Florham Park Public Schools

Library / Media Curriculum

Kindergarten - 2nd Grade

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PHILOSOPHY

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.

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.

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.

K-2 Library Units

Adopted March 2020

Kindergarten Unit	Link
Grade 1 Unit	Link
Grade 2 Unit	Link

Grade K Scope and Sequence for Library/Media

Students participate in rotating marking periods.	Unit	Number of Instructional Days
MP -3		12 Instructional Days

Kindergarten: Library/Media	
Unit Summary	
The K-2 program includes story times and a variety of structured readers response activities. Students are encouraged to develop vocabulary to articulate their thoughts and feelings on the shared literature. Students visit the library weekly to exchange books.	
NJ Student Learning Standards	
1.1.9	Collaborate with others to broaden and deepen understanding.
1.2.2	Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
1.3.4	Contribute to the exchange of ideas within the learning community.
1.4.4	Seek appropriate help when it is needed.
2.1.3	Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.
2.1.5	Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
2.3.1	Connect understanding to the real world.
2.4.3	Recognize new knowledge and understanding.
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.
3.2.1	Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.
3.2.3	Demonstrate teamwork by working productively with others.

.3.5	Contribute to the exchange of ideas within and beyond the learning community.
4.1.1	Read, view, and listen for pleasure and personal growth.
4.1.3	Respond to literature and creative expressions of ideas in various formats and genres.
4.1.5	Connect ideas to own interests and previous knowledge and experience.
4.4.1	Identify own areas of interest.
4.4.2	Recognize the limits of own personal knowledge.

Unit Sequence	
Part A: *Essential Questions*	**Part B:** *Enduring Understandings*
- How do I locate, access, and choose information resources in the library? - How do I interpret information to develop new understandings? - How can I avoid plagiarism and use information and resources ethically? - How can I incorporate new information into unique products? - How can I use technology to access and use information and resources? - How can I pursue personal and aesthetic growth through reading?	- Inquiry can provide a framework for learning. - Ethical behavior in the use of information is a life-long expectation - Reading is more than decoding; it leads to the development of new understandings. - Technology skills are crucial to learning.

Grade K Library/ Media	Teaching Point
	- Today I will teach you library rules and procedures. - Today I will teach you to show active listening. - Today I will teach you to demonstrate appropriate care for books. - Today I will teach you to listen attentively to read-aloud selections. - Today I will teach you to respond to literature with retellings, predictions, and discussions. - Today I will teach you to recognize authors and illustrators and their roles. - Today I will teach you to identify parts of a book: front/back cover, author/illustrator, spine, and call number - Today I will teach you to locate fiction and non-fiction sections and audio books. - Today I will teach you to begin to recognize library organization.

Evidence of Learning (Assessments)	Accommodations and Modifications
Formative Assessments: - Pre-test - Teacher observation - Project completion/rubrics - Performance Tasks - Self-Evaluations - Surveys	**Special Education:** - 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* ***Differentiation:***

Summative Assessments:

- Since students are emerging readers and writers and have been newly exposed to the school library, it is not appropriate to have a formal summative assessment until the end of the second grade. Rather, students should be encouraged to select a wide variety of books to read or listen to for personal enjoyment.

Benchmark Assessments:

- Assessments will be given in the beginning of the marking period and at the end of the marking period.

Alternative Assessments:

- Choice Projects
- Simplified or modified lessons
- Portfolios

- *Preview content and concepts*
- *Behavior management plan*
- *Highlight text*
- *Small group setting*

High-Prep Differentiation:
- *Alternative formative and summative assessments*
- *Guided Reading*
- *Personal agendas*
- *Project-based learning*
- *Tiered activities/assignments*
- *Varying organizers for instructions*

Low-Prep Differentiation:
- *Clubbing activities*
- *Exploration by interest*
- *Flexible groupings*

English Language Learners:

- [Subgroup Accommodations and Modifications](#)
- [Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)](#)

Students at Risk for Failure:

- [Subgroup Accommodations and Modifications](#)
- [Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners}](#)

Gifted and Talented

- [Subgroup Accommodations and Modifications](#)
- [Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)](#)

Students with 504 Plans

- [Subgroup Accommodations and Modification](#)
- [Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)](#)

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

Core Professional Resources:	Core Instructional Resources:
• http://www.ala.org/ • https://www.battelleforkids.org/networks/p21 • https://www.fpks.org/	• Brain Pop JR. • https://ridgedale.fpks.org/library • https://florhamparklib.org/ • https://www.tumblebooklibrary.com/Default.aspx?ReturnUrl=%2fHome.aspx%3fcategoryID%3d77&categoryID=77 • https://www.vooks.com/
Supplemental Professional Resources:	**Supplemental Resources:**
• https://www.readacrossamerica.org/ • https://scholasticlibrary.digital.scholastic.com/librarian-resources/ • https://www.apa.org/pubs/librarians/	**Suggested Lessons for Differentiation with Small Groups:** • *All Standards, All Students/Case Studies* • (Restructure Lessons with UDL) • Project Based learning
	Intervention Resources:
	• 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.

Interdisciplinary Connections	Integration of Technology through NJSLS
• 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.	• 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
• Global Awareness • Environmental Literacy • Creativity and Innovation • Critical Thinking and Problem Solving • Communication • Collaboration	• 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
• communication • innovation • productivity • accountability • self direction • respect • manners • global awareness • cross cultural awareness • career awareness	• Black History Month • National Women's History Month • Week of Respect • Kindness Month • Week of Respect • National Compliment Week • St. Patrick's Day

Grade 1 Scope and Sequence for Library/Media

Students participate in rotating marking periods.	Unit	Number of Instructional Days
MP -3		12 Instructional Days

Grade 1: Library/Media	
Unit Summary	
The K-2 program includes story times and a variety of structured readers response activities. Students are encouraged to develop vocabulary to articulate their thoughts and feelings on the shared literature. Students visit the library to exchange books.	
NJ Student Learning Standards	
1.1.9	Collaborate with others to broaden and deepen understanding.
1.2.2	Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
1.3.4	Contribute to the exchange of ideas within the learning community.
1.4.4	Seek appropriate help when it is needed.
2.1.3	Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.
2.1.5	Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
2.3.1	Connect understanding to the real world.
2.4.3	Recognize new knowledge and understanding.
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.
3.2.1	Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.
3.2.3	Demonstrate teamwork by working productively with others.
.3.5	Contribute to the exchange of ideas within and beyond the learning community.
4.1.1	Read, view, and listen for pleasure and personal growth.
4.1.3	Respond to literature and creative expressions of ideas in various formats and genres.
4.1.5	Connect ideas to own interests and previous knowledge and experience.
4.4.1	Identify own areas of interest.
4.4.2	Recognize the limits of own personal knowledge.

Adopted March 2020

Part A: *Essential Questions*	Part B: *Enduring Understandings*
- How do I locate, access, and choose information resources in the library? - How do I interpret information to develop new understandings? - How can I avoid plagiarism and use information and resources ethically? - How can I incorporate new information into unique products? - How can I use technology to access and use information and resources? - How can I pursue personal and aesthetic growth through reading?	- Inquiry can provide a framework for learning. - Ethical behavior in the use of information is a life-long expectation - Reading is more than decoding; it leads to the development of new understandings. - Technology skills are crucial to learning.

Grade 1: Library/ Media	Teaching Point
	- Today I will teach you to identify the publisher. - Today I will teach you to identify the copyright date. - Today I will teach you to identify the dedication page. - Today I will teach you to identify the table of contents. - Today I will teach you to identify the glossary. - Today I will teach you to identify call numbers on spine labels. - Today I will teach you to recognize shelf order. - Today I will teach you to identify authors and illustrators and their roles.

Evidence of Learning (Assessments)	Accommodations and Modifications

Evidence of Learning (Assessments)

Formative Assessments:

- Pre-test
- Teacher observation
- Project completion/rubrics
- Performance Tasks
- Self-Evaluations
- Surveys

Summative Assessments:

- Since students are emerging readers and writers and have been newly exposed to the school library, it is not appropriate to have a formal summative assessment until the end of the second grade. Rather, students should be encouraged to select a wide variety of books to read or listen to for personal enjoyment.

Benchmark Assessments:

- Assessments will be given in the beginning of the marking period

Accommodations and Modifications

Special Education:

- [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*

Differentiation:
- *Preview content and concepts*
- *Behavior management plan*
- *Highlight text*
- *Small group setting*

High-Prep Differentiation:
- *Alternative formative and summative assessments*
- *Guided Reading*
- *Personal agendas*
- *Project-based learning*
- *Tiered activities/assignments*
- *Varying organizers for instructions*

Low-Prep Differentiation:
- *Clubbing activities*
- *Exploration by interest*

and at the end of the marking period.

Alternative Assessments:

- Choice Projects
- Simplified or modified lessons
- Portfolios

- Flexible groupings

English Language Learners:

- Subgroup Accommodations and Modifications
- Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)

Students at Risk for Failure:

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Core Instructional and Supplemental Materials Professional Resources:

Core Instructional, Supplemental, Instructional, and Intervention Resources

Core Professional Resources:

- http://www.ala.org/
- https://www.battelleforkids.org/networks/p21
- https://www.fpks.org/

Supplemental Professional Resources:

- https://www.readacrossamerica.org/
- https://scholasticlibrary.digital.scholastic.com/librarian-resources/
- https://www.apa.org/pubs/librarians/

Core Instructional Resources:

- Brain Pop JR.
- https://ridgedale.fpks.org/library
- https://florhamparklib.org/
- https://www.tumblebooklibrary.com/Default.aspx?ReturnUrl=%2fHome.aspx%3fcategoryID%3d77&categoryID=77
- https://www.vooks.com/

Supplemental Resources:

Suggested Lessons for Differentiation with Small Groups:
- *All Standards, All Students/Case Studies*
- (Restructure Lessons with UDL)
- Project Based learning

Intervention Resources:

- Graphic Organizers
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Interdisciplinary Connections	Integration of Technology through NJSLS
- 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.	- 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

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Career Education	Global Perspective
- communication - innovation - productivity - accountability - self direction - respect - manners - global awareness - cross cultural awareness - career awareness	- Black History Month - National Women's History Month - Week of Respect - Kindness Month - Week of Respect - National Compliment Week - St. Patrick's Day

Grade 2 Scope and Sequence for Library/Media

Students participate in rotating marking periods.	Unit	Number of Instructional Days
MP -3		**12 Instructional Days**

Grade 2: Library/Media

Unit Summary
The K-2 program includes story times and a variety of structured readers response activities. Students are encouraged to develop vocabulary to articulate their thoughts and feelings on the shared literature. Students visit the library to exchange books.

NJ Student Learning Standards

1.1.9	Collaborate with others to broaden and deepen understanding.
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Grade 2: Library/ Media	Teaching Point
	- Today I will teach you to begin to recognize and make use of predictions and connections. - Today I will teach you to distinguish between fiction and nonfiction. - Today I will teach you to begin to recognize and locate fiction books according to alphabetical order. - Today I will teach you to begin to recognize and locate non-fiction books according to Dewey's order. - Today I will teach you to use the "Five Finger" rule for book selection. - Today I will teach you to locate the title page and identify its parts. - Today I will teach you to identify Caldecott and other awards.

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Supplemental Professional Resources:	**Supplemental Resources:**
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• communication • innovation • productivity • accountability • self direction • respect • manners • global awareness • cross cultural awareness • career awareness	• Black History Month • National Women's History Month • Week of Respect • Kindness Month • Week of Respect • National Compliment Week • St. Patrick's Day

Adopted March 2020