Verona Public School District
Curriculum Overview

<u>VHS Library Curriculum</u>

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\Verona Public Schools
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Verona Public Schools Mission Statement:

    The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Standard 8: Technology Standards	
8.1: Educational Technology: *All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.*	**8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming:** *All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.*

X A. Technology Operations and Concepts
X B. Creativity and Innovation
X C. Communication and Collaboration
X D. Digital Citizenship
X E. Research and Information Fluency
X F. Critical thinking, problem solving, and decision making
	A. The Nature of Technology: Creativity and Innovation
	X B. Technology and Society
	    C. Design
	    D. Abilities for a Technological World
	    E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: *These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities*	Career Ready Practices: *These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.*		
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	x	CRP2.	Apply appropriate academic and technical skills.
	x	CRP9.	Model integrity, ethical leadership, and effective management.
	x	CRP10.	Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.		CRP3.	Attend to personal health and financial well-being.
	x	CRP6.	Demonstrate creativity and innovation.
	x	CRP8.	Utilize critical thinking to make sense of problems and persevere in solving them.
	x	CRP11.	Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	x	CRP1.	Act as a responsible and contributing citizen and employee.
	x	CRP9.	Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	x	CRP4.	Communicate clearly and effectively and with reason.
	x	CRP9.	Model integrity, ethical leadership, and effective management.
	x	CRP12.	Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	x	CRP5.	Consider the environmental, social, and economic impact of decisions.
	x	CRP7.	Employ valid and reliable research strategies.
	x	CRP8.	Utilize critical thinking to make sense of problems and persevere in solving them.
	x	CRP9.	Model integrity, ethical leadership, and effective management.

Standard 9: 21st Century Life and Careers

9.1: Personal Financial Literacy: *This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.*	9.2: Career Awareness, Exploration & Preparation: *This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.*	9.3: Career and Technical Education: *This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.*
A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting	A. Career Awareness (K-4) B. Career Exploration (5-8) **x** C. Career Preparation (9-12)	A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

Core Instructional Materials: *These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.*	Differentiated Resources: *These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.*
● BOE Approved books, novels, short stories, etc.	● Various periodicals

Library Media
Library Media
Grade Level: 9
Unit One: Orientation
Duration: Ongoing

Established Goals:	Transfer Goal:
Established Goals: **NJCCSS** CCSS.ELA-LITERACY.W.1 1-12.6 CCSS.ELA-LITERACY.W.1 1-12.7 CCSS.ELA-LITERACY.W.1 1-12.8 CCSS.ELA-LITERACY.W.1 1-12.9 CCSS.ELA-LITERACY.W.1 1-12.10 **ISTE** 1.a 3.b 6.a 6.b 6.c **AASL 21st Century Standards** 1.1.1 1.1.8	**Transfer Goal:** Students will be able to utilize the library media center independently to enrich their academic experience.

Meaning	
Enduring Understandings *Students will understand that:* • The library is a place that fosters a love of reading, learning, and creativity. • The library is a place where students can utilize information to acquire and deepen their knowledge and understanding of a variety of subjects. • Behaving appropriately, caring for materials, and following library procedures are essential to effective media center use. • The media specialist is a teacher and a resource who helps to identify, locate, select, and access many useful materials. • The library is a place where students and teachers can collaborate, share ideas, and create solutions to questions and problems.	**Essential Questions** • What role does the library play in a school? • How can the library impact my personal academic growth? • How can I be an effective user of the library? • How can the media specialist assist me as I learn? • How can I use the media center to collaborate with others?

Acquisition of Knowledge & Skills	
Students will know:	Students will be able to:

1.2.2 1.3.4 1.3.5 1.4.4	● A library is a student-centered educational commons where learners may work independently or cooperatively to fulfill class assignments or to pursue personal interests. ● Libraries offer access to many resources, both print and digital. ● Library procedures and protocols have been established for behavior and use of materials. ● The media specialist is a helpful guide for classroom assignments and personal inquiries. ● Safe practices must be followed when online.	● Utilize the library and all of its features to work productively during class time and free periods. ● Access online databases, websites, fiction and nonfiction materials ● Follow proper etiquette to responsibly use the library and all of its resources ● Seek assistance from the media specialist as I use the library resources to learn ● Identify and follow the district's Acceptable Use Policy and apply safe practices when performing online searches. ●
Key Terms and Concepts	Call Number Circulation Database Dewey Decimal System or Bookstore System Fiction and Nonfiction Reference Keyword Media Specialist Reference Materials	

	Library Media **Grade Level:** 9 -12 **Unit Two:** Technological Resources **Duration:** Ongoing
Established Goals: **NJCCSS** CCSS.ELA-LITERACY.W.1 1-12.7 CCSS.ELA-LITERACY.W.1 1-12.8 CCSS.ELA-LITERACY.RH. 11-12.7 **ISTE** 1.b 1.c 2.a 2.b 2.c 2.d 4.d 5.b 6.a 6.b	**Transfer Goal:** Students will be able to independently use their learning to access, evaluate, and use information efficiently and responsibly to be a discriminating critical thinker.

Meaning	
Enduring Understandings *Students will understand that:* - The automated catalog, the Internet, and databases are tools that can be used to locate information. - To effectively seek information, one must determine all possible sources and then select the best source. - Technology and its tools can help users define a problem or inquiry and locate the data and information needed to solve it. - The use of information requires analysis and responsible consumerism. - Social Media and other technologies allow users to communicate and share ideas dynamically. - Technology is an important tool for the 21 century learner.	**Essential Questions** - How can I use the automated catalog, the Internet, and databases to locate information? - How do I find the best source for the information that is best suited for my task? - How can I use technology to find information, explore ideas, and share my conclusions? - How can I interpret and determine bias and messages within media? - What role does social media play within an educational setting? - What impact does technology have in college and career readiness?

AASL 21st Century Standards	Acquisition of Knowledge & Skills	
1.1.7 1.1.8 1.2.2 1.2.3 1.2.7 1.3.3 2.1.4 2.1.6 2.2.4 2.3.3 2.4.1 3.1.2 3.1.4 3.1.6 3.3.4 4.1.7 4.2.2 4.3.1 4.3.2	**Students will know:** • The library catalog is a searchable database that lists the print resources available in the media center. • Databases provide researchers with trusted information that has been written, edited, and fact-checked by experts for students; credible websites often offer the most recent information on a topic. • Using delineated and refined search terms leads to relevant sources. • Before choosing a source from the library catalog, Internet, or database, good researchers evaluate materials carefully for accuracy, relevance, and chronological importance. • The VHS library webpage features pathfinders created by the media specialist to lead students to helpful books, websites, and database articles. • Resources such as Google Docs, Sheets, and Slides can be used for note-taking, collaboration, and presentation of ideas and information. • The 21st century learner uses a variety of programs and Web 2.0 tools to share research and analysis of information. • Technology should be used eagerly, responsibly, and productively as a powerful educational tool.	**Students will be able to:** • Search the library catalog to find appropriate materials for research • Use a variety of databases and websites to develop a well-rounded body of research • Generate search terms and revise as necessary to find information • Evaluate sources based on currency, authority, reliability, bias, point of view, relevance, authorship, purpose, and audience to select sources to meet the information need • Use pathfinders to find books, websites, and database articles pre-approved by the media specialist • Use technology to record, organize and present ideas and information • Identify and use a variety of technological resources to share research and analysis of information • Navigate and utilize various existing and emerging technologies in order to deepen knowledge and convey mastery of subject-specific skills

Key Terms and Concepts	Library Resources
	Google Tools
	Media Literacy
	Browser
	consumer
	Credible
	Point of View
	Bias
	Spin
	Text and Subtext
	Misinformation
	Marketing strategies
	Evaluate
	Target Audience
	Messages
	Sponsor
	Persuasion
	Objectivity
	Deconstruct
	Analyze
	Hoax
	HTML
	Coding
	Advertising Strategies
	Website Evaluation
	Database
	Diction
	Wiki
	Blog
	YouTube
	Twitter
	Social Media

	Wikipedia Authority Domains Culture and Society

Library Media
Grade Level: 9-12
Unit Four: Research Process
Duration: Ongoing

Established Goals:	Transfer Goal:
NJCCSS CCSS.ELA-LITERACY.RI.11-12.1 CCSS.ELA-LITERACY.RI.11-12.5 CCSS.ELA-LITERACY.RI.11-12.7 CCSS.ELA-LITERACY.W.11-12.1 CCSS.ELA-LITERACY.W.11-12.2 CCSS.ELA-LITERACY.W.11-12.7 CCSS.ELA-LITERACY.W.11-12.8 CCSS.ELA-LITERACY.W.11-12.9 CCSS.ELA-LITERACY.RH.11-12.3 CCSS.ELA-LITERACY.RH.11-12.7 CCSS.ELA-LITERACY.RH.11-12.8 CCSS.ELA-LITERACY.RH.11-12.9	Students will be able to independently use their learning to gather, evaluate, and extrapolate information from different sources to solve a problem or inquiry in an ethical manner.

Meaning

Enduring Understandings	Essential Questions
Students will understand that: • Research is a process that involves several steps. • An ethical person responsibly accesses, uses, and cites materials. • 21st century learners require the following skills to practice informed decision-making: reading and interpreting text, extracting main and supporting ideas, interpreting and analyzing information, and recording and sharing new understandings • When multiple sources present conflicting information, researchers cross-check materials, read, consider, and draw conclusions to resolve discrepancies.	• How can I use the steps of the research process to be a better critical thinker? • How can I be an ethical researcher? • What methods can I use to record ideas, questions, reflections and connections when processing information for research? • How can I make meaning of conflicting information in multiple sources?

Acquisition of Knowledge & Skills

	Students will know:	Students will be able to:
ISTE 3.a 3.b 3.c 3.d 4.a 4.b 4.c 4.d 5.a 5.c **AASL 21st Century Standards** 1.1.1 1.1.3 1.1.4 1.1.5 1.2.1 1.2.4 1.2.5 1.3.1 1.3.3 1.4.3 2.1.2 2.1.6 2.4.1 2.4.2 3.1.1 3.1.4	• The first step of research is to clearly define the task at hand. • Effective researchers determine and select the best sources. • Primary sources are firsthand accounts of an event or time period whereas secondary sources are an analysis of primary sources. • Text features in both print and digital materials can be used to quickly access information • Effective researchers read critically, make meaning of the information they find, and cite each source as it is used. • Graphic organizers, note cards, and/or outlines assist researchers in organizing information • Text features in both print and digital materials can be used to quickly access information • Researchers synthesize and draw conclusions from information in order to prove a thesis, answer an inquiry, or create new knowledge • Research can be published in a variety of formats • Researchers must follow the MLA, APA, or Chicago style manual when creating a final product and a bibliography.	• Define the information problem and identify the information needed by formulating and refining effective research questions • Access the library catalog, Internet, and databases to find and evaluate print and digital sources • Determine the difference between primary and secondary sources • Use features of text in print and electronic materials in order to locate information quickly and efficiently (i.e. Hyperlinks, menus, index, table of content) • Read multiple sources, create organized notes and avoid plagiarism by citing all paraphrased, summarized, or manipulated recorded information • Employ the use of graphic organizers, note cards, and/or outlines throughout the research process. • Create a final product after gathering, analyzing, and synthesizing information. • Produce a paper, website, blog , multimedia presentation, video, presentation board or some other type of project that meets the

3.3.7		needs of the student's purpose, audience, and task. • Adhere to MLA, APA, or Chicago style manual when creating a final product and a bibliography
Key Terms and Concepts	Task Definition Subtopics Thesis Question and Statement Information Seeking Strategy Annotations Database MLA/APA Style Keyword Citing/Cite/Citations Index In-Text (parenthetical) citation Works Cited Annotated Bibliography Summary Boolean/Advanced Searching Paraphrase Analysis Evaluate Academic Integrity Plagiarism Formatting Common Knowledge	

	Source

Grade Level: 9 -12

Unit Three: Appreciation of Fiction and Nonfiction Materials

Duration: Ongoing

Established Goals:	Transfer Goal:
NJCCSS	Students will be able to <u>independently</u> use their learning to locate and use library materials to enrich their lives and fulfill their academic needs.

	Meaning
CCSS.ELA-LITERACY.RI.11-12.10	

CCSS.ELA-LITERACY.RI.11-12.10

CCSS.ELA-LITERACY.RL.11-12.10

CCSS.ELA-LITERACY.RL.11-12.7

CCSS.ELA-LITERACY.RL.11-12.2

AASL 21st Century Standards
4.1.1
4.1.2
4.1.3
4.1.4
4.1.5
4.2.1
4.2.4
4.4.1

Meaning

Enduring Understandings	Essential Questions
Students will understand that:	
• Fiction and nonfiction books can be used as resources for research and class assignments. • Fiction and nonfiction books can be used as resources for recreational reading.	• What kind of books do I need to answer my questions? • What kind of fiction and nonfiction books do I enjoy?

Acquisition of Knowledge & Skills

Students will know:	Students will be able to:
• It is important to select a book that is interesting, accessible, and appropriate for assignments or recreational reading. • Online book reviews can be utilized to assist in book selection.	• Select a book based on purpose, interest, and reading level • Use appropriate websites to find book reviews • Select reading materials based on the recommendations of others

4.4.5 4.4.6	• The recommendations of the media specialist, teachers, and peers can be helpful in the book selection process. • There are a variety of genres that should be explored in order to develop reading preferences. • Personal interests should be explored as a springboard to finding interesting reading material. • The library catalog is a tool that can be used to search for books by author, subject, or title. • Literary criticism provides insight on a variety of texts, authors, themes, and genres.	• Explore a variety of genres, including biography, autobiography, memoir, mystery, science fiction, fantasy, realistic fiction, nonfiction • Make connections between the subject of a book and personal interests • Use the library catalog to search for and locate books • Develop analysis of literature through the interpretation of literary criticism on a particular text, author, or literary genre/theme
Key Terms and Concepts	Challenge Censorship Literary analysis Literary criticism Textual support Book Review Character Development Call number	