

RUTHERFORD PUBLIC SCHOOLS

LIBRARY MEDIA STUDIES

GRADE 6

Approved by the Rutherford Board of Education
August 17, 2015

Introduction/Overview/ Philosophy

The middle school library media center possesses a wide scope of information including text, technology, and media. It provides tools for learning, understanding, and promotes thinking. The library is a resource center for completion of assignments, creative exploration, and personal reading, as well as serendipitous learning.

In addition, the library media specialist is sensitive to a wide range of student needs that contribute to achievement. Students who are actively engaged information gatherers build knowledge through interaction with information enhanced by their personal experience. Students develop the ability to judge quality, relevance, and usefulness of information. They demonstrate the ability to create new knowledge by adapting, applying, designing, inventing and authoring information. Teachers, administrators, parents, and others work collaboratively with the media specialist to facilitate each student's journey toward information literacy.

Schools at the middle grade level have an obligation to expose students to a variety of literary experiences on a regular and frequent basis. The library curriculum should promote lifelong reading by exposing children to quality literature and reference sources. Students develop into readers for their own purposes. Providing them with classics as well as current materials offers opportunities to pursue reading according to their personal interests. Lifelong readers come to appreciate the value of literacy and connect knowledge to their own needs, the essence of learning.

In the middle school library, students will view the library media specialist as a teacher, instructional partner, information specialist, and program administrator providing vision, collaboration, and leadership.

The Rutherford Public Schools library curriculum follows the American Association of School Librarians Standards for the 21st Century (http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandStandards/learningstandards/AASL_LearningStandards.pdf). In addition, the library media studies curriculum provides opportunities for support and connection to all subject areas of the New Jersey Common Core State Standards, located at <http://www.corestandards.org/the-standards/>. Also included is Standard 8.1.4 Computer and Information Literacy Strand CPI B2-B8 located on the Department of Education web site (<http://education.state.nj.us/cccs/>).

Objectives

1. The library collection should embody adequate materials to specifically support the middle school curricula.
2. The library collection should include materials and web knowledge to meet grade level research and thematic units.
3. Through research, students will learn to acquire information through texts, periodicals, reference books, and technology.
4. It is essential to student inquiry and learning that media studies must be fully integrated into the curriculum to promote student achievement. It promotes process thinking and orderly steps toward research goals. It strengthens collaborative learning.
5. The library media specialist partners with and encourages staff to design learning opportunities that use individual discovery as a learning tool. By providing organized resources to enhance curricula, the media specialist makes learning through research a viable opportunity for both students and staff.
6. The effective media center operates with a combination of both fixed and flexible schedules to allow for student access time, collaboration, management duties, and research.
7. The media center creates an inviting haven for education and learning. Recent renovations to the middle school media centers have furthered this goal in Rutherford.

Components of the Grade 6 Library/Media Center Curriculum

Materials: Student-centered, professionally selected and organized collection of print and non-print resources representing a wide range of subjects, levels, interests and media.

Curriculum Integrated Learning: The library media specialist and teacher plan and teach cooperatively. The library media specialist also teaches the use of library and information skills on a regular basis.

Technology: Students use the Internet, databases, digital slide presentations, word processing and other organizational processing programs such as, but not restricted to, podcasting, iMovie, iPhoto, and interactive SMARTBoard activities.

Incentives: The library media specialist plans for a variety of reading appreciation programs such as author visits. The activities reinforce the joy of reading for one's own purposes and interests. Programs should intermittently span the school year, promoting lifelong reading for enjoyment.

Course Outlines and Objectives

The following areas of instructional goals may be used during the year-long course of study.

Grade 6

Library Skills

- Students will understand the checkout and return process through the DESTINY electronic catalog.
- Students will review the DESTINY electronic catalog and be able to use it to help locate books.
- Students will review alphabetizing skills.
- Students will be exposed to various encyclopedias, atlases and dictionaries.
- Students will be able to select the correct encyclopedic volume for a specific topic.
- Students will be able to use guidewords to locate topics in the encyclopedia.
- Students will recognize the organization of the fiction and nonfiction sections of the library.
- Students will be able to understand the purpose and sectional organization of a newspaper.
- Students will review book parts including title page, verso page, copyright, index, glossary and table of contents.
- Students will be able to identify a book's title, author or editor, and illustrator.
- Students will be introduced to responsible social and ethical behaviors while using technology.
- Students will practice appropriate Internet etiquette.

Suggested Activities

1. The library media specialist will model checkout and return processes.
2. Students will take a library tour.
3. Students will use the DESTINY electronic catalog to help locate books.
4. The library media specialist will create a scavenger hunt to explore the DESTINY electronic catalog.
5. The library media specialist will incorporate alphabetizing activities via meaningful dictionary exploration.
6. Co operative groups will locate student-generated topics in the correct volume of an encyclopedia.
7. Students will view *Reading a Newspaper* from BrainPOP! to gain an overview of sections of a newspaper.
8. Students will demonstrate knowledge of book parts via topical book talks.
10. Students will create their own title page.
11. Students will visit age-appropriate sites on the Internet, use proper Internet behavior, and model correct behavior for classmates.

Literary Appreciation

- Students will understand the Caldecott and Newbery awards.
- Students will understand the process of book creation.
- Students will understand the evolution of print through history.

- Students will review various genres of books: mystery, science fiction, fantasy, and biography.
- Students will experience award-winning literature of the 20th and 21st centuries through one or more author studies.

Suggested Activities

1. Students will share examples of Caldecott and Newbery winning books.
2. Students will share the biography of a selected winner.
3. Students will create an author study based on a selected winner.
4. Students will work in cooperative groups to brainstorm why awards encourage excellence.
5. The library media specialist will create a follow-up activity involving the students' personal book creations.
6. The library media specialist will story-tell the evolution of books using text examples from the library collection.
7. Students will rotate seats to preview a selection of various genres at each table.
8. The library media specialist will book talk various genres.
9. Students may complete a book report as generated by the classroom teacher.
10. Students will preview and explore summer reading choices of various genres at the library.
11. Students can compare written text to visual text to audio text via a selection of titles available in the collection.

Inquiry and Research

- Students will understand that effective research includes various media, including books, encyclopedias, dictionaries, periodicals, CD ROMs, the Internet, electronic encyclopedia, search engines and databases.
- Students will review the Dewey system of organization, understanding that the library is organized by categories.
- Students will review basic search strategies using the automated catalog.
- Students will review the concept of plagiarism and copyright.
- Students will review the concept of a works cited page in a research paper.
- Students will experience at least one research project in collaboration with the classroom teacher or specialist.
- Students will recognize the concept of bias.
- Students will use their Rutherford Public Library card in order to access the public library during non-school hours.

Suggested Activities

1. Through research generated from the curriculum, students will be encouraged to explore various media to meet assigned requirements and their own interests.
2. Students will be introduced to Melvil Dewey via biography.
3. Students will review the Dewey Decimal System via SMART Board activity.
4. Students will explore the nonfiction sections of the library, noting locations of their own interest.
5. Students will be introduced to appropriate search engines and web addresses generated to meet their learning level.

6. Using pattern cards of source information, students will construct proper MLA format for books, web sites, and encyclopedias.
7. Students will complete a research project generated through collaboration with the classroom teacher or subject specialist.
8. Students will discuss the concept of bias and be presented with teacher-generated examples of bias.
9. Students will be given a book and be asked to identify the copyright symbol on the Verso web site.

Grade 6

Library Skills

- Students will be able to apply alphabetizing skills to locate information.
- Students will be able to locate information in the encyclopedia, atlas, almanac, thesaurus and dictionary.
- Students will review the classes of the Dewey Decimal System.
- Students will be able to identify the correct location of books using the Dewey Decimal System.
- Students will be able to independently use the DESTINY electronic catalog.

Suggested Activities

1. Students will practice alphabetizing by locating topics in the encyclopedia.
2. Students will view videos - *The Animated Encyclopedia*, *The Animated Atlas*, *The Animated Dictionary* and *The Animated Almanac*.
3. Students will participate in the Dewey Decimal race activity to find topics using the Dewey system as a guide.
4. Students will shelve non-fiction books according to the Dewey Decimal System with a shelf buddy.
5. Students will demonstrate how to locate a book using the DESTINY electronic catalog search.
6. Students will complete teacher-made worksheets on the Dewey Decimal System.

Literary Appreciation

- Students will be able to locate fiction via the author's last name.
- Students will experience an author study to appreciate the work of an individual author.
- Students will experience audio books.
- Students will refine his/her genre preferences as well as experience new genres.
- Students will be able to locate biographies and autobiographies.
- Students will be aware of special collections.

Suggested Activities

1. Students will be asked to locate books found in the library written by one particular author.
2. During the course of the author study, students will maintain a response log and record their reactions to stories.
3. As part of the author study, students will compare and contrast stories in reaction logs.
4. Students will experience listening to an audio book.

5. The library media specialist will introduce various genres through lecture and examples from collection.
6. Students will be assigned a specific genre by their classroom teacher and complete a book report.
7. Students will complete a map of the library and will label the areas that contain specific collections.

Inquiry and Research

- Students will be able to select correct materials on a specific topic.
- Students will be able to locate and utilize a book's glossary, index and table of contents.
- Students will recognize that the content of a reference text may be organized by chronological, topical or numerical order.
- Students will be able to recognize and understand primary sources.
- Students will be able to take notes using simple procedures.
- Students will be able to compile a bibliography of books, encyclopedias, and web sites.
- Students will be assigned research projects and an author study during the school year and will understand that research is a collaborative process including the library and classroom teacher.

Suggested Activities

1. Students will be directed to specific sections of the Dewey Decimal System to ascertain materials to meet their research needs.
2. Students will locate the glossary, index and table of contents in a book and complete teacher-made worksheets.
3. Students will be introduced to actual examples of primary sources and will complete a primary source scavenger hunt using age-appropriate periodicals found in the library.
4. Students will be given a curriculum-driven article from the encyclopedia and will use the overhead to take notes as a class activity.
5. Using pattern cards, students will create a bibliographic entry for books, encyclopedias and the Internet.

Proficiency Levels

The curriculum is appropriate for all students within the grade 6 population.

Methods of Assessment

Assessments may include, but are not limited to:

A. Formal

1. Teacher-created information assessment sheets
2. Publisher-created information assessment sheets
3. Assessment rubrics

4. Assigned original writing
5. Assigned student presentations

B. Informal

1. Small group and class discussions
2. Teacher observations
3. Anecdotal notations
4. Cooperative learning opportunities

C. Teacher/Curriculum Assessment

Assessment will be conducted according to the following statement:

The sixth grade Library Media Studies curriculum committee will be in contact throughout the academic year concerning curriculum assessment. Suggestions for improving and changing the curriculum are encouraged. The principal and department supervisor will also meet with the media specialist(s) to discuss the need for modifications and changes.

Grouping

The library media studies classes are heterogeneously grouped classes; placement criteria are determined by Individual Educational Plans when necessary.

Articulation/ Scope and Sequence/Time Frame

library media studies for grade 6 is a full-year course meeting on a weekly basis.

Resources

- A. Speakers may include, but are not limited to: one or more authors, illustrators, storytellers, oral history experts, historians.

B. Technology

1. Students shall use the computers for independent or cooperative research and learning activities.
2. Library media specialists shall also use appropriate technology to enhance their knowledge of the subject area, activities, and/or lessons.
3. Use of technology will conform to the following New Jersey Core Curriculum Content Standards: (8.1.8.A.1) (8.1.8.A.2) (8.1.8.A.3) (8.1.8.A.4) (8.1.8.A.5) (8.1.8.B.1) (8.1.8.D.1) (8.1.8.D.2) (8.1.8.D.3) (8.1.8.E.1)

C. Books, Audio books, Audiovisual Media

Materials shall be selected according to the policies set forth by the Board of Education.

D. Supplies and Materials

- Books / Fiction

- Books/ Nonfiction
- Reference materials
- Periodicals
- Audio books
- Office and clerical supplies
- Library charts and posters
- Teacher/ specialist resource books
- Periodicals
- Reading incentive supplies
- Copier
- SMART Board

Methodologies

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes in parenthesis refer to the New Jersey Core Curriculum Content Standards for 21st Century Life and Careers.

- Cooperative learning groups (9.1.8.A.1) (9.1.8.A.4) (9.1.8.B.1) (9.1.8.C.1) (9.1.8.C.2) (9.1.8.C.3) (9.1.8.D.1) (9.1.8.D.3)
- Differentiated instruction methods (9.1.8.A.4) (9.1.8.B.1) (9.1.8.C.2) (9.1.8.D.3) (9.1.8.D.5)
- Workshop approach (9.1.8.A.1) (9.1.8.A.4) (9.1.8.B.1) (9.1.8.C.1) (9.1.8.C.2) (9.1.8.C.3) (9.1.8.D.1) (9.1.8.D.3)
- Individual assignments (9.1.8.A.1) (9.1.8.A.4) (9.1.8.B.2) (9.1.8.C.1) (9.1.8.D.3)
- Whole class instruction (9.1.8.A.1) (9.1.8.A.4) (9.1.8.B.1) (9.1.8.C.1) (9.1.8.C.2) (9.1.8.C.3) (9.1.8.D.1) (9.1.8.D.3)
- Small group instruction (9.1.8.A.1) (9.1.8.A.4) (9.1.8.B.1) (9.1.8.C.1) (9.1.8.C.2) (9.1.8.C.3) (9.1.8.D.1) (9.1.8.D.3)
- Technology-aided instruction (9.1.8.E.1) (9.1.8.E.2) (9.1.8.E.3)
- Peer-to-peer instruction (9.1.8.A.1) (9.1.8.A.4) (9.1.8.B.1) (9.1.8.C.1) (9.1.8.C.2) (9.1.8.C.3) (9.1.8.D.1) (9.1.8.D.3)

Differentiating Instruction for Students with Special Needs

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations

- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
 - word walls
 - sentence frames
 - think-pair-share
 - cooperative learning groups
 - teacher think-alouds

Interdisciplinary Connections

The nature of the Library Media Studies curriculum allows it to be connected with all disciplines.

Professional Development

Library Media specialists and associate media specialists will continue to improve their expertise by participating in a variety of professional development opportunities made available by the Board of Education and other organizations, which may include, but are not limited to:

- New Jersey Association of School Librarians Conference
- Rutherford Board of Education professional development opportunities
- Regular collaborative meetings of librarians within our district
- Professional memberships
- Professional meetings

- Professional book shows
- Professional journals

Curriculum Map—Library Media Studies Grade 6

September	October	November	December	January
Introduction to co-operative library system	Cooperative inter-library activities Student assessment	Cooperative inter-library activities Student assessment	Historical literature Student assessment	Historical literature Student assessment

February	March	April	May	June
Cross-curricular activities including but not restricted to research preparation	Author studies Student assessment	Author studies Student assessment	Folklore Student assessment	Summer reading Reading as an avocation