

RUTHERFORD PUBLIC SCHOOLS

LIBRARY MEDIA STUDIES

GRADES 9-12

2015

**Approved by the Rutherford Board of Education
August 17, 2015**

**Revision to Remove CCSS and Replace with NJSL
Approved by the RBOE: November 14, 2016**

INTRODUCTION

Located at the heart of the school, the library media center is the academic hub of Rutherford High 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 Rutherford High School library media center are:

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

This 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 NINTH GRADE

Library media curriculum in ninth 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 high 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 high 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 two-tiered outline from their notes.
3. creating a uniform bibliography following the MLA criteria.

D. Students will compare and contrast the same content presented by:

1. noting the similarities and differences among the print and non-print versions of a work.
2. studying opposite viewpoints in a variety of sources.

E. Students will retrieve information from electronic sources by:

1. using at least three automated indices to retrieve information to complete a content area assignment.
2. identifying the elements of an electronic citation.
3. identifying the parts of an electronic card catalog citation.

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 citation.

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 policies and procedures regarding computer usage.
2. citing all sources when creating written or oral presentations.

II. PROCEDURAL KNOWLEDGE TENTH 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.

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 use critical thinking to complete a content area assignment using a variety of sources by:

1. selecting a social problem to research based upon individual interests and abilities and the availability of sources.

D. 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.

E. 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 world literature by:

1. communicating their appreciation of this genre to others orally or in writing.
2. selecting appropriate books and reviewing them orally or in writing.
3. investigating a variety of topics in contemporary world history.

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.

III. PROCEDURAL KNOWLEDGE ELEVENTH GRADE

A. Students will locate literary criticism or current topic sources by:

1. creating a properly formatted working bibliography containing the required number of citations.
2. using at least three indices to locate sources for a research paper
3. using the sources found on their working bibliographies.

B. Students will locate the best literary criticism or current topic sources by:

1. completing preliminary reading and addressing a particular thesis.
2. selecting appropriate sources to support a thesis and subtopics after writing a preliminary outline.
3. adjusting topics based on the availability of sources.
4. deciding if sources are adequate for completing the assignment.

C. Student will select and evaluate the appropriateness of sources by:

1. creating a preliminary outline to support a thesis based upon preliminary reading.
2. taking notes to gather information to support the outlines.

D. Students will take notes from sources to address an identified purpose by:

1. choosing the appropriate medium to accomplish a specific purpose.

E. Student will retrieve information from an electronic source by:

1. taking appropriate and useful notes as the research paper is completed.

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

1. communicating their appreciation to others either orally or in writing.
2. communicating their appreciation of American literature by critically investigating one American author or work.

G. Student will communicate their ideas by:

1. creating a print media for a written presentation in a content area.

2. creating a non-print media for an oral presentation in a content area.

IV. PROCEDURAL KNOWLEDGE FOR TWELFTH GRADE

A. Students will review, evaluate, and select media for an identified information need by:

1. narrowing or broadening topics to complete content area papers.

B. Students will appropriately apply study, research, reference and critical thinking skills to organize information by:

1. organizing retrieved information to complete a written assignment.
2. developing an outline appropriate to their thesis statement for a research assignment.

C. Students will retrieve and manage information by:

1. collecting, organizing, and interpreting data from a variety of systems to meet an identified purpose.
2. collecting and interpreting data from a variety of systems to meet an identified purpose.

D. Students will demonstrate an appreciation of books and other media as sources of information and recreation by:

1. selecting British works or works about Britain for recreation and/or information purposes.

E. Students will create print and/or non-print media 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.

F. Students will independently gather and use information ethically and in accordance with the procedures outlined media guidelines by:

1. giving appropriate credit to authorship.
2. adhering to the county/school's policies and procedures regarding computer usage.

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 high 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 high 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: (8.1.12.A.1) (8.1.12.A.2) (8.1.12.A.3) (8.1.12.A.4) (8.1.12.C.1) (8.1.12.D.2) (8.1.12.F.2)

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 refer to the New Jersey Student Learning Standards for 21st Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10

- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 12, students will be able to:

- 9.2.12.C.1 – Review career goals and determine steps necessary for attainment.
- 9.2.12.C.2 – Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3 – Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 – Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5 – Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
- 9.2.12.C.6 – Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.2.12.C.7 – Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- 9.2.12.C.8 – Assess the impact of litigation and court decisions on employment laws and practices.
- 9.2.12.C.9 – Analyze the correlation between personal and financial behavior and employability.

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.

Specific activities provided by the Rutherford High School library media specialist are described below.

- ❑ During the month of September, all freshmen are required attend a library orientation. Topics discussed are library organization and procedures and utilizing and evaluating the resources of the online catalog.
- ❑ Every class that comes to the media center is given a brief presentation on the specific databases that are relevant to that particular research project.

- ❑ Student workshops are given to help answer the question, “How do I know what’s good on the web?” Just as print sources need to be examined for relevancy, accuracy and content, Internet sources also need to be examined for content evaluation in terms of research needs.

The purpose of library research is to familiarize students with research techniques, long term planning, MLA format, and presentation skills. Below are examples of projects that have been researched in the library with the help of the media specialist.

Foreign Language

❑ French Culture Project

To learn a foreign language, it is important to understand the cultural values of the people who speak that particular language. Culture is the learned set of beliefs, values, norms and material goods shared by group members.

- Students will choose one of the following topics:
 - A person in Francophone history and research his/her life. The person can be a painter, an author, a poet, a president, a king, a saint, a priest, a bishop, etc. The research paper must include when this person was born, what part of the francophone world he/she is from, and what important things he/she accomplished in his/her life.
 - A francophone city in the world. Students can choose a city such as Paris, Nice, Bordeaux, New Orleans, Montreal, Dakar, Port au Prince, etc. The student will pretend he/she is a tour guide and will try to entice people to visit the city. Research will include information such the weather, famous hotels, restaurants, sites of interest, famous museums, etc.

❑ La música y el baile

The music of Spain has a long history and has played an important part in the development of western music. It has had a particularly strong influence upon Latin American music. The music of Spain is often associated abroad with traditions like flamenco and the classical guitar, but Spanish music is, in fact, diverse from region to region.

- Students will choose of the following topics: El tango, El Mambo, La Salsa, El Merengue, El Rock, El Flamenco, La Samba, La Lambada, El Jazz, La Música Clásica, La Música Gallega, El Pop, La Música Heavy, or El Rap. Students will create a PowerPoint presentation and include all the following points: the origin of the music, the instruments, the people, and its popularity.

❑ **Spanish City Travel Brochure**

This activity will help students to learn more about the culture of people who live in Spanish-speaking countries.

- Students will create a travel brochure for a Spanish City. They will gather information from books and the Internet. The brochure will contain the following information: monuments, museums, palaces or impressive buildings, tourist activities, typical food from the area, shopping information, nightlife, hotel accommodations, and transportation around the city information.

❑ **Spanish Country/Person**

Spanish is the second most spoken language in terms of native speakers. There are approximately 500 million Spanish speakers globally. There are a large number of Spanish speakers in the United States, comprising more than 34 million speakers.

- Students will write a 3-5-page report on a Spanish-speaking country or famous Hispanic person. For the country report students must include the following: location, population, ethnic heritage, government, education, religion, climate, natural resources, tourist attractions, and a picture of the country. For the Hispanic biography the student must include what the person does/did, some of their work, and a picture of the person.

❑ **Spanish Scavenger Hunt**

A scavenger hunt is a great way to find hidden “treasure.” A Spanish Scavenger hunt will help students learn more about the culture of a Spanish-speaking country and will help improve Spanish reading and comprehensive skills.

- Students will work in teams of four. Each team will be given a list of items to find, i.e. a picture of a car manufactured in Spain, a news story about a Spanish-speaking country, five famous Hispanic people and what they did, etc. Teams can find information in the library, newspapers, magazines, junk mail and the community. All items must be labeled by name, example: King Juan Carlos of Spain.

Home Economics

❑ **International Foods Recipes**

What makes for great food? There are many different cultures in the world, French culture, Chinese culture, Mexican culture, etc. Everyone loves food, loves to talk about food, and loves to think about food.

- Students will each be assigned a different country. Using books and Internet sources, they will research the culture of that country. They will discuss the cuisine and find at least three recipes from that country.

Language Arts

❑ American Author Or Idea

Students will write about an American author or idea. They will write a report in which something is proven about an author's life/work or prove something about an idea. This is not a biographical paper; the student must form a well-developed thesis statement in order to prove something about the person being researched.

- Students may choose any American author or one of the following ideas: puritan lifestyle and culture, the Salem Witch Trials, slavery abolitionism, women's rights movement, transcendentalism, Civil Rights Movement, or the Harlem Renaissance.

❑ American literature

The study of literature can provide students with a fresh and creative angle with which to approach their studies in particular and their lives in general. An enjoyment and appreciation of literature will give students the ability to develop this into an interest in books and reading as they move away from their studies and into their adult lives. They will have the confidence to approach and tackle new forms of books and writing since they were exposed to a range of literature during their school days.

- Students will choose a topic that pertains to American Literature and develop a thesis statement. The topics are very broad; therefore, investigation is necessary to do the research. Examples of some topics are folk tragedy, the American Dream, the naturalists vs. Steinbeck, Robert Burns and his relation to John Steinbeck, Transcendentalism, stage setting/directions, 1930s and migrant farm workers, Freud's Interpretation of Dreams, The great depression, Socialism, Communism, Jingoism, Modernism, etc.

❑ Banned Books

Celebrating the "Freedom to Read" is observed during the last week of September each year. Banned Books Week celebrates the freedom to choose or the freedom to express one's opinion even if that opinion might be considered unorthodox or unpopular and stresses the importance of ensuring the availability of those unorthodox or unpopular viewpoints to all who wish to read them.

- For this research project, students will be given a list of “banned books”. They will choose one banned book to research and will include the following: identify the common reasons why books are challenged; why this book was banned; who was responsible for getting it banned; why do people object to books and try to have them banned; to what lengths did students/teachers/librarians go in order to save this book; is this book one from which students should be sheltered; and should the book being researched be banned – why or why not.

□ **British Literature: Authors**

Trying to list every important work of British literature is equivalent to keeping a cataloged inventory of every grain of sand on the British islands’ shores. The width and depth of topics, styles, materials, and authors is simply staggering. From early epics about heroes and warriors from before 1000 AD to the captivating saga of a young wizard intent on defeating evil in the twenty-first century, British literature has a little something for everyone. With broad categories ranging from the romantic to the satirical, styles ranging from the sonnet to the novel to the play, and authors ranging from illiterate storytellers to Nobel Prize winners, British literature remains one of the cornerstones of literature curriculum around the world.

- Students will be given a list of British authors to research. Some examples of topics include: Mary Shelly – her life and the novel *Frankenstein* – how is it romantic and what her influences were; J.K. Rowling – her life and works – why is *Harry Potter* controversial; British Arthurian Legend – origins, influences and myths; British Victorian Literature – styles, topics, and popular authors; etc.

□ **British Literature: Shakespeare**

- Students will research the life and times of William Shakespeare. Three sources, as well as parenthetical documentation and a work cited page must be included. The research will concentrate on one area of his life or the time period. Examples of topics include Shakespeare’s birth and childhood; Shakespeare’s lost years; Shakespeare’s marriage and children; Shakespeare’s sonnets; Shakespeare’s last will; Shakespeare and the Globe Theatre; and Shakespeare’s death and burial.

□ **British Literature: Shakespeare/Hamlet**

- In English-speaking countries, *Hamlet* Prince of Denmark the most widely produced of all plays. The research paper should include all the following: why this play was so successful; the sources of the play; the intellectual climate of the play; texts of *Hamlet*; and why the play was so violent.

❑ **British Literature: Shakespeare/Macbeth**

- The purpose of this research project is find background information about Shakespeare, Macbeth, and the historical era in which the play was written and performed. For this research project, the class will be divided into four groups. Each group will research the assigned topic and then report their findings to the rest of the class. Group 1 will research Shakespeare, including information about his personal life, important events and influences in his life, and any topics of controversy surrounding his life. Group 2 will research British History 1550-1640 and include information about what was going on in Britain during the time just before, during and just after Shakespeare lived; who the rulers were; the political atmosphere; what the people were concerned about; and how the people lived. Group 3 will research World history 1550-1650 and discuss was going on in the rest of the world (besides Britain) during this period. Group 4 will research Macbeth and will include what is the play about; why it is famous; what critics say about it; has there been more than one version of the play; which are the most performed and why; and what difficulties are there in the play (if any).

❑ **British Literature: Shakespeare/Globe Theatre**

- Attending the theater in Shakespeare's time was very different from attending it now and Shakespeare's own theatre the Globe, was unlike any modern one. The research paper should include the following information: background on the Globe Theater; audience; public and private performances; why the globe theater was a success; and the design of the theater.

❑ **British Literature: Time Periods**

- Students will discuss one of the following time periods in British Literature and write about the authors, works and themes: Anglo Saxon; Medieval; Renaissance; Enlightenment; Romantic; Victorian; or Modern.

❑ **The Crucible/ The Salem Witch Trials**

Written in the early 1950s, Arthur Miller's *The Crucible* takes place in Salem, Massachusetts in 1692. It recounts the events surrounding the Salem Witch Trials. Although it is a work of historical fiction, the playwright also intended it to be a thinly veiled criticism of social injustice in modern day America.

- Through research, students will gain comprehensive background knowledge of the Salem Witch trials in preparation for reading Arthur Miller's *the Crucible*. They will research the tenets of Puritanism; the internal problems of Salem Village believed to have influenced the witch-hunts and the individuals central to both the historical events and dramatic rendering. Students will understand basic facts about the Salem Witch Trials and different theories for

the hysteria. They will use primary source documents to understand the stories of various people involved in the trials. Students will also research McCarthyism and the black list.

❑ **Dragon Tales Project (In Concordance With *The Hobbit*)**

The Hobbit is a fantasy novel written by J.R.R. Tolkien. Set in a time "Between the Dawn of Færie and the Dominion of Men", *The Hobbit* follows the quest of home-loving hobbit Bilbo Baggins to win a share of the treasure guarded by the dragon, Smaug. Bilbo's journey takes him from light-hearted, rural surroundings into darker, deeper territory. The story is told in the form of an episodic quest, and most chapters introduce a specific creature, or type of creature, of Tolkien's Wilderland. By accepting the disreputable, romantic, fey and adventurous side of his nature (the "Tookish" side) and applying his wits and common sense, Bilbo develops a new level of maturity, competence and wisdom. The story reaches its climax in the *Battle of Five Armies*, where many of the characters and creatures from earlier chapters re-emerge to engage in conflict.

- Students will compare the myths, legends, and symbolism associated with Eastern and Western dragons. Choose at least one legend involving an Eastern dragon and one legend involving a Western dragon. Research should include the following: origin of each dragon; symbolism associated with each type of dragon; visual differences/similarities; famous stories, legends, and tales involving dragons; why so many different cultures imagine the same type of creature.

❑ **The Elizabethan Era**

The Elizabethan Period is one of the most fascinating times in English history. The lifestyle, culture, fashion, architecture, and literature were all reflections of the monarchy and the tremendous influence of Queen Elizabeth. In order to better understand the literature of that period, it is imperative to understand the period itself and the daily lives of the Elizabethans.

- Students will research Elizabethan England, choosing a topic he/she is most interested in learning. Topics of interest include: architecture, theater – Globe and Swan, fashion and clothing, health and medicine, games and hobbies, crime and punishment, government, music – musicians and instruments; playwrights, authors and poets, or arts and artists. Research must also include a one page written description of a day in your life if you lived in London during the Elizabethan Era. Students will include aspects of what they learned while researching.

❑ **The Great Gatsby**

F. Scott Fitzgerald's novel *The Great Gatsby* is automatically identified with an American decade, the 1920s. Published in 1925, this novel was written by a man of his own time and about his own time.

- Working in groups of three or four, students will research aspects of life in the 1920s. Topics to choose include the following: prohibition (Al Capone, St. Valentine's Day Massacre speakeasies); music and dance (Rudy Vallee, the blues, torch song, jazz); Hollywood and movies (Clara Bow, Al Jolson); American business (Public utilities—Samuel Insull/Motion pictures — MetroGoldwyn Mayer); Sports and athletes (Bill Tilden, Helen Wills, Johnny Weissmuller); religion (Preachers —Billy Sunday, Aimee Semple McPherson); automobile industry (Henry Ford, Model T, "Tin Lizzie"); politics and post-war attitudes (Woodrow Wilson, Immigration laws); role of women (hairstyles, clothing, interests); and racial attitudes (Ku Klux Klan).

□ **The Harlem Renaissance**

The Harlem Renaissance is part of the post-World War I cultural upheaval that found all of American society trying to come to terms with the shift from a rural way of life to an urban and industrialized one. It is rooted in the disappointment that African Americans felt with the limited opportunities open to them as the United States struggled to transform itself from a rural to an urban society. Increased contact between African Americans and white Americans in the workplace and on city streets forced a new awareness of the disparity between the promise of U.S. democracy and its reality. African American soldiers who served in World War I were angered by the prejudice they often encountered back at home, compared to the greater acceptance they had found in Europe. A larger, better educated urban population fully comprehended the limitations that white-dominated society had placed on them. As African Americans became increasingly disillusioned about achieving the justice that wartime rhetoric had seemed to promise, many determined to pursue their goals of equality and success more aggressively than ever before.

- Students will research famous African Americans from the 1920s, concentrating on a person from one of the following categories: political/Civil Rights, literature, theater, sports, music, or artists. They will include information on the area of fame, achievements, and the impact on mainstream culture.

□ **Mythology**

Myths are ancient stories that have been handed down from generation to generation in a certain culture. By studying myths, a person can learn how a culture thought, lived, and expressed itself. History can tell you facts about people, but myths show you the personality, their beliefs, fears, and hopes. Myths began as religious stories, and many of them prominently feature gods and

goddesses. Over time they have lost their religious significance, yet they still remain excellent tales. Today we read them for this quality and storytelling, rather than religious significance.

- Students will create a mythology project that will demonstrate a deep understanding of the structure, source, and content of Greek myths. Students will choose one myth to research. They will complete a graphic organizer for the given myth and will plan a multi-faceted project, which will be a comprehensive brochure, poster, and presentation pertaining specifically to that myth. The research project should also include the following elements: what stories are we leaving behind for generations to come; what do we value; and what mark are we leaving on an ever-changing world?

❑ **Poetry: Patchwork Poems**

Poetry is a form of writing that allows for more specific expression than stories. Stories have a beginning, middle and end. They are written because there is a complete story to tell. In the case of poems, there is no beginning, middle or end. There is just a theme that runs throughout the poem from the first word to the last verse. This theme or emotion or recollection is expressed as truthfully and carefully as possible so that the reader can feel the essence of the passion behind it.

- Students will choose several poetry books found in the library to create a “patchwork poem”. They will choose a theme such as love, death, spring, winter, sports, travel, beauty, war, technology, discrimination, isolation, discovery, etc. They will collect 50 poems by various authors, which focus on the chosen theme and then combine the lines (without altering them) in any order to form the “patchwork poem.”

❑ **Poetry: Portfolio**

- Students will choose any theme that they are interested in. It may be a complex theme such as the effects of war on children or a simple one such as the weather. They will collect poems by various American authors and analyze them, document poetic devices and their effects, and develop opinion-based paragraphs, which include questions and comments about the poems.

❑ **Poetry: Romantic Poetry**

- Students will choose a romantic poet and one poem written by that poet. The research will include: the life the poet; work/music, if it exists; a discussion of what makes this poem “romantic”; a brief overview of the plot of the poem; and an opinion on the poem.

❑ **Science Fiction Short Stories**

Science fiction examines the end result of becoming too dependent upon technology and becoming too arrogant in our possession of that technology. Students who study the science fiction genre will gain knowledge not only of a fascinating literature, but also gain knowledge of the world they live in, and how to manage within it.

- Students will come to the library media center to select a science fiction short story that in some way is a commentary/warning regarding the future. Students will read the story and provide the following information: the title and author of the story; what the story is about; an important excerpt from the story and why it is important; the main theme; what makes this story part of the science fiction genre; and how this story is a warning to the future generations.

□ **Theban Plays**

In order to understand the Greek tragedies *Oedipus* and *Antigone* it is important to understand the origins of the theater, the life of the playwrights, and other cultural influences of the time.

- Students will research the origin of the Greek Theatre and compare it to the theatre of today. They will describe various aspects of the theater: how did it originate; what was the structure of the theater; where were the plays presented; who were the members of the audience; and what scenery was used. In addition to the origin of the Greek theater students will choose and elaborate on one of the following topics: costumes and masks; the chorus; drama competitions; the life of Sophocles; everyday life in Ancient Greece; the origin of comedy and tragedy; or Thespis.

□ **Transcendentalism**

Transcendentalism began in the United States during the 1830s and 1840s. This movement called on people to view the objects in the world as small versions of the whole universe and to trust their individual intuitions. The two most noted American transcendentalists were Ralph Waldo Emerson and Henry David Thoreau.

- Students will research the tenets of transcendentalism in our society today. They can choose a transcendentalist author such as John Locke, Immanuel Kant and Emanuel Swedenborg, or they can choose a topic such as “Civil Disobedience” as it pertains today in the media, society, literature, the arts, or pop-culture.

□ **World Authors**

Studying literature means opening your mind to new vocabulary, new ideas, different perspectives and opinions, and whole new areas of knowledge. In the process of studying, you need to evaluate the worth of the content and determine how you feel about it, whether or not you consider it to be valid and of worth for your life, and if it should be incorporated into an expanded awareness or appreciation of your world.

- Students will write a research paper that focuses on the life of a world author, poet, or playwright. The paper will contain the following information: biographical data; major influences; most significant work; other literary contributions, and the literary and social impact of the author and his/her work.

MATH

□ AP Calculus/Mathematician Research

Learning mathematics forces one to learn how to think very logically and to solve problems using that skill. It also teaches one to be precise in thoughts and words. Practice doing that is obviously very useful in many different areas of life.

- For this project students will select one of the following mathematicians: Newton, Leibniz, Riemann, l'Hopital; Euler; Agnesi; Pascal; Gauss; or Fermat. Students will research the person's background, education, interests, and his/her contributions to the field of mathematics/science, particularly calculus. Then, create a presentation about this person to make to the class.

Science

□ Analyzing Ecological Footprints

Your individual ecological footprint is an estimate of the total area of land or sea required to produce the food, materials, and energy necessary to maintain your level of resource consumption. Ecological footprints can be determined for and compared among entire areas or countries. How large a footprint do you leave on the Earth's resources?

- In this activity, you will compare the ecological footprints of people living in other countries and research the differences in lifestyle of two countries – one with a large footprint, one with a small footprint – to discover the important factors in calculating an ecological footprint. You will also learn how the ecological footprint of the average U.S. citizen compares with that of people worldwide and you will consider what you might do to reduce the size of your ecological footprint.

□ Analyzing Environmental Issues

Making decisions about an environmental issue can be extremely difficult. A formal analysis of the issue can be helpful in researching a decision. One approach to evaluating an issue is the four-step decision-making mode. Using this model, you gather information, consider values, and explore consequences before making a final decision.

- Students will: **collect** data that will lead to an informed decision regarding an environmental issue; **decide** whether to support or oppose a piece of environmental legislation; **identify** values that influence your decision; **evaluate** the decision-making process. Then, working in groups, students will discuss the bill banning the use of polystyrene packaging. Questions to be considered are: what types of food are packaged in polystyrene; what food-preparation businesses in your area this law would affect; how might his law affect businesses and consumers; and how serious is this environmental issue.

❑ **Biome Project**

A biome is a large geographical area of distinctive plant and animal groups, which are adapted to that particular environment. The climate and geography of a region determines what type of biome can exist in that region. Major biomes include deserts, forests, grasslands, tundra, and several types of aquatic environments. Each biome consists of many ecosystems whose communities have adapted to the small differences in climate and the environment inside the biome. All living things are closely related to their environment. Any change in one part of an environment, like an increase or decrease of a species of animal or plant, causes a ripple effect of change in through other parts of the environment. The earth includes a huge variety of living things, from complex plants and animals to very simple, one-celled organisms. But large or small, simple or complex, no organism lives alone. Each depends in some way on other living and nonliving things in its surroundings.

- Students will work in groups of 3 to create a presentation on one of the following biomes: tundra, taiga, deciduous forest, grassland, desert, tropical rain forest, grassland, marine biome, freshwater – rivers and streams, or freshwater—lakes and ponds. The following components are required: describe the biome in regard to location and climate; list several plants and animals (at least four of each) found in the biome; describe two adaptations for living in the biome for each organism; discuss how human activity has affected the biome.

❑ **Chemistry**

Because it is so fundamental to our world, chemistry plays a role in everyone's lives and touches almost every aspect of our existence in some way. Chemistry is

essential for meeting our basic needs of food, clothing, shelter, health, energy, and clean air, water, and soil. Chemical technologies enrich our quality of life in numerous ways by providing new solutions to problems in health, materials, and energy usage. Thus, studying chemistry is useful in preparing us for the real world. Chemistry is often referred to as the central science because it joins together physics and mathematics, biology and medicine, and the earth and environmental sciences. Knowledge of the nature of chemicals and chemical processes therefore provides insights into a variety of physical and biological phenomena. Knowing something about chemistry is worthwhile because it provides an excellent basis for understanding the physical universe we live in. For better or for worse, everything is chemical!

❑ **Chemistry: Element Research Paper**

- Students will research and then write a 2-3 page paper on a chemical element. Include the following points: describe the occurrence and discovery of the element; the origin and meaning of the element's name; where the element is located in the period table; the element's atomic number and atomic mass; the arrangement of the electrons in the atom; the isotopic forms of the element; the physical properties of the element; all the chemical properties of the element; the uses of the element and any other interesting facts found about the element.

❑ **Chemistry: Common Name Activity**

- Many substances in the world were known long before the science of chemistry was established. Therefore, there are a lot of materials in the world that have both a "common" name (used before chemistry became science) and a "technical" name (the name by which the chemists know them today). Students will research the common names of a number of everyday substances and do a literary search. A list of common everyday items will be distributed to each student (i.e. wood alcohol, asbestos, baking soda, bleach, etc.). Students will find the technical name, the chemical formula and any additional information such as the source, use, or historical significance of the substance.

❑ **Chemistry/Vitamin C**

- Linus Pauling was an advocate for the use of Vitamin C as a preventative for colds. Evaluate Pauling's claims by doing a literary search on the topic. Use at least 3 web sites for the search. Determine if there is any scientific evidence

that indicates whether vitamin C helps prevent colds and write a one-page essay on the topic. Include a title, an introduction that states your thesis, a middle that supports your thesis, and a conclusion. Include a work-cited page.

❑ **Forensic Science**

Forensic science can be defined as the application of science to the law. In criminal cases forensic scientists are often involved in the search for an examination of physical traces that might be useful for establishing or excluding an association between someone suspected of committing a crime and the scene of the crime or victim. Due to a crime scene's diverse characteristics, forensic science can be considered a combination of both a social science and a physical science. Some of the sciences that are useful during a crime scene investigation may include physics, chemistry, biology, psychology, and criminal justice.

- Each student will choose a topic of interest such as: criminal investigation; forensic chemistry; explosives and arson investigation; fingerprints, bite marks, ear prints; solving crimes with physics; DNA analysis; criminal psychology and personality profiling; or forensic anthropologists. Students will then choose a high profile case and discuss how forensic science helped solve that case. Examples of cases include the D.C. sniper shootings; O.J. Simpson trial; Kennedy assassination; Sam Sheppard case, and the Lindbergh kidnapping.

❑ **National Parks**

Generally national parks are large natural places having a wide variety of attributes, at times including significant historic assets. Such a park represents outstanding example of major natural and cultural themes.

- Students will research one of the following National Parks: Acadia, Arches, Bryce Canyon, Carlsbad Caverns, Crater Lake, Everglades, Glacier Bay, Mammoth Cave, Mesa Verde, Mt. Rainier, Petrified Forest, Rocky Mountain, Saguaro, Yellowstone, Yosemite, or Zion. The following information must be included in the research paper: where is the National Park located; when was it established; how many visitors does the park get each year; what effects are humans having on the park, how is the human interaction helping or hurting the environment, what is the geology/formation of the park, history, location, and climate of the park, plants and wildlife, some interesting facts about your park.

Social Studies

❑ **1920s**

During the 1920s, rural America clashes with a faster-paced urban culture. Women's attitudes and roles changed, influenced in part by the mass media. Many African Americans join in the new urban culture.

- Students will work in groups of 4 and research one of the following topics. **(1) changing ways of life**; include the following: (a) the new urban scene (b) prohibition – speakeasies, bootlegger (causes/effects) (c) organized crime (Al Capone) (d) American fundamentalism (e) the Scopes Trial. **(2) The Twenties woman**; include the following: (a) flappers (b) women's fashion (c) sexual double standard (d) new work opportunities (e) changing family roles (f) youth in the roaring twenties. **(3) education and popular culture**; include the following: (a) 1920s slang (b) school enrollment (c) expanding news coverage – newspapers/magazines/tabloids (d) radio (e) 1920s music – popular artists/songs (f) sports heroes – Babe Ruth, Jack Dempsey, Bill Tilden, Helen Wills, etc. (g) Lindbergh's flight (h) movies – *Jazz Singer*, *Steamboat Willie* (i) theater, music and art (j) writers of the 1920s – Sinclair Lewis, H.L. Mencken, F. Scott Fitzgerald, Ernest Hemingway, etc. **(4) The Harlem Renaissance**; include the following: (a) the move north (b) African American goals – W.E.B. DuBois, James Weldon Johnson (c) Marcus Garvey and the UNIA (d) Harlem Renaissance (e) African American writers – Alain Locke Claude McKay, Langston Hughes, Zora Neale Hurston, Nella Larsen, Dorothy West (f) African American Performers (g) African Americans and Jazz – Louis Armstrong, Cab Calloway, Bessie Smith.

□ 1950s Pop Culture

The 1950s was a memorable time for those who lived through them. Many different cultural happenings are still fondly remembered and celebrated even well into the present day. Popular music of the time is still played on the radio and in clubs, films and movies of the period are still watched, and toys still played with. The 50s brought out the best in film and television, from the movie *Harvey* to *I Love Lucy*. The fifties were a time for simpler toys, such as Mr. Potato Head, Hula Hoops, and the Frisbee. The 50s were well known for popular sports such as baseball. Cars were a big deal in the 50s, and were one of the biggest status symbols you could own. Drive-in theaters reached their height in popularity during the 50s. The development of suburbs allowed families to live in relative prosperous growth and conformity.

- Each student will choose an aspect of American Pop Culture from the 1950s and create a PowerPoint presentation. Include a minimum of 5 sources (books, websites, encyclopedias). Students should include the following elements: the background of the topic; who was affected by the topic; how has the topic evolved and what happened to it; what affects did the topic have on popular culture during the 1950s; and explain how the popular culture of the 1950s affects modern popular culture. A list of some topics to choose are:

films/movies of the 1950s; radio of the 1950; TV of the 1950s; rock and roll; jazz; blues; beat literature; sports of the 1950s; cars of the 1950s; comic books; toys/hobbies; Mad Magazine; cartoons; sock hops; or fashion of the 1950s. A list of people to research include: Alfred Hitchcock; Charlton Heston; Marilyn Monroe; Perry Mason; Lucille Ball; Cary Grant; Elvis Presley; Chuck Berry; Miles Davis; Tom and Jerry; Peanuts; Dr. Seuss; J.D. Salinger; Jack Kerouac; Allen Ginsberg; Marlon Brando; Ray Croc; Barbie; Milton Berle; Frankie Avalon; John Coltrane; James Dean; Carl Perkins; Red Skelton; Lenny Bruce; Howlin Wolf; and Muddy Waters

□ **1960's Biography**

The sixties were the age of youth, as 70 million children from the post-war baby boom became teenagers and young adults. The movement away from the conservative fifties continued and eventually resulted in revolutionary ways of thinking and real change in the cultural fabric of American life. No longer content to be images of the generation ahead of them, young people wanted change. The changes affected education, values, lifestyles, laws, and entertainment. Many of the revolutionary ideas that began in the sixties are continuing to evolve today.

- Students will work in groups of 2. Research a cultural icon from the 1960's. Prepare a 5-7 minute PowerPoint presentation. A minimum of 5 sources (books, websites, encyclopedias). The research paper should include the following elements: What was your person's significant contribution to American History; how did he/she contribute to the culture of the 1960s; describe his/her childhood; date of birth; where did he/she grow up; describe his/her education, parents, siblings, etc.; how did he/she become famous/legendary; and what kind of influence does this person have on today's culture.

□ **AP United States History Culture Project: How Does Culture Affect/Reflect History**

Human beings create, learn, share, and adapt to culture. The study of culture examines the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people; it also encompasses other cultural attributes and products, such as language, literature, music, arts and artifacts, and foods. In a multicultural, democratic society and globally connected world, students need to understand the multiple perspectives that derive from different cultural vantage points.

- Each student will choose an aspect of American Culture from the 1950s, 1960s, 1970s, and/or 1980s and create a PowerPoint presentation. Explain how the decade and American history was affected or reflected by the topic and how said topic affects our current culture.

❑ Blues Music

The blues is a blending of African and European traditional music characterized by its melancholy (or blue) notes expressing suffering and deprivation. Songs are typically structured in three-line verses, with the third line summing up, or rephrasing, the sentiment expressed in the first two. Beginning in the nineteenth century, blues music developed throughout the southern United States from slave work songs and field hollers. Later, southern prisoners in jail and on chain gangs added songs of murder, death row, and their treatment at the hands of the wardens. In 1839 one of the earliest known references to slave music that would evolve into the blues was documented on a Georgia rice plantation by an English traveler.

- As part of the investigation of the intersection of music and history, students will research a specific region of American blues and discuss how the many geographical, social, economic, and political features helped develop the unique style and sound. Research should include (1) major figures of the specific region (2) what experiences in his/her region or in other regions helped shape this person's particular musical sound (3) what features of the regions geography or infrastructure influenced this sound (i.e. landforms or rivers, urban development, railroads); (4) what legends and myths developed around this region and its bluesmen and women and where these myths and legends came from; (5) what is the relationship between the black artist and white consumer and how does this relationship influence the spread of this type of music; (6) the importance of oral traditions; (7) responses to at least 6 songs from the region.

❑ Civil War

The Civil War raged for four long bloody years, claiming the lives of more than six hundred thousand soldiers. That's more than the American losses in WWI, WWII, Korea and Vietnam put together.

- Students will choose of the following topics to research. **(1) weapons and warfare** – include the following: uniforms, pistols, rifles, muskets, knives/swords, artillery (cannons). **(2) first battle of Bull Run (Manassas)** – include the following: (a) battle location (b) commanding officers for the Union and Confederacy in this battle (c) number of soldiers who fought in the battle – strength of each army (d) length of battle (e) specific cause of the battle – why this site? (f) casualties/losses on both sides (g) who won the battle and why (h) effects of battle -- political, military, social and economic if applicable. **(3) Battle of the Ironclads – Monitor v. Merrimack** – include the following: (a) battle location (b) commanding officers for the Union and Confederacy in this battle (c) number of soldiers who fought in the battle – strength of each army (d) length of battle (e) specific cause of the battle – why this site? (f) casualties/losses on both sides (g) who won the

battle and why (h) effects of battle -- political, military, social and economic if applicable. **(4) Battle of Shiloh** – include the following: (a) battle location (b) commanding officers for the Union and Confederacy in this battle (c) number of soldiers who fought in the battle – strength of each army (d) length of battle (e) specific cause of the battle – why this site? (f) casualties/losses on both sides (g) who won the battle and why (h) effects of battle -- political, military, social and economic if applicable. **(5) second Battle of Bull Run** – include the following: (a) battle location (b) commanding officers for the Union and Confederacy in this battle (c) number of soldiers who fought in the battle – strength of each army (d) length of battle (e) specific cause of the battle – why this site? (f) casualties/losses on both sides (g) who won the battle and why (h) effects of battle -- political, military, social and economic if applicable. **(6) Battle of Antietam** – include the following: (a) battle location (b) commanding officers for the Union and Confederacy in this battle (c) number of soldiers who fought in the battle – strength of each army (d) length of battle (e) specific cause of the battle – why this site? (f) casualties/losses on both sides (g) who won the battle and why (h) effects of battle -- political, military, social and economic if applicable. **(7) life during wartime** – include the following: (a) conscription (b) women's roles during the war (c) Northern economic growth (d) Southern shortages (e) African-Americans fight for freedom (f) slave resistance in the Confederacy (g) life on the battlefield (h) war prisons. **(8) Battle of Fredericksburg** – include the following: (a) battle location (b) commanding officers for the Union and Confederacy in this battle (c) number of soldiers who fought in the battle – strength of each army (d) length of battle (e) specific cause of the battle – why this site? (f) casualties/losses on both sides (g) who won the battle and why (h) effects of battle -- political, military, social and economic if applicable. **(9) Battle of Chancellorsville** – include the following: (a) battle location (b) commanding officers for the Union and Confederacy in this battle (c) number of soldiers who fought in the battle – strength of each army (d) length of battle (e) specific cause of the battle – why this site? (f) casualties/losses on both sides (g) who won the battle and why (h) effects of battle -- political, military, social and economic if applicable. **(10) Battle of Gettysburg and Vicksburg** – include the following: (a) battle location (b) commanding officers for the Union and Confederacy in this battle (c) number of soldiers who fought in the battle – strength of each army (d) length of battle (e) specific cause of the battle – why this site? (f) casualties/losses on both sides (g) who won the battle and why (h) effects of battle -- political, military, social and economic if applicable. **(11) Battle of Chickamauga** – include the following: (a) battle location (b) commanding officers for the Union and Confederacy in this battle (c) number of soldiers who fought in the battle – strength of each army (d) length of battle (e) specific cause of the battle – why this site? (f) casualties/losses on both sides (g) who won the battle and why (h) effects of battle -- political, military, social and economic if applicable. **(12) Battle of Chattanooga** – include the following: (a) battle location (b) commanding

officers for the Union and Confederacy in this battle (c) number of soldiers who fought in the battle – strength of each army (d) length of battle (e) specific cause of the battle – why this site? (f) casualties/losses on both sides (g) who won the battle and why (h) effects of battle -- political, military, social and economic if applicable.

❑ **Famous Trials**

Throughout history there have been many controversial trials whose verdicts are still being debated today.

- For this project students will research and investigate one famous criminal trial using outside sources and trace its chronology. Include the following: (a) a brief biography of the defendant(s) – also include a brief biography of the Plaintiff(s) if you choose a civil suit (b) an overview of the crime or tort that was allegedly committed (when, what, why, how) (c) information regarding the locating/setting of the trial (d) information regarding the attorneys and judge (e) information regarding witnesses and incriminating evidence (f) summary of the verdict and sentence (criminal) or damages awarded (civil). (g) information regarding any existing controversy over the verdict (h) any later evidence that may have been provided to contradict the trial outcome.

❑ **French Revolution**

The French Revolution (1789-1799) was a period of radical social and political upheaval in France that had a major impact on France and all of Europe. The absolute monarch that had ruled France for centuries collapsed in three years. French society underwent an epic transformation as feudal, aristocratic and religious privileges evaporated under a sustained assault from radical left-wing political groups, masses on the streets, and peasants in the countryside. Old ideas about tradition and hierarchy – of monarchy, aristocracy and religious authority were abruptly overthrown by new Enlightenment principles of equality, citizenship and inalienable rights.

- Students will create a timeline that outlines the major events of the French Revolution. In this timeline they will be expected to include events beginning in 1589 (ascension of Henry IV) and ending in 1815 (death of Napoleon). The timeline will include information discussed in class, as well as well as information that can be found in library resources. The last part of the timeline should include a summary of the French Revolution, how it changed over time, and an assessment of the success or failure of the revolutionaries.

❑ **The Industrial Revolution**

The most important of the changes that brought about the Industrial Revolution were (1) the invention of machines to do the work of hand tools; (2) the use of

steam, and later of other kinds of power, in place of the muscles of human beings and of animals; and (3) the adoption of the factory system. The Industrial Revolution came gradually. It happened in a short span of time, however, when measured against the centuries people had worked entirely by hand. Until John Kay invented the flying shuttle in 1733 and James Hargreaves the spinning jenny 31 years later, the making of yarn and the weaving of cloth had been much the same for thousands of years. By 1800 a host of new and faster processes were in use in both manufacture and transportation.

- Students will research and present the events that led to the Industrial Revolution and the effects of industrialization on society. Each group choose one of the following topics: **(1) The first industrial revolution – changes in agriculture and industry** – include the following (a) the key natural resources that aided industrialization (b) advances in agricultural technology and other developments that improved farming efficiency (c) the new machines and means of production that changed transportation and the way goods were made. **(2) Urbanization and city life** – include the following: (a) reasons for growth of cities (b) the disadvantages and discomforts of city life (c) the attractions and advantages of city life (d) new political theories that arose in response to the Industrial Revolution. **(3) Changes in business and work** – include the following: (a) changes in forms of business organization (b) changes in the nature of work as work moved out of the home into mills and factories (c) the makeup of the industrial workforce (d) worker's hours, wages, and working conditions (e) worker's movements that arose in response to industrialization. **(4) The Second Industrial Revolution, Changes** – include the following: (a) key developments in transportation during the 1800s (b) new developments in communications (c) the importance of electricity in both transportation and communication. **(5) Consumer goods and popular culture** – include the following: (a) the broad range of factory-made consumer goods made available by 1900 (b) the growth and variety of public entertainment (c) changes in how and where people stayed (d) how people dressed and furnished their homes **(6) The arts and sciences** – include the following: (a) Romanticism in art, literature and music (b) Realism in art and literature (c) developments in biological sciences (d) developments in physical sciences (e) developments in the social sciences.

□ **Human Rights/Global Issues**

Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, color, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible. Universal human rights are often expressed and guaranteed by law, in the forms of treaties, customary international law, general principles and other sources of international law. International human rights law lays down obligations of Governments to act in certain ways or to refrain from certain acts, in order to

promote and protect human rights and fundamental freedoms of individuals or groups.

- This project requires that students research and present information pertaining to one region/country where human rights are currently being violated. This project will consist of three portions: 1) newscast done live in class 2) script and 3) background graphic (PowerPoint slides or poster). Students will explain the causes of human rights abuses in a particular region/country (ex: genocide, immigration, poverty, health care, human trafficking, child soldiers, etc. Identify abuser(s) and party(ies) suffering abuse; describe human rights abuses faced; evaluate domestic and international effects of these human rights abuses; and connect the content of the newscast to the central question “what is the US’s role in the world?” What has the United States done (or failed to do) in response to the crisis and why. Students will create background poster/PowerPoint slides for newscast to enhance classmates’ understanding of the topic.

❑ **The Jeffersonian Era & War of 1812**

Thomas Jefferson is elected the president amidst much controversy. His administration makes the Louisiana Purchase, which more than doubles the size of the United States. His policies alter the course of the nation. The War of 1812 challenges American neutrality and drastically changes America’s foreign policy.

- Students will work in groups of three and choose one of the following topics to research: **(1) Jefferson’s rise to the presidency**; include the following points: (a) biography (childhood, education, previous political experience, notable attributes, etc.) (b) election of 1800 (c) inauguration of Jefferson (d) cabinet and domestic policy changes and (e) southern dominance of politics. **(2) the decline of the Federalists**; include the following (a) John Marshall and the Supreme Court (b) Judiciary Act of 1801 (c) midnight judges (d) Marbury v. Madison (lawsuit & precedent) (e) Hamilton/burr Duel. **(3) Westward expansion**: include the following (a) population estimates of 1800 (b) Cumberland Gap/Wilderness Road (c) Louisiana Purchase (d) Lewis & Clark Expedition (purposes and effect). **(4) Early path to war: include the following**: (a) Napoleonic wars (causes & effects on the U.S.) (b) grievances against Great Britain (impressments) (c) economic sanctions against Great Britain & France (d) Chesapeake/Leopard Incident (e) War Hawks (John C. Calhoun & Henry Clay).
- **(5) “Mr. Madison’s War”**; include the following: (a) election of 1808 (b) Non-intercourse Act of 1809 (c) Macon’s Bill No. 2 (d) Battle of Tippecanoe (e) Battle of New Orleans (f) Treaty of Ghent (g) Rush-Bagot Treaty.

❑ **Middle Ages**

Daily life during the Middle Ages is sometimes hard to fathom. Pop culture loves to focus on exciting medieval moments-heroic knights charging into battle; romantic liaisons between royalty and commoner; breakthroughs and discoveries made. But life for your average person during the Dark Ages was very routine and activities revolved around an agrarian calendar. Most of the time was spent working the land, and trying to grow enough food to survive another year. Church feasts marked sowing and reaping days, and occasions when peasant and lord could rest from their labors. Social activities were important, and every citizen in a medieval town would be expected to attend. Fairs with troubadours and acrobats performing in the streets...merchants selling goods in the town square...games of chance held at the local tavern...tournaments featuring knights from near and abroad...these were just some of the ways medieval peasants spent their leisure time. Medieval weddings were cause for the entire town to celebrate. Medieval superstitions held sway over science, but traveling merchants and returning crusaders told of cultures in Asia, the Middle East and Africa that had advanced learning of the earth and the human body. Middle Age food found new flavor courtesy of rare spices that were imported from the East. Schools and universities were forming across Western Europe that would help medieval society evolve from the Dark Ages on its way to a Renaissance of art and learning.

- The purpose of this assignment is getting acquainted with a specific topic concerning culture and daily life in the middle ages. Students will research a specific aspect of culture from the middle ages. They will need to provide factual information, discuss the importance of the topic, include some multi-media and come up with a creative way to present the information.

❑ **Native American Civilization**

Our understanding of history gradually unfolds over time. It is commonly true that what seems very obvious to contemporary people looks very different a generation later. We often change our views with the benefits of hindsight. Improved historical methods have also assisted us. Nowhere is this more true than the historical assessment of Native Americans. Virtually everything we thought we knew about Native Americans a generation ago has been proved wrong. In the past two decades we have found that Native Americans have been present in the Western Hemisphere far longer than previously thought and had developed a far more sophisticated and complex societies than previously believed.

- Students will research one of the following topics: Northeast American Indian Civilization; Southeast American Indian Civilization; Plains Americans Indian Civilization; Southwest American Indian Civilization; Northwest American Indian Civilization; Olmec Civilization; Aztec Civilization; Maya Civilization; or the Inca Civilization.

❑ **The Postwar Boom**

Postwar America experiences an economic boom fueled by consumer spending that is spurred by the mass media, especially television. But many find themselves mired in poverty and discrimination.

- Students will work in groups of 3-4 and create a 15-minute classroom lesson using multimedia devices such as DVD/video clips, overheads, etc. Students can choose from one of 4 topics **(1) Post War America**. This category includes: G.I. Bill of Rights, housing crisis; Levittown/suburban sprawl; redefining family roles; economic readjustment; Truman's economic challenges; 1948 elections and the Dixiecrats; Fair Deal; Republicans; and Brown v. Board of Education **(2) The American Dream in the fifties**. This category includes: expansion of business; social conformity; suburban lifestyle; baby boom & Dr. Benjamin Spock; changing women's roles; leisure activities; auto mania and the interstate system; and consumerism. **(3) Popular Culture**. This category includes: mass media; radio; movies; beatniks; rock 'n' roll; African Americans and pop culture; and emergence of the teenager. **(4) The other American**. This category includes urban poor/inner cities; white flight; urban renewal; Mexican-Americans (braceros, the Longoria incident); Native Americans; and termination policy.

□ **Progressive Era**

A period of great change known as the Progressive Era took place in the late 1800's and early 1900's. The progressives were people who worked to rid America of many of its problems. They made the public aware of the problems, which then resulted in the government passing laws to end these evils. Some of the problems that the progressives worked on were alcohol abuse, child labor, corruption in city government, inner city slums, impure food and women suffrage. The Progressive Era led to legislation and movements that impact us even to this day.

- Students will work in groups of two to three members. Each group will choose one Progressive issue and prepare a PowerPoint presentation on chosen subject. Topics include: temperance (prohibition); living standards; election reforms; woman's suffrage; public health; labor improvements; public education; conservation; business regulation; and civil service reforms. Students will discuss the movement and give specific examples of legislation passed in support of these reforms; identify political support for issue; who is affected by legislation; what is the immediate cause of the legislation; the lasting impact of these laws and reforms on today's society; the ongoing nature of reforms; and speculate how today's society might be different without these reforms.

□ **Romanticism**

Romanticism was the major cultural movement of the 19th century. The effects of war, the Enlightenment, the Industrial Revolution, and other major changes in society and culture can be seen and felt in the art, literature, and music of the Romantic period.

- Students will create a portfolio showing elements of Romanticism. They will explain why Romanticism is important to historians as well as musicologists, art historians and linguists. Research must identify elements of Romanticism, major contributors to the movement, subgenres that grew out of the Romantic Movement, etc. Include 3 short biographies on a composer, an artist and a literary figure from the Romantic period.

□ **The Vietnam War**

The United States' direct involvement in the Vietnam War lasted from 1965-1975. The effects of the Vietnam War were felt not just by the soldiers who participated in combat, but also by individual Americans on the home front.

- Students will research one of the following topics: **(1) War Enlistment and the Draft**; include the following: (a) GI Bill of Rights (b) benefits of enlistment (c) enlistment statistics (d) history of the draft (e) Vietnam draft lottery (f) draft statistics by year (g) draft dodging (h) African-American participation in the war. **(2) Music of the Vietnam War era**; include the following (a) popular bands of the 1960s and 1970s (b) anti-war music (c) counterculture movement (d) hippies (e) Haight Ashbury and Greenwich village (f) Woodstock music and art fair. **(3) Photograph analysis of the Vietnam War**; include the following: (a) photographs from the Vietnam War (minimum of 10) – include photograph analysis documentation. **(4) Jungle warfare**; include the following: (a) landscape of Vietnam (b) jungle environment (c) diseases (d) military operations (e) soldier life (f) life expectancy (g) POW's (h) Hanoi Hilton and (i) life after the war (drug addiction, PTSD, etc.) **(5) Weapons and warfare**; include the following: description/composition (a) purpose/use in the Vietnam War (b) advantages and disadvantages (c) effectiveness (d) effects on the landscape or people of Vietnam (e) expansion or discontinuation. **(6) Protest Movement**; include the following (a) doves and hawks (b) the new left (c) students for a democratic society (SDS) (d) free speech movement (FSM) (e) student non violent coordinating committee (SNCC) (f) public opinion polls (g) protests (Washington D.C., college campuses, etc.) (h) 1968 Democratic National Convention (i) Kent State (1970). **(7) Women's contribution to the Vietnam War effort**; include the following: (a) MASH (b) USO (c) Red Cross (d) service in the armed forces (e) civilian war effort (f) Joan Baez (g) Gloria Emerson (h) Jane Fonda.

□ **The Warren Court**

The Warren Court refers to the Supreme Court of the United States between 1953 and 1969 when Earl Warren served as Chief Justice. Warren led to a liberal majority that used judicial power in dramatic fashion, to the consternation of conservative opponents. The Warren court expanded civil rights, civil liberties, judicial power, and the federal power in dramatic ways. The court was both applauded and criticized for bringing an end to racial segregation the United States, incorporating the Bill of Rights and ending officially sanctioned voluntary prayer in public schools. The period is recognized as a high point in judicial power that has receded ever since, but with a substantial continuing impact.

- In this project students investigate the “activism” of the Warren Court. Students research the Warren Court, analyze some of the important cases, and discover how the court influenced American life in the 1960s. Each group will research one of the following important legal questions: racial integration; personal privacy; First Amendment; rights of the accused; or reapportionment and voting rights. Students will choose a case related to the chosen topic and read a summary for the case. They will identify the parties involved and explain the issue and the Constitutional question. Next they will summarize the courts findings and discuss what precedent the findings set or what precedent the case referred to. Included in the research is how this ruling impacted social policy in the 1950s/1960s; if the ruling lasted and if so, how it affected contemporary American life/ if no, what ruling overturned it; and how did the other branches of government respond to the decision.

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://www.rutherfordschools.org/rhs/library>). The homepage includes easy access to the Follett Destiny Library Catalog used in the RHS school district, a list of all paid/non-paid databases used in the high school, access to the eBooks, a list of educator resources, 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

- ❑ Workshops are conducted throughout the school year to inform faculty about the varied media services, including school databases that are available. Tips are given on how to integrate this information into the classroom setting.
- ❑ 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.

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