RUTHERFORD PUBLIC SCHOOLS

LIBRARY MEDIA STUDIES

GRADES 7 & 8

2015

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Revision to Remove CCSS and Replace with NJSLS
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INTRODUCTION

The library media center is the academic hub of Union Middle School. The goal is to provide students with the knowledge to access all information so that they may become lifelong learners.

Three goals of the Union Middle School library media center are:

1. to provide materials that will implement, enrich, and support the educational programs of the school.

2. to help students acquire competency in information search skills that they will need to become proficient and independent thinkers.

3. to create an atmosphere that will encourage students to seek knowledge beyond the confines of the curriculum, to provide materials that will inspire and stimulate youthful minds, and to help students develop a lifelong love of learning.

In an age of information, acquiring information literacy skills and a commitment for lifelong reading and learning become paramount. In the school library media center, students develop critical thinking, problem solving, and communication skills as they use a variety of resources to meet the demands of the school's curriculum.

The principles for learning and teaching of school library media programs have been identified and developed by the Information Power Vision Committee. (Information Power 58).

Principle 1: The library media program is essential to learning and teaching and must be fully integrated into the curriculum to promote students' achievement of learning goals.

Principle 2: The information literacy standards for student learning are integral to the content and objectives of the school's curriculum.

Principle 3: The library media program models and promotes collaborative planning and curriculum development.

Principle 4: The library media program models and promotes creative, effective, and collaborative teaching.

Principle 5: Access to the full range of information resources and services through the library media program is fundamental to learning.

Principle 6: The library media program encourages and engages students in reading, viewing, and listening for understanding and enjoyment.

Principle 7:   The library media program supports the learning of all students and other members of the learning community who have diverse learning abilities, styles, and needs.

Principle 8: The library media program fosters individual and collaborative inquiry.

Principle 9:   The library media program integrates the uses of technology for learning and teaching.

*Principle 10***:** The library media program is an essential link to the larger learning community.

Information and technology skills are most meaningful when learned within a subject area, within an interdisciplinary unit, or within a unit that addresses an authentic, real-life need or problem. Students must be prepared to access, evaluate, select, and apply the appropriate information from a variety of resources in order to meet their educational, personal, recreational and lifelong goals.

Philosophy of Instruction

The library media center staff collaborates with the faculty to integrate information literacy skills with content area instruction and learning activities by providing:

❑ Equitable access to information.

❑ Scheduling that allows for students to have access to the media center, its staff and resources.

❑ Resources and sequential instruction in the concepts necessary for students to become independent, lifelong learners, as well as discerning readers, viewers and listeners.

❑ Opportunities for an active collaboration and partnership with teachers and administrators in working toward shared instructional goals.

❑ Resources that allow learning to go beyond the confines of a textbook.

❑ Technology that provides for information retrieval.

❑ Opportunities for ongoing and meaningful assessment of student learning.

Philosophy of Student Achievement

Research shows that students' test scores are higher when teachers collaboratively plan with the school library media specialist and schedule research in the library using books, online databases, and the Internet.

There is a direct correlation between high quality school library media programs and student achievement. Some recent findings:

❑ Spending for school library media programs is the single most important variable related to better student achievement (SchoolMatch).

❑ Students in schools with well-equipped library media centers staffed by professional library media specialists perform better on assessments of reading comprehension and basic research skills (Haycock, 1992).

❑ In studies in six states where library media programs are better staffed, better stocked and better-funded, academic achievement tends to be higher, according to researcher Keith Curry Lance (Lance, 2002).

❑ Additionally, Lance's research shows a direct link between higher reading scores and collaboration between school library media specialists and teachers. Collaboration activities in which library media specialists should participate include identifying useful materials and information for teachers; planning instruction cooperatively with teachers; providing in-service training to teachers; and teaching students both with classroom teachers and independently (Lance, 2002).

Mission Statement

The mission of the school library media program is to ensure that students and staff are effective users of ideas and information (Information Power 6-7).

This mission is accomplished by:

❑ providing intellectual and physical access to materials in all formats.

❑ providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas.

❑ working with other educators to design learning strategies to meet the needs of individual students.

The components of the school library program are:

❑ Certified school library media specialist

- ❑ Support staff

- ❑ Well-designed and well-equipped facility

- ❑ A print/electronic book collection that supports the current curriculum

- ❑ A print/electronic book collection that supports recreational reading

- ❑ Online and reference database subscriptions that support the current curriculum

Program Goals

The student centered library media program focuses on the development of a community of learners. A creative and energetic program includes the following goals:

- ❑ To provide intellectual access to information through learning activities that are integrated into the curriculum and that help all students achieve information literacy by developing effective strategies for selecting, retrieving, analyzing, evaluating, synthesizing, creating, and communicating information in all formation and in all content areas of the curriculum.

- ❑ To provide learning experiences that encourage students and others to become discriminating consumers and skilled creators of information through comprehensive instruction related to the full range of communications media and technology.

- ❑ To provide leadership, collaboration, and assistance to teachers and others in applying principles of instructional design to the use of instructional and information technology for learning.

- ❑ To provide resources and activities that contribute to lifelong learning while accommodating a wide range of differences in teaching and learning styles, methods, interests, and capacities.

- ❑ To provide a program that functions as the information center of the school, both through offering a locus for integrated and interdisciplinary learning activities within the school and through offering access to a full range of information for learning beyond this locus.

- ❑ To provide resources and activities for learning that represents a diversity of experiences, opinion, and social and cultural perspectives.

- ❑ To support the concepts that intellectual freedom and access to information are prerequisites to effective and responsible citizenship in a democracy (Information Power 6-7).

Relationship to National and State Standards

The Media Studies Curriculum provides opportunities for support and connection to all subject areas of The New Jersey Student Learning Standards. These standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

The NJSLS may be viewed here: http://www.state.nj.us/education/cccs/2016/ela/

The instruction integrates these state standards with the Information Literacy Standards for Student Learning, as prepared by the American Association of School Librarians. The standards are called the American Association of School Librarians Standards for the 21st Century and may be viewed here: http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL_Learning_Standards_2007.pdf

COURSE OUTLINE

I.   **PROCEDURAL KNOWLEDGE SEVENTH GRADE**

Library media curriculum in seventh grade builds upon the skills and concepts taught in elementary school. Students are introduced to the physical features of the school's media center as well as its policies and procedures. Various electronic sources, general and specialized reference books, and specific organizational tools are introduced to build upon research skills.

A.   **Students will describe the physical arrangement of the middle school library media center, its key features and their functions by:**

1. locating a variety of indices, magazines and/or books.
2. identifying the connection between the library arrangement and the genres in writing or discussion.
3. displaying behavior appropriate to a middle school media center.

B. **Students will locate current, valid information by:**

1. using print and electronic sources, various bibliographical sources, and available magazine/newspaper indices to complete content area assignments.
2. using the most appropriate biographical sources for the completion of a structured writing assignment.

C. **Students will accomplish specific research assignments by**:

1. taking notes from a limited number of general sources.
2. creating a uniform bibliography following the MLA criteria.

D. **Students will retrieve information from electronic sources by:**

1. using Boolean operators to find relevant sources.
2. evaluating the validity and usefulness of the source.
3. citing the electronic source in MLA format.

F. **Students will enhance their study of genre by:**

1. selecting appropriate books for their individual reading levels.
2. investigating the parts of an electronic card catalog to assist in finding appropriate resources.

G. **Students will communicate their ideas by:**

1. creating print and/or non-print media for a written presentation.
2. creating print and/or non-print media for an oral presentation.

H. **Students will demonstrate ethical behavior by:**

1. adhering to the school's polices and procedures regarding computer usage.
2. citing all sources when creating written or oral presentations.

II. **PROCEDURAL KNOWLEDGE EIGHTH GRADE**

A. **Students will locate information by truncating topics, using cross references, adjusting topics, and applying other various locating skills when using a variety of reference indices and sources by:**

1. locating sources to complete a content area assignment requiring at least three sources.
2. adjusting topics for a specific assignment to meet the available references.

B. **Students will locate accurate, valid information by using a variety of indices and sources to complete a specific assignment by:**

1. finding the most appropriate information sources to complete an annotated bibliography.
2. evaluating sources found and choosing the sources that will be appropriate to meet specific needs.

C. **Students will take notes from non-print media to meet an identified purpose by:**

1. locating, selecting, and taking notes from non-print/electronic sources.
2. locating, selecting, and taking notes from print sources.

D. **Students will discuss their decision regarding whether to use an electronic or print index to meet a specific content area assignment by:**

1. locating and evaluating the appropriateness of information gained from electronic and/or print sources to complete an annotated bibliography.
2. identify the quality of information from a variety of electronic and print sources.

F. **Students will enhance their study of literature by:**

1. communicating their appreciation of certain genres to others orally or in writing.
2. selecting appropriate books and reviewing them orally or in writing.

G. **Students will communicate their ideas by:**

1. creating print and/or non-print media for a written presentation in a content area.
2. creating print and/or non-print media for an oral presentation in a content area.

METHODS OF ASSESSMENT

The Rutherford School District holds schools accountable for ensuring that all students achieve success in rigorous academic programs. The synthesis and application of knowledge are assessed in authentic ways through real-world applications, as reflected in the performance tasks. The middle school assessments test student knowledge in certain course content areas. Use of research skills acquired in the media center is an integral part of all content course areas measured by the middle school assessments.

Rutherford Public School library media specialists recognize that acquiring research and media skills is a cumulative experience which the student begins to develop in the first grade and continues to develop through grade twelve. Some skills may be similar at all grade levels, but the skills increase in complexity as students mature and achieve higher level thinking skills. Frequently, assessments occur in the classroom and are developed

by the classroom teacher. It is the intent of all library media specialists to work with classroom teachers to assure assessments of media center skills take place. The relationship between classroom teachers and media specialists is collaborative in nature, which assures appropriate assessment even if it does not occur in the library media center.

GROUPING

The library media center supports the entire school population, and is, therefore, heterogeneously grouped.

ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME

The library media center supports the entire school population throughout the entire school year.

RESOURCES

Resources make up a great portion of the entire school library media program and include, but are not limited to the entire print and non-print collection and subscription online databases. Use of technology will conform to the following New Jersey Student Learning Standards: (8.1.8.A.1) (8.1.8.A.2) (8.1.8.A.3) (8.1.8.A.4) (8.1.8.C.1) (8.1.8.D.2) (8.1.8.F.2)

SUGGESTED ACTIVITIES

No classroom can possibly contain all the current resources needed to teach the students in that classroom. A thorough education can only be achieved through the informed and competent use of multiple tools and sound information strategies. Library resources and information skills are, therefore, infused into all curriculum areas. Since research has become a major component in the curriculum, the library media specialist has become an invaluable resource for the classroom teacher.

The purpose of library research is to familiarize students with research techniques, long term planning, MLA format, and presentation skills.

The library media specialist will collaborate with classroom teachers in order to facilitate the production of content in the following subject based areas:
Social Studies, Language Arts, Science, Math, World Languages, STEM

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 CURRICULUM COORDINATION

A library media program does not exist in isolation. The school library media specialist works in partnership with students, teachers, administrators, board of education members, and the school community to develop the library media program. Through collaboration, the library media program also incorporates the goals and objectives of the New Jersey

Student Learning Standards (NJSLS) and the National Information Literacy Standards for Student Learning as prepared by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT). The combined vision supports the goal for educational excellence and the concept of intellectual freedom.

The library media specialist created and maintains the Library Home Page (http://unionschool-library.weebly.com/). The homepage includes easy access to the Follett Destiny Library Catalog used in the Rutherford school district, a list of all paid/non-paid databases used in the middle school, and an MLA reference guide.

The library media specialist is responsible for the evaluation and selection of library media. Suggestions for purchases are encouraged from all sources including teachers, department coordinators, curriculum supervisors, administrators and students. Factors influencing selection are: curriculum, reading interests and abilities of students, need to develop a balanced collection, literary value, size of the budget, and need for multiple copies.

PROFESSIONAL DEVELOPMENT

❑ School library media specialists must empower themselves to stay current in their field in order to provide quality library media programs that advance information literacy for every student. They recognize the essential need for continuing education throughout their careers. They recognize the need for programs that foster a positive attitude towards self-assessment and professional growth through academic and non-academic experiences.

The library media specialist shall continue to improve expertise by participating in a variety of professional development opportunities made available by the board of education and other organizations, as well as maintaining membership in the following organizations:

- American Library Association (ALA) http://www.ala.org
- Association for Educational Communications and Technology (AECT) http://www.aect.org
- International Reading Association (IRA)   http://www.reading.org
- New Jersey Association of School Librarians: http://www.emanj.org
- Young Adult Library Services Association (YALSA) http://www.ala.org

❑ The annual New Jersey Association of School Librarian Conference offers professionally staffed workshops and activities aimed at media specialists' specific needs. Attendance at the annual Conference allows a once-a-year opportunity for school library media specialists to network with hundreds of members, attend pertinent presentations, witness awards for outstanding service and professional excellence by their peers, and to view over 100 vendor displays and sessions on all aspects of library and media.

Works Cited

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