

# Library Media Curriculum

The Regional Districts of  
Frankford, Lafayette,  
and  
Sussex-Wantage Schools

May 2009

# Table of Contents

Credits	page 3
Mission and Vision	page 4
Philosophy	page 5
Grades K-2	page 6
Grades 3-5	page 7
Grades 6-8	page 9
References:	page 10
AASL Standards	
New Jersey Department of Education	

## Credits

Grateful recognition is made to the following individuals  
for their level of expertise and dedicated work.

### Members:

Kathleen Wilson – Frankford

Andrea Serrecchia – Lafayette

Susan Browne – Sussex-Wantage

Ann Cook – Sussex-Wantage

Diane Lungaro – Sussex-Wantage

Appreciation to the following members for their  
organization and guidance:

Genene Pagliaro: Frankford and Lafayette

Susan Petrick: Sussex-Wantage

## **Mission:**

Adopted from American Association of School Libraries (AASL) 21<sup>st</sup> Century Learners (2008)

New Jersey Core Curriculum Content Standards (2009)

The Library Media Specialists strive to provide all students with equitable access to books and reading, to information, and to information technology. The Library Media Center offers an environment that is safe and conducive to learning, fostering independent and critical thinkers.

The Library Media Specialists support classroom teachers in their endeavors to integrate the New Jersey Core Curriculum Content Standards with an emphasis on the development of skills used in real world situations in the digital age and use of technology.

## **Media Literacy Vision:**

The Regional Districts of Frankford, Lafayette, and Sussex-Wantage envision a Library Media Center that:

- Acts as a hub of learning for the school, providing access to all K-8 students and educators
- Prepares students for 21<sup>st</sup> century media skills with an emphasis on the development of skills used in real world situations in the digital age and use of technology
- Provides the support and resources for integrated, infused, and interdisciplinary teacher-generated lessons based on the New Jersey Core Curriculum Content Standards
- Prepares students for lifelong independent learning, informed decision making, a love of reading, and the use of information technologies
- Is sustained through the expertise of a certified Library Media Specialist available on a full-time basis
- Provides leadership for the total educational program
- Creates a partnership with the local public library system

## Philosophy:

The focus of the Library Media Center and this guide is to empower students to become independent learners. Students must gain not only the skills but also the disposition to use those skills, along with an understanding of their own responsibilities and self-assessment strategies. Students need the opportunity to grow as independent, efficient, responsible, and creative users of information.

In a time of constant and rapid change, educators face the challenge of preparing students for the experiences they will encounter as they proceed throughout the 21<sup>st</sup> century. An effective Library Media Center requires the support of the Boards of Education, parents, and the local communities. The successful implementation of this curriculum is the result of collaboration of media specialists, classroom teachers, and all educational staff members.

Our philosophy embraces the beliefs presented by the American Association of School Librarians (2008). These beliefs are crucial to the success of our students and include the following:

Reading is a window to the world.

Reading is a foundational skill for learning, personal growth, and enjoyment. The degree to which students can read and understand text in all formats (e.g., picture, video, print) and all contexts is a key indicator of success in school and in life. As a lifelong learning skill, reading goes beyond decoding and comprehension to interpretation and development of new understandings.

Equitable access is a key component for education.

All children deserve equitable access to books and reading, to information, and to information technology in an environment that is safe and conducive to learning.

Technology skills are crucial for future employment needs.

Today's students need to develop 21<sup>st</sup> century information skills that will enable them to use technology as an important tool for learning, both now and in the future.

Ethical behavior in the use of information must be taught.

In this increasingly global world of information, students must be taught to seek diverse perspectives, gather and use information ethically, and use social tools responsibly and safely.

Grade K-2

See <http://regioncurriculum.wetpaint.com> for lessons and activities

The American Association of School Librarians	Library and Study Skills	Interdisciplinary Connections NJCCCS
Skills	<ol style="list-style-type: none"><li>1) Familiar with the functions and parts of a book</li><li>2) Using a dictionary and encyclopedia (print/electronic)</li><li>3) Finding fiction and nonfiction books</li><li>4) Using reference materials to take notes</li><li>5) Story elements</li><li>6) Purpose of illustrations in books</li></ol>	LAL: 3.1.A.3 3.5.B.2 3.1.G.2  Technology: 8.1
Dispositions in Actions	<ol style="list-style-type: none"><li>1) Solve problems independently</li><li>2) Actively listen and respond to fiction and nonfiction resources</li></ol>	LAL: 3.1.D.4 3.1.E.4 3.4 3.1.D.1
Responsibilities	<ol style="list-style-type: none"><li>1) Time management</li><li>2) Come to class prepared</li><li>3) Follow 1- and 2-step oral directions</li><li>4) Recognize and practice responsible, social, and ethical behaviors when using technology and information and understand the consequences of inappropriate use</li></ol>	Technology: 8.1
Self-Assessment Strategies	<ol style="list-style-type: none"><li>1) Choosing appropriate books</li></ol>	

**Grade 3-5**

Will build upon the AASL skills addressed in grades K-2

See <http://regioncurriculum.wetpaint.com> for lessons and activities

The American Association of School Librarians	Library and Study Skills	Interdisciplinary Connections NJCCCS
Skills	<ol style="list-style-type: none"> <li>1) Identify and use parts of a book</li> <li>2) Using a dictionary, thesaurus, encyclopedia, atlas</li> <li>3) Use OPAC (Online Public Access Catalog), or Dewey Decimal System and the public library system</li> <li>4) Locating books and materials in the library</li> <li>5) Introduce note taking, paraphrasing and summarizing</li> <li>6) Create citations and understand plagiarism</li> <li>7) Skim to find information</li> <li>8) Thought organization: webbing and outlining</li> <li>9) Recognize how authors use sarcasm, humor, and imagery to extend meaning</li> <li>10) Proper use and selection of reference materials</li> <li>11) Practice cyber safety and netiquette</li> <li>12) Identify and narrow topics for research</li> </ol>	<p>LAL:            3.1.G.6            3.1.G.2            3.1.G.10            3.1.H.7            3.5.A.2 (Caldecott Award)</p> <p>Technology:            8.1</p>
Dispositions in Actions	<ol style="list-style-type: none"> <li>1) Solve problems independently</li> <li>2) Actively listen and respond to fiction and nonfiction resources</li> </ol>	<p>LAL:            3.1.G.13            3.1.H.3            3.1.D.1</p>

	<ol style="list-style-type: none"> <li>3) Identify and recognize the importance of netiquette and ethical research behaviors and interactions</li> </ol>	<p>3.1.D.4 3.1.E.4 3.4</p>
Responsibilities	<ol style="list-style-type: none"> <li>1) Time management</li> <li>2) Come to class prepared</li> <li>3) Follow 1- and 2-step oral directions</li> <li>4) Recognize and practice responsible, social, and ethical behaviors when using technology and information and understand the consequences of inappropriate use.</li> <li>5) Cite sources of information</li> </ol>	<p>Technology: 8.1.B.2</p>
Self-Assessment Strategies	<ol style="list-style-type: none"> <li>1) Choose appropriate books and resources</li> <li>2) Read materials appropriate for reading level</li> <li>3) Activate prior knowledge and anticipate what will be read and heard</li> <li>4) Self-monitor ethical behavior</li> </ol>	<p>LAL: 3.1.G.13 3.1.E.1  9.B.2 9.E.5</p>

**Grades 6-8**

Will build upon the AASL skills addressed in grades 3-5

See <http://regioncurriculum.wetpaint.com> for lessons and activities

The American Association of School Librarians	Library Skills	Interdisciplinary Connections NJCCCS
Skills	<ol style="list-style-type: none"> <li>1) Utilize effective and appropriate technology strategies to create, save, and retrieve media applications</li> <li>2) Cyber safety, cyber bullying and netiquette</li> <li>3) Access online database resources</li> <li>4) Identify, narrow, and develop topics for research</li> </ol>	LAL: 3.1.A.1 3.1.B.2 3.1.C.1 3.1.C.2 3.1.G.2 3.1.G.8 3.1.H.7 3.1.H.4 3.1.H.1 3.3.A.3 3.3.C.1 3.3.D.2 3.4.A.1  Technology: 8.1.A.1 8.1.B.2 8.1.C.1 8.1.C.2
Dispositions in Actions	<ol style="list-style-type: none"> <li>1) Independently develop personal study skills</li> <li>2) Question to clarify other's opinions</li> </ol>	
Responsibilities	<ol style="list-style-type: none"> <li>1) Identify and recognize the importance of netiquette and ethical cyber communication and interaction</li> <li>2) Organize notes and handouts</li> </ol>	
Self-Assessment Strategies	<ol style="list-style-type: none"> <li>1) Choose appropriate books and resources</li> <li>2) Identify and select role for participation in small group activities</li> </ol>	

## References

American Association of School Librarians (2008) Accessed March 6, 2009 from:

<http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards.cfm>

New Jersey Department of Education. (2009) Standards Clarification Project. Accessed March 6, 2009 from: <http://www.nj.gov/education/aps/njscp/>