

COURSE TITLE

Library Grades 9-12

LENGTH

On Demand – Full Year Availability
Grades 9, 10, 11 and/or 12

DEPARTMENT

English
Brian Ersalesi, Supervisor of English Language Arts and Fine, Practical & Performing Arts

SCHOOL

Rutherford High School

DATE

Initial Approval: August 17, 2015
Latest Revision: September 10, 2018

Table of Contents

INTRODUCTION	6
Vision Statement.....	6
Mission Statement.....	6
Program Goals	6
Relationship to NJSLs, ISTE and AASL Standards	7
NEW JERSEY STUDENT LEARNING STANDARDS (NJSLs).....	7
Grades 9-10 Anchor Standards for Reading.....	7
Key Ideas and Details	7
Craft and Structure.....	8
Integration of Knowledge and Ideas.....	8
Grades 9-10 Progress Indicators for Reading Informational Text.....	8
Key Ideas and Details	8
Craft and Structure.....	9
Integration of Knowledge and Ideas.....	9
Range of Reading and Level of Text Complexity	9
Grades 9-10 Anchor Standards for Writing.....	9
Text Types and Purposes	9
Production and Distribution of Writing.....	10
Research to Build and Present Knowledge.....	10
Grades 9-10 Progress Indicators for Writing.....	10
Text Types and Purposes	10
Production and Distribution of Writing.....	12
Research to Build and Present Knowledge.....	12
Grades 11-12 Anchor Standards for Reading.....	13
Key Ideas and Details	13
Craft and Structure.....	13
Integration of Knowledge and Ideas.....	13
Grades 11-12 Progress Indicators for Reading Literature	14
Key Ideas and Details	14
Craft and Structure.....	14
Integration of Knowledge and Ideas.....	14

Range of Reading and Level of Text Complexity	15
Grades 11-12 Progress Indicators for Reading Informational Text.....	15
Key Ideas and Details	15
Craft and Structure.....	15
Integration of Knowledge and Ideas	15
Range of Reading and Level of Text Complexity	16
Grades 11-12 Anchor Standards for Writing.....	16
Text Types and Purposes	16
Production and Distribution of Writing	16
Research to Build and Present Knowledge.....	16
Range of Writing.....	17
Grades 11-12 Progress Indicators for Writing.....	17
Text Types and Purposes	17
Production and Distribution of Writing.....	18
Research to Build and Present Knowledge.....	18
Range of Writing.....	19
Grades 11-12 Anchor Standards for Speaking and Listening.....	19
Comprehension and Collaboration	19
Presentation of Knowledge and Ideas.....	19
Grades 11-12 Progress Indicators for Speaking and Listening.....	20
Comprehension and Collaboration	20
Presentation of Knowledge and Ideas.....	20
Grades 11-12 Anchor Standards for Language.....	21
Conventions of Standard English.....	21
Knowledge of Language.....	21
Vocabulary Acquisition and Use	21
Grades 11-12 Progress Indicators for Language.....	21
Conventions of Standard English.....	21
Knowledge of Language.....	22
INTERNATIONAL SOCIETY FOR TECHNOLOGY IN EDUCATION (ISTE)	22
Empowered Learner.....	22
Digital Citizen.....	23
Knowledge Constructor	23
Innovative Designer	24

Computational Thinker	24
Creative Communicator	24
Global Collaborator	25
STANDARDS FOR THE 21ST CENTURY LEARNER (AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS)	25
Inquire, think critically, and gain knowledge.	26
1.1 Skills	26
1.2 Dispositions in Action	26
1.3 Responsibilities	27
1.4 Self-Assessment Strategies	27
Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.....	27
2.1 Skills	27
2.2 Dispositions in Action	28
2.3 Responsibilities	28
2.4 Self-Assessment Strategies	28
Share knowledge and participate ethically and productively as members of our democratic society.	28
3.1 Skills	28
3.2 Dispositions in Action	29
3.3 Responsibilities	29
3.4 Self-Assessment Strategies	29
Pursue personal and aesthetic growth.	30
4.1 Skills	30
4.2 Dispositions in Action	30
4.3 Responsibilities	30
4.4 Self-Assessment Strategies	31
COURSE OUTLINE	31
Ninth Grade: Essential Knowledge for Information Literacy.....	31
Library Media Strategies.....	32
Tenth Grade: Essential Knowledge for Information Literacy	32
Library Media Strategies.....	33
Eleventh Grade: Essential Knowledge for Information Literacy	33
Library Media Strategies.....	34
Twelfth Grade: Essential Knowledge for Information Literacy.....	35

Library Media Strategies.....	36
MEETING THE LEARNING AND INFORMATIONAL NEEDS OF ALL STUDENTS	36
METHODS OF ASSESSMENT	37
GROUPING.....	38
ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME.....	38
RESOURCES	38
Databases	38
eEncyclopedias	39
Government Websites.....	39
Newspapers:.....	39
Instructional Videos.....	39
METHODOLOGIES	39
SUGGESTED ACTIVITIES	40
INTERDISCIPLINARY CURRICULUM COORDINATION.....	40
PROFESSIONAL DEVELOPMENT.....	40
WORKS CITED	42

INTRODUCTION

Vision Statement

The Rutherford High School Library Media Center envisions a learning environment uniquely able to prepare students to excel in a diverse and technologically advanced society and to craft their own valued educational experience.

Mission Statement

The mission of the Rutherford High School Library Media Center is to teach students to be effective users of information and to encourage and prepare students to be life-long learners. This mission is accomplished by:

- ❑ promoting the use of the media center by students and faculty
- ❑ working with teachers to develop educational strategies to meet the informational needs of students and to augment lessons
- ❑ supporting the school's curriculum and reading initiatives
- ❑ providing instruction in informational literacy
- ❑ providing access to informational materials in a variety of formats and media
- ❑ stimulating interest in reading, in finding and using information and ideas
- ❑ formulating the ideas into meritorious, intellectually defensible concepts
- ❑ support students in critical analysis of, sharing and discussing concepts and ideas

Program Goals

The curriculum for the Library Media Center continues to evolve as decisions are made at the national, state, and local levels about educational requirements. The student centered 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 NJSLs, ISTE and AASL Standards

The Library Media Center curriculum addresses the New Jersey Student Learning Standards (NJSLs). www.state.nj.us/education/cccs/2016/ela/g0910.pdf

The instruction integrates these state standards with Standards for the 21st-Century Learner (as prepared by the American Association of School Librarians)

http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL_LearningStandards.pdf and the International Society for Technology in Education standards. (ISTE). www.iste.org/standards/for-students

NEW JERSEY STUDENT LEARNING STANDARDS (NJSLs)

Grades 9-10 Anchor Standards for Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Grades 9-10 Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

Integration of Knowledge and Ideas

Integration of Knowledge and Ideas

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

Range of Reading and Level of Text Complexity

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.

Grades 9-10 Anchor Standards for Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grades 9-10 Progress Indicators for Writing

Text Types and Purposes

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

Production and Distribution of Writing

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically

Research to Build and Present Knowledge

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

A. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work

B. Apply grades 9–10 Reading standards to nonfiction informational e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Grades 11-12 Anchor Standards for Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Grades 11-12 Progress Indicators for Reading Literature

Key Ideas and Details

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.8. (Not applicable to literature)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

Grades 11-12 Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

Range of Reading and Level of Text Complexity

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

Grades 11-12 Anchor Standards for Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Grades 11-12 Progress Indicators for Writing

Text Types and Purposes

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each

source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
- B. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

Range of Writing

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Grades 11-12 Anchor Standards for Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Grades 11-12 Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
 - C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Grades 11-12 Anchor Standards for Language

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Grades 11-12 Progress Indicators for Language

Conventions of Standard English

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Observe hyphenation conventions.
- B. Spell correctly.

Knowledge of Language

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
- C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

INTERNATIONAL SOCIETY FOR TECHNOLOGY IN EDUCATION (ISTE)

“The 2016 ISTE Student Standards are designed to prepare students for a changeable, tech infused future, one where students are Empowered Learners, Digital Citizens, Knowledge Constructors, Innovative Designers, Computational Thinkers, Creative Communicators, and Global Collaborators. The ISTE Student Standards provide a framework for teaching and learning in the digital age.” <https://istestandardspd.org/iste-student-standards-pd/>

Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:

- A. Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve outcomes.
- B. Build networks and customize their learning environments in ways that support the learning process.
- C. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- D. Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:

- A. Cultivate and manage their digital identify and reputation and are aware of the permanence of their actions in the digital world.
- B. Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
- C. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- D. Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:

- A. Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- B. Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

- C. Curate information from digital resources using variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- D. Build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.

Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students:

- A. Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- B. Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
- C. Develop, test and refine prototypes as part of a cyclical design process.
- D. Exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Students:

- A. Formulate problem definitions suited for technology assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.
- B. Collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
- C. Break problems in components parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
- D. Understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students:

- A. Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- B. Create original works or responsibly repurpose or remix digital resources into new creations.
- C. Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
- D. Publish or present content that customizes the message and medium for their intended audiences.

Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students:

- A. Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging them in ways that broaden mutual understanding and learning.
- B. Use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
- C. Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
- D. Explore local and global issues and use collaborative technologies to work with others to investigate solutions.

STANDARDS FOR THE 21ST CENTURY LEARNER (AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS)

“Information literacy has progressed from the simple definition of using reference resources to find information. Multiple literacies, including digital, visual, textual, and technological has now joined information literacy as crucial skills for this century...The amount of information available to our learners necessitates that each individual acquire the skills to select, evaluate, and use information appropriately and effectively.”

http://www.ala.org/aasl/sites/ala.org/aasl/files/content/guidelinesandstandards/learningstandards/AASL_LearningStandards.pdf

Inquire, think critically, and gain knowledge.

1.1 Skills

- 1.1.1 Follow an inquiry based process in seeking knowledge in curricular subjects, and make the real world connection for using this process in own life.
- 1.1.2 Use prior and background knowledge as context for new learning.
- 1.1.3 Develop and refine a range of questions to frame the search for new understanding.
- 1.1.4 Find, evaluate, and select appropriate sources to answer questions.
- 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
- 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
- 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
- 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
- 1.1.9 Collaborate with others to broaden and deepen understanding.

1.2 Dispositions in Action

- 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.
- 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
- 1.2.3 Demonstrate creativity by using multiple resources and formats.
- 1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.
- 1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.
- 1.2.6 Display emotional resilience by persisting in information searching despite challenges.

1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.

1.3 Responsibilities

1.3.1 Respect copyright/ intellectual property rights of creators and producers.

1.3.2 Seek divergent perspectives during information gathering and assessment.

1.3.3 Follow ethical and legal guidelines in gathering and using information.

1.3.4 Contribute to the exchange of ideas within the learning community.

1.3.5 Use information technology responsibly.

1.4 Self-Assessment Strategies

1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.

1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.

1.4.3 Monitor gathered information, and assess for gaps or weaknesses.

1.4.4 Seek appropriate help when it is needed.

Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

2.1 Skills

2.1.1 Continue an inquiry based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.1.2 Organize knowledge so that it is useful.

2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.

2.1.4 Use technology and other information tools to analyze and organize information.

2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

2.2 Dispositions in Action

2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.

2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.

2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.

2.2.4 Demonstrate personal productivity by completing products to express learning.

2.3 Responsibilities

2.3.1 Connect understanding to the real world.

2.3.2 Consider diverse and global perspectives in drawing conclusions.

2.3.3 Use valid information and reasoned conclusions to make ethical decisions.

2.4 Self-Assessment Strategies

2.4.1 Determine how to act on information (accept, reject, modify).

2.4.2 Reflect on systematic process, and assess for completeness of investigation.

2.4.3 Recognize new knowledge and understanding.

2.4.4 Develop directions for future investigations

Share knowledge and participate ethically and productively as members of our democratic society.

3.1 Skills

3.1.1 Conclude an inquiry based research process by sharing new understandings and reflecting on the learning.

3.1.2 Participate and collaborate as members of a social and intellectual network of learners.

3.1.3 Use writing and speaking skills to communicate new understandings effectively.

3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

3.1.5 Connect learning to community issues.

3.1.6 Use information and technology ethically and responsibly.

3.2 Dispositions in Action

3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.

3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

3.2.3 Demonstrate teamwork by working productively with others.

3.3 Responsibilities

3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.

3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.

3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.

3.3.4 Create products that apply to authentic, real-world contexts.

3.3.5 Contribute to the exchange of ideas within and beyond the learning community.

3.3.6 Use information and knowledge in the service of democratic values.

3.3.7 Respect the principles of intellectual freedom

3.4 Self-Assessment Strategies

3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.

3.4.2 Assess the quality and effectiveness of the learning product.

3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints

Pursue personal and aesthetic growth.

4.1 Skills

- 4.1.1 Read, view, and listen for pleasure and personal growth.
- 4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.
- 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
- 4.1.4 Seek information for personal learning in a variety of formats and genres.
- 4.1.5 Connect ideas to own interests and previous knowledge and experience.
- 4.1.6 Organize personal knowledge in a way that can be called upon easily.
- 4.1.7 Use social networks and information tools to gather and share information.
- 4.1.8 Use creative and artistic formats to express personal learning.

4.2 Dispositions in Action

- 4.2.1 Display curiosity by pursuing interests through multiple resources.
- 4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.
- 4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.
- 4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.

4.3 Responsibilities

- 4.3.1 Participate in the social exchange of ideas, both electronically and in person.
- 4.3.2 Recognize that resources are created for a variety of purposes.
- 4.3.3 Seek opportunities for pursuing personal and aesthetic growth.

4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction.

4.4 Self-Assessment Strategies

4.4.1 Identify own areas of interest. 4.4.2 Recognize the limits of own personal knowledge.

4.4.3 Recognize how to focus efforts in personal learning.

4.4.4 Interpret new information based on cultural and social context.

4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.

4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.

COURSE OUTLINE

Each student has been assigned a Chromebook. This allows for greater Media Specialist/Teacher collaboration. An online class sign-up gives teachers the opportunity to bring classes to the Media Center to use the 21 desktop computers (which are connected to the network printer), the reference area, or have in-class instruction.

In keeping pace with changing technology the goal of the Library Media Specialist is to integrate the digital world into today's classroom and throughout the curriculum so that students are empowered to become critical thinkers and ethical users of information. Information literacy is the foundation for the Rutherford High School Library Media Center curriculum. This curriculum is a framework for instructing students to be seekers and users of information and ideas. By integrating classroom objectives and collaborating with classroom instructors, this curriculum provides a basis for a library program that can meet the needs of each student population. The library curriculum involves the development of information literacy: knowledge of how to access, evaluate, synthesize, and use information selectively from a wide variety of sources and formats. It involves the ability to effectively communicate or present results to relevant audiences.

Ninth Grade: Essential Knowledge for Information Literacy

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.

Students will:

- ❑ use appropriate questioning skills to retrieve information
- ❑ evaluate and use a variety of databases as retrieval systems
- ❑ demonstrate proficiency in information gathering skills by locating information from a variety of primary and secondary sources
- ❑ evaluate and use mass media as sources of information
- ❑ draw conclusions from the recorded data/information to create new understandings
- ❑ share findings/conclusions in an appropriate format to support written, oral and multimedia information products and evaluate the product and the process in an ethical manner
- ❑ avoid plagiarism by citing all paraphrased, summarized, or manipulated recorded data/information
- ❑ demonstrate an understanding of the ownership of ideas
- ❑ use MLA format to create a Works Cited page and in-text citations

Library Media Strategies

Collaboration between the librarian and the teacher is essential for student academic achievement. The librarian will:

- ❑ collaborate with the teacher to create a web pathfinder to assist students locating sources of information including a listing of books, online databases and websites
- ❑ provide a web evaluation guide for students to use with sites located through general search engines
- ❑ emphasize Internet ethics and provide lessons to explain copyright, fair use and proper citing of sources
- ❑ demonstrate web evaluation with criteria

Tenth Grade: Essential Knowledge for Information Literacy

Library Media curriculum in tenth grade builds upon the skills and concepts introduced in ninth grade. The student will read, comprehend, and critique literary works. They will demonstrate proficiency in information gathering skills, locating information from a variety of primary and secondary sources.

Students will:

- ❑ locate information for recreational reading, personal development and careers
- ❑ explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras by choosing an author and reading literary criticism analyzing the author's style and technique
- ❑ define a problem, formulate questions and refine either or both to meet an information need by determining the best information (tools) for particular information needs based on agreed-upon criteria
- ❑ recognize the arrangement of each reference source and the kinds of information each contains

- ❑ demonstrate proficiency in information gathering skills by locating and using information from a variety of primary and secondary sources
- ❑ recognize databases as a retrieval system and use an appropriate database to locate information
- ❑ use effective Internet searching techniques that include use of Boolean operators and advanced search screens to location information through subscription databases
- ❑ gather information from a variety of special reference sources including subject specific encyclopedias, career materials, government publications
- ❑ evaluate the credibility and reliability of Internet sources
- ❑ evaluate mass media as sources of information and differentiate among fact, opinion, propaganda, point of view, bias, and differing interpretations of the same information
- ❑ use MLA format to generate appropriate in-text and full length citations
- ❑ share findings/conclusion in an appropriate format to support written oral and multimedia information products

Library Media Strategies

Collaboration between the librarian and the teacher is essential for student academic achievement. The librarian will

- ❑ create a reserve shelf in the library supporting the assignment and introduce the reserve material to students
- ❑ review databases appropriate to the assignment
- ❑ guide students through the use of a research model to define their topic, formulate questions needing answers from their research and identify sources of information in the library and online
- ❑ instruct students in effective Internet searching techniques including use of Boolean operators and advanced search screens
- ❑ provide a web evaluation guide for students to use with sites located through general search engines
- ❑ emphasize Internet ethics and provide lessons explaining copyright, fair use and proper citing sources

Eleventh Grade: Essential Knowledge for Information Literacy

Library Media curriculum in the eleventh grade builds upon the skills and concepts introduced in tenth grade.

Students will:

- ❑ define a problem, formulate questions and refine either or both to meet an information need by refining a topic to facilitate research and pursuing information related to personal interests

- ❑ identify, locate, evaluate and select resources and sources in a variety of formats to meet the information need in an ethical manner
- ❑ demonstrate proficiency in information gathering skills by locating and using information from specialized reference sources from the 28 RHS databases such as Bloom's Literary Reference Online, Gale's Biography in Context, Daily Life Through History, Pop Culture Universe, World Geography & Cultures or Science Online
- ❑ interpret recorded data/information to generate new understandings and knowledge related to the information need in an ethical manner by
 - finding relevant examples within text that support personal ideas, and using own words, paraphrasing and quoting to avoid plagiarism
 - Evaluating specific passages to determine the type of criticism offered
 - Independently applying strategies for interpreting information
 - Combining information from notes to begin the writing process
 - Analyzing passages to identify their usefulness to meet specific information needs
 - Integrating ideas of others with personal ideas in order to avoid plagiarism
 - Using properly formatted in-text citations to indicate use of others' ideas and words
 - Creating a properly formatted works cited page that matches up with in-text citations
 - Completing oral and written assignments.
- ❑ evaluate and use mass media as sources of information by assessing the quality of information in print, films, databases, and Internet Search Engines
- ❑ use or reject information based upon the authority of the source and its inherent strengths and/or weaknesses
- ❑ formulate questions and determine keywords to guide the information gathering process
- ❑ demonstrate proficiency in the information gathering skills by locating and using information from a variety of primary and secondary sources including directories, periodicals, subject specific encyclopedias, consumer reports, career materials, college guides, and government publications.
- ❑ differentiate among fact, opinion, propaganda, point of view, bias, and differing interpretations of the same information
- ❑ choose an appropriate presentation format and develop a product which communicates the information accurately, effectively, and creatively to the intended audience
- ❑ locate information for recreational reading, personal development and careers
- ❑ cite sources for statistics, data or other information located through research
- ❑ understand the concept of consequences of plagiarism of print and non-print media

Library Media Strategies

Collaboration between the librarian and the teacher is essential for student academic achievement. The librarian will

- ❑ provide a variety of strategies for synthesizing information from multiple sources.
- ❑ collaborate with the teacher to create a website (pathfinder) to assist students locating sources of information including a listing of books, online databases and websites.
- ❑ provide a web evaluation guide for students to use with sites located through general search engines.
- ❑ guide students using a research model to match potential questions with the best source of information – determining which are best answered in books, in online databases, or from general search engines.
- ❑ emphasize Internet ethics and provide lessons explaining copyright, fair use and proper citing of sources.

Twelfth Grade: Essential Knowledge for Information Literacy

Library Media curriculum in the eleventh grade builds upon the skills and concepts introduced in eleventh grade.

Students will:

- ❑ define a problem, formulate questions and refine either or both to meet an information need by refining a topic to facilitate research and pursuing information related to personal interests
- ❑ identify, locate, evaluate and select resources and sources in a variety of formats to meet the information need in an ethical manner
- ❑ reinforce proficiency to find, generate, record and organize information relevant to the information need in an ethical manner by recording appropriate information from sources and citing correctly to avoid plagiarism and following school's policy regarding Academic Integrity respecting the intellectual property of others by citing online and print sources.
- ❑ evaluate and use mass media as sources of information by assessing the quality of information in print, films, databases, and Internet Search Engines
- ❑ use or reject information based upon the authority of the source and its inherent strengths and/or weaknesses
- ❑ formulate questions and determine keywords to guide the information gathering process
- ❑ demonstrate proficiency in the information gathering skills by locating and using information from a variety of primary and secondary sources including directories, periodicals, subject specific encyclopedias, consumer reports, career materials, college guides, and government publications.
- ❑ differentiate among fact, opinion, propaganda, point of view, bias, and differing interpretations of the same information
- ❑ choose an appropriate presentation format and develop a product which communicates the information accurately, effectively, and creatively to the intended audience
- ❑ cite sources for statistics, data or other information located through research

- understand the concept of consequences of plagiarism of print and non-print media
- demonstrate an appreciation of literature and multimedia as a reflection of human experience and use the inquiry process for life-long learning
 - Selecting a fiction or nonfiction book to read for pleasure
 - Making connections between the subject of a book and personal interests
 - Selecting appropriate reading materials that will expand knowledge of a particular subject of interest.

Library Media Strategies

Collaboration between the librarian and the teacher is essential for student academic achievement. The librarian will

- provide a variety of strategies for synthesizing information from multiple sources.
- collaborate with the teacher to create a website (pathfinder) to assist students locating sources of information including a listing of books, online databases and websites.
- provide a web evaluation guide for students to use with sites located through general search engines.
- guide students using a research model to match potential questions with the best source of information – determining which are best answered in books, in online databases, or from general search engines.
- emphasize Internet ethics and provide lessons explaining copyright, fair use and proper citing of sources.

MEETING THE LEARNING AND INFORMATIONAL NEEDS OF ALL STUDENTS

The shift in accountability from special educators and parents of children with disabilities to schools and school districts represents an important change in the school library. The diversity of learners in a culture of increased accountability challenges school library media specialists (SLMS) to empower every student to achieve the same high standards. As instructors, SLMS must consider the varying learning needs, abilities, and styles of all students.

The design and delivery of instruction includes multiple representations of the same information. It includes all three styles of learning: auditory, visual, and tactile. Auditory learners learn by hearing and listening; they understand and remember things that have heard. Visual learners learn by reading or seeing pictures; they remember things by sight. Tactile learners learn by touching and doing; they understand and remember things through physical movement.

When demonstrating how to use subscription databases to locate information, the SLMS uses an overhead projector to display what is shown on the computer screen, as well as a verbal description of the steps that they are taking to accomplish the task. The verbal

description has obvious benefits to students who are blind or otherwise visually impaired, but also helps other students in the class that learn best by listening. The SLMS works with individual students by utilizing the many features that have been integrated in these databases. Each article contains a “listen icon”. Using this feature gives the student the ability to listen to the written text. For students with language barriers, the entire database can be translated into the following standard languages: Arabic, Chinese (simplified), Chinese (traditional), Dutch, French, German, Japanese, Korean, Portuguese, Spanish, Turkish and Vietnamese. As vendors continue to update these databases, more languages will be added in the future.

As instructional partners, the SLMS collaborates with others to help them become familiar with the available database features so they can easily locate information resources designed for (or easily adaptable to the needs of) students with disabilities. Two notable media sources are “Classroom Video on Demand” (which contains over 51,000 videos) and “One-Click Digital Audiobooks.” Features of Classroom Video on demand include the use of closed-captioning, as well as a written transcript of the video, which can be printed if desired. Videos can be searched by grade level. Novels that assigned by the classroom teacher are purchased and added to the audiobook collection (One-Click Digital).

The Media Specialist carefully selects books to span a range of reading abilities. Books include a series of high interest reading for students with a reading level of middle-school, young-adult, and adult.

The Rutherford High School Library Media Center is a learning environment uniquely able to prepare students to excel in a diverse and technologically advanced society and to craft their own valued educational experience.

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

The Media Center continues to evolve as decisions are made at the national, state, and local levels about all aspects of schooling. In keeping pace with these changes, the library provides a variety of resources to enable students to become effective learners. These resources include:

Databases

- ❑ African American History Online
- ❑ American History Online
- ❑ American Indian History Online
- ❑ Ancient and Medieval History Online
- ❑ Biography in Context Literature Resource Center
- ❑ Bloom's Literacy Reference Center
- ❑ Britannica Encyclopedia
- ❑ Britannica Image Quest
- ❑ Chelsea House Biographies
- ❑ Classroom Video on Demand
- ❑ Daily Life Through History
- ❑ Ferguson's Career Center
- ❑ Financial Literacy
- ❑ Global Issues in Context
- ❑ Grolier Multimedia Encyclopedia (World Newspapers)
- ❑ Health Reference Center
- ❑ Issues and Controversies
- ❑ JSTOR
- ❑ Literary Reference Center
- ❑ Modern World History Online
- ❑ One Click Digital (eAudiobooks)
- ❑ Poetry & Short Story Reference Center
- ❑ Points of View Reference Center
- ❑ Pop Culture Universe
- ❑ Referencia Latina

- ❑ Science Online
- ❑ Teen Health and Wellness
- ❑ Testing and Education Reference Center
- ❑ World at War Understanding Conflict and Society
- ❑ World Geography & Culture Online

eEncyclopedias

The Library Media Center Homepage includes links to 46 eEncyclopedias.

Government Websites

The Library Media Center Homepage includes links to use government websites for a variety of topics:

- ❑ Business and Economics
- ❑ Careers
- ❑ Curriculum
- ❑ Foreign Language
- ❑ Health
- ❑ History
- ❑ Literature
- ❑ Math
- ❑ Science
- ❑ World Cultures

Newspapers:

- ❑ The New York Times,
- ❑ The Record,
- ❑ The Star Ledger
- ❑ USA Today

Instructional Videos

The Library Media Center created several instructional videos for patron usage. These include:

- ❑ Image Verification
- ❑ What is News? Separating Fact From Fiction
- ❑ How to use Classroom Video on Demand
- ❑ How to use Testing and Education Reference Center

METHODOLOGIES

- ❑ Cooperative Learning
- ❑ Whole Class Instruction
- ❑ Differentiated Instruction
- ❑ Individualized Instruction
- ❑ Technology-Aided Instruction
- ❑ Peer to Peer Instruction

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 SLMS has become an invaluable resource for the classroom teacher.

INTERDISCIPLINARY CURRICULUM COORDINATION

A library media program does not exist in isolation. The SLMS 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 New Jersey Student Learning Standards (NJSLS), Standards for the 21st-Century Learner and International Society for Technology in Education Standards (ISTE). 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, list of educator resources, and an MLA reference guide.

The School 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 SLMS 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>
 - New Jersey Association of School Librarians: <http://www.njasl.org/>
 - Young Adult Library Services Association (YALSA) <http://www.ala.org/yalsa/>
- 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

21st-Century Learner (as prepared by the American Association of School Librarians)
<http://www.ala.org/aasl/sites/ala.org/aasl/files/content/guidelinesandstandards/learningstandards/AASL_LearningStandards.pdf>

Information Power: Building Partnerships for Learning. Chicago: American Association of School Librarians, 1998.

ISTE Standards (International Society for Technology in Education)
<<http://www.iste.org/standards/for-students>>

New Jersey Student Learning Standards (NJSLS)
<www.state.nj.us/education/cccs/2016/ela/g0910.pdf>