

Florham Park Public Schools

Library / Media Curriculum

6th-8th Grade

TABLE OF CONTENTS

Library/Media Curriculum
<u>Philosophy</u>
<u>6th Grade Media</u>
<u>7th Grade Media</u>
<u>8th Grade Media</u>

Philosophy
<p>Library media instruction is an essential component of the education of 21st-Century Learners in the Florham Park School District. Library media skills are necessary to all curricular areas in order to facilitate learning. Rapid changes in technology and in information availability require our library media program to provide specific instruction in skills required to be able to find, analyze, evaluate, and synthesize knowledge so that students are then able to share their new understanding in an authentic manner.</p> <p>Reflecting the understanding that students must be readers before they can be researchers, this curriculum focuses on instilling a love for reading and an understanding that reading is the key to answering questions in the primary grades. It then moves from reading for pleasure to reading for understanding at the intermediate level, where students are exposed to the idea of reading in order to research and share new learning. Finally, the middle grades library media curriculum focuses on the idea that learning is a life-long self-motivated activity that requires specific skills to do well.</p> <p>Beginning with the third grade, the library media curriculum focuses on the skills of reading to research, with a culminating research project as evidence of learning in each grade.</p>

Grade 6 Scope and Sequence for Library/Media

Students participate in rotating marking periods.	Unit	Number of Instructional Days
1 MP		12 Instructional Days

Grade 6 : Library/Media

Unit Summary

Through guided inquiry tasks, the library program ensures that all students develop critical information literacy skills. In collaboration with teachers, students are taught ethical, effective, and responsible use of resources and technology. Librarians connect students with reading material that match their interests and abilities to develop in them a lifelong appreciation of reading.

Unit Rationale

In today's world, students have access to a vast amount of information. The library program is designed to provide students with the skills to understand, evaluate, use, and synthesize information efficiently, effectively, and ethically. These skills enable them to become lifelong learners prepared to meet the challenges of work and life in the 21st century.

NJ Student Learning Standards

Primary interdisciplinary connections:

All academic classes should incorporate research and library/media skills into their lessons as appropriate. Students need to be taught how to effectively find, read, analyze, and use information from a variety of sources which include both print and electronic books, magazines, and journals as well as videos, photo essays, message boards, blogs, and the like. Any opportunity to provide students with experience at research should be taken.

The American Association of School Libraries' Standards for the 21st-Century Learner identify the common beliefs that reading is a window to the world, that inquiry provides a framework for learning, that ethical behavior in the use of information must be taught, that technology skills are crucial for future employment needs, that equitable access is a key component for education, that the continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own, that learning has a social context, and that school libraries are essential to the development of learning skills. The AASLS reflect these common beliefs and are reflected in the activities that follow.

Content Statements:

The AASL Standards for the 21st-Century Learner are aligned with the NJCCCS and CCS for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects as well as with the Partnership for 21st-Century Skills. The Standards Comparison Chart can be found at the end of this guide

AASLS#	Standards for 21st-Century Learners
1.1.1	Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.
1.1.2	Use prior and background knowledge as context for new learning.
1.1.3	Develop and refine a range of questions to frame the search for new understanding.
1.1.4	Find, evaluate, and select appropriate sources to answer questions.
1.1.5	Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
1.1.6	Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
1.1.7	Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
1.1.8	Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
1.1.9	Collaborate with others to broaden and deepen understanding.
1.2.1	Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.
1.2.2	Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.

1.2.3	Demonstrate creativity by using multiple resources and formats.
1.2.4	Maintain a critical stance by questioning the validity and accuracy of all information.
1.2.5	Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.
1.2.6	Display emotional resilience by persisting in information searching despite challenges.
1.2.7	Display persistence by continuing to pursue information to gain a broad perspective.
1.3.1	Respect copyright/intellectual property rights of creators and producers.
1.3.2	Seek divergent perspectives during information gathering and assessment.
1.3.3	Follow ethical and legal guidelines in gathering and using information
1.3.4	Contribute to the exchange of ideas within the learning community.
1.3.5	Use information technology responsibly.
1.4.1	Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.
1.4.2	Use interaction with and feedback from teachers and peers to guide your own inquiry process.
1.4.3	Monitor gathered information, and assessed for gaps or weaknesses.
1.4.4	Seek appropriate help when it is needed
2.1.1	Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
2.1.2	Organize knowledge so that it is useful.
2.1.3	Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.
2.1.4	Use technology and other information tools to analyze and organize information.
2.1.5	Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
2.1.6	Use the writing process, media and visual literacy, and technology skills to create products that express new understanding.
2.2.1	Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.
2.2.2	Use both divergent and convergent thinking to formulate alternative conclusions and test them against evidence.
2.2.3	Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.
2.2.4	Demonstrate personal productivity by completing products to express learning.
2.3.1	Connect understanding to the real world.
2.3.2	Consider diverse and global perspectives in drawing conclusions.
2.3.3	Use valid information and reasoned conclusions to make ethical decisions.
2.4.1	Determine how to act on information (accept, reject, modify).
2.4.2	Reflect on systematic processes, and assess for completeness of investigation.
2.4.3	Recognize new knowledge and understanding.
2.4.4	Develop directions for future in investigations
3.1.1	Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.
3.1.2	Participate and collaborate as members of a social and intellectual network of learners.
3.1.3	Use writing and speaking skills to communicate new understandings effectively.
3.1.4	Use technology and other information tools to organize and display knowledge

	and understanding in ways that others can view, use, and assess.
3.1.5	Connect learning to community issues.
3.1.6	Use information and technology ethically and responsibly.
3.2.1	Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.
3.2.2	Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
3.2.3	Demonstrate teamwork by working productively with others.
3.3.1	Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.
3.3.2	Respect the differing interests and experiences of others, and seek a variety of viewpoints.
3.3.3	Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.
3.3.4	Create products that apply to authentic, real-world contexts.
3.3.5	Contribute to the exchange of ideas within and beyond the learning community.
3.3.6	Use information and knowledge in the service of democratic values.
3.3.7	Respect the principles of intellectual freedom.
3.4.1	Assess the process by which learning was achieved in order to revise strategies and learn more effectively in the future.
3.4.2	Assess the quality and effectiveness of the learning product.
3.4.3	Assess your own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.
4.1.1	Read, view, and listen for pleasure and personal growth.
4.1.2	Read widely and fluently to make connections with self, the world, and previous reading.
4.1.3	Respond to literature and creative expressions of ideas in various formats and genres.
4.1.4	Seek information for personal learning in a variety of formats and genres.
4.1.5	Connect ideas to own interests and previous knowledge and experience.
4.1.6	Organize personal knowledge in a way that can be called upon easily.
4.1.7	Use social networks and information tools to gather and share information.
4.1.8	Use creative and artistic formats to express personal learning,
4.2.1	Display curiosity by pursuing interests through multiple resources.
4.2.2	Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.
4.2.3	Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.
4.2.4	Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.
4.3.1	Participate in the social exchange of ideas, both electronically and in person.
4.3.2	Recognize that resources are created for a variety of purposes.
4.3.3	Seek opportunities for pursuing personal and aesthetic growth.
4.3.4	Practice safe and ethical behaviors in personal electronic communication and interaction.
4.4.1	Identify your own areas of interest.
4.4.2	Recognize the limits of my own personal knowledge.
4.4.3	Recognize how to focus efforts in personal learning,
4.4.4	Interpret new information based on cultural and social context
4.4.5	Develop personal criteria for gauging how effectively your own ideas are expressed.

4.4.6	Evaluate your own ability to select resources that are engaging and appropriate for personal interests and needs.
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Unit Sequence	
Part A: Essential Questions	Part B: Enduring Understandings
<ul style="list-style-type: none"> ● What strategies and skills should I use to select a book that matches my needs and interests? ● How do books help me make a connection with myself, the world, and with my prior learning? ● How do books create new understandings and personal growth? ● How do I develop a range of questions to guide my research? How do I choose and evaluate appropriate resources for my needs? ● How do I research efficiently and effectively? ● How do I use information ethically and responsibly? ● How do I acquire the skills to use technology tools to learn, to create, and to communicate? ● How can I collaborate with others to learn and to share knowledge? ● How do I best use the library to access a variety of high quality resources? 	<ul style="list-style-type: none"> ● Reading is a window to the world. ● Inquiry provides a framework for learning. ● Ethical use of information is vital to a democratic society. ● Effective use of technology is crucial to success in work

Grade 6 Library/ Media	Teaching Point
	<ul style="list-style-type: none"> ● Today I will teach you to understand and demonstrate library use policies and locate library resources. ● Today I will teach you to demonstrate the ability to narrow and broaden search terms, check for availability of resources, and use call numbers to find resources. ● Today I will teach you to relate the ways resources in different areas may be used. ● Today I will teach you to select appropriate search terms/keywords. ● Today I will teach you to select materials based on personal interest using selection aids, genre displays, and book talks. ● Today I will teach you to identify genres that match their interests. ● Today I will teach you to be able to define databases. ● Today I will teach you to select appropriate databases for their information needs. ● Today I will teach you to develop an effective search strategy to retrieve information. ● Today I will teach you to begin to recognize advantages of databases over other resources. ● Today I will teach you to begin to understand the negative aspects of internet resources and acknowledge the principles of intellectual freedom. ● Today I will teach you to define plagiarism. ● Today I will teach you to explain student responsibilities with regard to ethical use and the possible consequences for failure to do so. ● Today I will teach you to locate citation components from different sources and apply proper MLA citation format. ● Today I will teach you to evaluate all sources for appropriateness to information needs.

	<ul style="list-style-type: none"> • Today I will teach you to illustrate the use of index, table of contents, guide words, etc. to enhance information searches. • Today I will teach you to demonstrate basic troubleshooting when researching information.
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Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Pre-test • Teacher observation • Project completion/rubrics • Performance Tasks • Self-Evaluations • Surveys <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Suggested Research Project – This assignment is suggested to be completed in social studies classes, but the academic team may decide to adjust it as deemed necessary by the needs of their students and/or curriculum. • Within groups, students select an early society they feel has had a significant historical impact on the current society. Each individual member then researches aspects of the society (e.g. economic system, social classes, religion) and compiles his or her research in an expository essay. Together the group makes a multimedia presentation of their collective findings to be included in a Legacy Museum. <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • Assessments will be given in the beginning of the marking period and at the end of the marking period. <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Choice Projects • Simplified or modified lessons • Portfolios 	<p>Special Education:</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Curricular Modifications and Guidance for Students Educated in Special Class Settings <p>Differentiation:</p> <ul style="list-style-type: none"> • <i>Preview content and concepts</i> • <i>Behavior management plan</i> • <i>Highlight text</i> • <i>Small group setting</i> <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Alternative formative and summative assessments</i> • <i>Guided Reading</i> • <i>Personal agendas</i> • <i>Project-based learning</i> • <i>Tiered activities/assignments</i> • <i>Varying organizers for instructions</i> <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Clubbing activities</i> • <i>Exploration by interest</i> • <i>Flexible groupings</i> <p>English Language Learners:</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Students at Risk for Failure:</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Gifted and Talented</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Students with 504 Plans</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modification • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
Core Instructional and Supplemental Materials	Core Instructional, Supplemental, Instructional, and

Professional Resources:	Intervention Resources
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> • http://www.ala.org/ • https://www.battelleforkids.org/networks/p21 • https://www.fpk.org/ <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> • https://www.readacrossamerica.org/ • https://scholasticlibrary.digital.scholastic.com/librarian-resource/s/ • https://www.apa.org/pubs/librarians/ 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • Brain Pop IR. • https://ridgedale.fpk.org/library • https://florhamparklib.org/ • https://www.tumblebooklibrary.com/Default.aspx?ReturnUrl=%2fHome.aspx%3fcategoryID%3d77&categoryID=77 • https://www.vooks.com/ <p>Supplemental Resources:</p> <p>Suggested Lessons for Differentiation with Small Groups:</p> <ul style="list-style-type: none"> • All Standards, All Students/Case Studies • (Restructure Lessons with UDL) • Project Based learning <p>Intervention Resources:</p> <ul style="list-style-type: none"> • Graphic Organizers • All lessons will be modeled through the use of an interactive board • Screens can be magnified if necessary • Cooperative Learning Groups • Posters will be displayed as a visual to assist students when completing the computer basics. • Brain Pop IR.
Interdisciplinary Connections	Integration of Technology through NJSL
<ul style="list-style-type: none"> • All major subject areas can be integrated into the area of media/library including: English Language Arts, Mathematics, Social Studies, Science, and Health. • Highlight texts, themes, and reflections that connect to themes. 	<ul style="list-style-type: none"> • Use overhead projector with Smartboard for shared lessons • Use of Chromebooks or iPads • Use of microphone or camera feature on laptop • Use of Computers with headphones, Internet access, digital camera, camcorder, or microphones. • Use overhead projector with Smartboard for shared lessons
Integration of 21st Century Themes and Skills	Media Literacy Integration
<ul style="list-style-type: none"> • Global Awareness • Environmental Literacy • Creativity and Innovation • Critical Thinking and Problem Solving • Communication • Collaboration 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Build on the intuitive knowledge students have gained from media about the story and character • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills
Career Education	Global Perspective
<ul style="list-style-type: none"> • communication • innovation • productivity • accountability • self direction • respect • manners • global awareness • cross cultural awareness • career awareness 	<ul style="list-style-type: none"> • Black History Month • National Women’s History Month • Week of Respect • Kindness Month • Week of Respect • National Compliment Week • St. Patrick’s Day

Grade 7 Scope and Sequence for Library/Media

Students participate in rotating marking periods.	Unit	Number of Instructional Days
1 MP		12 Instructional Days

Grade 7: Library/Media

Unit Summary

The Grade 7/8 Library Media program builds upon students' library/information literacy skills, prepares them to be effective, ethical, and efficient independent researchers. The program further develops their reading interests to create a lifelong appreciation of literature.

Unit Rationale

In today's world, students have access to a vast amount of information. The library program is designed to provide students with the skills to understand, evaluate, use, and synthesize information efficiently, effectively, and ethically. These skills enable them to become lifelong learners prepared to meet the challenges of work and life in the 21st century.

NJ Student Learning Standards

Primary interdisciplinary connections:

All academic classes should incorporate research and library/media skills into their lessons as appropriate. Students need to be taught how to effectively find, read, analyze, and use information from a variety of sources which include both print and electronic books, magazines, and journals as well as videos, photo essays, message boards, blogs, and the like. Any opportunity to provide students with experience at research should be taken.

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Content Statements:

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1.1.3	Develop and refine a range of questions to frame the search for new understanding.
1.1.4	Find, evaluate, and select appropriate sources to answer questions.
1.1.5	Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
1.1.6	Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
1.1.7	Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
1.1.8	Demonstrate mastery of technology tools for accessing information and pursuing

	inquiry.
1.1.9	Collaborate with others to broaden and deepen understanding.
1.2.1	Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.
1.2.2	Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
1.2.3	Demonstrate creativity by using multiple resources and formats.
1.2.4	Maintain a critical stance by questioning the validity and accuracy of all information.
1.2.5	Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.
1.2.6	Display emotional resilience by persisting in information searching despite challenges.
1.2.7	Display persistence by continuing to pursue information to gain a broad perspective.
1.3.1	Respect copyright/intellectual property rights of creators and producers.
1.3.2	Seek divergent perspectives during information gathering and assessment.
1.3.3	Follow ethical and legal guidelines in gathering and using information
1.3.4	Contribute to the exchange of ideas within the learning community.
1.3.5	Use information technology responsibly.
1.4.1	Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.
1.4.2	Use interaction with and feedback from teachers and peers to guide your own inquiry process.
1.4.3	Monitor gathered information, and assessed for gaps or weaknesses.
1.4.4	Seek appropriate help when it is needed
2.1.1	Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
2.1.2	Organize knowledge so that it is useful.
2.1.3	Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.
2.1.4	Use technology and other information tools to analyze and organize information.
2.1.5	Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
2.1.6	Use the writing process, media and visual literacy, and technology skills to create products that express new understanding.
2.2.1	Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.
2.2.2	Use both divergent and convergent thinking to formulate alternative conclusions and test them against evidence.
2.2.3	Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.
2.2.4	Demonstrate personal productivity by completing products to express learning.
2.3.1	Connect understanding to the real world.
2.3.2	Consider diverse and global perspectives in drawing conclusions.
2.3.3	Use valid information and reasoned conclusions to make ethical decisions.
2.4.1	Determine how to act on information (accept, reject, modify).
2.4.2	Reflect on systematic processes, and assess for completeness of investigation.
2.4.3	Recognize new knowledge and understanding.
2.4.4	Develop directions for future in investigations
3.1.1	Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.
3.1.2	Participate and collaborate as members of a social and intellectual network of learners.

3.1.3	Use writing and speaking skills to communicate new understandings effectively.
3.1.4	Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
3.1.5	Connect learning to community issues.
3.1.6	Use information and technology ethically and responsibly.
3.2.1	Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.
3.2.2	Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
3.2.3	Demonstrate teamwork by working productively with others.
3.3.1	Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.
3.3.2	Respect the differing interests and experiences of others, and seek a variety of viewpoints.
3.3.3	Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.
3.3.4	Create products that apply to authentic, real-world contexts.
3.3.5	Contribute to the exchange of ideas within and beyond the learning community.
3.3.6	Use information and knowledge in the service of democratic values.
3.3.7	Respect the principles of intellectual freedom.
3.4.1	Assess the process by which learning was achieved in order to revise strategies and learn more effectively in the future.
3.4.2	Assess the quality and effectiveness of the learning product.
3.4.3	Assess your own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.
4.1.1	Read, view, and listen for pleasure and personal growth.
4.1.2	Read widely and fluently to make connections with self, the world, and previous reading.
4.1.3	Respond to literature and creative expressions of ideas in various formats and genres.
4.1.4	Seek information for personal learning in a variety of formats and genres.
4.1.5	Connect ideas to own interests and previous knowledge and experience.
4.1.6	Organize personal knowledge in a way that can be called upon easily.
4.1.7	Use social networks and information tools to gather and share information.
4.1.8	Use creative and artistic formats to express personal learning,
4.2.1	Display curiosity by pursuing interests through multiple resources.
4.2.2	Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.
4.2.3	Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.
4.2.4	Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.
4.3.1	Participate in the social exchange of ideas, both electronically and in person.
4.3.2	Recognize that resources are created for a variety of purposes.
4.3.3	Seek opportunities for pursuing personal and aesthetic growth.
4.3.4	Practice safe and ethical behaviors in personal electronic communication and interaction.
4.4.1	Identify your own areas of interest.
4.4.2	Recognize the limits of my own personal knowledge.
4.4.3	Recognize how to focus efforts in personal learning,
4.4.4	Interpret new information based on cultural and social context
4.4.5	Develop personal criteria for gauging how effectively your own ideas are expressed.

4.4.6	Evaluate your own ability to select resources that are engaging and appropriate for personal interests and needs.
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Part A: Essential Questions	Part B: Enduring Understandings
<ul style="list-style-type: none"> ● What strategies and skills should I use to select a book that matches my needs and interests? ● How do books help me make a connection with myself, the world, and with my prior learning? ● How do books create new understandings and personal growth? ● How do I develop a range of questions to guide my research? ● How do I choose and evaluate appropriate resources for my needs? ● How do I research efficiently and effectively? ● How do I use information ethically and responsibly? ● How do I acquire the skills to use technology tools to learn, to create, and to communicate? ● How can I collaborate with others to learn and to share knowledge? ● How do I best use the library to access a variety of high quality resources? 	<ul style="list-style-type: none"> ● Reading is a window to the world. ● Inquiry provides a framework for learning. ● Ethical use of information is vital to a democratic society. ● Effective use of technology is crucial to success in work

Grade 7: Library/ Media	Teaching Point
	<ul style="list-style-type: none"> ● Today I will teach you to understand and demonstrate library use policies and locate library resources. ● Today I will teach you to demonstrate the ability to narrow and broaden search terms, check for availability of resources, and use call numbers to find resources. ● Today I will teach you to relate the ways resources in different areas may be used. ● Today I will teach you to select appropriate search terms/keywords. ● Today I will teach you to select materials based on personal interest using selection aids, genre displays, and book talks. ● Today I will teach you to identify genres that match their interests. ● Today I will teach you to be able to define databases. ● Today I will teach you to select appropriate databases for their information needs. ● Today I will teach you to develop an effective search strategy to retrieve information. ● Today I will teach you to begin to recognize advantages of databases over other resources. ● Today I will teach you to login to understand the negative aspects of internet resources and acknowledge the principles of intellectual freedom. ● Today I will teach you to define plagiarism. ● Today I will teach you to explain student responsibilities with regard to ethical use and the possible consequences for failure to do so. ● Today I will teach you to locate citation components from different sources and apply proper MLA citation format. ● Today I will teach you to evaluate all sources for appropriateness to information needs. ● Today I will teach you to illustrate the use of index, table of contents, guide words, etc. to enhance information searches. ● Today I will teach you to demonstrate basic troubleshooting when researching information.

Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Pre-test • Teacher observation • Project completion/rubrics • Performance Tasks • Self-Evaluations • Surveys <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Suggested Research Project – This assignment is suggested to be completed in social studies classes, but the academic team may decide to adjust it as deemed necessary by the needs of their students and/or curriculum. • Within groups, students select an early society they feel has had a significant historical impact on the current society. Each individual member then researches aspects of the society (e.g. economic system, social classes, religion) and compiles his or her research in an expository essay. Together the group makes a multimedia presentation of their collective findings to be included in a Legacy Museum. <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • Assessments will be given in the beginning of the marking period and at the end of the marking period. <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Choice Projects • Simplified or modified lessons • Portfolios 	<p>Special Education:</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Curricular Modifications and Guidance for Students Educated in Special Class Settings <p>Differentiation:</p> <ul style="list-style-type: none"> • <i>Preview content and concepts</i> • <i>Behavior management plan</i> • <i>Highlight text</i> • <i>Small group setting</i> <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Alternative formative and summative assessments</i> • <i>Guided Reading</i> • <i>Personal agendas</i> • <i>Project-based learning</i> • <i>Tiered activities/assignments</i> • <i>Varying organizers for instructions</i> <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Clubbing activities</i> • <i>Exploration by interest</i> • <i>Flexible groupings</i> <p>English Language Learners:</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Students at Risk for Failure:</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Gifted and Talented</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Students with 504 Plans</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modification • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>

<p>Core Professional Resources:</p> <ul style="list-style-type: none"> • http://www.ala.org/ • https://www.battelleforkids.org/networks/p21 • https://www.fpk.org/ <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> • https://www.readacrossamerica.org/ • https://scholasticlibrary.digital.scholastic.com/librarian-resource/s/ • https://www.apa.org/pubs/librarians/ 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • Brain Pop JR. • https://ridgedale.fpk.org/library • https://florhamparklib.org/ • https://www.tumblebooklibrary.com/Default.aspx?ReturnUrl=%2fHome.aspx%3fcategoryID%3d77&categoryID=77 • https://www.vooks.com/ <p>Supplemental Resources:</p> <p>Suggested Lessons for Differentiation with Small Groups:</p> <ul style="list-style-type: none"> • <i>All Standards, All Students/Case Studies</i> • (Restructure Lessons with UDL) • Project Based learning <p>Intervention Resources:</p> <ul style="list-style-type: none"> • Graphic Organizers • All lessons will be modeled through the use of an interactive board • Screens can be magnified if necessary • Cooperative Learning Groups • Posters will be displayed as a visual to assist students when completing the computer basics. • Brain Pop JR.
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • All major subject areas can be integrated into the area of media/library including: English Language Arts, Mathematics, Social Studies, Science, and Health. • Highlight texts, themes, and reflections that connect to themes. 	<p>Integration of Technology through NJSLs</p> <ul style="list-style-type: none"> • Use overhead projector with Smartboard for shared lessons • Use of Chromebooks or iPads • Use of microphone or camera feature on laptop • Use of Computers with headphones, Internet access, digital camera, camcorder, or microphones. • Use overhead projector with Smartboard for shared lessons
<p>Integration of 21st Century Themes and Skills</p> <ul style="list-style-type: none"> • Global Awareness • Environmental Literacy • Creativity and Innovation • Critical Thinking and Problem Solving • Communication • Collaboration 	<p>Media Literacy Integration</p> <ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Build on the intuitive knowledge students have gained from media about the story and character • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills
<p>Career Education</p> <ul style="list-style-type: none"> • communication • innovation • productivity • accountability • self direction • respect • manners • global awareness • cross cultural awareness • career awareness 	<p>Global Perspective</p> <ul style="list-style-type: none"> • Black History Month • National Women's History Month • Week of Respect • Kindness Month • Week of Respect • National Compliment Week • St. Patrick's Day

Grade 8 Scope and Sequence for Library/Media

Students participate in rotating marking periods.	Unit	Number of Instructional Days
1 MP		12 Instructional Days

Grade 8: Library/Media

Unit Summary

The Grade 7/8 Library Media program builds upon students' library/information literacy skills, prepares them to be effective, ethical, and efficient independent researchers. The program further develops their reading interests to create a lifelong appreciation of literature.

Unit Rationale

In today's world, students have access to a vast amount of information. The library program is designed to provide students with the skills to understand, evaluate, use, and synthesize information efficiently, effectively, and ethically. These skills enable them to become lifelong learners prepared to meet the challenges of work and life in the 21st century.

NJ Student Learning Standards

Primary interdisciplinary connections:

All academic classes should incorporate research and library/media skills into their lessons as appropriate. Students need to be taught how to effectively find, read, analyze, and use information from a variety of sources which include both print and electronic books, magazines, and journals as well as videos, photo essays, message boards, blogs, and the like. Any opportunity to provide students with experience at research should be taken.

The American Association of School Libraries' Standards for the 21st-Century Learner identify the common beliefs that reading is a window to the world, that inquiry provides a framework for learning, that ethical behavior in the use of information must be taught, that technology skills are crucial for future employment needs, that equitable access is a key component for education, that the continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own, that learning has a social context, and that school libraries are essential to the development of learning skills. The AASLS reflect these common beliefs and are reflected in the activities that follow.

Content Statements:

The AASL Standards for the 21st-Century Learner are aligned with the NJCCCS and CCS for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects as well as with the Partnership for 21st-Century Skills. The Standards Comparison Chart can be found at the end of this guide

AASLS#	Standards for 21st-Century Learners
1.1.1	Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.
1.1.2	Use prior and background knowledge as context for new learning.
1.1.3	Develop and refine a range of questions to frame the search for new understanding.
1.1.4	Find, evaluate, and select appropriate sources to answer questions.
1.1.5	Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
1.1.6	Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
1.1.7	Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
1.1.8	Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
1.1.9	Collaborate with others to broaden and deepen understanding.
1.2.1	Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.
1.2.2	Demonstrate confidence and self-direction by making independent choices in the

	selection of resources and information.
1.2.3	Demonstrate creativity by using multiple resources and formats.
1.2.4	Maintain a critical stance by questioning the validity and accuracy of all information.
1.2.5	Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.
1.2.6	Display emotional resilience by persisting in information searching despite challenges.
1.2.7	Display persistence by continuing to pursue information to gain a broad perspective.
1.3.1	Respect copyright/intellectual property rights of creators and producers.
1.3.2	Seek divergent perspectives during information gathering and assessment.
1.3.3	Follow ethical and legal guidelines in gathering and using information
1.3.4	Contribute to the exchange of ideas within the learning community.
1.3.5	Use information technology responsibly.
1.4.1	Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.
1.4.2	Use interaction with and feedback from teachers and peers to guide your own inquiry process.
1.4.3	Monitor gathered information, and assessed for gaps or weaknesses.
1.4.4	Seek appropriate help when it is needed
2.1.1	Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
2.1.2	Organize knowledge so that it is useful.
2.1.3	Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.
2.1.4	Use technology and other information tools to analyze and organize information.
2.1.5	Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
2.1.6	Use the writing process, media and visual literacy, and technology skills to create products that express new understanding.
2.2.1	Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.
2.2.2	Use both divergent and convergent thinking to formulate alternative conclusions and test them against evidence.
2.2.3	Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.
2.2.4	Demonstrate personal productivity by completing products to express learning.
2.3.1	Connect understanding to the real world.
2.3.2	Consider diverse and global perspectives in drawing conclusions.
2.3.3	Use valid information and reasoned conclusions to make ethical decisions.
2.4.1	Determine how to act on information (accept, reject, modify).
2.4.2	Reflect on systematic processes, and assess for completeness of investigation.
2.4.3	Recognize new knowledge and understanding.
2.4.4	Develop directions for future in investigations
3.1.1	Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.
3.1.2	Participate and collaborate as members of a social and intellectual network of learners.
3.1.3	Use writing and speaking skills to communicate new understandings effectively.

3.1.4	Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
3.1.5	Connect learning to community issues.
3.1.6	Use information and technology ethically and responsibly.
3.2.1	Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.
3.2.2	Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
3.2.3	Demonstrate teamwork by working productively with others.
3.3.1	Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.
3.3.2	Respect the differing interests and experiences of others, and seek a variety of viewpoints.
3.3.3	Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.
3.3.4	Create products that apply to authentic, real-world contexts.
3.3.5	Contribute to the exchange of ideas within and beyond the learning community.
3.3.6	Use information and knowledge in the service of democratic values.
3.3.7	Respect the principles of intellectual freedom.
3.4.1	Assess the process by which learning was achieved in order to revise strategies and learn more effectively in the future.
3.4.2	Assess the quality and effectiveness of the learning product.
3.4.3	Assess your own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.
4.1.1	Read, view, and listen for pleasure and personal growth.
4.1.2	Read widely and fluently to make connections with self, the world, and previous reading.
4.1.3	Respond to literature and creative expressions of ideas in various formats and genres.
4.1.4	Seek information for personal learning in a variety of formats and genres.
4.1.5	Connect ideas to own interests and previous knowledge and experience.
4.1.6	Organize personal knowledge in a way that can be called upon easily.
4.1.7	Use social networks and information tools to gather and share information.
4.1.8	Use creative and artistic formats to express personal learning.
4.2.1	Display curiosity by pursuing interests through multiple resources.
4.2.2	Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.
4.2.3	Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.
4.2.4	Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.
4.3.1	Participate in the social exchange of ideas, both electronically and in person.
4.3.2	Recognize that resources are created for a variety of purposes.
4.3.3	Seek opportunities for pursuing personal and aesthetic growth.
4.3.4	Practice safe and ethical behaviors in personal electronic communication and interaction.
4.4.1	Identify your own areas of interest.
4.4.2	Recognize the limits of my own personal knowledge.
4.4.3	Recognize how to focus efforts in personal learning.
4.4.4	Interpret new information based on cultural and social context
4.4.5	Develop personal criteria for gauging how effectively your own ideas are

	expressed.
4.4.6	Evaluate your own ability to select resources that are engaging and appropriate for personal interests and needs.

Part A: Essential Questions	Part B: Enduring Understandings
<ul style="list-style-type: none"> ● What strategies and skills should I use to select a book that matches my needs and interests? ● How do books help me make a connection with myself, the world, and with my prior learning? ● How do books create new understandings and personal growth? ● How do I develop a range of questions to guide my research? ● How do I choose and evaluate appropriate resources for my needs? ● How do I research efficiently and effectively? ● How do I use information ethically and responsibly? ● How do I acquire the skills to use technology tools to learn, to create, and to communicate? ● How can I collaborate with others to learn and to share knowledge? ● How do I best use the library to access a variety of high quality resources? 	<ul style="list-style-type: none"> ● Reading is a window to the world. ● Inquiry provides a framework for learning. ● Ethical use of information is vital to a democratic society. ● Effective use of technology is crucial to success in work

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Core Instructional and Supplemental Materials Professional Resources:	Core Instructional, Supplemental, Instructional, and Intervention Resources

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