

**FRELINGHUYSEN LIBRARY MEDIA CENTER CURRICULUM
GRADES 6-8**

TIME FRAME	CONTENT / TOPIC / ESSENTIAL QUESTIONS	OBSERVABLE PROFICIENCIES / SKILLS	STANDARDS NJCCCS / *AASL	ASSESSMENT
SEPT-OCT	<p>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?</p>	<p>The students peruse a list of the Dewey Decimal System and are asked to identify the topics represented by the numbers as a review of their knowledge of the major divisions of the library. Through discussion the instructor elicits from the students the way a library is arranged and the way resources are arranged. The librarian also identifies where each collection is located in the Frelinghuysen Library as an orientation for the 6th graders and a review for the 7th and 8th graders. The rules of the library with regard to circulation, use of computers, housekeeping and behavior are also recalled.</p>	<p>NJCCCS: 3.1, 3.2, 3/3, 3.4, 3.5, 8.1</p> <p>AASL 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1 3.3. 3.4</p>	<p>The students are broken up into teams of 2-4 and given a scavenger hunt to complete. They will answer questions that identify places in the library and vocabulary such as encyclopedia, dictionary, almanac, atlas, thesaurus, magazine index, online databases, library catalog, biographies, non-fiction, fiction, copyright date, reference. At the culmination of this activity, the class will reconvene and go over their findings to reinforce the use of content specific tools and software.</p>
Two-three class periods	<p>KEYWORD & SUBJECT SEARCHING How will students select and use appropriate tools such as keyword and subject searching and navigate technology resources including search engines to effectively develop search strategies for targeting the most pregnant data for solving a variety of problems and identifying sources of reliable information.</p>	<p>The students will read and discuss a short article, identify keywords including proper nouns, places, people, URLs, phrases, alternate words (dogs, canine, pets, work-dogs), and specific vocabulary to include in a strategy for searching online databases including the card catalog, encyclopedia, Facts on File, Internet, and EBSCO. They will experiment with each database to glean information from various resources and refine and expand the use of keyword and subject searching as techniques for gathering information.</p>	<p>NJCCCS: 3.1, 3.2, 3.3, 3.4, 3.5, 8.1</p> <p>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</p>	<p>After reading a current article, the students and instructor will discuss and create a keyword list including many strategies for finding information. The students will then demonstrate information gathering skills using this list of subject keywords, and advanced techniques to investigate the card catalog (OPALS), EBSCO (magazine index), Encyclopedia (Britannica), and another database selected from the list (ABC-CLIO or Facts on File), as well as an Internet search. The students answer questions regarding their searches in each resource. A class discussion of the results further reinforces the findings and problems.</p>

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One to three class periods	<p>USE OF ON-LINE ENCYCLOPEDIAS How can students use on-line encyclopedias and advanced technology to find, download, and crop a picture, insert a text box, save to the network folder, and print</p>	The students will demonstrate the ability to find information related to a specific topic in the Encyclopedia Britannica, use the Microsoft Calendar Wizard, and the Internet to find graphics and pictures and exhibit the ability to download information, crop pictures, insert a text box, save to their network folders, and print a completed project to the printer.	<p>NJCCCS: 3.1, 3.2, 3.3, 3.4, 3.5, 8.1</p> <p>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</p>	The students will produce a calendar page by using the Microsoft Calendar Wizard. They will include a picture of the landmark from a country they select. They will include a text box with the name of the landmark or interesting fact in it. They will successfully save and print a copy of the completed page.
One to two class periods	<p>USE OF MAGAZINE INDEX POPULAR PRESS VS. PEER REVIEWED NARROW SEARCH TERMS How can students demonstrate the ability to use EBSCO magazine index using both EBSCO Host and the Student Research Center. Can they use both subject and keyword searching and learn to broaden or narrow their search terms to retrieve relevant material. Can they differentiate between popular press and peer reviewed articles.</p>	The students will select a topic to investigate. They will be introduced to the EBSCO magazine index online by a demonstration by the instructor with the LCD Projector. They will access the index from a "Favorites" list on the Internet. They will practice doing both a subject and keyword search both in the EBSCO Host and the EBSCO Student research Center. The students will be directed to narrow and vary their searches and to compare the kinds of articles they retrieve. They will see the difference between a popular press and a peer reviewed article.	<p>NJCCCS: 3.1, 3.2, 3.3, 3.4, 3.5, 4.4, 8.1</p> <p>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</p>	The students will conduct the various searches on their own. They will use a handout to guide them in their discovery of the EBSCO Magazine Index. Questions will be answered and encouragement given by the instructor during the completion of the assignment. At the conclusion of the assignment there will be a class discussion of the findings and techniques discovered by the students to find relevant information using this online database.
Two months	<p>INDEPENDENT RESEARCH ON APPROVED TOPIC What is the information problem I am trying to solve? How do I determine what resources are appropriate to get me the needed information?</p>	The students will brainstorm and use a rubric for selecting a topic to research. They will use books, on-line databases for magazines, newspapers, and Internet	<p>NJCCS: 3.1, 3.2, 3.3, 3.4, 3.5, 8.1, 9.2</p> <p>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</p>	The students will submit a four page document including title page, two-page research report, and a citation page of at least five citations in MLA format created on Citation Machine.

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Ongoing— One selection per quarter required	LITERATURE APPRECIATION / INDEPENDENT READING Why do students read? – What makes a book worth reading? – How do I select a book?	The students create a Book Log page in Microsoft Word. They create a citation for their book, and save to their drive. When they have finished their book they complete a summary, critical review, and recommendation for this reading.	NJCCCS: 3.1, 3.2, 3.3, 3.4, 3.5, 8.2 AASL 1.1, 1.2, 1.3, 1.4, 2.4 4.1, 4.2, 4.3, 4.4	The book log is corrected by the teacher with comments and returned to the student for their corrections. The book logs are kept in the classroom for other students to use when selecting a good read.
One to two periods	AUTHOR FIND Can the students use the author of their current book selection and conduct an author find on the Internet?	The students will log onto the Internet with a search engine (Google, Ask Jeeves, Yahoo, etc.) They will conduct a subject search for their author. Identify the URL and list three other books the author has written. Find three interesting facts about the author. Identify the web site as being created by a fan or by the author himself. Find a review of the book they are reading online. Write the URL. Print the website.	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	A handout will guide the students in accessing the computer and using a search engine and selection of a key word. They will complete the questions and print the book review. They will use this information in conjunction with their reading and writing of their own book reviews.
One to two class periods	PLAGIARISM / How will students learn the proper way to document and cite the information they use so that they are not plagiarizing or abusing the copyright laws with regard to print, images, and video material?	The students will see a Power Point presentation slide show outlining the use and abuse of the copyright law. They will be made aware of the various forms of plagiarism and their ramifications.	NJCCCS: 3.1, 3.2, 3.3, 3.4, 3.5, 8.1, 9.2 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	The students will respond to open ended questions about the legal and ethical issue relating to copyright, citation and plagiarism. They will discuss and demonstrate the use of these rules in their research and written work during the course.
One or two periods	CITATION How will students compile bibliographic information following MLA guidelines?	The students will create original citation and be instructed in the use of an online process “Citation Machine” in the construction of a Works Cited Page including--book, magazine or journal, newspaper, Internet, online databases, and interview or media.	NJCCCS: 3.1, 3.2, 3.3, 3.4, 3.5, 8.1, 9.2 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	The students will be evaluated on a completed Works Cited Page for their research paper. They will create original citation for their book reviews.

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One to four periods	PRESENTATION VISUAL How will students prepare a presentation visual to assist them in delivering an oral presentation of their research topics? Who is the audience? How can students best show this information?	The students will be encouraged to help one another with the development of the slides. Some students will be experts and some will be learners. They will share and help one another in the development of the slide show. The teacher will give guided instruction with regard to the contrast, amount of information included, bullet points, and other technical workings of their creation. Students will prepare a Power Point slide show, a poster or display which will incorporate facts, diagrams, spread sheet data, and pictures of representative information.	NJCCCS: 3.1, 3.2, 3.5, 8.1, 9.2 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	Final evaluation will come when they make their presentations to the class. Each person will be encouraged to be creative in the manner they choose to display their information. They will be rated by their peers on the effectiveness of their individual Power Point creations.
Several class periods	PRESENTATION Can the students give a 3-5 minute presentation of the findings of their research to the class using a presentation visual they have created.	The students will demonstrate knowledge of their topic as well as how the content is prepared with regard to clearly introducing the topic, logical organization, and use of accurate details as well as examples to support the topic. They will be evaluated in delivery skills with regard to speaking clearly, slowly and with expression, as well as speaking loudly enough. Did the presenter make eye contact with the audience, and did he exhibit good posture and stay within the time limit. The visual will be evaluated with regard to creativity and how well it relates to the topic.	NJCCCS: 3.1, 3.2, 3.3, 3.4, 3.5, 4.4, 8.1, 9.2 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	The students will be evaluated by the instructor and the students in the class using a rubric for Oral Presentation. They will be given a rating of Amateur (60), Acceptable (80), or Awesome (100) in the areas of content, delivery, and visual. There will be discussion after the presentation where the presenter will field questions from the audience of students, further displaying knowledge of his topic. Each student evaluator will then write a constructive criticism telling the speaker at least one thing that they enjoyed or liked about his presentation. The instructor will prepare a report to each student reflecting the rating he has received from the peer evaluation and perhaps hints for improving his technique in the future.

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One to two periods	<p>WEB EVALUATION How will the students recognize the relevancy, accuracy, authority, currency, purpose/selectivity, comprehensiveness and appropriateness of information derived from the Internet. Can they differentiate between fact, opinion, bias, and propaganda in electronic resources.</p>	<p>The students will be introduced to a rubric for evaluating web sites. The five “Ws” of web evaluation will be introduced. The students will discuss: WHO wrote the web site? Are they an authority? How can they find out more about the author? WHAT does the author say is the purpose of the site? What else might the author have in mind in developing the site? What makes the site easy to use? WHEN was the site created? When was the site last updated? WHY is this information useful for my purpose? Why should I use this information? Why is this page better than another? The instructor will demonstrate examples of various web sites showing patterns of bias, fact, opinion, and propaganda.</p>	<p>NJCCCS: 3.1, 3.2, 3.5, 4.4, 8.1, 8.2, 9.2 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</p>	<p>The students will be given three websites to evaluate with regard to our discussion regarding the five “Ws”. The rubric will also evaluate the sites with regard to authority, purpose, content and design as well as bias and propaganda. He students will identify examples of good authoritative web sites. Through discussion of their findings, they will further differentiate between fact, opinion, bias and propaganda.</p>
One to two periods	<p>INTERNET SAFETY How will students learn ways to safely guard information and protect themselves while using the Internet?</p>	<p>Students will discuss the proper way to utilize the computer as a tool by observing the Internet Use Policy at school and by observing the rules for not disclosing personal information in chat rooms while using the computer at home.</p>	<p>NJCCCS: 3.1, 3.2, 3.3, 3.4, 3.5, 4.4, 8.1, 8.2, 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</p>	<p>Review and utilize safe practices related to sharing personal information and making contacts over the Internet as well as rules for computer use at school using the Internet Use Policy.</p>

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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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