

**MHS Library Media Center 9-12 Curriculum
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TIME FRAME	CONTENT / TOPIC / ESSENTIAL QUESTIONS	OBSERVABLE PROFICIENCIES / SKILLS	STANDARDS NJCCCS / *AASL	ASSESSMENT
One class period throughout the year	GENERAL FRESHMEN ORIENTATION / How do I navigate the library media center and utilize the collection? How do I access books in the collection? What is information literacy?	Locate print and electronic resources using the subscription online databases, OPAC and other library equipment as well as gain knowledge of library sections, services, hours, rules and personnel. - Define the term “information literacy” and become aware of its application in life.	NJCCCS 3.1, 3.2, 3.3, 3.4, 3.5, 8.1 AASL 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1 3.3, 3.4	Locate at least one resource; identify appropriate Dewey location based on topic or number; access OPAC to find material; access at least one subject appropriate subscription online database and perform a simple search; self reflection on information literacy strengths and weaknesses.
One class period throughout the year	BIOGRAPHIES / What is the purpose of biographies? Why is the study of this person important?	Utilize the American National Biography online database, if applicable, or other appropriate subscription online databases. – Know where print biography sections are and how they are organized – Use citation software	NJCCCS 3.1, 3.2, 3.5, 4.1, 4.3, 8.1 (and those specific to subject area of the particular class) AASL 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.3, 3.4	Use of Noodletools software to generate a citation; bibliography or works cited page; individual observation / interaction and feedback; Determine the difference between collective biographies (920) and single subject biographies (B).
One to two class periods throughout the year	CURRENT OR CONTROVERSIAL ISSUES / What makes an issue controversial? – What makes information biased?	Navigate subscription online databases (i.e., Facts.com, CERF, EBSCO), print materials and periodicals giving different perspectives on topic	NJCCCS 3.1, 3.2, 3.5, 8.1 (and those specific to subject area of the particular class) AASL 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.3, 3.4, 4.2, 4.3, 4.4	Locate material with different viewpoints on an issue; exit slips; self-assessment; individual observation / interaction and feedback

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One class period throughout the year	PRIMARY SOURCES / What is a primary source? – Why is it important for research purposes? – How do I find primary sources in the library?	Identify primary sources as those materials closest to the event - Know various types of primary sources including speeches, diaries, journals, photos, newspaper articles, etc. - Find primary sources in print and use specific online databases.	NJCCCS 3.1, 3.2, 3.5, 4.1, 4.3, 8.1 AASL 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.3, 3.4	Exit slips; library handout; individual observation / interaction and feedback; self-evaluation
One class period throughout the year	WEBSITE EVALUATION / What criteria are needed to validate a source? –From whose perspective is the information and how does that affect students' evaluation?	Use the CARB criteria (current, accurate and authoritative, relevant, bias) or other valid criteria as an evaluation tool – Differentiate among domains (i.e, .org, .com, .edu, etc.)	NJCCCS 3.1, 3.2, 3.5, 4.1, 4.3, 8.1, 9.1, 9.2 (and those specific to subject area of the particular class) AASL 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.3, 3.4, 4.2, 4.3, 4.4	Annotated bibliography; library handout; individual observation / interaction and feedback
One class period throughout the year	LITERARY ANALYSIS / What makes this author's work unique? – Where do I find information about an author and his / her works?	Find resources dealing with literary criticism and analysis – Locate print material and utilize specialized online subscription databases	NJCCCS 3.1, 3.2, 3.5, 8.1 AASL 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.3, 3.4, 4.2, 4.3, 4.4	Research log; exit slips; self-assessment; individual observation / interaction and feedback

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One class period throughout the year	PLAGIARISM / What is the value of attributing the ideas and words of others? – How do I format a proper citation? – How do I know what it is I am citing? - How do I know when to cite?	Define plagiarism and know when to quote, paraphrase or summarize – Realize what the consequences of plagiarism are – Know how to cite material using citation software – Distinguish among the various types of information sources	NJCCCS 3.1, 3.2, 3.5, 6.2, 8.1, 9.1, 9.2 (and those specific to subject area of particular class) AASL 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.3, 3.4, 4.3	Bibliography or works cited page; library handout; individual observation / interaction and feedback
Two or more class periods throughout the year	SUBJECT SPECIFIC RESEARCH ORIENTATION / What is the information problem I am trying to solve? How do I determine what resources are appropriate to get me the needed information?	Form a thesis statement – Develop a search strategy using keywords – Access and use OPAC – Be familiar with Dewey Decimal System to locate material – Use textual cues (i.e., table of contents, headings, indices, etc.) to determine appropriateness of sources – Perform a simple search on a search engine (i.e., Google)	NJCCCS 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.3., 8.1 (and those specific to subject area of particular class) AASL 1.1, 1.2, 1.3, 2.1, 2.2, 2.3 2.4, 3.1, 3.3, 3.4, 4.2, 4.3, 4.4	Research log; exit slips; individual observation / interaction and feedback

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Two or more class periods throughout the year	ADVANCED RESEARCH / What is the information problem I am trying to solve? – Why should I plan before I search?	Form a thesis statement – Develop a search strategy using keywords – Access and use advanced features of OPAC – Be familiar with Dewey Decimal System to locate material – Use textual cues (i.e., table of contents, headings, indices, etc.) to determine appropriateness of source – Utilize Boolean operators to narrow or focus a search – Use advanced features of Google including Google Scholar and Google Books – Know the difference between a search engine and a directory – Explore less known search engines – Find resources using the hidden web – Know the difference between journals and magazines – Understand what “peer-reviewed” means	NJCCCS 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.3, 8.1 (and those specific to subject area of the particular class) AASL 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.3, 3.4, 4.2, 4.3, 4.4	Research log; bibliography or works cited page; exit slips; individual observation / interaction and feedback, library handout
Ongoing	LITERATURE APPRECIATION / Why do students read? – What makes a book worth reading? – How do I select a book?	Access OPAC and browse through categories on shelves - Use textual cues (i.e., book flaps, table of contents, front and back book cover, etc.) to select books	NJCCCS 3.1, 3.2, 3.3, 3.4, 3.5 AASL 1.1, 1.2, 1.3, 1.4, 2.4, 4.1, 4.2, 4.3, 4.4	Circulation reports, individual observation / interaction and feedback; self-assessment

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Ongoing	TECHNOLOGY AND ITS APPLICATION / Who is the audience? – How can I best show this information? How do I choose which technological tools to use and when it is appropriate to use them?	Know how to format documents based on lesson requirements and audience - Select and use programs included in Microsoft Suite (i.e., Word, Publisher, Excel, PowerPoint, etc.) - Know design elements such as CRAP (contrast, repetition, alignment and proximity) to make presentation more appealing and easier to understand	NJCCCS 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 8.1, 8.2, 9.1 (and those specific to the subject area of the particular class) AASL 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4	Completed presentation; self-assessment; rubric; individual observation / interaction and feedback
One class period	SENIOR ASSESSMENT / What do I do when I don't know what to do? - What is information literacy?	Define "information literacy" - Find and evaluate sources (print and electronic) – Present information in the most effective format and be able to use an inquiry-based research process to construct new knowledge	NJCCCS 3.1, 3.2, 3.5, 4.1, 4.3, 8.1, 9.1, 9.2 AASL 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4	MHS Library Media Center Senior Assessment handout
Ongoing	COLLABORATION / How do the librarians best work with teachers in content areas to implement information literacy skills?	Be aware of teacher's objectives and assessments prior to library visit to best facilitate student learning of information literacy skills	NJCCCS 1, 2, 3, 4, 5, 6, 7, 8, 9 (depending upon the subject area of the teacher's class) AASL 1.1, 1.3, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4	Lesson plans designed cooperatively; self-assessment; library handouts; class assessments

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Ongoing	INTERNET SAFETY / How can I utilize the internet safely? – What are my social, legal and ethical responsibilities when using the internet? – How can I identify commercial messages online?	Know how to protect their privacy while online to prevent intrusion from unwanted sources – Understand Rules of Netiquette (computer ethics, anti-bullying, legal consequences, copyright infringement, etc.) – Recognize commercial intentions	NJCCCS 3.1, 3.2, 3.4, 3.5, 6.2, 8.1, 8.2, 9.1, 9.2 AASL 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4	Self-assessment; library handout; internet-based assessments

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