ROCELLE PARK TOWNSHIP SCHOOL DISTRICT
Library/Media Center Curriculum Guide

BOE Approval: 03/12/2015

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Library/Media Center Curriculum Guide

Table of Contents

Note:
- All units are core units. New units/modification may be integrated into the existing curriculum to be in collaboration with interdisciplinary units/themes, as well as current events.

AASL Standards for the 21st Century Learner: Skills, Resources, & Tools

AASL STANDARDS

The American Association of School Librarians (AASL) has established Standards for the 21st Century Learner; their purpose is to ensure that all members of the school library field collaborate to:
- Provide leadership in the total education program
- Participate as active partners in the teaching/learning process
- Connect learners with ideas and information
- Prepare students for life-long learning, informed decision-making, a love of reading, and the use of information technologies

INTERDISCIPLINARY THEMES

Planned interdisciplinary activities can help students to make sensible connections among subjects, while limiting the specialist's tendency to fragment the curriculum into isolated pieces. Such activities provide students with broader personal meaning and the integrated knowledge necessary to solve real-world problems. Teachers are encouraged to independently and cooperatively develop lessons which cover multiple areas simultaneously.

21ST CENTURY THEMES & SKILLS

Embedded in much of our units of study and problem based learning projects are the 21st Century Themes as prescribed by the New Jersey Department of Education. These themes are as follows:
- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

MISSION STATEMENT

The Rochelle Park School District's envisions an educational community which inspires and empowers all students to become self-sufficient and thrive in a complex, global society.

DEPARTMENT VISION

It is the firm belief of the Rochelle Park Township Schools that the school library is the core of 21st century skills acquisition where students and staff are welcomed, inspired and challenged to become lovers of reading and users of information. Collaboration between media specialist and classroom teachers is essential to bring our students to their appropriate level as ethical researchers and original thinkers by developing literacy skills for all types of resources – traditional, new, and emerging. This is supported by a program of planned acquisition and organization which enables all library assets to be accessible to all school community stakeholders.

This guide is to provide focus for the learning that will take place in this course, but is completely modifiable based upon the needs and abilities of the students and their Individual Education Plans. Curriculum implementation follows best practice and adheres to the New Jersey Core Content Standards. At the same time, for students with disabilities, the Individual Education Plan, specifically the Goals and Objectives of the plan, supersede any curricular adherence or suggestion.

AFFIRMATIVE ACTION COMPLIANCE STATEMENT

The Rochelle Park Township Public Schools are committed to the achievement of increased cultural awareness, respect and equity among students, teachers and community. We are pleased to present all pupils with information pertaining to possible career, professional or vocational opportunities which in no way restricts or limits option on the basis of race, color, creed, religion, sex, ancestry, national origin or socioeconomic status.

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Grade: Kindergarten   **Unit:** Library Procedures & Book Care   **Time Frame:** 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
☐ A library is a place for a person to find and borrow books. ☐ There are expectations for individual behavior in the library to ensure respect for other individuals and materials.	☐ Why do I go to the library? ☐ How am I a good user of the library?

KNOWLEDGE	SKILLS	STANDARDS
Students will know: ☐ how to properly carry a book with two hands. ☐ to keep books away from dirt, food, liquids, pets, and younger children. ☐ safe places to keep their library books. ☐ the job of a librarian is to help readers to find books of interest, teach them how to use the library, and to keep the library organized. ☐ where to look for books, check-out, and return books. ☐ the function of the library. ☐ appropriate library behavior (respectful of the people and the things in the library) ☐ how to listen to a story by sitting quietly and making eye contact with the speaker. ☐ to properly handle a book (ex. turning pages carefully from the corner).	**Students will be able to:** ☐ demonstrate how they read and carry a book in/out of the library. ☐ show the differences between proper and improper book care. ☐ create a class list of reasons to visit a library. ☐ sit and listen to a story. ☐ identify the librarian. ☐ choose a book from a given area in the library.	K.RL.1, 10 K.SL.1a,2,3 9.1.4.A.A.1-2,5 9.1.4.B.1 9.1.4.C.1 9.1.4.D.1-2 9.1.4.F.2-3 **AASL STANDARDS** 1.1.6 1.4.4 2.1.5 2.4.1 3.1.2 3.2.2 3.3.5

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
librarian library shelf marker picture book check-in check-out overdue easy fiction	Too Many Books Bauer I Took My Frog to the Library Eric A. Kimmel What Happened to Marian's Book Brook Berg Howard B Wigglebottom Learns to Listen Howard Binkow www.wedolisten.org Those Terrible Toy-Breakers McPhail- Mr. Wiggle's Book Craig	Formative Class Discussions Teacher Observations Interactive Activities Summative Teacher Checklist of Formal Observation of Student Participation during book check-out.

Grade: Kindergarten   **Unit:** Listening to and Enjoying Books   **Time Frame:** Ongoing

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
☐ Reading and listening to a story can be a leisurely activity. ☐ There are expectations for individual behavior when being an audience member.	☐ What stories, authors, and illustrators do you like? ☐ How do I show that I am a good listener?

KNOWLEDGE	SKILLS	STANDARDS
Students will know: ☐ how to sit quietly. ☐ how to use their eyes and ears to listen. ☐ how to be polite to one another by taking turns. ☐ how to identify the title of a book by looking at the cover. ☐ the jobs of an author and an illustrator. ☐ a story is told through words and/or pictures. ☐ the importance of asking questions if they do not understand. ☐ there are many different kinds of stories and each listener will form their own thoughts about those stories.	**Students will be able to:** ☐ sit quietly for the duration of a story. ☐ point to the title of a book on the front cover. ☐ describe what an author and an illustrator do in relation to a book. ☐ use illustrations to retell a story. ☐ be engaged in a book discussion with their peers by listening and taking turns. ☐ share their opinions about books and give reasons why they feel that way.	K.RL.1,2,6,7,10 K.SL.1a,2,3,6 9.1.4.A.A.1-2,5 9.1.4.B.1 9.1.4.C.1 9.1.4.D.1-2 9.1.4.F.2-3 **AASL STANDARDS** 1.1.6 1.4.4 2.1.5 3.1.2,3 3.2.2 3.3.2,5

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
audience author illustrator illustrations title front/back cover retell	Varied resources based on kindergarten classroom themes.	<u>Formative</u> Class Discussions Teacher Observations Interactive Activities <u>Summative</u> Matching Activity (book elements) Sequencing Activity (Retell)

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Grade: 1st   **Unit:** Library Procedures & Book Care   **Time Frame:** 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
☐ A library is a place for a person to find and borrow books. ☐ There are expectation for individual behavior in the library to ensure respect for other individuals and the materials.	☐ Why do I go to the library? ☐ How am I a responsible user of the library?

KNOWLEDGE	SKILLS	STANDARDS
Students will know: ☐ the function of the library. ☐ appropriate library behavior. ☐ the job of a librarian. ☐ where to look for, check-out and return books. ☐ how to request and renew a book. ☐ how to properly carry books. ☐ to keep books away from dirt, food, liquids, pets, and younger children. ☐ safe places to keep their library books. ☐ to properly handle a book.	**Students will be able to:** ☐ create a list of library experiences. ☐ sit and listen to a story. ☐ discuss the importance of being respectful toward others in the library. ☐ choose books from a given area in the library. ☐ demonstrate how they read and carry a book in/out of the library. ☐ show the differences between proper and improper book care.	1.RL.1,2 1.SL.1a, 2 9.1.4.A.A.1-5 9.1.4.B.1 9.1.4.C.1 9.1.4.D.1-2 9.1.4.F.2-3 **AASL STANDARDS** 1.1.6 2.1.5 2.4.1 3.1.2,3 3.2.2

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
librarian library shelf marker easy fiction check-out check-in overdue renew browse	Too Much Noise in the Library Susan Margaret Chapman Shelf Elf Jackie Mims Hopkins Walter's Magic Wand Eric Houghton	Formative Class Discussions Teacher Observations Interactive Activities Summative Individual Student Response Sheet

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Grade: 1st **Unit:** Finding Books in the Library **Time Frame:** 8 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
☐ Libraries are organized to help people find what they need easily. ☐ Databases are digital information resources.	☐ How do I find the books I want to read? ☐ Where do I find the books I am looking for in the library?

KNOWLEDGE	SKILLS	STANDARDS
Students will know: ☐ alphabetical order. ☐ that easy fiction books are shelved in ABC order based on the author's last name. ☐ that a call number is an address for a book. ☐ the different parts of a call number and what they represent (ex. E: Easy Fiction). ☐ that every book in a library has a call number that can be found on its spine. ☐ that call numbers are used to organize books in a library. ☐ how to find an easy fiction book in the library by using its call number. ☐ that libraries have databases that can be used to search for books. ☐ the library's catalog database will give them the information they need in order to go and find a book on the shelf in the library.	**Students will be able to:** ☐ sing the ABC song. ☐ identify the author's last name whether it is on a book or in the library's database. ☐ construct an easy fiction call number when given the author's name. ☐ arrange given easy fiction call numbers in ABC order. ☐ demonstrate that they can locate an easy fiction book on the shelf when given a call number. ☐ use Destiny, the library's database, to conduct a visual search to select a book of interest. ☐ determine if a book is available and write down the call number when using the library's database.	8.1.2.A.1-3, 5 8.1.2.E.1 8.2.2.A.1 9.1.4.A.A.1-2,5 9.1.4.B.1 9.1.4.C.1 9.1.4.D.1-2 9.1.4.F.2-3 **AASL STANDARDS** 1.1.3,6 1.3.4 1.4.1,2,4 2.3.1 2.4.1 3.1.3 3.2.2 4.3.2
VOCABULARY	**RESOURCES/MATERIALS**	**ASSESSMENT/PROJECT**
spine spine label call number easy fiction Destiny visual search library catalog	<u>A House is a House for Me</u> Mary Ann Hoberman variety of ABC books Destiny shelf markers	<u>Formative</u> Teacher Observations Worksheets & Activities <u>Summative</u> "Finding Books in the Library" Benchmark

Grade: 1st   **Unit:** Fiction vs. Nonfiction   **Time Frame:** 8 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
□ There are different types of reading materials; some are for enjoyment and some are for learning. □ A reader chooses a fiction or a nonfiction book based on their reading interests and needs.	□ Would I like to read a fiction or a nonfiction book? □ How do books in a library compare to one another?

KNOWLEDGE	SKILLS	STANDARDS
Students will know: □ fiction books are make-believe stories. □ nonfiction books are filled with facts. □ reasons why a reader may choose to read a fiction or nonfiction book, whether for enjoyment or to learn something new. □ fiction book features usually include illustrations, characters, setting, and a beginning, middle, and end to the story. □ nonfiction book features usually include photographs, table of contents, headings, bold print words, and captions. □ fiction books are usually read cover to cover. □ nonfiction books do not have to be read cover to cover. □ fiction book call numbers are all letters. □ nonfiction book call numbers are numbers and letters.	**Students will be able to:** □ list details from a fiction story that are from the author's imagination. □ list facts from a nonfiction book. □ identify a book as fiction or nonfiction by looking at the cover and/ or reading the title. □ recognize a reading passage as fiction or nonfiction by listening to the details. □ label nonfiction book features. □ locate fiction books and nonfiction books in a library. □ describe when a reader might choose a fiction book or when they might choose a nonfiction book.	1.RIT.1-2, 4-7, 10 1.RL.1-3, 5, 7 1.SL.1, 1.c, 2 9.1.4.A.A.1-2,5 9.1.4.B.1 9.1.4.C.1 9.1.4.D.1-2 9.1.4.F.2-3 **AASL STANDARDS** 1.1.3 1.1.6 1.3.4 1.4.2 1.4.4 2.1.5 3.1.3 4.1.3 4.3.2

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Fiction captions nonfiction illustrations text features table of contents headings bold print words	Variety of fiction and nonfiction books.	Formative: Teacher observations Student participation in class discussions Student completed activities Summative: First Grade Benchmark Activity

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Grade: 1st   **Unit:** Book Appreciation   **Time Frame:** 8 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
☐ Books are created through the efforts of many skilled and creative people, including authors, illustrators, editors, art directors, and printers.	☐ How are books created? ☐ Are there jobs involved in creating a book that appeals to me?

KNOWLEDGE	SKILLS	STANDARDS
Students will know:	**Students will be able to:**	
☐ published books are the result of the work of a number of people. ☐ authors are responsible for the creation of the text of a book. ☐ illustrators are responsible for creating the images in a book. ☐ editors work with authors to improve their work to make it the best it can be. ☐ art directors work with illustrators on the design of a book. ☐ printers turn the words and illustrations into an actual book. ☐ publishers are the companies that produce books.	☐ identify the work of an author as the creator of the words or text in a book. ☐ identify the work of an illustrator as the creator of the illustrations or pictures in a book. ☐ describe the work of an editor as the person who corrects an author's work and makes suggestions for improvement. ☐ identify the art director as the person who decides how a published book will look. ☐ identify a printer as a person whose job involves the production of printed books. ☐ identify a publisher as the company that produces or manufactures books.	1.RL.1 1.RIT.1.3,6 1.SL.1a-c,2-4 9.1.4.A.A.1-2,5 9.1.4.B.1 9.1.4.C.1 9.1.4.D.1-2 9.1.4.F.2-3 **AASL STANDARDS** 1.1.2,3,6,9 1.3.4 2.1.6 2.2.4 2.3.1 3.2.2
VOCABULARY	**RESOURCES/MATERIALS**	**ASSESSMENT/PROJECT**

Author storyboard text illustrator illustrations editor printer publisher printing press art director bindery book jacket manuscript	<u>Stuff</u> Steven Kroll *How a Book is Made* DVD <u>What Do Authors Do?</u> Christelow <u>What Do Illustrators Do?</u> Christelow "Printing of Moosestache" PowerPoint www.margiepalatini.com <u>Moosestache</u> Margie Palatini	<u>Formative</u> Teacher Observations SmartBoard Activities Class Discussions <u>Summative</u> "How Books Are Created" Picture Book Project

Grade(s): 1st, 2nd, 3rd   **Unit:** Author Study   **Time Frame:** 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
☐ Authors create the books we enjoy reading. ☐ Authors sometimes interact with readers through school visits. ☐ Authors are another resource for improving our writing.	☐ What have I learned about and from this author? ☐ How has this author changed my reading/writing habits?

KNOWLEDGE	SKILLS	STANDARDS
Students will know: ☐ selected titles written by a specific author. ☐ biographical information about a specific author. ☐ career accomplishments of a specific author. ☐ what resources to use to learn more about an author.	**Students will be able to:** ☐ compare and contrast text written by a specific author. ☐ develop questions pertaining to a specific author and his/her work. ☐ respond to books written by a specific author. ☐ locate information about a specific author.	1/2/3.RL.1-7,9-10 1.RIT.1-3,10 2.RIT.1-3,6,8,10 3.RIT.1-2,5-7 1.W.1-2,5,8 2.W.1-2,5,7-8 3.W.1-2,7-8 1.SL.1a-c,3,6 2/3.SL.1a-c,4,6 8.1.2.A.1-3,5 8.1.2.E.1 8.1.4.E.1-2 8.1.4.A.1
		AASL STANDARDS
		1.1.2-4,6,8,9 1.2.1,6,7 1.3.4 1.4.1,2,4 2.1.2,5 3.1.3 3.2.2,3 3.3.4,5 4.1.1-5,8 4.2.4 4.3.2 4.4.1
VOCABULARY	**RESOURCES/MATERIALS**	**ASSESSMENT/PROJECT**
author biography resource	Variety of books and websites based on the specific author.	<u>Formative</u> Class Discussions Teacher Observations Written Activities <u>Summative</u> Student Response to Author Day visit.

Grade: 2nd   **Unit:**   Procedures, Book Care, "Just Right" Books   **Time Frame:** 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
☐ There are expectations for individual behavior in the library to ensure respect for other individuals and the materials. ☐ People select books to read based on personal preferences and readability.	☐ How am I a responsible user of the library? ☐ How do I make informed decisions about the books I choose to borrow from the library?

KNOWLEDGE	SKILLS	STANDARDS
Students will know:	**Students will be able to:**	
☐ appropriate library behavior. ☐ where to look for, check out, and return books. ☐ different parts of a call number and what they represent. ☐ how to request, renew, and return a book. ☐ how to properly carry books. ☐ to keep books away from dirt, food, liquids, pets, and younger children. ☐ safe places to keep their library books. ☐ how to properly handle a book when reading. ☐ strategies for choosing a "just right" book, such as considering the title, author, and subject, reading the blurb and utilizing the "Five Finger Rule."	☐ sit quietly and listen to a story. ☐ demonstrate respectful behavior toward others in the library. ☐ identify the location of the easy fiction, fiction, and nonfiction areas of the library. ☐ use a shelf marker when browsing for books. ☐ demonstrate how they carefully handle and carry books. ☐ describe the differences between proper and improper book care. ☐ identify Destiny as the library's catalog database. ☐ choose potential books to read based on personal preferences. ☐ use a strategy such as the "Five Finger Rule" to determine readability of a chosen book.	2.R.I.10 2.R.L.10 2.SL.1.a-c 2.SL.3 9.1.4.A.A.1-2,5 9.1.4.B.1 9.1.4.C.1 9.1.4.D.1-2 9.1.4.F.2-3 **AASL STANDARDS** 1.1.6 2.1.5 2.4.1 3.1.2,3 3.2.2

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
easy fiction fiction nonfiction hold blurb online catalog "Just Right" book	Penelope Popper, Book Doctor by Toni Buzzeo Destiny online catalog (http://denville.follettdestiny.com) Varied collection of easy fiction, fiction, and nonfiction books.	Formative Class discussions Teacher observation Interactive activities Summative Second Grade Benchmark Part One

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Grade: 2nd   **Unit:** Online Resources   **Time Frame:** 8 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
□ Online resources are available to find information needed when researching. □ Different resources are used depending on the type of information needed.	□ How do I find information I need? □ What resource do I use to find out what I want to know?

KNOWLEDGE	SKILLS	STANDARDS
Students will know: □ an online resource could be a database, a search engine, or a website. □ online resources are used to gain information. □ a database is a resource that is usually password protected, reliable, and searchable in multiple ways. □ a search engine is a resource that provides a variety of additional resources. □ a web site is a resource found on the Internet. □ different online resources are used to find different kinds of information. □ what online resources are available to them through the school district. □ how to log in and search the different online resources to find specific information. □ when to use a database, a search engine, or a web site.	**Students will be able to:** □ define an online resource. □ compare a database, a search engine, and a web site. □ do a "Basic Search" in Destiny in order to find a book, its availability, and its call number. □ log in and search Culture Grams to locate information about a specific place in the world. □ log in and search World Book Kids for specific information. □ access Fact Monster in order to search for information by choosing an appropriate resource listed. □ choose an appropriate online resource depending on the type of information needed.	2.RI.1-2, 4-8, 10 2.SL.1, 1.c, 2 8.1.2.A.1-3, 5 8.1.2E.1
		AASL STANDARDS
		1.1.6 1.3.4 1.4.1 1.4.2 1.4.4 2.1.3 2.1.5 2.4.1 3.2.2
VOCABULARY	**RESOURCES/MATERIALS**	**ASSESSMENT/PROJECT**
resource database search engine website Internet Reliable basic search	Destiny, http://denville.follettdestiny.com Culture Grams, http://online.culturegrams.com/ World Book Kids, http://worldbookonline.com/ Fact Monster, www.factmonster.com	<u>Formative</u> Teacher observations Student completed activities <u>Summative</u> Second Grade Benchmark: Part One

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Grade: 2nd   **Unit:** Genres   **Time Frame:** 7 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
☐ Books can be classified into genres because of similar plot characteristics. ☐ Genre can be used as a reading strategy to choose a "just right" book.	☐ What genres do I prefer to read? ☐ How can I find books of a certain genre that I would like to read?

KNOWLEDGE	SKILLS	STANDARDS
Students will know: ☐ books can be classified into genres based on similar characteristics of plot. ☐ the difference between a series and a genre. ☐ there are a variety of different genres. ☐ the characteristics of selected genres such as realistic fiction, mysteries, historical fiction, etc. ☐ how to identify books of different genres in a library.	**Students will be able to:** ☐ define genre. ☐ list at least seven different genres. ☐ describe characteristics of a given genre. ☐ sort books by genre. ☐ locate books of a specific genre in the library. ☐ identify genres of personal interest.	2.RIT.1 2.RL.1 9.1.4.A.A.1-2,5 9.1.4.B.1 9.1.4.C.1 9.1.4.D.1-2 9.1.4.F.2-3
		AASL STANDARDS
		1.1.2, 9 1.2.2 1.3.4 1.4.2, 4 2.1.2, 3, 5 2.3.1 2.4.3 3.2.2 3.3.2, 5 4.1.1-5 4.2.1-2, 4 4.3.3 4.4.1, 6
VOCABULARY	**RESOURCES/MATERIALS**	**ASSESSMENT/PROJECT**
Genre , series, characteristics character, plot, fantasy, poetry, nonfiction, mystery, realistic fiction, historical fiction, science, fiction, folk literature	<u>Joe Bright and the Seven Genre Dudes</u> by Jackie Mims Hopkins Variety of books of different genres.	<u>Formative</u> Class discussions Teacher observations Interactive activities <u>Summative</u> Second Grade Benchmark: Part Two

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Grade: 2nd   **Unit:** Literary Awards   **Time Frame:** 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
☐ Books receive literary awards for their writing and/ or illustrations. ☐ Authors and Illustrators are recognized for their talents.	☐ Why would a book receive an award? ☐ What award-winning books would I like to read?

KNOWLEDGE	SKILLS	STANDARDS
Students will know: ☐ an author and/ or an illustrator can receive an award annually for their work. ☐ the American Library Association is the organization that chooses who receives the awards each year. ☐ the Newbery Medal is given to the author of a book. ☐ the Caldecott Medal is given to the illustrator of a book. ☐ the Theodore Geisel Award is given to the author and the illustrator of a book for a beginner reader. ☐ some books receive an honorable mention for the different awards. ☐ how to identify when a book has received a literary award by looking for a literary award sticker on the cover of a book or in its record in the catalog.	**Students will be able to:** ☐ name three different literary awards. ☐ compare and contrast the three literary awards. ☐ identify the literary award a book has received by looking at the sticker that appears on the cover of the book. ☐ recognize book titles that have received a literary award.	2.RIT.1, 7 2.R.L.7 2.SL.1, 1.a-c 9.1.4.A.A.1-2,5 9.1.4.B.1 9.1.4.C.1 9.1.4.D.1-2 9.1.4.F.2-3 **AASL STANDARDS** 1.1.6 1.1.9 1.3.4 1.4.4 3.2.2 3.3.2

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
American Library Association Newbery Medal Caldecott Medal Theodore Geisel Award Honor Book	American Library Association, http://www.ala.org/alsc/awardsgrants Varied collection of books that have received a literary award.	<u>Formative</u> Class Discussions Teacher Observations <u>Summative</u> Second Grade Benchmark: Part Two

Grade: 3rd   **Unit:** Utilizing Online Catalogs   **Time Frame:** 8 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
☐ Libraries provide online catalogs which assist users in locating desired materials. ☐ Various online library catalogs have certain basic features in common.	☐ How am I a responsible user of the library? ☐ How do I make informed decisions about the books I choose to borrow from the library? ☐ How can I make the most effective use of my library's online catalog?

KNOWLEDGE	SKILLS	STANDARDS
Students will know: ☐ the location of specific types of library resources. ☐ strategies for selecting books based on personal preferences, needs, and readability. ☐ how to use the Destiny Basic Search function to search for desired library materials. ☐ how to use Destiny Power Search function to refine library searches using Boolean operators. ☐ additional features of Destiny, including Destiny Quest. ☐ how to access and use the M.A.I.N. public library catalog.	**Students will be able to:** ☐ identify the location of the easy fiction, fiction, nonfiction, biography, reference, and periodical areas of the library. ☐ select appropriate reading choices based on personal preferences, informational needs, and readability. ☐ conduct keyword, author, title, and subject searches using Destiny Basic Search. ☐ make effective use of the Destiny Power Search function by using the Boolean operators AND, OR, and NOT, and specifying fields. ☐ log in to and use personal Destiny Quest page responsibly. ☐ access the M.A.I.N. public library catalog via their school library's website. ☐ identify similarities and differences between the school library and public library catalogs. ☐ conduct searches using the M.A.I.N. library catalog.	3.RIT.4-5 3.SL.1, 1c, 3 8.1.4.A.1, 5 8.1.4.D.1, 3 8.1.4.E.2 8.1.4.F.1 **AASL STANDARDS** 1.1.1-5, 8 1.2.2 1.2.5-7 1.3.4-5 1.4.1-4 2.1.1-5 2.3.1 2.4.1-4 3.1.2, 4,6 3.2.2 3.3.1 3.4.1 4.1.4, 7 4.3.1, 4 4.4.6
VOCABULARY	**RESOURCES/MATERIALS**	**ASSESSMENT/PROJECT**
online catalog Boolean operators Power search Advanced search drop-down menu	Destiny online catalog (www.denville.follettdestiny.com) M.A.I.N. library catalog (http://catalog.mainlib.org)	<u>Formative</u> Library catalog searching activities <u>Summative</u> Third Grade Benchmark

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Grade: 3rd　　　　　　　　**Unit:** Dewey Decimal System　　　　　**Time Frame:** 7 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
☐ The Dewey Decimal System is a classification system that helps to organize books in a library. ☐ As a reader, one can find a nonfiction book of interest by locating a certain area of the Dewey Decimal System.	☐ How does the Dewey Decimal system help me as a reader? ☐ How are libraries organized?

KNOWLEDGE	SKILLS	STANDARDS
Students will know: ☐ Mevil Dewey designed the Dewey Decimal Classification System (DDS) to organize the library. ☐ the DDS is used for primarily nonfiction books. ☐ the DDS organizes books into ten main sections identified by hundreds (000s, 100s, etc.). ☐ the call numbers for nonfiction books start with numbers. ☐ Nonfiction books are shelved according to subject first and by author's last name second.	**Students will be able to:** ☐ discuss the need for the DDS in a library. ☐ describe how the DDS is organized. ☐ identify a section of the DDS that is of interest to them as a reader. ☐ locate a nonfiction book when given a nonfiction book call number.	3.SL.1, 1b-d, 3 9.1.4.A.A.1-2,5 9.1.4.B.1 9.1.4.C.1 9.1.4.D.1-2 9.1.4.F.2-3 **AASL STANDARDS** 1.1.1-2, 4, 6 1.2.2 1.3.4 1.4.1-2, 4 2.1.2-3, 5 2.3.1 2.4.1, 3-4 4.1.1-2, 4-6
VOCABULARY	**RESOURCES/MATERIALS**	**ASSESSMENT/PROJECT**
Mevil Dewey Classification System Dewey Decimal System	What Marion Taught Willis by Brook Berg The Great Dewey Hunt by Toni Buzzeo "Using the Dewey Decimal System" video "Mrs. Kelly's Media Center" http://mset.rst2.edu/portfolios/k/ kelly_r/FinalWeb/ReadingCtr/ WhereHome.html "Order in the Library" http://web.archive.org/ web/20070127034103/ http://www.cs.utexas.edu/users/s2s/ utopia/library4/src/library4.swf "Dewey Decimal Rap" www.teachertube.com	Formative Class Discussions Teacher Observations Interactive Activities Summative Third Grade Benchmark Activity

Grade: 3rd   **Unit:** Print & Non-print Reference Resources   **Time Frame:** 8 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
☐ Reference resources are available in both print and non-print formats and are referred to when one needs to find information. ☐ When searching for answers to research questions, there are different types of reference resources that are more appropriate to use than others depending on the information needed.	☐ How can I find an answer to my research question? ☐ What reference resource will help me with my research question? ☐ Should I use a print or a non-print resource?

KNOWLEDGE	SKILLS	STANDARDS	
Students will know:	**Students will be able to:**	3.RIT.1, 5	
☐ resources are used to help us. ☐ reference resources are materials that readers refer to for information. ☐ differences between print and non-print resources. ☐ six types of reference resources: dictionaries, thesauruses, encyclopedias, atlases, almanacs, and the Internet. ☐ where to find the six different types of reference resources. ☐ when to use each of the six different types of reference resources. ☐ how to use each of the six different types of reference resources.	☐ define reference resources as materials referred to in order to find specific information. ☐ explain print resources are those found in a book, magazine, or newspaper. ☐ explain non-print resources are those found on the computer. ☐ identify the kind of information found in each of the six types of reference resources, such as maps found in an atlas. ☐ locate print reference resources in the library as well as non-print reference resources on the computer. ☐ choose the appropriate reference resource for a given researching need. ☐ find necessary information when presented with a researching question.	8.1.4.A.1, 5 8.1.4.E.2 8.1.4.F.1 9.1.4.A.A.1-2,5 9.1.4.B.1 9.1.4.C.1 9.1.4.D.1-2 9.1.4.F.2-3	
		AASL STANDARDS	
		1.1.1 – 9 1.2.1 – 7 1.3.4 – 5 1.4.1 – 4 2.1.1 2.2.1 2.3.1 2.4.1 – 4	3.1.1, 6 3.3.5 3.4.1 4.1.4 4.2.1 4.3.2 4.4.6
VOCABULARY	**RESOURCES/MATERIALS**	**ASSESSMENT/PROJECT**	

resource reference print non-print Internet dictionary thesaurus encyclopedia atlas almanac	<u>Great Activities for Learning How to Use Reference Books</u> by Jennifer O'Neil Plummer Variety of reference resources.	<u>Formative</u> Class Discussions Teacher Observations Interactive Activities <u>Summative</u> Third Grade Benchmark Activity

Grade: 3rd   **Unit:** Nonfiction Book Features   **Time Frame:** 8 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
☐ The information in nonfiction books is organized in a way that is logical and accessible. ☐ Information can be presented in both written and visual formats.	☐ How can I efficiently locate specific information in a nonfiction book? ☐ How do the features of a nonfiction book help me to understand the information being presented?

KNOWLEDGE	SKILLS	STANDARDS
Students will know: ☐ that nonfiction books have features that aid in locating and understanding the information within the books. ☐ the table of contents is an organizational tool that lists the chapters in a book and the pages on which they begin. ☐ the index is an organizational tool that lists specific words and topics found in a book, along with the page numbers on which they appear. ☐ the glossary of a book defines difficult words used in the text. ☐ the bibliography of a book provides evidence of the author's research and sources for further information. ☐ that some nonfiction book features such as close-ups, comparisons, diagrams, graphs,	**Students will be able to:** ☐ locate and use the table of contents and index of a nonfiction book. ☐ locate and use the glossary of a book. ☐ locate the bibliography of a book, being aware that it may be called by a different name. ☐ interpret the elements of a bibliographic citation. ☐ interpret information presented as a timeline. ☐ explain the reasons for using different types of font in a nonfiction text. ☐ identify the following nonfiction book features: caption, chart, close-up, comparison, cutaway, diagram, graph, label, map, sidebar.	3.RI.5, 7, 10 3.SL.2,3 9.1.4.A.A.1-2,5 9.1.4.B.1 9.1.4.C.1 9.1.4.D.1-2 9.1.4.F.2-3 **AASL STANDARDS** 1.1.1-6, 9 1.2.1-2, 5-7 1.3.4 1.4.1-4 2.1.1-3, 5 2.2.1 2.3.1 2.4.1-4 3.1.1, 3 3.2.1-3
maps, time lines, and use of font help to present information in a visual way. ☐ that some nonfiction book features such as captions, labels, and sidebars provide information through written		3.3.5 3.4.1-3 4.1.1-2, 4-5 4.3.2-3 4.4.1-3, 6

facts.

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
appendix bibliography caption chart close-up comparison copyright cutaway diagram font glossary graph index label map sidebar table of contents timeline bold print citation heading subheading	*Introduction to Nonfiction: Write-On/Wipe-Off Flip Chart* by Liza Charlesworth (Scholastic) *A Pet for Every Person* by Pat Miller True Book series by Children's Press Scholastic TrueFlix	<u>Formative</u> Interactive Activities Student-completed Activities <u>Summative</u> Benchmark Activity

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Library/Media Center Curriculum Guide

Grade: 4th Grade   **Unit:** Research Process/ Project   **Time Frame:** 12 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
☐ The methodology of conducting research is the same no matter how big or small the research question may be. ☐ There are a variety of resources that can be used when conducting research. ☐ It is important to conduct research ethically.	☐ How do I find the answers to the questions I have? ☐ How do I organize my research findings effectively?

KNOWLEDGE	SKILLS	STANDARDS
Students will know: ☐ there is a methodology to conducting research in an organized fashion. ☐ research begins with a question. ☐ different resources are used for research depending on the task. ☐ resources can be found in a variety of places. ☐ how to evaluate a resource to determine its usefulness to the defined task. ☐ a search engine provides a list of web sites. ☐ a database can provide articles, ebooks, images, videos, or other digital sources. ☐ how to find information within a resource. ☐ how to record information by properly taking notes. ☐ how to cite a resource used to avoid plagiarism.	**Students will be able to:** ☐ identify the six steps in conducting research. ☐ research information about New Jersey following the Big6 Research Model. ☐ list possible resources that could be used to find information. ☐ locate a variety of resources including print and nonprint ☐ access information that is pertinent to the defined task. ☐ properly take notes on information found by using a given organizational tool. ☐ define plagiarism and explain the importance of citing a source. ☐ create a final project to share the information they have gathered. ☐ participate in a discussion sharing what they learned about conducting research effectively	6.1.4.B.4 6.1.4.C.12, 14-15 6.1.4.D.1-2, 4, 8-10, 12 4.RI.1.1-10 4.SL.1, 1.a-d, 2, 4 4.W.1.b, 2, 2.b, 2.d, 4, 7-9, 9b 8.1.4.A.1-3,5 8.1.4.D.1-3 8.1.4.E.1-2 **AASL STANDARDS** 1.1.1-8 1.2.1-7 1.3.1, 3-5 1.4.1-4 2.1.1-6 2.2.1, 4 2.3.1, 3 2.4.1-4 3.1.1-6 3.2.1.-3

☐ a variety of ways to share what they have learned through their research. ☐ when research is completed, it is important to evaluate the effectiveness and the efficiency of the research methodology.	and efficiently.	3.3.1-2, 4-5, 7 3.4.1-2 4.1.1-2, 4-6 4.2.1-2 4.3.1-2 4.4.1-3, 5-6
VOCABULARY	**RESOURCES/MATERIALS**	**ASSESSMENT/PROJECT**
research task resource search engine web site database citation plagiarism paraphrase synthesis evaluation	Our Librarian Won't Tell Us Anything by Toni Buzzeo The Definitive Big6 Workshop Handbook by Michael B. Eisenberg and Robert E. Berkowitz Mrs. Skorupski's Big6 Research Methodology posters www.tonibuzzeo.com New Jersey (Scott Foresman) – 4th Grade textbook	Formative Checkpoints throughout the Research Process Teacher observations Class discussions Summative Completed Research Project Individual Reflective Response Sheet

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Library/Media Center Curriculum Guide

Grade: 5th   **Unit:** Research Process / Project   **Time Frame:** 12 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
☐ The methodology of conducting research is the same no matter how big or small the research question may be. ☐ There are a variety of resources that can be used when conducting research. ☐ It is important to conduct research ethically.	☐ How do I find the answers to the questions I have? ☐ How do I organize my research findings effectively? ☐ How am I an ethical user of information?

KNOWLEDGE	SKILLS	STANDARDS
Students will know: ☐ there is a methodology to conducting research in an organized fashion. ☐ research begins with a question. ☐ different resources are used for research depending on the task. ☐ resources can be found in a variety of places. ☐ how to evaluate a resource to determine its usefulness to the defined task. ☐ a search engine provides a list of web sites. ☐ a database can provide articles, ebooks, images, videos, or other digital sources. ☐ how to find information within a resource. ☐ how to record information by properly taking notes. ☐ how to cite a resource used to avoid plagiarism.	**Students will be able to:** ☐ identify the six steps in conducting research. ☐ research information about Ancient Civilizations following the Big6 Research Model. ☐ list possible resources that could be used to find information. ☐ locate a variety of resources including print and nonprint ☐ access information that is pertinent to the defined task. ☐ properly take notes on information found by using a given organizational tool. ☐ define plagiarism and explain the importance of citing a source. ☐ create a Works Cited page properly citing three different kinds of sources.	6.2.8.A.1.a, 2.a-c, 3a-e, 4a, j. 6.2.8.B.1.a, 2a-b, 3a-b, 4a, c 6.2.8.C.a-b, 2a, 3a-c, 4a 6.2.8.D.a-c, 2a-d, 3a,d,f, 4b,c,j 5.RI.1, 3-9 5.SL.1, 1a-d, 4 5.W.1a, 7-9, 9b 8.1.8.A.5 8.1.8.D.1 9.1.8.A.1-2 9.1.8.C.1-3 9.1.8.D.1,3 9.1.8.F.1,3 **AASL STANDARDS** 1.1.1-8 1.2.1-7 1.3.1, 3-5 1.4.1-4 2.1.1-6 2.2.1, 4

☐ a variety of ways to share what they have learned through their research. ☐ when research is completed, it is important to evaluate the effectiveness and the efficiency of the research methodology.	☐ create a final project to share the information they have gathered. ☐ participate in a discussion sharing what they learned about conducting research effectively and efficiently.	2.3.1, 3 2.4.1-4 3.1.1-6 3.2.1.-3 3.3.1-2, 4-5, 7 3.4.1-2 4.1.1-2, 4-6 4.2.1-2 4.3.1-2 4.4.1-3, 5-6
VOCABULARY	**RESOURCES/MATERIALS**	**ASSESSMENT/PROJECT**
research task resource search engine web site database citation plagiarism paraphrase Works Cited synthesis evaluation	Our Librarian Won't Tell Us Anything by Toni Buzzeo The Definitive Big6 Workshop Handbook by Michael B. Eisenberg and Robert E. Berkowitz Mrs. Skorupski's Big6 Research Methodology posters www.tonibuzzeo.com The Ancient World (Prentice Hall) – 5th Grade Textbook Citation Tools: www.easybib.com, Microsoft Word	Formative Checkpoints throughout the Research Process Teacher observations Class discussions Summative Completed Research Project Individual Reflective Response Sheet

Grade: 6   **Unit:** Library Media Orientation   **Time Frame:** 3 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
☐ A school library media center is a library within a school where students and staff have access to a variety of resources. ☐ There are expectations for individual behavior in the library media center to ensure respect not only for the individuals using it, but also for the materials and resources within.	☐ What is the difference between a library and a media center?

KNOWLEDGE	SKILLS	STANDARDS
Students will know: ☐ expectations for library use. ☐ how and when they can access the library. ☐ a database can provide them vast amounts of information. ☐ a list of appropriate websites for student use.	**Students will be able to:** ☐ identify electronic and print resources. ☐ use Destiny, the online circulation system, to locate materials. ☐ search online database subscriptions. ☐ complete 'Scavenger Hunt' for resources available in the media center. ☐ match descriptors to visuals that reflect various resources/areas of the library. ☐ complete Destiny Scavenger Hunt before the end of the first marking period at their own pace. ☐ use approved websites that are appropriate to the media center and their age.	8.1.8.A.5
		AASL STANDARDS
		1.1.4 1.1.8 1.4.1
VOCABULARY	**RESOURCES/MATERIALS**	**ASSESSMENT/PROJECT**

scavenger hunt Destiny Online circulation system database	Orientation PowerPoint Photo Review PowerPoint Destiny Library Scavenger Hunt Worksheet Student Planner Destiny Scavenger Hunt Worksheet CNN SIRS Discoverer EBSCOhost	<u>Formative</u> Class discussions Teacher observations <u>Summative</u> Scavenger Hunt Destiny Scavenger Hunt

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Library/Media Center Curriculum Guide

Grade: 6   **Unit:** Social Studies Research Project: Problems in Modern Africa   **Time Frame:** 9 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
☐ The standards of living (economics, education, healthcare) are different in other parts of the world. ☐ There are various informational resources available to us that provide a clear picture of life globally that we may never experience ourselves.	☐ Why is it important for us as Americans to understand the living conditions in other parts of the world? ☐ How can my school library media center provide a world outlook?

KNOWLEDGE	SKILLS	STANDARDS	
Students will know: ☐ a variety of resources are available in a library media center, such as: -online database -non-fiction books -periodicals ☐ not all sources that you find are reliable for your research and sometimes must be discarded. ☐ there are various styles used for research citation. ☐ Modern Language Association (MLA) style. ☐ how to create a works cited list using MLA style as used at Morris Hills Regional High School. ☐ how to take keyword notes on main ideas. ☐ Basic outlines are a valuable tool in the prewriting process.	**Students will be able to:** ☐ use an online database. ☐ print sources for research. ☐ track sources. ☐ use NoodleTools. ☐ set up a NoodleTools account. ☐ properly format MLA works cited list. ☐ take notes and organize notecards on a 5 paragraph essay structure. ☐ create a final product to share information they have gathered. ☐ locate main ideas to support their research. ☐ conduct individual research and collaborate to develop a small group project. ☐ utilize a basic outline to organize information collected and paraphrase.	RI-Gr. 6-2 RI-Gr. 6-3 W-Gr. 6-6 W-Gr. 6-7 W-Gr. 6-8 6.1.8.A.1,2,3,5,7,11 6.2.8.E.1,5,8,13 6.5.8.B.1,3,4 6.6.8.B.3,6 6.6.8.C.5 8.1.8.A.5	
		AASL STANDARDS	
		1.1.3 1.1.5 1.1.7 1.2.4 2.1.4 2.1.6 3.1.3 3.1.4	1.3.1 1.3.3
VOCABULARY	**RESOURCES/MATERIALS**	**ASSESSMENT/PROJECT**	

essay
SIRS
NoodleTools
sources
database
MLA
cite
word cloud
Wordle
podcast
keywords
	NoodleTools
	SIRS
	print resources
	note-taking PowerPoint
	project specific rubric
	project description
	works cited card
		<u>Formative</u>
		Class discussions
		Works cited card
		
		<u>Summative</u>
		Works cited list
		Individual Essay
		Small Group Choice Project:
		   podcast
		   Wordle
		   Tagxedo

Grade: 6   **Unit:** Science Research Project: **Time Frame:** 3 days
                              Endangered Species

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
☐ All organisms depend on other organisms and their environments for their basic needs. ☐ Various human activities have changed the capacity of the environment to support some life forms.	☐ In what ways to organisms interact within ecosystems? ☐ How do changes in one part of the earth's system affect other parts of the system? ☐ How can the library media center support advocacy?

KNOWLEDGE	SKILLS	STANDARDS
Students will know: ☐ educating themselves and others about extinction can help save species. ☐ stickiness is an advertising term used to ensure that messages stick with our audience. ☐ how to navigate a website to find factual information to support their research. ☐ how to use a variety of graphic organizers/note takers to gather factual information to lead to the development of an advocacy project. ☐ to get a species off the endangered list, the public must be educated and vote for its conservation.	**Students will be able to:** ☐ utilize online databases that the library subscribes to. ☐ use various teacher approved websites for research. ☐ use print resources for research. ☐ track sources by using works cited card. ☐ use NoodleTools. ☐ properly format an MLA works cited list. ☐ take notes using a graphic organizer. ☐ locate facts to support their research support their research. ☐ create an advertisement for an endangered species and their advocacy.	W-Gr. 6-2 W-Gr. 6-7 W-Gr. 6-8 W-Gr. 6-9 5.3.6.C.1 5.3.6.C.2 5.3.6.C.3 5.4.6.G.3 8.1.8.A.5
		AASL STANDARDS
		1.1.4 1.1.5 1.2.3 1.3.1 2.1.2 2.2.3 3.1.3
VOCABULARY	**RESOURCES/MATERIALS**	**ASSESSMENT/PROJECT**

stickiness
endangered species
advertising
advocacy
NJDEP
public awareness campaign
	websites
	library print materials
	research skills mini-lessons
	www.state.nj.us/dep/fwg/tandespp.htm
	research outline
	species information graphic organizer
	rubric
		<u>Formative</u>
		  graphic Organizer
		  outline
		
		<u>Summative</u>
		 Endangered Species
		Commercial/Advertisement
		(Print or Electronic)

Library/Media Center Curriculum Guide

Grade: 7   **Unit:** Research Basics   **Time Frame:** 12 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
☐ Elements of the past shape the present & future. ☐ Research takes many forms and is done for many reasons.	☐ How can we use media resources to shape our view of the world and ourselves? ☐ How can factual research have personal meaning? ☐ Has my topic had a positive or negative influence on my generation?

KNOWLEDGE	SKILLS	STANDARDS
Students will know: ☐ that to find valid sources, search terms may need to be refined. ☐ not all sources found when conducting research are reliable. ☐ that there are a variety of online databases available in the media center. ☐ MLA is the research style used in the Rochelle Park School District. ☐ that factual research can have personal meaning. ☐ that in order to use a source, they must be able to comprehend and summarize its meaning.	**Students will be able to:** ☐ conduct initial research relating to a popular culture topic since they were born. ☐ use databases to conduct research. ☐ summarize their topic. ☐ develop a thesis statement. ☐ utilize facts discovered through research to support their argument. ☐ incorporate note cards and thesis statement into an argument piece of writing. ☐ utilize a basic outline to organize information collected and paraphrase.	RI-Gr. 7-6 RI-Gr. 7-8 W-Gr. 7-1 W-Gr. 7-2 W-Gr. 7-6 W-Gr. 7-7 **AASL STANDARDS** 1.1.3 1.1.4 1.1.5 2.1.2 2.1.4 4.3.2
VOCABULARY	**RESOURCES/MATERIALS**	**ASSESSMENT/PROJECT**

Argument ABC-CLIO Popular Culture Works Cited	EBSCOhost SIRS ABC-CLIO NoodleTools	<u>Formative</u> Works Cited Cards <u>Summative</u> Works Cited List Essay

Grade: 7   **Unit:** Social Studies Project: Bill of Rights   **Time Frame:** 9 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
☐ On any controversial issue, there are at least two viewpoints.	☐ How do you dispute a fact? ☐ Is the US Constitution constitutional?

KNOWLEDGE	SKILLS	STANDARDS
Students will know: ☐ a strong argument is grounded in fact. ☐ debate can lead to a deeper understanding of an issue or topic. ☐ in debate, respecting your opponent's opinion is crucial to support civil discourse. ☐ there are various planning tools to use in the development of a strong position paper. ☐ there are various methods we use to get knowledge and to share knowledge.	**Students will be able to:** ☐ read and select one of four amendments to research. ☐ analyze a Supreme Court case related to the Bill of Rights Amendment they are researching. ☐ research two sides on an argument. ☐ choose one side of an argument to support ☐ access online databases and websites for research. ☐ paraphrase text. ☐ use NoodleTools. ☐ take notes using a t-chart. ☐ develop a graphic organizer. ☐ incorporate gathered factual information into expository writing.	RI-Gr. 7-3 RI-Gr. 7-6 RI-Gr. 7-8 RI-Gr. 7-9 W-Gr. 7-1 W-Gr. 7-2 W-Gr. 7-8 W-Gr. 7-9 6.1.8.A.3.b 6.1.8.A.3.g 8.1.8.A.5
		AASL STANDARDS
		1.1.4 1.1.5 1.1.7 1.2.3 1.2.4 1.3.2 2.1.2 2.2.2 2.2.3 2.3.3 3.1.3 4.3.2

		4.4.4
VOCABULARY	**RESOURCES/MATERIALS**	**ASSESSMENT/PROJECT**

EBSCOhost
US Constitution
Bill of Rights
amendment
argument
paraphrase
Supreme Court Cases
	Various print sources
	NoodleTools
	EBSCOhost
	Green works cited cards
	t-chart
	graphic organizer
	rubric
	Gilder-Lehrman Institute
		<u>Formative</u>
		  Works cited cards t-
		  chart
		  graphic organizer
		
		<u>Summative</u>
		  Expository Amendment Project
		  Unit Rubric

Grade: 8   **Unit:** Social Studies Research Project: **Time Frame:** 10 days
                                     Presidential Leadership

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
☐ In order to have an informed opinion you need to explore various sources of information to prevent source bias from having an influence.	☐ How does a President's leadership shape major events? ☐ Do the times make the man or does the man make the times? ☐ How can a student use a rubric to achieve a specific academic goal/grade?

KNOWLEDGE	SKILLS	STANDARDS
Students will know: ☐ an objective summary is based on fact and not on opinion. ☐ formal outlines are most effective when based on reliable notes. ☐ ways of citing various types of media. ☐ how to break down a research project into multi-steps in order to manage both material and time. ☐ facts provide validity for opinions. ☐ plagiarism is the theft of	**Students will be able to:** ☐ examine the terms of modern day presidents. ☐ conduct research using print sources. ☐ complete green works cited card (ie. Book, video, photo, magazine). ☐ use NoodleTools ☐ create a standard outline using student generated notes. ☐ provide in-text documentation. ☐ format a works cited page. ☐ include a video link in a PowerPoint presentation.. ☐ determine central ideas in text.	RI-Gr. 8.2 RI-Gr. 8-3 W-Gr. 8-2 W-Gr. 8-6 W-Gr. 8-7 W-Gr. 8-8 W-Gr. 8-9 6.1.8.A.2,3,5,7,8,11 6.2.8.A.1 6.2.8.B.1,2,3 6.2.8.C.1,2,3 6.2.8.D.1 6.2.8.E.3,7 8.1.8.A.3 8.1.8.A.5

intellectual property.	☐ extract facts from narrative text. ☐ select a minimum of 3 major domestic/foreign events specific to a president's term to explain background, presidential action and outcome of the event. ☐ create a group PowerPoint project and present to their peers. ☐ use a project rubric as a planning tool as well as an assessment tool. ☐ ask clarification questions of peer presenters.	8.1.8.D.2 8.1.8.D.3

AASL STANDARDS
1.1.4
1.1.7
1.2.4
1.3.3
2.1.2
2.1.4
2.1.6
2.2.3
2.2.4
3.1.3
3.1.4

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT

works cited
NoodleTools
outline
video link
opinion
bias
domestic
foreign
	Presidential Leadership rubric
	P.L. project description
	green Works Cited cards
	various topic related print sources
	How to Sheets:
	-NoodleTools
	-download a video
	-insert video clip in PowerPoint
	-Outlining
	-PowerPoint
		<u>Formative</u>
		  Works cited cards
		  Notecards
		  Outline
		
		<u>Summative</u>
		  Group PowerPoint
		  Research Steps & Presidential
		  Rubric
		  Essay