Library Curriculum

West Essex Consortium

North Caldwell School District

Approved: October 14, 2014

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Appendices

    A. Common Core Standards (CCS) for English Language Arts
        http://www.corestandards.org/ELA-Literacy/

        http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

    B. Information Literacy Standards for the 21st Century Learner

    C. New Jersey Core Curriculum Standards (CCSS) for Technology

MISSION STATEMENT

The mission of the school library media program is to ensure that students and staff are effective users of ideas and information.

This mission is accomplished by:

- Providing intellectual and physical access to materials in all formats.

- Providing instruction to foster competence and stimulate interest in reading, viewing, and using information ideas.

- Collaborating with other educators to design learning strategies to meet the needs of individual students.

- Teaching students to seek diverse perspectives, gather and use information ethically, and use social tools responsibly and safely.

- Supporting the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects and stressing critical-thinking, problem-solving, and analytical skills that are required for success in college, career, and life.

- Supporting the current Common Core State Standards for Technology.

PHILOSOPHY OF THE SCHOOL LIBRARY MEDIA PROGRAM

The broad goal of the library media center—and, therefore, the foundation of the curriculum—is to be a place where students, teachers and parents can, with the guidance of the certified library media specialist, access information and pursue ideas. The Core Curriculum Standards consider the library media center to be the hub of all information resources, be they print or electronic in format. These goals are realized through a sequentially developed curriculum of literature enrichment, information literacy skills, and technology. The students and members of the educational community have access to the school library media center.

In the twenty-first century, acquiring information literacy skills and a commitment for lifelong reading and learning become paramount. In the school library media center, students develop critical thinking, problem solving, and communication skills as they use a variety of resources to meet the demands of curriculum and the challenges of the future.

A library media program does not exist in isolation. The school library media specialist works in collaborative partnership with students, teachers, administrators, Board of Education members, and the school community. Through collaboration, the library media program also incorporates the goals and objectives of the *Core Curriculum Standards* (CCS) and the *Standards for the 21st Century Learner*, as prepared by the American Association of School Librarians (AASL).

Common beliefs:

- Reading is a window to the world.
- Inquiry provides a framework for learning.
- Ethical behavior in the use of information must be taught.
- Technology skills are crucial for future employment needs.
- 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.
- School libraries are essential to the development of learning skills.

MATERIALS SELECTION POLICY

Responsibility

The library media specialist is responsible for the evaluation and selection of material in consultation with the building principal. Final authority for distribution of funds rests with the building principal under the direction of the superintendent. Suggestions for purchases are encouraged from all sources including teachers, department coordinators, curriculum supervisors, administrators, students and members of the public.

Principles of Evaluation and Selection

I.   Library media specialists should select materials having these elements of quality:
        A. Permanent or timely value
        B. Accuracy
        C. Authority
        D. Clear presentation, readability, and popular appeal
        E. Format - - substantial binding and paper, clear print, clean graphics

II.   Factors influencing selection are:
        A. Curriculum
        B. Reading interests and abilities of students
        C. Background and maturity of students
        D. Need to develop a balanced collection
        E. Literary value
        F. Size of the budget
        G. Need for multiple copies

III.   Books and other materials should appear with a favorable designation in one or more of the recognized reviewing tools unless it is possible to examine and evaluate them carefully before purchase. Examples of reviewing tools are *Booklist*, *School Library Journal,* and *Follett Titlewave.*

IV.   Materials selected should be free of sexual bias and accurately reflect all religious, social, political, and ethnic groups and their contributions to the American heritage, as well as a knowledge and appreciation of global history and culture.

V.   The library media center welcomes gifts of books and other materials provided that:
        A. they meet the same standards of selection as those applied to original purchases
        B. they can be integrated into the general library media collection
        C. the library media center may offer the gift to another library or institution
        D. the library media center may dispose of the gift at its discretion

VI.   Worn or missing standard items should be disposed of in accordance with District Policy and should be replaced if the items continue to meet the selection guidelines.

VII.   No longer useful materials should be withdrawn from the collection. Materials will be examined on a continuous basis for the purpose of identifying items to be withdrawn. Factors influencing the decision to withdraw include: curricular needs, age, condition, accuracy of information, circulation history, suitability to student population served.

SCOPE AND SEQUENCE
COURSE OUTLINE

The students in grades Preschool – 6 will be able to:

I. ORIENTATION

Course Outline/Scope Sequence	Pre-K	K	1	2	3	4	5	6
A. Demonstrate appropriate media center behavior**.**	I	I	R	R	R	R	R	R
B. Utilize circulation procedures efficiently and effectively	I	I	R	R	R	A	A	A
C. Demonstrate care of materials.	I	I	I	R	R	A	A	A
D. Identify, locate, select, and understand purpose of materials.								
1. Easy/Picture books (alphabetical order)	I	I	R	R	A	N	N	N
2. Fiction (alphabetical order by author)				I	I	R	R	A
3. Nonfiction (numerical order)				I	I	R	R	R	R
4. Biography (alphabetical order by subject)				I	I	R	R	R	R
5. Periodicals: Print				I	R	R	R	R	R
6. Periodicals: Electronic					I	I	R	R	R

SCOPE AND SEQUENCE
COURSE OUTLINE

The students in grades Preschool – 6 will be able to:

II. BOOKS

Course Outline/Scope Sequence	PreK	K	1	2	3	4	5	6
A. Identify, locate, utilize parts of a book.								
1. Cover / Dust jacket		I	R	R	A	A	A	A
2. Title		I	R	A	A	A	A	A
3. Author (s) and Illustrator (s)		I	R	R	A	A	A	A
4. Spine, label, Call Number		I	R	R	A	A	A	A
5. Title page		I	I	R	R	R	A	A
6. Publisher/Place of Publication/Copyright date and page		I	I	I	I	R	A	A
7. Dedication			I	I	R	R	A	A
8. Preface/Forward/Intro/Afterword					I	I	R	R
9. Table of Contents; Index			I	I	R	R	A	A
10. Glossary				I	R	R	A	A
11. Appendix					I	R	R	A
12. Bibliography			I	I	I	I	R	R
B. Understand that fiction and nonfiction books can be used as resources for recreational reading.	I	I	I	R	R	A	A	A
C. Understand that all libraries provide a diverse collection of information presenting many viewpoints.						I	I	I

SCOPE AND SEQUENCE
COURSE OUTLINE

The students in grades Preschool – 6 will be able to:

III. TECHNOLOGICAL RESOURCES

Course Outline/Scope Sequence	PreK	K	1	2	3	4	5	6
A. Understand and utilize the Online Public Access Catalog (OPAC) operations.								
1. Basic search					I	I	R	R
a. By author, title, subject, keyword				I	I	R	R	A
2. Advanced Search--Boolean							I	I
3. Assessment of search technique								
a. Selection of Record				I	I	I	R	R
b. Interpretation of record				I	I	I	R	R
B Classification Systems								
1. Dewey Decimal System (DDC)								
a. Locates materials using DDC b. Purpose of the system					I	R	R	R
C. Understand and utilize the internet			I	I	R	A	A	A
Develop a common evaluation tool. 1. Information evaluation (understand, analyze, evaluate, synthesize, and apply appropriate information effectively). Evaluate bias, point of view.							I	I
2. Search Strategies						I	I	R

SCOPE AND SEQUENCE
COURSE OUTLINE

The students in grades Preschool – 6 will be able to:

IV. LITERATURE APPRECIATION

Course Outline/Scope Sequence	PreK	K	1	2	3	4	5	6
A. Genre (Fiction, graphic lit, short stories, Mystery etc.)		I	I	I	R	R	A	A
B. Literary Awards		I	I	R	R	A	A	A
C. Story Elements (characters, plot, setting, etc.)	I	I	I	R	R	A	A	A
D. Author Study (purpose, style, background)		I	I	I	R	R	A	A
E. Interpretation			I	I	R	R	A	A
F. Recognize point of view								
1. First person				I	I	R	A	A
2. Third Person					I	I	R	R
G. Respond to Literature Creatively (through movement, art, music, presentations, and drama).	I	I	I	R	R	A	A	A
H. Respond to Literature through Discussion	I	I	R	R	R	R	A	A
1. Retelling (fiction, non-fiction, multimedia)	I	I	R	R	R	R	A	A
I. Figurative Language					I	I	R	R
J. Poetry	I	I	I	R	R	A	A	A
K. Inferences					I	I	I	R
1. Text to Self Connections	I	I	I	R	R	A	A	A
2. Text to Text Connections		I	I	I	R	R	R	A
3. Text to World Connections				I	I	R	R	R
L. Critical Reading/Thinking (cause/effect, compare/contrast, predictions) in fiction, non-fiction, and media	I	I	I	R	R	R	R	R

SCOPE AND SEQUENCE
COURSE OUTLINE

The students in grades Preschool – 6 will be able to:

V. INQUIRY & RESEARCH

Course Outline/Scope Sequence	PreK	K	1	2	3	4	5	6
A. Inquiry Process								

Course Outline/Scope Sequence	Pre-K	K	1	2	3	4	5	6
1. Introduction to Non-fiction		I	I	I	R	R	A	A
a. Central Idea and Details		I	I	I	I	I	I	I
b. Point of view & bias in informational text					I	I	I	I
c. Fact vs. Opinion					I	I	I	R
d. Summary and Critique					I	I	I	
2. Ask and explore questions related to a topic.	I	I	I	I	R	R	R	A
3. Draw conclusions from information and data gathered from multiple sources			I	I	R	R	R	A
4. Demonstrate familiarity with a variety of resources for information			I	I	R	R	R	A
5. Understand, identify, and apply steps in research process (note-taking, outlining, etc.)					I	I	R	R
B. Online Databases,Nonprint reference				I	I	I	R	R
C. Reference: Identify, locate, select, and utilize dictionaries, almanacs, atlases, encyclopedias				I	R	R	A	A

SCOPE AND SEQUENCE
COURSE OUTLINE

The students in grades Preschool – 6 will be able to:

VI. INTELLECTUAL PROPERTY

Course Outline/Scope Sequence	Pre-K	K	1	2	3	4	5	6
1. Guidelines for all media and print						I	I	I
2. Bibliography and citations					I	I	R	R

LIBRARY CURRICULUM

APPENDIX A

CCS Language Arts Standards

L = Conventions of Standard English

RI = Reading Standards for Informational Text

RL = Reading Standards for Literature

RF = Reading Standards Foundational Skills

SL = Speaking and Listening Standards

W = Writing Standards

APPENDIX B: AASL Standards for the 21st –Century Learner

LEARNERS USE SKILLS, RESOURCES, & TOOLS TO:

Standard 1: Inquire, think critically, and gain knowledge

1.1 Skills

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, and 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.

1.2 Dispositions in Action

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.

1.3 Responsibilities

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.

1.4 Self-Assessment Strategies

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 Two: Draw conclusions, make informed decisions, apply knowledge to new situations and create new knowledge

2.1 Skills

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.

2.2 Dispositions in Action

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.

2.3 Responsibilities

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.

2.4 Self-Assessment Strategies

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 investigation

Standard Three: Share knowledge and participate ethnically and productively as members of our democratic society.

3.1 Skills

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.

3.2 Dispositions in Action

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.

3.3 Responsibilities

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.

3.4 Self-Assessment Strategies

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 Four: Pursue person and aesthetic growth

4.1 Skills

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.

4.2 Dispositions in Action

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.

4.3 Responsibilities

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.

4.4 Self-Assessment Strategies

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 need.