Flemington-Raritan Regional School District
Flemington, New Jersey

LIBRARY INFORMATION SKILLS CURRICULUM
Grades 1-8

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Library Information Skills Curriculum

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(As related to the library curriculum)

File 2131

FLEMINGTON-RARITAN REGIONAL SCHOOLS

EDUCATIONAL OUTCOME GOALS   (as related to the library curriculum)

I.   **EACH STUDENT SHOULD BE PROVIDED WITH OPPORTUNITIES TO DEVELOP BASIC SKILLS.**

    A. Develop skills in oral and written English.
    B. Develop reading skills.
    D. Develop ability to listen and observe effectively.
    E. Develop skills to think and reason logically.
    F. Develop ability to make sound decisions.

II.   **EACH STUDENT SHOULD BE PROVIDED OPPORTUNITIES TO GAIN A GENERAL EDUCATION.**

    B. Develop ability to study.
    C. Acquire basic knowledge of language and literature.
    D. Develop ability to search out information.
    E. Develop ability to use reference materials and classroom equipment.

III. **EACH STUDENT SHOULD BE PROVIDED OPPORTUNITIES TO DEVELOP TO THE FULLEST POTENTIAL AND DEVELOP A DESIRE FOR LEARNING NOW AND IN THE FUTURE.**

    A. Develop intellectual curiosity and eagerness for lifelong learning.
    B. Develop an understanding of how learning serves as a tool for personal development and achievement.
    C. Encourage the continuation of the learning process in the home.

IV.   **EACH STUDENT SHOULD BE PROVIDED OPPORTUNITIES TO DEVELOP PRIDE IN WORK AND A FEELING OF SELF-WORTH.**

    A. Develop a feeling of student pride in his work and achievements.
    C. Develop the student's feeling of positive self-worth, security and self-assurance.

EDUCATIONAL OUTCOME GOALS (as related to the library curriculum)

V. EACH STUDENT SHOULD BE PROVIDED OPPORTUNITIES TO REINFORCE GOOD CHARACTER AND SELF-RESPECT FOSTERED WITHIN THE SCHOOL, HOME AND COMMUNITY.

A. Develop responsibility and understanding of ethical principles and values.
B. Develop the student's capacity to discipline himself to work, study and play constructively.
C. Develop ethical guidelines for personal character.

VI. EACH STUDENT SHOULD BE PROVIDED OPPORTUNITIES TO LEARN RESPECT AND GET ALONG WITH PEOPLE WITH WHOM WE WORK AND LIVE.

A. Develop appreciation and respect for the worth, dignity, and rights of individuals.
B. Develop respect and understanding of minority opinions, and the willingness to abide by the majority decision-making process.

VII. EACH STUDENT SHOULD BE PROVIDED OPPORTUNITIES TO LEARN HOW TO BE A GOOD CITIZEN WITHIN THE FRAMEWORK OF THE AMERICAN REPUBLIC.

A. Develop an awareness and understanding of the rights, privileges, and responsibilities of citizenship.
B. Develop an attitude of respect for private and public property.

VIII. EACH STUDENT SHOULD BE PROVIDED OPPORTUNITIES TO APPRECIATE CULTURE AND BEAUTY IN THE WORLD.

A. Develop creative self-expression through various media such as art, music and writing.
B. Develop an appreciation for the arts.

FLEMINGTON-RARITAN REGIONAL SCHOOLS

## EDUCATIONAL OUTCOME GOALS   (as related to the library curriculum)

IX. **EACH STUDENT SHOULD BE PROVIDED OPPORTUNITIES TO PRACTICE AND UNDERSTAND THE IDEAS OF PHYSICAL ACTIVITIES, HEALTH AND SAFETY.**

   H. Be provided with a safe, comfortable and healthy environment in which to learn.

X. **EACH STUDENT SHOULD BE PROVIDED OPPORTUNITIES TO LEARN ABOUT AND TRY TO UNDERSTAND THE CHANGES THAT AKE PLACE IN THE WORLD.**

   A. Develop an understanding of the past, identity with the present, and the ability to meet the future.
   H. Develop an awareness of technological changes and the impact they have on our lives.

XI. **EACH STUDENT SHOULD BE PROVIDED OPPORTUNITIES TO LEARN HOW TO RESPECT AND GET ALONG WITH PEOPLE OF OTHER CULTURES.**

   A. Develop an appreciation for, and an understanding of, other people and cultures.
   C. Develop an awareness of the interdependence of people.

XII. **EACH STUDENT SHOULD BE PROVIDED OPPORTUNITIES TO LEARN HOW TO USE LEISURE TIME.**

   A. Develop a positive attitude toward participation in a range of leisure time activities- physical, intellectual and creative.
   B. Develop an appreciation and interests which will lead to wise and enjoyable use of leisure time in the school and home setting.

IV. PHILOSOPHY
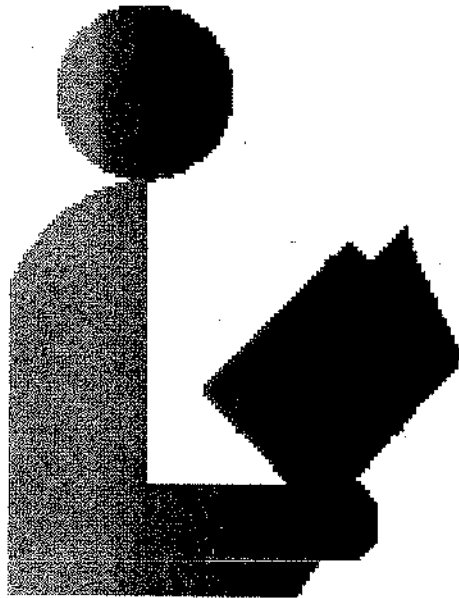
Philosophy
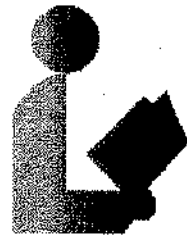
School library media centers embody the school's philosophy of implementing, developing, learning, enhancing, promoting, critical thinking skills, lifetime learning, and the basics of information literacy, writing, and computation in all formats, including print, multimedia, and technological resources.

An effective library information skills program is an integral part of the total educational program, teaching students the basic processing skills necessary to connect them with information and ideas in all subject and interest areas. Development of these skills involves the collaborative efforts of certified librarians/ library media specialists, administrators, classroom teachers, technology coordinators, computer teachers, and students as active partners in the educational process, thus reinforcing the value of literacy and life-long learning.
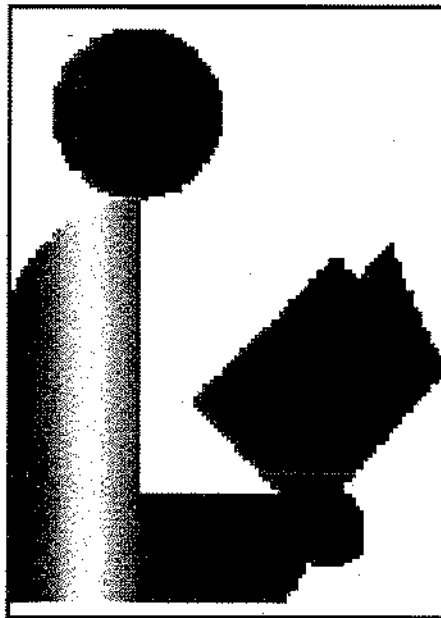
V. LIBRARY MISSION STATEMENT
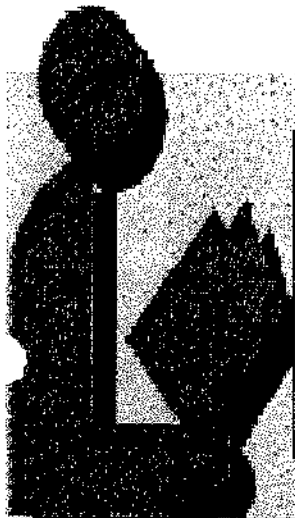
The mission of the library media centers is to provide a facility and program which will empower the learner with the ability to access and process information and ideas, and to support the educational strategies of the school community.

LIBRARY INFORMATION SKILLS CURRICULUM

VI. PROGRAM DESCRIPTION

LIBRARY INFORMATION SKILLS CURRICULUM

PROGRAM DESCRIPTION

The mission of the 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
- by providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas
- by working with other educators to design learning strategies to meet the needs of individual students.

The media specialists of the Flemington-Raritan School District have adopted this mission from the American Library Association publication, Information Power: Guidelines for School and Library Media Programs. The media specialists have developed the curriculum with this mission as its foundation.

The library media curriculum of the Flemington-Raritan School District combines five important areas into its program of instruction:

- Strand I: Procedures, Safety and Rules;
- Strand II : Literature Appreciation;
- Strand III : Information Access;
- Strand IV : Information Evaluation; and
- Strand V : Ethical Use of Resources and Materials.

Starting with the basic rules and procedures of the media center, the program emphasizes literature appreciation and recreational reading throughout the grades. It includes age-appropriate strategies needed to access and evaluate information that, whenever possible, are integrated with classroom assignments and taught with the classroom teacher.

The curriculum also stresses the importance of ethics when using information resources. The library media curriculum relies on collaboration between the media specialist and building staff for its delivery. It supports the informational needs of our learning community and provides students with the skills needed to use information in a productive manner. The curriculum serves as a framework for the academic subjects and fosters lifelong learning for students and teachers.

LIBRARY IFORMATION SKILLS

VII. CURRICULUM STRANDS

STRAND I. PROCEDURES, SAFETY, RULES

STRAND II. LITERATURE APPRECIATION

STRAND III. ACCESS INFORMATION

STRAND IV. EVALUATE INFORMATION

STRAND V. ETHICAL USE OF RESOURCES AND MATERIALS

Flemington-Raritan School District
Library Curriculum – Realigned with Standards 7/09

Kindergarten

N. J. CCCS:

Technology Literacy: 8.1.4.A.1, 8.1.4.A.2, 8.1.4.A.3, 8.1.4.A.9, 8.1.4.B.2, 8.1.4.B.5, 8.1.4.B.7
Language Arts Literacy: 3.1.K.A.6, 3.1.K.D.3, 3.1.K.D.4, 3.1.K.E.2, 3.1.K.E.3, 3.1.K.E.4, 3.1.K.G.2, 3.1.K.G.3, 3.1.K.G.4, 3.1.K.G.5, 3.1.K.G.6, 3.1.K.H.1, 3.1.K.H.2, 3.3.K.A.1. 3.3.K.A.2, 3.3.K.A.3, 3.3.K.B.1, 3.3.K.B.2, 3.4.K.A.1, 3.4.K.A.2, 3.4.K.B.1, 3.4.K.B.2, 3.5.K.A.1, 3.5.K.A.2, 3.5.K.B.2, 3.5.K.A.6, 3.5.K.A.7
Consumer Family and Life Skills: 9.2.4.A.1, 9.2.4.A.2, 9.2.4.A.3, 9.2.4.B.1, 9.2.4.B.2, 9.2.4.B.3, 9.2.4.B.4, 9.2.4.B.5, 9.2.4.C.1, 9.2.4.C.2, 9.2.4.C.3, 9.2.4.C.4, 9.2.4.C.5, 9.2.4.D.1, 9.2.4.D.3, 9.2.4.D.4, 9.2.4.D.5, 9.2.4.F.1, 9.2.4.F.3

K -- STRAND I. **Procedures, Safety, Rules**

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
Students will:			

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
Know the purpose and location of the school library media center.	Weekly book exchange period, independent book exchange	Students will have found their way to the library.	Library
Identify library personnel.	Teacher/ librarian activity on identifying school personnel	Teacher observation	Pictures of personnel
Check books out independently.	Demonstrate/ model the correct procedure for students checking out books.	Teacher observation of check-out	Books Library card barcode Shelf markers/ browsers Bookshelves

Keep correct shelf order by properly using browser/shelf markers.	Demonstrate use Student practice Using shelf marker/ browser lesson	Teacher observation	Bookshelves Shelf markers/ browser

Demonstrate responsibility for borrowed materials by returning them on time and in good condition.	Share examples of damaged books. Discuss care/ prevention of damage of borrowed materials	Teacher observation Lack of damaged books. Student discussion Class pledge	Damaged books removed from collection Book care bookmarks and posters Book hospital

K -- STRAND II. Literature Appreciation

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS

Students will:

Listen to, view, discuss and enjoy a wide variety of literature read aloud or presented by the librarian in order to develop enthusiasm for reading.	Regular read-alouds Story presentation and discussion	Students will show interest and borrow books by authors/ illustrators, presented or discussed by the librarian.	Books from the collection appropriate for Kindergarten Ex. *Bunny Money* by Wells New titles

Locate, select, and retrieve a variety of print materials for reading pleasure.	Introduce special subject/ genre labels as a means to locate books of personal interest.	Students will use the labels to select books of personal interest.	Books with special subject/ genre labels Ex. Holiday, pet, dinosaur…

Begin to recognize the names and titles of favorite authors and illustrators.	Author study of several titles, versions, illustrations of stories by various authors and Illustrators.	Students will request/ check out, books by authors, illustrators, presented by the librarian	Ex. Books by Wells, Marshall, Arnold, London, Gackenback, Hutchins

| | Coordinate with classroom topics, where possible. | | New titles |

K -- STRAND III. Access Information

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
Students will:			
Begin to know that materials in the library media center have a specific arrangement.	Identify the first letter of their last name. Find the author whose last name starts with the same letter as theirs.	Teacher observation of students going to the shelf with the appropriate corresponding letter in the correct section in Easy.	Labeled shelves in the Easy section
Begin to use appropriate library terminology.	Introduce/ model the appropriate terms during library lesson/ book exchanges.	Librarian/ teacher will hear student use the proper terminology	Signs and labels Books Circulation Desk Book Return Shelf marker/ browser
Know the location of the Easy section of the library.	Introductory tour of the library. Locate specific books in the Easy section.	Teacher observation of students using/ borrowing/ locating books, in the Easy section. Students request to borrow books from the Easy section.	Easy book shelves Identification labels
Begin to identify the Public Access Catalog (PAC) as a tool to assist in locating materials in the library media center.	Model and explain use of PAC when students request materials in which locational status needs to be checked.	Students will have requested library personnel's assistance in looking up items on the PAC	Books from the collection with genre/ subject labels Chart Examples of labels Poster of labels

Begin to use genre/special subject labels in the Easy section to locate books of personal interest.	Introduce genre and special subject labels on books used during story time Discuss reason for use Query of students at line-up as to who borrowed a book with a specific label	Teacher observation of students selecting books with that label during book exchange Query of students at line up as to who has books with a particular type label.	Titles from Easy section with genre/ subject labels in the collection Genre poster

K -- STRAND IV. Evaluate Information

OBJECTIVES	**ACTIVITIES**	**EVALUATIONS**	**MATERIALS**

Students will:

Begin to think about literature by predicting outcomes, retelling stories, drawing conclusions and identifying genre.	When appropriate, during storytime, ask students to predict what will happen next in the story, or how the story will end. Given picture or pictures from a story, students will tell what is happening based upon the visual.	Students will have correctly predicted the outcome/ what will happen next, when asked.	Stories used in lessons in print and non-print formats Wordless picture books Several versions of a classic folktales, such as *The Three Pigs* Nursery rhymes Puppets and sound effects

K -- STRAND V. Ethical Use of Resources and Materials

OBJECTIVES	**ACTIVITIES**	**EVALUATIONS**	**MATERIALS**

Students will:

Use information technology responsibly.	Demonstrate appropriate/ inappropriate use of PAC terminals and have students identify the correct method. Model responsible use of technology, on an ongoing weekly basis,	Teacher observation of students using information technology responsibly	PAC terminals

First Grade

NJ CCCS:

Technology Literacy: 8.1.8.A.1, 8.1.4.B.2, 8.1.4.B.4
Language Arts Literacy: 3.1.1.A.3, 3.1.1.G.1**,** 3.1.1.G.2, 3.1.1.G.6, 3.1.1.G.7, 3.1.1.H.1, 3.1.1.H.3, 3.1.2.H.1 3.3.1.A.1, 3.3.1.A.2, 3.3.1.B.1, 3.3.1.B.2, 3.4.1.A.1, 3.4.1.B.1, 3.4.1.B.2, 3.4.1.B.3, 3.4.1.B.4, 3.4.1.B.5, 3.4.1.B.7, 3.5.1.A.6, 3.5.1.A.7
Consumer Family and Life Skills: 9.2.4.A.1, 9.2.4.A.2, 9.2.4.A.3, 9.2.4.B.1, 9.2.4.B.2, 9.2.4.B.3, 9.2.4.B.4, 9.2.4.B.5, 9.2.4.C.1, 9.2.4.C.2, 9.2.4.C.3, 9.2.4.C.4, 9.2.4.C.5, 9.2.4.D.1, 9.2.4.D.3, 9.2.4.D.4, 9.2.4.D.5, 9.2.4.F.1, 9.2.4.F.3
Social Studies Literacy: 6.1.4.A.6

1 -- STRAND I.   Procedures, Safety Rules

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
Students will:			
Know the purpose and location of the school library media center.	Weekly book exchange period Independent book exchange	Students will have found their way to the library.	Library
Identify library personnel.	Identify school personnel	Teacher observation	Pictures of personnel Personnel
Observe library rules.	Act out appropriate/ inappropriate behavior Have students identify/ distinguish between the two	Teacher observation Student discussion	Library furniture,Computer PAC terminals,Poster of rules Shelf markers/ browsers Books, Shelves
Keep correct shelf order by properly using shelf markers/ browser.	Demonstrate proper use Student practice using shelf marker/ browser	Teacher observation	Bookshelves Shelf markers/ browsers

Demonstrate responsibility for borrowed materials by returning them on time and in good condition.	Share examples of damaged books. Discuss book damage. Discuss responsible care of borrowed materials	Teacher observation Lack of damaged books. Student discussion Class pledge	Damaged books removed from collection Book care bookmarks and posters Book hospital

1 -- STRAND II.   Literature Appreciation

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS

Students will:

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
Listen to, view, discuss and enjoy a wide variety of literature read aloud or presented by the librarian in order to develop enthusiasm for reading for pleasure and for information.	Regular read aloud story presentation and discussion. Regular sharing of new titles as read alouds. Regular sharing of award winning titles.	Students will show interest/ borrow books by authors/ subject/ genre being presented	Assorted titles from the collection, Ex.: Holidays, Multi-Cultural, Character Ed., awards, pets, animals, poetry, humorous stories.
Select and borrow a variety of print materials for reading pleasure.	Discuss criteria for selecting good books, Introduce/ read award titles	Teacher observation	Titles from the collection
Know that awards are given to books of particular merit.	Introduce/ read Caldecott Award titles Discuss and show medal during storytime	Students will locate/ borrow/ identify, award winning books	Caldecott award and honor titles Ex.: *Officer Buckle and Gloria, Where the Wild Things Are*
Identify favorite authors, titles and characters.	Share as read alouds titles which focus on a specific author or character Enrich and tie in to classroom selections and author studies	Students will request title about specific characters or by specific authors.	Titles from the collection Ex.: Clifford, books by Marshall, Henkes, Rylant, Kellogg,

1 -- STRAND III. Access Information

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
Students will:			
Use genre labels/ special subject labels in the Easy section to locate books of personal interest.	Special subject card match-up Genre sticker hunt Discuss types of labels	Successful match of Labels Sharing stickers found	Genre/special subject labels Poster Cards
Know that materials in the library media center have a specific arrangement.	Discuss arrangement of Easy books Shelve yourself game Alphabet walk Name the letter on the shelf for an author	Students will use the alphabet labels to locate the section for favorite authors.	Alphabet labels on Easy shelves Spine labels
Begin to use appropriate library terminology.	Introduce/ model the appropriate term during library lesson/ book exchanges/	Librarian/ teacher will hear student use the proper terminology	Signs and labels Books Circulation Desk Book Return Shelf marker/ browser
Begin to use the "Five finger test" to judge the reading level of a book appropriate for independent reading.	Model the "Five finger test" using a variety of levels of easy books Guess the level game	Students will use the "Five finger test" to judge the level of a book for independent reading	"Five finger test" posters Assorted levels of books
Know that the call number is used for location purposes.	Where books live Fiction vs. non-fiction titles Compare spine labels/ call numbers for each Walk to the section of the book discussed	Students will recognize call numbers which denote easy and non- fiction selections.	Fiction and non-fiction titles on the same topic such as: frogs, dinosaurs, bears…

Recognize parts of a book.	Discuss/ demonstrate: title page, cover, spine, dust jacket	Students will use the appropriate terms to identify parts of a book	Books
Begin to know that the Easy books are arranged alphabetically according to the last name of the author.	Call number match Alphabet walk Shelve themselves	Students can name authors whose last name starts with the same letter as theirs. Students will locate authors on the shelves.	Easy section Alphabet labels Authors
Begin to know that non-fiction books are grouped by class according to specific subjects.	Present some sections of non-fiction, such as: animals, poetry, Folklore, pets. Walk to the location of each type Discuss the call number and spine label. Determine that all of a type start with the same number, i.e. five (5) for 500's	For the call number selected, students can identify the type of books found in that section.	The section of the non-fiction collection Titles from that section
Recognize the different call numbers for Easy and non-fiction.	Play the classification game Examine titles from different sections	Teacher observation	Books Call number strips
Begin to relate the call number on the PAC screen to the location of materials on the shelves.	Identify the call number on the PAC screen and spine. Discuss how a call number is like the book's address Match the call number to the item requested, with assistance.	Teacher observation	Call number slips PAC

1 -- STRAND IV. Evaluate Information

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
Students will:			
Begin to distinguish between fiction and non-fiction.	Present fiction and non-fiction titles on the same topic Compare/ contrast selected titles	When asked, students will be able to identify fiction or non-fiction titles in future lessons	Pre-selected fiction and non-fiction titles on the same subject, Ex.: frogs, dinosaurs, pigs….

1 -- STRAND V. Ethical Use of Resources and Materials

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
Students will:			
Use information technology responsibly.	Demonstrate appropriate/ inappropriate use of PAC terminals. Have students identify the correct one Model, on an ongoing weekly basis, responsible use of technology.	Teacher observation of students using information technology responsibly.	PAC terminals
Begin to cite author and title for curriculum-generated research assignments.	Resource based project assigned by the classroom teacher with materials needed, supported by the library.	Completed project Use of abbreviated citation format	Standard bibliographic student sheet (in appendix), Resources and materials pertinent to the assignment

Second Grade

NJCCCS:

Technology Literacy: 8.1.4.A.2, 8.1.4.A.3, 8.1.4.A.9, 8.1.4.B.2, 8.1.4.B.4, 8.1.4.B.5, 8.1.4.B.7, 8.1.4.B.9
Language Arts Literacy: 3.1.1.A.3, 3.1.1.G.6, 3.1.1.G.7, 3.1.2.A.1, 3.1.2.A.2, 3.1.2.A.3, 3.1.2.A.4, 3.1.2.G.1, 3.1.2.G.2, 3.1.2.G.3, 3.1.2.G.4, 3.1.2.G.5, 3.1.2.H.1, 3.1.2.H.2, 3.3.2.B.1, 3.3.2.B.2, 3.4.2.A.1, 3.4.2.A.3, 3.4.3.B.1, 3.5.2.A.4, 3.5.2.A.5, 3.5.2.B.3,
Consumer Family and Life Skills: 9.2.4.A.1, 9.2.4.A.2, 9.2.4.A.3, 9.2.4.B.1, 9.2.4.B.2, 9.2.4.B.3, 9.2.4.B.4, 9.2.4.B.5, 9.2.4.C.1, 9.2.4.C.2, 9.2.4.C.3, 9.2.4.C.4, 9.2.4.C.5, 9.2.4.D.1, 9.2.4.D.3, 9.2.4.D.4, 9.2.4.D.5, 9.2.4.F.1, 9.2.4.F.3
Science Literacy: 5.1.4.B.1

2 -- STRAND I.   Procedures, Safety Rules

Students will:

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
Exhibit proper library behavior.	Model, discuss, contribute examples of proper behavior Post rules, safety rules, Orientation activity Signal activity	Oral or written contributions for rules Teacher observation Students will signal with thumbs up or down for appropriate behavior	Posted rules Posters Bookmarks
Follow correct borrowing And returning procedures.	Model, review during orientation Discuss correct procedures Reinforce during library visits	Teacher observation Overdue lists Damaged or missing materials list Physical appearance of the library/ shelves	Circulation desk Student Bar codes Book return slot Book hospital
Follow the correct procedure for renewing a book.	Model/ demonstrate/ discuss procedure Reinforce during orientation	Teacher observation	Books Circulation desk Student bar code Automation system

Demonstrate responsible use and care of all materials and hardware in the library media center.	Model for each type/ Discuss/ video Compile list Review during orientation Book care	Teacher observation Damaged books lists Overdue lists	Books PAC terminals, Computers Posters Bookmarks Damaged books Collection Video Book hospital

Keep correct shelf order.	Demonstrate/ reinforce use of Shelf markers/ browsers during orientation and visits Discuss importance of shelf order for locating materials	Teacher observation	Shelf markers/ browsers Stacks

2 -- STRAND II.   Literature Appreciation

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS

Students will:

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
Listen to, view, discuss And enjoy a variety of literature read aloud or presented by the librarian in order to develop enthusiasm for reading for pleasure and for information.	Regular read-alouds presentation & discussion Current Caldecott/ Caldecott Honor books	Teacher observation	Assorted literature, Ex.: **Holidays**: *Alice Nizzy Nazzy Bony Legs*, **Current Caldecott/ Caldecott Honor, Folklore:** *A Story, A Story* **Multicultural tales:** *Borreguita, Coyote Steals the Blanket, Anasai….* **Historical**: *Purple Mountain Majesty…* **Biography***: Wilma Unlimited My Great Aunt Arizona…* **Animal & nature:** *A Log's Life, Author, a True Story*

Locate, select, and retrieve a variety of materials for reading pleasure.	Reader's advisory. Individual requests. Requests of previously read titles.	Teacher observation Student leaves with book of their choice	Entire collection PAC terminals

Define the Caldecott Award as an award which is given for outstanding illustrations in children's books.	Caldecott book display Explain the Caldecott Award. Explore some titles Discuss effect of illustrations	Group discussion of videos on award or winning Illustrations/ illustrators Student recognizes the Caldecott Label	Caldecott Award and Honor books Videos on award or winning illustrators Bookmarks Video Posters

Identify favorite authors, illustrators, titles and characters.	Introduce the distinct styles of a variety of authors and Illustrators. Examine the same character in several books during story time.	Students request titles explored during lessons	Titles by Kellogg, Browne, Cohen….

2 -- STRAND III. Access Information

OBJECTIVES	**ACTIVITIES**	**EVALUATIONS**	**MATERIALS**

Students will:

Use the "Five finger test" to judge the reading level of a book appropriate for independent reading.	Review use of the "Five finger test". Students practice using the "Five finger test" on their independent reading selection.	Teacher observation Student's hand and selected title	"Five finger test" poster Signs Beginning reader books Student's hand

Recognize the call numbers of fiction, biography and reference books.	Call number comparison activity	Students state the type of book based upon the spine label/ call number	Samples of books from Easy, Fiction, Biography, Reference
Know that fiction books are arranged alphabetically by the last name of the author.	Make yourself a book	Students place themselves, as authors, on the shelf	Easy shelves Student's name
Identify bibliographic parts of a title page.	Title page activity	Title page sheet	Student's selected book Title page sheet with bibliographic elements
Use parts of a book to locate specific information.	Based upon classroom assignment, introduce section of book necessary to locate the information in order to complete an assignment	Teacher observation	Materials specific to assignment
Begin to recognize that biographies are arranged alphabetically by the biographees' surname (person the book is about).	The biography is me activity.	Teacher observation of students arranging themselves	Biography sheet cards
Investigate non-fiction titles and encyclopedias in order to satisfy informational needs.	In conjunction with a classroom assignment, Discuss arrangement, location and use of encyclopedias and non-fiction titles which are necessary to compile information for an assignment.	Students obtain appropriate information	Encyclopedias Non-fiction titles PAC terminals Information sheet

Begin to know the arrangement of some reference sources.	Discuss arrangement of encyclopedias. Discuss and use guide words. Discuss arrangement in order to record one fact on a curriculum related topic	Teacher observation of location and use of an encyclopedia	Encyclopedia set Fact sheet

Begin to identify keywords for reference questions.	Review types of questions Group activity on curriculum related topics	Teacher observation Student sheets with correctly underlined keywords	Overhead/ projection Video display Activity sheet

Recognize that book selection, location, and PAC terminal skills are transferable to other libraries.	Show a video about the library Discuss video	Discussion of video	Video: *Simons Book*, *The Library* by National Geographic, *A Kids Guide to the Library, Alister in Outer Space, Books Talk Back, Books Tell Their Story*… Location skills and PAC

Begin to use simple search strategies on the PAC terminals to find materials on a specific subject. (ongoing unit)	Demonstrate steps in the search process on the PAC terminals to individuals or small groups.	Teacher observation of student use throughout year	PAC terminals Overhead/ projection

Begin to locate the author, title, and call number on a PAC screen. (ongoing unit)	Small group or individual lessons using PAC terminals to locate specific information and record the information	Teacher observation	PAC terminals Call slips

Recognize that the call number on the PAC screen indicates the location and type of material.	Group lesson on call numbers Review use of call numbers to locate materials Demonstrate the location of the call number on the PAC screen Look up a book on the PAC	Teacher observation Call slip	PAC screen Call slip

Recognize that the PAC bibliographic summary screen displays the call number, location, status, author and title information.	Demonstrate and discuss the form of a bibliographic screen. Students interpret orally, or in writing, the information on the screen.	Student response	PAC bib screen, Activity sheets

2 -- STRAND IV. Evaluate Information

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS

Students will:

Begin to identify elements of fiction and non-fiction.	Discuss and compare fiction and non-fiction titles on the same topic	Verbal identification of elements of fiction and non-fiction	Books in fiction and non-fiction on same topic, Ex.: frogs, ants, bats, snakes, dinosaurs…

Identify the elements of a variety of genre. (ongoing unit)	In conjunction with classroom activities, whenever possible, introduce elements of several genre appropriate to the grade level Read or show samples	Students identify books that fit the criteria	Specific titles from the collection for the particular genre

Begin to select books for content, illustrations and child appeal.	Book displays/ book talks on topics related to classroom activity	Teacher observation Student leaves with title appropriate for assignments Student leaves with books suggested in lessons	Caldecott titles Beginning chapter books, Ex.:*Henry & Mudge* series, *Frog & Toad* series, *Poppleton* series, *Mr. Putter & Tabby* series… Titles by Rylant, Pilkey, Animal books

Begin to evaluate selections for readability.	Review the "Five finger test" to determine the readability of a book.	Students use the "Five finger test"	Books Student hand Poster

2 -- STRAND V. Ethical Use of Resources and Materials

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS

Students will:

Use information technology responsibly.	Review proper use of PAC terminals	Teacher observation	PAC terminals

Begin to recognize the need for ethical standards in using information sources.	Explain the legal ramifications appropriate to the age level of plagiarism Retell a classic, well known story as the librarian's original with only the character names changed.	Students recognize the story and discuss why they can't claim another's work.	Easily recognized children's classic story

Begin to use appropriate bibliographic citations for curriculum-generated research assignments.	In conjunction with classroom assignments, review bibliographic format.	Students will record the correct bibliographic data	Resource tool and bibliographic form sheet

THIRD GRADE

NJCCCS:

Technology Literacy: 8.1.4.B.1, 8.1.4.B.2, 8.1.4.B.3, 8.1.4.B.4, 8.1.4.B.5, 8.1.4.B.6, 8.1.4.B.7,8.1.4.B.8, 8.1.4.B.9,
Language Arts Literacy: 3.1.3.A.1, 3.1.3.A.3, 3.1.3.G.1, 3.1.3.G.12, 3.1.3.G.13, 3.1.3.H.1, 3.1.3.H.3, 3.3.2.C.2, 3.3.3.A.1,
3.3.3.A.2, 3.3.3.A.3, 3.3.3.A.4, 3.3.3.B.1, 3.3.3.B.2, 3.4.3.B.2, 3.5.3.B.1, 3.1.4.G.8
Consumer Family and Life Skills: 9.2.4.A.1, 9.2.4.A.2, 9.2.4.A.3, 9.2.4.B.1, 9.2.4.B.2, 9.2.4.B.3, 9.2.4.B.4, 9.2.4.B.5,
9.2.4.C.1, 9.2.4.C.2, 9.2.4.C.3, 9.2.4.C.4, 9.2.4.C.5, 9.2.4.D.1, 9.2.4.D.3, 9.2.4.D.4, 9.2.4.D.5, 9.2.4.F.1, 9.2.4.F.3
Science Literacy: 5.1.4.B.1

3 -- STRAND I. Procedures, Safety, Rules

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
Students will:			
Exhibit proper library behavior.	Model, discuss, contribute examples of proper behavior Post rules, safety rules Orientation activity	Oral or written contributions for rules Teacher observation	Posted rules Posters Bookmarks Automation system
Demonstrate responsible use and care of all materials and hardware in the library media center.	Model for each type/ Discuss/ show video on book care Compile list Review during orientation: book care, shelf order, safety, hardware care, responsible use of materials. Scenarios of appropriate and inappropriate behavior.	Teacher observation Damaged books lists Overdue lists	Books PAC terminals Computers Collection Video Posters Bookmarks Damaged books Book hospital Shelf Markers/ browse

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
Student's will:			
Listen to, view, discuss and enjoy a variety of literature read aloud or presented by the librarian in order to develop enthusiasm for reading for pleasure and for information.	Examine regular read-alouds on a wide variety of subjects, genre, and in various formats. Book talks. Picture book read-alouds. Discuss stories and presentation.	Teacher observation Student requests for titles presented	Titles by: Polacco, Van Allsburg, Bunting, Rylant, T. Johnston New titles Award titles
Locate, select and retrieve a variety of materials for reading pleasure.	Reader's Advisory for individual book selection Book displays	Teacher observation Students leave with a book of their choice	Book displays Bookmarks, Library displays Posters Booklists Promotional materials Multi-media
Understand the process of how books are written and published.	Video Author visit Display components of a book	Correct answers to librarians Questions Correct use of terms	Author videos Specific authors Parts of a book in process of production Specific titles: *Simon's Book, How Books are Made A Book Talks* video

3 -- STRAND III. Access Information

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
Students will:			
Recognize that fiction books are arranged alphabetically by the last name of the author.	Students will arrange five to seven fiction book/ book covers in alphabetical order by the author's last name	Book/ book covers are in correct shelf order	Five to seven fiction books or book covers
Recognize that biographies are arranged alphabetically by the biographees' surname.	Create a call number for a biography book about a classmate and shelve it correctly.	Card with correct biography call number on correct shelf	Cards Biography shelves
Know the purpose of reference sources.	In conjunction with a classroom i.e.: the solar system report or assignment, Students identify appropriate reference sources to complete assignments.	Notes from appropriate reference sources	*Heinemann First Encyclopedia, World of Science, Outer Space* by Grolier, *World Book Encyclopedia…* Individual non-fiction space titles Electronic resources
Know the location and arrangement of general encyclopedias and subject encyclopedias.	In conjunction with classroom assignment, use topic i.e.: presidents, desert, solar system… Model the process to acquire the necessary information.	Teacher observation of students using the encyclopedia.	*World Book Encyclopedia* Special subject encyclopedias

Use indexes to locate a specific topic.	In conjunction with various classroom assignments, i.e.: presidents, solar system… students use an index to a multi-volume reference source	Teacher observation completed bibliographic sheet with volume/ page/ subject	*Encyclopedia of Presidents* Specific titles related to the assignment Specialized encyclopedias
Identify and use key words to locate information for reference questions.	Cooperative learning activity think/ pair/ share to define keywords Keyword activity	Appropriate keyword/s listed on key	Keys Keyword sheet for each table
Begin to use the library's print and electronic resources to access information for a specific purpose.	Model with small groups the use and retrieval of information from electronic resources	Teacher observation of students using sources independently	*World Book Multimedia Encyclopedia* *Grolier Interactive Encyclopedia* Print and electronic encyclopedias
Know that information sources exist beyond the school library media center.	Access information at the HCL and other libraries in the district through Gateway/ Dial PAC/ Internet, on an individual basis	Student request for information from other libraries/ outside sources	Computer and Dial PAC/Gateway/ Web Access software, Electronic reference materials Internet access
Recognize that book selection, location and PAC terminal skills are transferable to other libraries.	Discuss / present scenarios depicting questions	Discussion	PAC terminals
Locate materials for independent reading or research using author, title and subject searches on the PAC terminal.	Book exchange	Teacher observation	PAC terminals Books

Use the PAC terminal to review their patron record.	Cooperative learning activity Demonstrate/ model use	Student's retrieve their patron information from the PAC terminal	PAC terminals Transparency/ projection Direction sheet Student's individual barcode number Optional print-out of information

Use the PAC terminal to place a hold on an item.	Model placing a hold Cooperative learning groups	Students place a hold on an item	PAC terminal Transparencies/ projection

3 -- STRAND IV. Evaluate Information

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS

Students will:

Understand that a variety of resources can be used to provide information.	In conjunction with a classroom assignment, brainstorm list of possible resources for the topic	Listed resources	Chart paper or board

Begin to evaluate informational materials for accuracy and usefulness	Modeling activity- show sources on one topic and identify the best source to obtain the information	Verbal response Chart	Books on same topic

Verify information in more Than one source.	Gather three sources to satisfy a classroom assignment	Bibliography	PAC terminals Print/ non-print materials on same topic

Explore various genre and identify key elements.	Read book in conjunction with classroom genre study Identify through discussion and example, the key elements of this genre	Discussion	**Folktales**: *Three Billy Goats Gruff*, *Cinderella* variant… **Tall Tales:** *Sally Ann Thunder Ann Whirlwind Crockett* by Kellogg **Mystery**: *The Stranger* by Van Allsberg

3 -- STRAND V. Ethical Use of Resources and Materials

OBJECTIVES	**ACTIVITIES**	**EVALUATIONS**	**MATERIALS**

Students will:

Use information technology responsibly.	Discuss and model responsible and ethical use of technology resources	Teacher observation	PAC terminals Hardware Automation system Internet/ Web Sites

Demonstrate ethical use of resource materials.	Discuss /model proper use of sources, images, sites	Teacher observation	Web site evaluation sheet Internet use agreement

Use appropriate bibliographic citations for curriculum generated research assignments.	Model /discuss correct bibliographic form	Bibliography sheets included as part of research assignments	Bibliography citation sheets

Fourth Grade

NJCCCS:

Technology Literacy: 8.1.4.B.2, 8.1.4.B.3, 8.1.4.B.4, 8.1.4.B.5, 8.1.4.B.6, 8.1.4.B.7, 8.1.4.B.8, 8.1.4.B.9
Language Arts Literacy: 3.4.4.A.1, 3.5.4.A.2, 3.1.5.G.16, 3.1.5.H.1, 3.1.5.H.3, 3.1.5.H.4, 3.3.5.A.1, 3.3.5.A.2, 3.3.5.A.3, 3.3.5.A.4, 3.3.5.A.5, 3.3.5.B.1, 3.3.5.B.3, 3.3.5.B.4, 3.3.5.B.5,
Consumer Family and Life Skills: 9.2.4.A.1, 9.2.4.A.2, 9.2.4.A.3, 9.2.4.B.1, 9.2.4.B.2, 9.2.4.B.3, 9.2.4.B.4, 9.2.4.B.5, 9.2.4.C.1, 9.2.4.C.2, 9.2.4.C.3, 9.2.4.C.4, 9.2.4.C.5, 9.2.4.D.1, 9.2.4.D.3, 9.2.4.D.4, 9.2.4.D.5, 9.2.4.F.1, 9.2.4.F.3
Social Studies Literacy: 6.1.4.A.3
Science Literacy: 5.1.4.B.1

4 -- STRAND I. Procedures, Safety Rules

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
Students will:			
Exhibit proper library behavior.	Review rules Contribute examples of proper behavior Post rules, safety rules Orientation activity Discuss importance of library rules for group and small group, or individual visits	Verbal or written contributions for rules Teacher observation	Posted rules Posters Bookmarks Automation system
Demonstrate responsible use and care of all materials and hardware in the library media center.	Model for each type/ Discuss Video Review during orientation: book care, shelf order, safety, hardware care, responsible use of materials and reinforce on an ongoing basis.	Teacher observation Damaged books lists Overdue lists	Books Collection PAC terminals Computers Posters Bookmarks, Damaged books

4 -- STRAND II.   Literature Appreciation

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
Students will:			
Listen to, view, discuss and enjoy a variety of literature read aloud or presented by the librarian in order to develop enthusiasm for reading for pleasure and for information.	Book talks Picture book read alouds related to the curriculum	Requests for book-talked and examined titles	Fiction titles Picture books for older readers
Locate, select and retrieve a variety of materials for reading pleasure.	Reader's advisory for individual book selection Leveled book displays Subject/ genre book displays	Student leaves with book on subject of choice Teacher observation	Booklists Book displays Bookmarks Promotional displays Posters

4 -- STRAND III. Access Information

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
Students will:			
Identify the Dewey Decimal System of classification as one system to classify and organize library materials.	Discuss history of the Dewey Decimal System/ Melvil Dewey The ten major categories of the Dewey Decimal System Explore types of books in each category through hands-on activities.	Teacher observation Verbal assessment Completed activity sheet	Non-fiction collection Dewey posters/ cards/ bookmarks Displays Activity sheets

Have an awareness of the ten major subject classifications used in the Dewey Decimal System.	Presentation/ overview of ten major Dewey categories, Cooperative learning activity Scavenger hunt	Teacher observation Completed activity sheets/ scavenger hunt	Non Fiction section Overhead transparencies/ projection AV presentation Teacher produced materials
Use the library media center's resources to satisfy classroom assignments and personal inquiries.	Book exchange Record sections of the collection on a Library map Use of independent print and electronic resources	Teacher observation	Media Center resources: print and electronic resources and reference materials. Map
Recognize and locate sources beyond the school.	Access information from other libraries/ electronic resources on an individual basis. Model use of Internet resources in conjunction with classroom assignment.	Student request for information	Dial PAC Gateway Internet
Refine the PAC terminal search strategies to locate materials for research assignments.	Cooperative learning activity Model Question in groups Additional features of Epixtech (Dynix Scholar) i.e. related works	Completed related works sheet	Related works grid sheet, PAC terminals Transparencies/ projection Automation system, as needed

4 -- **STRAND IV.   Evaluate Information**

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS

Students will:

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
Understand that a variety of resources can be used to provide information.	In conjunction with classroom assignment, students brainstorm a list of resources that can be used for a specific topic, i.e.: regions, states, weather, predator/prey…	Completed list	Transparencies or chart paper Specific print and electronic resources *50 States* Internet cite Pre-selected Internet sites

Begin to evaluate information for currency.	In conjunction with classroom Assignment, i.e.: populations, statistics, information about a state…have students check copyright dates	Teacher observation	Library resources Almanac Encyclopedia Electronic resources *50 States* Internet site *Information Please* Internet site

Verify information in more than one source.	In conjunction with classroom assignments, students will use more than one source.	Teacher observation	Library print and electronic resources

4 -- STRAND V. Ethical Use of Resources and Materials

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS

Students will:

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
Use information technology responsibly.	Discuss and model responsible and ethical use of technology resources	Teacher observation	PAC terminals Hardware Automation system Internet/ Web Sites
Demonstrate ethical use of resource materials.	Discuss and model proper use of sources, images, sites	Teacher observation	Web site evaluation sheet Internet use agreement
Use appropriate bibliographic citations for curriculum generated research assignments.	Model and discuss correct bibliographic form	Bibliography sheets included as part of research assignments	Bibliography citation sheets Transparencies/ projection

FIFTH GRADE

5 - STRAND I.   Procedures, Safety Rules

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
Students will:			
Exhibit proper library behavior.	Model, discuss, contribute examples of proper behavior Post rules, safety rules, Orientation activity Review rules Discuss importance of library rules for class visits Discuss importance of rules for individual and small group visits.	Verbal or written contributions for rules Teacher observation	Posted rules Posters Bookmarks Automation system
Demonstrate responsible use and care of all materials and hardware in the library media center.	Model for each type Discuss video Compile list Review during orientation: book care, shelf order, safety, hardware care, responsible use of materials	Teacher observation Damaged books lists Overdue lists Appropriate response to scenarios	Books, Bookmarks PAC terminals Computers Collection Posters Damaged books Scenario script

	Discuss appropriate and inappropriate scenarios		

5 - STRAND II. Literature Appreciation

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS

Students will:

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
Listen to, view, discuss and enjoy a variety of literature read aloud or presented by the librarian in order to develop enthusiasm for reading for pleasure and for information.	Book talks Picture book read-alouds related to the curriculum	Requests for book-talked and recommended titles	Fiction titles Picture books for older readers New books
Locate, select and retrieve a variety of materials for reading pleasure.	Reader's advisory for individual book selection Leveled book displays Subject/ genre book Displays/ book lists	Student leaves with book about subject of choice Teacher observation	Book lists Book Displays Bookmarks

5 - STRAND III. Access Information

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS

Students will:

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
Identify a variety of potential sources of information.	In conjunction with classroom assignments, i.e.: Explorers, oceanography, American Revolution, Colonial America,… students obtain information from two or more print and electronic	Completed bibliography	Print and non-print collection Electronic resources

			resources.

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
Use the library media center's print and electronic resources to satisfy classroom assignments, group projects and personal inquiries.	In conjunction with classroom assignments, students identify keywords in reference questions selecting synonyms, if necessary	Keywords indicated on sheets	Reference books PAC terminals
Formulate questions and use keywords to define the scope of a topic.	In conjunction with classroom assignment, identify keywords	Keywords indicated on sheets	Reference materials PACs
Develop and use successful strategies for locating information.	Model PAC search options, use of indexes Discuss which is the most appropriate tool	Teacher observation	PAC terminals Reference materials Library resources
Use PAC terminal search strategies to locate materials for independent reading or projects.	Introduce special features of PACs on an "as needed" basis	Teacher observation	PAC
Recognize and locate sources beyond the school.	Introduce Internet/ county extension services in conjunction with classroom assignment	Teacher observation	Internet workstation PAC

5- STRAND IV. Evaluate Information

OBJECTIVES   **ACTIVITIES**   **EVALUATIONS**   **MATERIALS**

Students will:

Evaluate information for currency and relevance	In conjunction with classroom assignments, students use special features of library resources to determine currency and relevance	Teacher observation	Library collection, as a whole

5- STRAND V. Ethical Use of Resources and Materials

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS

Students will:

Use information technology responsibly.	Discuss and model responsible and ethical use of technology resources	Teacher observation	PAC terminals Hardware Automation system Internet/ Web Sites
Demonstrate ethical use of resource materials.	Discuss and model proper use of sources, images Internet use agreement	Teacher observation	Web site evaluation sheet Internet sites Internet Use Agreement
Use appropriate bibliographic citations for curriculum generated research assignments.	Model and discuss correct bibliographic form	Bibliography sheets included as part of research assignments	Bibliography citation sheets Transparency/ projection

Grade Six

N. J. CCCS:

Technology Literacy: 8.1.8.B.2, 8.1.8.B.4, 8.1.8.B.5, 8.1.8.B.6, 8.1.8.B.7, 8.1.8.B.8, 8.1.8.B.10

Language Art: 3.1.6.A.1, 3.1.6.A.2, 3.1.6.A.3, 3.1.6.G.2, 3.1.6.G.5, 3.1.6.G.6, 3.1.6.G.9, 3.1.6.G.10, 3.1.6.G.11
3.1.6.H.1, 3.1.6.H.2, 3.1.6.H.3, 3.1.6.H.4, 3.1.6.H.5, 3.1.6.H.6, 3.2.6.A.10, 3.2.6.A.11, 3.2.6.A.12, 3.2.6.A.13
3.2.6.B.5, 3.2.6.B.8, 3.2.6.C.9, 3.2.6.D.2, 3.2.6.D.7

Consumer and Family and Life Skill: 9.2.8.A.4, 9.2.8.B.2, 9.2.8.C.2, 9.2.B.C.4

Social Studies Literacy: 6.1.8.A.6, 6.1.8.A.7, 6.1.8.A.10, 6.1.8.A.11

6 - STRAND I. Procedures, Safety, Rules

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS

Students will:

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
Exhibit proper library behavior.	Formal tour of Library Media Center Tour of LMC by the sixth grade home room teachers Discussion of expected behaviors	Teacher observation Independent use of media center	Library media center Posted rules
Demonstrate responsible use And care of all materials and Hardware in the library Media center	Orientation lesson Review of procedures, rules, policies, responsible use of hardware and software Review of borrowing, returning, renewing, placing holds on materials,	Teacher observation of students following proper procedures for borrowing, returning, renewing, placing holds, responsible use of hardware and software and general library procedures Print-outs of overdue items	Collection PAC terminals Internet Student barcode

6 - STRAND II. Literature Appreciation

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
Students will:			
View and discuss a variety of literature available in the library in order to promote reading for pleasure and for information.	Review book displays of titles related to fiction genre and reading assignments Titles list of materials appropriate for specific research assignments	Requests for titles displayed and recommended	Fiction and non-fiction titles New materials Featured author Genre collections Bibliographies
Locate, select and retrieve a variety of materials for reading pleasure.	Reader's advisory for individual book selection Review leveled book displays subject/ genre book displays, Bibliographies	Teacher observation	Bibliographies Book displays Bookmarks Posters

6 - STRAND III. Access Information

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
Students will:			
Access the library's print and electronic resources to satisfy classroom assignments, group projects and personal inquiry.	In conjunction with classroom assignment, i.e.: Ancient Egypt, poetry, newspapers…, students obtain information from print and electronic resources.	Completed bibliography, Teacher observation	Print and non-print collection Electronic resources PACs Newspapers
Use appropriate print, visual and electronic resources to acquire information , complete assignments, group	In conjunction with classroom assignments, students use multiple sources to locate information on an assigned	Teacher observation	Collection Internet Electronic resources Newspapers

projects, and personal inquiries.	topic		

Formulate questions and use keywords to define the scope of a topic.	In conjunction with classroom assignment, identify keywords	Keywords indicated on sheets	Reference materials, PACs

Develop and use successful strategies for locating information for assignments, independent reading or projects	Model PAC search options and use of indexes Discuss most appropriate tool Introduce special features of PACs on an "as needed" basis	Teacher observation	PAC terminals Web sites Reference materials

Recognize and locate sources beyond the school.	Introduce Internet County extension services in conjunction with classroom assignments	Teacher observation	Internet workstation PAC

6 - STRAND IV. Evaluate Information

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS

Students will:

Evaluate information and ideas presented in written oral, visual formats for relevancy and currency	Evaluate sources of information for an assignment, i.e.: weather, current events…, to satisfy specific requirements of a classroom assignment.	Finished project Teacher Observation	Print resources related to the topic Electronic resources Newspapers National Weather Service Internet sites Periodicals

Verify information in more than one source	In conjunction with classroom assignments, students will	Bibliography Teacher observation	Print resources related to the topic,

	use more than one resource to complete the activity		electronic resources, newspapers, periodicals, pamphlets, on-line resources

6 - STRAND V. Ethical Use of Resources and Materials

OBJECTIVES   **ACTIVITIES**   **EVALUATIONS**   **MATERIALS**

Students will:

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
Use information technology responsibly and apply ethical standards and guidelines to the use of resources and materials.	Discuss and model responsible and ethical use of technology resources, pictures, music, Internet….	Teacher observation	Computers Building network Software Library print and electronic resources Internet Printers,…..
Use appropriate citations And acknowledge intellectual property rights, and apply Fair Use guidelines.	Discuss the need for proper citations in conjunction with classroom assignments Locate information necessary to properly cite sources. .	Properly cited bibliography Teacher observation	Current bibliographic citation guidelines Bibliographic citations forms

Seventh Grade

7 - STRAND I. Procedures, Safety, Rules

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS

Students will:

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
Exhibit proper library behavior.	Discuss expected behaviors and rules	Teacher observation	Library media center Rules list
Demonstrate responsible use and care of all materials and hardware in the Library Media Center	Review of procedures, rules, policies, responsible use of hardware and software Review of borrowing, returning, renewing, placing holds on materials	Teacher observation Overdue print-out	Collection PAC terminals Internet Student barcode

7 - STRAND II. Literature Appreciation

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
Students will:			
View and discuss a variety of literature available in the library in order to promote reading for pleasure and for information.	Review book displays of titles related to fiction genre reading assignments. Title list of materials appropriate for specific research assignments	Requests for titles displayed and recommended	Displays of fiction books and new materials, Featured author Genre collections Bibliographies
Locate, select and retrieve a variety of materials for reading pleasure.	Reader's advisory for individual book selection Review leveled book displays subject/ genre book displays, bibliographies	Teacher observation	Bibliographies Book displays Bookmarks Posters

7 - STRAND III. Access Information

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
Students will:			
Access the library's print and electronic resources to satisfy classroom assignments, group projects and personal inquiry.	In conjunction with classroom assignment, i.e.: African Americans, social reformers, poetry., multi-cultural…, students obtain information from print and electronic resources.	Completed bibliography, Teacher observation	Print and non-print collection Electronic resources PACs, Internet

Use appropriate print, visual and electronic resources to acquire information , complete assignments, group projects, and personal inquiries.	In conjunction with classroom assignments, students use multiple sources to locate information on an assigned topic, i.e.: social issues, African Americans, poetry	Teacher observation	PAC terminals Web sites Electronic resources Reference materials Print and non-print materials
Formulate questions and use keywords to define the scope of a topic.	In conjunction with classroom assignment, identify keywords	Keywords indicated on sheets	Reference materials PACs
Develop and use successful strategies for locating information for assignments, independent reading or projects	Model PAC search options, use of indexes, Discuss most appropriate tool Introduce special features of PACs on an as needed basis	Teacher observation	PAC terminals Web sites Reference materials
Recognize and locate sources beyond the school.	Introduce Internet and County extension services in conjunction with classroom assignments.	Teacher observation	Internet workstation PAC

7 - STRAND IV. Evaluate Information

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS

Students will:

Evaluate information and ideas presented in written oral or visual formats for relevancy and currency	Evaluate sources of information for an assignment, i.e.: current issues, to satisfy specific requirements of a classroom assignment.	Finished project Teacher Observation	Print resources related to the topic Electronic resources Newspapers Periodicals

Verify information in more than one source	In conjunction with classroom assignments, i.e. composers, students will use more than one resource to complete the assignment	Bibliography Teacher observation	Print resources related to the topic, Eelectronic resources Newspapers Periodicals Pamphlets Internet

Evaluate resources for currency and authority	Evaluate a Web page	Completed evaluation sheet	Web site evaluation sheet

7 - STRAND V. Ethical Use of Resources and Materials

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS

Students will:

Use information technology responsibly and apply ethical standards and guidelines to the use of resources and materials.	Discuss and model responsible and ethical use of technology resources.	Teacher observation	Computers Building network Software Library print and electronic resources Internet Pictures Printers

Use appropriate citations and acknowledge intellectual property rights, and apply fair use guidelines.	In conjunction with classroom assignments students locate information necessary to properly cite sources. Discuss the need for proper citations.	Properly cited bibliography Teacher observation	Current bibliographic citations guidelines Bibliographic citations forms

EIGHTH GRADE

N. J. CCCS:

Technology Literacy: 8.1.8.B.2, 8.1.8.B.4, 8.1.8.B.5, 8.1.8.B.6, 8.1.8.B.7, 8.1.8.B.8, 8.1.8.B.10

Language Art: 3.1.8.A.1, 3.1.8.D.4, 3.1.8.G.1, 3.1.8.G.2, 3.1.8.G.5, 3.1.8.H.1, 3.1.8.H.4, 3.1.8.H.5, 3.2.8.A.3, 3.2.8.A.4, 3.2.8.A.6, 3.2.8.A.7
3.2.8.B.3, 3.2.8.D.1, 3.2.8.D.6, 3.2.8.D.7, 3.2.8.D.10, 3.2.8.D.11, 3.2.8.D.12

Consumer and Family and Life Skills: 9.2.8.A.4, 9.2.8.B.2, 9.2.8.C.2, 9.2.B.C.4

Social Studies Literacy
6.1.8.A.2, 6.1.8.A.3, 6.1.8.A.4, 6.1.8.A.6, 6.1.8.A.7, 6.1.8.A.8, 6.1.8.A.9, 6.1.8.A.10, 6.1.8.A.11

8 - STRAND I. Procedures, Safety, Rules

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
Students will:			
Exhibit proper library behavior.	Discussion of expected behaviors	Teacher observation	Library Media Center Posted rules
Demonstrate responsible use and care of all materials and hardware in the Library Media Center	Review of procedures, rules, policies, responsible use of hardware and software Review of borrowing, returning, renewing, placing holds on materials, review of procedures	Teacher observation	Collection PAC terminals Internet Student barcode

8 - STRAND II. Literature Appreciation

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
Students will:			
View and discuss a variety of literature available in the library in order to promote reading for pleasure and for information.	Book displays of titles related to reading assignments. Titles appropriate for specific research assignments	Requests for titles displayed and recommended.	Displays of fiction and non-fiction tiles New materials Featured author Genre collections Bibliographies
Locate, select and retrieve a variety of materials for reading pleasure.	Reader's advisory for individual book selection Leveled book displays Subject/ genre book displays, Bibliographies	Teacher observation	Bibliographies Book displays, Bookmarks Posters

8 - STRAND III. Access Information

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
Students will:			
Access the library's print and electronic resources to satisfy classroom assignments, group projects and personal inquiry.	In conjunction with classroom Assignment, i.e. research paper, students will consult with the media specialist on appropriate sources, availability of information and materials, in print, non-print and electronic resources.	Completed bibliography,	Print and non-print collection Electronic resources PACs
Use appropriate print, visual and electronic resources to	In conjunction with classroom assignments, i.e.: I Search	Teacher observation	Print and electronic resources

acquire information , complete assignments, group projects, and personal inquiries.	speech for communications arts, students use multiple sources to locate information on an assigned topic		A.V. resources

Formulate questions and use keywords to define the scope of a topic.	In conjunction with classroom assignment, identify keywords	Keywords indicated on sheets	Reference materials, PACs

Demonstrate Boolean search Strategies (i.e. logical operators, and, or, not,) to assist in keyword searching	Model use of Boolean search strategies, Web site for using Boolean searches	Teacher observation	Boolean sheet

Develop and use successful strategies for locating information for assignments, independent reading, or projects.	Model PAC search options, use of indexes Discuss most appropriate tool Introduce special features of PACs on an "as needed" basis	Teacher observation	PAC terminals Web sites Reference materials

Recognize and locate sources beyond the school.	Introduce Internet/ County extension services in conjunction with classroom assignments	Teacher observation	Internet workstation PAC

8 - STRAND IV. Evaluate Information

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS

Students will:

Evaluate information and ideas presented in written	Evaluate sources of information for an	Finished project Teacher Observation	Print resources related to the topic

oral, visual formats for relevancy and currency	assignment (i.e. research paper) to satisfy specific requirements of a classroom assignment.		Electronic resources Newspapers Periodicals Videos Pamphlets Web sites

Verify information in more than one source	In conjunction with classroom assignments, i.e.: I Search, musical instruments, students will use more than one resource to complete the activity	Bibliography Teacher observation	Print resources related to the topic, Electronic resources, Newspapers, Periodicals Pamphlets Internet resources

8 - STRAND V.   Ethical Use of Resources and Materials

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
Use information technology responsibly and apply ethical standards and guidelines to the use of resources and materials.	Discuss and model responsible and ethical use of technology resources.	Teacher observation	Computers Building network Software Library print and electronic resources Internet Printers
Use appropriate citations and acknowledge intellectual property rights, and apply fair use guidelines.	In conjunction with classroom assignments and after instruction in proper citation formats, for print and electronic resources used, students, will identify information necessary to properly cite sources. Discuss the need for proper citations.	Properly cited bibliography Teacher observation	Current bibliographic citations guidelines Bibliographic Citations forms