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|  **2016 OCEAN COUNTY SCHOOL LIBRARY MEDIA CURRICULUM PROJECT**  |
| **Content Area:** Library Media |
| **Course Title:** Library Media Literacy | **Grade Level:**  6-8 |
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|  | **Unit Plan 1****Library Orientation** |  |  **Week****1** |  |
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|  | **Unit Plan 2****Accessing Information** |  | **Weeks****2-3** |  |
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|  | **Unit Plan 3****Ethical Use of Resources & Materials** |  |  **Weeks****4-5** |  |
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|  | **Unit Plan 4****Research Process/Information Evaluation** |  |  **Weeks****6-8** |  |
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|  | **Unit Plan 5****Literature Appreciation** |  | **Weeks****9-10** |  |
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| **Date Created:** | July 20, 2016 |
| **Board Approved on:** |  |

*Draft curriculum created by Jackson School District librarians, Lisa Crate and Jackie Daton, June 2014. Edited by Jackie Daton and Laura Kerwin for use in Ocean County Curriculum Project, July 2016.*

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| **2016 OCEAN COUNTY SCHOOL LIBRARY MEDIA CURRICULUM PROJECT** **Goals** |
| **By the end of 8th grade, students will be able to*** Develop a researchable question (AASL 1)
* Follow a plan for research (AASL 1, 2)
* Use keyword searching in print and electronic resources (AASL 1)
* Understand that the catalog is an index to the library collection through the use of cross references, keywords and subject headings (AASL 1, 2)
* Understand the purpose of the Dewey Decimal System and use it to locate materials (AASL 1, 2)
* Distinguish different characteristics of reference materials and select those most appropriate for their purpose (AASL 1)
* Use indices to access information (AASL 1)
* In selecting print and online resources, discriminate for useful information, bias, validity, and timeliness (AASL 1, 2)
* Integrate information gathered from various sources to use in research tasks (AASL 1, 2)
* Research a topic; gather and synthesize information to create a product (AASL 2)
* Collaborate and contribute to the exchange of ideas within the learning community (AASL 1, 2, 3)
* Present information in a variety of formats (print, oral, electronic) (AASL 3)
* Cite sources in MLA format (AASL 3)
* Practice ethical behavior in regards to information and technology (AASL 3)
* Select reading materials that match interests/reading levels in a variety of genres (AASL 4)
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| **2016 OCEAN COUNTY SCHOOL LIBRARY MEDIA CURRICULUM PROJECT** **Unit Overview**  |
| **Content Area: Library Media Literacy** |
| **Unit Title: Library Orientation** |
| **Target Course/Grade Level: 6** |
| **Unit Summary:**Exhibit proper library behavior and demonstrate responsible use and care of all materials and hardware in the library media center. Review of Dewey Decimal System. |
| **Primary Interdisciplinary Connections:** Connections to literacy through fiction and nonfiction presentations. |
| **Technology Integration:**Through the use of technology using multimedia components and visual displays in presentations to clarify information.**21st Century Themes:** Include Information Media and Technology skills throughout lessons. |
| **Learning Targets** |
| **Standards** **AASL 1:**  Inquire, think critically, and gain knowledge.**AASL 2:**  Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.**Link:**[**http://www.ala.org/aasl/standards/learning**](http://www.ala.org/aasl/standards/learning)**Content Statements** |
| **CCS #** |  **Standard** | **NJCCCS#** |
| 6-8WH 2.1.4 | Use technology and other information tools to analyze and organize information. |  |
| **Unit Essential Questions*** What is the importance of the library media center?
* How can students identify, locate and access the fiction, nonfiction, biography, references and other library resources?
 | **Unit Enduring Understandings***Students will understand that…** the media center is an important resource for finding information in the school.
* they have the ability to find specific materials and utilize parts of a book.
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| **Unit Objectives***Students will…** Be able to correctly locate and access materials in the library
* Demonstrate proper adherence to library rules and procedures
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| **2016 OCEAN COUNTY SCHOOL LIBRARY MEDIA CURRICULUM PROJECT** **Evidence of Learning** |
| **Summative Assessment(s)*** Teacher observation and ability of students to locate materials.
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| **Formative Assessments*** Develop independence in seeking materials on their own.
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| **Modifications (ELLs, Special Education, Gifted and Talented)*** Modifications applied as per student IEP or 504 plan.
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| **Curriculum Development Resources/Instructional Materials/Equipment Needed/Teacher Resources:*** Computers
* White Board
* Teacher Prepared Materials
* Dewey Decimal Classification System
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| **Teacher Notes:** |

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| **2016 OCEAN COUNTY SCHOOL LIBRARY MEDIA CURRICULUM PROJECT** **Unit Overview**  |
| **Content Area: Library Media Literacy** |
| **Unit Title: Accessing Information** |
| **Target Course/Grade Level: 6-8** |
| **Unit Summary:**Review and utilize print and non-print and electronic resources as well as the online catalog.  |
| **Primary Interdisciplinary Connections:** Use of various search engines in order to find information in all subject areas including but not limited to Social Studies, Science, Math, Health, and Literacy. |
| **Technology Integration:**Through the use of technology using multimedia components and visual displays in presentations to clarify information.**21st Century Themes:** Include Information Media and Technology skills throughout lessons. |
| **Learning Targets** |
| **Standards** **AASL 1:**  Inquire, think critically, and gain knowledge.**AASL 2:**  Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.**Link:**[**http://www.ala.org/aasl/standards/learning**](http://www.ala.org/aasl/standards/learning)**Content Statements** |
| **CCS #** |  **Standard** | **NJCCCS#** |
| [CCSS.ELA-LITERACY.CCRA.R.7](http://www.corestandards.org/ELA-Literacy/CCRA/R/7/) | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words |  |
| **Unit Essential Questions*** How can I use the online catalog to find information in the library?
* How do I choose which technological tools to use and when is it appropriate to use them?
 | **Unit Enduring Understandings***Students will understand that…** The online catalog can be used to find information for all subject areas.
* It is important to evaluate the information that is required in order to figure out what type of technological tool they should use.
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| **Unit Objectives***Students will…** Be able to integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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| **2016 OCEAN COUNTY SCHOOL LIBRARY MEDIA CURRICULUM PROJECT** **Evidence of Learning** |
| **Summative Assessment(s)*** Project integrating the use of the online catalog and research tools.
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| **Formative Assessments*** Quality of the students’ discussion, search results and teacher observation.
* Ongoing student self-assessment.
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| **Modifications (ELLs, Special Education, Gifted and Talented)*** Modifications applied as per student IEP or 504 plan
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| **Curriculum Development Resources/Instructional Materials/Equipment Needed/Teacher Resources:*** Computers
* White Board
* Teacher Made Materials
* Dewey Decimal Classification System
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| **Teacher Notes:** |

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| **2016 OCEAN COUNTY SCHOOL LIBRARY MEDIA CURRICULUM PROJECT** **Unit Overview**  |
| **Content Area: Library Media Literacy** |
| **Unit Title: Ethical Use of Resource Materials** |
| **Target Course/Grade Level: 6-8** |
| **Unit Summary:**Basic understanding of copyright and how to avoid plagiarism in writing.  |
| **Primary Interdisciplinary Connections:** Connections to Literacy, Social Studies, Science, Math and Health will be made through the interpretation of various resources. |
| **Technology Integration:**Through the use of technology using multimedia components and visual displays in presentations to clarify information. **21st Century Themes:** Include Information Media and Technology skills throughout lessons.  |
| **Learning Targets** |
| **Standards** **AASL 1:**  Inquire, think critically, and gain knowledge.**AASL 2:**  Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.**AASL 3:** Share knowledge and participate ethically and productively as members of our democratic society.**Link:**[**http://www.ala.org/aasl/standards/learning**](http://www.ala.org/aasl/standards/learning)**Content Statements** |
| **CCS #** |  **Standard** | **NJCCCS#** |
| 6-8WH | Gather relevant information from multiple sources to assess the credibility and accuracy of each source. |  |
| **Unit Essential Questions*** How do I evaluate whether or not a website is credible?
* How do I use that information properly within my research (avoid plagiarism**)**
 | **Unit Enduring Understandings***Students will understand that…** Credible websites will have clearly stated authors, date, domain, and sources used.
* Properly citing material is essential to avoiding plagiarism.
 |
| **Unit Objectives***Students will…** Be able to find, evaluate, and select appropriate sources to answer questions.
* Be able to evaluate information found in selected sources on the basis of accuracy, validity, and appropriateness to needs, importance, and social and cultural content.
* Respect copyright/intellectual property rights of creators and producers.
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| **2016 OCEAN COUNTY SCHOOL LIBRARY MEDIA CURRICULUM PROJECT** **Evidence of Learning** |
| **Summative Assessment(s)*** Teacher created research task
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| **Formative Assessments*** Ongoing student self-assessment
* Quality of students’ discussion and teacher observation
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| **Modifications (ELLs, Special Education, Gifted and Talented)*** Modifications applied as per student IEP or 504 plan
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| **Curriculum Development Resources/Instructional Materials/Equipment Needed/Teacher Resources:*** Computers
* White Board
* Teacher Prepared Materials
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| **Teacher Notes:** |

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| **2016 OCEAN COUNTY SCHOOL LIBRARY MEDIA CURRICULUM PROJECT** **Unit Overview**  |
| **Content Area: Library Media Literacy** |
| **Unit Title: Research Process/Information Evaluation** |
| **Target Course/Grade Level: 6-8** |
| **Unit Summary:**Students will have knowledge of and demonstrate understanding of basic research terms including sources, citations, citing, MLA, bibliography and note taking.  |
| **Primary Interdisciplinary Connections:** Students integrate information literacy skills into all areas of learning.  |
| **Technology Integration:**Through the use of technology using multimedia components and visual displays in presentations to clarify information. **21st Century Themes:** Learning and innovative skills including critical thinking, communication, collaboration and creativity.  |
| **Learning Targets** |
| **Standards** **AASL 1:**  Inquire, think critically, and gain knowledge.**AASL 2:**  Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.**AASL 3:** Share knowledge and participate ethically and productively as members of our democratic society.**Link:**[**http://www.ala.org/aasl/standards/learning**](http://www.ala.org/aasl/standards/learning)**Content Statements** |
| **CCS #** |  **Standard** | **NJCCCS#** |
| 6-8WH | Conduct short research project to answer a question |  |
| **Unit Essential Questions*** What are the elements of a properly researched topic?
* How do I integrate found information into a cohesive written document?
* How can research be presented to others?
 | **Unit Enduring Understandings***Students will understand that…** Researched topics are properly cited.
* Proper note-taking and paraphrasing are essential.
* Working with multi-media techniques and public speaking skills will develop their ability to present topics to the public.
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| **Unit Objectives***Students will…** Be able to conduct short research projects to answer a question (including a self-generated question).
* Be able to draw on several sources and generate additional related, focused questions that allow for multiple avenues of exploration.
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| **2016 OCEAN COUNTY SCHOOL LIBRARY MEDIA CURRICULUM PROJECT** **Evidence of Learning** |
| **Summative Assessment(s)*** Final student portfolio of work.
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| * Presentation of work to the class.
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| **Formative Assessments*** Teacher observation and ability of students to locate and cite information.
* Quality of students’ discussion and search results.
* Ongoing student self-assessment.
 |
| **Modifications (ELLs, Special Education, Gifted and Talented)*** Modifications applied as per student IEP or 504 plan
 |
| **Curriculum Development Resources/Instructional Materials/Equipment Needed/Teacher Resources:*** Computers
* White Board
* Teacher Prepared Materials
* Dewey Decimal Classification System
 |
| **Teacher Notes:** |

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| **2016 OCEAN COUNTY SCHOOL LIBRARY MEDIA CURRICULUM PROJECT** **Unit Overview**  |
| **Content Area: Library Media Literacy** |
| **Unit Title: Literature Appreciation** |
| **Target Course/Grade Level: 6-8** |
| **Unit Summary:**Appreciation of genre in literature through proper selection of materials that best suits the student’s needs and interests.  |
| **Primary Interdisciplinary Connections:** Introduction to classic literary tales that incorporate various connections to Social Studies and Science. |
| **Technology Integration:**Through the use of technology using multimedia components and visual displays in presentations to clarify information.**21st Century Themes:** Learning and Innovation skills critical thinking, communication, collaboration and creativity.  |
| **Learning Targets** |
| **Standards** **AASL 4:** Pursue personal and aesthetic growth.**Link:**[**http://www.ala.org/aasl/standards/learning**](http://www.ala.org/aasl/standards/learning)**Content Statements** |
| **CCS #** |  **Standard** | **NJCCCS#** |
| [CCSS.ELA-LITERACY.RL.6.10](http://www.corestandards.org/ELA-Literacy/RL/6/10/) | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |  |
| **Unit Essential Questions*** How does literature enrich your life?
* How do students choose the book that is right for them?
 | **Unit Enduring Understandings***Students will understand that…** Reading literature on a regular basis will enrich their creativity, vocabulary and cultural understanding of the world.
* Their personal tastes and interests can guide them to individual book selection.
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| **Unit Objectives***Students will…** Recognize and read from a variety of fictional and nonfiction genres.
* Demonstrate how to effectively select a book.
* Demonstrate ability to share literature with other students.
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| **Evidence of Learning** |
| **Summative Assessment(s)*** Student book talks/Oral presentations
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| * Posters/Multi-media presentations
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| **Formative Assessments*** Collaboration of students through presentations
* Quality of students’ discussion and participation
 |
| **Modifications (ELLs, Special Education, Gifted and Talented)*** Modifications applied as per student IEP or 504 plan
 |
| **Curriculum Development Resources/Instructional Materials/Equipment Needed/Teacher Resources:*** Computers
* White Board
* Teacher Prepared Materials
 |
| **Teacher Notes:** |