COURSE TITLE

Library Grades 7/8

LENGTH

On Demand – Full Year Availability
Grades 7 and/or 8

DEPARTMENT

English
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SCHOOL

Union Middle School

DATE

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Library Grades 7/8

I.   Introduction/Overview/Philosophy

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Philosophy of Instruction

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

- ❑ Equitable access to information.

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

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

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

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

- ❑ Technology that provides for information retrieval.

- ❑ Opportunities for ongoing and meaningful assessment of student learning.

Mission Statement

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

This mission is accomplished by:

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

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

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

The components of the school library program are:

□   Certified school library media specialist

□   Support staff

□   Well-designed and well-equipped facility

□   A print/electronic resource collection that supports the current curriculum

□   A print/electronic resource collection that supports recreational reading

□   Online and reference database subscriptions that support the current curriculum

Relationship to National and State Standards

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

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

The 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 Outline:

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

    a. Students will describe the physical arrangement of the middle school library media center, its
        key features and their functions by:
        1.   locating a variety of indices, magazines and/or books.
        2.   identifying the connection between the library arrangement and the genres in
              writing or discussion.
        3.   displaying behavior appropriate to a middle school media center.

    b. Students will locate current, valid information by:
        1.   using print and electronic sources, various bibliographical sources, and available
              magazine/newspaper indices to complete content area assignments.
        2.   using the most appropriate biographical sources for the completion of a structured
              writing assignment.

    c. Students will accomplish specific research assignments by:
        1.   taking notes from a limited number of general sources.
        2.   creating a uniform bibliography following the MLA criteria.

    d. Students will retrieve information from electronic sources by:
        1.   using Boolean operators to find relevant sources.
        2.   evaluating the validity and usefulness of the source.
        3.   citing the electronic source in MLA format.

    e. Students will enhance their study of genre by:
        1.   selecting appropriate books for their individual reading levels.
        2.   Using Destiny Quest to assist in finding appropriate resources.

    f. Students will communicate their ideas by:
        1.   creating print and/or non-print media for a written presentation.
        2.   creating print and/or non-print media for an oral presentation.

    g. Students will demonstrate ethical behavior by:
        1.   adhering to the school's policies and procedures regarding technology usage.
        2.   citing all sources when creating written or oral presentations.

B. PROCEDURAL KNOWLEDGE EIGHTH GRADE

    a. Students will locate informational sources to complete a content area assignment requiring at
        least three sources.

b. Students will locate accurate, valid information by using a variety of indices and sources to complete a specific assignment by:
1.   finding the most appropriate information sources to and completing a bibliography in MLA format.
2.   evaluating sources found and choosing the sources that will be appropriate to meet specific needs.

c. Students will take notes from non-print media to meet an identified purpose by:
1.   locating, selecting, and taking notes from non-print/electronic sources.
2.   locating, selecting, and taking notes from print sources.

d. Students will enhance their study of literature by:
1.   communicating their appreciation of certain genres to others orally or in writing.
2.   selecting appropriate books and reviewing them orally or in writing.

e. Students will communicate their ideas by:
1.   creating print and/or non-print media for a written presentation in a content area.
2.   creating print and/or non-print media for an oral presentation in a content area.

Student Outcomes:

Philosophy of Student Achievement

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

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

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

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

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

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

Program Goals

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

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

Grade 8

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 8

Progress Indicators for Reading Literature

Key Ideas and Details

RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Craft and Structure

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Integration of Knowledge and Ideas

RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.

RL.8.8. (Not applicable to literature)

RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Range of Reading and Level of Text Complexity

RL.8.10. 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 8

Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Craft and Structure

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Integration of Knowledge and Ideas

RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Range of Reading and Level of Text Complexity

RI.8.10. 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.

Grade 8

Progress Indicators for Writing

Text Types and Purposes

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
    A. Introduce claim(s), 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 evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
    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 style.
    E. Provide a concluding statement or section that follows from and supports the argument presented.

W.8.2. 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).
    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 style/academic style, approach, and form.
    F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.3. 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 point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
    B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
    C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
    D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
    E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

W.8.4. 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.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.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Research to Build and Present Knowledge

W.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.

W.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.

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
   A. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").
   B. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

Range of Writing

W.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.

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 8

Progress Indicators for Speaking and Listening

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

    A. Come to discussions prepared, having read or researched material under study; 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 and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

    C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

    D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. 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 8

Progress Indicators for Language

Conventions of Standard English

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
    B. Form and use verbs in the active and passive voice.
    C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
    D. Recognize and correct inappropriate shifts in verb voice and mood.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
    B. Use an ellipsis to indicate an omission.
    C. Spell correctly.

Knowledge of Language

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Vocabulary Acquisition and Use

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 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., *precede, recede, secede*).
    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.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    A. Interpret figures of speech (e.g. verbal irony, puns) in context.
    B. Use the relationship between particular words to better understand each of the words.
    C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).

L.8.6. 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**

This curriculum is appropriate to all students in grades 7 and 8. There are no prerequisite for using the library.

IV.   Methods of Assessment

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

Rutherford Public School library media specialists recognize that acquiring research and media skills is a cumulative experience which the student begins to develop in the first grade and continues to develop through grade twelve. Some skills may be similar at all grade levels, but the skills increase in complexity as students mature and achieve higher level thinking skills. Frequently, assessments occur in the classroom and are developed by the classroom teacher. It is the intent of all library media specialists to work with classroom teachers to assure assessments of media center skills take place. The relationship between classroom teachers and media specialists is collaborative in nature, which assures appropriate assessment even if it does not occur in the library media center.

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

V.   Grouping

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

VI.   Articulation/Scope & Sequence/Time Frame

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

VII.   Resources

Texts/Supplemental Reading/References

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

To view the Union Middle School website which contains the catalog of texts and electronic sources, please use this link: https://unionschool-library.weebly.com/index.html

VIII.   Suggested Activities

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

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

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

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

A library media program does not exist in isolation. The school library media specialist works in partnership with students, teachers, administrators, board of education members, and the school community to develop the library media program. Through collaboration, the library media program also incorporates the goals and objectives of the New Jersey Student Learning Standards (NJSLS) and the National Information Literacy Standards for Student Learning as prepared by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT). The combined vision supports the goal for educational excellence and the concept of intellectual freedom.

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

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

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

The SLMS uses a variety of modalities to disseminate the information and skills necessary to use the library and its resources effectively. Gardner's multiple intelligences are incorporated into media center lessons so that students are able to capitalize on their learning styles.

The SLMS 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 Union School Library Media Center (LMC) 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.

XII.   Professional Development

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

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

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

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

XIII.   Appendices

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