

Fairfield School District

Media Curriculum

Kindergarten through Sixth Grade



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Mission Statement

The mission of the school library media program is to ensure that students and staff are effective, responsible users of ideas and information. This mission is accomplished by:

- supplying intellectual and physical access to materials in all formats;
- maintaining a collection that not only supports the curriculum, but also addresses contemporary life issues and student interests;
- providing instruction to foster proficiency and encourage a love of reading, viewing, and using information and ideas;
- collaborating with other educators to create meaningful units of inquiry for cross-curricular purposes and design targeted instruction to meet the needs of individual students;
- teaching students to seek diverse perspectives, gather and use information ethically, and use social tools responsibly and safely; and
- supporting the New Jersey Student Learning Standards for English Language Arts, Social Studies, Science, and Technical Subjects by stressing critical-thinking, problem-solving, and analytical skills that are required for success in college, career, and life.

Philosophy

The school library is at the heart of the school, as it houses all relevant information for both the curriculum and student interests. Through the physical space and online presence, all members of the school community have equal access to the wide variety of resources in both print and digital formats curated. **Students come into contact with high-quality reading materials that support the curriculum and appeal to their curiosity, encouraging them to become lifelong learners.** Students develop critical thinking, problem solving, and communication skills as they use a variety of resources to meet the demands of curriculum and the challenges of the future.

The **teacher** models, advocates for, and promotes inquiry learning through **a variety of** activities, and projects that reinforce skills and concepts addressed in the classroom. Data and evidence are effectively used to create an inclusive and individualized experience for students, **fostering lifelong learning.** This success fuels learners to incorporate inquiry, learning, and self-improvement into their daily lives, empowering students to become innovative thinkers beyond the school building and into their professional lives. In addition, school libraries include all school community members by bridging the socioeconomic divide in providing up-to-date, appropriate technology and connectivity, enabling all students and educators access to information technologies and to develop related skills.

Reading is paramount in our world, **and information literacy** has become more complex as resources and technologies have changed. The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.

Principles of Evaluation and Selection

I. Library media specialists should select materials having these elements of quality:

- A. Permanent or timely value
- B. Accuracy
- C. Authority
- D. Clear presentation, readability, and popular appeal
- E. Format - - substantial binding and paper, clear print, clean graphics

II. Factors influencing selection are:

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

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

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

V. The library media center welcomes gifts of books and other materials provided that:

- A. they meet the same standards of selection as those applied to original purchases
- B. they can be integrated into the general library media collection
- C. the library media center may offer the gift to another library or institution
- D. the library media center may dispose of the gift at its discretion

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

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

Interdisciplinary Connections

Library Media teaches students a love of reading through exposure to a diverse collection of written works and also enables students to be responsible consumers of information while exploring a variety of print and electronic sources. Cross-curricular research opportunities are designed to immerse students in the content, enabling them to develop background knowledge, deepen their understanding of concepts through questioning, and honing their writing and speaking skills to adequately present their ideas to a given audience. In grades 4, 5, and 6, MLA format is incorporated into lessons and students are expected to use proper MLA format. Intellectual property and the creative commons license are discussed throughout the duration of the program, culminating in a research project that includes in-text citations and a works cited page in grade 5 & 6. Informational Literacy recommendations are also listed for each grade. (https://www.nj.gov/education/standards/stamp/resources/pb_il_elementaryed.shtml)

Integration of Computer Science & Design Thinking

In this ever-changing digital world where citizenship is being re-imagined, our students must be able to harness the power of technology to live, solve problems and learn in college, on the job and throughout their lives. Enabled with digital and civic citizenship skills, students are empowered to be responsible members of today's diverse global society.

Readiness in this century demands that students actively engage in critical thinking, communication, collaboration, and creativity. Technology empowers students with real-world data, tools, experts and global outreach to actively engage in solving meaningful problems in all areas of their lives. The power of technology discreetly supports all curricular areas and multiple levels of mastery for all students.

Integration of Career Readiness, Life Literacies, and Key Skills

21st century skills are inherent in the Library Media program through the cross-curricular opportunities presented to students. While employers are relying on the ability of workers to think unconventionally while collaborating with others to communicate efficiently on a global scale, information is being accessed more frequently than ever. Furthermore, information is always changing and evolving through latest technological advancements, yet a discerning eye is still necessary in order to be able to effectively evaluate the validity and credibility of these sources. Library Media provides students with exposure to these very issues in order to prepare them to be fully functional, contributing members of society on a local and global scale, making the program critical for student success.

For students to be college and career ready they must have opportunities to understand career concepts and financial literacy. This includes helping students make informed decisions about their future personal, educational, work, and financial goals. By integrating Standard 9 into instruction, New Jersey students will acquire the necessary academic and life skills to not only achieve individual success but also to contribute to the success of our society. For example: Career Day event, exposure to a variety of literature and sources of information, exploration of technology career options, class trips that reinforce the curriculum and cross-curricular units and projects, making them relevant to students.

Teacher's Toolbox

<p style="text-align: center;"><u>Assessments</u></p> <ul style="list-style-type: none"> ● Procuring requested materials found in the library and online ● Visual depictions of and written connections to literature ● Graphic organizers ● Individual and small group tasks ● Individual and group research projects and presentations ● Turntable discussions ● Written feedback and student reflections ● Google Forms ● Observation of skill development 	<p style="text-align: center;"><u>Resources</u></p> <ul style="list-style-type: none"> ● School library collection ● Read-aloud per grade/season ● Posters and anchor charts ● Handouts and graphic organizers ● SMART boards ● Videos ● Chromebooks / Internet websites ● Google Suite applications ● Destiny and teacher-curated materials in Google Docs and Slides ● Professional associations and organizations (i.e., NJASL, AASL) ● Bookflix ● Storytime online
<p><u>Goals-</u> After completing all levels of this program, a student will be able to:</p> <ul style="list-style-type: none"> ● Understand how the library is set up in different sections and classifications, and locate materials in the library and through online resources ● Determine the central themes in read-alouds and other provided texts, and make connections to these themes (i.e. text to word, text to text, or text to self) ● Work with peers to share ideas and appreciate unique perspectives displayed through discussions, readings, and presentations ● Work with peers to solve problems presented in real life or through literature and other mediums ● Conduct research <ul style="list-style-type: none"> ○ Build and recall background knowledge to prepare to form new meaning through inquiry ○ Narrow a topic to address a question and/or informational need ○ Create an essential question to guide the research process ○ Evaluate possible print and electronic sources ○ Curate a list of credible sources for research purposes and credit these sources in final products 	<p><u>Standards-</u> Library Media is based on the <u>American Association of School Librarians Standards Framework for Learners</u>.</p> <p>Standard 1: Inquire - Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.</p> <p>Standard Two: Include - Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.</p> <p>Standard Three: Collaborate - Work effectively with others to broaden perspectives and work toward common goals.</p> <p>Standard Four: Curate - Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.</p> <p>Standard Five: Explore - Discover and innovate in a growth mindset developed through experiences and reflection.</p> <p>Standard Six: Engage - Demonstrate safe, legal, and</p>

<ul style="list-style-type: none"> o Independently write a research paper or presentation while utilizing proper MLA format ● Present ideas and information learned through research to peers, both informally (turntable discussions with peers) and formally (i.e., Google Slides) ● Provide constructive feedback to peers ● Understand that learning is a life-long process and continually strive for personal growth 	<p>ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.</p>
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> ● Teacher modeling (e.g., creating a works cited page) ● Read-alouds with class discussions ● Leveled group work ● Targeted, small group instruction ● Use of graphic organizers ● Think, pair, share ● Anticipation guides ● Graffiti boards ● Centers, both teacher- and student-led ● Exit slips ● Use of teacher-generated Google Forms & Docs 	<p style="text-align: center;"><u>Opportunities to Differentiate & Accommodate</u></p> <ul style="list-style-type: none"> ● Information provided in smaller increments ● Use a teacher's samples of citations and they can fill it in with their own reference information ● Provide preferential seating at the carpet ● Use of special tools and resources ● Use of visual and supportive material ● Cooperative learning ● Visual, auditory, tactile ● positive reinforcement ● Extended time ● Repeat/reword/rephrase directions as needed ● Consultations with the classroom teacher(s) as necessary ● Practice and reinforcement ● Per student's IEP

Grades K Details for a 8 Week Cycle

Library Orientation	<p>Introduce students to library, Develop book selection strategies including how to choose age appropriate books, how to use shelf markers to select books, and the importance of maintaining the order of the collection, Book Care, using materials responsibly, parts of a book- Various picture books including: Gingerbread Man Loose in the School (Gingerbread scavenger hunt to find and introduce parts of the library), Manners in The Library, The Book that Jake Borrowed, Pete the Cat Checks out the Library, Bad Seed Goes to the Library, Do not Bring your Dragon to the Library, Where are my Books? Mr. Wiggles Shelf markers-How To Use A Shelf Marker (youtube.com) (1) Do the Bookie Lookie! - YouTube Sammy the Shelfmarker (youtube.com) Teach my Alligator Library Manners</p> <p>Scavenger hunt to find parts of the library Book care scavenger hunts</p>
Reading: Fiction Non-fiction	<p>Define the term fiction & nonfiction. Identify title, role of author and illustrator, cover and spine of book, locate fiction and nonfiction section in the library, story elements, fact/opinion-"Mouse's First..." series (Laura Thompson), Color Monster, Press Here interactive read aloud, Not a Box, Library Mouse, seasonal titles Non-fiction- I Spy with my Little Eye, ABC ZooBorns, Biggest, Strongest, Fastest, & various nonfiction books Author Study-Piggie & Elephant Series, Mo Willems author study, Penelope Rex series Hungry Bunny interactive read aloud Bunny Slopes interactive read aloud Bookflix Directed Drawing of book characters from favorite titles Digital citizenship-Introduction to digital tools and terminology and how to be a good digital citizen online. Internet safety. Alphabet Adventures, cyberbullying, Llama, LLama & the Bully goat, The Copycat fish</p>
Writing: Research	<p>Use "read aloud librarian" resources to have students draw/write facts from a book. Students can use words and/or pictures.</p>
Differentiation	<p>Draw a picture vs. word or sentence Provide sentence starters Graphic organizer Word Bank Redirect students to task by visual, auditory, and tactile Extended time Provide preferential seating</p>

	<p>Cooperative learning strategies</p> <p>Provide opportunities for movement</p> <p>Provide student choice of tasks, when possible</p> <p>Provide varied teaching techniques to meet the needs of the learner</p> <p>Provide hands-on learning opportunities</p>
Literacy enhancements	<p>Read Across America Activities such as-Find how many Dr. Suess hats are in the library</p> <p>Read Across America Bookmark contest</p> <p>Book Character Bingo</p> <p>Seasonal Books</p> <p>Various seasonal activities</p> <p>School event read-alouds for week of respect (for example, pajama Day read aloud, World Kindness day)</p> <p>Mock election for election Day-Duck for President, My Teacher for President, Vote for Me</p> <p>100th Day</p> <p>“You’ve been booked” Halloween book distribution</p> <p>Book Character pumpkin</p> <p>Caldecott medal books and voting activity</p>
<p>Interdisciplinary Connections</p> <p>Career Readiness, Life Literacies, Key Skills</p> <p>Computer Science & Design Thinking</p> <p>Informational Literacy</p>	<p>RL.TS.K.4. Recognize common types of texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book)</p> <p>RL.MF. K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Act as a responsible and contributing community member and employee.</p> <p>Children in early elementary grades (K-2) typically view adults as primary sources of information and will begin building information literacy skills by imitating ways in which trusted adults access, engage with, and present information.</p>

Grades 1 Details for a 8 Week Cycle

Library Orientation	<p>Book Care, using materials responsibly, Develop book selection strategies including how to choose age appropriate books, how to use shelf markers to select books, and the importance of maintaining the order of the collection, parts of a book-Various picture books including: Pigeon Has to go to School, Manners in The Library, The Book that Jake Borrowed, Bad Seed Goes to the Library, Do not Bring your Dragon to the Library, Where are my Books?</p> <p>Shelf markers-How To Use A Shelf Marker (youtube.com)</p> <p>(1) Do the Bookie Lookie! - YouTube</p> <p>Sammy the Shelfmarker (youtube.com)</p> <p>Don't Let the Pigeon touch the books</p> <p>5 finger rule video</p> <p>Scavenger hunt to find parts of the library</p> <p>Book care scavenger hunt</p>
Reading: Fiction Non-fiction	<p>Define the term fiction & nonfiction. Identify title, role of author and illustrator, title page, publisher, copyright date, barcode, cover and spine of book, locate fiction and nonfiction section in the library, story elements, fact/opinion</p> <p>Fiction-Puppy Bus, Ploof interactive read aloud, Library Mouse, I Took My Frog to the Library, Jan Thomson series, seasonal titles</p> <p>Non-fiction-Various nonfiction books such as Who Am I? An Animal Guessing Game, Steve Jenkins nonfiction books, nonfiction animal and insects books, various nonfiction selections</p> <p>Author Study-Mo Willems Pigeon books,</p> <p>“I Took My Frog to the Library” first grade project</p> <p>Directed Drawing of favorite book characters from favorites</p> <p>Bookflix</p> <p>Digital citizenship-Review digital tools and terminology and how to be a good digital citizen online. How to stay safe when visiting an app or website. Individuals should practice safe behaviors when using the Internet. Click Clack Moo Cows that Type, Once upon a time online, cyberbullying, copyright-Do's and don'ts, Lucy & the Bully, Ruby & the Copycat</p>
Writing: Research	<p>Use “read aloud librarian” resources to have students write about facts they learned from a book or website. Students will explore, locate and use non-fiction resources for research. Demonstrate an ability to take basic notes to communicate understanding on a specific topic. Write facts from a book.</p> <p>Create a research based product using words and/or pictures to demonstrate their learning through Insect Battles project and Animal Riddles project</p>
Differentiation	<p>Draw a picture vs. word or sentence</p> <p>Provide sentence starters</p> <p>Graphic organizer</p>

	<p>Word bank</p> <p>Redirect students to task by visual, auditory, and tactile</p> <p>Extended time</p> <p>Provide preferential seating</p> <p>Cooperative learning strategies</p> <p>Provide opportunities for movement</p> <p>Provide student choice of tasks, when possible</p> <p>Provide varied teaching techniques to meet the needs of the learner</p> <p>Provide hands-on learning opportunities</p>
Literacy enhancements	<p>Read Across America Activities such as-Find how many Dr. Suess hats are in the library</p> <p>Read Across America Bookmark contest</p> <p>Book Character Bingo</p> <p>Seasonal Books and activities</p> <p>School event read-alouds for week of respect (for example, pajama Day read aloud, World Kindness day)</p> <p>Mock election for election Day-Duck for President, My Teacher for President, Vote for Me</p> <p>“You’ve been booked” Halloween book distribution</p> <p>Book Character pumpkin</p> <p>Caldecott medal books and voting activity</p>
<p>Interdisciplinary Connections</p> <p>Career Readiness, Life Literacies, Key Skills</p> <p>Computer Science & Design Thinking</p> <p>Informational Literacy</p>	<p>RL.TS.1.4. With prompting and support, Explain major differences between books that tell stories and books that give information, recognizing organization and features of literary texts (e.g. follows a story line, chronology of events, interprets illustrations) drawing on a wide reading of a range of text types.</p> <p>W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.</p> <p>Act as a responsible and contributing community member and employee.</p> <p>Children in early elementary grades (K-2) typically view adults as primary sources of information and will begin building information literacy skills by imitating ways in which trusted adults access, engage with, and present information.</p>

Grades 2 Details for a 8 Week Cycle

Library Orientation	<p>Book Care, using materials responsibly, Library Routines and organization-Utilize shelf markers, select “just right” books based on book cover, contents, blurb on back, author, series, illustrations, student interest, “5 finger rule”, Develop book selection strategies including how to choose age appropriate books, how to use shelf markers to select books, and the importance of maintaining the order of the collection, Various picture books including: The Book that Jake Borrowed, Bad Seed Goes to the Library, Do not Bring your Dragon to the Library, Library Fish, The Not So Quiet Library, Library Lily, Mr. S</p> <p>Sammy the Shelf marker</p> <p>5 finger rule video</p> <p>Scavenger hunt to find parts of the library</p>
Reading: Fiction Non-fiction	<p>Define the term fiction & nonfiction. Identify title, role of author and illustrator, cover and spine of book, locate fiction and nonfiction section in the library, story elements, fact/opinion</p> <p>Fiction-Mr. S, Abner & Ian Get Right Side Up interactive read aloud, Library Mouse, Pizza & Taco, Who’s the Best, Pig the Pug, seasonal titles</p> <p>Directed Drawing of favorite book characters from favorite titles</p> <p>Non-fiction-Pizza, Our Favorite Foods series, What if you had...? series (Sandra Markle) What do you Do with a tail like this?, various nonfiction pet books</p> <p>Author Study-Adam Rubin books, Food Group Series</p> <p>Bookflix</p> <p>Digital citizenship-Practice digital tools and terminology and how to be a good digital citizen online to enhance learning experiences. How to stay safe when visiting an app or website. Internet safety, An individual’s digital footprint reflects the various actions an individual makes online, both positive and negative. If you Give a Mouse an Iphone, cyberbullying, copyright-Do’s and don'ts, plagiarism, digital footprint, When Marion copied</p>
Writing: Research	<p>Use “read aloud librarian” resources to have students write about facts they learned from a book and a website and list the source of their facts. Locate and use print and digital non-fiction resources for research. Use Kiddle.co, factsurfer.com, sdzwildlifeexplorers.org/animal and nonfiction selections. Access a web based resource appropriately to locate and read information. Demonstrate an ability to take basic notes from a source to communicate understanding on a specific topic. Identify where they find their information. Create a missing pet poster using facts learned. Create a comic using facts learned.</p>
Differentiation	<p>Draw a picture vs. word or sentence</p> <p>Provide sentence starters</p> <p>Graphic organizer</p> <p>Word Bank</p> <p>Redirect students to task by visual, auditory, and tactile</p>

	<p>Extended time</p> <p>Provide preferential seating</p> <p>Cooperative learning strategies</p> <p>Provide opportunities for movement</p> <p>Provide student choice of tasks, when possible</p> <p>Provide varied teaching techniques to meet the needs of the learner</p> <p>Provide hands-on learning opportunities</p>
Literacy enhancements	<p>Read Across America Activities such as-Find how many Dr. Suess hats are in the library</p> <p>Read Across America Bookmark contest</p> <p>Book Character Bingo</p> <p>Seasonal Books</p> <p>Various seasonal activities</p> <p>School event read-alouds for week of respect (for example, pajama Day read aloud, World Kindness day)</p> <p>Mock election for election Day-Duck for President, My Teacher for President, Vote for Me</p> <p>“You’ve been booked” Halloween book distribution</p> <p>Book Character pumpkin</p> <p>Caldecott medal books and voting activity</p>
<p>Interdisciplinary Connections</p> <p>Career Readiness, Life Literacies, Key Skills</p> <p>Computer Science & Design Thinking</p> <p>Informational Literacy</p>	<p>W.SE.2.6 Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.</p> <p>RL.MF.2.6. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot</p> <p>Demonstrate creativity and innovation.</p> <p>Information literacy instruction in K-5 is student-centered and not content area-dependent; therefore, students should be equipped with foundational information literacy skills for locating, evaluating, and effectively using information in all content areas.</p>

Grades 3 Details for a 8 Week Cycle

Library Orientation	<ul style="list-style-type: none"> -Introduce rules/expectations of the media center (ie. behavior, noise level) -Introduction to Chromebook (ie. log in, Google suite app location) -Google Classroom (ie. how to join/navigate, scavenger hunt) -Google Slides (ie. how to use different tools, All About Me presentation)
Reading: Fiction Non-fiction	<ul style="list-style-type: none"> -Read Alouds (ie. The BFG, Frindle, Witches, Out of My Mind) -Animal Books
Writing: Research	<ul style="list-style-type: none"> -Introduction to Research [ie. Elements of a Research Paper, Credible Sources, Effective Searching, Basic Citations/Format (Title/Site.)] -Use Graphic Organizer for facts/information -Create Google Slides and orally present their research
Differentiation	<ul style="list-style-type: none"> - Printed notes with fill in the blanks rather than writing full notes -Pre-created slides for students to fill in researched information -Graphic organizers modified to student levels -Extra one to one conferencing with teacher for support when needed
Literacy Enhancements	<ul style="list-style-type: none"> -September 11th -Career Day -Read Across America -Holidays/Seasonal Events
Interdisciplinary Connections	<p>-RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>
Career Readiness, Life Literacies, Key Skills	<p>-W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.</p> <p>Demonstrate creativity and innovation.</p>
Computer Science & Design Thinking	<p>Students in grades K-5 build those skills by generating questions from and finding concrete evidence in text, supporting their opinions with facts and information, and using print and non-print references to gather information.</p>
Informational Literacy	<ul style="list-style-type: none"> -Use Google Suite to publish their findings (ie. Google Slides, Google Docs, Google Forms) -Educational Games (ie. Gimkit, Blooket, Kahoot) -Videos

Grade 4 Details for a 8 Week Cycle

Library Orientation	<ul style="list-style-type: none"> -Introduce rules/expectations of the media center (ie. behavior, noise level) -Google Classroom (ie. joining/navigate, scavenger hunt) -Google Slides (ie. how to use different tools, All About Me presentation)
Reading: Fiction Non-fiction	<ul style="list-style-type: none"> -Read Alouds (ie. The BFG, Frindle, Witches, Out of My Mind) -Biography Books (ie. Who Was? HQ Series)
Writing: Research	<ul style="list-style-type: none"> -Introduction to Research [ie. Elements of a Research Paper, Credible Sources, Effective Searching, Basic Citations/Format (Author. Title/Site. Date.)] -Use Graphic Organizer for facts/information -Create Google Slides and orally present their research (ending with a summary of each paragraph topic)
Differentiation	<ul style="list-style-type: none"> - Printed notes with fill in the blanks rather than writing full notes -Pre-created slides for students to fill in researched information -Graphic organizers modified to student levels -Extra teacher conferencing support when/if needed
Literacy Enhancements	<ul style="list-style-type: none"> -September 11th -Career Day -Read Across America -Holidays/Seasonal Events
Interdisciplinary Connections Career Readiness, Life Literacies, Key Skills	<p>-RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>-W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes prioritize and categorize information, and provide a list of sources.</p> <p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p> <p>As students learn to generate and answer questions using multiple, diverse</p>

Informational Literacy	sources of information in upper elementary grades (3-5), students will need information literacy skills to further evaluate information for context and accuracy.
Computer Science & Design Thinking	<ul style="list-style-type: none"> -Use Google Suite to publish their findings (ie. Google Slides, Google Docs, Google Forms) -Educational Games (ie. Gimkit, BlooKet, Kahoot) -Videos

Grade 5 Details for a 8 Week Cycle

Library Orientation	<ul style="list-style-type: none"> -Introduce rules/expectations of the media center (ie. behavior, noise level) -Google Classroom (ie. joining/navigate, scavenger hunt) -Google Slides (ie. how to use different tools, All About Me presentation)
Reading: Fiction Non-fiction	<ul style="list-style-type: none"> -Read Alouds (ie. The BFG, Frindle, Witches, Out of My Mind) -Invention Books -Biography Books (inventors)
Writing: Research	<ul style="list-style-type: none"> -Introduction to Research (ie. Elements of a Research Paper, Credible Sources, Effective Searching, MLA Citations/Format) -Use Graphic Organizer for facts/information -Use Student Research Digital Notebook -Write/type a multi-paragraph document with a works cited page -Create Google Slides or Google Site and orally present their research
Differentiation	<ul style="list-style-type: none"> - Printed notes with fill in the blanks rather than writing full notes -Pre-created slides for students to fill in researched information -Graphic organizers modified to student levels -Modified Works Cited Page -Extra teacher conferencing support when/if needed
Literacy Enhancements	<ul style="list-style-type: none"> -September 11th -Career Day -Read Across America -Holidays/Seasonal Events
Interdisciplinary Connections	<ul style="list-style-type: none"> -RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
Career Readiness, Life Literacies, Key Skills	<ul style="list-style-type: none"> -W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
Informational Literacy	<ul style="list-style-type: none"> Use technology to enhance productivity, increase collaboration and communicate effectively.
Computer Science & Design	<ul style="list-style-type: none"> Information literacy skills progress in complexity over time, requiring that students' skills expand through content area practices and performance expectations connected to support proficiency in New Jersey Student Learning

Thinking	Standards. -Use Google Suite to publish their findings (ie. Google Slides, Google Docs, Google Forms) -Educational Games (ie. Gimkit, Blooket, Kahoot) -Videos
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Grade 6 Details for a 8 Week Cycle

Library Orientation	<ul style="list-style-type: none"> -Introduce rules/expectations of the media center (ie. behavior, noise level) -Google Classroom (ie. joining/navigate, scavenger hunt) -Google Slides (ie. how to use different tools, All About Me presentation)
Reading: Fiction Non-fiction	<ul style="list-style-type: none"> -Read Alouds (ie. The BFG, Frindle, Witches, Out of My Mind) -Topic Specific Books
Writing: Research	<ul style="list-style-type: none"> -Introduction to Research (ie. Elements of a Research Paper, Credible Sources, Effective Searching, MLA Citations/Format) -Conferencing to aid in developing their topic questions -Use Graphic Organizer for facts/information -Use Student Research Digital Notebook -Write/type a multi-paragraph document with in-text citations and a works cited page -Create Google Slides or Google Site and orally present their research
Differentiation	<ul style="list-style-type: none"> - Printed notes with fill in the blanks rather than writing full notes -Pre-created slides for students to fill in researched information -Graphic organizers modified to student levels -Modified Works Cited Page -Extra teacher conferencing support when/if needed
Literacy Enhancements	<ul style="list-style-type: none"> -September 11th -Career Day -Read Across America -Holidays/Seasonal Events
Interdisciplinary Connections	<p>-RI.MF.6.6. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>-W.RE.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>
Career Readiness, Life Literacies, Key Skills	<p>-W.RW.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>
Computer Science & Design Thinking	<p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p> <p>Information literacy skills progress in complexity over time, requiring that</p>

Informational Literacy	<p>students' skills expand through content area practices and performance expectations connected to support proficiency in New Jersey Student Learning Standards.</p> <ul style="list-style-type: none"> -Use Google Suite to publish their findings (ie. Google Slides, Google Docs, Google Forms) -Educational Games (ie. Gimkit, Blooket, Kahoot) -Videos
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SCOPE AND SEQUENCE

COURSE OUTLINE USING [AASL STANDARDS](#)

Key: *I=Introduce* *R=Reinforce* *A=Apply* *N=Not applicable*

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

I. **INQUIRE**: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Course Outline/Scope Sequence	K	1	2	3	4	5	6
A. THINK: Learners display curiosity and initiative by:							
1. Formulating questions about a personal interest or a curricular topic.	I	R	R	R	A	A	A
2. Recalling prior and background knowledge as context for new meaning.	I	I	R	R	R	A	A
B. CREATE: Learners engage with new knowledge by following a process that includes:							
1. Using evidence to investigate questions.	I	I	R	R	R	A	A
2. Devising and implementing a plan to fill knowledge gaps.			I	R	R	R	A
3. Generating products that illustrate learning.	I	I	R	R	A	A	A
C. SHARE: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:							
1. Interacting with content presented by others.			I	I	R	A	A
2. Providing constructive feedback.					I	I	R
3. Acting on feedback to improve.						I	I
4. Sharing products with an authentic audience.				I	R	R	A

D. GROW: Learners participate in an ongoing inquiry-based process by:							
1. Continually seeking knowledge.	I	I	R	R	R	A	A
2. Engaging in sustained inquiry.			I	R	R	A	A
3. Enacting new understanding through real-world connections.				I	I	I	R
4. Using reflection to guide informed decisions.					I	I	R

II. **INCLUDE**: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

Course Outline/Scope Sequence	K	1	2	3	4	5	6
A. THINK: Learners contribute a balanced perspective when participating in a learning community by:							
1. Articulating an awareness of the contributions of a range of learners.					I	R	A
2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.					I	I	R
3. Describing their understanding of cultural relevancy and placement within the global learning community.							I
B. CREATE: Learners adjust their awareness of the global learning community by:							
1. Interacting with learners who reflect a range of perspectives.	I	I	I	R	R	A	A
2. Evaluating a variety of perspectives during learning activities.					I	R	R
3. Representing diverse perspectives during learning activities.						I	I
C. SHARE: Learners exhibit empathy with and tolerance for diverse ideas by:							
1. Engaging in informed conversation and active debate.						I	I
2. Contributing to discussions in which multiple viewpoints on a topic are expressed.				I	I	R	R
D. GROW: Learners demonstrate empathy and equity in knowledge building within the global learning community by:							

1. Seeking interactions with a range of learners.	I	I	I	R	R	R	A
2. Demonstrating interest in other perspectives during learning activities.			I	I	R	R	A
3. Reflecting on their own place within the global learning community.						I	R

III. Collaborate: Work effectively with others to broaden perspectives and work toward common goals.

Course Outline/Scope Sequence	K	1	2	3	4	5	6
A. THINK: Learners identify collaborative opportunities by:							
1. Demonstrating their desire to broaden and deepen understandings.	I	I	I	R	R	A	A
2. Developing new understandings through engagement in a learning group.			I	R	R	A	A
3. Deciding to solve problems informed by group interaction.				I	I	R	A
B. CREATE: Learners participate in personal, social, and intellectual networks by:							
1. Using a variety of communication tools and resources.				I	R	A	A
2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.				I	I	R	A
C. SHARE: Learners work productively with others to solve problems by:							
1. Soliciting and responding to feedback from others.					I	R	R
2. Involving diverse perspectives in their own inquiry processes.							I
D. GROW: Learners actively participate with others in learning situations by:							
1. Actively contributing to group discussions.	I	I	R	R	R	A	A
2. Recognizing learning as a social responsibility.				I	I	R	A

IV. CURATE: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

Course Outline/Scope Sequence	K	1	2	3	4	5	6
A. THINK: Learners act on an information need by:							
1. Determining the need to gather information	I	I	R	R	A	A	A
2. Identifying possible sources of information.		I	I	R	R	A	A
3. Making critical choices about information sources to use.				I	R	A	A
B. CREATE: Learners gather information appropriate to the task by:							
1. Seeking a variety of sources.				I	R	R	A
2. Collecting information representing diverse perspectives.				I	I	R	R
3. Systematically questioning and assessing the validity and accuracy of information.				I	R	A	A
4. Organizing information by priority, topic, or other systematic scheme.				I	R	R	A
C. SHARE: Learners exchange information resources within and beyond their learning community by:							
1. Accessing and evaluating collaboratively constructed information sites.					I	R	A
2. Contributing to collaboratively constructed information sites by ethically using and reproducing others' work.						I	I
3. Joining with others to compare and contrast information derived from collaboratively constructed information sites.					I	I	R

D. GROW: Learners select and organize information for a variety of audiences by:							
1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.					I	I	I
2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources.					I	R	A
3. Openly communicating curation processes for others to use, interpret, and validate.						I	R

V. **EXPLORE**: Discover and innovate in a growth mindset developed through experience and reflection.

Course Outline/Scope Sequence	K	1	2	3	4	5	6
A. THINK: Learners develop and satisfy personal curiosity by:							
1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.	I	I	I	R	R	A	A
2. Reflecting and questioning assumptions and possible misconceptions.					I	I	R
3. Engaging in inquiry-based processes for personal growth.	I	I	I	R	R	A	A
B. CREATE: Learners construct new knowledge by:							
1. Problem solving through cycles of design, implementation, and reflection			I	I	R	R	A
2. Persisting through self-directed pursuits by tinkering and making.			I	I	R	R	A
C. SHARE: Learners engage with the learning community by:							
1. Expressing curiosity about a topic of personal interest or curricular relevance.	I	I	R	R	A	A	A
2. Co-constructing innovative means of investigation.				I	I	R	R
3. Collaboratively identifying innovative solutions to a challenge or problem.				I	R	R	A
D. GROW: Learners develop through experiences and reflection by:							
1. Iteratively responding to challenges.			I	R	R	A	A

2. Recognizing capabilities and skills that can be developed, improved, and expanded.					I	R	A
3. Open-mindedly accepting feedback for positive and constructive growth.						I	R

VI. **ENGAGE**: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

Course Outline/Scope Sequence	K	1	2	3	4	5	6
A. THINK: Learners follow ethical and legal guidelines for gathering and using information by:							
1. Responsibly applying information, technology, and media to the learning.				I	I	R	R
2. Understanding the ethical use of information, technology, and media.				I	I	R	R
3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.				I	I	R	R
B. CREATE: Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:							
1. Ethically using and reproducing others' work.				I	R	R	A
2. Acknowledge authorship and demonstrating respect for the intellectual property of others.				I	R	R	A
3. Including elements in personal-knowledge products that allow others to credit content appropriately.						I	R
C. SHARE: Learners responsibly, ethically, and legally share new information with a global community by:							

1. Sharing information resources in accordance with modification, reuse, and remix policies.							I
2. Disseminating new knowledge through means appropriate for the intended audience.	I	I	R	R	A	A	A
D. GROW: Learners engage with information to extend personal learning by:							
1. Personalizing their use of information and information technologies.				I	I	R	R
2. Reflecting on the process of ethical generation of knowledge.					I	I	R
3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.						I	I

APPENDIX A: [AASL Standards](#)



AASL Standards Fram

SHARED FOUNDATIONS AND KEY COMMITMENTS			
DOMAINS AND COMPETENCIES	I. INQUIRE	II. INCLUDE	III. COLLABORATE
	Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.	Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.	Work effectively with others to broaden perspectives and work toward common goals.
A. THINK	Learners display curiosity and initiative by: <ol style="list-style-type: none"> 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning. 	Learners contribute a balanced perspective when participating in a learning community by: <ol style="list-style-type: none"> 1. Articulating an awareness of the contributions of a range of learners. 2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products. 3. Describing their understanding of cultural relevancy and placement within the global learning community. 	Learners identify collaborative opportunities by: <ol style="list-style-type: none"> 1. Demonstrating their desire to broaden and deepen understandings. 2. Developing new understandings through engagement in a learning group. 3. Deciding to solve problems informed by group interaction.
B. CREATE	Learners engage with new knowledge by following a process that includes: <ol style="list-style-type: none"> 1. Using evidence to investigate questions. 2. Devising and implementing a plan to fill knowledge gaps. 3. Generating products that illustrate learning. 	Learners adjust their awareness of the global learning community by: <ol style="list-style-type: none"> 1. Interacting with learners who reflect a range of perspectives. 2. Evaluating a variety of perspectives during learning activities. 3. Representing diverse perspectives during learning activities. 	Learners participate in personal, social, and intellectual networks by: <ol style="list-style-type: none"> 1. Using a variety of communication tools and resources. 2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge
C. SHARE	Learners adapt, communicate, and exchange learning products with others in a cycle that includes: <ol style="list-style-type: none"> 1. Interacting with content presented by others. 2. Providing constructive feedback. 3. Acting on feedback to improve. 4. Sharing products with an authentic audience. 	Learners exhibit empathy with and tolerance for diverse ideas by: <ol style="list-style-type: none"> 1. Engaging in informed conversation and active debate. 2. Contributing to discussions in which multiple viewpoints on a topic are expressed. 	Learners work productively with others to solve problems by: <ol style="list-style-type: none"> 1. Soliciting and responding to feedback from others. 2. Involving diverse perspectives in their own inquiry processes.
D. GROW	Learners participate in an ongoing inquiry-based process by: <ol style="list-style-type: none"> 1. Continually seeking knowledge. 2. Engaging in sustained inquiry. 3. Enacting new understanding through real-world connections. 4. Using reflection to guide informed decisions. 	Learners demonstrate empathy and equity in knowledge building within the global learning community by: <ol style="list-style-type: none"> 1. Seeking interactions with a range of learners. 2. Demonstrating interest in other perspectives during learning activities. 3. Reflecting on their own place within the global learning community. 	Learners actively participate with others in learning situations by: <ol style="list-style-type: none"> 1. Actively contributing to group discussions. 2. Recognizing learning as a social responsibility.

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IV. CURATE Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.	V. EXPLORE Discover and innovate in a growth mindset developed through experience and reflection.	VI. ENGAGE Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.
Learners act on an information need by: <ol style="list-style-type: none"> 1. Determining the need to gather information. 2. Identifying possible sources of information. 3. Making critical choices about information sources to use. 	Learners develop and satisfy personal curiosity by: <ol style="list-style-type: none"> 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth. 	Learners follow ethical and legal guidelines for gathering and using information by: <ol style="list-style-type: none"> 1. Responsibly applying information, technology, and media to learning. 2. Understanding the ethical use of information, technology, and media. 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.
Learners gather information appropriate to the task by: <ol style="list-style-type: none"> 1. Seeking a variety of sources. 2. Collecting information representing diverse perspectives. 3. Systematically questioning and assessing the validity and accuracy of information. 4. Organizing information by priority, topic, or other systematic scheme. 	Learners construct new knowledge by: <ol style="list-style-type: none"> 1. Problem solving through cycles of design, implementation, and reflection. 2. Persisting through self-directed pursuits by tinkering and making. 	Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: <ol style="list-style-type: none"> 1. Ethically using and reproducing others' work. 2. Acknowledging authorship and demonstrating respect for the intellectual property of others. 3. Including elements in personal-knowledge products that allow others to credit content appropriately.
Learners exchange information resources within and beyond their learning community by: <ol style="list-style-type: none"> 1. Accessing and evaluating collaboratively constructed information sites. 2. Contributing to collaboratively constructed information sites by ethically using and reproducing others' work. 3. Joining with others to compare and contrast information derived from collaboratively constructed information sites. 	Learners engage with the learning community by: <ol style="list-style-type: none"> 1. Expressing curiosity about a topic of personal interest or curricular relevance. 2. Co-constructing innovative means of investigation. 3. Collaboratively identifying innovative solutions to a challenge or problem. 	Learners responsibly, ethically, and legally share new information with a global community by: <ol style="list-style-type: none"> 1. Sharing information resources in accordance with modification, reuse, and remix policies. 2. Disseminating new knowledge through means appropriate for the intended audience.
Learners select and organize information for a variety of audiences by: <ol style="list-style-type: none"> 1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. 2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources. 3. Openly communicating curation processes for others to use, interpret, and validate. 	Learners develop through experience and reflection by: <ol style="list-style-type: none"> 1. Iteratively responding to challenges. 2. Recognizing capabilities and skills that can be developed, improved, and expanded. 3. Open-mindedly accepting feedback for positive and constructive growth. 	Learners engage with information to extend personal learning by: <ol style="list-style-type: none"> 1. Personalizing their use of information and information technologies. 2. Reflecting on the process of ethical generation of knowledge. 3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.