



DENVILLE TOWNSHIP SCHOOL DISTRICT

Library Media Curriculum Guide

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**DENVILLE TOWNSHIP SCHOOL DISTRICT
Library/Media Center Curriculum Guide**

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American Association of School Librarians Common Beliefs

1. The school library is a unique and essential part of a learning community.

As a destination for on-site and virtual personalized learning, the school library is a vital connection between school and home. As the leader of this space and its functions, the school librarian ensures that the school library environment provides all members of the school community access to information and technology, connecting learning to real-world events. By providing access to an array of well-managed resources, school librarians enable academic knowledge to be linked to deep understanding.

2. Qualified school librarians lead effective school libraries.

As they guide organizational and personal change, effective school librarians model, promote, and foster inquiry learning in adequately staffed and resourced school libraries. Qualified school librarians have been educated and certified to perform interlinked, interdisciplinary, and cross-cutting roles as instructional leaders, program administrators, educators, collaborative partners, and information specialists.

3. Learners should be prepared for college, career, and life.

Committed to inclusion and equity, effective school librarians use evidence to determine what works, for whom and under what conditions for each learner; complemented by community engagement and innovative leadership, school librarians improve all learners' opportunities for success. This success empowers learners to persist in inquiry, advanced study, enriching professional work, and community participation through continuous improvement within and beyond the school building and school day.

4. Reading is the core of personal and academic competency.

In the school library, learners engage with relevant information resources and digital learning opportunities in a culture of reading. School librarians initiate and elevate motivational reading initiatives by using story and personal narrative to engage learners. School librarians curate current digital and print materials and technology to provide access to high-quality reading materials that encourage learners, educators, and families to become lifelong learners and readers.

5. Intellectual freedom is every learner's right.

Learners have the freedom to speak and hear what others have to say, rather than allowing others to control their access to ideas and information; the school librarian's responsibility is to develop these dispositions in learners, educators, and all other members of the learning community.

6. Information technologies must be appropriately integrated and equitably available.

Although information technology is woven into almost every aspect of learning and life, not every learner and educator has equitable access to up-to-date, appropriate technology and connectivity. An effective school library bridges digital and socioeconomic divides to affect information technology access and skill.

Note: All units are core units. New units/modification may be integrated into the existing curriculum to be in collaboration with interdisciplinary units/themes, as well as current events.

21ST CENTURY THEMES

Embedded in much of our units of study and problem based learning projects are the 5 C's of the 21st Century Themes as prescribed by the New Jersey Department of Education. These themes are as follows:

- Collaboration
- Communication
- Creative Thinking
- Creativity
- Citizenship

MISSION STATEMENT

The Denville School District's mission is to educate and empower all students to excel. They will achieve these goals in accordance with the Common Core Curriculum Content Standards.

DEPARTMENT VISION

It is the firm belief of the Denville Township Schools that the school library is the core of 21st century skills acquisition where students and staff are welcomed, inspired and challenged to become lovers of reading and users of information. Collaboration between media specialist and classroom teachers is essential to bring our students to their appropriate level as ethical researchers and original thinkers by developing literacy skills for all types of resources – traditional, new, and emerging. This is supported by a program of planned acquisition and organization which enables all library assets to be accessible to all school community stakeholders.

This guide is to provide focus for the learning that will take place in this course, but is completely modifiable based upon the needs and abilities of the students and their Individual Education Plans. Curriculum implementation follows best practice and adheres to the Common Core Content Standards. At the same time, for students with disabilities, the Individual Education Plan, specifically the Goals and Objectives of the plan, supersede any curricular adherence or suggestion.

AFFIRMATIVE ACTION COMPLIANCE STATEMENT

The Denville Township Public Schools are committed to the achievement of increased cultural awareness, respect and equity among students, teachers and community. We are pleased to present all pupils with information pertaining to possible career, professional or vocational opportunities which in no way restricts or limits option on the basis of race, color, creed, religion, sex, ancestry, national origin or socioeconomic status.

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

For Students with IEPs

Students read authentic texts and write authentic pieces at their independent and instructional reading levels • Individualized feedback provided through conferences and small groups • Use visual and

multi-sensory formats • Use of assistive technology • Use of graphic organizers and prompts • Modification of content and student products • Testing accommodations • Authentic assessments

Students with 504s

Students read authentic texts and write authentic pieces at their independent and instructional reading levels • Individualized feedback provided through conferences and small groups • Use visual and multi-sensory formats • Use of assistive technology • Use of graphic organizers and prompts • Modification of content and student products • Testing accommodations • Authentic assessments, Unique Space, Modified equipment or tools

Students at Risk of Failure

Students read authentic texts and write authentic pieces at their independent and instructional reading levels • Individualized feedback provided through conferences and small groups • Use visual and multi-sensory formats • Use of assistive technology • Use of graphic organizers and prompts • Peer mentors/support • Choice in assessment style

Gifted & Talented Students

Students read authentic texts and write authentic pieces at their independent and instructional reading levels • Individualized feedback provided through conferences and small groups • Inquiry-based instruction • Higher-order thinking skills • Interest-based content • Student-driven goals • Real-world projects and scenarios

English Language Learners

Students read authentic texts and write authentic pieces at their independent and instructional reading levels • Individualized feedback provided through conferences and small groups • Pre-teaching of vocabulary and concepts • Visual learning, including graphic organizers • Use of cognates to increase comprehension • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Scaffolding: word walls, sentence frames, think-pair-share, cooperative learning groups, teacher think-alouds.

DENVILLE TOWNSHIP SCHOOL DISTRICT
Library/Media Center Curriculum Guide

Pacing Guide:

Library Procedures & Book Care	Book Appreciation and Selection	Actively Listening and Retelling Stories	Author Study
Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4

Grade: Kindergarten

Unit: Library Procedures & Book Care

Time Frame: First Marking Period (36 days)

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • A library is a place for a person to find and borrow books. • There are expectations for individual behavior in the library to ensure respect for other individuals and materials. 	<ul style="list-style-type: none"> • Why do I go to the library? • How am I a good user of the library? • How can the library help me as a reader?

KNOWLEDGE	SKILLS	STANDARDS
<p>Students will know:</p> <ul style="list-style-type: none"> • how to properly carry a book with two hands. • to keep books away from dirt, food, liquids, pets, and younger children. • safe places to keep their library books. • the job of a librarian is to help readers to find books of interest, teach them how to use the library, and to keep the library organized. • where to look for books, check-out, and return books. • the function of the library. • appropriate library behavior (respectful of the people and the things in the library) • how to listen to a story by sitting quietly and making eye contact with the speaker. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • demonstrate how they read and carry a book in/out of the library. • show the differences between proper and improper book care. • create a class list of reasons to visit a library. • sit and listen to a story. • identify the librarian. • choose a book from a given area in the library. 	<p>K.RL.1, 10 K.SL.1a,2,3</p> <p>9.1.4.A.A.1-2,5 9.1.4.B.1 9.1.4.C.1 9.1.4.D.1-2 9.1.4.F.2-3</p>
		AASL STANDARDS
		Learner:

<ul style="list-style-type: none"> to properly handle a book (ex. turning pages carefully from the corner). 		
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
librarian library shelf marker picture book check-in check-out overdue easy fiction	<u>Too Many Books</u> Bauer <u>I Took My Frog to the Library</u> Eric A. Kimmel <u>What Happened to Marion's Book</u> Brook Berg <u>Howard B Wigglebottom Learns to Listen</u> Howard Binkow www.wedolisten.org <u>Those Terrible Toy-Breakers</u> McPhail <u>Mr. Wiggle's Book</u> Craig <u>Never Let a Ghost Borrow Your Library Book</u> Karen Casale <u>Manners with a Library Book</u> Amanda Doering Tourville	<u>Formative</u> Class Discussions Teacher Observations Interactive Activities <u>Summative</u> Teacher Checklist of Formal Observation of Student Participation during book check-out.

DENVILLE TOWNSHIP SCHOOL DISTRICT
Curriculum Guide Template

Grade: Kindergarten **Unit:** Book Appreciation and Selection
Time Frame: MP 2 (36 Days)

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● Reading for enjoyment or for learning information is essential to being a lifelong learner. ● Understand different components of a story. 	<ul style="list-style-type: none"> ● How can stories help me understand the world around me? ● How can I choose literature that will impact my personal reading growth?

KNOWLEDGE	SKILLS	NJCCCS
Students will know: <ul style="list-style-type: none"> ● Experience works of some well-known authors ● Notice information in books can be about real things or made up things ● How to choose "Just Right" books based on ability and interest ● Recognize story elements in a fiction story ● Obtain information from stories about a variety of subjects which support the core content areas ● Where to browse for books to borrow 	Students will be able to: <ul style="list-style-type: none"> ● identify at least one well-known author ● define fiction and nonfiction ● determine the main character and setting of a story ● relate stories from the library that connect to classroom or personal learning ● search library collection of books applying knowledge gained through library instruction 	LA.RL.K.1,3,6 LA.RI.K.1-2,5 LA.SL.K.1-3
		AASL
		Learners: I.A.1-2 I.D.1-3 II.A.1 I.B.1 III.A.1-3 III.D.1-2 V.A.1 V.C.1
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT

author "Just Right" fiction nonfiction character setting browse	Suggested authors: Eric Carle, Doreen Cronin, Lois Ehlert, Kevin Henkes, Laura Numeroff, Dr. Seuss, Mo Willems, etc. Suggested nonfiction topics: apples, pumpkins, community, school, holidays, seasons, weather, etc.	<u>Formative:</u> Teacher observations Class discussions Interactive activities <u>Summative:</u> Student Self-Assessment Checklist
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DENVILLE TOWNSHIP SCHOOL DISTRICT
Library/Media Center Curriculum Guide

Grade: Kindergarten **Unit:** Actively Listening and Retelling Stories
Time Frame: Third Marking Period (36 days)

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● Reading and listening to a story can be a leisurely activity or learning experience ● There are expectations for individual behavior when being an audience member ● Good readers retell stories to increase comprehension 	<ul style="list-style-type: none"> ● What stories or authors do you like? ● How do I show that I am an active listener?

KNOWLEDGE	SKILLS	STANDARDS
<p>Students will know:</p> <ul style="list-style-type: none"> ● how to sit quietly. ● how to use their eyes and ears to listen. ● how to be polite to one another by taking turns. ● how to identify the title of a book by looking at the cover. ● a story is told through words and/or pictures. ● the importance of asking questions if they do not understand. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● sit quietly for the duration of a story. ● point to the title of a book on the front cover. ● use different strategies to retell a story ● be engaged in a book discussion with their peers by listening and taking turns. ● share their opinions about books and give reasons to support their thinking 	<p>K.RL.1,2,6,7,10 K.SL.1a,2,3,6 9.1.4.A.A.1-2,5 9.1.4.B.1 9.1.4.C.1 9.1.4.D.1-2 9.1.4.F.2-3</p>
		AASL STANDARDS

<ul style="list-style-type: none"> there are many different kinds of stories and each listener will form their own thoughts about those stories. 		1.1.6 1.4.4 2.1.5 3.1.2,3 3.2.2 3.3.2,5
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
audience author illustrations title front/back cover retell sequence characters setting	Varied resources based on kindergarten classroom themes. <u>Bear Snores On</u> by Karma Wilson <u>Bear Feels Sick</u> by Karma Wilson <u>Bear Wants More</u> by Karma Wilson <u>Bear's Lose Tooth</u> by Karma Wilson	<u>Formative</u> Class Discussions Teacher Observations Interactive Activities <u>Summative</u> Matching Activity (book elements) Sequencing Activity (Retell)

DENVILLE TOWNSHIP SCHOOL DISTRICT
Library/Media Center Curriculum Guide

Grade(s): Kindergarten, 1, 2, 3

Unit: Author Study

Time Frame: Varies depending on time of author visit (36 days)

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● Authors create the books we enjoy reading. ● Authors sometimes interact with readers through school visits. ● Authors are another resource for improving our writing. 	<ul style="list-style-type: none"> ● What have I learned about and from this author? ● How has this author changed my reading/writing habits?

KNOWLEDGE	SKILLS	STANDARDS
<p>Students will know:</p> <ul style="list-style-type: none"> ● selected titles written by a specific author. ● biographical information about a specific author. ● career accomplishments of a specific author. ● what resources to use to learn more about an author. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● compare and contrast text written by a specific author. ● develop questions pertaining to a specific author and his/her work. ● respond to books written by a specific author. ● locate information about a specific author. 	<p>1/2/3.RL.1-7,9-10 1.RIT.1-3,10 2.RIT.1-3,6,8,10 3.RIT.1-2,5-7 1.W.1-2,5,8 2.W.1-2,5,7-8 3.W.1-2,7-8 1.SL.1a-c,3,6 2/3.SL.1a-c,4,6</p> <p>8.1.2.A.1-3,5 8.1.2.E.1 8.1.4.E.1-2 8.1.4.A.1</p>
		AASL STANDARDS
		<p>1.1.2-4,6,8,9 1.2.1,6,7 1.3.4 1.4.1,2,4 2.1.2,5 3.1.3 3.2.2,3 3.3.4,5 4.1.1-5,8 4.2.4 4.3.2 4.4.1</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>author biography resource</p>	<p>Variety of books and websites based on the specific author.</p>	<p><u>Formative</u> Class Discussions Teacher Observations Written Activities</p>

		<u>Summative</u> Student Response to Author Day visit.
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DENVILLE TOWNSHIP SCHOOL DISTRICT
Library/Media Center Curriculum Guide

Pacing Guide:

Library Orientation and Responsibilities	Book Appreciation and Selection	Concepts of Print	Book Appreciation Author Study
Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4

Grade: 1st **Unit:** Library Orientation and Responsibilities

Time Frame: First Marking Period (36 days)

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● A library is a place for a person to find and borrow books. ● There are expectation for individual behavior in the library to ensure respect for other individuals and the materials. 	<ul style="list-style-type: none"> ● Why do I go to the library? ● How am I a responsible user of the library? ● How does the library support my learning and personal growth?

KNOWLEDGE	SKILLS	STANDARDS
<p>Students will know:</p> <ul style="list-style-type: none"> ● the function of the library. ● appropriate library behavior. ● the role of a librarian. ● where to look for, check-out and return books. ● how to request and renew a book. ● how to properly carry books. ● to keep books away from dirt, food, liquids, pets, and younger children. ● safe places to keep their library books. ● to properly handle a book. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● create a list of library experiences. ● sit and listen to a story. ● discuss the importance of being respectful toward others in the library. ● choose books from a given area in the library. ● demonstrate how they read and carry a book in/out of the library. ● show the differences between proper and improper book care. 	<p>1.RL.1,2 1.SL.1a, 2</p> <p>9.1.4.A.A.1-5 9.1.4.B.1 9.1.4.C.1 9.1.4.D.1-2 9.1.4.F.2-3</p>
		AASL STANDARDS
		<p>1.1.6 2.1.5 2.4.1 3.1.2,3 3.2.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
librarian		Formative

<p>media specialist media center library shelf marker everyone, easy, picture book, early reader collection check-out check-in overdue renew browse</p>	<p><u>Too Much Noise in the Library</u> Susan Margaret Chapman <u>Shelf Elf</u> Jackie Mims Hopkins <u>Henry and the Buccaneer Bunnies</u> by Carolyn Crimi <u>The Best Book to Read</u> by Debbie Betram <u>The Library Dragon</u> by Carmen Agra Deedy <u>Don't Bring Your Dragon to the</u> <u>Library</u> by Julie Gassman</p>	<p>Class Discussions Teacher Observations Interactive Activities <u>Summative</u> Student Self Assessment Checklist</p>
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DENVILLE TOWNSHIP SCHOOL DISTRICT
Library/Media Center Curriculum Guide

Grade: 1st

Unit: Book Appreciation and Selection

Time Frame: Second Marking Period (36 days)

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● Libraries are organized to help people find what they need easily. ● Books are created through the efforts of many skilled and creative people, including authors, illustrators, editors, art directors, and printers. 	<ul style="list-style-type: none"> ● How do I find the books I want to read? ● Where do I find the books I am looking for in the library? ● How is an idea turned into a book?

KNOWLEDGE	SKILLS	STANDARDS
<p>Students will know:</p> <ul style="list-style-type: none"> ● alphabetical order. ● easy fiction books are shelved in ABC order based on the author's last name. ● a call number is an address for a book. ● the different parts of a call number and what they represent (ex. E: Easy Fiction). ● that every book in a library has a call number that can be found on its spine. ● that call numbers are used to organize books in a library. ● how to find an easy fiction book in the library by using its call number. ● published books are the result of the work of a number of people (author, illustrator, editor, etc) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● identify the author's last name ● construct an easy fiction call number when given the author's name. ● arrange given easy fiction call numbers in ABC order. ● demonstrate that they can locate an easy fiction book on the shelf when given a call number. ● Identify roles and responsibilities of each person involved in book publication 	8.1.2.A.1-3, 5 8.1.2.E.1 8.2.2.A.1 9.1.4.A.A.1-2,5 9.1.4.B.1 9.1.4.C.1 9.1.4.D.1-2 9.1.4.F.2-3
		AASL STANDARDS
		1.1.3,6 1.3.4 1.4.1,2,4 2.3.1 2.4.1 3.1.3 3.2.2 4.3.2
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
spine spine label call number easy fiction author illustrator illustrations	<u>The Best Book to Read</u> Debbie Bertram <u>A House is a House for Me</u> Mary Ann Hoberman variety of ABC books <u>Stuff</u> Steven Kroll	<u>Formative</u> Teacher Observations Class discussions Worksheets & Activities <u>Summative</u> Interactive Notebook Activities

editor printer publisher art director book jacket manuscript	<i>How a Book is Made</i> DVD <u>What Do Authors Do?</u> Christelow <u>What Do Illustrators Do?</u> Christelow “Printing of Moosestache” PowerPoint www.margiepalatini.com <u>Moosestache</u> Margie Palatini	
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We left off here 3/21/19 - include mini-research project

**DENVILLE TOWNSHIP SCHOOL DISTRICT
Library/Media Center Curriculum Guide**

Grade: 1st **Unit:** Concepts of Print
Time Frame: Third Marking Period (36 days)

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● There are different types of reading materials; some are for enjoyment and some are for learning. ● A reader chooses a fiction or a nonfiction book based on their reading interests and needs. ● Information can be found in a variety of formats ● 	<ul style="list-style-type: none"> ● What is the purpose of my reading: enjoyment or learning? ● How do different formats of reading compare to one another? ● What is research?

KNOWLEDGE	SKILLS	STANDARDS
<p>Students will know:</p> <ul style="list-style-type: none"> ● fiction books are make-believe stories. ● nonfiction books are filled with facts. ● reasons why a reader may choose to read a fiction or nonfiction book, whether for enjoyment or to learn something new. ● fiction book features usually include illustrations, characters, setting, and a beginning, middle, and end to the story. ● nonfiction book features usually include photographs, table of contents, headings, bold print words, and captions. ● fiction books are usually read cover to cover. ● nonfiction books do not have to be read cover to cover. ● fiction book call numbers are all letters. ● nonfiction book call numbers are numbers and letters. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● list details from a fiction story that are from the author’s imagination. ● list facts from a nonfiction book. ● identify a book as fiction or nonfiction by looking at the cover and/ or reading the title. ● recognize a reading passage as fiction or nonfiction by listening to the details. ● label nonfiction book features. ● locate fiction books and nonfiction books in a library. ● describe when a reader might choose a fiction book or when they might choose a nonfiction book. 	1.RIT.1-2, 4-7, 10 1.RL.1-3, 5, 7 1.SL.1, 1.c, 2 9.1.4.A.A.1-2,5 9.1.4.B.1 9.1.4.C.1 9.1.4.D.1-2 9.1.4.F.2-3
		AASL STANDARDS
		1.1.3 1.1.6 1.3.4 1.4.2 1.4.4 2.1.5 3.1.3 4.1.3 4.3.2
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT

fiction nonfiction illustrations text features table of contents headings bold print words captions	Variety of fiction and nonfiction books.	<u>Formative:</u> Teacher observations Student participation in class discussions Student completed activities <u>Summative:</u> First Grade Benchmark Activity
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DENVILLE TOWNSHIP SCHOOL DISTRICT
Library/Media Center Curriculum Guide

Grade: 1st

Unit: Book Appreciation

Time Frame: 8 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Books are created through the efforts of many skilled and creative people, including authors, illustrators, editors, art directors, and printers. 	<ul style="list-style-type: none"> Are there jobs involved in creating a book that appeals to me?

KNOWLEDGE	SKILLS	STANDARDS
<p>Students will know:</p> <ul style="list-style-type: none"> published books are the result of the work of a number of people (author, illustrator, editor, etc) authors are responsible for the creation of the text of a book. illustrators are responsible for creating the images in a book. editors work with authors to improve their work to make it the best it can be. art directors work with illustrators on the design of a book. printers turn the words and illustrations into an actual book. publishers are the companies that produce books. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> identify the work of an author as the creator of the words or text in a book. identify the work of an illustrator as the creator of the illustrations or pictures in a book. describe the work of an editor as the person who corrects an author’s work and makes suggestions for improvement. identify the art director as the person who decides how a published book will look. identify a printer as a person whose job involves the production of printed books. identify a publisher as the company that produces or manufactures books. 	<p>1.RL.1 1.RIT.1.3,6 1.SL.1a-c,2-4</p> <p>9.1.4.A.A.1-2,5 9.1.4.B.1 9.1.4.C.1 9.1.4.D.1-2 9.1.4.F.2-3</p> <hr/> <p style="text-align: center;">AASL STANDARDS</p> <p>1.1.2,3,6,9 1.3.4 2.1.6 2.2.4 2.3.1 3.2.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
author text illustrator illustrations editor printer publisher printing press art director bindery	<p><u>Stuff</u> Steven Kroll</p> <p><i>How a Book is Made</i> DVD</p> <p><u>What Do Authors Do?</u> Christelow</p> <p><u>What Do Illustrators Do?</u> Christelow</p> <p>“Printing of Moosestache” PowerPoint www.margiepalatini.com</p>	<p><u>Formative</u> Teacher Observations SmartBoard Activities Class Discussions</p> <p><u>Summative</u> “How Books Are Created” Picture Book Project</p>

book jacket manuscript storyboard	<u>Moosestache</u> Margie Palatini	
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**DENVILLE TOWNSHIP SCHOOL DISTRICT
Library/Media Center Curriculum Guide**

Grade(s): 1st, 2nd, 3rd

Unit: Author Study

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● Authors create the books we enjoy reading. ● Authors sometimes interact with readers through school visits. ● Authors are another resource for improving our writing. 	<ul style="list-style-type: none"> ● What have I learned about and from this author? ● How has this author changed my reading/writing habits?

KNOWLEDGE	SKILLS	STANDARDS
<p>Students will know:</p> <ul style="list-style-type: none"> ● selected titles written by a specific author. ● biographical information about a specific author. ● career accomplishments of a specific author. ● what resources to use to learn more about an author. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● compare and contrast text written by a specific author. ● develop questions pertaining to a specific author and his/her work. ● respond to books written by a specific author. ● locate information about a specific author. 	<p>1/2/3.RL.1-7,9-10 1.RIT.1-3,10 2.RIT.1-3,6,8,10 3.RIT.1-2,5-7 1.W.1-2,5,8 2.W.1-2,5,7-8 3.W.1-2,7-8 1.SL.1a-c,3,6 2/3.SL.1a-c,4,6</p> <p>8.1.2.A.1-3,5 8.1.2.E.1 8.1.4.E.1-2 8.1.4.A.1</p>
		AASL STANDARDS
		<p>1.1.2-4,6,8,9 1.2.1,6,7 1.3.4 1.4.1,2,4 2.1.2,5 3.1.3 3.2.2,3 3.3.4,5 4.1.1-5,8 4.2.4 4.3.2 4.4.1</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>author biography resource</p>	<p>Variety of books and websites based on the specific author.</p>	<p><u>Formative</u> Class Discussions Teacher Observations Written Activities</p>

		<u>Summative</u> Student Response to Author Day visit.
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DENVILLE TOWNSHIP SCHOOL DISTRICT
Library/Media Center Curriculum Guide

Pacing Guide:

Procedures, Book Care, “Just Right” Books	Online Resources	Genres	Literary Awards
Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4

Grade: 2nd **Unit:** Procedures, Book Care, “Just Right” Books **Time Frame:** 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> There are expectations for individual behavior in the library to ensure respect for other individuals and the materials. People select books to read based on personal preferences and readability. 	<ul style="list-style-type: none"> How am I a responsible user of the library? How do I make informed decisions about the books I choose to borrow from the library?

KNOWLEDGE	SKILLS	STANDARDS
<p>Students will know:</p> <ul style="list-style-type: none"> appropriate library behavior. where to look for, check out, and return books. different parts of a call number and what they represent. how to request, renew, and return a book. how to properly carry books. to keep books away from dirt, food, liquids, pets, and younger children. safe places to keep their library books. how to properly handle a book when reading. strategies for choosing a “just right” book, such as considering the title, author, and subject, reading the blurb and 	<p>Students will be able to:</p> <ul style="list-style-type: none"> sit quietly and listen to a story. demonstrate respectful behavior toward others in the library. identify the location of the easy fiction, fiction, and nonfiction areas of the library. use a shelf marker when browsing for books. demonstrate how they carefully handle and carry books. describe the differences between proper and improper book care. identify Destiny as the library’s catalog database. choose potential books to read based on personal preferences. use a strategy such as the “Five Finger Rule” to determine readability of a chosen book. 	<p>2.R.I.10 2.R.L.10 2.SL.1.a-c 2.SL.3</p> <p>9.1.4.A.A.1-2,5 9.1.4.B.1 9.1.4.C.1 9.1.4.D.1-2 9.1.4.F.2-3</p> <hr/> <p style="text-align: center;">AASL STANDARDS</p> <p>1.1.6 2.1.5 2.4.1 3.1.2,3 3.2.2</p>

utilizing the “Five Finger Rule.”		
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
easy fiction fiction nonfiction hold blurb online catalog “Just Right” book	<u>Penelope Popper, Book Doctor</u> by Toni Buzzeo Destiny online catalog (http://denville.follettdestiny.com) Varied collection of easy fiction, fiction, and nonfiction books.	<u>Formative</u> Class discussions Teacher observation Interactive activities <u>Summative</u> Second Grade Benchmark Part One

DENVILLE TOWNSHIP SCHOOL DISTRICT
Library/Media Center Curriculum Guide

Grade: 2nd

Unit: Online Resources

Time Frame: 8 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● Online resources are available to find information needed when researching. ● Different resources are used depending on the type of information needed. 	<ul style="list-style-type: none"> ● How do I find information I need? ● What resource do I use to find out what I want to know?

KNOWLEDGE	SKILLS	STANDARDS
<p>Students will know:</p> <ul style="list-style-type: none"> ● an online resource could be a database, a search engine, or a website. ● online resources are used to gain information. ● a database is a resource that is usually password protected, reliable, and searchable in multiple ways. ● a search engine is a resource that provides a variety of additional resources. ● a web site is a resource found on the Internet. ● different online resources are used to find different kinds of information. ● what online resources are available to them through the school district. ● how to log in and search the different online resources to find specific information. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● define an online resource. ● compare a database, a search engine, and a web site. ● do a “Basic Search” in Destiny in order to find a book, its availability, and its call number. ● log in and search Culture Grams to locate information about a specific place in the world. ● log in and search World Book Kids for specific information. ● access Fact Monster in order to search for information by choosing an appropriate resource listed. ● choose an appropriate online resource depending on the type of information needed. 	<p>2.RI.1-2, 4-8, 10 2.SL.1, 1.c, 2 8.1.2.A.1-3, 5 8.1.2E.1</p> <hr/> <p style="text-align: center;">AASL STANDARDS</p> <p>1.1.6 1.3.4 1.4.1 1.4.2 1.4.4 2.1.3 2.1.5 2.4.1 3.2.2</p>

<ul style="list-style-type: none"> when to use a database, a search engine, or a web site. 		
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
resource database search engine website Internet Reliable basic search	Destiny, http://denver.follettdestiny.com Culture Grams, http://online.culturegrams.com/ World Book Kids, http://worldbookonline.com/ Fact Monster, www.factmonster.com	<u>Formative</u> Teacher observations Student completed activities <u>Summative</u> Second Grade Benchmark: Part One

DENVILLE TOWNSHIP SCHOOL DISTRICT
Library/Media Center Curriculum Guide

Grade: 2nd

Unit: Genres

Time Frame: 7 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● Books can be classified into genres because of similar plot characteristics. ● Genre can be used as a reading strategy to choose a “just right” book. 	<ul style="list-style-type: none"> ● What genres do I prefer to read? ● How can I find books of a certain genre that I would like to read?

KNOWLEDGE	SKILLS	STANDARDS
<p>Students will know:</p> <ul style="list-style-type: none"> ● books can be classified into genres based on similar characteristics of plot. ● the difference between a series and a genre. ● there are a variety of different genres. ● the characteristics of selected genres such as realistic fiction, mysteries, historical fiction, etc. ● how to identify books of different genres in a library. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● define genre. ● list at least seven different genres. ● describe characteristics of a given genre. ● sort books by genre. ● locate books of a specific genre in the library. ● identify genres of personal interest. 	2.RIT.1 2.RL.1 9.1.4.A.A.1-2,5 9.1.4.B.1 9.1.4.C.1 9.1.4.D.1-2 9.1.4.F.2-3
		AASL STANDARDS
		1.1.2, 9 1.2.2 1.3.4 1.4.2, 4 2.1.2, 3, 5 2.3.1 2.4.3 3.2.2 3.3.2, 5 4.1.1-5

		4.2.1-2, 4 4.3.3 4.4.1, 6
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
genre series characteristics character plot fantasy, poetry, nonfiction, mystery, realistic fiction, historical fiction, science fiction, folk literature	<u>Joe Bright and the Seven Genre Dudes</u> by Jackie Mims Hopkins Variety of books of different genres.	<u>Formative</u> Class discussions Teacher observations Interactive activities <u>Summative</u> Second Grade Benchmark: Part Two

DENVILLE TOWNSHIP SCHOOL DISTRICT
Library/Media Center Curriculum Guide

Grade: 2nd

Unit: Literary Awards

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● Books receive literary awards for their writing and/ or illustrations. ● Authors and Illustrators are recognized for their talents. 	<ul style="list-style-type: none"> ● Why would a book receive an award? ● What award-winning books would I like to read?

KNOWLEDGE	SKILLS	STANDARDS
<p>Students will know:</p> <ul style="list-style-type: none"> ● an author and/ or an illustrator can receive an award annually for their work. ● the American Library Association is the organization that chooses who receives the awards each year. ● the Newbery Medal is given to the author of a book. ● the Caldecott Medal is given to the illustrator of a book. ● the Theodore Geisel Award is given to the author and the illustrator of a book for a beginner reader. ● some books receive an honorable mention for the different awards. ● how to identify when a book has received a literary award by looking for a literary 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● name three different literary awards. ● compare and contrast the three literary awards. ● identify the literary award a book has received by looking at the sticker that appears on the cover of the book. ● recognize book titles that have received a literary award. 	<p>2.RIT.1, 7 2.R.L.7 2.SL.1, 1.a-c</p> <p>9.1.4.A.A.1-2,5 9.1.4.B.1 9.1.4.C.1 9.1.4.D.1-2 9.1.4.F.2-3</p> <hr/> <p style="text-align: center;">AASL STANDARDS</p> <p>1.1.6 1.1.9 1.3.4 1.4.4 3.2.2 3.3.2</p>

award sticker on the cover of a book or in its record in the catalog.		
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
American Library Association Newbery Medal Caldecott Medal Theodore Geisel Award Honor Book	American Library Association, http://www.ala.org/alsc/awardsgrants Varied collection of books that have received a literary award.	<u>Formative</u> Class Discussions Teacher Observations <u>Summative</u> Second Grade Benchmark: Part Two

**DENVILLE TOWNSHIP SCHOOL DISTRICT
Library/Media Center Curriculum Guide**

Pacing Guide:

Utilizing Online Catalogs	Dewey Decimal System	Print & Non-print Reference Resources	Nonfiction Book Features
Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4

Grade: 3rd

Unit: Utilizing Online Catalogs

Time Frame: 8 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Libraries provide online catalogs which assist users in locating desired materials. Various online library catalogs have certain basic features in common. 	<ul style="list-style-type: none"> How am I a responsible user of the library? How do I make informed decisions about the books I choose to borrow from the library? How can I make the most effective use of my library's online catalog?

KNOWLEDGE	SKILLS	STANDARDS
<p>Students will know:</p> <ul style="list-style-type: none"> the location of specific types of library resources. strategies for selecting books based on personal preferences, needs, and readability. how to use the Destiny Basic Search function to search for desired library materials. how to use Destiny Power Search function to refine 	<p>Students will be able to:</p> <ul style="list-style-type: none"> identify the location of the easy fiction, fiction, nonfiction, biography, reference, and periodical areas of the library. select appropriate reading choices based on personal preferences, informational needs, and readability. conduct keyword, author, title, and subject searches using Destiny Basic Search. 	<p>3.RIT.4-5 3.SL.1, 1c, 3</p> <p>8.1.4.A.1, 5 8.1.4.D.1, 3 8.1.4.E.2 8.1.4.F.1</p> <hr/> <p style="text-align: center;">AASL STANDARDS</p>

<p>library searches using Boolean operators.</p> <ul style="list-style-type: none"> • additional features of Destiny, including Destiny Quest. • how to access and use the M.A.I.N. public library catalog. 	<ul style="list-style-type: none"> • make effective use of the Destiny Power Search function by using the Boolean operators AND, OR, and NOT, and specifying fields. • log in to and use personal Destiny Quest page responsibly. • access the M.A.I.N. public library catalog via their school library’s website. • identify similarities and differences between the school library and public library catalogs. • conduct searches using the M.A.I.N. library catalog. 	<p>1.1.1-5, 8 1.2.2 1.2.5-7 1.3.4-5 1.4.1-4 2.1.1-5 2.3.1 2.4.1-4 3.1.2, 4,6 3.2.2 3.3.1 3.4.1 4.1.4, 7 4.3.1, 4 4.4.6</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>online catalog Boolean operators Power search Advanced search drop-down menu</p>	<p>Destiny online catalog (www.denville.follettdestiny.com) M.A.I.N. library catalog (http://catalog.mainlib.org)</p>	<p><u>Formative</u> Library catalog searching activities <u>Summative</u> Third Grade Benchmark/Activity</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Library/Media Center Curriculum Guide

Grade: 3rd

Unit: Dewey Decimal System

Time Frame: 7 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • The Dewey Decimal System is a classification system that helps to organize books in a library. • As a reader, one can find a nonfiction book of interest by locating a certain area of the Dewey Decimal System. 	<ul style="list-style-type: none"> • How does the Dewey Decimal system help me as a reader? • How are libraries organized?

KNOWLEDGE	SKILLS	STANDARDS
<p>Students will know:</p> <ul style="list-style-type: none"> • Mevil Dewey designed the Dewey Decimal Classification System (DDS) to organize the library. • the DDS is used for primarily nonfiction books. • the DDS organizes books into ten main sections identified by hundreds (000s, 100s, etc.). • the call numbers for nonfiction books start with numbers. • Nonfiction books are shelved according to subject first and by author's last name second. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • discuss the need for the DDS in a library. • describe how the DDS is organized. • identify a section of the DDS that is of interest to them as a reader. • locate a nonfiction book when given a nonfiction book call number. 	3.SL.1, 1b-d, 3 9.1.4.A.A.1-2,5 9.1.4.B.1 9.1.4.C.1 9.1.4.D.1-2 9.1.4.F.2-3
		AASL STANDARDS
		1.1.1-2, 4, 6 1.2.2 1.3.4 1.4.1-2, 4 2.1.2-3, 5 2.3.1 2.4.1, 3-4 4.1.1-2, 4-6
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Mevil Dewey Classification System Dewey Decimal System	<u>What Marion Taught Willis</u> by Brook Berg <u>The Great Dewey Hunt</u> by Toni Buzzeo “Using the Dewey Decimal System” video “Mrs. Kelly’s Media Center” http://mset.rst2.edu/portfolios/k/kelly_r/FinalWeb/ReadingCtr/WhereHome.html “Order in the Library” http://web.archive.org/web/20070127034103/http://www.cs.utexas.edu/users/s2s/	<u>Formative</u> Class Discussions Teacher Observations Interactive Activities <u>Summative</u> Third Grade Benchmark Activity

	utopia/library4/src/library4.swf "Dewey Decimal Rap" www.teachertube.com	
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DENVILLE TOWNSHIP SCHOOL DISTRICT
Library/Media Center Curriculum Guide

Grade: 3rd

Unit: Print & Non-print Reference Resources

Time Frame: 8 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● Reference resources are available in both print and non-print formats and are referred to when one needs to find information. ● When searching for answers to research questions, there are different types of reference resources that are more appropriate to use than others depending on the information needed. 	<ul style="list-style-type: none"> ● How can I find an answer to my research question? ● What reference resource will help me with my research question? ● Should I use a print or a non-print resource?

KNOWLEDGE	SKILLS	STANDARDS	
<p>Students will know:</p> <ul style="list-style-type: none"> ● resources are used to help us. ● reference resources are materials that readers refer to for information. ● differences between print and non-print resources. ● six types of reference resources: dictionaries, thesauruses, encyclopedias, atlases, almanacs, and the Internet. ● where to find the six different types of reference resources. ● when to use each of the six different types of reference resources. ● how to use each of the six different types of reference resources. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● define reference resources as materials referred to in order to find specific information. ● explain print resources are those found in a book, magazine, or newspaper. ● explain non-print resources are those found on the computer. ● identify the kind of information found in each of the six types of reference resources, such as maps found in an atlas. ● locate print reference resources in the library as well as non-print reference resources on the computer. ● choose the appropriate reference resource for a given researching need. ● find necessary information when presented with a researching question. 	3.RIT.1, 5 8.1.4.A.1, 5 8.1.4.E.2 8.1.4.F.1 9.1.4.A.A.1-2,5 9.1.4.B.1 9.1.4.C.1 9.1.4.D.1-2 9.1.4.F.2-3	
		AASL STANDARDS	
		1.1.1 – 9 1.2.1 – 7 1.3.4 – 5 1.4.1 – 4 2.1.1 2.2.1 2.3.1 2.4.1 – 4	3.1.1, 6 3.3.5 3.4.1 4.1.4 4.2.1 4.3.2 4.4.6
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	

resource reference print non-print Internet dictionary thesaurus encyclopedia atlas almanac	<u>Great Activities for Learning How to Use Reference Books</u> by Jennifer O’Neil Plummer Variety of reference resources.	<u>Formative</u> Class Discussions Teacher Observations Interactive Activities <u>Summative</u> Third Grade Benchmark Activity
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DENVILLE TOWNSHIP SCHOOL DISTRICT
Library/Media Center Curriculum Guide

Grade: 3rd

Unit: Nonfiction Book Features

Time Frame: 8 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● The information in nonfiction books is organized in a way that is logical and accessible. ● Information can be presented in both written and visual formats. 	<ul style="list-style-type: none"> ● How can I efficiently locate specific information in a nonfiction book? ● How do the features of a nonfiction book help me to understand the information being presented?

KNOWLEDGE	SKILLS	STANDARDS
<p>Students will know:</p> <ul style="list-style-type: none"> ● that nonfiction books have features that aid in locating and understanding the information within the books. ● the table of contents is an organizational tool that lists the chapters in a book and the pages on which they begin. ● the index is an organizational tool that lists specific words and topics found in a book, along with the page numbers on which they appear. ● the glossary of a book defines difficult words used in the text. ● the bibliography of a book provides evidence of the author’s research and sources for further information. ● that some nonfiction book features such as close-ups, comparisons, diagrams, graphs, maps, time lines, and use of font help to present information in a visual way. ● that some nonfiction book features such as captions, labels, and sidebars provide 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● locate and use the table of contents and index of a nonfiction book. ● locate and use the glossary of a book. ● locate the bibliography of a book, being aware that it may be called by a different name. ● interpret the elements of a bibliographic citation. ● interpret information presented as a timeline. ● explain the reasons for using different types of font in a nonfiction text. ● identify the following nonfiction book features: caption, chart, close-up, comparison, cutaway, diagram, graph, label, map, sidebar. 	<p>3.RI.5, 7, 10 3.SL.2,3</p> <p>9.1.4.A.A.1-2,5 9.1.4.B.1 9.1.4.C.1 9.1.4.D.1-2 9.1.4.F.2-3</p> <hr/> <p style="text-align: center;">AASL STANDARDS</p> <p>1.1.1-6, 9 1.2.1-2, 5-7 1.3.4 1.4.1-4 2.1.1-3, 5 2.2.1 2.3.1 2.4.1-4 3.1.1, 3 3.2.1-3 3.3.5 3.4.1-3 4.1.1-2, 4-5 4.3.2-3 4.4.1-3, 6</p>

information through written facts.		
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p> appendix bibliography caption chart close-up comparison copyright cutaway diagram font glossary graph index label map sidebar table of contents timeline bold print citation heading subheading </p>	<p> <i>Introduction to Nonfiction: Write-On/Wipe-Off Flip Chart</i> by Liza Charlesworth (Scholastic) </p> <p> <i>A Pet for Every Person</i> by Pat Miller </p> <p> True Book series by Children’s Press </p> <p> Scholastic TrueFlix </p>	<p> <u>Formative</u> Interactive Activities Student-completed Activities </p> <p> <u>Summative</u> Benchmark Activity </p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Library/Media Center Curriculum Guide

Pacing Guide:

Research Process/ Project	Author Study
Marking Period 1 & 2	Marking Period 3 & 4

Grade: 4th Grade

Unit: Research Process/ Project

Time Frame: 12 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● The methodology of conducting research is the same no matter how big or small the research question may be. ● There are a variety of resources that can be used when conducting research. ● It is important to conduct research ethically. 	<ul style="list-style-type: none"> ● How do I find the answers to the questions I have? ● How do I organize my research findings effectively?

KNOWLEDGE	SKILLS	STANDARDS
<p>Students will know:</p> <ul style="list-style-type: none"> ● there is a methodology to conducting research in an organized fashion. ● research begins with a question. ● different resources are used for research depending on the task. ● resources can be found in a variety of places. ● how to evaluate a resource to determine its usefulness to the defined task. ● a search engine provides a list of web sites. ● a database can provide articles, ebooks, images, videos, or other digital sources. ● how to find information within a resource. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● identify the six steps in conducting research. ● research information about New Jersey following the Big6 Research Model. ● list possible resources that could be used to find information. ● locate a variety of resources including print and nonprint ● access information that is pertinent to the defined task. ● properly take notes on information found by using a given organizational tool. ● define plagiarism and explain the importance of citing a source. 	<p>6.1.4.B.4 6.1.4.C.12, 14-15 6.1.4.D.1-2, 4, 8-10, 12 4.RI.1.1-10 4.SL.1, 1.a-d, 2, 4 4.W.1.b, 2, 2.b, 2.d, 4, 7-9, 9b</p> <p>8.1.4.A.1-3,5 8.1.4.D.1-3 8.1.4.E.1-2</p> <hr/> <p style="text-align: center;">AASL STANDARDS</p> <p>1.1.1-8 1.2.1-7 1.3.1, 3-5 1.4.1-4 2.1.1-6</p>

<ul style="list-style-type: none"> • how to record information by properly taking notes. • how to cite a resource used to avoid plagiarism. • a variety of ways to share what they have learned through their research. • when research is completed, it is important to evaluate the effectiveness and the efficiency of the research methodology. 	<ul style="list-style-type: none"> • create a final project to share the information they have gathered. • participate in a discussion sharing what they learned about conducting research effectively and efficiently. 	<p>2.2.1, 4 2.3.1, 3 2.4.1-4 3.1.1-6 3.2.1.-3 3.3.1-2, 4-5, 7 3.4.1-2 4.1.1-2, 4-6 4.2.1-2 4.3.1-2 4.4.1-3, 5-6</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>research task resource search engine web site database citation plagiarism paraphrase synthesis evaluation</p>	<p><u>Our Librarian Won't Tell Us</u> <u>Anything</u> by Toni Buzzeo <u>The Definitive Big6 Workshop Handbook</u> by Michael B. Eisenberg and Robert E. Berkowitz Mrs. Skorupski's Big6 Research Methodology posters www.tonibuzzeo.com <u>New Jersey</u> (Scott Foresman) – 4th Grade textbook</p>	<p><u>Formative</u> Checkpoints throughout the Research Process Teacher observations Class discussions</p> <p><u>Summative</u> Completed Research Project Individual Reflective Response Sheet</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Library/Media Center Curriculum Guide

Pacing Guide:

Research Process/ Project	Author Study
Marking Period 1 & 2	Marking Period 3 & 4

Grade: 5th

Unit: Research Process / Project

Time Frame: 12 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● The methodology of conducting research is the same no matter how big or small the research question may be. ● There are a variety of resources that can be used when conducting research. ● It is important to conduct research ethically. 	<ul style="list-style-type: none"> ● How do I find the answers to the questions I have? ● How do I organize my research findings effectively? ● How am I an ethical user of information?

KNOWLEDGE	SKILLS	STANDARDS
<p>Students will know:</p> <ul style="list-style-type: none"> ● there is a methodology to conducting research in an organized fashion. ● research begins with a question. ● different resources are used for research depending on the task. ● resources can be found in a variety of places. ● how to evaluate a resource to determine its usefulness to the defined task. ● a search engine provides a list of web sites. ● a database can provide articles, ebooks, images, videos, or other digital sources. ● how to find information within a resource. ● how to record information by properly taking notes. ● how to cite a resource used to avoid plagiarism. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● identify the six steps in conducting research. ● research information about Ancient Civilizations following the Big6 Research Model. ● list possible resources that could be used to find information. ● locate a variety of resources including print and nonprint ● access information that is pertinent to the defined task. ● properly take notes on information found by using a given organizational tool. ● define plagiarism and explain the importance of citing a source. ● create a Works Cited page properly citing three different kinds of sources. 	<p>6.2.8.A.1.a, 2.a-c, 3a-e, 4a, j. 6.2.8.B.1.a, 2a-b, 3a-b, 4a, c 6.2.8.C.1a-b, 2a, 3a-c, 4a 6.2.8.D.1a-c, 2a-d, 3a,d,f, 4b,c,j 5.RI.1, 3-9 5.SL.1, 1a-d, 4 5.W.1a, 7-9, 9b</p> <p>8.1.8.A.5 8.1.8.D.1</p> <p>9.1.8.A.1-2 9.1.8.C.1-3 9.1.8.D.1,3 9.1.8.F.1,3</p>
		AASL STANDARDS
		<p>1.1.1-8 1.2.1-7 1.3.1, 3-5 1.4.1-4 2.1.1-6</p>

<ul style="list-style-type: none"> • a variety of ways to share what they have learned through their research. • when research is completed, it is important to evaluate the effectiveness and the efficiency of the research methodology. 	<ul style="list-style-type: none"> • create a final project to share the information they have gathered. • participate in a discussion sharing what they learned about conducting research effectively and efficiently. 	<p>2.2.1, 4 2.3.1, 3 2.4.1-4 3.1.1-6 3.2.1.-3 3.3.1-2, 4-5, 7 3.4.1-2 4.1.1-2, 4-6 4.2.1-2 4.3.1-2 4.4.1-3, 5-6</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>research task resource search engine web site database citation plagiarism paraphrase Works Cited synthesis evaluation</p>	<p><u>Our Librarian Won't Tell Us Anything</u> by Toni Buzzeo <u>The Definitive Big6 Workshop Handbook</u> by Michael B. Eisenberg and Robert E. Berkowitz Mrs. Skorupski's Big6 Research Methodology posters www.tonibuzzeo.com <u>The Ancient World</u> (Prentice Hall) – 5th Grade Textbook Citation Tools: www.easybib.com, Microsoft Word</p>	<p><u>Formative</u> Checkpoints throughout the Research Process Teacher observations Class discussions</p> <p><u>Summative</u> Completed Research Project Individual Reflective Response Sheet</p>

**DENVILLE TOWNSHIP SCHOOL DISTRICT
Library/Media Center Curriculum Guide**

Pacing Guide:

Library Media Orientation	Social Studies Research Project: Problems in Modern Africa	Science Research Project: Endangered Species
Marking Period 1 3 days	Marking Period 2 9 days	Marking Period 3 3 days

Grade: 6

Unit: Library Media Orientation

Time Frame: 3 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● A school library media center is a library within a school where students and staff have access to a variety of resources. ● There are expectations for individual behavior in the library media center to ensure respect not only for the individuals using it, but also for the materials and resources within. 	<ul style="list-style-type: none"> ● What is the difference between a library and a media center?

KNOWLEDGE	SKILLS	STANDARDS
<p>Students will know:</p> <ul style="list-style-type: none"> ● expectations for library use. ● how and when they can access the library. ● a database can provide them vast amounts of information. ● a list of appropriate websites for student use. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● identify electronic and print resources. ● use Destiny, the online circulation system, to locate materials. ● search online database subscriptions. ● complete ‘Scavenger Hunt’ for resources available in the media center. ● match descriptors to visuals that reflect various resources/areas of the library. ● complete Destiny Scavenger Hunt before the end of the first marking period at their own pace. ● use approved websites that are appropriate to the media center and their age. 	8.1.8.A.5
		AASL STANDARDS
		1.1.4 1.1.8 1.4.1

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
scavenger hunt Destiny Online circulation system database	Orientation PowerPoint Photo Review PowerPoint Destiny Library Scavenger Hunt Worksheet Student Planner Destiny Scavenger Hunt Worksheet CNN SIRS Discoverer EBSCOhost	<u>Formative</u> Class discussions Teacher observations <u>Summative</u> Scavenger Hunt Destiny Scavenger Hunt

DENVILLE TOWNSHIP SCHOOL DISTRICT
Library/Media Center Curriculum Guide

Grade: 6 Unit: Social Studies Research Project: Problems in Modern Africa Time Frame: 9 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> The standards of living (economics, education, healthcare) are different in other parts of the world. There are various informational resources available to us that provide a clear picture of life globally that we may never experience ourselves. 	<ul style="list-style-type: none"> Why is it important for us as Americans to understand the living conditions in other parts of the world? How can my school library media center provide a world outlook?

KNOWLEDGE	SKILLS	STANDARDS
<p>Students will know:</p> <ul style="list-style-type: none"> a variety of resources are available in a library media center, such as: <ul style="list-style-type: none"> -online database -non-fiction books -periodicals not all sources that you find are reliable for your research and sometimes must be discarded. there are various styles used for research citation. Modern Language Association (MLA) style. how to create a works cited list using MLA style as used at Morris Hills Regional High School. how to take keyword notes on main ideas. Basic outlines are a valuable tool in the prewriting process. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> use an online database. print sources for research. track sources. use NoodleTools. set up a NoodleTools account. properly format MLA works cited list. take notes and organize notecards on a 5 paragraph essay structure. create a final product to share information they have gathered. locate main ideas to support their research. conduct individual research and collaborate to develop a small group project. utilize a basic outline to organize information collected and paraphrase. 	RI-Gr. 6-2 RI-Gr. 6-3 W-Gr. 6-6 W-Gr. 6-7 W-Gr. 6-8 6.1.8.A.1,2,3,5,7,11 6.2.8.E.1,5,8,13 6.5.8.B.1,3,4 6.6.8.B.3,6 6.6.8.C.5 8.1.8.A.5 <p style="text-align: center;">AASL STANDARDS</p> 1.1.3 1.3.1 1.1.5 1.3.3 1.1.7 1.2.4 2.1.4 2.1.6 3.1.3 3.1.4
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
essay SIRS NoodleTools sources database MLA cite word cloud Wordle podcast	NoodleTools SIRS print resources note-taking PowerPoint project specific rubric project description works cited card	<p><u>Formative</u></p> Class discussions Works cited card <p><u>Summative</u></p> Works cited list Individual Essay Small Group Choice Project: podcast Wordle Tagxedo

DENVILLE TOWNSHIP SCHOOL DISTRICT
Library/Media Center Curriculum Guide

Grade: 6

Unit: Science Research Project:
 Endangered Species

Time Frame: 3 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> All organisms depend on other organisms and their environments for their basic needs. Various human activities have changed the capacity of the environment to support some life forms. 	<ul style="list-style-type: none"> In what ways do organisms interact within ecosystems? How do changes in one part of the earth's system affect other parts of the system? How can the library media center support advocacy?

KNOWLEDGE	SKILLS	STANDARDS
<p>Students will know:</p> <ul style="list-style-type: none"> educating themselves and others about extinction can help save species. stickiness is an advertising term used to ensure that messages stick with our audience. how to navigate a website to find factual information to support their research. how to use a variety of graphic organizers/note takers to gather factual information to lead to the development of an advocacy project. to get a species off the endangered list, the public must be educated and vote for its conservation. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> utilize online databases that the library subscribes to. use various teacher approved websites for research. use print resources for research. track sources by using works cited card. use NoodleTools. properly format an MLA works cited list. take notes using a graphic organizer. locate facts to support their research support their research. create an advertisement for an endangered species and their advocacy. 	<p>W-Gr. 6-2 W-Gr. 6-7 W-Gr. 6-8 W-Gr. 6-9</p> <p>5.3.6.C.1 5.3.6.C.2 5.3.6.C.3 5.4.6.G.3</p> <p>8.1.8.A.5</p>
		AASL STANDARDS
		<p>1.1.4 1.1.5 1.2.3 1.3.1 2.1.2 2.2.3 3.1.3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>stickiness endangered species advertising advocacy NJDEP public awareness campaign</p>	<p>websites library print materials research skills mini-lessons www.state.nj.us/dep/fwg/tandespp.htm research outline</p>	<p><u>Formative</u> graphic Organizer outline</p> <p><u>Summative</u></p>

	species information graphic organizer rubric	Endangered Species Commercial/Advertisement (Print or Electronic)
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DENVILLE TOWNSHIP SCHOOL DISTRICT
Library/Media Center Curriculum Guide

Pacing Guide:

Research Basics	Social Studies Research Project: Bill of Rights
Marking Period 1 & 2 (sections rotate) 12 days	Marking Period 3 & 4 (sections rotate) 9 days

Grade: 7

Unit: Research Basics

Time Frame: 12 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● Elements of the past shape the present & future. ● Research takes many forms and is done for many reasons. 	<ul style="list-style-type: none"> ● How can we use media resources to shape our view of the world and ourselves? ● How can factual research have personal meaning? ● Has my topic had a positive or negative influence on my generation?

KNOWLEDGE	SKILLS	STANDARDS
<p>Students will know:</p> <ul style="list-style-type: none"> ● that to find valid sources, search terms may need to be refined. ● not all sources found when conducting research are reliable. ● that there are a variety of online databases available in the media center. ● MLA is the research style used in the Denville School District. ● that factual research can have personal meaning. ● that in order to use a source, they must be able to comprehend and summarize its meaning. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● conduct initial research relating to a popular culture topic since they were born. ● use databases to conduct research. ● summarize their topic. ● develop a thesis statement. ● utilize facts discovered through research to support their argument. ● incorporate note cards and thesis statement into an argument piece of writing. ● utilize a basic outline to organize information collected and paraphrase. 	<p>RI-Gr. 7-6 RI-Gr. 7-8 W-Gr. 7-1 W-Gr. 7-2 W-Gr. 7-6 W-Gr. 7-7</p> <hr/> <p style="text-align: center;">AASL STANDARDS</p> <p>1.1.3 1.1.4 1.1.5 2.1.2 2.1.4 4.3.2</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Argument ABC-CLIO Popular Culture Works Cited	EBSCOhost SIRS ABC-CLIO NoodleTools	<u>Formative</u> Works Cited Cards <u>Summative</u> Works Cited List Essay

**DENVILLE TOWNSHIP SCHOOL DISTRICT
Library/Media Center Curriculum Guide**

Grade: 7

Unit: Social Studies Project:
Bill of Rights

Time Frame: 9 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> On any controversial issue, there are at least two viewpoints. 	<ul style="list-style-type: none"> How do you dispute a fact? Is the US Constitution constitutional?

KNOWLEDGE	SKILLS	STANDARDS
<p>Students will know:</p> <ul style="list-style-type: none"> a strong argument is grounded in fact. debate can lead to a deeper understanding of an issue or topic. in debate, respecting your opponent's opinion is crucial to support civil discourse. there are various planning tools to use in the development of a strong position paper. there are various methods we use to get knowledge and to share knowledge. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> read and select one of four amendments to research. analyze a Supreme Court case related to the Bill of Rights Amendment they are researching. research two sides on an argument. choose one side of an argument to support access online databases and websites for research. paraphrase text. use NoodleTools. take notes using a t-chart. develop a graphic organizer. incorporate gathered factual information into expository writing. 	RI-Gr. 7-3 RI-Gr. 7-6 RI-Gr. 7-8 RI-Gr. 7-9 W-Gr. 7-1 W-Gr. 7-2 W-Gr. 7-8 W-Gr. 7-9 6.1.8.A.3.b 6.1.8.A.3.g 8.1.8.A.5
		<p style="text-align: center;">AASL STANDARDS</p> 1.1.4 1.1.5 1.1.7 1.2.3 1.2.4 1.3.2 2.1.2 2.2.2

		2.2.3 2.3.3 3.1.3 4.3.2 4.4.4
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
EBSCOhost US Constitution Bill of Rights amendment argument paraphrase Supreme Court Cases	Various print sources NoodleTools EBSCOhost Green works cited cards t-chart graphic organizer rubric Gilder-Lehrman Institute	<u>Formative</u> Works cited cards t-chart graphic organizer <u>Summative</u> Expository Amendment Project Unit Rubric

**DENVILLE TOWNSHIP SCHOOL DISTRICT
Library/Media Center Curriculum Guide**

Social Studies Research Project: Presidential Leadership
Marking Period 1,2,3,4 (Different sections will rotate into library) 10 days

Grade: 8 **Unit:** Social Studies Research Project: Presidential Leadership **Time Frame:** 10 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> In order to have an informed opinion you need to explore various sources of information to prevent source bias from having an influence. 	<ul style="list-style-type: none"> How does a President’s leadership shape major events? Do the times make the man or does the man make the times? How can a student use a rubric to achieve a specific academic goal/grade?

KNOWLEDGE	SKILLS	STANDARDS
<p>Students will know:</p> <ul style="list-style-type: none"> an objective summary is based on fact and not on opinion. formal outlines are most effective when based on reliable notes. ways of citing various types of media. how to break down a research project into multi-steps in order to manage both material and time. facts provide validity for opinions. plagiarism is the theft of intellectual property. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> examine the terms of modern day presidents. conduct research using print sources. complete green works cited card (ie. Book, video, photo, magazine). use NoodleTools create a standard outline using student generated notes. provide in-text documentation. format a works cited page. include a video link in a PowerPoint presentation.. determine central ideas in text. extract facts from narrative text. select a minimum of 3 major domestic/foreign events specific to a president’s term to explain background, 	RI-Gr. 8.2 RI-Gr. 8-3 W-Gr. 8-2 W-Gr. 8-6 W-Gr. 8-7 W-Gr. 8-8 W-Gr. 8-9 6.1.8.A.2,3,5,7,8,11 6.2.8.A.1 6.2.8.B.1,2,3 6.2.8.C.1,2,3 6.2.8.D.1 6.2.8.E.3,7 8.1.8.A.3 8.1.8.A.5 8.1.8.D.2 8.1.8.D.3 AASL STANDARDS

	<p>presidential action and outcome of the event.</p> <ul style="list-style-type: none"> ● create a group PowerPoint project and present to their peers. ● use a project rubric as a planning tool as well as an assessment tool. ● ask clarification questions of peer presenters. 	<p>1.1.4 1.1.7 1.2.4 1.3.3 2.1.2 2.1.4 2.1.6 2.2.3 2.2.4 3.1.3 3.1.4</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>works cited NoodleTools outline video link opinion bias domestic foreign</p>	<p>Presidential Leadership rubric P.L. project description green Works Cited cards various topic related print sources How to Sheets: -NoodleTools -download a video -insert video clip in PowerPoint -Outlining -PowerPoint</p>	<p><u>Formative</u> Works cited cards Notecards Outline</p> <p><u>Summative</u> Group PowerPoint Research Steps & Presidential Rubric Essay</p>