

Library Curriculum Grades 6-8

SIXTH GRADE

STANDARDS:

N. J. CCCS:

Technology Literacy: 8.1.8.B.2, 8.1.8.B.4, 8.1.8.B.5, 8.1.8.B.6, 8.1.8.B.7, 8.1.8.B.8, 8.1.8.B.10

Language Arts: 3.1.6.A.1, 3.1.6.A.2, 3.1.6.A.3, 3.1.6.G.2, 3.1.6.G.5, 3.1.6.G.6, 3.1.6.G.9, 3.1.6.G.10, 3.1.6.G.11 3.1.6.H.1, 3.1.6.H.2, 3.1.6.H.3, 3.1.6.H.4, 3.1.6.H.5, 3.1.6.H.6, 3.2.6.A.10, 3.2.6.A.11, 3.2.6.A.12, 3.2.6.A.13 3.2.6.B.5, 3.2.6.B.8, 3.2.6.C.9, 3.2.6.D.2, 3.2.6.D.7

Consumer and Family and Life Skill: 9.2.8.A.4, 9.2.8.B.2, 9.2.8.C.2, 9.2.B.C.4

Social Studies Literacy: 6.1.8.A.6, 6.1.8.A.7, 6.1.8.A.10, 6.1.8.A.11

6- STRAND I-- Procedures, Safety, Rules First 6 weeks of school or MP 1 (Reading Fictional Literature)

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
<p><i>Students will...</i> replicate and demonstrate policies and procedures that must be followed in the media center.</p>	<ul style="list-style-type: none"> ● Students will be given a “review tour” of the media center. ● Students will work in groups to infer what it looks like, sounds like, and feels like to be in the media center. ● Students will work in groups to develop appropriate expectations for being in the media center. 	<p>Teacher will facilitate a discussion with students about what expectations they came up with. Teacher will put together a general list of policies, procedures, and expectations based on what students created.</p>	<p>Poster paper, colored pencils, markers, LSF Chart, SMART TV, Chromebooks</p>
<p><i>Students will...</i> accurately follow procedures for borrowing and returning books to the media center.</p>	<p>Teacher will introduce the online and in person procedures for borrowing and returning books. Students will spend time practicing navigating the online systems and practice borrowing and returning books.</p>	<p>Teacher will circulate and assist students as needed. Teacher will review with students the procedures and help with modeling them.</p>	<p>Books, online borrowing system, return box, chromebooks, SMART TV</p>

6- STRAND II-- Literature Appreciation One activity per MP as related to genre (Fiction MP 1 Reading Fictional Literature, Historical Fiction/Nonfiction MP 2 Historical Fiction/Nonfiction, Fiction/Fantasy MP 3 Reading Fantasy/Exploratory Reading and Writing, Nonfiction MP 4 Informational: Nonfiction). These can also be used for independent reading activities (at teacher discretion)

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
<p><i>Students will...</i> explore the different genres of literature</p>	<ul style="list-style-type: none"> Students will review and familiarize themselves with the different genres of literature and how to identify them Teacher will provide a few appropriately leveled books to each table group. Each group will work together to analyze text features and identify the books' genres. 	<ul style="list-style-type: none"> Teacher will facilitate a discussion about what students came up with Teacher can summatively analyze student responses if they choose to provide an answer sheet or chart for students to record their answers 	<p>Books from the library, Chromebooks, SMART TV, answer sheet</p>
<p><i>Students will...</i> engage in a "book tasting" to discover genres of books that they are interested in.</p>	<ul style="list-style-type: none"> Tables will be set like a "restaurant," in which books will be on plates. Students will be given a chart in which to record reflections. 	<ul style="list-style-type: none"> Teacher will facilitate discussion about students' thoughts and reflections about the books they looked at. Teacher can use their charts as a more formative assessment 	<p>Books from the library, chromebooks, SMART TV, notes/reflection charts, paper plates, plastic tablecloths (or bulletin board paper), anything else teacher wants to use to make the room look like a restaurant</p>
<p><i>Students will...</i> engage in an activity called "Blind Date With a Book" to discover genres that they may not normally read</p>	<p>Teacher will choose several books to "gift wrap" for students to pick from. Students will come up one at a time, take a book from the bag, unwrap it, and read it until they are finished and ready to choose a new book.</p>	<p>When students finish the book, teacher will have them write a reflection about their thoughts about the book, did it meet their expectations, etc.</p>	<p>Books from the library, wrapping paper, reflection sheet, Chromebooks, SMART TV</p>
<p><i>Students will...</i> participate in a book exchange with their peers.</p>	<p>Students will bring in a book that they love and exchange it with a peer. They will meet to discuss it as they continue reading it.</p>	<p>When students finish the book, teacher will have them write a reflection about their thoughts about the book, did it meet their expectations, etc.</p>	<p>Books students bring, reflection sheet, Chromebooks, SMART TV</p>

6- STRAND III-- Evaluate Information MP 2 Informational: Historical Fiction and Nonfiction

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
<p><i>Students will...</i></p> <p>utilize accurate and appropriate sources to enhance their ELA research assignments.</p>	<ul style="list-style-type: none"> • Teacher will introduce students to a variety of internet resources such as online encyclopedias, accurate historical websites, etc. and books that can serve as resources • Teacher will also introduce students to the difference between primary and secondary sources • Students will practice identifying the difference between primary and secondary sources; students will explore different sources introduced to them 	<ul style="list-style-type: none"> • Teacher will observe student practice • Teacher will go over primary and secondary source practice 	<p>Chromebooks, SMART TV, internet sources, book sources, primary and secondary source practice</p>
<p><i>Students will...</i></p> <p>practice using sources to research their ELA topics.</p>	<p>Students will research their topics for their ELA Civil Rights movement assignments using the sources introduced during the previous lesson.</p>	<p>Teacher will circulate and observe. Teacher will facilitate a discussion about what sources students used during their research time</p>	<p>Chromebooks, SMART TV, internet sources, book sources</p>

**6- STRAND IV-- Ethical Use of Resources and Materials MP 2 Informational:
Historical Fiction and Nonfiction**

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
<p><i>Students will...</i> practice using MLA format to cite sources for their ELA research assignments.</p>	<ul style="list-style-type: none"> • Teacher will show students the proper way to cite a source within their projects according to MLA Format. • Teacher will also show students a condensed version of a MLA Format Works Cited (Title, Author, Website) 	<ul style="list-style-type: none"> • Teacher observation • Students will go through their projects/essays so far and make sure that evidence and examples are properly cited 	<p>SMART TV, Chromebooks, online and book sources, student research assignments</p>
<p><i>Students will...</i> finish citing their evidence and creating a list of sources used.</p>	<p>Students will finish citing their sources and creating their condensed MLA formatted Works Cited lists.</p>	<p>Teacher observation and student Works Cited lists</p>	<p>SMART TV, Chromebooks, online and book sources, student research assignments</p>

SEVENTH GRADE

N. J. CCCS:

Technology Literacy: 8.1.8.B.2, 8.1.8.B.4, 8.1.8.B.5, 8.1.8.B.6, 8.1.8.B.7, 8.1.8.B.8, 8.1.8.B.10

Language Arts: 3.1.7.A. 1, 3.1.7.A.2, 3.1.7.G, 3.1.7.G.2, 3.1.7.G.3, 3.1.7.G.4, 3.1.7.H.1, 3.1.7.H.4, 3.2.7.A.3, 3.2.7.A.6 3.2.7.B.3, 3.2.7.C.7, 3.2.8.C.7, 3.2.7.D.1, 3.2.7.D.6, 3.2.7.D.7, 3.2.7.D.11, 3.2.7.D.12

Consumer and Family and Life Skills: 9.2.8.A.4, 9.2.8.B.2, 9.2.8.C.2, 9.2.B.C.4

Social Studies Literacy: 6.1.8.A.2, 6.1.8.A.3, 6.1.8.A.6, 6.1.8.A.7, 6.1.8.A.8, 6.1.8.A.10, 6.1.8.A.11

7- STRAND I-- Procedures, Safety, Rules First 6 weeks of school or MP 1 Narrative

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
<p><i>Students will...</i> replicate and demonstrate policies and procedures that must be followed in the media center.</p>	<ul style="list-style-type: none"> ● Students will work in groups to infer what it looks like, sounds like, and feels like to be in the media center. ● Students will work in groups to develop appropriate expectations for being in the media center. 	<p>Teacher will facilitate a discussion with students about what expectations they came up with. Teacher will put together a general list of policies, procedures, and expectations based on what students created.</p>	<p>Poster paper, colored pencils, markers, LSF Chart, SMART TV, Chromebooks</p>
<p><i>Students will...</i> accurately follow procedures for borrowing and returning books to the media center.</p>	<p>Teacher will introduce the online and in person procedures for borrowing and returning books. Students will spend time practicing navigating the online systems and practice borrowing and returning books.</p>	<p>Teacher will circulate and assist students as needed. Teacher will review with students the procedures and help with modeling them.</p>	<p>Books, online borrowing system, return box, chromebooks, SMART TV</p>
<p><i>Students will...</i> utilize the card catalog to locate books independently</p>	<p>Teacher will show students how to use the card catalog to find books independently.</p>	<p>Teacher observation, teacher will display codes on the SMART TV and students will practice finding books</p>	<p>Books, card catalog, chromebooks, SMART TV</p>

7- STRAND II-- Literature Appreciation One activity per MP as related to genre (Fiction MP1 Narrative, Historical Fiction/Nonfiction (as it pertains to *Refugee*) MP 2 Explanatory Reading/Writing, Nonfiction MP 3 Writer as a Researcher, Various MP 4 Argument). These can also be used for independent reading activities (at teacher discretion)

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
<p><i>Students will...</i> explore the different genres of literature</p>	<ul style="list-style-type: none"> Students will review the different genres of literature and how to identify them Teacher will have students choose a few appropriately leveled books from the online platform. Each group will work together to analyze text features and identify the books' genres. 	<ul style="list-style-type: none"> Teacher will facilitate a discussion about what students came up with Teacher can summatively analyze student responses if they choose to provide an answer sheet or chart for students to record their answers 	<p>Books from the library, Chromebooks, SMART TV, answer sheet</p>
<p><i>Students will...</i> engage in a "book tasting" to discover genres of books that they are interested in.</p>	<ul style="list-style-type: none"> Tables will be set like a "restaurant," in which books will be on plates. Students will be given a chart in which to record reflections. Students will look at the different text features of the books in their group and record their thoughts on their charts. Groups will rotate as many of the tables as time permits. 	<ul style="list-style-type: none"> Teacher will facilitate discussion about students' thoughts and reflections about the books they looked at. Teacher can use their charts as a more formative assessment 	<p>Books from the library, chromebooks, SMART TV, notes/reflection charts, paper plates, plastic tablecloths (or bulletin board paper), anything else teacher wants to use to make the room look like a restaurant</p>
<p><i>Students will...</i> engage in an activity called "Blind Date With a Book" to discover genres that they may not normally read</p>	<p>Teacher will choose several books to "gift wrap" for students to pick from. Students will come up one at a time, take a book from the bag, unwrap it, and read it until they are finished and ready to choose a new book.</p>	<p>When students finish the book, teacher will have them write a reflection about their thoughts about the book, did it meet their expectations, etc.</p>	<p>Books from the library, wrapping paper, reflection sheet, Chromebooks, SMART TV</p>

<p><i>Students will...</i></p> <p>participate in a book exchange with their peers.</p>	<p>Students will bring in a book that they love and exchange it with a peer. They will meet to discuss it as they continue reading it.</p>	<p>When students finish the book, teacher will have them write a reflection about their thoughts about the book, did it meet their expectations, etc.</p>	<p>Books students bring, reflection sheet, Chromebooks, SMART TV</p>
--	--	---	--

7- STRAND III-- Evaluate Information MP 3 Writer As a Researcher

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
<p><i>Students will...</i></p> <p>utilize accurate and appropriate sources to enhance their ELA research assignments.</p>	<ul style="list-style-type: none"> • Teacher will reintroduce students to a variety of internet resources such as online encyclopedias, accurate historical websites, etc. and books that can serve as resources • Teacher will review to the difference between primary and secondary sources • Students will practice identifying the difference between primary and secondary sources; students will explore different sources introduced to them 	<ul style="list-style-type: none"> • Teacher will observe student practice • Teacher will go over primary and secondary source practice 	<p>Chromebooks, SMART TV, internet sources, book sources, primary and secondary source practice</p>
<p><i>Students will...</i></p> <p>practice using sources to research their ELA topics.</p>	<p>Students will research their topics for their ELA Holocaust Unit assignments using the sources introduced during the previous lesson.</p>	<p>Teacher will circulate and observe. Teacher will facilitate a discussion about what sources students used during their research time</p>	<p>Chromebooks, SMART TV, internet sources, book sources</p>

7- STRAND IV-- Ethical Use of Resources and Materials MP 3 Writer As a Researcher

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
<p><i>Students will...</i> practice using MLA format to cite sources for their ELA research assignments.</p>	<ul style="list-style-type: none"> • Teacher will show students the proper way to cite a source within their projects according to MLA Format. • Teacher will also show students a condensed version of a MLA Format Works Cited and the differences between how an internet source and a book source should be listed 	<ul style="list-style-type: none"> • Teacher observation • Students will go through their projects/essays so far and make sure that evidence and examples are properly cited 	<p>SMART TV, Chromebooks, online and book sources, student research assignments</p>
<p><i>Students will...</i> finish citing their evidence and creating a list of sources used.</p>	<p>Students will finish citing their sources and creating their condensed MLA formatted Works Cited lists.</p>	<p>Teacher observation and student Works Cited lists</p>	<p>SMART TV, Chromebooks, online and book sources, student research assignments</p>

EIGHTH GRADE

N. J. CCCS:

Technology Literacy: 8.1.8.B.2, 8.1.8.B.4, 8.1.8.B.5, 8.1.8.B.6, 8.1.8.B.7, 8.1.8.B.8, 8.1.8.B.10

Language Arts: 3.1.7.A. 1, 3.1.7.A.2, 3.1.7.G, 3.1.7.G.2, 3.1.7.G.3, 3.1.7.G.4, 3.1.7.H.1, 3.1.7.H.4, 3.2.7.A.3, 3.2.7.A.6 3.2.7.B.3, 3.2.7.C.7, 3.2.8.C.7, 3.2.7.D.1, 3.2.7.D.6, 3.2.7.D.7, 3.2.7.D.11, 3.2.7.D.12

Consumer and Family and Life Skills: 9.2.8.A.4, 9.2.8.B.2, 9.2.8.C.2, 9.2.B.C.4

Social Studies Literacy: 6.1.8.A.2, 6.1.8.A.3, 6.1.8.A.6, 6.1.8.A.7, 6.1.8.A.8, 6.1.8.A.10, 6.1.8.A.11

8- STRAND I-- Procedures, Safety, Rules First 6 weeks of school or MP 1 Narrative & Explanatory Reading/Writing

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
<p><i>Students will...</i> replicate and demonstrate policies and procedures that must be followed in the media center.</p>	<ul style="list-style-type: none"> ● Students will work in groups to infer what it looks like, sounds like, and feels like to be in the media center. ● Students will work in groups to develop appropriate expectations for being in the media center. 	<p>Teacher will facilitate a discussion with students about what expectations they came up with. Teacher will put together a general list of policies, procedures, and expectations based on what students created.</p>	<p>Poster paper, colored pencils, markers, LSF Chart, SMART TV, Chromebooks</p>
<p><i>Students will...</i> accurately follow procedures for borrowing and returning books to the media center.</p>	<p>Teacher will review the online and in person procedures for borrowing and returning books. Students will spend time practicing navigating the online systems and practice borrowing and returning books.</p>	<p>Teacher will circulate and assist students as needed. Teacher will review with students the procedures and help with modeling them.</p>	<p>Books, online borrowing system, return box, chromebooks, SMART TV</p>
<p><i>Students will...</i> utilize the card catalog to locate books independently</p>	<p>Teacher will review with students how to use the card catalog to find books independently.</p>	<p>Teacher observation, teacher will display codes on the SMART TV and students will practice finding books</p>	<p>Books, card catalog, chromebooks, SMART TV</p>

8- STRAND II-- Literature Appreciation One activity per MP as related to genre (Fiction/Nonfiction MP1 Narrative & Explanatory Reading/Writing, Fiction MP 2-3 Writer As a Researcher, Nonfiction (WWII & Holocaust included) MP 2-3 Writer As a Researcher, Various MP 4 Argument). These can also be used for independent reading activities (at teacher discretion)

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
<p><i>Students will...</i> explore the different genres of literature</p>	<ul style="list-style-type: none"> Students will review the different genres of literature and how to identify them Teacher will have students choose a few appropriately leveled books from the online platform. Each group will work together to analyze text features and identify the books' genres. 	<ul style="list-style-type: none"> Teacher will facilitate a discussion about what students came up with Teacher can summatively analyze student responses if they choose to provide an answer sheet or chart for students to record their answers 	<p>Books from the library, Chromebooks, SMART TV, answer sheet</p>
<p><i>Students will...</i> engage in a "book tasting" to discover genres of books that they are interested in.</p>	<ul style="list-style-type: none"> Tables will be set like a "restaurant," in which books will be on plates. Students will be given a chart in which to record notes and reflections. Notes will be about the text features and why it does or doesn't make them want to read the book. Students will look at the different text features of the books in their group and record their thoughts and notes on their charts. Groups will rotate as many of the tables as time permits. 	<ul style="list-style-type: none"> Teacher will facilitate discussion about students' thoughts and reflections about the books they looked at. Teacher can use their charts as a more formative assessment 	<p>Books from the library, chromebooks, SMART TV, notes/reflection charts, paper plates, plastic tablecloths (or bulletin board paper), anything else teacher wants to use to make the room look like a restaurant</p>
<p><i>Students will...</i> engage in an activity called "Blind Date With a Book" to discover genres that they may not normally read</p>	<p>Teacher will choose several books to "gift wrap" for students to pick from. Students will come up one at a time, take a book from the bag, unwrap it, and read it until they are finished and ready to choose a new book.</p>	<p>When students finish the book, teacher will have them write a reflection about their thoughts about the book, did it meet their expectations, etc.</p>	<p>Books from the library, wrapping paper, reflection sheet, Chromebooks, SMART TV</p>

<p><i>Students will...</i></p> <p>participate in a book exchange with their peers.</p>	<p>Students will bring in a book that they love and exchange it with a peer. They will meet to discuss it as they continue reading it.</p>	<p>When students finish the book, teacher will have them write a reflection about their thoughts about the book, did it meet their expectations, etc.</p>	<p>Books students bring, reflection sheet, Chromebooks, SMART TV</p>
--	--	---	--

8- STRAND III-- Evaluate Information MP 2-3 Writer As a Researcher

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
<p><i>Students will...</i></p> <p>utilize accurate and appropriate sources to enhance their ELA research assignments.</p>	<ul style="list-style-type: none"> • Teacher will review with students a variety of internet resources such as online encyclopedias, accurate historical websites, etc. and books that can serve as resources • Teacher will review to the difference between primary and secondary sources • Students will practice identifying the difference between primary and secondary sources; students will explore different sources introduced to them 	<ul style="list-style-type: none"> • Teacher will observe student practice • Teacher will go over primary and secondary source practice 	<p>Chromebooks, SMART TV, internet sources, book sources, primary and secondary source practice</p>
<p><i>Students will...</i></p> <p>practice using sources to research their ELA topics.</p>	<p>Students will research their topics for their ELA World War II assignments using the sources introduced during the previous lesson.</p>	<p>Teacher will circulate and observe. Teacher will facilitate a discussion about what sources students used during their research time</p>	<p>Chromebooks, SMART TV, internet sources, book sources</p>

8- STRAND IV-- Ethical Use of Resources and Materials MP 2-3 Writer as a Researcher

OBJECTIVES	ACTIVITIES	EVALUATIONS	MATERIALS
<p><i>Students will...</i></p> <p>practice using MLA format to cite sources for their ELA research assignments.</p>	<ul style="list-style-type: none"> • Teacher will show students the proper way to cite a source within their projects according to MLA Format. • Teacher will also show students the full version of a MLA Format Works Cited and the differences between how an internet source and a book source should be listed 	<ul style="list-style-type: none"> • Teacher observation • Students will go through their projects/essays so far and make sure that evidence and examples are properly cited 	<p>SMART TV, Chromebooks, online and book sources, student research assignments</p>
<p><i>Students will...</i></p> <p>finish citing their evidence and creating a list of sources used.</p>	<p>Students will finish citing their sources and creating their MLA formatted Works Cited lists.</p>	<p>Teacher observation and student Works Cited lists</p>	<p>SMART TV, Chromebooks, online and book sources, student research assignments</p>