

**ROCHELLE PARK SCHOOL
DISTRICT
Rochelle Park, New Jersey**

COURSE OF STUDY

LIBRARY SKILLS

PRE-KINDERGARTEN – GRADE 8

**REVISED: 2008
APPROVED: JULY 2008**

MISSION STATEMENT

The mission of the school library media program is to ensure that students and staff are effective users of ideas and information. (Information Power 6-7)

This mission is accomplished by:

- Providing intellectual and physical access to materials in all formats.
- Providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas.
- Working with other educators to design learning strategies to meet the needs of individual students.

PHILOSOPHY OF THE SCHOOL LIBRARY MEDIA PROGRAM

The school library media center is a vital and integral hub of the school and as a result reflects the philosophy and goals of the school and the district. In an age of information, acquiring information literacy skills and a commitment for lifelong reading and learning become paramount. In the school library media center, students develop critical thinking, problem solving, and communication skills as they use a variety of resources to meet the demands of today's curriculum.

A library media program does not exist in isolation. The school library media specialist works in partnership with students, teachers, administrators, Board of Education members, and the school community to develop the library media program. Through collaboration, the library media program also incorporates the goals and objectives of the New Jersey Core Curriculum Content Standards (NJCCCS) and the National Information Literacy Standards for Student Learning as prepared by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT). The combined vision supports the goal for educational excellence and the concept of intellectual freedom.

The principles for learning and teaching of school library media programs have been identified and developed by the Information Power Vision Committee. (Information Power 58)

- *Principle 1:* The library media program is essential to learning and teaching and must be fully integrated into the curriculum to promote students' achievement of learning goals.
- *Principle 2:* The information literacy standards for student learning are integral to the content and objectives of the school's curriculum.
- *Principle 3:* The library media program models and promotes collaborative planning and curriculum development.
- *Principle 4:* The library media program models and promotes creative, effective, and collaborative teaching.
- *Principle 5:* Access to the full range of information resources and services through the library media program is fundamental to learning.
- *Principle 6:* The library media program encourages and engages students in reading, viewing, and listening for understanding and enjoyment.
- *Principle 7:* The library media program supports the learning of all students and other members of the learning community who have diverse learning abilities, styles, and needs.
- *Principle 8:* The library media program fosters individual and collaborative inquiry.
- *Principle 9:* The library media program integrates the uses of technology for learning and teaching.
- *Principle 10:* The library media program is an essential link to the larger learning community.

Information and technology skills are most meaningful when learned within a subject area, within an interdisciplinary unit, or within a unit which addresses an authentic, real-life need or problem. Students must be prepared to access, evaluate, select, and apply the appropriate information to meet their educational, personal, and recreational needs.

Students must be prepared to acquire materials and resources to meet their current and lifelong needs. They will need to know how to access, evaluate and choose from a constantly changing and growing reservoir of information for educational, personal, and recreational purposes.

PHILOSOPHY OF INSTRUCTION

The library media center staff collaborates with the faculty to integrate information literacy skills with content area instruction and learning activities across the K through eighth grade curriculum by providing:

- equitable access to information;
- scheduling that allows for students to have access to the media center, its staff and resources;
- resources and sequential instruction in the concepts necessary for students to become independent, lifelong learners, as well as discerning readers, viewers and listeners;
- opportunities for an active collaboration and partnership with teachers and administrators in working toward shared instructional goals;
- resources that allow learning to go beyond the confines of a textbook;
- technology that provides for information retrieval.

PROGRAM GOALS

The student centered library media program focuses on the development of a community of learners. A creative and energetic program includes the following goals:

- To provide intellectual access to information through learning activities that are integrated into the curriculum and that help all students achieve information literacy by developing effective strategies for selecting, retrieving, analyzing, evaluating, synthesizing, creating, and communicating information in all formats and in all content areas of the curriculum.
- To provide a physical access to information through
 - a. a carefully selected and systematically organized local collection of diverse learning resources that represent a wide range of subjects, levels of difficulty, and formats;
 - b. a systematic procedure for acquiring information and materials from outside the library media center and the school through such mechanisms as electronic networks, interlibrary loan, and cooperative agreements with other information agencies; and instruction in using a range of equipment for accessing local and remote information in any format.
- To provide learning experiences that encourage students and others to become discriminating consumers and skilled creators of information through comprehensive instruction related to the full range of communications media and technology.
- To provide leadership, collaboration, and assistance to teachers and others in applying principles of instructional design to the use of instructional and information technology for learning.
- To provide resources and activities that contribute to lifelong learning while accommodating a wide range of differences in teaching and learning styles, methods, interests, and capacities.
- To provide a program that functions as the information center of the school, both through offering a locus for integrated and interdisciplinary learning activities within the school and through offering access to a full range of information for learning beyond this locus.

- To provide resources and activities for learning that represent a diversity of experiences, opinions, and social and cultural perspectives.
- To support the concepts that intellectual freedom and access to information are prerequisites to effective and responsible citizenship in a democracy.

(Information Power 6-7)

THE NINE INFORMATION LITERACY STANDARDS FOR STUDENT LEARNING

(Information Power 8-9)

Information Literacy

Standard 1: The student who is information literate accesses information efficiently and effectively.

Standard 2: The student who is information literate evaluates information critically and competently.

Standard 3: The student who is information literate uses information accurately and creatively.

Independent Learning

Standard 4: The student who is an independent learner is information literate and pursues information related to personal interest.

Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

Standard 6: The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

Social Responsibility

Standard 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.

Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

ASSESSMENT

Students will be evaluated on some or all of the following:

- active and appropriate participation in lessons, discussions, and cooperative experiences.
- effective use of media center technological resources.
- development of efficient strategies for solving information problems.*
- Knowledge of how to ask a question.

Students will be evaluated using some or all of the following:

- Teacher and library media specialist records
 - anecdotal
 - observations
 - checklists
 - grade records
- Student records
 - worksheets, notebooks
 - student checklists
 - end products (projects, reports, presentations)
 - multimedia portfolios
 - quizzes, tests
 - dramatic play and retellings
 - literature responses

AREAS OF INSTRUCTION

1. Orientation
2. Books
3. Technological Resources
4. Nonreference Collection
5. Reference Collection
6. Bibliographic Citation

**DISCIPLINE DESCRIPTORS OF THE
NEW JERSEY CORE CURRICULUM CONTENT STANDARDS**

Core Curriculum Disciplines	Standards / Cumulative Progress Indicators which correlate with library media instruction
	<i>These text excerpts correspond to some of the core curriculum content standard and cumulative progress indicator numbers listed in the library media program matrix.</i>
0. Cross-Content Workplace Readiness	<p>Standard 2: All students will use information, technology, and other tools. Standard 2, Descriptive Statement: Students will be expected to develop skills in the use of information, up-to-date educational technology . . . They will learn to develop, locate, summarize, organize, synthesize, and evaluate information. Standard 2, Indicator 6: Access and assess information on specific topics using both technological (e.g. computer, telephone, satellite) and print resources available in libraries or media centers. Standard 3, Indicator 4: Identify and access resources, sources of information, and services in the school and the community. Standard 3, Indicator 5: Use the library media center as a critical resource for inquiry and assessment of print and nonprint materials.</p>
1. Arts (Visual and Performing)	<p>Introduction: Enrich understanding of the human experience across cultures and histories, including the accomplishments of men and women of different ethnic, racial, and cultural backgrounds; Standard 1.5: All students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishments throughout the ages, and which continue to shape contemporary arts.</p>
2. Comprehensive Health and Physical Education	<p>Standard 2.3, Indicator 10: Identify and explain how to access resources for information, support, and treatment of problems related to the use and abuse of chemical substances. Standard 2.3, Indicator 16: ...locate community resources for information, ... Standard 2.4, Indicator 18: ...identify resources for information...</p>

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Core Curriculum Disciplines	Standards / Cumulative Progress Indicators which correlate with library media instruction
	<p><i>These text excerpts correspond to some of the core-curriculum content standard and cumulative progress indicator numbers listed in the library media program matrix.</i></p>
<p>3. Language Arts Literacy</p>	<p>Standard 3.1, Descriptive Statement: Language arts literacy develops when students in large and small groups engage in discourse and dialogue about literature, nonfiction, and topics of current concern and interest.</p> <p>Standard 3.2: All students will listen actively in a variety of situations to information from a variety of sources.</p> <p>Standard 3.3, Indicator 8: Write to synthesize information from multiple sources.</p> <p>Standard 3.3, Indicator 19: Write a research paper that synthesizes and cites data.</p> <p>Standard 3.4: All students will read a variety of materials and texts with comprehension and critical analysis.</p> <p>Standard 3.4, Descriptive Statement: A diversity of materials provides students with opportunities to grow intellectually, socially, and emotionally as they consider universal themes, diverse cultures and perspectives, and the common aspects of human existence.</p> <p>Standard 3.4, Indicator 25: Gather and synthesize data for research from a variety of sources, including print materials, technological resources, observation, interviews, and audiovisual media.</p> <p>Standard 3.5, Indicator 2: Demonstrate the ability to gain information from a variety of media.</p> <p>Standard 3.5, Indicator 16: Compare and contrast media sources, such as book and film versions of a story.</p>
<p>4. Mathematics</p>	<p>Standard 4.3: All students will connect mathematics to other learning...</p> <p>Standard 4.3, Indicator 12: Recognize how mathematics responds to the changing of society, through the study of the history of mathematics.</p> <p>Standard 4.5, Indicator 5: Use technology to gather, analyze, and display mathematical data and information.</p> <p>Standard 4.14, Descriptive Statement: Discrete mathematics is the branch of mathematics that deals with arrangements of distinct objects. It includes a wide variety of topics and techniques that arise in everyday life, such as . . . how computers store and retrieve arrangements of information on a screen.</p>

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Core Curriculum Disciplines	Standards / Cumulative Progress Indicators which correlate with library media instruction
	<i>These text excerpts correspond to some of the core curriculum content standard and cumulative progress indicator numbers listed in the library media program matrix.</i>
5. Science	<p>Introduction: Science should be taught at all levels with awareness of its connection to other subjects and the needs of society.</p> <p>Standard 5.3, Indicator 1: Hear, read, write, and talk about scientists and inventors in historical context.</p> <p>Standard 5.3, Indicator 4: Develop a time line of major events and people in the history of science, in conjunction with other world events.</p> <p>Standard 5.3, Indicator 7: Examine the lives and contributions of important scientists and engineers who effected major breakthroughs in our understanding of the natural world.</p> <p>Standard 5.4, Indicator 4: Find and report on examples of how technology helps people.</p>
6. Social Studies	<p>Introduction: The New Jersey Core Curriculum Content Standards for Social Studies focus on defining the knowledge and skills students need to "make informed and reasoned choices for the public good as citizens of a culturally diverse, democratic society in an interdependent world."</p> <p>Standard 6.1, Indicator 3: Assess information about a public issue.</p> <p>Standard 6.1, Indicator 12: Locate, access, analyze, organize, and apply information about public issues in order to evaluate the validity of different points of view.</p> <p>Standard 6.2, Indicator 11: Compare artistic and literary interpretations of historical events with accounts of the same events that aim at objectivity.</p> <p>Standard 6.3, Indicator 11: Compare and contrast divergent interpretations of historical turning points, using available evidence.</p> <p>Standard 6.5: All students will acquire historical understanding of varying cultures . . . (Requires multiple resources).</p> <p>Standard 6.7, Indicator 1: Use maps, . . . and computer-based references and information systems to generate and interpret information.</p>

**DISCIPLINE DESCRIPTORS OF THE
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Core Curriculum Disciplines	Standards / Cumulative Progress Indicators which correlate with library media instruction
	<i>These text excerpts correspond to some of the core curriculum content standard and cumulative progress indicator numbers listed in the library media program matrix.</i>
7. World Languages	<p>Standard 7.1, Indicator 5: Provide and obtain information on familiar topics.</p> <p>Standard 7.1, Indicator 22: Research language-related employment opportunities.</p> <p>Standard 7.2, Indicator 5: Compare the customs of their own culture and the studied culture.</p> <p>Standard 7.2, Indicator 7: Demonstrate an awareness of contributions made in many fields by men and women of diverse cultures.</p> <p>Standard 7.2, Indicator 12: Analyze interrelationships between the language and the culture of a given group of people, as evidenced in their literary works.</p> <p>Standard 7.2, Indicator 13: Use technology to enhance language acquisition and to acquire current cultural information in order to develop more accurate impressions of the culture studied.</p>

NEW JERSEY CORE CURRICULUM CONTENT STANDARDS KEY

This sample grid is provided to describe what each entry means in the following library media program scope and sequence.

DISCIPLINE

- 0 Cross-Content Workplace Readiness
- 1 Visual Arts
- 2 Health and Physical Education
- 3 Language Arts
- 4 Mathematics
- 5 Science
- 6 Social Studies
- 7 World Language

Example: 0.3/4 – Identify and access resources, sources of information, and services in the school and the community.

CCCS Discipline	0
CCCS Standard	3
CCCS Indicator	4

Example:

SCOPE AND SEQUENCE COURSE OUTLINE/STUDENT OBJECTIVES

Key: E = Expose
T = Teach
M = Maintain & Apply

The students in grades K – 8 will be able to:

I. ORIENTATION

Standard/Indicator	Course Outline/Scope Sequence	K
0.2/1, 2, 3, 4, 5, 6, 7 0.3/4, 5 1.1/4; 1.3/3; 1.5/1, 5, 6, 8 2.1/9, 12, 14, 18, 20; 2.2/1, 6, 12; 2.4/5, 19, 21 3.1/1, 5, 8, 10; 3.2/1, 5; 3.3/1; 3.4 – all 4.1/8; 4.2/9; 4.3/6, 7, 12; 4.14/3, 9 5.2/1, 2, 8; 5.3-all; 5.4/4, 10; 5.7/1; 5.10/1, 3, 9; 5.11/4, 6; 5.12 6.1/3, 7, 12; 6.2/1, 2, 5, 8; 6.3-all; 6.4-all; 6.5-all; 6.6-all; 6.7/1, 6, 7, 8, 9, 10, 11, 12; 6.8/5 7.1/5, 22; 7.2/2, 4, 8, 10, 12	<p>A. Utilize the media specialist as a teacher and resource person.</p> <hr/> <p>1. Storyteller</p> <hr/> <p>2. Literature consultant</p> <hr/> <p>3. Reference source</p> <hr/> <p>4. Research consultant</p>	

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The students in grades K – 8 will be able to:

I. ORIENTATION

Standard/Indicator	Course Outline/Scope Sequence	Pre-K	K	1	2	3	4	5	6	7	8
0.2/1, 2, 3, 4, 5, 6, 7 0.3/4, 5 1.1/4; 1.3/3; 1.5/1, 5, 6, 8 2.1/9. 12. 14. 18. 20; 2.2/1, 6, 12; 2.4/5, 19, 21 3.1/1, 5, 8, 10; 3.2/1, 5; 3.3/1; 3.4 – all 4.1/8; 4.2/9; 4.3/6, 7, 12; 4.14/3, 9 5.2/1, 2, 8; 5.3-all; 5.4/4, 10; 5.7/1; 5.10/1, 3, 9; 5.11/4, 6; 5.12 6.1/3, 7, 12; 6.2/1, 2, 5, 8; 6.3-all; 6.4-all; 6.5-all; 6.6-all; 6.7/1, 6, 7, 8, 9, 10, 11, 12; 6.8/5 7.1/5, 22; 7.2/2,4 8, 10, 12	A. Utilize the media specialist as a teacher and resource person.										
	1. Storyteller	E	E	T	M	M	M	M	M	M	M
	2. Literature consultant	E	E	T	M	M	M	M	M	M	M
	3. Reference source	E	E	E	T	T	M	M	M	M	M
	4. Research consultant	-	E	E	T	T	M	M	M	M	M
	5. Selector / Purchaser	-	E	E	T	T	M	M	M	M	M
	6. Technology consultant	-	E	E	T	T	M	M	M	M	M
0.2/1, 2, 3, 4, 5, 6, 7 0.3/4, 5 0.4/9 0.5/4	B. Demonstrate appropriate media center behavior.	T	T	T	M	M	M	M	M	M	M
0.2/1, 2, 3, 4, 5, 6, 7 0.3/4, 5 0.4/9 0.5/4	C. Utilize circulation procedures efficiently and effectively.										
	1. School collection	-	E	T	T	T	M	M	M	M	M
	2. Interlibrary loan (ILL)	-	-	-	E	T	T	T	T	M	M

SCOPE AND SEQUENCE
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The students in grades K – 8 will be able to:

1. ORIENTATION, con't.

Standard/Indicator	Course Outline/Scope Sequence	Pre-K	K	1	2	3	4	5	6	7	8
0.2/1, 2, 3, 4, 5, 6, 7 0.3/4, 5 0.4/9 0.5/4	D. Demonstrate care of materials.	E	E	T	T	M	M	M	M	M	M
0.3/4, 5 1.1/4; 1.3/3; 1.5/1, 5, 6, 8 2.1/9, 12, 14, 18, 20; 2.2/1, 6, 12; 2.4/5, 19, 21 3.1/1, 5, 8, 10; 3.2/1, 5; 3.3/1; 3.4 – all 4.1/8; 4.2/9; 4.3/6, 7, 12; 4.14/3, 9 5.2/1, 2, 8; 5.3-all; 5.4/4, 10; 5.7/1; 5.10/1, 3, 9; 5.11/4, 6; 5.12 6.1/3, 7, 12; 6.2/1, 2, 5, 8; 6.3-all; 6.4-all; 6.5-all; 6.6-all; 6.7/1, 6, 7, 8, 9, 10, 11, 12; 6.8/5 7.1/5, 22; 7.2/2, 4, 8, 10, 12	E. Identify, locate, select, and access materials.										
	1. Easy / Picture books	E	E	T	M	M	M	M	M	M	M
	2. Fiction	-	E	E	T	T	M	M	M	M	M
	3. Nonfiction	-	E	T	T	M	M	M	M	M	M
	4. Biography	-	E	E	T	T	M	M	M	M	M
	5. Story collection	-	E	E	T	T	M	M	M	M	M
	6. Magazines / Newspapers	-	E	E	T	M	T	M	M	M	M
	7. Reference (print and nonprint)	-	E	E	T	T	M	T	T	M	M
	8. Computer stations	-	E	E	T	T	M	M	T	M	M

SCOPE AND SEQUENCE
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The students in grades K 8 will be able to:

I. BOOKS

Standard/Indicator	Course Outline/Scope Sequence	Pre-K	K	1	2	3	4	5	6	7	8
0.3/4, 5 1.1/4; 1.3/3; 1.5/1, 5, 6, 8 2.1/9, 12, 14, 18, 20; 2.2/1, 6, 12; 2.4/5, 19, 21 3.1/1, 5, 6, 7, 8, 10; 3.2/1, 3, 5 3.3/1; 3.4—all, 3.5/1 4.1/8; 4.2/9; 4.3/6, 7, 12; 4.14/3, 9 5.2/1, 2, 8; 5.3-all; 5.4/4, 10; 5.7/1 5.10/1, 3, 9; 5.11/4, 6; 5.12 5.1/3, 7, 12; 6.2/1, 2, 5, 8; 6.3-all; 6.4-all 5.5-all; 6.6-all; 6.7/1, 6, 7, 8, 9, 10, 11, 12 5.8/5 7.1/5, 22; 7.2/2, 4, 8, 10, 12	A. Identify, locate, and utilize parts of a book.										
	1. Cover / Dust jacket	E	T	T	M	M	M	M	M	M	M
	2. Title	E	T	T	M	M	M	M	M	M	M
	3. Author (s)	E	T	T	M	M	M	M	M	M	M
	4. Illustrator (s)	E	T	T	M	M	M	M	M	M	M
	5. Spine	E	T	T	M	M	M	M	M	M	M
	6. Spine label	E	E	T	T	M	M	M	M	M	M
	7. End papers	E	T	M	M	M	M	M	M	M	M
	8. Title page	E	T	T	M	M	M	M	M	M	M
	9. Verso page	-	-	-	T	T	M	M	M	M	M
	10. Publisher	E	T	T	M	M	M	M	M	M	M
	11. Place of publication	-	E	E	T	T	M	M	M	M	M
	12. Copyright date	-	E	E	T	M	M	M	M	M	M
	13. Dedication / Credits	-	E	E	T	M	M	M	M	M	M
	14. Preface / Forward / Introduction	-	E	E	T	M	M	M	M	M	M
15. Table of contents	-	E	E	T	M	M	M	M	M	M	

SCOPE AND SEQUENCE
COURSE OUTLINE/STUDENT OBJECTIVES

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The students in grades K – 8 will be able to:

I. BOOKS, con't.

Standard/Indicator	Course Outline/Scope Sequence	Pre-K	K	1	2	3	4	5	6	7	8
	16. Text	E	E	T	T	M	M	M	M	M	M
	17. Illustrations	E	E	T	T	M	M	M	M	M	M
	18. Captions	E	E	T	M	M	M	M	M	M	M
	19. Footnotes	-	-	-	E	E	T	T	M	M	M
	20. Index	-	-	E	T	M	M	M	M	M	M
	21. Glossary	-	-	E	T	M	M	M	M	M	M
	22. Appendix	-	-	-	T	M	M	M	M	M	M
	23. Bibliography	-	-	-	E	T	M	M	M	M	M
0.3/4, 5, 10 1.1/4; 1.3/3; 1.5/1, 5, 6, 8 2.1/9, 12, 14, 18, 20; 2.2/1, 6, 12; 2.4/5, 19, 21 3.1/1, 5, 6, 7, 8, 10; 3.2/1, 3, 5 3.3/1; 3.4-all, 3.5/1 4.1/8; 4.2/9; 4.3/6, 7, 12; 4.14/3, 9 5.2/1, 2, 8; 5.3-all; 5.4/4, 10; 5.7/1 5.10/1, 3, 9; 5.11/4, 6; 5.12 6.1/3, 7, 12; 6.2/1, 2, 5, 8; 6.3-all; 6.4-all 6.5-all; 6.6-all; 6.7/1, 6, 7, 8, 9, 10, 11, 12 6.8/5 7.1/5, 22; 7.2/2, 4, 8, 10, 12	B. Understand that fiction and nonfiction books can be used as resources for research and class assignments.	-	E	E	T	M	M	M	M	M	M

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COURSE OUTLINE/STUDENT OBJECTIVES

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The students in grades K – 8 will be able to:

L. BOOKS, con't.

Standard/Indicator	Course Outline/Scope Sequence	Pre-K	K	1	2	3	4	5	6	7	8
.3/4, 5, 10 .1/4; 1.3/3; 1.5/1, 5, 6, 8 .1/9. 12. 14. 18. 20; 2.2/1, 6, 12; 2.4/5, 19, 21 .1/1, 5, 6, 7, 8, 10; 3.2/1, 3, 5 .3/1; 3.4—all, 3.5/1 .1/8; 4.2/9; 4.3/6, 7, 12; 4.14/3, 9 .2/1, 2, 8; 5.3-all; 5.4/4, 10; 5.7/1 .10/1, 3, 9; 5.11/4, 6; 5.12 .1/3, 7, 12; 6.2/1, 2, 5, 8; 6.3-all; 6.4-all .5-all; 6.6-all; 6.7/1, 6, 7, 8, 9, 10, 11, 12 .8/5 .7.1/5, 22; 7.2/2, 4, 8, 10, 12	C. Understand that fiction and nonfiction books can be used as resources for recreational reading.	E	E	T	M	M	M	M	M	M	M
.3/4, 5, 10 .1/4; 1.3/3; 1.5/1, 5, 6, 8 .2.1/9. 12. 14. 18. 20; 2.2/1, 6, 12; 2.4/5, 19, 21 .3.1/1, 5, 6, 7, 8, 10; 3.2/1, 3, 5 .3.3/1; 3.4—all, 3.5/1 .4.1/8; 4.2/9; 4.3/6, 7, 12; 4.14/3, 9 .5.2/1, 2, 8; 5.3-all; 5.4/4, 10; 5.7/1 .5.10/1, 3, 9; 5.11/4, 6; 5.12 .5.1/3, 7, 12; 6.2/1, 2, 5, 8; 6.3-all; 6.4-all .5.5-all; 6.6-all; 6.7/1, 6, 7, 8, 9, 10, 11, 12 .5.8/5 .7.1/5, 22; 7.2/2, 4, 8, 10, 12	D. Understand that all libraries provide a diverse collection of information presenting many viewpoints.	-	E	T	M	M	M	M	M	M	M

SCOPE AND SEQUENCE
COURSE OUTLINE/STUDENT OBJECTIVES

Key: E = Expose
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The students in grades K 812 will be able to:

III. TECHNOLOGICAL RESOURCES

Standard/Indicator	Course Outline/Scope Sequence	Pre-K	K	1	2	3	4	5	6	7	8
0.2/1, 2, 3, 4, 5, 6, 7 0.3/4, 5 0.4/9 0.5/4	A. Understand and utilize operating systems (Windows, Mac, etc.).	-	-	-	E	T	T	T	T	T	T
0.2/1, 2, 3, 4, 5, 6, 7 0.3/4, 5 0.4/9 0.5/4	B. Understand and utilize computer applications and software (databases, spreadsheets, presentations and word processing).	-	-	-	-	E	T	T	T	T	T
0.2/1, 2, 3, 4, 5, 6, 7 0.3/4, 5 0.4/9 0.5/4 1.1/4; 1.3/3; 1.5/1, 5, 6, 8 2.1/9, 12, 14, 18, 20; 2.2/1, 6, 12; 2.4/5, 19, 21 3.1/1, 5, 8, 10; 3.2/1, 5; 3.3/1; 3.4 – all 4.1/8; 4.2/9; 4.3/6, 7, 12; 4.14/3, 9 5.2/1, 2, 8; 5.3-all; 5.4/4, 10; 5.7/1; 5.10/1, 3, 9; 5.11/4, 6; 5.12 6.1/3, 7, 12; 6.2/1, 2, 5, 8; 6.3-all; 6.4-all; 6.5-all; 6.6-all; 6.7/1, 6, 7, 8, 9, 10, 11, 12; 6.8/5 7.1/5, 22; 7.2/2, 4, 8, 10, 12	C. Understand and utilize the Online Public Access Catalog (OPAC) operations: BELS (Bergen Electronic Library For Schools); BCCLS (Bergen County Cooperative Library System)										
	1. Basic search										
	a. By keyword	-	-	-	E	T	T	T	T	M	M
	i. Single word	-	-	-	E	T	T	T	T	M	M
	ii. Boolean	-	-	-	-	T	T	T	T	M	M
	b. By title	-	-	-	E	T	T	T	T	M	M
	c. By author	-	-	-	E	T	T	T	T	M	M

SCOPE AND SEQUENCE
COURSE OUTLINE/STUDENT OBJECTIVES

Key: E = Expose
T = Teach
M = Maintain & Apply

The students in grades K – 8 will be able to:

II. TECHNOLOGICAL RESOURCES, con't.

Standard/Indicator	Course Outline/Scope Sequence	Pre-K	K	1	2	3	4	5	6	7	8
	2. Assessment of search technique										
	a. Interpretation of record										
	i. Keyword	-	-	-	-	T	T	T	T	M	M
	ii. Author (s)	-	-	-	-	T	T	T	T	M	M
	iii. Title (s)	-	-	-	-	T	T	T	T	M	M
	iv. Call number	-	-	-	-	T	T	T	T	M	M
	v. Imprint (publisher, place of publication, copyright date)	-	-	-	-	E	T	T	T	M	M
	vi. Annotation	-	-	-	-	E	T	T	T	M	M
0.2/1, 2, 3, 4, 5, 6, 7 0.3/4, 5 0.4/9, 10 0.5/4 1.1/4; 1.3/3; 1.5/1, 5, 6, 8 2.1/9, 12, 14, 18, 20; 2.2/1, 6, 12; 2.4/5, 19, 21 3.1/1, 5, 6, 7, 8, 10; 3.2/1, 3, 5 3.3/1; 3.4-all, 3.5/1 4.1/8; 4.2/9; 4.3/6, 7, 12; 4.14/3, 9 5.2/1, 2, 8; 5.3-all; 5.4/4, 10; 5.7/1 5.10/1, 3, 9; 5.11/4, 6; 5.12 6.1/3, 7, 12; 6.2/1, 2, 5, 8; 6.3-all; 6.4-all 6.5-all; 6.6-all; 6.7/1, 6, 7, 8, 9, 10, 11, 12 6.8/5 7.1/5, 22; 7.2/2, 4, 8, 10, 12	E. Understand and utilize the Internet / WWW.	-	-	E	E	T	T	T	T	T	T

SCOPE AND SEQUENCE
COURSE OUTLINE/STUDENT OBJECTIVES

Key: E = Expose
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The students in grades K - 8 will be able to:

IV. NONREFERENCE COLLECTION

Standard/Indicator	Course Outline/Scope Sequence	Pre-K	K	1	2	3	4	5	6	7	8
0.2/1, 2, 3, 4, 5, 6, 7 0.3/4, 5 0.4/9, 10 0.5/4 1.1/4; 1.3/3; 1.5/1, 5, 6, 8 2.1/9, 12, 14, 18, 20; 2.2/1, 6, 12; 2.4/5, 19, 21 3.1/1, 5, 6, 7, 8, 10; 3.2/1, 3, 5 3.3/1; 3.4-all, 3.5/1 4.1/8; 4.2/9; 4.3/6, 7, 12; 4.14/3, 9 5.2/1, 2, 8; 5.3-all; 5.4/4, 10; 5.7/1 5.10/1, 3, 9; 5.11/4, 6; 5.12 6.1/3, 7, 12; 6.2/1, 2, 5, 8; 6.3-all; 6.4-all 6.5-all; 6.6-all; 6.7/1, 6, 7, 8, 9, 10, 11, 12 6.8/5 7.1/5, 22; 7.2/2,4, 8, 10, 12	Identify, locate, select, and utilize materials by classification.										
	1. Easy / Picture books										
	a. Author's imagination	E	E	T	M	M	M	M	-	-	-
	b. Author's style	E	E	T	M	M	M	M	-	-	-
	c. Illustrations	E	E	T	M	M	M	M	-	-	-
	d. Illustrator's style	E	E	T	M	M	M	M	-	-	-
	e. Caldecott Medals / Other medals	E	E	T	T	M	M	M	-	-	-
	2. Fiction / Storybooks										
	a. Author's imagination	E	E	T	M	M	M	M	M	M	M
	b. Author's style	E	E	T	M	M	M	M	M	M	M
	c. Genre	E	E	E	T	M	M	M	M	M	M
	d. Newbery Medals / Other medals	-	E	E	E	T	M	M	M	M	M
	e. Interlibrary loan (ILL)	-	-	-	E	T	T	T	T	M	M

SCOPE AND SEQUENCE
COURSE OUTLINE/STUDENT OBJECTIVES

Key: E = Expose
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The students in grades K – 8 will be able to:

IV. NONREFERENCE COLLECTION, con't.

Standard/Indicator	Course Outline/Scope Sequence	Pre-K	K	1	2	3	4	5	6	7	8
	3. Nonfiction books										
	a. Dewey Decimal Classification System	-	-	E	T	T	T	T	T	T	T
	b. Information evaluation (understand, analyze, evaluate, synthesize, and apply appropriate information effectively)	-	E	E	T	T	T	T	T	T	T
	c. Interlibrary loan (ILL)	-	-	-	E	T	T	T	T	M	M
	4. Magazines / Newspapers (print)										
	a. Entertainment	-	-	E	E	T	T	T	T	M	M
	b. News	-	-	E	E	T	T	T	T	M	M
	c. Special interests	-	-	E	E	T	T	T	T	M	M

SCOPE AND SEQUENCE
COURSE OUTLINE/STUDENT OBJECTIVES

Key: E = Expose
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The students in grades K – 8 will be able to:

V. REFERENCE COLLECTION

Standard/Indicator	Course Outline/Scope Sequence	Pre-K	K	1	2	3	4	5	6	7	8
0.2/1, 2, 3, 4, 5, 6, 7 0.3/4, 5 0.4/9, 10 0.5/4	A. Identify, locate, select, and utilize nonprint reference materials.										
1.1/4; 1.3/3; 1.5/1, 5, 6, 8 2.1/9, 12, 14, 18, 20; 2.2/1, 6, 12; 2.4/5, 19, 21	1. The Internet / World Wide Web (WWW)										
3.1/1, 5, 6, 7, 8, 10; 3.2/1, 3, 5 3.3/1; 3.4-all, 3.5/1	a. Netiquette	-	-	E	E	T	T	M	M	M	M
4.1/8; 4.2/9; 4.3/6, 7, 12; 4.14/3, 9 5.2/1, 2, 8; 5.3-all; 5.4/4, 10; 5.7/1	b. Technical skills	-	-	E	E	T	T	T	T	T	T
5.10/1, 3, 9; 5.11/4, 6; 5.12	c. Search strategies	-	-	E	E	T	T	T	T	T	T
6.1/3, 7, 12; 6.2/1, 2, 5, 8; 6.3-all; 6.4-all 6.5-all; 6.6-all; 6.7/1, 6, 7, 8, 9, 10, 11, 12 6.8/5 7.1/5, 22; 7.2/2, 4, 8, 10, 12	d. Information evaluation (understand, analyze, evaluate, synthesize, and apply appropriate information effectively)	-	-	E	E	T	T	T	T	T	T
	2. Online databases										
	a. Technical skills	-	-	E	E	T	T	T	T	T	T
	b. Search strategies	-	-	E	E	T	T	T	T	T	T
	c. Information evaluation (understand, analyze, evaluate, synthesize, and apply appropriate information effectively)	-	-	E	E	T	T	T	T	T	T

COURSE OUTLINE/STUDENT OBJECTIVES

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The students in grades K – 8 will be able to:

V. REFERENCE COLLECTION, con't.

Standard/Indicator	Course Outline/Scope Sequence	Pre-K	K	1	2	3	4	5	6	7	8
0.2/1, 2, 3, 4, 5, 6, 7 0.3/4, 5 0.4/9, 10 0.5/4 1.1/4; 1.3/3; 1.5/1, 5, 6, 8 2.1/9. 12. 14. 18. 20; 2.2/1, 6, 12; 2.4/5, 19, 21 3.1/1, 5, 6, 7, 8, 10; 3.2/1, 3, 5 3.3/1; 3.4-all, 3.5/1 4.1/8; 4.2/9; 4.3/6, 7, 12; 4.14/3, 9 5.2/1, 2, 8; 5.3-all; 5.4/4, 10; 5.7/1 5.10/1, 3, 9; 5.11/4, 6; 5.12 6.1/3, 7, 12; 6.2/1, 2, 5, 8; 6.3-all; 6.4-all 6.5-all; 6.6-all; 6.7/1, 6, 7, 8, 9, 10, 11, 12 6.8/5 7.1/5, 22; 7.2/2,4, 8, 10, 12	B. Identify, locate, select, and utilize print reference materials.										
	1. Dictionaries	-	-	E	T	T	M	M	M	M	M
	2. Almanacs	-	-	E	T	T	T	T	M	M	M
	3. Atlases	-	-	E	T	T	T	M	M	M	M
	4. Encyclopedias	-	-	E	T	T	T	M	M	M	M
	5. Collective biographies	-	-	E	T	M	M	M	M	M	M
	6. Content area classified by Dewey	-	E	T	T	T	M	M	M	M	M

SCOPE AND SEQUENCE
COURSE OUTLINE/STUDENT OBJECTIVES

Key: E = Expose
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The students in grades K – 8 will be able to:

VI. BIBLIOGRAPHIC CITATION

Standard/Indicator	Outline	Pre-K	K	1	2	3	4	5	6	7	8
0.2/1, 2, 3, 4, 5, 6, 7 0.3/4, 5 0.4/9, 10 0.5/4 1.1/4; 1.3/3; 1.5/1, 5, 6, 8 2.1/9, 12, 14, 18, 20; 2.2/1, 6, 12; 2.4/5, 19, 21 3.1/1, 5, 6, 7, 8, 10; 3.2/1, 3, 5 3.3/1; 3.4—all, 3.5/1 4.1/8; 4.2/9; 4.3/6, 7, 12; 4.14/3, 9 5.2/1, 2, 8; 5.3-all; 5.4/4, 10; 5.7/1 5.10/1, 3, 9; 5.11/4, 6; 5.12 6.1/3, 7, 12; 6.2/1, 2, 5, 8; 6.3-all; 6.4-all 6.5-all; 6.6-all; 6.7/1, 6, 7, 8, 9, 10, 11, 12 6.8/5 7.1/5, 22; 7.2/2,4, 8, 10, 12	Apply district guideline for bibliographic citations; e.g. Modern Language Association (MLA)	-	-	-	-	E	T	T	T	T	T

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