COURSE TITLE

Library Grade 6

LENGTH

Full Year
Grade 6

DEPARTMENT

English
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SCHOOL

Pierrepont School

DATE

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Library Grade 6

I.   Introduction/Overview/Philosophy

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

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

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

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

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

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

The 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

II.   Objectives

Course Objectives:

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

Course Outline:

A. Library Skills
   a. The library media specialist will model checkout and return processes.
   b. Students will take a library tour.
   c. Students will use the DESTINY electronic catalog to help locate books.
   d. The library media specialist will create a scavenger hunt to explore the DESTINY electronic catalog.
   e. The library media specialist will incorporate alphabetizing activities via meaningful dictionary exploration.
   f. Cooperative groups will locate student-generated topics in the correct volume of an encyclopedia.
   g. Students will view *Reading a Newspaper* from BrainPOP! to gain an overview of sections of a newspaper.
   h. Students will demonstrate knowledge of book parts via topical book talks.
   i. Students will create their own title page.
   j. Students will visit age-appropriate sites on the Internet, use proper Internet
   k. behavior, and model correct behavior for classmates.
   l. Students will practice alphabetizing by locating topics in the encyclopedia.
   m. Students will view videos - *The Animated Encyclopedia, The Animated Atlas,*
   n. *The Animated Dictionary* and *The Animated Almanac*.
   o. Students will participate in the Dewey Decimal race activity to find topics using the Dewey
   p. system as a guide.
   q. Students will shelve non-fiction books according to the Dewey Decimal System with a
   r. shelf buddy.
   s. Students will demonstrate how to locate a book using the DESTINY electronic catalog search.
   t. Students will complete teacher-made worksheets on the Dewey Decimal System.
B. Literary Appreciation
   a. Students will share examples of Caldecott and Newbery winning books.
   b. Students will share the biography of a selected winner.

     c. Students will create an author study based on a selected winner.

     d. Students will work in cooperative groups to brainstorm why awards encourage excellence.

     e. The library media specialist will create a follow-up activity involving the

     f. students' personal book creations.

     g. The library media specialist will story-tell the evolution of books using text examples from

     h. the library collection.

     i. Students will rotate seats to preview a selection of various genres at each table.

     j. The library media specialist will book talk various genres.

     k. Students may complete a book report as generated by the classroom teacher.

     l. Students will preview and explore summer reading choices of various genres at the

     m. library.

     n. Students can compare written text to visual text to audio text via a selection of

     o. titles available in the collection.

     p. Students will be asked to locate books found in the library written by one particular author.

     q. During the course of the author study, students will maintain a response log and record their reactions to stories.

     r. As part of the author study, students will compare and contrast stories in reaction logs.

     s. Students will experience listening to an audio book.

     t. The library media specialist will introduce various genres through lecture and examples from collection.

     u. Students will be assigned a specific genre by their classroom teacher and complete a

     v. book report.

     w. Students will complete a map of the library and will label the areas that contain specific collections.

C. Inquiry and Research

     a. Through research generated from the curriculum, students will be encouraged to explore various media to meet assigned requirements and their own interests.

     b. Students will be introduced to Melvil Dewey via biography.

     c. Students will review the Dewey Decimal System via SMART Board activity.

     d. Students will explore the nonfiction sections of the library, noting locations of their own interest.

     e. Students will be introduced to appropriate search engines and web addresses generated to

     f. meet their learning level.

     g. Using pattern cards of source information, students will construct proper MLA format for books, web sites, and encyclopedias.

     h. Students will complete a research project generated through collaboration with the classroom teacher or subject specialist.

     i. Students will discuss the concept of bias and be presented with teacher-generated

     j. examples of bias.

     k. Students will be given a book and be asked to identify the copyright symbol on the

     l. Verso website.

     m. Students will be directed to specific sections of the Dewey Decimal System to ascertain

     n. materials to meet their research needs.

     o. 2. Students will locate the glossary, index and table of contents in a book and complete

     p. teacher-made worksheets.

     q. 3. Students will be introduced to actual examples of primary sources and will complete a

     r. primary source scavenger hunt using age-appropriate periodicals found in the library.

    s. Students will be given a curriculum-driven article from the encyclopedia and will use the

    t. overhead to take notes as a class activity.

    u. Using pattern cards, students will create a bibliographic entry for books, encyclopedias and

    v. the Internet.

Student Outcomes:

After successfully completing this course:

- Students will be able to select correct materials on a specific topic.
- Students will be able to locate and utilize a book's glossary, index and table of contents.
- Students will recognize that the content of a reference text may be organized by chronological, topical or numerical order.
- Students will be able to recognize and understand primary sources.
- Students will be able to take notes using simple procedures.
- Students will be able to compile a bibliography of books, encyclopedias, and web sites.
- Students will be assigned research projects and an author study during the school year and will understand that research is a collaborative process including the library and classroom teacher.
- Students will be able to locate fiction via the author's last name.
- Students will experience an author study to appreciate the work of an individual author.
- Students will experience audio books.
- Students will refine his/her genre preferences as well as experience new genres.
- Students will be able to locate biographies and autobiographies.
- Students will be aware of special collections.
- Students will be able to apply alphabetizing skills to locate information.
- Students will be able to locate information in the encyclopedia, atlas, almanac, thesaurus and dictionary.
- Students will review the classes of the Dewey Decimal System.
- Students will be able to identify the correct location of books using the Dewey Decimal System.
- Students will be able to independently use the DESTINY electronic catalog.
- Students will understand that effective research includes various media, including books, encyclopedias, dictionaries, periodicals, CD ROMs, the Internet, electronic encyclopedia, search engines and databases.
- Students will review the Dewey system of organization, understanding that the library is organized by categories.
- Students will review basic search strategies using the automated catalog.
- Students will review the concept of plagiarism and copyright.
- Students will review the concept of a works cited page in a research paper.
- Students will experience at least one research project in collaboration with the classroom teacher or specialist.
- Students will recognize the concept of bias.
- Students will use their Rutherford Public Library card in order to access the public library during non-school hours.
- Students will understand the Caldecott and Newbery awards.
- Students will understand the process of book creation.
- Students will understand the evolution of print through history.
- Students will review various genres of books: mystery, science fiction, fantasy, and biography.
- Students will experience award-winning literature of the 20th and 21st
- centuries through one or more author studies.
- Students will understand the checkout and return process through the DESTINY electronic catalog.
- Students will review the DESTINY electronic catalog and be able to use it to help locate books.
- Students will review alphabetizing skills.
- Students will be exposed to various encyclopedias, atlases and dictionaries.
- Students will be able to select the correct encyclopedic volume for a specific topic.

- Students will be able to use guidewords to locate topics in the encyclopedia.
- Students will recognize the organization of the fiction and nonfiction sections of the library.
- Students will be able to understand the purpose and sectional organization of a newspaper.
- Students will review book parts including title page, verso page, copyright, index, glossary and table of contents.
- Students will be able to identify a book's title, author or editor, and illustrator.
- Students will be introduced to responsible social and ethical behaviors while using technology.
- Students will practice appropriate Internet etiquette.

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The 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.

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.

Grade 6

Progress Indicators for Reading Literature

Key Ideas and Details

RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas

RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

RL.6.8. (Not applicable to literature)

RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Grade 6

Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Integration of Knowledge and Ideas

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Range of Reading and Level of Text Complexity

RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

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.

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Progress Indicators for Writing

Text Types and Purposes

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.
   A. Introduce claim(s) and organize the reasons and evidence clearly.
   B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
   C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
   D. Establish and maintain a formal/academic style, approach, and form.
   E. Provide a concluding statement or section that follows from the argument presented.

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
   A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
   B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
   C. Use appropriate transitions to clarify the relationships among ideas and concepts.
   D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
   E. Establish and maintain a formal/academic style, approach, and form.
   F. Provide a concluding statement or section that follows from the information or explanation presented.

W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
   A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
   B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
   C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
   D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
   E. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Research to Build and Present Knowledge

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
   A. Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
   B. Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

Range of Writing

W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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.

Grade 6

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

    A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

    B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

    C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

    D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation of Knowledge and Ideas

SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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.

Grade 6

Progress Indicators for Language

Conventions of Standard English

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
   B. Use intensive pronouns (e.g., *myself, ourselves*).
   C. Recognize and correct inappropriate shifts in pronoun number and person.
   D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
   E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
   B. Spell correctly.

Knowledge of Language

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
   B. Maintain consistency in style and tone.

Vocabulary Acquisition and Use

L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
   A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
   B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).
   C. Consult 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 or its part of speech.
   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.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   A. Interpret figures of speech (e.g., personification) in context.
   B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
   C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).
L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

COMPANION STANDARDS FOR HISTORY, SOCIAL STUDIES, AND TECHNICAL SUBJECTS

History, Social Studies, Science and Technical Subjects
Grades 6-8

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 6-8

Progress Indicators Reading History

Reading History and Social Studies
The standards below begin at grade 6; standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Grades 6-8
Progress Indicators Reading Science and Technical Subjects

Key Ideas and Details

RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.

RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Craft and Structure

RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6-8 texts and topics*.

RST.6-8.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

RST.6-8.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Integration of Knowledge and Ideas

 RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Range of Reading and Level of Text Complexity

RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

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 6-8
Progress Indicators for Writing History, Science and Technical Subjects

The standards below begin at grade 6; standards for K-5 writing in history/social studies, science, and technical subjects are integrated into the K-5 writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

WHST.6-8.1. Write arguments focused on *discipline-specific content*.
    A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
    B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
    C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
    D. Establish and maintain a formal/academic style, approach, and form.
    E. Provide a concluding statement or section that follows from and supports the argument presented.
WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
    A.   Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
    B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
    C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
    D.   Use precise language and domain-specific vocabulary to inform about or explain the topic.
    E. Establish and maintain a formal/academic style, approach, and form.
    F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
WHST.6-8.3
(See note; not applicable as a separate requirement)
Production and Distribution of Writing

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

21ST CENTURY LIFE AND CAREERS
CAREER READY PRACTICES

CRP1   Act as a responsible and contributing citizen and employee
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2   Apply appropriate academic and technical skills
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP 3   Attend to personal health and financial well-being
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4   Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5   Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6   Demonstrate creativity and innovation
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP 7   Employ valid and reliable research strategies

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8   Utilize critical thinking to make sense of problems and persevere in solving them

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9   Model integrity, ethical leadership and effective management

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10   Plan education and career paths aligned to personal goals

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11   Use technology to enhance productivity

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12   Work productively in teams while using cultural global competence

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECHNOLOGY STANDARDS
STANDARD 8.1: EDUCATIONAL TECHNOLOGY: ALL STUDENTS WILL USE DIGITAL TOOLS TO ACCESS, MANAGE, EVALUATE, AND SYNTHESIZE INFORMATION IN ORDER TO SOLVE PROBLEMS INDIVIDUALLY AND COLLABORATE AND TO CREATE AND COMMUNICATE KNOWLEDGE.

A. Technology Operations and Concepts: *Students demonstrate a sound understanding of technology concepts, systems and operations.*

8.1.8.A.1 - Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2 - Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.A.3 - Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

8.1.8.A.4 - Graph and calculate data within a spreadsheet and present a summary of the results

8.1.8.A.5 - Create a database query, sort and create a report and describe the process, and explain the report results.

B. Creativity and Innovation: *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*

8.1.8.B.1 - Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

C. Communication and Collaboration: *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*

8.1.8.C.1 - Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

D. Digital Citizenship: *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*

8.1.8.D.1 - Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.D.2 - Demonstrate the application of appropriate citations to digital content.

8.1.8.D.3 - Demonstrate an understanding of fair use and Creative Commons to intellectual property.

8.1.8.D.4 - Assess the credibility and accuracy of digital content.

8.1.8.D.5 - Understand appropriate uses for social media and the negative consequences of misuse.

E: Research and Information Fluency: *Students apply digital tools to gather, evaluate, and use information.*

8.1.8.E.1 - Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

F: Critical thinking, problem solving, and decision making: *Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.*

8.1.8.F.1 - Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

TECHNOLOGY STANDARDS
STANDARD 8.2: TECHNOLOGY EDUCATION, ENGINEERING, DESIGN, AND COMPUTATIONAL THINKING – PROGRAMMING: ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE NATURE AND IMPACT OF TECHNOLOGY, ENGINEERING, TECHNOLOGICAL DESIGN, COMPUTATIONAL THINKING, AND THE DESIGNED WORLD AS THEY RELATE TO THE INDIVIDUAL, GLOBAL SOCIETY, AND THE ENVIRONMENT.

A. The Nature of Technology: Creativity and Innovation *Technology systems impact every aspect of the world in which we live.*

8.2.8.A.1 - Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication - smart phone for mobility needs).

8.2.8.A.2 - Examine a system, consider how each part relates to other parts, and discuss a part to redesign to improve the system.

8.2.8.A.3 - Investigate a malfunction in any part of a system and identify its impacts.

8.2.8.A.4 - Redesign an existing product that impacts the environment to lessen its impact(s) on the environment.

8.2.8.A.5 - Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.

B. Technology and Society: *Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.*

8.2.8.B.1 - Evaluate the history and impact of sustainability on the development of a designed product or system over time and present results to peers.

8.2.8.B.2 - Identify the desired and undesired consequences from the use of a product or system.

8.2.8.B.3 - Research and analyze the ethical issues of a product or system on the environment and report findings for review by peers and /or experts.

8.2.8.B.4 - Research examples of how humans can devise technologies to reduce the negative consequences of other technologies and present your findings.

8.2.8.B.5 - Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.

8.2.8.B.6 - Compare and contrast the different types of intellectual property including copyrights, patents and trademarks.

8.2.8.B.7 - Analyze the historical impact of waste and demonstrate how a product is upcycled, reused or remanufactured into a new product.

C. Design: *The design process is a systematic approach to solving problems.*

8.2.8.C.1 - Explain how different teams/groups can contribute to the overall design of a product.

8.2.8.C.2 - Explain the need for optimization in a design process.

8.2.8.C.3 - Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.

8.2.8.C.4 - Identify the steps in the design process that would be used to solve a designated problem.

8.2.8.C.5 - Explain the interdependence of a subsystem that operates as part of a system.

8.2.8.C.5a - Create a technical sketch of a product with materials and measurements labeled.

8.2.8.C.6 - Collaborate to examine a malfunctioning system and identify the step-by-step process used to troubleshoot, evaluate and test options to repair the product, presenting the better solution.

8.2.8.C.7 - Collaborate with peers and experts in the field to research and develop a product using the design process, data analysis and trends, and maintain a design log with annotated sketches to record the developmental cycle.

8.2.8.C.8 - Develop a proposal for a chosen solution that include models (physical, graphical or mathematical) to communicate the solution to peers.

D. Abilities for a Technological World: *The designed world is the product of a design process that provides the means to convert resources into products and systems.*

8.2.8.D.1 - Design and create a product that addresses a real world problem using a design process under specific constraints.

8.2.8.D.2 - Identify the design constraints and trade-offs involved in designing a prototype (e.g., how the prototype might fail and how it might be improved) by completing a design problem and reporting results in a multimedia presentation, design portfolio or engineering notebook.

8.2.8.D.3 - Build a prototype that meets a STEM-based design challenge using science, engineering, and math principles that validate a solution.

8.2.8.D.4 - Research and publish the steps for using and maintaining a product or system and incorporate diagrams or images throughout to enhance user comprehension.

8.2.8.D.5 - Explain the impact of resource selection and the production process in the development of a common or technological product or system.

8.2.8.D.6 - Identify and explain how the resources and processes used in the production of a current technological product can be modified to have a more positive impact on the environment.

E. Computational Thinking: Programming: *Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.*

8.2.8.E.1 - Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.

8.2.8.E.2 - Demonstrate an understanding of the relationship between hardware and software.

8.2.8.E.3 - Develop an algorithm to solve an assigned problem using a specified set of commands and use peer review to critique the solution.

8.2.8.E.4 - Use appropriate terms in conversation (e.g., programming, language, data, RAM, ROM, Boolean logic terms).

21ST CENTURY LIFE AND CAREERS
STANDARD 9.2: CAREER AWARENESS, EXPLORATION, AND PREPARATION

9.2.8.B.1 – Research careers within the 16 Career Clusters ® and determine attributes of career success.

9.2.8.B.2 – Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes

information about career areas if interest, goals and an educational plan.

9.2.8.B.3 – Evaluate communication, collaboration, and leadership skills that can be developed through school,

home, work, and extracurricular activities for use in a career.

9.2.8.B.4 – Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.5 – Analyze labor market trends using state and federal labor market information and other resources available online.

9.2.8.B.6 – Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

9.2.8.B.7 – Evaluate the impact of online activities and social media on employer decisions.

III.   Proficiency Levels

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

IV.   Methods of Assessment

Student Assessment
- A variety of assessments will be provided including, but not limited to, the following items:
    - Tests
    - Quizzes
    - Homework
    - Classwork
    - Class Participation
    - Writing Assignments
    - Oral Presentations
    - Individual Projects, Presentations and Reports
    - Group Projects, Presentations and Reports
    - Technology Projects
    - Journals

Curriculum/Teacher Assessment
The teacher will provide the subject area supervisor with suggestions for changes on an ongoing basis.

V.   Grouping

The Library Grade 6 classes are heterogeneously grouped classes; placement criteria are determined by Individual Educational Plans when necessary.

VI.   Articulation/Scope & Sequence/Time Frame

Library Grade 6 is a full-year course meeting on a weekly basis.

VII.   Resources

Texts/Supplemental Reading/References

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

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

C. Books, Audio books, Audiovisual Media
      Materials shall be selected according to the policies set forth by the Board of Education.

D. Supplies and Materials
   ● Books / Fiction
   ● Books/ Nonfiction
   ● Reference materials
   ● Periodicals
   ● Audio books
   ● Office and clerical supplies
   ● Library charts and posters
   ● Teacher/ specialist resource books
   ● Periodicals
   ● Reading incentive supplies
   ● Copier
   ● SMART Board

VIII. Suggested Activities

- Students will be directed to specific sections of the Dewey Decimal System to ascertain
- materials to meet their research needs.
- Students will locate the glossary, index and table of contents in a book and complete
- teacher-made worksheets.
- Students will be introduced to actual examples of primary sources and will complete a
- primary source scavenger hunt using age-appropriate periodicals found in the library.
- Students will be given a curriculum-driven article from the encyclopedia and will use the
- overhead to take notes as a class activity.
- Using pattern cards, students will create a bibliographic entry for books, encyclopedias and
- the Internet.
- Students will be asked to locate books found in the library written by one particular author.
- During the course of the author study, students will maintain a response log and record their reactions to stories.
- As part of the author study, students will compare and contrast stories in reaction logs.
- Students will experience listening to an audio book.
- The library media specialist will introduce various genres through lecture and examples from collection.
- Students will be assigned a specific genre by their classroom teacher and complete a

book report.

- Students will complete a map of the library and will label the areas that contain specific collections.
- Students will practice alphabetizing by locating topics in the encyclopedia.
- Students will view videos - *The Animated Encyclopedia, The Animated Atlas,*
- *The Animated Dictionary* and *The Animated Almanac*.
- Students will participate in the Dewey Decimal race activity to find topics using the Dewey

system as a guide.

- Students will shelve non-fiction books according to the Dewey Decimal System with a

shelf buddy.

- Students will demonstrate how to locate a book using the DESTINY electronic catalog search.
- Students will complete teacher-made worksheets on the Dewey Decimal System.

IX.   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 8, students will be able to:

- 9.2.8.B.1 – Research careers and determine attributes of career success.
- 9.2.8.B.2 – Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an education plan.
- 9.2.8.B.3 – Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4 – Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.2.8.B.5 – analyze labor market trends using state and federal labor market information and other resources available online.
- 9.2.8.B.6 – Demonstrate understanding of the necessary preparation of legal requirements to enter the workforce.
- 9.2.8.B.7 – Evaluate the impact of online activities and social media on employer decisions.

X.   Interdisciplinary Connections

The nature of the library curriculum allows it to be connected with all disciplines.

Interdisciplinary curriculum coordination will be done with the other departments on a regular basis.
The nature of the Library/Media Center demands varied text types and genres. Students will be exposed to informational and literary texts that may encompass any of the following areas: art, history, music, science, mathematics, business, and/or technology. The Library/Media Center reinforces concepts taught in:
- Social Studies
- Humanities
- Mathematics
- Science
- Technology
- Appropriate and competent use of relevant websites and digital software and equipment 8.1.8
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.8
- Presentation and exploration of related career possibilities 9.2.8
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2

XI.   Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

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.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)
- Peer mentoring on problems
- Differentiated teacher feedback on assignments
- Modelling out accounting problems on whiteboard
- Visual aids as we project problems on whiteboard
- Study guides
- Tiered assignments
- Scaffolding of materials and assignments
- Re-teaching and review
- Guided note taking
- Exemplars of varied performance levels
- Multi-media approach to accommodating various learning styles
- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- 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

Differentiation for Enrichment
- Supplemental reading material for independent study
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Enhanced expectations for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- 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

XII.   Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Unit Name: **Introduction to co-operative library system** **Unit Name** ● **Description of Unit** Students will be given a basic orientation for the library. Students will use advanced search techniques to find books in the OPAC, will review the sections of the library and library changes. They will check-out books. ● **Materials in Unit:** Destiny OPAC, SMART Board, Books / Fiction & Nonfiction ● **Objective of Unit:** 1. Students will understand the checkout and return process through the DESTINY electronic catalog. 2. Students will review the DESTINY electronic catalog and be able to use it to help locate books. 3. Students will review alphabetizing skills. 4. Students will recognize the organization of the fiction and nonfiction sections of the	Duration: **4-5 classes**	*For Support:* ● Verbally assist students in walking through the process. ● Pairing students with beginning English language skills with students who have more advanced English language skills. ● Teacher modeling (of check-out process) *For Enhancement:* ● Offer additional scenarios ● Process should be modified: higher order thinking skills ● Study problems that do not have a clear solution (Determine where something	*NJSLS – ELA:* ● NJSLSA.W8, W6.8 *NJSLS – Companion:* ● RST.6-8.3, RST.6-8.4 *21st Century Standards CRP:* ● CRP2, CRP7 *Technology Standards 8.1:* ● 8.1.8.E.1 *Technology Standards 8.2:* ● 8.2.8.D.6 *21st Century Standards 9.2: N/A*	*Formative Assessment:* Observation: I will observe student success in completing the activity. *Summative Assessment:* Test: Students will be given a scenario for a book they need to locate and must demonstrate they know the steps.

library. 5. Students will review the classes of the Dewey Decimal System. 6. Students will be able to identify the correct location of books using the Dewey Decimal System. 7. Students will be able to independently use the DESTINY electronic catalog. 8. Students will review basic search strategies using the automated catalog.		organized according to Dewey.)		
Unit Name: **Scary Story Creative Writing, Research & MLA** ● **Description of Unit:** In groups, students explore the horror genre and elements of fiction / suspense in order to create a scary story. Students explore nonfiction resources to be incorporated into the piece of fiction. They must use websites, encyclopedia, books, and databases. They are then taught how to cite the sources they used, create a Works Cited page, and use the tool Easybib.com. ● **Materials in Unit:** SmartBoard, Chromebooks, Destiny, Databases, Story Dice, graphic organizer, brainstorming sheet, nonfiction books, World Book Encyclopedia, selection of texts from horror genre, Easybib.com, Purdue University MLA website. ● Objective of Unit: 1. Students will be able to select correct materials on a specific topic. 2. Students will be able to locate and utilize a book's glossary, index and table of	**Duration** 10 classes	*For Support:* ● Model each task (how to create a works cited page) ● Graphic organizer (elements of fiction) ● Cooperative learning groups *For Enhancement:* ● Work independently instead of with group ● Provide self-checking materials (checklist for self assessment) ● Allow independent use of library when searching for groups	*NJSLS – ELA:* *NJSLSA.R7, RL.6.10, RI.6.10, W3, W4, W5, W6, W7, W8, W10, W.6.3.A,D, W.6.4, SL1, SL2, L1, L2* *NJSLS – Companion:* R1, R9, R10, W6, W7, W8, W9, W10 *21st Century Standards CRP:* CRP5, CRP7, CRP11, CRP11 *Technology Standards 8.1: 8.1.1.D.4, 8.1.1.D.2* *Technology Standards 8.2:* *8.2.8.B6, D.5, E.4* *21st Century Standards 9.2: 9.2.8.B.7*	*Formative Assessment:* ● Checking the graphic organizer ● Classwork (viewing work in progress via Google Docs) ● Nonfiction resource list check ● Easybib.com quiz *Summative Assessment:* ● Final Project: Story with researched details incorporated, cited, with a works cited page. ● MLA test

contents.

3. Students will recognize that the content of a reference text may be organized by chronological, topical or
numerical order.

4. Students will be assigned research projects and an author study during the school year and will
understand that research is a collaborative process including the library and classroom teacher.

5. Students will understand that effective research includes various media, including books, encyclopedias,
dictionaries, periodicals, CD ROMs, the Internet, electronic encyclopedia, search engines and databases.

6. Students will review the concept of plagiarism and copyright.
Students will review the concept of a works cited page in a research paper.

7. Students will experience at least one research project in collaboration with the classroom teacher or
specialist.

8. Students will review various genres of books: mystery, science fiction, fantasy, and biography.

9. Students will experience award-winning literature of the 20th and 21st
centuries through one or more author studies.

10. Students will be introduced to responsible social and ethical behaviors while using technology.

Unit Name: **Social Media / Netiquette Project**	Duration 10 classes	*For Support:* ● Assign topic that I know is easier to find research	*NJSLS – ELA:* NJSLSA.R7, R1.6.4,	*Formative Assessment:* ● Virtual Notebook Check:

● **Description of Unit:** One of the biggest challenges facing students today is navigating the digital space safely and appropriately. After reviewing notetaking skills, students view videos about different aspects of online safety and netiquette. Topics will be taken from the themes of the videos. They will create a poster highlighting the message of a specific video and will do a group research project on it. ● **Materials in Unit:** Video Clips on Nsteens.org / Youtube for note taking, Prezi / Google Slides, Poster paper, printer paper, Britannica, various school databases, news articles, markers, ● **Objective of Unit:** 1. Students will be able to select correct materials on a specific topic. 2. Students will be able to locate and utilize a book's glossary, index and table of contents. 3. Students will recognize that the content of a reference text may be organized by chronological, topical or numerical order. 4. Students will be able to take notes using simple procedures. 5. Students will be able to compile a bibliography of books, encyclopedias, and web sites. 6. Students will be able to locate information in the encyclopedia, atlas, almanac, thesaurus and dictionary.Students will be able to independently use the DESTINY electronic catalog. 7. Students will understand that effective		on (Cyberbullying instead of Content Control). ● Guided note-taking on topic videos, showing examples of effective notetaking of advanced students. ● Differentiated teacher feedback on all assignments *For Enhancement:* ● Allow for selection of own topic with teacher approval ● Student driven research and time management ● Use advanced supplementary/reading materials (all them to use explore high school databases for information)	RI.6.7, W.5, W.6, W.7, W.8, W.9, W.6.2.A, W.6.2.B, W.6.8, SL.1, SL.4, SL5, SL.6.1, SL.6.3, SL.6.4, SL.6.5, L.1, L.2 *NJSLS – Companion:* W7, W8, W10, WHST.6-8.7 *21st Century Standards CRP:* *CRP5, CRP11, CRP12* *Technology Standards 8.1:* *8.1.8.B.1, D.1, D.2, D.3, D.4, D.5, E.1* *Technology Standards 8.2:* *8.2.8.B.6* *21st Century Standards 9.2:* *9.2.8.B.2, B.3, B.7*	Notes taken on the videos using Google Docs that are shared. ● Rough Draft of Poster & slogan ● Teacher conference throughout the project to discuss goals and milestones. ***Summative Assessment:*** ● Poster that visually represents the problem being researched. ● Oral Presentation: Google Slide / Prezi presentation on topic.

research includes various media, including books, encyclopedias, dictionaries, periodicals, CD ROMs, the Internet, electronic encyclopedia, search engines and databases.

8. Students will experience at least one research project in collaboration with the classroom teacher or specialist.
9. Students will be exposed to various encyclopedias, atlases and dictionaries.
10. Students will be able to select the correct encyclopedic volume for a specific topic.
11. Students will be able to use guidewords to locate topics in the encyclopedia.
12. Students will be able to understand the purpose and sectional organization of a newspaper.
13. Students will be introduced to responsible social and ethical behaviors while using technology.
14. Students will practice appropriate Internet etiquette.

| Unit Name: **Author Study / Reading Logs** ● **Description of Unit:** Students will read four books by one author, complete a reading log, and present what they discovered about that author. ● **Materials in Unit:** Fiction books from the school and public library card, Google Slides, SmartBoard, chromebooks, EPIC or RazKids (for students with multiple disabilities) ● **Objective of Unit:** 1. Students will experience an author study | Duration **4 Classes** | *For Support:* ● *Offer list of authors based on individual reading level* ● *Provide study guides for novels* ● *Multi-media approach to accommodate various learning styles (audio books, graphic novels of ESL students, "Epic or Raz Kids")* *For Enhancement:* | *NJSLS – ELA:* NJSLSA.R1, R9, RL.6.10, RI.6.2, W6, W10, L1, L2, L.6.1 *NJSLS – Companion:* R1, W9 *21st Century Standards CRP:* CRP2, CRP11 *Technology **Standards*** | *Formative Assessment:* ● Check study guides ● Periodically check response log via Google Docs. *Summative Assessment:* ● Students will maintain a response log and record their reactions to stories |

to appreciate the work of an individual author. 2. Students will use their Rutherford Public Library card in order to access the public library during non-school hours. 3. Students will understand the Caldecott and Newbery awards. 4. Students will understand the process of book creation. 5. Students will understand the evolution of print through history. 6. Students will review various genres of books: mystery, science fiction, fantasy, and biography. 7. Students will experience award-winning literature of the 20th and 21st centuries through one or more author studies.		● Draw Connections: Students will be asked to draw connections between their author and others. ● Book Club: Students will be asked to come together to discuss a common theme. ● Connect Globally: Use "Global Read Aloud" one book read around the world (as first book choice). Students get to collaborate with students from other states and countries.	*8.1:* *8.1.8.D.4* *Technology Standards 8.2:* *8.2.8.E.4* *21ˢᵗ Century Standards 9.2:* *9.2.8.B.4*	

Unit Name:
 	
Literary Appreciation / Seasonal Texts
 	
   ●   **Description of Unit:**
This unit will not take place in nonconsecutive classes throughout the year. Students will introduce students to various age appropriate and award winning texts which will vary by year.
   ●   **Materials in Unit:**
Smart Board for BookTalks, Google Slides, Caldecott / Newbery winning books for each year, Banned Books (Harry Potter, Freaky Friday), Dr. Seuss Books, mini whiteboards
   ●   **Objective of Unit:**
1. Students will be aware of special collections
	Duration
	
	5 weeks
		For Support:
		● Scaffolding: Think, Pair, Share
		● Flexible grouping when discussing the books
		● Allowing for movement around the room during activity (ex. setting up different books to explore on each table)
		
		For Enhancement:
		● Brainstorm with on what types of projects
			NJSLS – ELA:
			R1, 6.10, SL.6.1, L1-2, RL.6.10
			
			NJSLS – Companion:
			NJSLSA.R1
			
			21ˢᵗ Century Standards CRP:
			CRP11, CRP12
			
			Technology Standards 8.1:
			8.1.8.D.1
			
			Technology Standards 8.2:
				Formative Assessment:
				● Note taking on multiple award winning books to identify their similarities followed by a discussion of why they were given the award.
				● Students create a visualization (illustration) for a page from one of the books.
				● Students will use mini white boards as they more around the room exploring the different

2. Students will understand the Caldecott and Newbery awards. 3. Students will understand the evolution of print through history. 4. Students will review various genres of books: mystery, science fiction, fantasy, and biography. 5. Students will experience award-winning literature of the 20th and 21st centuries through one or more author studies.		they would like to explore to extend what they're learning in the classroom. ● Students will help research the books that will be included in the lesson prior to it being introduced to the class.	*8.2.8.B.2* *21st Century Standards 9.2: 9.2.8.B.3*	books on each table. ***Summative Assessment:*** ● A Book Review of an award winning book posted on Destiny. ● Presenting a book / reading to a 4th grade class on Read Across America Day.

Unit Name:
Become an Online Sleuth PBL: Online Hoax / Reliable Websites
   ●   **Description of Unit:**
Students will identify guidelines for evaluating the credibility of content online. They will be pre-assessed and given vocabulary words. Then, students will be introduced to the PBL, in which they have been hired by the Rutherford BOE to investigate a few websites that have put everyone in a panic (is the water in town poisonous?). After they explore the questionable websites (which are based off a real hoax), they have to provide proof in an letter with evidence that supports their claim. They will then have to do additional, outside research to disprove the sites, using advanced search techniques and science databases.
 	
   ●   **Materials in Unit:**
Student handouts, SMART Board, Chromebooks, Youtube
   ●   **Objective of Unit:**
	Duration:
	10 classes
		For Support:
		● Different levels of websites will be assigned to different students using Google Classroom
		● Source Sleuth game worksheet instead of scavenger hunt record
		
		For Enhancement:
		● *Real world problem*
		● Different levels of websites will be assigned to different students using Google Classroom
		● Students will draft a solution to the hoax problem. What should the Board of Education look for prior to believing a
			NJSLS – ELA:
			R8, R9, R10, RI.6.4, W1, W8, W9, W.6.8, SL1, SL.6.5, SL.6.1, L1, L2
			
			NJSLS – Companion:
			R6, R8, RH.6-8.1-9, RST.6-8.1-2, RST.6-8.8, W1, W4-W10, WHST.6-8.1, WHST.6-8.4, WHST.6-8.7
			
			21st Century Standards CRP:
			CRP2, 7, 11, 12
			
			Technology Standards 8.1:
			8.1.8.D.5
			
			Technology Standards 8.2:
			8.2.8.B.3, B.6, E.4
				Formative Assessment:
				● Pre-Assessment on what makes a website trustworthy.
				● Vocabulary in context quiz
				● Source Comparison Tool worksheet for reliability of a website
				
				Summative Assessment:
				
				● Letter to Board of Ed stating claim about website with support and research.
				● Scavenger hunt record or source sleuth hunt record

1. Students will understand that just because information is online doesn't mean it's true. 2. Students will learn the guidelines on what information they can and can't trust. 3. Students will evaluate and compare online information sources for accuracy, relevance and bias. 4. Students will apply their knowledge of reputable online sources to determine which sites are credible and which are not.		questionable website? *21st Century Standards 9.2:* *9.2.8.B.6, 9.2.8.B.7*		

Unit Name:
Summer Reading
    ●   Description of Unit: Students will be introduced to the summer reading assignment, will have to select an age appropriate texts, and complete an assessment after reading the book.
    ●   Materials in Unit: Chromebooks, SmartBoard, Summer Reading Requirements, Destiny OPAC, BCCLS website
    ●   Objective of Unit:
1. Students will preview and explore summer reading choices of various genres at the library.
2. Students will be able to locate age appropriate books using Destiny OPAC and BCCLS.
3. Students will read and complete a project based on the Summer Reading selection.
	Duration:
	2 classes
		For Support:
		● Modeling the process
		● Offering a selection of age appropriate books
		● Working with LLD or ESL teacher to modify assessments.
		
		For Enhancement:
		● Offering a selection of advanced book choices
		● Learning environment modified to allow for independent selection of books and tasks
		● Collaborating with G&T teacher to offer more creative project options that require higher order thinking
			NJSLS – ELA:
			NJSLSA.R1, R2, RL.6.1, RL.6.2, L.1, L.2
			
			NJSLS – Companion:
			NJSLSA.R1, R7
			
			21st Century Standards CRP:
			CRP11
			
			Technology Standards 8.1: 8.1.8.A.1
			
			Technology Standards 8.2: 8.2.8.E.4
			
			21st Century Standards 9.2: 9.2.8.B.7
				Formative Assessment:
				
				● Completion of Summer Reading Form
				● Approval of book choice by parent and teacher
				● Identifying where book can be obtained from after using Destiny: (store, searching BCCLS.org)
				
				Summative Assessment:
				
				● Vocabulary log
				● Movie poster
				● Cast it assignment
				● Book club