Unit 1: Orientation for the Library Media Center

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Belleville Public Schools

Curriculum Guide

LIBRARY/MEDIA, 8TH GRADE

ORIENTATION FOR THE LIBRARY MEDIA CENTER

Belleville Board of Education

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Unit Overview

The library is a place that promotes a love of reading and supports students in their personal reading and research needs. Students acquire critical thinking and independent learning skills that will foster life-long learners. Additionally, the library plays a role in guiding student's knowledge and insight to an array of different topics and genres. Unit 1 will provide a basic introduction to the Library Media Center and the various databases. The learner will learn and understand the expected library behavior, library procedures, and the organization of the Library Media Center.

Enduring Understanding

Upon completion of this Unit 1 students will be able to:

- Locate all digital tools
- Correctly sign into each tool
- Identify where the basic search and topic features are
- Successfully locate the information they need
- Identify what a database is and its purpose
- What Google Drive is and how to use the variety of tools located in it
- Learning as a social context.
- School libraries are essential to the development of learning skills.

Essential Questions

What databases are available to use?
How do I access the databases?
Who do I ask for the login information?
How do I access my Google Drive?
What is a Database and why do we use it?

Exit Skills

By the end of Grade 8, Library Media Unit 1, the student should be able to:

- Locate and be able to sign into all library tools.
- Locate topics in the Databases
- Explain what a Database is and why we use them.
- Demonstrate a simple Boolean search

New Jersey Student Learning Standards (NJSLS-S)

N.J. Student Learning Standards and American Association of School Librarians (AASL-2017) applicable to Unit 1 include:

LA.RL.8.7	Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
LA.RL.8.8	(Not applicable to literature)
LA.RL.8.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
II.B.2	Evaluating a variety of perspectives during learning activities.
II.B.3	Representing diverse perspectives during learning activities.
II.D.3	Reflecting on their own place within the global learning community.

III.A.3	Deciding to solve problems informed by group interaction.
III.D.2	Recognizing learning as a social responsibility.

Interdisciplinary Connections

Interdisciplinary Connections used in Unit 1:

- Social Studies
- Science
- Technology

LA.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
6-8.MS-ESS2-5.3	Planning and Carrying Out Investigations
6-8.MS-ESS3-1.6	Constructing Explanations and Designing Solutions
SOC.5-8.1.3.1	Compare and contrast differing interpretations of current and historical events.
SOC.5-8.1.3.2	Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.
SOC.5-8.1.3.3	Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).

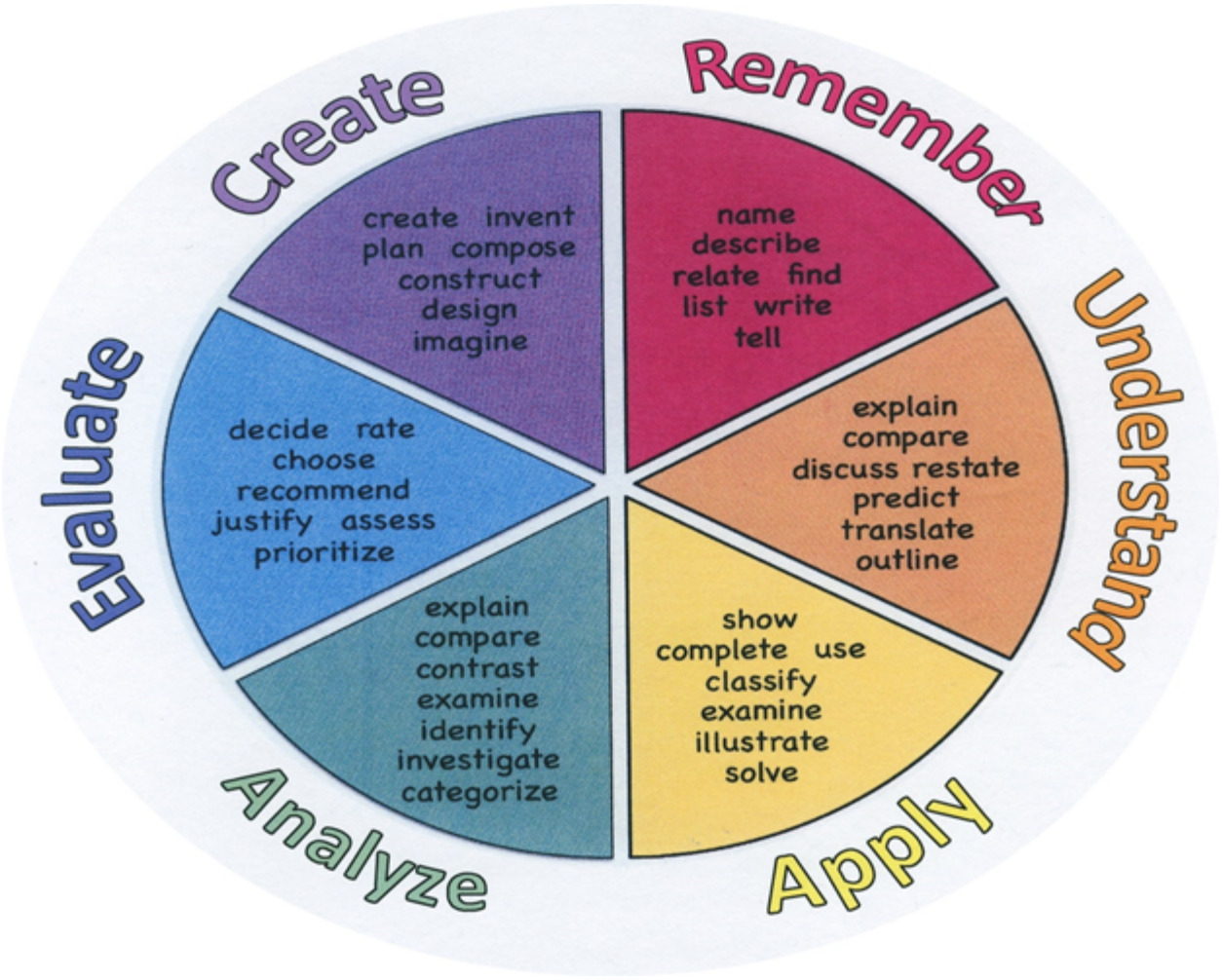
Learning Objectives

After completing Unit 1-Orientation to the Library Media Center, students will be able to:

- **Formulate** and **conclude** the importance of utilizing the Library Media Center to satisfy the learners research needs.

- **Develop** and **produce** behavior expectation of the Library Media Center.
- **Identify**, locate, self-select, and access material (Databases) based on resource needs.
- **Examine, arrange**, and **summarize** gathered information
- **Determine** and **utilize** the Library Media Specialist as a resource person.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

Suggested Activites:

- Brainstorm, Create a chart, and discuss appropriate Library Media Center behavior.
- Follow established library procedures with attentive and purposeful listening and viewing skills.
- Using a Breakout EDU challenge, students will learn the different areas of the Library Media Center.
- Introduce the use of the databases by providing a fact quest online scavenger hunt for students to complete.
- Walk students through each aspect of the database and have them complete one questions for each aspect reviewed.

Assessment Evidence - Checking for Understanding (CFU)

Assessment Evidence/Checking for Understanding specifically used in Unit 1 will include:

- A Teacher observation checklist will be used to check for student's adherence to the proper behavior, procedures, and rules of the library. (formative assessment)
- Question Stems that are framed around Bloom's Taxonomy will be utilized throughout Unit 1- Orientation to the Library Media Center to check for understanding (formative assessment)
- Learning Center Activities (i.e. OPAC automation searches, Research Tools, etc.) will be assessed . (alternative assessment)
- Exit tickets will be used at the conclusion of some lessons to check if the objective for the lesson has been met. (formative assessment)
- Students will be evaluated and self assessed (i.e. Goggle docs, Note Outlines etc.) and kept in Google classroom (summative assessment)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals

- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

- Teacher created materials (Google slides, Google Docs, etc.)
- Teacher created assignment sheet
- Databases
- Printables from database company
- Database Instructions and login sheet
- Breakout EDU boxes

Ancillary Resources

- Smartboard
- Chromebooks
- Handouts

Technology Infusion

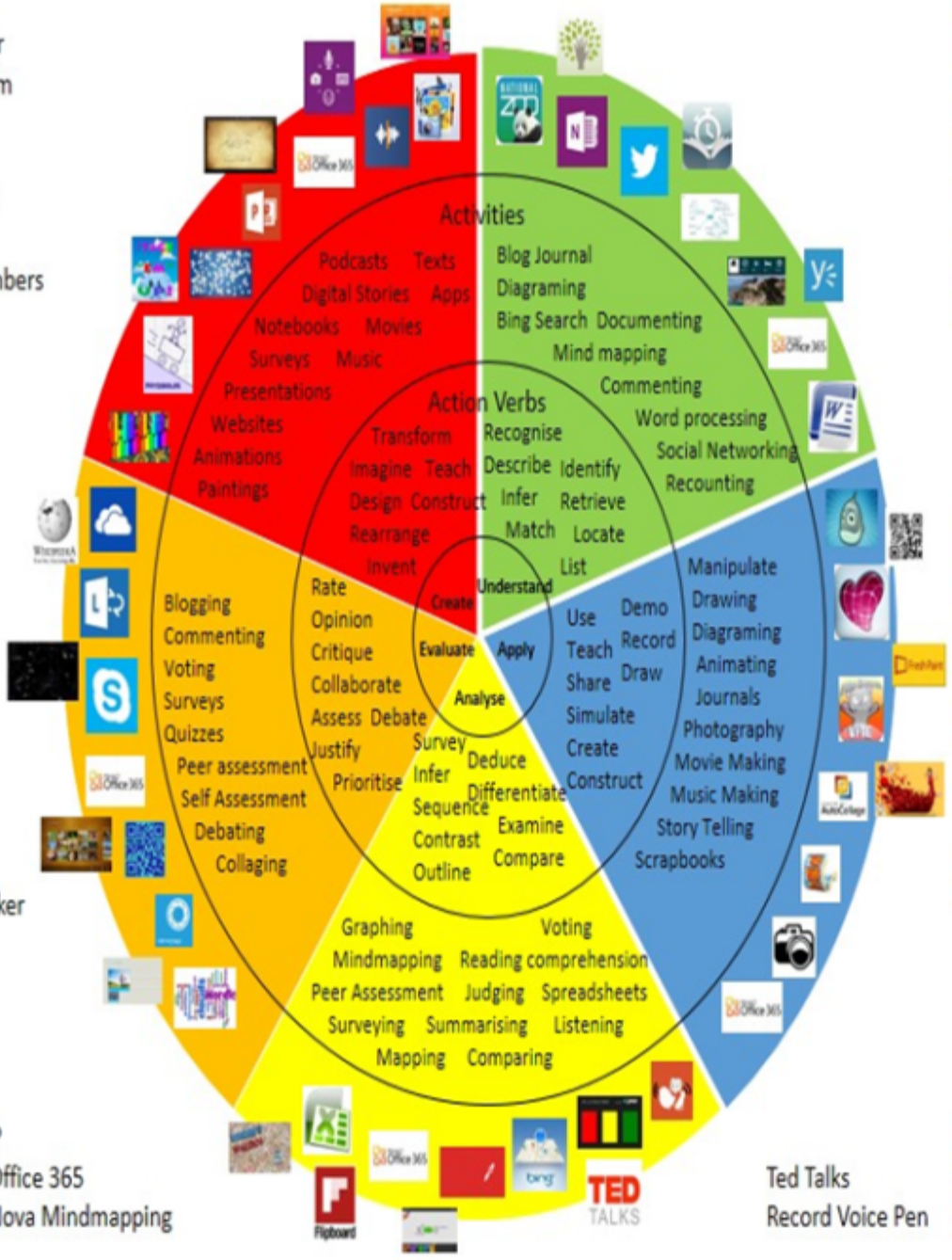
Technology Infusion and/or strategies that are integrated into this unit to enhance learning include:

- Chromebooks
- G Suite products (Google Docs, Google Slides, Google Forms, Google Keep, etc.)
- Online Databases
- Credo Reference Videos and Tutorials
- BreakoutEDU activities

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

Mastery and infusion of 21st Century Skills & Technology and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
PFL.9.1.8.E.1	Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.
PFL.9.1.8.E.2	Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.
PFL.9.1.8.E.7	Evaluate how fraudulent activities impact consumers, and justify the creation of consumer

	protection laws.
CAEP.9.2.8.B.1	Research careers within the 16 Career Clusters ® and determine attributes of career success.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
TECH.8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
TECH.8.1.8.D.4	Assess the credibility and accuracy of digital content.
TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.8.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

21st Century Skills/Interdisciplinary Themes

21st Century Skills/Interdisciplinary Themes presented in Unit 1 include:

- Communication and Collaboration
- information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy
- Life and Career Skills

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

21st Century Skills presented in Unit 1 include:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Effective educational Differentiation used within Unit 1 include:

- The student will be provided visual/auditory presentations during Unit 1 material and will have varied supplemental materials (websites, youtube videos, etc.).
- Students will be provided with simple, specific directions as to what the student is required to do and will pair these instructions with a visual.
- Students will be given extra time to complete the task on the presented materials.
- Tiered Activities will be utilized for assignments
- Students will be provided scheduled breaks during the library/media class.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides

- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

The **Special Education Learning** adaptations that will be utilized in Unit 1 include:

- Provide modifications as dictated in the student's own IEP/504 plan.
- Preferential seating will be utilized.
- Secure attention of the student before giving instructions/directions and having the student repeat the directions back in order to check for understanding.
- Modification and shortening of the student's assignments and test length will be utilized when appropriate.
- Center-Based and multi-sensory instruction will be used when learning about research and reference materials.
- For completing library assignments the students will work with an assigned partner.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan

- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

The **English Language** Learning adaptations that will be employed in Unit 1 include:

- When presenting the Introduction to the Library lessons, the use of videos, illustrations, pictures, and drawings will be used to explain or clarify material.
- Teaching the key aspects and eliminating the nonessential information when introducing the students to the Library will be used.
- Asking peer tutors to assist the English Language Learner when they are required to complete a task.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

The Intervention Strategies for the "at risk" students for Unit 1 are listed below:

- When presenting the Introduction to the Library lessons, the use of videos, illustrations, pictures, and drawings to explain or clarify material will be used.
- Students will be provided Study Guides of material.
- Teaching the key aspects and eliminating the nonessential information when introducing the students to the Library.
- Asking peer tutors to assist the "at risk" student and decreasing the amount of work required when they need to complete a task.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

The **Talented and Gifted** adaptations that will be employed in Unit 1 include:

- Teacher selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities. Students can read additional fiction books.
- Create a plan to solve a local or global issue and present it to the class. They could achieve this by writing a story about a world with no rules. What would that look like?
- Utilize project-based learning for greater depth of knowledge. Explore other types of problems at home, school, or in the community.

- Above grade level placement option for qualified students
- Advanced problem-solving

- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name:

Introduction to Library resources

AASL:

II.B.2 - Evaluating a variety of perspectives during learning activities.

II.B.3 - Representing diverse perspetives during learning activities

II.D.3 - Reflecting on their own place within the global learning community.

III.A.3 - Deciding to solve problems informed by group interaction.

III.D.2 - Recognizing learning as a social responsibility.

NJSLS:

TECH.8.1.12.B.CS1 - [Content Statement] - Apply existing knowledge to generate new ideas, products, or

processes.

TECH.8.1.12.D.CS1 - [Content Statement] - Advocate and practice safe, legal, and responsible use of information and technology.

TECH.8.1.12.E.CS2 - [Content Statement] - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

TECH.8.1.12.E.CS3 - [Content Statement] - Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

Interdisciplinary Connection:

Science, English, Technology

Statement of Objective:
SWBAT:
- locate and identify sources that will assist them in creating their classification poster
- critique articles and resources in order to find the best quality sources that will assist them in creating their classification poster

Anticipatory Set/Do Now:
Students will come into the library with their chromebooks and log on to it.

Learning Activity:
The media specialist will instruct the student on the steps they need to follow in order to access the libraries website and databases, and the importance of using these sources vs. web search sources. Together the media specialist and the class will work on a database fact quest so students become familiar with the databases and online encyclopedias with a focus on the databases that are for high school students.

Students will then use the discussed databases to complete the last part of the fact quest themselves.

Student Assessment/CFU's:

Go- Around

Exit Ticket

Materials:
smartboard
laptops

21st Century Themes and Skills:

Communication and Collaboration

Critical Thinking and Problem Solving

Information Literacy

Media Literacy

Differentiation:

Pairing oral instructions with visuals

Repeat directions as needed

Rephrase written directions

Paired oral and written instruction

Integration of Technology:
Laptops
Library web page