release of news and photographs of school activities for publication. Notices, publications, and other written materials may be prepared in languages other than English when necessary and appropriate for understanding.

The Board of Education adopts the following strategies to minimize the cost of public relations as defined in N.J.A.C. 6A:23A-9.3(c)14 in accordance with N.J.A.C. 6A:23A-5.2.

School district publications shall be produced and distributed in the most cost-efficient manner possible that will enable the school district to inform and educate the target community. The use of expensive materials or production techniques where lower cost methods are available and appropriate, such as the use of multi-color glossy publications instead of suitable, less expensive alternatives, is prohibited.

The school district will not distribute, via mass mailings or other means to the district community at large, publications that include the picture(s) of any members of the Board of Education within ninety days before any election in which any Board member is seeking any elective office or any election relating to school district operations held in the district. Any publication(s) distributed by the Board via mass mailings or other means to the district community at large within sixty days before any election in which any Board member is seeking any elective office or any election relating to school district operations held in the district must be submitted to the Executive County Superintendent for review prior to distribution to ensure that the public funds are being expended in a reasonable and cost-effective manner.

Public relations activities, such as booths at Statewide conferences, marketing activities and celebrations for opening schools and community events, and TV productions that are not part of the instructional program or do not provide information about district or Board operations to the public, that are excessive in nature are prohibited. All activities involving promotional efforts to advance a particular position on school elections or any referenda are prohibited.

Nothing in N.J.A.C. 6A:23A-5.2 and this Policy shall preclude the school district from accepting donations or volunteer services from community members, local private education foundations and local business owners to conduct or assist in public relations

services. Examples include, but are not limited to: providing school district flyers, newsletters, or other materials containing school-related information of public concern to local businesses, public meeting places, or other local organizations to display or make available for dissemination; making school district related information of public concern available to local newspapers to publish related articles; and utilizing volunteered services of local community members, district employees, members of parent organizations or local businesses with expertise in related areas such as printing, advertising, publishing, or journalism.

The Board of Education will establish annually prior to budget preparation, a maximum dollar limit for public relation, as defined in N.J.A.C. 6A:23A-9.3(c)14. In the event it becomes necessary to exceed the established maximum dollar limit for public relations, the Superintendent of Schools shall recommend to the Board of Education an increase in the maximum dollar amount for public. Any increase in the maximum dollar amount shall require formal Board action.

N.J.A.C. 6A:23A-5.2

Adopted: 12 March 1991

Revised: 20 June 2002, 30 March 2009

© 2010 [Strauss Esmay Associates, LLP](#)  
1886 Hinds Road, Suite 1, Toms River, NJ 08753  
ph: (732)255-1500 fax: (732)255-1502

**Evesham Township Public Schools**  
**Request for Reconsideration of Media/Resource Materials**

**Author:** \_\_\_\_\_ **Format of Media:** \_\_\_\_\_  
**Title:** \_\_\_\_\_  
**Publisher/Producer:** \_\_\_\_\_ **Request initiated by:** \_\_\_\_\_  
**Telephone:** \_\_\_\_\_  
**Address:** \_\_\_\_\_ **City:** \_\_\_\_\_ **Zip Code:** \_\_\_\_\_

School in which media is used: \_\_\_\_\_

Complainant Represents:

\_\_\_\_\_ Self  
\_\_\_\_\_ Organization (specify): \_\_\_\_\_  
\_\_\_\_\_ Other Group (identify): \_\_\_\_\_

1. To what in the media do you object? (Please be specific)
  
2. In your opinion, what harmful effects upon students might result from the use of this media?
  
3. Did you review the entire media? Yes \_\_\_\_\_ No \_\_\_\_\_
4. Are you aware of judgment of this media by critics? Yes \_\_\_\_\_ No \_\_\_\_\_
5. Have you read any reviews of this media? Yes \_\_\_\_\_ No \_\_\_\_\_  
In which publication?
6. Do you perceive any educational value resulting from use of this media?
  
7. Is there any age group of students for which you would recommend this media?
  
8. Is there any media on a similar theme that you would recommend as a substitute for the media questions?
  
9. What do you believe is the theme? \_\_\_\_\_



## Care of Books (excerpt from the Black Book)

“The students shall be responsible for all books. Damaged or lost books will require a fee based on the age and condition of the book when received.” The fee will be decided upon by the Library Media Specialist and Principal.

# **POLICY**

## **Evesham Township Board of Education**

Section: Program  
2530. RESOURCE MATERIALS  
Date Created: June, 2002  
Date Edited: June, 2002

### 2530- RESOURCE MATERIALS

The Board of Education shall provide resource materials to implement district and school educational goals and objectives as pupil needs dictate and district resources permit. Such materials include reference books, other supplementary titles, maps, library print and non-print materials, and other sources of information for use by pupils that are not designated as textbooks.

The Superintendent shall be responsible for the selection and maintenance of all resource materials, in accordance with the following standards:

1. Material will be suited to the varied interests, abilities, reading levels, and maturation levels of the pupils to be served;
2. Wherever possible, materials will provide major opposing views on controversial issues so that pupils may develop under guidance the practice of critical reading and thinking;
3. Wherever possible, materials will represent the many religious, ethnic, and cultural groups and their contribution to American heritage;
4. Materials will be factually accurate and of genuine literary or artistic value;
5. Materials will be of a quality and durability appropriate to their intended uses and longevity;
6. Materials will relate to, support, and enrich the courses of study adopted by the Board.

The Superintendent will develop regulations for the selection of resource materials that provide for the effective consultation of teaching staff members at all appropriate levels;

ensure that the Board's budgetary allotment for resource materials is efficiently spent and wisely distributed throughout the instructional program and the district; and ensure an inventory of resource materials that is well balanced and well rounded in coverage of subject, types of materials, and variety of content.

The Superintendent will evaluate the continuing effectiveness and utility of resource materials and recommend to the Board the removal of those materials that no longer meet the standards set forth in this policy. Any request for the removal of resource materials will be governed by Policy No. 9130 on public complaints.

Adopted: 20 June 2002

© 2010 [Strauss Esmay Associates, LLP](#)  
1886 Hinds Road, Suite 1, Toms River, NJ 08753  
ph: (732)255-1500 fax: (732)255-1502

# POLICY

## EVESHAM TOWNSHIP BOARD OF EDUCATION

### **2531- COPYING COPYRIGHTED MATERIALS**

The Board of Education encourages teaching staff members to make judicious use of appropriate printed materials, sound recording, televised programs, and computer software in the curriculum but recognizes that federal law, applicable to public school districts, protects the originators of those materials from the unauthorized use of their copyrighted works. The Board expressly forbids the use of school equipment for the illegal reproduction of copyrighted materials.

In order to define the fair and reasonable use that teaching staff members may make of copyrighted works for educational purposes without the permission of the copyright owner and to reduce the risk of copyright infringement, the Board directs the Superintendent to promulgate regulations regarding the copying and distribution of copyrighted materials for instructional purposes.

Computer software may be reproduced only for archival purposes or when copying is an essential step in the utilization of the program. Computer software should be purchased in sufficient quantity to permit its classroom use without simultaneous loading. Where appropriate, the Superintendent shall seek a licensing agreement with the software publisher that permits the reproduction of software, the simultaneous use of software, and the purchase of multiple copies of software at discount prices.

Pupils and staff members shall be instructed that copyright infringement is a form of theft. A pupil or staff member who reproduces or uses copyrighted material in violation of this policy will be subject to discipline.

17 U.S.C. 101 et seq.

Adopted: 13 January 1987  
Revised: 12 March 1991  
Revised: 20 June 2002

# REGULATION

## EVESHAM TOWNSHIP BOARD OF EDUCATION

### **3321 - ACCEPTABLE USE OF COMPUTER NETWORK(S)/COMPUTERS AND RESOURCES BY TEACHING STAFF MEMBERS**

The school district provides computer equipment, computer services, and Internet access to its pupils and staff for educational purposes only. The purpose of providing technology resources is to improve learning and teaching through research, teacher training, collaboration, dissemination and the use of global communication resources. The "system administrators" referred to herein as employees of the school district who administer the school district computer network(s)/computers and the system administrators reserve the right to monitor all activity on network(s)/computer facilities/computers.

Because of the complex association between so many government agencies and computer network(s)/computers must adhere to strict regulations. Regulations are provided here so that teaching staff members are aware of their responsibilities. The school district may modify these regulations at any time by publishing modified regulations on the network(s) and elsewhere.

Teaching staff members are responsible for good behavior on computer network(s)/computers. Communications on the computer network(s)/computers are often public in nature. Policies and Regulations governing teaching staff members behavior and communications apply. The school district's network(s), Internet access and computers are provided to conduct research and as a tool for instruction and to communicate with others. Access to computer network services/computers is given to teaching staff members who are expected to act in a considerate, responsible and professional manner. Access is a privilege, not a right. Access entails responsibility. Individual users of the district computer network(s)/computers are responsible for their behavior and communications over the computer network(s)/computers. It is presumed that users will comply with district standards. Beyond the clarification of such standards, the district is not responsible for the actions of individuals utilizing the computer network(s)/computers who violate the policies and regulations of the Board.

Computer network(s)/computer storage areas shall be treated in the same manner as other school storage facilities. Computer network(s)/computer administrators may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect that files stored on district servers will always be private. Users should expect all files stored on district servers will be available for review by the Technology Coordinator and/or school administrators.

Within reasonable limits, freedom of speech and access to information will be honored. During school, teaching staff members will guide pupils toward appropriate materials.

Behaviors including but not limited to the following are prohibited:

1. Sending or displaying offensive messages or pictures;
2. Using obscene language and/or accessing visual depictions that are obscene as defined in section 1460 of Title 18, United States Code;

3. Using or accessing visual depictions that are child pornography, as defined in section 2256 of Title 18, United States Code;
4. Using or accessing visual depictions that are harmful to minors including any pictures, images, graphic image file or other visual depiction that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
5. Depicts, describes, or represents in a patently offensive way, with respect to what is suitable for minors, sexual acts or conduct; or taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors;
6. Harassing, insulting or attacking others;
7. Damaging, degrading or disrupting computers, computer systems or computer network(s)/computers;
8. Violating copyright laws;
9. Using another's password;
10. Trespassing in another's folders, work or files;
11. Intentionally wasting limited resources;
12. Employing the network(s)/computers for commercial purposes;
13. Engaging in other activities which do not advance the educational purposes for which computer network(s)/computers are provided;
14. Stealing data or other intellectual projects;
15. Forging electronic mail messages;
16. Posting anonymous messages;
17. Accessing school computers for other than educational purposes; and/or
18. Any other unethical, unacceptable, illegal and/or inappropriate activity.

#### Information Content and Uses of the System

Users agree not to publish on or over the system any information which violates or infringes upon the rights of any other person or any information which would be abusive, profane or sexually offensive to an average person, or which without the approval of the system administrators, contains any advertising or any solicitation of other members to use goods or services. The user agrees not to use the facilities and capabilities of the system to conduct any non-school related business or solicit the performance of any activity which is prohibited by law or non-educational.

While most of the content available on the Internet is innocuous and much of it a valuable educational resource, some objectionable material exists. The Board will provide pupil access to Internet resources only in supervised environments and has taken steps to lock out objectionable areas to the extent possible, but potential dangers remain. Teaching staff members are advised that some systems may contain defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or otherwise illegal material and are to supervise pupil use of computers and the Internet. The Board and the system administrators do not condone the use of such materials and do not permit usage of such materials in the school environment. Teaching staff members should discipline pupils knowingly bringing such materials into the school environment in accordance with Board policies and regulations and inform pupils that such activities may result in termination of such pupils' accounts on the computer network(s) and their independent use of computers.

#### On-line Conduct

Any action by a teaching staff member or other user of the school district's computer network(s)/computers that is determined by a system administrator to constitute an inappropriate use of computer network(s)/computers resources or to improperly restrict or inhibit other members from using and enjoying those resources is strictly prohibited and may result in limitation on or termination of an offending member's account and other action in compliance with the Board policy and regulation. The user specifically agrees not to submit, publish, or display any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or otherwise illegal material; nor shall a user encourage the use, sale, or distribution of controlled substances. Transmission of material, information or software in violation of any local, state or federal law is also prohibited and is a breach of the Consent and Waiver Agreement.

Users agree to indemnify the Evesham Township School District and the system administrators for any losses, costs, or damages, including reasonable attorneys' fees incurred by the Board relating to, or arising out of any breach of this section by the user.

Computer network(s)/computer resources are to be used by the user for his/her educational use only; commercial uses are strictly prohibited.

#### Software Libraries on the Network(s)

Software libraries on the network(s) are provided to teaching staff members as an educational resource. No teaching staff member may install, upload, or download software without the expressed consent of the system administrator. Any software having the purpose of damaging other members' accounts on the school district computer network(s)/computers (e.g., computer viruses) is specifically prohibited. The system administrators, at their sole discretion, reserve the rights to refuse posting of files and to remove files. The system administrators, at their sole discretion, further reserve the right to immediately limit usage or terminate the account or take other action consistent with the Board's policies and regulations of a member who misuses the software libraries.

#### Copyrighted Material

Copyrighted material must not be placed on any system connected to the network(s)/computers without the author's specific written permission. Only the owner(s) or persons they specifically authorize may upload copyrighted material to the system. Members may download copyrighted material for their own use in accordance with Policy and Regulation No. 2531, Copying Copyrighted Materials. Any member may also noncommercially redistribute a copyrighted program with the expressed written permission of the owner or

authorized person. Permission must be specified in the document, on the system, or must be obtained directly from the author.

#### Public Posting Areas (Message Boards/Usenet Groups)

Usenet and Internet Relay Chat Room messages are posted from systems connected to the Internet around the world and the school district system administrators have no control of the content of messages posted from these other systems. To best utilize system resources, the system administrators will determine which Usenet groups are most applicable to the educational needs of the school district and will carry these groups on the school district computer network(s). The system administrators or the school administration, at their sole discretion, may remove messages posted locally that are deemed to be unacceptable or in violation of the Board policies and regulations. The system administrators or the school administration, at their sole discretion, further reserve the right to immediately terminate the account of a member who misuses the message boards or Usenet groups.

#### Real-time, Interactive, Communication Areas

The system administrators, at their sole discretion, reserve the right to monitor and immediately limit the use of the computer network(s)/computers or terminate the account of a member who misuses real-time conference features (talk/chat/Internet relay chat) etc.

#### Electronic Mail

Electronic mail ("E-mail") is an electronic message sent by or to a member in correspondence with another person having Internet mail access. All messages sent and received on the school district computer network(s) must have an educational or administrative purpose and are subject to review. A sender of an

E-mail message should expect the E-mail messages will be reviewed by the system administrators or the school administration. Messages received by the system are retained on the system until deleted by the recipient or for a maximum of thirty calendar days. A canceled account will not retain its E-mail. Members are expected to remove old messages within thirty calendar days or the system administrators may remove such messages. The system administrators may inspect the contents of E-mail sent by one member to an addressee, or disclose such contents to other than the sender or a recipient when required to do so by the Board policy, regulation or other laws and regulations of the State and Federal governments. The Board reserves the right to cooperate fully with local, state, or federal officials in any investigation concerning or relating to any E-mail transmitted on the school district computer network(s) or computers.

#### Disk Usage

The system administrators reserve the right to set quotas for disk usage on the system. A member who exceeds his/her quota of disk space will be advised to delete files to return to compliance with predetermined quotas. A member who remains in noncompliance of disk space quotas after seven school days of notification will have their files removed by a system administrator.

#### Security

Security on any computer system is a high priority, especially when the system involves many users. If a member feels that he/she can identify a security problem on the computer network(s), the member must notify a system administrator. The member should not inform individuals other than the system

administrators or other designated members of the school district staff of a security problem. Professional staff may allow individuals who are not members to access the system through the staff personal account as long as the staff person does not disclose the password of the account to the individuals and understands that the staff person assumes responsibility for the actions of individuals using his/her account. Members may not otherwise allow others to use their account and password. Passwords to the system should not be easily guessable by others, nor should they be words which could be found in a dictionary. Attempts to log in to the system using either another member's account or as a system administrator will result in termination of the account. Members should immediately notify a system administrator if a password is lost or stolen, or if they have reason to believe that someone has obtained unauthorized access to their account. Any member identified as a security risk will have limitations placed on usage of the computer network(s)/computers or may be terminated as a user and be subject to other disciplinary action.

#### Vandalism

Vandalism will result in cancellation of system privileges and other disciplinary measures. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the system, or any of the agencies or other network(s)/computers that are connected to the Internet backbone or of doing intentional damage to hardware or software on the system. This includes, but is not limited to, the uploading or creation of computer viruses.

#### Printing

The printing facilities of the computer network(s)/computers should be used judiciously. Printing for other than educational, or school related purposes is prohibited.

## Violations

Violations of the Acceptable Use of Computer Network(s)/Computers and Resources may result in a loss of access as well as other disciplinary or legal action. Disciplinary action shall be taken as indicated in Policy and Regulation No. **3321**, Teaching Staff Members, Acceptable Use of Computer Network(s)/Computers and Resources, Policy No. 3150, Teaching Staff Member Discipline, as well as possible legal action and reports to the legal authorities and entities.

### Determination of Consequences for Violations

The particular consequences for violations of this policy shall be determined by the Technology Coordinator in matters relating to the use of computer network(s)/computers and by the Superintendent or designee in matters of discipline or employee suspension or actions by the authorities are the appropriate course of action.

Individuals violating this policy shall be subject to the consequences as indicated in Policy No. 2361 and other appropriate discipline which includes but are not limited to:

1. Use of Computer Network(s)/Computers only under direct supervision;
2. Suspension of network privileges;
3. Revocation of network privileges;
  
4. Suspension of computer privileges;
5. Revocation of computer privileges;
6. Suspension from employment;
7. Legal action and prosecution by the authorities; and/or
8. Any appropriate action that may be deemed necessary as determined by the Superintendent and approved by the Board of Education.

Decisions of the Superintendent may be appealed in accordance with the appropriate employee grievance procedure.

Issued: 12 October 2004



# APPENDIX C

## Professional Resources

### PROFESSIONAL RESOURCES

Please note that all web links were valid at the time of Curriculum development; however these are fluid links that may change with no prior notice. If a link appearing here does not work, try a web search for the name of the resource directly.

### PROFESSIONAL ORGANIZATIONS

#### **American Library Association**

50 East Huron Street  
Chicago, IL 60611  
800-545-2433  
312-944-6780  
FAX: 312-944-2641  
website: <http://www.ala.org>  
email: [library@ala.org](mailto:library@ala.org)  
<mailto:library@ala.org>

#### **American Association of School Librarians**

American Library Association  
50 East Huron Street  
Chicago, IL 60611  
800-545-2433 x. 4386  
312-280-4386  
FAX: 312-664-7459  
website: [www.ala.org/aasl](http://www.ala.org/aasl)  
e-mail: [AASL@ALA.org](mailto:AASL@ALA.org)  
<http://www.emanj.org/>  
<http://www.emanj.org/>

#### **New Jersey Library Association**

P.O. Box 1534  
Trenton, NJ 08607  
609-394-8032  
fax: 609-394-8164  
website: [www.njla.org](http://www.njla.org)  
email: [ptumulty@njla.org](mailto:ptumulty@njla.org)  
<mailto:ptumulty@njla.org>

#### **Young Adult Library Services Association**

50 E. Huron St.  
Chicago, IL 60611  
Website: [www.ala.org/YALSA](http://www.ala.org/YALSA)  
Email: [YALSA@ala.org](mailto:YALSA@ala.org)

## LIBRARIES

### **Burlington County Library**

5 Pioneer Boulevard  
Westampton, NJ 08060  
609-267-9660  
FAX: 609-267-4091  
Website: <http://www.bcls.lib.nj.us/>

### **Burlington County Library: Evesham Township Branch**

*(located in the Evesham Municipal Complex)*  
984 Tuckerton Road  
Marlton, NJ 08053  
Ph: 856-983-1444  
Fax: 856-983-4939

### **New Jersey State Library**

185 West State Street  
P.O. Box 520  
Trenton, NJ 08625-0520  
609-292-6220  
School Library Services: 609-292-6245  
Website: <http://www.njstatelib.org/>

### **New Jersey Library for the Blind & Handicapped**

2300 Stuyvesant Avenue CN 501  
Trenton, NJ 08625-0501  
800-792-8322  
609-530-4000  
FAX: 609-292-530-6384

## Citation Sources

- Easy Bib <http://www.easybib.com>  
<http://www.easybib.com/>
- Noodle Tools <http://www.noodletools.com/>  
<http://www.noodletools.com/>
- Purdue Online Writing Lab <https://owl.english.purdue.edu/owl/>

**Copyright**<http://www.halldavidson.net/>  
<http://www.halldavidson.net/>

- Copyright quizzes for teachers and librarians U.S. Copyright  
<http://lcweb.loc.gov/copyright>

## District Library Media Procedures

### Donation Procedure:

Please be aware of these guidelines before donating any materials:

- The Media Center accepts donations of new or gently used materials.
- Any student, teacher, or parent may donate materials to the library.
- Materials include: books, audiobooks, or DVDs.
- We will not accept torn, damaged, or any age-inappropriate materials. These materials will be discarded.
- Any superfluous materials will be donated elsewhere.

### Weeding Procedure:

All librarians will keep their library collections timely through the use of weeding. Weeding allows for the removal of books that no longer fit into the collection. Specific criterion will be used when choosing books to weed. These criteria include:

- Does the material help to foster a love of reading? All materials should be utilized regularly and support the curriculum. Any materials that have not been circulated in four years may be removed.
- Do the materials help to reflect the student population? The materials should provide a diverse collection that represents all students and viewpoints.
- Are the texts in good condition and do they present the best information available? Materials that are falling apart will be weeded and replaced with a better copy within budget allowances.

"The Adventures of Library Girl." Weblog post. : *Keeping Your Library Collection Smelling F.R.E.S.H!*

Ed. Jennifer LaGarde. Blogger, 1 Oct. 2013. Web. 14 July 2016.  
<<http://www.librarygirl.net/2013/10/keeping-your-library-collection.html>>.

"Weeding Library Collections: A Selected Annotated Bibliography for Library Collection Evaluation."

*Weeding Library Collections: A Selected Annotated Bibliography for Library Collection Evaluation*. American Library Association, 26 Sept. 2006. Web. 14 July 2016. <<http://www.ala.org/tools/libfactsheets/alalibraryfactsheet15#colldev>>.

# **APPENDIX D**

## **21st Century Life and Careers**

## 21<sup>st</sup> CENTURY LIFE AND CAREER SKILLS

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

In Evesham, 21<sup>st</sup> century life and career skills focus on enabling student to make informed decisions that will prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21<sup>st</sup> century global workplace. Therefore, these life and career skills are integrated across the K-8 curriculum in various subject areas, where appropriate. It is our goal to build a solid foundation for the high school that foster a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is financially literate and financially responsible at home and in the broader community.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Seeks to attain skill and content mastery to achieve success in a chosen career path.

The following chart further elaborates on Standard 9 and identifies areas across the curriculum where these concepts and skills are integrated into instruction.

- **Career Ready Practices**

<http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

- **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

- **9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.