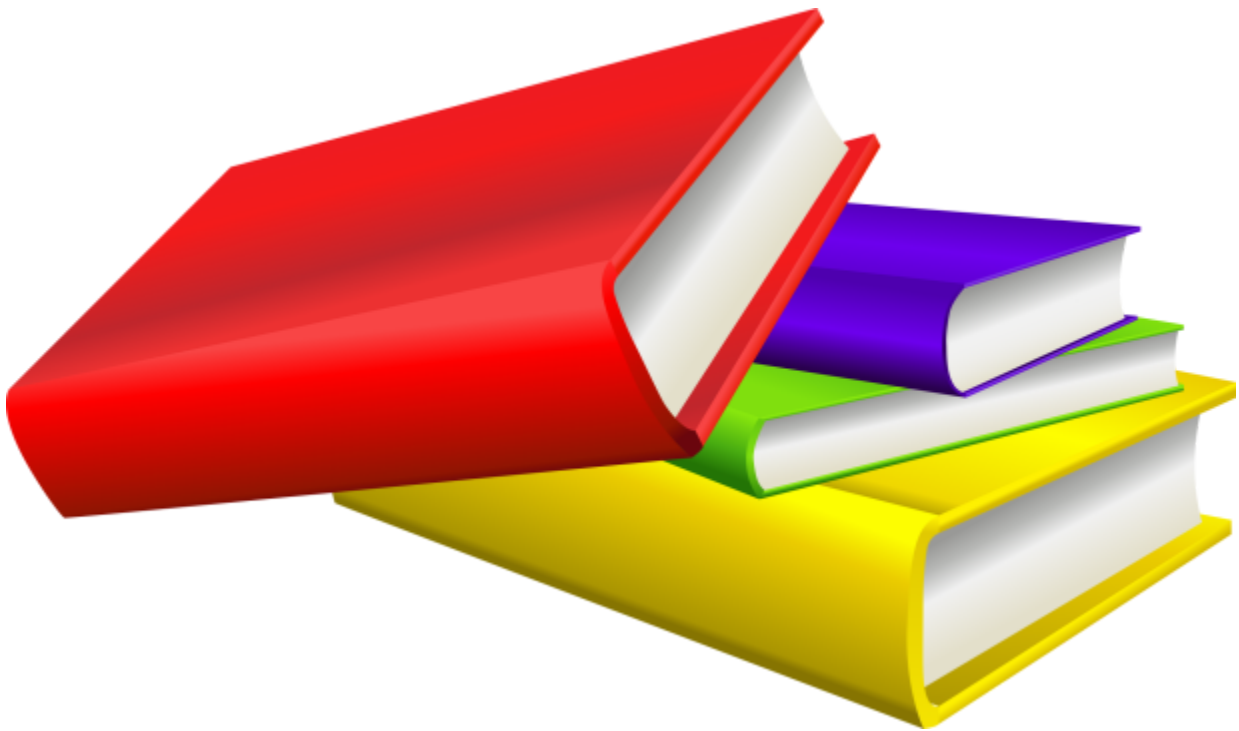


# Media Curriculum Essex Fells School District

## Preschool – 6th Grade



December 2022 Revision

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### Appendices

A. New Jersey Student Learning Standards (NJSLS) for English Language Arts

<https://www.nj.gov/education/standards/ela/Index.shtml>

B. American Association of School Librarians (AASL) Standards Framework for Learners

<https://standards.aasl.org/wp-content/uploads/2018/08/180206-AASL-framework-for-learners-2.pdf>

C. New Jersey Student Learning Standards (NJSLS) for Technology

<https://www.nj.gov/education/standards/compsci/Docs/2020%20NJSLS-CSDT.pdf>

## MISSION STATEMENT

The mission of the school library media program is to ensure that students and staff are effective users of ideas and information.

This mission is accomplished by:

- Providing intellectual and physical access to materials in all formats.
- Maintaining a collection that not only supports the curriculum, but also student interests addresses contemporary life issues
- Providing instruction to foster proficiency and encourage a love of reading, viewing, and using information and ideas.
- Collaborating with other educators to create meaningful units of inquiry for cross-curricular purposes and design targeted instruction to meet the needs of individual students.
- Teaching students to seek diverse perspectives, gather and use information ethically, and use social tools responsibly and safely.
- Supporting the NJ Student Learning Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects and stressing critical-thinking, problem-solving, and analytical skills that are required for success in college, career, and life.

## PHILOSOPHY OF THE SCHOOL LIBRARY MEDIA PROGRAM

The broad goal of the library media center—and, therefore, the foundation of the curriculum—is to be a place where students, teachers and parents can, with the guidance of the certified library media specialist, access information and pursue ideas. The NJ Student Learning Standards consider the library media center to be the hub of all information resources, be they print or electronic in format. These goals are realized through a sequentially developed curriculum of literature enrichment, information literacy skills, and technology. The students and members of the educational community have access to the school library media center.

In the twenty-first century, acquiring information literacy skills and a commitment for lifelong reading and learning become paramount. In the school library media center, students develop critical thinking, problem solving, and communication skills as they use a variety of resources to meet the demands of curriculum and the challenges of the future.

A library media program does not exist in isolation. The school library media specialist works in collaborative partnership with students, teachers, administrators, Board of Education members, and the school community. Through collaboration, the library media program also incorporates the goals and objectives of the The NJ Student Learning Standards and the Standards Framework for Learners as prepared by the American Association of School Librarians (AASL).

Common beliefs:

- Reading is a window to the world.
- Inquiry provides a framework for learning.
- Ethical behavior in the use of information must be taught.
- Technology skills are crucial for future employment needs.
- Equitable access is a key component for education.
- The definition of information literacy has become more complex as resources and technologies have changed.
- The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.
- Learning has a social context.
- School libraries are essential to the development of learning skills.

## ***MATERIALS SELECTION POLICY***

### *Responsibility*

The library media specialist is responsible for the evaluation and selection of material in consultation with the building principal. Final authority for distribution of funds rests with the principal/superintendent. Suggestions for purchases are encouraged from all sources including teachers, administrators, students, parents and members of the public.

### *Principles of Evaluation and Selection*

- I. The Library media specialist should select materials having these elements of quality:
  - A. Permanent or timely value
  - B. Accuracy
  - C. Authority
  - D. Clear presentation, readability, and popular appeal
  - E. Format- substantial binding and paper, clear print, clean graphics
- II. Factors influencing selection are:
  - A. Curriculum
  - B. Reading interests and abilities of students
  - C. Background and maturity of students
  - D. Need to develop a balanced collection
  - E. Literary value
  - F. Size of the budget
  - G. Need for multiple copies
- III. Books and other materials should appear with a favorable designation in one or more of the recognized reviewing tools unless it is possible to examine and evaluate them carefully before purchase. Examples of reviewing tools are *Booklist*, *School Library Journal*, and *Follett Titlewave*.
- IV. Materials selected should be free of sexual bias and accurately reflect all religious, social, political, and ethnic groups and their contributions to the American heritage, as well as a knowledge and appreciation of global history and culture.
- V. The library media center welcomes gifts of books and other materials provided that:
  - A. they meet the same standards of selection as those applied to original purchases

B. they can be integrated into the general library media collection  
C. the library media center may offer the gift to another library or institution

D. the library media center may dispose of the gift at its discretion

VI. Worn or missing standard items should be disposed of in accordance with District Policy and should be replaced if the items continue to meet the selection guidelines.

VII. No longer useful materials should be withdrawn from the collection. Materials will be examined on a continuous basis for the purpose of identifying items to be withdrawn. Factors influencing the decision to withdraw include: curricular needs, age, condition, accuracy of information, circulation history, suitability to student population served

**SCOPE AND SEQUENCE  
COURSE OUTLINE**

**Key: I=Introduce R=Reinforce A=Apply N=Not applicable**

The students in grades Preschool – 6 will be able to:

**I. ORIENTATION**

Course Outline/Scope Sequence	Pre-K	K	1	2	3	4	5	6
A. Demonstrate appropriate media center behavior.	I	I	R	R	R	R	R	R
B. Utilize circulation procedures efficiently and effectively		I	R	R	R	A	A	A
C. Demonstrate care of materials.	I	I	I	R	R	A	A	A
D. Identify, locate, select, and understand the purpose of materials.								
1. Early Readers (alphabetical order by author)	I	R	A	A	N	N	N	N
2. Easy Soft Cover (theme)	I	I	R	R	A	N	N	N
3. Picture books (alphabetical order by author)	I	I	R	R	A	A	A	A
4. Fiction (alphabetical order by author)				I	I	R	R	A
5. Graphic Novels (alphabetical order by author)			I	R	A	A	A	A
6. Nonfiction (numerical order)			I	I	R	R	R	R
7. Biography (alphabetical order by subject)			I	I	R	R	R	R
8. Periodicals: Print			I	R	R	R	R	R
9. Online Database: Electronic				I	I	R	R	R
10. Audio Books (alphabetical order by author)	I	I	R	R	A	A	A	A
11. Reference Materials				I	R	R	A	A

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The students in grades Preschool – 6 will be able to:

**II. BOOKS**

Course Outline/Scope Sequence	PreK	K	1	2	3	4	5	6
<b>A. Identify, locate, utilize parts of a book.</b>								
1. Cover / Dust jacket		I	R	R	A	A	A	A
2. Title		I	R	A	A	A	A	A
3. Author (s) and Illustrator (s)		I	R	R	A	A	A	A
4. Spine, label, Call Number		I	R	R	A	A	A	A
5. Title page		I	I	R	R	R	A	A
6. Publisher/Place of Publication/Copyright date and page		I	I	I	I	R	A	A
7. Dedication			I	I	R	R	A	A
8. Preface/Forward/Intro/Afterword					I	I	R	R
9. Table of Contents; Index			I	I	R	R	A	A
10. Glossary				I	R	R	A	A
11. Appendix					I	R	R	A
12. Bibliography			I	I	I	I	R	R
<b>B. Understand that fiction and nonfiction books can be used as resources for recreational reading.</b>	I	I	I	R	R	A	A	A
<b>C. Understand that all libraries provide a diverse collection of information presenting many viewpoints.</b>						I	I	I



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**III. TECHNOLOGICAL RESOURCES**

Course Outline/Scope Sequence	PreK	K	1	2	3	4	5	6
A. Understand and utilize the Destiny operations.								
1. Basic search					I	I	R	A
a. By author, title, subject, keyword				I	I	R	R	A
2. Advanced Search--Boolean							I	I
3. Assessment of search technique								
a. Selection of Record				I	I	I	R	A
b. Interpretation of record				I	I	I	R	A
B. Classification System								
Dewey Decimal System (DDC)								
a. Locates materials using DDC					I	R	R	A
b. Purpose of the system					I	R	R	A
C. Understand and utilize the internet for research			I	I	R	A	A	A
1. Information evaluation (understand, analyze, evaluate, synthesize, and apply appropriate information effectively).							I	I
2. Evaluate bias, point of view.						I	R	A
3.. Search Strategies						I	R	A

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The students in grades Preschool – 6 will be able to:

**IV. LITERATURE APPRECIATION**

Course Outline/Scope Sequence	PreK	K	1	2	3	4	5	6
A. Genre (Fiction, Graphic Lit, Short Stories, Mystery etc.)		I	I	I	R	R	A	A
B. Literary Awards		I	I	R	R	A	A	A
C. Story Elements (characters, plot, setting, etc.)	I	I	I	R	R	A	A	A
D. Author Study (purpose, style, background)		I	I	I	R	R	A	A
E. Interpretation			I	I	R	R	A	A
F. Recognize point of view								
1. First person				I	I	R	A	A
2. Third Person					I	I	R	R
G. Respond to Literature Creatively (through movement, art, music, presentations, and drama).	I	I	I	R	R	A	A	A
H. Respond to Literature through Discussion	I	I	R	R	R	R	A	A
1. Retelling (fiction, non-fiction, multimedia)	I	I	R	R	R	R	A	A
I. Figurative Language					I	I	R	R
J. Poetry	I	I	I	R	R	A	A	A
K. Inferences					I	I	I	R
1. Text to Self Connections	I	I	I	R	R	A	A	A
2. Text to Text Connections		I	I	I	R	R	R	A
3. Text to World Connections				I	I	R	R	R
L. Critical Reading/Thinking (cause/effect, compare/contrast, predictions) in fiction, non-fiction, and media	I	I	I	R	R	R	A	A

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The students in grades Preschool – 6 will be able to:

**V. INQUIRY & RESEARCH**

Course Outline/Scope Sequence	PreK	K	1	2	3	4	5	6
<b>A. Inquiry Process</b>								
1. Introduction to Non-fiction		I	I	I	R	R	A	A
a. Central Idea and Details		I	I	I	I	I	I	I
b. Point of view & bias in informational text					I	I	I	I
c. Fact vs. Opinion					I	I	I	R
d. Summary and Critique					I	I	I	I
2. Ask and explore questions related to a topic.	I	I	I	I	R	R	R	A
3. Draw conclusions from information and data gathered from multiple sources			I	I	R	R	R	A
4. Demonstrate familiarity with a variety of resources for information			I	I	R	R	R	A
5. Understand, identify, and apply steps in the research process (note-taking, outlining, etc.)					I	I	R	R
<b>B. Reference:</b>								
1. Exposure to print dictionaries, almanacs, atlases, and encyclopedias				I	I	I	R	R
2. Utilization of Online Databases reference such as World Book and Web Path Express				I	R	R	A	A

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 COURSE OUTLINE**

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The students in grades Preschool – 6 will be able to:

**VI. INTELLECTUAL PROPERTY**

Course Outline/Scope Sequence	Pre-K	K	1	2	3	4	5	6
1. Guidelines for all media and print						I	I	I
2. Bibliography and citations					I	I	R	R
3. Digital Citizenship				I	R	A	A	A