

**K-2 Library Media Center Curriculum
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TIME FRAME	CONTENT / TOPIC/ESSENTIAL QUESTIONS	OBSERVABLE PROFICIENCIES / SKILLS	STANDARDS NJCCCS / *AASL	ASSESSMENT
September	ORIENTATION PART 1: How do I navigate the library media center and utilize the collection?	Recognize and identify areas of the print collection, and related service areas such as the circulation desk, and various reference tools. Formulate a question for the librarian based on information and literacy needs. Demonstrate proper care for books and materials. Using the media center as a shared facility recognizing each individual's needs for a learning environment that is quiet and respectful.	NJCCCS: 3.1, 3.3, 3.4, 3.5, 8.1, 9.1, 9.2 AASL: 1.1, 1.2, 1.3, 1.4, 2.1, 2.4, 4.1, 4.3, 4.4	Evaluate book care scenarios through discussion and role play Select an appropriate book within a given time period. Demonstrate acceptable behavior for a library media center. Utilize the circulation process for borrowing and returning materials.
Oct. - June	ORIENTATION PART 2: How do I access books in the collection?	Identify author, illustrator, title, covers, spine label, index and table of contents in a book. Locate fiction, nonfiction, biography and picture book shelves and understand shelf order. Understand an overview of the Dewey Decimal system. Introduce to online catalog.	NJCCCS: 3.1, 3.3, 3.4, 8.1, 9.1, 9.2 AASL: 1.1, 1.2, 1.3, 1.4, 4.1, 4.2, 4.3, 4.4	Student will consistently locate and select fiction, nonfiction, biography and picture books for assignment or personal choice. Evaluate titles using the five finger rule to self assess most suitable books for the purpose. Associate call numbers with sections of the media center. Alphabetize names for biographies. Read, discriminate and sequence numbers with decimals to the hundreds. Alphabetize author names. Scavenger hunt for various sections of the library.

*AASL = American Association of School Librarians

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TIME FRAME	CONTENT / TOPIC	OBSERVABLE PROFICIENCIES / SKILLS	STANDARDS NJCCCS / *AASL	ASSESSMENT
Sept. - June	LITERATURE APPRECIATION: What is the purpose of fiction print and nonprint material? What makes a book worth reading? How do I select a book?	Recognize characteristics of and be able to sort fiction into different genres such as fairy tales, folk tales, realistic fiction, poetry, graphic novels, and tall tales. Recognize award winning titles and use this as one way to select books. Compare and contrast award-winning books. Recognition of literary elements in a story. Interpret picture clues to comprehend and extend text. Value and enjoy recreational reading.	NJCCCS: 1.4, 3.1, 3.3, 3.4, 3.5, 8.1, 9.1, 9.2 AASL: 1.1, 1.3, 1.2, 1.4, 2.2, 2.3, 2.4, 3.1, 3.4, 4.1, 4.2, 4.3, 4.4	Students will be able to recognize and differentiate among award-winning books including but not limited to Newberry, Caldecott, and Coretta Scott King titles. Discuss award winning books they have read. Select and borrow award winning books for recreational reading. Locate lists of winners from print and on-line sources using a webquest. Describe and discuss the impact of illustrations. Identify plot, characters, setting, and theme. Make predictions. Identify and define a variety genres. Compare a book to the video counterpart. Select fiction books for personal enjoyment.
Oct. - June	BIOGRAPHIES: What is the purpose of biographies? Why is this person important?	Knowledge of biography arrangement. Definitions of biography, autobiography and collective biography Appreciation as a literary form	NJCCCS: 3.1, 3.3, 3.4, 3.5, 6.1, 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, 3.4, 4.1, 4.2, 4.3, 4.4	Define biography and autobiography. Determine the difference between collective biographies (920) and single subject biographies (B). Select a biography as a personal reading choice.

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TIME FRAME	CONTENT / TOPIC	OBSERVABLE PROFICIENCIES / SKILLS	STANDARDS NJCCCS / *AASL	ASSESSMENT
Oct. - June	RESEARCH PROCESS: How do I perform research? What are my responsibilities as a researcher?	Respect copyright laws. Evaluate source based on need. Select appropriate information for the topic. Write brief statements for notes. Independently seek several print sources.	NJCCCS: 3.1, 3.3, 3.4, 3.5, 4.1, 4.4, 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	Use a graphic organizer to sort information. Differentiate between copying and writing in own words. Take notes. Effectively select keywords for an on-line search. Choose images that are appropriate. Select a variety of print materials while researching. Students will use atlas to locate geographic information. Students will use guide words. Demonstrate alphabetizing skills to locate books.
Oct. - June	RESEARCH MATERIALS: What is the purpose of non-fiction print and non-print material?	Students will read books for information. Evaluate books and other materials to determine whether they are appropriate sources for their questions. Conceptualize the purpose of Dewey Decimal System numbers and the grouping of subjects. Understand and use non-fiction conventions: index, table of contents, glossary, captions, and call-outs. Knowledge of reference books including: encyclopedias, atlases, and dictionaries.	NJCCCS: 3.1, 3.3, 3.4, 3.5, 4.1, 4.4, 8.1, 9.1, 9.2 AASL: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 3.1, 3.4, 4.1, 4.2, 4.3, 4.4	Identify the general contents found in the Dewey Decimal System. Sort subject ideas into 100s. Arrange books by numerical order, or locate a book found in numerical order. Choose the correct reference book for the assignment or need. Utilize research skills. Correctly use guide words; headings and subheadings; captions; charts; tables; illustrations; index; table of contents; glossary; and title page.

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TIME FRAME	CONTENT / TOPIC	OBSERVABLE PROFICIENCIES / SKILLS	STANDARDS NJCCCS / *AASL	ASSESSMENT
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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