

**Bloomfield Public Schools
Bloomfield, NJ 07003**

Curriculum Guide

**Media/Library Literacy
Grs. K-12**

**Salvatore Goncalves, Superintendent of Schools
Sandra Searing, Asst. Superintendent of Schools**

**Conforms to NJCCCS 8.1 and 8.2
ELA Literacy CCS CCRA.W.7-9
21st Century Life and Careers CRP1 and CRP7
AASL Standards for the 21st Learner 1-4**

Board Approved: November 9, 2016

TABLE OF CONTENTS

Contents

TABLE OF CONTENTS **2**

NEW JERSEY CORE CURRICULUM CONTENT STANDARDS/ COMMON CORE STATE STANDARDS 4

Technological Literacy..... 4

21st Century Life and Careers 4

COURSE DESCRIPTION: 5

ADOPTED TEXT(S) 5

RECOMMENDED RESOURCES 5

PARTIAL LIST OF ADDITIONAL RESOURCES..... 6

Technology Integration Resources (Apps):..... 6

Online Resources: 6

Partial List of Recommended Resources used to support instruction..... 7

Unit 1A: Information Gathering..... **8**

I. DESIRED RESULTS..... 8

Critical Vocabulary (if applicable) 8

INFORMATION LITERACY: 8

DESIRED RESULTS (CONT.) 9

Common Core: 9

Technological Literacy: 9

II. EVIDENCE OF STUDENT LEARNING 11

III. LEARNING PLAN 19

DESIRED RESULTS Subject/Topic Areas: (if applicable)..... 23

Critical Vocabulary (if applicable) 23

Technology/21st Century Skills 23

INFORMATION LITERACY: 23

DESIRED RESULTS..... 24

Common Core: 24

Technological Literacy..... 24

EVIDENCE OF STUDENT LEARNING 27

Unit 2A: Information Synthesis..... **31**

Bloomfield Public Schools
Curriculum Guide

DESIRED RESULTS.....	31
Critical Vocabulary (if applicable)	31
DESIRED RESULTS (CONT.)	32
Common Core:	32
Technological Literacy:	32
21st Century Skills:.....	32
I. EVIDENCE OF STUDENT LEARNING	34
Unit 2B: Information Synthesis	45
DESIRED RESULTS.....	45
Critical Vocabulary (if applicable)	45
Technology/21 st Century Skills	45
I. EVIDENCE OF STUDENT LEARNING	48
II. LEARNING PLAN	51
Unit 3A: Ethical Use of Information Grades K-6.....	53
DESIRED RESULTS.....	53
Critical Vocabulary (if applicable)	53
Unit 3B: Ethical Use of Information Grades 7-12.....	66
I. DESIRED RESULTS.....	66
Critical Vocabulary (if applicable)	66
21 st Century Skills	66
I. DESIRED RESULTS (CONT.)	67
I. DESIRED RESULTS.....	73
Critical Vocabulary (if applicable)	73
INFORMATION LITERACY:	73
Unit 4B: Reading for Personal Growth Grades 7-12	86
I. DESIRED RESULTS.....	86
Critical Vocabulary (if applicable)	86
21 st Century Skills	87

**NEW JERSEY CORE CURRICULUM CONTENT STANDARDS/
COMMON CORE STATE STANDARDS**

Content Area Standards

American Association of School Librarians, AASL Standards for the 21st Learner:

1. Inquire, think critically, and gain knowledge.
2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
3. Share knowledge and participate ethically and productively as members of our democratic society.
4. Pursue personal and aesthetic growth.

Common Core: Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.CCRA.W.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Technological Literacy

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

21st Century Life and Careers

CRP1. Act as a responsible and contributing citizen and employee

CRP7. Employ valid and reliable research strategies.

Bloomfield Public Schools
Curriculum Guide

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

COURSE DESCRIPTION:

Information Literacy and Library Skills are an important part of the school curriculum for students in grades K-12. Many skills and habits are formed when students begin using the library in elementary school. It is important that students read fluently and realize the importance of gaining new understandings for lifelong learning. Information Literacy skills must be taught in the library and reinforced in the classroom in order for students to be able to find, manage, synthesize and use information ethically. These skills are crucial in our information rich society and also prepares students for 21st century careers and higher education. The Every Student Succeeds Act, ESSA, was authorized by Congress in December 2015. The federal education bill includes school librarians as instructional support personnel and provides funding to update library resources. The library is a unique space in the school because students can choose levels and formats of information that meet their information needs.

This Information Literacy Curriculum integrates the American Association of School Librarians' Standards for the 21st-Century Learner, New Jersey Common Core Standard in Technology, and the Common Core Standards in Reading and Writing. In addition to content-based knowledge and skills, this curriculum integrates the skills, knowledge, and expertise of 21st Century Learning as identified by the Partnership for 21st Century Skills. Twenty-first Century Learning, when used in combination with standards-based content, ensures that students are prepared for success in today's challenging environment.

ADOPTED TEXT(S)

American Association of School Librarians. *Standards for the 21st Century Learner in Action*. Chicago: ALA, 2009.

RECOMMENDED RESOURCES

[\(ICT\) Resource Guide](#)

PARTIAL LIST OF ADDITIONAL RESOURCES

Include the following as appropriate:

Technology Integration Resources (Apps):

Various Research Database App

Google Education Suite

Google Drive

Google Slides

Google Docs

Storia

Inspiration

Word Cloud

Various Online

Tools

Online Resources:

eBooks

World Book

Periodical Databases: EBSCO, ProQuest

Follett Destiny

Follett Destiny Quest

Moodle

OPALS online library catalog

BrainPOP

BrainPOP, Jr.

Code.Org

Print Resources:

Fiction books
Magazines
Newspapers
Nonfiction books
Reference books
Taught novels

Partial List of Recommended Resources used to support instruction

[The Library Catalog Tutorial](#)

[Where Do I Find That](#)

[Using Reference Materials What](#)

[Listeners Do Anchor Chart](#)

[SHINE Expectations Anchor Chart](#)

[Rate Yourself Anchor Chart](#)

[Parts of a Book Anchor Chart](#)

[Parts of a Story Anchor Chart](#)

[Author & Illustrator Anchor Chart](#)

[Questions We Should Ask About What We Are Reading](#)

[Reading Buddy Questions Anchor Chart](#)

[What Is Fiction? What Is Nonfiction? Anchor Chart](#)

[Nonfiction Books Can Be About....Anchor Chart](#)

[What Does Nonfiction Look Like Anchor Chart](#)

[Informational Books Have Anchor Chart](#)

[Question Words Anchor Chart](#)

[3 Ways to Read a Book Anchor Chart](#)

[Hand Me a Reference Anchor Chart](#)

[I Am a Digital Citizen Anchor Chart](#)

Unit 1A: Information Gathering

Suggested Timeframe: 9 weeks

I. DESIRED RESULTS**Subject/Topic Areas: (if applicable)**

Information Literacy
 Digital Literacy
 Library Skills
 21st Century Skills

Critical Vocabulary (if applicable)

Fiction	Nonfiction	Book Cataloging System	Circulation Desk
Call Number	Cover	Book Spine	Title
Author	Illustrator	Summary	Publication Date
Copyright	Due Date	Online Library Catalog	Web Address

Technology/21st Century Skills

Using Relevant Prior Knowledge to Connect with the Text: Spontaneously and purposefully accessing relevant prior knowledge experiences (schema) and connecting it with new ideas presented before, during, and after reading the text.

INFORMATION LITERACY:

Access information efficiently (time) and effectively (sources)

Evaluate information critically and competently

Bloomfield Public Schools
Curriculum Guide

DESIRED RESULTS (CONT.)

Established Goals – NJCCCS/CCSS

(These should include [21st Century Skills](#), technology integration and, where relevant, cross-curricular references.)

1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using the 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.

1.1.9 Collaborate with others to broaden and deepen understanding.

Common Core:

CCSS.ELA-LITERACY.CCRA.W.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source', and integrate the information while avoiding plagiarism.

Technological Literacy:

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Bloomfield Public Schools
Curriculum Guide

8.1.E Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

21st Century Skills:

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

Enduring Understandings:

Information should be evaluated for copyright date, authority of author or publisher, depth of coverage, and relevance to research question

Divergent perspectives should be retrieved during information gathering and assessments

Ethical and legal guidelines should be followed when gathering and using information

Contributing to the exchange of ideas within the learning community is important

Information technology should be used responsibly

Essential Questions:

How do I find information?

Where can I find information?

How does gathering information help me to answer my questions?

How does reading help me understand myself and the world?

How is technology helpful?

How do I use information technology responsibly?

Bloomfield Public Schools
Curriculum Guide

All Students Will Know and Be Able To:

(These should include [21st Century Skills](#), technology integration and, where relevant, cross-curricular references.)

Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.

Demonstrate creativity by using multiple resources and formats.

Maintain a critical stance by questioning the validity and accuracy of all information.

Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.

Display persistence by continuing to pursue information to gain broad perspective.

II. EVIDENCE OF STUDENT LEARNING

Recommended Formative Performance Task	Recommended Summative Performance Task
<p><small>(A Recommended Formative Performance Task is a multi-day task that presents a challenge or task that drives learning and may include several graded assessments). Sequenced activities related in this task can be found</small></p>	<p><small>(A Recommended Summative Performance Task is a <i>timed and graded performance assessment used to measure higher levels of learning and transfer of knowledge</i>. It is generally a post-assessment</small></p>
<p>Level: K</p> <p>Oh the Places You'll Go: A Trip Through the Library -</p> <p>A library is full of new worlds to travel and will take you places you have never been before. In the next few weeks, you will journey through the library on quests to explore print and digital reading materials as well as different apps. You will travel through pages and gain reading miles every time you read, view, or listen to stories or information. Some of what you read, view or listen to will take you to</p>	<ul style="list-style-type: none"> ● This assessment should be conducted 1-on-1 with each student. The assessment should test the student's ability to: <ul style="list-style-type: none"> ● Find and check-out a book from the easy reader and/or picture book section of shelves that is a made-up, not true story. ● Find and check-out a book from the easy reader section of shelves with true facts (nonfiction).

Bloomfield Public Schools
Curriculum Guide

	<p>made up (fiction) places where you will meet many characters with different experiences and problems. And other times reading will take you to real (nonfiction) places where you will learn interesting facts. Though no matter what places you'll visit, for each adventure in the library, you will keep a travel log. On each passport page you will draw a picture of your favorite part about what you read, viewed, or listened to that day.</p>	<p>Portfolio: Oh the Places You'll Go: A Trip Through the Library - Passport</p>
<p>Level: 1st</p>	<p>The Amazing Race - Library Edition</p> <p>On your mark, get set, go! Your trek around the library has begun. Along the way you will travel to many places and learn about different areas of the library. At every destination, you will complete a series of challenges. It won't be easy. There may be roadblocks, detours, and pit stops. Before moving on to the next section, you must log your experience in your journal. Your first task is to browse and read, view, or listen to print and digital materials and include in your log:</p> <ul style="list-style-type: none"> ● A drawing of your favorite made-up story (fiction) 	<ul style="list-style-type: none"> ● This assessment should be conducted 1-on-1 with each student. The assessment should test the student's ability to: <ul style="list-style-type: none"> ○ Find and check-out a book from the easy reader and/or picture book section of shelves that is a made-up, not true story. ○ Find and check-out a book from the easy reader section of shelves with true facts (nonfiction). ● Portfolio: Amazing Race - Library Edition Log

Bloomfield Public Schools
Curriculum Guide

	<ul style="list-style-type: none"> ● A drawing of your favorite (nonfiction) place where you gathered true interesting facts 	
<p>Level: 2nd</p>	<p>Library Detectives</p> <p>Who's in the library? What's hiding on the shelves? There is so much mystery in the library just waiting to be discovered! What quests will you take? What will you uncover? You will work with a team of sleuths to search, hunt, and explore the different areas of the library. You will keep a library case file portfolio of your findings and experiences. To complete this first mission your portfolio must include:</p> <ul style="list-style-type: none"> ● A page for each Dewey hundred section visited, ● A page for fiction material visited (print or digital), ● On each page you will include: <ul style="list-style-type: none"> ○ title, ○ author, ○ illustrator, ○ call number, and ○ an original illustration. 	<ul style="list-style-type: none"> ● Portfolio: Library Detectives - Case File ● This assessment should be conducted 1-on-1 with each student. The assessment should test the student's ability to: <ul style="list-style-type: none"> ○ Find and check-out a book from the easy reader and/or picture book section of shelves that is a made-up, not true story. ○ Find and check-out a book from the easy reader section of shelves with true facts (nonfiction).

Bloomfield Public Schools
Curriculum Guide

<p>Level:</p> <p>3rd</p>	<p>Digital Postcards</p> <p>A library is full of new worlds to travel and will take you places you have never been before. In the next few weeks, you will embark on an expedition to explore the land of the library. In each region, you will uncover valuable treasures: print and digital reading materials as well as different apps. You will use the Google Drawing application to create postcards for 3 different areas of the library that you explored. Each postcard will communicate your findings to future visitors, family, and/or relatives back home. You must illustrate the postcard to accurately show what you found in the area (section or resource) you visited. You must also include a short note that includes: 2 things you learned/found in that section, 1 question, and 1 opinion statement.</p>	<ul style="list-style-type: none"> ● This assessment should be conducted 1-on-1 with each student. The assessment should test the student's ability to: <ul style="list-style-type: none"> ○ Find and check-out a book from the fiction book section of shelves. ○ Find and check-out a book from the nonfiction section of shelves.
<p>Level:</p> <p>4th</p>	<p>Virtual Tour</p> <p>The school library media center is a busy place. There are so many print and digital materials to explore. Visitors stop in everyday with all different interests and needs. They often need help answering questions, gathering information, or checking out materials. Navigating the library alone can be challenging. You and am partner have been recruited by the head library media specialist to work as a team to create a Virtual Tour of the library. The purpose of the tour is to inform library visitors about the materials in the library and where to find them as well as any important procedures for using the library.</p>	<ul style="list-style-type: none"> ● This assessment should be conducted 1-on-1 with each student. The assessment should test the student's ability to: <ul style="list-style-type: none"> ○ Find and check-out a book from the fiction section. ○ Find and check-out a book from the nonfiction section. ● You have returned from your "Trip Through the Library" and know a lot about how to find information in the library. You enjoyed the experience so much that you have decided to volunteer at the school library after school. Many friends need your help

Bloomfield Public Schools
Curriculum Guide

	<p>The presentation should be created using Google Apps and the final product will be uploaded to the library website for all to use. In the presentation you and your partner must include:</p> <ul style="list-style-type: none"> ● 4 different sections of the library (fiction, picture book, easy reader, non-fiction, digital resources, library website, other) ● An image to represent each section of the 4 sections, ● A short description of each section ● An image of at least 1 book/resource available in each section and book record information (title, author, call number) or web address ● Check-out Procedures ● Title slide introducing the tour ● Closing slide- Fun Facts that answer this question: <ul style="list-style-type: none"> ○ Why are libraries important? 	<p>finding books for fun and school projects. One afternoon while volunteering in the library, a second grade friend asks you for two books: Do you have a fiction chapter book? and Does the library have information about Dan Gutman? To help your friend, you will need to:</p> <ul style="list-style-type: none"> ○ Write down all the important book record information including: title, author, publication date, and call number. ○ How does the fiction book record title meet your friends needs? Why is the book you chose a good choice? Explain. ○ What online encyclopedia would you recommend to your friend who wants to learn more about Dan Gutman? Why is the online encyclopedia you recommended a good choice. Explain. <ul style="list-style-type: none"> ● You have returned from your “Trip Through the Library” and know a lot about how to find information in the library. You enjoyed the experience so much that you have decided to volunteer at the school library after school. Many friends need your help finding books for fun and for school projects. One afternoon while volunteering in the library, a second grade friend asks you for two books: Do you have a good third grade fiction chapter book? and Does the library have a biography for my class assignment? To help your friend, you will need to:
--	--	---

Bloomfield Public Schools
Curriculum Guide

		<ul style="list-style-type: none"> ○ Write down all the important book record information including: title, author, publication date, and call number. ○ How does the fiction book record title meet your friends needs? Why is the book you chose a good choice? Explain. ○ How does the non-fiction book record meet your friends needs? Why is the book you chose a good choice. Explain.
<p>Level: 5th</p>	<p>Wax Museum Exhibit</p> <p>A local children’s museum curator has partnered with your team of assistant curators to organize an exhibit that will introduce children, families, and the community to important people in the world. The children’s museum curator has asked your team of assistant curators to recommend people from the past and present that children and families in town would be excited to “meet” and learn more about. However, the head children’s museum curator is expecting more than just a list of names. Instead he/she has required that you use Google apps to create a graphic organizer to display your recommendations in a neat, organized, and interesting way. It also must include: an image of the recommended person, 3 research questions, 2 facts about the author that make them a good fit for the school, at least one convincing opinion statement, and the book record information or the web address to two</p>	<p>ICT Guide: Website Evaluation-Student Rubric Grades 5-12</p>

Bloomfield Public Schools
Curriculum Guide

	<p>different resources that can be used to learn more. The information presented must be supported by at least two different sources (book, website, or encyclopedia database). All organizers will be shared with the head children's museum curator and your team of assistant librarians where the recommendations will be discussed and evaluated.</p>	
<p>Level: 6th</p>	<p>Global Gazette - Issues Presented By Today's Youth</p> <p>An environmental magazine is interested in publishing essays written by today's youth, aspiring scientists and tomorrow's leaders. There are many topics that have recently demanded media attention. Many of those topics are controversial and have raised a lot of debate. The editor of the environmental magazine has reached out to your school in search of students to work on their research team and author original work that will be published in the next edition of the magazine. They are thrilled that you will participate and eager to get your ideas on the global issues that today's young people are most interested in reading about. The head editor expects you to use Google Apps to create and submit a graphic organizer that answers the questions: What questions do young people have about their world? What stance do young people take on different controversial issues? The editor of the magazine has required that in the graphic organizer include:</p>	<p>ICT Guide: Website Evaluation-Student Rubric Grades 5-12</p>

Bloomfield Public Schools
Curriculum Guide

	<ul style="list-style-type: none">● 3 research questions that young people have about issues impacting their world and the environment,● At least 2 different stances/opinions/arguments that one could make in response to each research question, and● The book record information or the web address to two different resources that can be used to learn more about one of the research questions. The information presented must be supported by at least two different sources (book, website, or encyclopedia database). All organizers will be shared with the head children’s museum curator and your team of assistant librarians where the recommendations will be discussed and evaluated.	
--	--	--

Bloomfield Public Schools
Curriculum Guide

<p>Informal Evidence of Student Learning and Progress: (Informal assessments that allow students/teachers to check for understanding and monitor progress, and allow students to reflect on their own learning.) (Check all that apply.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rubrics <input checked="" type="checkbox"/> Exit Cards <input type="checkbox"/> Presentations <input type="checkbox"/> Reading Assessments (Oral, etc.) <input type="checkbox"/> Pre-Assessments <input checked="" type="checkbox"/> Portfolios <input type="checkbox"/> Journals <input type="checkbox"/> Checklists <input type="checkbox"/> Peer Review <input checked="" type="checkbox"/> Informal Observations/Dialogues <input checked="" type="checkbox"/> Think A-louds <input checked="" type="checkbox"/> Examinations of Student Work <input type="checkbox"/> Self-Assessment /Reflection <input type="checkbox"/> Other 	<p>Formal Evidence of Student Learning and Progress: (Formal/graded assessments that allow teachers to check for understanding and monitor progress.) (Check all that apply.)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Rubrics <input type="checkbox"/> Exit Cards <input type="checkbox"/> Presentations <input type="checkbox"/> Written Responses <input type="checkbox"/> Essays <input type="checkbox"/> Quizzes <input type="checkbox"/> Tests <input checked="" type="checkbox"/> Research Projects <input checked="" type="checkbox"/> Portfolios <input type="checkbox"/> Journals <input type="checkbox"/> Checklists <input checked="" type="checkbox"/> Examinations of Student Work <input type="checkbox"/> Other
---	---

III. LEARNING PLAN

Bloomfield Public Schools
Curriculum Guide

<p>Suggested Activities & Resources: <i>(Suggested learning activities that will allow students to successfully complete the assessment activities described in Section II). (These should include 21st Century Skills, technology integration and, where relevant, cross-curricular references.)</i></p>		<p>Strategies for Differentiation <i>(Differentiating content, process, and/or product, using variables of student readiness, interest, and learning style).</i></p> <p><i>Examples include:</i></p> <p><i><u>Readiness:</u> small-group instruction, homework options, tiered assessments, compacting, multiple-entry points</i></p> <p><i><u>Interest:</u> choices of books, homework options, explorations by interest and modes of expression (artistic, technological, written, oral, community service)</i></p> <p>✓ <i><u>Learning Style:</u> organizational options, working choice options, flexible environment, Multiple Intelligences options</i></p>
<p>Level: K</p>	<ul style="list-style-type: none"> ● Questioning/Retelling Pinwheels ● Reading Passport * ● QR Code Listening Center * ● Nonfiction/Fiction Book Sort ● Kindergarten Summary Sheet ● Five Finger Retell ● Fiction/Nonfiction Activity Sheet ● Book Care Quiz ● ‘I Can Listen to Stories!’ Response Sheet ● “I Wonder” Wall ● Coding * 	<p>Interest: choices of books, choice of topics, differentiated leveled texts to meet students’ diverse needs and interests, explorations by interest and modes of expression, multiple ability groups</p> <p>Learning Style: flexible environment</p>
<p>Level: 1st</p>	<ul style="list-style-type: none"> ● Library Scavenger Hunt ● Parts of a Book ‘Cootie Catcher’ ● I Have, Who Has Library Vocabulary Game ● Nonfiction/Fiction Book Sort ● What’s the Difference? Fiction and Nonfiction ● Text Feature Treasure Hunt ● Questioning/Retelling Pinwheels ● Five Finger Retell ● Fiction/Nonfiction Activity Sheet ● Book Care Quiz ● Fiction/NonFiction Cut and Paste Sort 	<p>Interest: choices of books, differentiated leveled texts to meet students’ diverse needs and interests, explorations by interest and modes of expression, multiple ability groups</p> <p>Learning Style: flexible environment</p>

Bloomfield Public Schools
Curriculum Guide

	<ul style="list-style-type: none"> ● Reading Passport * ● QR Code Listening Center * ● "I Wonder" Wall ● Coding * 	
<p>Level: 2nd</p>	<ul style="list-style-type: none"> ● Library Scavenger Hunt ● Book Care True/False ● Parts of a Book 'Cootie Catcher' ● Parts of a Book Diagram ● I Have, Who Has Library Vocabulary Game ● Questioning/Retelling Pinwheels ● Nonfiction/Fiction Book Sort ● What's the Difference? Fiction and Nonfiction ● Text Feature Treasure Hunt ● Dewey Decimal Scavenger Hunt ● Library Online Catalog Tic-Tac-Toe * ● "I Wonder" Wall ● Coding * 	<p>Interest: choices of books, differentiated leveled texts to meet students' diverse needs and interests, explorations by interest and modes of expression, multiple ability groups</p> <p>Learning Style: flexible environment</p>
<p>Level: 3rd</p>	<ul style="list-style-type: none"> ● Map the Library ● Library Passport * ● Parts of a Book ● Can You Do the Dewey? Virtual Field Trip * ● Dewey Decimal Glog Webquest * ● Dashing through the Dewey Decimal System Gameboard ● What's My Call Number Game ● Dewey Relay ● Library Online Catalog Tic-Tac-Toe * ● Call Number Kahoot * ● Asking Questions ● "I Wonder" Wall ● Common Sense Media Digital Passport Webquest * ● Library/Media Citizen Bookmarks * ● Coding * 	<p>Interest: choices of books, differentiated leveled texts to meet students' diverse needs and interests, explorations by interest and modes of expression, multiple ability groups</p> <p>Learning Style: flexible environment</p>

Bloomfield Public Schools
Curriculum Guide

<p>Level: 4th</p>	<ul style="list-style-type: none"> ● Map the Library ● Can You Do the Dewey? Virtual Field Trip * ● Dewey Decimal Glog Webquest * ● Dashing through the Dewey Decimal System Gameboard ● Dewey Decimal Gallery Walk ● Library Online Catalog Tic-Tac-Toe * ● Call Number Kahoot * ● Digital Database Passport ● Asking Questions ● "I Wonder" Wall ● Common Sense Media Digital Passport Webquest ● Library/Media Citizen Bookmarks* ● Coding * 	<p>Interest: choices of books, differentiated leveled texts to meet students' diverse needs and interests, explorations by interest and modes of expression, multiple ability groups</p> <p>Learning Style: flexible environment</p>
<p>Level: 5th</p>	<ul style="list-style-type: none"> ● Library Passport * ● Dewey Decimal Glog Webquest ● Common Sense Media Digital Passport Webquest * ● Library Online Catalog Tic-Tac-Toe * ● Call Number Kahoot * ● Asking Questions ● Navigating Biographical Research * ● Coding * 	<p>Interest: choices of books, differentiated leveled texts to meet students' diverse needs and interests, explorations by interest and modes of expression, multiple ability groups</p> <p>Learning Style: flexible environment</p>
<p>Level: 6th</p>	<ul style="list-style-type: none"> ● Library Passport * ● Dewey Decimal Glog Webquest ● Common Sense Media Digital Passport Webquest * ● Library Online Catalog Tic-Tac-Toe * ● Call Number Kahoot * ● Asking Questions ● Navigating Research Sources * ● Coding * 	<p>Interest: choices of books, differentiated leveled texts to meet students' diverse needs and interests, explorations by interest and modes of expression, multiple ability groups</p> <p>Learning Style: flexible environment</p>

Unit 1B: Information Gathering Grades 7-12

Suggested Timeframe: 3 weeks

DESIRED RESULTS Subject/Topic

Areas: (if applicable)

Digital Literacy
Information Literacy
Library Skills
21st Century Skills

Critical Vocabulary (if applicable)

Authoritative
Citation
Credible Sources
Database
Keyword Searching
Narrowing topic
Research question
Thesis statement
eBooks
Periodical
Search Engine

Technology/21st Century Skills

Using Relevant Prior Knowledge to Connect with the Text: Spontaneously and purposefully accessing relevant prior knowledge experiences (schema) and connecting it with new ideas presented before, during, and after reading the text.

INFORMATION LITERACY:

Access information efficiently (time) and effectively (sources)
Evaluate information critically and competently

Bloomfield Public Schools Curriculum Guide

BSD ICT Guide Synthesis: Combining new understanding with learning from other sources to form new insight and strengthen meaning.

DESIRED RESULTS

Established Goals – NJCCCS/CCSS

(These should include [21st Century Skills](#), technology integration and, where relevant, cross-curricular references.)

AASL Information Literacy Standards:

- 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.

Common Core:

CCSS.ELA-LITERACY.CCRA.W.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Technological Literacy

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

8.1.E Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

Bloomfield Public Schools Curriculum Guide

21st Century Skills:

CRP7. Employ valid and reliable research strategies..

CRP11. Use technology to enhance productivity.

Enduring Understandings:

Students should understand that:

Information should be evaluated for copyright date, authority of author or publisher, depth of coverage, and relevance to research question.

Divergent perspectives should be retrieved during information gathering and assessments.

Ethical and legal guidelines should be followed when gathering and using information.

Contributing to the exchange of ideas within the learning community is important.

Information technology should be used responsibly.

Essential Questions:

Where can I find relevant and authoritative information?

Why is it important to use different sources of information?

What research strategies are needed to locate sources that are useful to my information task?

How can I use technology to help me gather and save credible information?

How can background knowledge be helpful in the research process?

What criteria should I use to evaluate web sites?

All Students Will Know and Be Able To:

(These should include [21st Century Skills](#), technology integration and, where relevant, cross-curricular references.)

Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.

Demonstrate confidence and self direction by making independent choices in the selection of resources and information.

Demonstrate creativity by using multiple resources and formats.

Bloomfield Public Schools Curriculum Guide

Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

Maintain a critical stance by questioning the validity and accuracy of all information.

Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.

Display emotional resilience by persisting in information searching despite challenges.

Display persistence by continuing to pursue information to gain a broad perspective.

Bloomfield Public Schools Curriculum Guide

EVIDENCE OF STUDENT LEARNING

Recommended Formative Performance Task <small>(A Recommended Formative Performance Task is a multi-day task that presents a challenge or task that drives learning and may include several graded assessments). Sequenced activities related in this task can be found in Suggested Activities & Resources.</small>		Recommended Summative Performance Task <small>(A Recommended Summative Performance Task is a <i>timed and graded performance assessment used to measure higher levels of learning and transfer of knowledge</i>. It is generally a</small>
Level: 7	Use an inquiry based research process that includes using multiple diverse sources, reframing questions based on information gathered, assessing the information for credibility, and developing new knowledge for personal or academic activities.	ICT Guide: Using & Citing Sources Rubric Grades 7-12 ICT Guide: Website Evaluation-Student Rubric Grades 5-12 Information Literacy/Library Skills Google Form Assessment. Self Assessment Research Skills Rubric
Level: 8	Use an inquiry based research process that includes using multiple diverse sources reframing the questions based on information gathered, assessing the information for credibility, and developing new knowledge for personal or academic activities.	ICT Guide: Using & Citing Sources Rubric Grades 7-12 ICT Guide: Website Evaluation-Student Rubric Grades 5-12 Self Assessment Research Skills Rubric
Level: 9	Follow an inquiry based research process by developing and reframing questions,, using information sources appropriate to the task, assessing the sources for credibility, and seeking the help of experts when information gaps occur.	ICT Guide: Using & Citing Sources Rubric Grades 7-12 ICT Guide: Website Evaluation-Student Rubric Grades 5-12 Information Literacy/Library Skills Google Form Assessment. Self Assessment Research Skills Rubric Research Skills 9/10 Rubric
Level: 10	Follow an inquiry based research process by developing and reframing questions, using information sources appropriate to the task, assessing the sources for credibility, and seeking the help of experts when information gaps occur.	ICT Guide: Using & Citing Sources Rubric Grades 7-12 ICT Guide: Website Evaluation-Student Rubric Grades 5-12 Self Assessment Research Skills Rubric Research Skills 9/10 Rubric

Bloomfield Public Schools Curriculum Guide

Level: 11	Independently use an inquiry based research process by reframing questions, using diverse and multiple sources of information, assessing information for credibility, and comparing new knowledge to determine focus and direction.	ICT Guide: Using & Citing Sources Rubric Grades 7-12 ICT Guide: Website Evaluation-Student Rubric Grades 5-12 Information Literacy/Library Skills Google Form Assessment. Self Assessment Research Skills Rubric Research Skills 11/12 Rubric
Level: 12	Independently use an inquiry based research process by reframing the questions, using diverse and multiple sources of information, assessing information for credibility, and comparing new knowledge to determine focus and direction.	ICT Guide: Using & Citing Sources Rubric Grades 7-12 ICT Guide: Website Evaluation-Student Rubric Grades 5-12 Self Assessment Research Skills Rubric Research Skills 11/12 Rubric
<p>Informal Evidence of Student Learning and Progress: (Informal assessments that allow students/teachers to check for understanding and monitor progress, and allow students to reflect on their own learning.) (Check all that apply.)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Rubrics <input type="checkbox"/> Exit Cards <input type="checkbox"/> Presentations <input type="checkbox"/> Reading Assessments (Oral, etc.) <input checked="" type="checkbox"/> Pre-Assessments <input type="checkbox"/> Portfolios <input type="checkbox"/> Journals <input checked="" type="checkbox"/> Checklists <input type="checkbox"/> Peer Review <input checked="" type="checkbox"/> Informal Observations/Dialogues <input type="checkbox"/> Think A-louds <input type="checkbox"/> Examinations of Student Work <input checked="" type="checkbox"/> Self-Assessment /Reflection <input type="checkbox"/> Other 		<p>Formal Evidence of Student Learning and Progress: (Formal/graded assessments that allow teachers to check for understanding and monitor progress.) (Check all that apply.)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Rubrics <input type="checkbox"/> Exit Cards <input type="checkbox"/> Presentations <input checked="" type="checkbox"/> Written Responses <input type="checkbox"/> Essays <input checked="" type="checkbox"/> Quizzes <input type="checkbox"/> Tests <input checked="" type="checkbox"/> Research Projects <input type="checkbox"/> Portfolios <input type="checkbox"/> Journals <input checked="" type="checkbox"/> Checklists <input checked="" type="checkbox"/> Examinations of Student Work <input type="checkbox"/> Other

Bloomfield Public Schools Curriculum Guide

I. LEARNING PLAN

Suggested Activities & Resources: <i>(Suggested learning activities that will allow students to successfully complete the assessment activities described in Section II). (These should include 21st Century Skills, technology integration and, where relevant, cross-curricular references.)</i>		Strategies for Differentiation <i>(Differentiating content, process, and/or product, using variables of student readiness, interest, and learning style).</i> <i>Examples include:</i> <i><u>Readiness</u>: small-group instruction, homework options, tiered assessments, compacting, multiple-entry points</i> <i><u>Interest</u>: choices of books, homework options, explorations by interest and modes of expression (artistic, technological, written, oral, community service)</i> <i>✓ <u>Learning Style</u>: organizational options, working choice options, flexible environment, Multiple Intelligences options</i>
Level: 7	Library Orientation *Library Research Simulation Prior Knowledge Graphic Organizer Source Selection Peer Conversation *Web Site Checklist	Small Group Instruction Choice of topics Choice of Research Graphic Organizers Different Reading Levels of Sources Different Assessments
Level: 8	*Library Research Simulation Prior Knowledge Graphic Organizer *Inspiration Created Concept/Topic Map Source Selection Peer Conversation *Web Site Checklist	Small Group Instruction Choice of topics Choice of Research Graphic Organizers Different Reading Levels of Sources Different Assessments
Level: 9	*Advanced Database Searching Exercise Keyword/Synonym Graphic Organizer Thesis Statement Graphic Organizer	Small Group Instruction Choice of topics Choice of Research Graphic Organizers Different Reading Levels of Sources Different Assessments
Level: 10	*Advanced Database Searching Exercise Keyword/Synonym Graphic Organizer Thesis Statement Graphic Organizer	Small Group Instruction Choice of topics Choice of Research Graphic Organizers Different Reading Levels of Sources Different Assessments

Bloomfield Public Schools Curriculum Guide

Level: 11	<p>*Advanced Database Searching Exercise</p> <p>*Research Portfolio via Moodle or equivalent LMS Source Selection Graphic Organizer Thesis Statement Graphic Organizer</p>	<p>Small Group Instruction</p> <p>Choice of topics</p> <p>Choice of Research Graphic Organizers</p> <p>Different Reading Levels of Sources</p> <p>Different Assessments</p>
Level 12	<p>*Advanced Database Searching Exercise</p> <p>*Research Portfolio via Moodle or equivalent LMS Source Selection Graphic Organizer Thesis Statement Graphic Organizer</p>	<p>Small Group Instruction</p> <p>Choice of topics</p> <p>Choice of Research Graphic Organizers</p> <p>Different Reading Levels of Sources</p> <p>Different Assessments</p>

*technology integration

Unit 2A: Information Synthesis

Suggested Timeframe: 9 Weeks

DESIRED RESULTS

Subject/Topic Areas: (if applicable)

Information Literacy

Digital Literacy

Library Skills

21st Century Skills

Critical Vocabulary (if applicable)

Fiction

Nonfiction

Book Cataloging System

Circulation Desk

Call Number

Cover

Book Spine

Title

Author

Illustrator

Summary

Publication Date

Copyright

Due Date

Online Library Catalog

Web Address

Technology/21st Century Skills

BSD ICT Guide Synthesis: Combining new understanding with learning from other sources to form new insight and strengthen meaning.

Bloomfield Public Schools Curriculum Guide

DESIRED RESULTS (CONT.)

Established Goals – NJCCCS/CCSS

(These should include [21st Century Skills](#), technology integration and, where relevant, cross-curricular references.)

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 information 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.

Common Core:

Integration of Knowledge and Ideas: **CCSS.ELA-LITERACY.CCRA.R.7**

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

Research to Build and Present Knowledge: **CCSS.ELA-LITERACY.CCRA.W.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Technological Literacy:

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.

21st Century Skills:

CRP7. Employ valid and reliable research strategies.

Bloomfield Public Schools Curriculum Guide

<p>Enduring Understandings: Students should understand that:</p> <p>Connecting understanding to the real world grows knowledge and deepens meaning</p> <p>Considering diverse and global perspectives is important in drawing conclusions</p> <p>Ethical decisions are made through information use and reasoned conclusions</p>	<p>Essential Questions:</p> <p>How do I find information?</p> <p>Where can I find information?</p> <p>How does gathering information help me to answer my questions?</p> <p>How does reading help me understand myself and the world?</p> <p>How is technology helpful?</p> <p>How do I use information technology responsibly?</p> <p>Why is it important to gather information from different sources?</p>
<p>All Students Will Know and Be Able To: <i>(These should include 21st Century Skills, technology integration and, where relevant, cross-curricular references.)</i></p> <p>Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when necessary.</p> <p>Determine how to act on information (accept, reject, modify).</p> <p>Recognize new knowledge and understanding.</p> <p>Organize new knowledge so that it is useful.</p> <p>Reflect on the information gathered and synthesized to assess for completeness.</p>	

Bloomfield Public Schools Curriculum Guide

I. EVIDENCE OF STUDENT LEARNING

	Recommended Formative Performance Task (A Recommended Formative Performance Task is a multi-day task that presents a challenge or task that drives learning and may include several graded assessments). Sequenced activities related in this task can be found in Suggested Activities & Resources.	Recommended Summative Performance Task (A Recommended Summative Performance Task is a <i>timed and graded performance assessment used to measure higher levels of learning and transfer of knowledge</i> . It is generally a
Level: K	<p>Oh The Places You'll Go - A Snapshot of Your Fiction Journey</p> <p>Your friends in town are excited about your "Trip Through the Library" and want to know more about your adventure. They are curious about the team of friends you are traveling with, the different sections in the library, and the stories you have heard. It is important that you be a good friend and help the new student. Our travel team (class) will create a scrapbook to share our favorite made-up (fiction) stories from our journey in fiction. The stories we choose and the drawings we include will show the community who we are and show them the great stories to check-out. To help make the book, you will need to:</p> <ul style="list-style-type: none"> ● Take a picture with your favorite picture (fiction) book. ● Draw 1 picture of the story to show how you and the character are the same. 	<p>Portfolio: Oh the Places You'll Go A Trip Through the Library- Passport</p>
Level: 1	<p>The Amazing Race - Library Edition - Challenge 2</p> <p>You were successful in achieving all the challenges of your first task. For this next mission, you will race through many fiction</p>	<p>Portfolio: The Amazing Race - Library Edition Log</p>

Bloomfield Public Schools Curriculum Guide

	<p>genres: fairy tales, fantasy, folktales, tall tales, fables, adventure, mystery, historical, realistic, and science. Every story will take you to a new setting in the fiction section. You will meet new characters with different challenges and problems. Some of the stories are funny, some of the stories are sad, and many of the stories will teach you about yourself and our world. You are likely to run stumble upon a few that are award winners. Though once again, before moving on to the next section, you must log your experience in your journal. For this task you will browse, read, view, and/or listen to print and digital materials and include in your log:</p> <ul style="list-style-type: none"> ● Book Title and Author ● A picture of you and your favorite character. ● And describe: <ul style="list-style-type: none"> ○ What the story was mostly about. ○ What you liked about the story. ○ How you and the character are the same. 	
<p>Level: 2</p>	<p>Library Detectives - Fiction Shelf Talkers</p> <p>The head library media specialist was impressed with the completed work in your first task. You uncovered some great treasure and hidden gems that have</p>	<p>Portfolio: Library Detectives - Case File</p>

Bloomfield Public Schools Curriculum Guide

been buried on the shelves for quite some time. Still, there is more to explore. For this next mission, you will search through many fiction genres: fairy tales, fantasy, folktales, tall tales, fables, adventure, mystery, historical, realistic, and science. On your hunt every story will take you to a new setting in the fiction section. You will meet new characters with different challenges and problems. Some of the stories will be funny, some of the stories will be sad, and many of the stories will teach you about yourself and our world. You will even likely stumble upon a few that are award winners. While you will discover much, you are only be required to report on your best find. You will create a shelf talker to highlight the “most wanted” fiction book. The shelf talker must include:

- A picture to illustrate the book
- A sentence to describe what the book is mostly about
- A sentence that describes a connection (text/text, text/self, text/world)
- An opinion statement about the book
- Book record information:
 - title,
 - author,
 - publication date, and
 - call number

All completed shelf markers will be put on display to encourage others to check-out the fabulous fiction!

Bloomfield Public Schools Curriculum Guide

<p>Level: 3</p>	<p>S-mashing Source Spuds - Fiction Bookmark Challenge</p> <p>Many materials in the media center have become library potatoes, books or sources that have been vegetating and unused for too long. Some students are checking-out fewer books and materials. Other students just check-out the same few titles week after week. They need help finding books and information. The head library media specialist of the elementary school media center has asked your team of assistant librarians to use Google Apps to create bookmarks that will advertise the media center's print and digital materials. They expect the book marks to encourage students to check-out fiction books, new authors, and to READ, READ, READ! The bookmark creation should focus on recommended fiction books and authors available in the library.</p> <p>Bookmarks that advertise fiction books must include:</p> <ul style="list-style-type: none">● An image of the book,● A one sentence blurb that describes what the book is mostly about, and● Important book record information such as:<ul style="list-style-type: none">○ title,○ author,○ call number <p>Bookmarks that highlight a recommended author must include:</p> <ul style="list-style-type: none">● An image of the author,● 1 image of a book by the author	
----------------------------	--	--

Bloomfield Public Schools Curriculum Guide

		<ul style="list-style-type: none"> ● A list of some of the author’s books, ● An interesting fact about the author, ● And at least one web address (website or online encyclopedia) where others can learn more about the author and their work. 	
	<p>Level: 4</p>	<p>Kids Need Heros - Author Day Recommendations</p> <p>Author’s leave lasting impressions that impact children as readers and writers as well as inspire teachers. Each year the school invites an author to visit the school. The search for an author visit that will provide an unforgettable experience that ripples through the school requires research from multiple reliable sources to make an informed decision. The head library media specialist of the elementary school media center has asked your team of assistant librarians to recommend children’s authors who the students and teachers would be excited to meet. However, the head library media specialist is expecting more than just a list of names. Instead he/she has required that you use Google apps to create a graphic organizer to display your recommendations in a neat, organized, and interesting way. It also must include:</p>	

Bloomfield Public Schools Curriculum Guide

		<ul style="list-style-type: none"> ● 1 image of the recommended author, ● 1 opinion statement about why the is a good fit for the school, ● images of 3 of the author’s books with a one sentence summary about each book. ● The information presented must be supported by at least two different sources (book, website, or encyclopedia database). All organizers will be shared with the head library media specialist and your team of assistant librarians where the recommendations will be discussed and evaluated. 	
	<p>Level: 5</p>	<p>Wax Museum Exhibit</p> <p>The local children’s museum curator was impressed by the recommendations made for the exhibit. They expect this event to be a huge success! It’s important that the information each “wax model” shares is accurate and well-informed. More research is needed. The local children’s museum curator needs you to dig deep to uncover everything there is to know about the person you recommended for the exhibit. They have required you to take detailed notes that include:</p> <ul style="list-style-type: none"> ● Facts about the person’s life ● Direct quotes from the text 	<p>ICT Guide: Critical Thinking: Grades 5-12 ICT Guide: Critical Thinking-STUDENT RUBRIC: Grades 5-12 ICT Guide: Graphic Organizers Grades 6-12 Moodle or equivalent LMS Notecards Teacher Share</p>

Bloomfield Public Schools Curriculum Guide

		<ul style="list-style-type: none"> ● Book record information or the web addresses to two or more different resources that can be used to learn more. 	
	<p>Level: 6</p>	<p>Global Gazette - Issues Presented By Today's Youth</p> <p>The editor at the environmental magazine is impressed with your ideas for the upcoming publication. The topic and stance you have selected to write an article about is sure to engage readers. It's important that the information conveyed in the article is accurate and well-informed. More research is needed. The editor at the environmental magazine needs you to dig deep to uncover everything there is to know about the topic. Well-supported evidence from multiple reliable sources to illustrate your stance is a must. They have required you to take detailed notes that include:</p> <ul style="list-style-type: none"> ● Facts to support your stance ● Direct quotes from the text ● Book record information or the web addresses to two or more different resources that can be used to learn more. 	<p>ICT Guide: Critical Thinking: Grades 5-12 ICT Guide: Critical Thinking-STUDENT RUBRIC: Grades 5-12 ICT Guide: Graphic Organizers Grades 6-12 Moodle or equivalent LMS Notecards Teacher Share</p>

Bloomfield Public Schools Curriculum Guide

<p>Informal Evidence of Student Learning and Progress: (Informal assessments that allow students/teachers to check for understanding and monitor progress, and allow students to reflect on their own learning.) (Check all that apply.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rubrics <input checked="" type="checkbox"/> Exit Cards <input type="checkbox"/> Presentations <input type="checkbox"/> Reading Assessments (Oral, etc.) <input type="checkbox"/> Pre-Assessments <input checked="" type="checkbox"/> Portfolios <input type="checkbox"/> Journals <input type="checkbox"/> Checklists <input type="checkbox"/> Peer Review <input checked="" type="checkbox"/> Informal Observations/Dialogues <input checked="" type="checkbox"/> Think A-louds <input checked="" type="checkbox"/> Examinations of Student Work <input type="checkbox"/> Self-Assessment /Reflection <input type="checkbox"/> Other 	<p>Formal Evidence of Student Learning and Progress: (Formal/graded assessments that allow teachers to check for understanding and monitor progress.) (Check all that apply.)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Rubrics <input type="checkbox"/> Exit Cards <input type="checkbox"/> Presentations <input type="checkbox"/> Written Responses <input type="checkbox"/> Essays <input type="checkbox"/> Quizzes <input type="checkbox"/> Tests <input checked="" type="checkbox"/> Research Projects <input checked="" type="checkbox"/> Portfolios <input type="checkbox"/> Journals <input type="checkbox"/> Checklists <input checked="" type="checkbox"/> Examinations of Student Work <input type="checkbox"/> Other
---	---

Bloomfield Public Schools Curriculum Guide

III. LEARNING PLAN

Suggested Activities & Resources: <i>(Suggested learning activities that will allow students to successfully complete the assessment activities described in Section II). (These should include 21st Century Skills, technology integration and, where relevant, cross-curricular references.)</i>		Strategies for Differentiation <i>(Differentiating content, process, and/or product, using variables of student readiness, interest, and learning style).</i> <i>Examples include:</i> <i><u>Readiness</u>: small-group instruction, homework options, tiered assessments, compacting, multiple-entry points</i> <i><u>Interest</u>: choices of books, homework options, explorations by interest and modes of expression (artistic, technological, written, oral, community service)</i> <i>✓ <u>Learning Style</u>: organizational options, working choice options, flexible environment, Multiple Intelligences options</i>
Level: K	<ul style="list-style-type: none"> ● Making Predictions with Fiction Activity Sheet ● Making Connections (Text-Self, Text-Text, Text-World) ● Alphabetize Call Numbers to the first letter ● Sequence pictures from wordless stories and retell ● Story Map ● Coding * 	Interest: choices of books, choice of topics, differentiated leveled texts to meet students' diverse needs and interests, explorations by interest and modes of expression, multiple ability groups Learning Style: flexible environment
Level: 1	<ul style="list-style-type: none"> ● Making Predictions with Fiction Activity Sheet ● Making Connections (Text-Self, Text-Text, Text-World) ● Alphabetize Call Numbers to the second letter ● Story Map ● Coding * 	Interest: choices of books, choice of topics, differentiated leveled texts to meet students' diverse needs and interests, explorations by interest and modes of expression, multiple ability groups Learning Style: flexible environment
Level: 2	<ul style="list-style-type: none"> ● Alphabetize call numbers to the third letter ● Making Connections (Text-Self, Text-Text, Text-World) ● Summary outline ● Coding * 	Interest: choices of books, choice of topics, differentiated leveled texts to meet students' diverse needs and interests, explorations by interest and modes of expression, multiple ability groups Learning Style: flexible environment

Bloomfield Public Schools Curriculum Guide

	<ul style="list-style-type: none"> ● Draft short summaries that describe what the book is mostly about ● Fiction Shelf Talker Template ● Coding * 	
<p>Level: 3</p>	<ul style="list-style-type: none"> ● OPALS keyword search by keyword, title, author ● Search engine keyword search by author's name ● Electronic encyclopedia keyword search by author's name ● Keyword Synonym Paint Chips or Graphic Organizer- (word cloud, popplet)* ● Website Evaluation Checklist * ● Boxes/Bullets Notetaking * ● Searching, saving, and importing images of a fiction books and an image of a fiction book author* ● Drafting/Typing a one sentence blurb that describes what the book is mostly about * ● Recording book record information and web addresses ● Citation Worksheet for Internet Sources ● Coding * 	<p>Interest: choices of books, choice of topics, differentiated leveled texts to meet students' diverse needs and interests, explorations by interest and modes of expression, multiple ability groups</p> <p>Learning Style: flexible environment</p>
<p>Level: 4</p>	<ul style="list-style-type: none"> ● OPALS keyword search by keyword, title, author ● Search engine keyword search by author's name ● Electronic encyclopedia keyword search by author's name ● Search Engine / Database Venn Diagram ● Keyword Synonym Paint Chips or Graphic Organizer- (word cloud, popplet)* ● Website Evaluation Checklist* 	<p>Interest: choices of books, choice of topics, differentiated leveled texts to meet students' diverse needs and interests, explorations by interest and modes of expression, multiple ability groups</p> <p>Learning Style: flexible environment</p>

Bloomfield Public Schools Curriculum Guide

	<ul style="list-style-type: none"> ● Boxes/Bullets Notetaking * ● Searching, saving, and importing images of a fiction books and an image of a fiction book author* ● Drafting/Typing a one sentence blurb that describes what the book is mostly about* ● Recording book record information and web addresses ● Citation Worksheet for Internet Sources ● Coding * 	
<p>Level: 5</p>	<ul style="list-style-type: none"> ● KWHL Chart ● Google Apps Created Concept/Topic Map * ● Website Evaluation Checklist * ● Keyword Synonym Paint Chips or Graphic Organizer- (word cloud, popplet)* ● Boxes/Bullets Notetaking ● Moodle or equivalent LMS Notecards * 	<p>Interest: choices of books, choice of topics, differentiated leveled texts to meet students' diverse needs and interests, explorations by interest and modes of expression, multiple ability groups</p> <p>Learning Style: flexible environment</p>
<p>Level: 6</p>	<ul style="list-style-type: none"> ● KWHL Chart ● Google Apps Created Concept/Topic Map * ● Website Evaluation Checklist * ● Keyword Synonym Paint Chips or Graphic Organizer- (word cloud, popplet)* ● Boxes/Bullets Notetaking ● Moodle or equivalent LMS Notecards * 	<p>Interest: choices of books, choice of topics, differentiated leveled texts to meet students' diverse needs and interests, explorations by interest and modes of expression, multiple ability groups</p> <p>Learning Style: flexible environment</p>

*technology integration

Bloomfield Public Schools Curriculum Guide

Unit 2B: Information Synthesis

Suggested Timeframe: 3 weeks

DESIRED RESULTS

Subject/Topic Areas: (if applicable)

Digital Literacy
Information Literacy
21st Century Skills

Critical Vocabulary (if applicable)

Collaborate
Paraphrasing
Synthesis
Quoting
Note Taking
Organization
Outline
Evaluate
Bullet Notes

Technology/21st Century Skills

BSD ICT Guide Synthesis: Combining new understanding with learning from other sources to form new insight and strengthen meaning.

Bloomfield Public Schools Curriculum Guide

Established Goals – NJCCCS/CCSS

(These should include [21st Century Skills](#), technology integration and, where relevant, cross-curricular references.)

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 understandings.

Integration of Knowledge and Ideas: **CCSS.ELA-LITERACY.CCRA.R.7**

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

Research to Build and Present Knowledge: **CCSS.ELA-LITERACY.CCRA.W.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.

CRP7. Employ valid and reliable research strategies.

Bloomfield Public Schools Curriculum Guide

<p>Enduring Understandings: Students should understand that:</p> <p>Connecting understanding to the real world grows knowledge and deepens meaning.</p> <p>Considering diverse and global perspectives is important in drawing conclusions.</p> <p>Ethical decisions are made through information use and reasoned conclusions.</p> <p>Reflecting on the research process and assessing for completeness is an essential part of the inquiry process.</p> <p>Developing research strategies for future investigations</p> <p>Information needs to be organized in order to develop a new framework of understanding.</p>	<p>Essential Questions:</p> <p>Do I have any information gaps and what sources might help me fill them?</p> <p>What are the main ideas that emerge from your analysis of your sources?</p> <p>What technology tools will help me organize and make sense of my information?</p> <p>What organizational patterns will help me make sense of my information?</p> <p>What did I learn about my inquiry process?</p> <p>What parts of the inquiry process did I need to seek assistance from a teacher or librarian?</p>
<p>All Students Will Know and Be Able To: <i>(These should include 21st Century Skills, technology integration and, where relevant, cross-curricular references.)</i></p> <p>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.</p> <p>Determine how to act on information (accept, reject, modify).</p> <p>Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>Recognize new knowledge and understanding.</p>	

Bloomfield Public Schools Curriculum Guide

Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.

Reflect on systematic process, and assess for completeness of investigation.

Use various technology tools to organize information so that it is useful.

I. EVIDENCE OF STUDENT LEARNING

Recommended Formative Performance Task <small>(A Recommended Formative Performance Task is a multi-day task that presents a challenge or task that drives learning and may include several graded assessments). Sequenced activities related in this task can be found in Suggested Activities & Resources.</small>		Recommended Summative Performance Task <small>(A Recommended Summative Performance Task is a <i>timed and graded performance assessment used to measure higher levels of learning and transfer of knowledge</i>. It is generally a</small>
Level: 7	Apply critical thinking skills (analysis, synthesis, and evaluation), to information in order to construct new understandings, develop hypothesis or thesis based on new knowledge, and use common organizational structures to make sense of information.	ICT Guide: Critical Thinking: Grades 5-12 ICT Guide: Critical Thinking-STUDENT RUBRIC: Grades 5-12 ICT Guide: Graphic Organizers Grades 6-12 ICT Guide: Writing Argument: Grades 6-8
Level: 8	Apply critical thinking skills (analysis, synthesis, and evaluation), to information in order to construct new understandings, develop hypothesis or thesis based on new knowledge, and use common organizational structures to make sense of information.	ICT Guide: Critical Thinking: Grades 5-12 ICT Guide: Critical Thinking-STUDENT RUBRIC: Grades 5-12 ICT Guide: Graphic Organizers Grades 6-12 ICT Guide: Writing Argument: Grades 6-8
Level: 9	Apply critical thinking skills (analysis, synthesis, and evaluation) to information in order to construct new understandings, determine which organizational pattern will assist in making sense of information, and locate evidence from sources to support thesis or hypothesis.	ICT Guide: Critical Thinking: Grades 5-12 ICT Guide: Critical Thinking-STUDENT RUBRIC: Grades 5-12 ICT Guide: Graphic Organizers Grades 6-12 ICT Guide: Writing Argument: Grades 9-12

Bloomfield Public Schools Curriculum Guide

<p>Level: 10</p>	<p>Apply critical thinking skills (analysis, synthesis, and evaluation) to information in order to construct new understandings, determine which organizational pattern will assist in making sense of information, and locate evidence from sources to support thesis or hypothesis.</p>	<p>ICT Guide: Critical Thinking: Grades 5-12 ICT Guide: Critical Thinking-STUDENT RUBRIC: Grades 5-12 ICT Guide: Graphic Organizers Grades 6-12 ICT Guide: Writing Argument: Grades 9-12</p>
<p>Level 11</p>	<p>Synthesize information from multiple texts to build a conceptual framework, develop own information pattern to assist in making sense of information, and develop own point of view and locate evidence to support it.</p>	<p>ICT Guide: Critical Thinking: Grades 5-12 ICT Guide: Critical Thinking-STUDENT RUBRIC: Grades 5-12 ICT Guide: Graphic Organizers Grades 6-12 ICT Guide: Writing Argument: Grades 9-12</p>
<p>Level 12</p>	<p>Synthesize information from multiple texts to build a conceptual framework, develop own information pattern to assist in making sense of information, and develop own point of view and locate evidence to support it.</p>	<p>ICT Guide: Critical Thinking: Grades 5-12 ICT Guide: Critical Thinking-STUDENT RUBRIC: Grades 5-12 ICT Guide: Graphic Organizers Grades 6-12 ICT Guide: Writing Argument: Grades 9-12</p>

Bloomfield Public Schools Curriculum Guide

Informal Evidence of Student Learning and

Progress: (Informal assessments that allow students/teachers to check for understanding and monitor progress, and allow students to reflect on their own learning.) (Check all that apply.)

- Rubrics
- Exit Cards
- Presentations
- Reading Assessments (Oral, etc.)
- Pre-Assessments
- Portfolios
- Journals
- Checklists
- Peer Review
- Informal Observations/Dialogues
- Think A-louds
- Examinations of Student Work
- Self-Assessment /Reflection
- Other

Formal Evidence of Student Learning and

Progress: (Formal/graded assessments that allow teachers to check for understanding and monitor progress.) (Check all that apply.)

- Rubrics
- Exit Cards
- Presentations
- Written Responses
- Essays
- Quizzes
- Tests
- Research Projects
- Portfolios
- Journals
- Checklists
- Examinations of Student Work
- Other

Bloomfield Public Schools Curriculum Guide

II. LEARNING PLAN

Suggested Activities & Resources: <i>(Suggested learning activities that will allow students to successfully complete the assessment activities described in Section II). (These should include 21st Century Skills, technology integration and, where relevant, cross-curricular references.)</i>		Strategies for Differentiation <i>(Differentiating content, process, and/or product, using variables of student readiness, interest, and learning style).</i> <i>Examples include:</i> <u>Readiness:</u> <i>small-group instruction, homework options, tiered assessments, compacting, multiple-entry points</i> <u>Interest:</u> <i>choices of books, homework options, explorations by interest and modes of expression (artistic, technological, written, oral, community service)</i> ✓ <u>Learning Style:</u> <i>organizational options, working choice options, flexible environment, Multiple Intelligences options</i>
Level: 7	Collaborative NoteTaking Google Doc. *Google Drive Source Folder Notetaking/Source Graphic Organizer *Moodle or equivalent LMS Notecards	Choice of various note taking online templates. Choice of organizational patterns for understanding information Digital Tools to aid in understanding information. Learning style based student collaborative work.
Level: 8	Collaborative NoteTaking Google Doc. *Google Drive Source Folder Notetaking/Source Graphic Organizer Moodle or equivalent LMS Notecards Outline Templates Google	Choice of various note taking online templates. Choice of organizational patterns for understanding information Digital Tools to aid in understanding information. Learning style based student collaborative work.
Level: 9	Collaborative NoteTaking Google Doc. *Moodle or equivalent LMS Notecards Outline Builder Moodle or equivalent LMS Quote/Source Graphic Organizer	Choice of various note taking online templates. Choice of organizational patterns for understanding information Digital Tools to aid in understanding information. Learning style based student collaborative work.

Bloomfield Public Schools Curriculum Guide

Level: 10	*Moodle or equivalent LMS Notecards Outline Builder Moodle or equivalent LMS Quote/Source Graphic Organizer	Student created note taking template Create individual organizational pattern for understanding information Learning Aids for understanding information Learning style based student collaborative work.
Level: 11	Infographic Concept Map *Moodle or equivalent LMS Notecards Moodle or equivalent LMS Annotated Bibliography Outline Builder Moodle or equivalent LMS	Student created note taking template Create individual organizational pattern for understanding information Digital Tools to aid in understanding information. Learning style based student collaborative work.
Level: 12	Infographic Concept Map Moodle or equivalent LMS Annotated Bibliography	Student created note taking template Create individual organizational pattern for understanding information Digital Tools to aid in understanding information.

*technology integration

Bloomfield Public Schools Curriculum Guide

Unit 3A: Ethical Use of Information Grades K-6

Suggested Timeframe: 9 weeks

DESIRED RESULTS

Subject/Topic Areas: (if applicable)

Information Literacy
Digital Literacy
Library Skills
21st Century Skills

Critical Vocabulary (if applicable)

Fiction	Nonfiction	Book Cataloging System	Circulation Desk
Call Number	Cover	Book Spine	Title
Author	Illustrator	Summary	Publication Date
Copyright	Due Date	Online Library Catalog	Web Address
Paraphrasing	Quoting	Works Cited	Bibliography

21st Century Skills

(reference [21st Century/ICT Literacy Guide](#) to help identify specific skills)

Information Literacy – Gather, Evaluate, Cite and Synthesize Information & Ideas

Bloomfield Public Schools Curriculum Guide

DESIRED RESULTS (CONT.)

Established Goals – NJCCCS/CCSS

(These should include [21st Century Skills](#), technology integration and, where relevant, cross-curricular references.)

- 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.

Common Core:

CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Technological Literacy:

- 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.
- 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

21st Century Skills:

CRP9. Model integrity, ethical leadership and effective management.

Enduring Understandings:

Students should understand that:

Diverse perspectives should be considered while searching for information, collaborating with others, and participating as a member of the community.

It is important to respect the differing interests and experiences of others, and seek a variety of viewpoints.

Essential Questions:

How can information and people with different points of view help me in learning new information?

How can I find sources that have different points of view?

How does authenticity aid in learning new information?

Bloomfield Public Schools Curriculum Guide

<p>Creating products that apply to authentic, real-world contexts is crucial to learning.</p> <p>New knowledge should be shared within and beyond the learning community.</p> <p>Assessing the processes by which learning was achieved and revise strategies for the future will aid in success.</p>	<p>Why is it important to share information that you have learned?</p> <p>Why is it important to assess my own learning?</p> <p>How do I give credit to sources that I used in the research process?</p> <p>When do I need to use in-text citations in my writing?</p> <p>How do I use in-text citations in my writing?</p> <p>How do I share information?</p> <p>How is technology helpful?</p> <p>How do I use information technology responsibly?</p>
<p>All Students Will Know and Be Able To: (These should include 21st Century Skills, technology integration and, where relevant, cross-curricular references.)</p> <p>Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.</p> <p>Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions</p> <p>Demonstrate the ability to collaboratively by working productively with others.</p> <p>Respect the differing interests and experiences of others and see a variety of viewpoints.</p> <p>Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.</p>	

Bloomfield Public Schools Curriculum Guide

Understand and respect the principles of intellectual freedom, copyright, and fair use.

I. EVIDENCE OF STUDENT LEARNING

Recommended Formative Performance Task <small>(A Recommended Formative Performance Task is a multi-day task that presents a challenge or task that drives learning and may include several graded assessments). Sequenced activities related in this task can be found in Suggested Activities & Resources.</small>		Recommended Summative Performance Task <small>(A Recommended Summative Performance Task is a <i>timed and graded performance assessment used to measure higher levels of learning and transfer of knowledge</i>. It is generally a</small>
Level: K	<p>Oh The Places You'll Go - A Snapshot of Your Non-Fiction Journey</p> <p>Your friends in town are excited about your "Trip Through the Library" and want to know more about your adventure. They are curious about the team of friends you are traveling with, the different sections in the library, and the stories you have heard. It is important that you be a good friend and help the new student. Our travel team (class) will create a scrapbook to share our favorite made-up (fiction) stories from our journey in fiction. The stories we choose and the drawings we include will show the community who we are and show them the great stories to check-out. To help make the book, you will need to:</p> <ul style="list-style-type: none"> ● Take a picture with your favorite book with true facts (nonfiction) ● Draw 1 or more pictures of interesting facts you learned. 	<p>Portfolio: Oh the Places You'll Go - A Trip Through the Library - Passport</p>
Level: 1	<p>The Amazing Race - Library Edition</p> <p>During your journey through the library, you met interesting characters and</p>	<p>Portfolio: The Amazing Race - Library Edition Log</p>

Bloomfield Public Schools Curriculum Guide

	<p>creatures. You uncovered interesting facts about the world and found that some of the characters were a lot like you! Your friends want to know more about your exciting adventure. They have asked you to share some of your favorite pictures and memories from your “Trip Through the Library”. To show what you have learned and the connections you have made, you will create a scrapbook pages that include:</p> <ul style="list-style-type: none"> ● A picture of a creature ● Two facts about the creature ● An opinion about the creature ● Book Title and Author 	
<p>Level: 2</p>	<p>Library Detectives - Non-fiction Shelf Talkers</p> <p>Your detective work in the library media center continues to show that you are a Super Sleuth! The shelf talker you created has taught the community more about the fiction that lives on the library shelves. It also has motivated visitors to check-out fiction and to READ, READ, READ! Since your work has had such a positive impact, the head library media specialist would like you to explore the world of Dewey. In your search, you browse, read, view, and listen to information, biographies, and poetry. Again, during your hunt you will discover much, but you are only be required to report on your best find. You will create a shelf talker to highlight the “most wanted” non-fiction book. The shelf talker must include:</p> <ul style="list-style-type: none"> ● A picture of the book 	<ul style="list-style-type: none"> ● Portfolio: Library Detectives - Case File

Bloomfield Public Schools Curriculum Guide

	<ul style="list-style-type: none"> ● A sentence that describes what the book is mostly about ● 2 interesting facts ● An opinion statement about the book ● A page that includes the book's: <ul style="list-style-type: none"> ○ title, ○ author, ○ publication date, and ○ call number ● A page that includes the address of a digital source you visited as part of your study. 	
<p>Level: 3</p>	<p>S-mashing Source Spuds Non-Fiction Bookmark Challenge -</p> <p>Many materials in the media center have become library potatoes, books or sources that have been vegetating and unused for too long. Some students are checking-out fewer books and materials. Other students just check-out the same few titles week after week. They need help finding books and information. The head library media specialist of the elementary school media center has asked your team of assistant librarians to use Google Apps to create bookmarks that will advertise the media center's print and digital materials. They expect the book marks to encourage students to check-out nonfiction books, to use reliable resources, and READ, READ, READ! The bookmark creation should focus on recommended non-fiction topic/s. Bookmarks that illustrate nonfiction library books must include:</p> <ul style="list-style-type: none"> ● An image of the book, ● An "I wonder" question that the book may answer 	<ul style="list-style-type: none"> ● Portfolio: S-mashing Source Spuds

Bloomfield Public Schools Curriculum Guide

	<ul style="list-style-type: none"> ● Interesting facts ● And important source location record information such as: <ul style="list-style-type: none"> ○ title, ○ author, ○ call number, ○ publication date, ○ Digital database address 	
<p>Level: 4</p>	<p>Kids Need Heroes - Author Day Presentation</p> <p>Author's leave lasting impressions that impact children as readers and writers as well as inspire teachers. Each year the school invites an author to visit the school. The search for an author visit that will provide an unforgettable experience that ripples through the school requires research from multiple reliable sources to make an informed decision. The head library media specialist of the elementary school media center has approved the author you have recommended for Author Day and has asked you to use Google Apps to create a powerpoint presentation to introduce the author and their work to the school and community.. The complete presentation will be linked to the library homepage for all to preview. The presentation must include:</p> <ul style="list-style-type: none"> ● An image of the author, ● Facts about the author, 	<ul style="list-style-type: none"> ● Portfolio: Kids Need Heroes - Author Study

Bloomfield Public Schools Curriculum Guide

	<ul style="list-style-type: none"> ● Images 3 or more of the author’s books with a one sentence summary about each book. ● A conclusion statement about why the author is important to children’s literature. ● The information presented must be supported by at least two different sources (book, website, or encyclopedia database). All organizers will be shared with the head library media specialist and your team of assistant librarians where the recommendations will be discussed and evaluated. ● Bibliography 	
<p>Level: 5</p>	<p>Wax Museum Exhibit</p> <p>The local children’s museum curator has reviewed and approved your research notes. The information you gathered will now need to be used to write a speech that the “wax model” will share with museum enthusiasts when they approach the exhibit. You are required to use Google Apps to create the speech, which must include:</p> <ul style="list-style-type: none"> ● Paraphrased notes ● An image of the person ● Bibliography 	<p>ICT Guide: Using & Citing Sources Rubric Grades 5-6</p> <p>Self Assessment Research Skills Rubric</p>

Bloomfield Public Schools Curriculum Guide

<p>Level: 6</p>	<p>The editor at the environment magazine has reviewed and approved your research notes. The information you gathered will now need to be used to publish an article for the magazine. You are required to use Google Apps to create the article, which must include:</p> <ul style="list-style-type: none"> ● Interesting Title ● Five paragraphs ● In-text citation ● Paraphrased notes ● Bibliography 	<p>ICT Guide: Using & Citing Sources Rubric Grades 5-6</p> <p>Self Assessment Research Skills Rubric ICT Guide - Writing Argument Grade 6-8</p>
<p>Informal Evidence of Student Learning and Progress: (Informal assessments that allow students/teachers to check for understanding and monitor progress, and allow students to reflect on their own learning.) (Check all that apply.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rubrics <input checked="" type="checkbox"/> Exit Cards <input type="checkbox"/> Presentations <input type="checkbox"/> Reading Assessments (Oral, etc.) <input type="checkbox"/> Pre-Assessments <input checked="" type="checkbox"/> Portfolios <input type="checkbox"/> Journals <input type="checkbox"/> Checklists <input type="checkbox"/> Peer Review <input checked="" type="checkbox"/> Informal Observations/Dialogues <input checked="" type="checkbox"/> Think A-louds <input checked="" type="checkbox"/> Examinations of Student Work <input checked="" type="checkbox"/> Self-Assessment /Reflection <input type="checkbox"/> Other 		<p>Formal Evidence of Student Learning and Progress: (Formal/graded assessments that allow teachers to check for understanding and monitor progress.) (Check all that apply.)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Rubrics <input type="checkbox"/> Exit Cards <input type="checkbox"/> Presentations <input type="checkbox"/> Written Responses <input type="checkbox"/> Essays <input type="checkbox"/> Quizzes <input type="checkbox"/> Tests <input checked="" type="checkbox"/> Research Projects <input checked="" type="checkbox"/> Portfolios <input type="checkbox"/> Journals <input type="checkbox"/> Checklists <input checked="" type="checkbox"/> Examinations of Student Work <input type="checkbox"/> Other

Bloomfield Public Schools Curriculum Guide

III. LEARNING PLAN

Suggested Activities & Resources: <i>(Suggested learning activities that will allow students to successfully complete the assessment activities described in Section II). (These should include 21st Century Skills, technology integration and, where relevant, cross-curricular references.)</i>		Strategies for Differentiation <i>(Differentiating content, process, and/or product, using variables of student readiness, interest, and learning style).</i> <i>Examples include:</i> <i><u>Readiness:</u> small-group instruction, homework options, tiered assessments, compacting, multiple-entry points</i> <i><u>Interest:</u> choices of books, homework options, explorations by interest and modes of expression (artistic, technological, written, oral, community service)</i> <i>✓ <u>Learning Style:</u> organizational options, working choice options, flexible environment, Multiple Intelligences options</i>
Level: K	<ul style="list-style-type: none"> ● Browse and find your favorite book with true facts (nonfiction) ● Take a picture with your favorite book with true facts (nonfiction) ● Draw 1 or more pictures of interesting facts you learned. ● Sort and group true books by the first digit in the call number ● Coding * 	Interest: choices of books, choice of topics, differentiated leveled texts to meet students' diverse needs and interests, explorations by interest and modes of expression, multiple ability groups Learning Style: flexible environment
Level: 1	<ul style="list-style-type: none"> ● Text Feature Treasure Hunt ● Draw a picture of a creature found in a book of true facts (nonfiction) ● Write two facts about the creature ● Write an opinion statement about the creature ● Identify and write the book Title and author of the book of true facts(nonfiction) ● Sort and group true books by the first digit in the call number ● Coding* 	Interest: choices of books, choice of topics, differentiated leveled texts to meet students' diverse needs and interests, explorations by interest and modes of expression, multiple ability groups Learning Style: flexible environment

Bloomfield Public Schools Curriculum Guide

<p>Level: 2</p>	<ul style="list-style-type: none"> ● Coding* ● Making Connections (Text-Self, Text-Text, Text-World) ● Text Feature Treasure Hunt ● Use table of content to write a short summary to describe what the book is mostly about ● Non-fiction Shelf Talker Template ● Draw an image that represents the book, ● Read the table of contents and write an “I wonder” question that the book may answer ● Read and take notes on interesting facts ● Record important source information such as: <ul style="list-style-type: none"> ○ title, ○ author, ○ call number, ○ publication date, ○ Digital database address 	<p>Interest: choices of books, choice of topics, differentiated leveled texts to meet students’ diverse needs and interests, explorations by interest and modes of expression, multiple ability groups</p> <p>Learning Style: flexible environment</p>
<p>Level: 3</p>	<ul style="list-style-type: none"> ● Coding * ● OPALS keyword search by keyword, topic, ● Search engine keyword search by topic and topic synonyms ● Electronic encyclopedia keyword search by topic synonyms ● Keyword Synonym Paint Chips or Graphic Organizer- (word cloud, popplet)* ● Website Evaluation Checklist * ● Boxes/Bullets Notetaking * ● Searching, saving, and importing images of a fiction books and an image of a fiction book author* 	<p>Interest: choices of books, choice of topics, differentiated leveled texts to meet students’ diverse needs and interests, explorations by interest and modes of expression, multiple ability groups</p> <p>Learning Style: flexible environment</p>

Bloomfield Public Schools Curriculum Guide

	<ul style="list-style-type: none"> ● Drafting/Typing a one sentence blurb that describes what the book is mostly about * ● Recording book record information and web addresses ● Citation Worksheet for Internet Source 	
<p>Level: 4</p>	<ul style="list-style-type: none"> ● Coding * ● OPALS keyword search by keyword, topic, ● Search engine keyword search by topic and topic synonyms ● Electronic encyclopedia keyword search by topic synonyms ● Keyword Synonym Paint Chips or Graphic Organizer- (word cloud, popplet)* ● Website Evaluation Checklist * ● Boxes/Bullets Notetaking * ● Searching, saving, and importing images of a fiction books and an image of a fiction book author* ● Drafting/Typing a one sentence blurb that describes what the book is mostly about * ● Recording book record information and web addresses ● Citation Worksheet for Internet Sources 	<p>Interest: choices of books, choice of topics, differentiated leveled texts to meet students' diverse needs and interests, explorations by interest and modes of expression, multiple ability groups</p> <p>Learning Style: flexible environment</p>
<p>Level: 5</p>	<ul style="list-style-type: none"> ● Paraphrase notes ● Searching, saving, and importing images ● Bibliography / Works Cited Template * ● Coding * 	<p>Interest: choices of books, choice of topics, differentiated leveled texts to meet students' diverse needs and interests, explorations by interest and modes of expression, multiple ability groups</p> <p>Learning Style: flexible environment</p>

Bloomfield Public Schools Curriculum Guide

Level: 6	<ul style="list-style-type: none">● Draft five paragraph essay● Including in-text citations template● Paraphrase notes● Bibliography / Works Cited Template *● Coding *	Interest: choices of books, choice of topics, differentiated leveled texts to meet students' diverse needs and interests, explorations by interest and modes of expression, multiple ability groups Learning Style: flexible environment
--------------------	---	---

*technology integration

Unit 3B: Ethical Use of Information Grades 7-12

Suggested Timeframe: 3 weeks

I. DESIRED RESULTS

Subject/Topic Areas: (if applicable)

Information Literacy
Digital Literacy
21st Century Skills

Critical Vocabulary (if applicable)

Acceptable Use
Citation
In-Text Citation
Works Cited
Bibliography
Copyright
Plagiarism
Intellectual Property
Quoting
Paraphrasing
Thesis
Self assessment
Fair Use
Creative Commons

21st Century Skills

(reference [21st Century/ICT Literacy Guide](#) to help identify specific skills)

Information Literacy – Gather, Evaluate, Cite and Synthesize Information & Ideas

Bloomfield Public Schools Curriculum Guide

I. DESIRED RESULTS (CONT.)

Established Goals – NJCCCS/CCSS

(These should include [21st Century Skills](#), technology integration and, where relevant, cross-curricular references.)

- 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.

CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Education Technology:

- 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.
- 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

21st Century Skills:

CRP9. Model integrity, ethical leadership and effective management.

Enduring Understandings:

Students should understand that:

Diverse perspectives should be considered while searching for information, collaborating with others, and participating as a member of the community.

It is important to respect the differing interests and experiences of others, and seek a variety of viewpoints.

Creating products that apply to authentic, real-world contexts is crucial to learning.

Essential Questions:

How can information and people with different viewpoints help me in learning new information?

How can you find sources that have different viewpoints?

How does authenticity aid in learning new information?

Why is it important to share information that you have learned?

Bloomfield Public Schools Curriculum Guide

<p>New knowledge should be shared within and beyond the learning community.</p> <p>Assessing the processes by which learning was achieved and revising research strategies is an important step in the inquiry process.</p> <p>Using information ethically is important to learn so that plagiarism and copyright violation are avoided.</p>	<p>Why is it important to assess my inquiry method?</p> <p>How do I properly give credit to sources that I used in the research process?</p> <p>When do I need to use in-text citations in my writing?</p>
<p>All Students Will Know and Be Able To: <i>(These should include 21st Century Skills, technology integration and, where relevant, cross-curricular references.)</i></p> <p>Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.</p> <p>Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions</p> <p>Demonstrate teamwork by working productively with others.</p> <p>Respect the differing interests and experiences of others and see a variety of viewpoints.</p> <p>Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.</p> <p>Understand and respect the principles of intellectual freedom, acceptable use, copyright, and fair use.</p>	

Bloomfield Public Schools Curriculum Guide

II. EVIDENCE OF STUDENT LEARNING

Recommended Formative Performance Task <small>(A Recommended Formative Performance Task is a multi-day task that presents a challenge or task that drives learning and may include several graded assessments). Sequenced activities related in this task can be found in Suggested Activities & Resources.</small>		Recommended Summative Performance Task <small>(A Recommended Summative Performance Task is a <i>timed and graded performance assessment used to measure higher levels of learning and transfer of knowledge</i>. It is generally a</small>
Level: 7	Conclude an inquiry based research process using technology to share new understandings, gain feedback on the learning process to revise strategies, and use technology responsibly and ethically to avoid plagiarism and copyright violation.	ICT Guide: Collaboration: Grades 5-12 ICT Guide: Innovation & Creativity-Student Rubric: Grades 5-12 ICT Guide: Using & Citing Sources: Grades 7-12
Level: 8	Conclude an inquiry based research process using technology to share new understandings, gain feedback on the learning process to revise strategies, and use technology responsibly and ethically to avoid plagiarism and copyright violation.	ICT Guide: Collaboration: Grades 5-12 ICT Guide: Innovation & Creativity-Student Rubric: Grades 5-12 ICT Guide: Using & Citing Sources: Grades 7-12
Level: 9	Conclude an inquiry based research process using technology to share new understandings in diverse ways, assess the learning process and product using established criteria, and use technology responsibly and ethically to avoid plagiarism and copyright violation.	ICT Guide: Collaboration: Grades 5-12 ICT Guide: Innovation & Creativity-Student Rubric: Grades 5-12 ICT Guide: Using & Citing Sources: Grades 7-12
Level: 10	Conclude an inquiry based research process using technology to share new understandings in diverse ways, assess the learning process and product using established criteria, and use technology responsibly and ethically to avoid plagiarism and copyright violation.	ICT Guide: Collaboration: Grades 5-12 ICT Guide: Innovation & Creativity-Student Rubric: Grades 5-12 ICT Guide: Using & Citing Sources: Grades 7-12
Level 11	Conclude an inquiry based research process using technology to share and contribute new understandings, self assess the learning process and product to revise strategies and gauge	ICT Guide: Collaboration: Grades 5-12 ICT Guide: Innovation & Creativity-Student Rubric: Grades 5-12 ICT Guide: Using & Citing Sources: Grades 7-12

Bloomfield Public Schools Curriculum Guide

	effectiveness, and use technology responsibly and ethically to avoid plagiarism and copyright violation.	
Level 12	Conclude an inquiry based research process using technology to share and contribute new understandings, self assess the learning process and product to revise strategies and gauge effectiveness, and use technology responsibly and ethically to avoid plagiarism and copyright violation.	ICT Guide: Collaboration: Grades 5-12 ICT Guide: Innovation & Creativity-Student Rubric: Grades 5-12 ICT Guide: Using & Citing Sources: Grades 7-12
<p>Informal Evidence of Student Learning and Progress: (Informal assessments that allow students/teachers to check for understanding and monitor progress, and allow students to reflect on their own learning.) (Check all that apply.)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Rubrics <input type="checkbox"/> Exit Cards <input type="checkbox"/> Presentations <input type="checkbox"/> Reading Assessments (Oral, etc.) <input checked="" type="checkbox"/> Pre-Assessments <input type="checkbox"/> Portfolios <input type="checkbox"/> Journals <input checked="" type="checkbox"/> Checklists <input checked="" type="checkbox"/> Peer Review <input checked="" type="checkbox"/> Informal Observations/Dialogues <input type="checkbox"/> Think A-louds <input type="checkbox"/> Examinations of Student Work <input checked="" type="checkbox"/> Self-Assessment /Reflection <input type="checkbox"/> Other 		<p>Formal Evidence of Student Learning and Progress: (Formal/graded assessments that allow teachers to check for understanding and monitor progress.) (Check all that apply.)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Rubrics <input type="checkbox"/> Exit Cards <input type="checkbox"/> Presentations <input type="checkbox"/> Written Responses <input checked="" type="checkbox"/> Essays <input type="checkbox"/> Quizzes <input type="checkbox"/> Tests <input checked="" type="checkbox"/> Research Projects <input checked="" type="checkbox"/> Portfolios <input type="checkbox"/> Journals <input type="checkbox"/> Checklists <input checked="" type="checkbox"/> Examinations of Student Work <input type="checkbox"/> Other

Bloomfield Public Schools Curriculum Guide

III. LEARNING PLAN

Suggested Activities & Resources: <i>(Suggested learning activities that will allow students to successfully complete the assessment activities described in Section II). (These should include <u>21st Century Skills</u>, technology integration and, where relevant, cross-curricular references.)</i>		Strategies for Differentiation <i>(Differentiating content, process, and/or product, using variables of student readiness, interest, and learning style).</i> <i>Examples include:</i> <u>Readiness:</u> small-group instruction, homework options, tiered assessments, compacting, multiple-entry points <u>Interest:</u> choices of books, homework options, explorations by interest and modes of expression (artistic, technological, written, oral, community service) ✓ <u>Learning Style:</u> organizational options, working choice options, flexible environment, Multiple Intelligences options
Level: 7	Acceptable Use Group Work *Google Apps (Docs, Slides, Sheets) to share and present new understandings. *Moodle or equivalent LMS Teacher Share Notes and Sources *Moodle or equivalent LMS Works Cited Peer/Group Feedback Google Form	Student choice of assessment to present new understandings, tiered assessments, working choice for peer assessment, small group instruction in using information ethically,
Level: 8	Google Apps (Docs, Slides, Sheets) to share and present new understandings. *Moodle or equivalent LMS Teacher Share Notes and Sources *Moodle or equivalent LMS Works Cited Peer/Group Feedback Google	Student choice of assessment to present new understandings, tiered assessments, working choice for peer assessment, small group instruction in using information ethically,
Level: 9	iPad Apps (iMovie, Keynote, Pages, Skitch) to share and present new understandings in diverse ways *Moodle or equivalent LMS Student Collaboration Notes and Sources. *Moodle or equivalent LMS Works Cited Peer/Group Feedback Google Form	Student choice of assessment to present new understandings, tiered assessments, working choice for group work, small group instruction in using information ethically, peer assessment of process

Bloomfield Public Schools Curriculum Guide

<p>Level: 10</p>	<p>iPad Apps (iMovie, Keynote, Pages, Skitch) to share and present new understandings in diverse ways *Moodle or equivalent LMS Student Collaboration Notes and Sources *Moodle or equivalent LMS Works Cited Peer/Group Feedback Google</p>	<p>Student choice of assessment to present new understandings, tiered assessments, working choice for group work, small group instruction in using information ethically, peer assessment of process</p>
<p>Level: 11</p>	<p>*Social Media Websites and Apps to share new understandings Acceptable Use/Social Media Guidelines Checklist *Self Assessment Online Rubric. *Annotated Bibliography of Key Sources for Topic via Moodle or equivalent LMS.</p>	<p>Student choice of assessment to present new understandings, tiered assessments, working choice for group work, small group instruction in using information ethically, peer assessment of process</p>
<p>Level: 12</p>	<p>*Social Media Websites and Apps to share new understandings *Self Assessment Online Rubric. Acceptable Use/Social Media Guidelines Checklist *Annotated Bibliography of Key Sources for Topic via Moodle or equivalent LMS.</p>	<p>Student choice of assessment to present new understandings, tiered assessments, working choice for group work, small group instruction in using information ethically, peer assessment of process</p>

Bloomfield Public Schools Curriculum Guide

Unit 4A: Reading for Personal Growth Grades K-6

Suggested Timeframe: 9 weeks

I. DESIRED RESULTS

Subject/Topic Areas: (if applicable)

Information Literacy
Digital Literacy
Library Skills
21st Century Skills

Critical Vocabulary (if applicable)

Fiction	Nonfiction	Book Cataloging System	Circulation Desk
Call Number	Cover	Book Spine	Title
Author	Illustrator	Summary	Publication Date
Copyright	Due Date	Online Library Catalog	Web Address

Technology/21st Century Skills

Using Relevant Prior Knowledge to Connect with the Text: Spontaneously and purposefully accessing relevant prior knowledge experiences (schema) and connecting it with new ideas presented before, during, and after reading the text.

INFORMATION LITERACY:

Access information efficiently (time) and effectively (sources)

Evaluate information critically and competently

Bloomfield Public Schools Curriculum Guide

Established Goals – NJCCCS/CCSS

(These should include [21st Century Skills](#), technology integration and, where relevant, cross-curricular references.)

- 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.

Education Technology:

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.

Common Core:

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently

Enduring Understandings:

Students should understand that:

Identifying own areas of interest and seeking opportunities to pursue personal and aesthetic growth aids in building knowledge and learning.

Participating in the social exchange of ideas, both electronically and in person aids in building knowledge and learning.

Resources are created for a variety of purposes.

Responsible information users practice safe and ethical behaviors in personal electronic communication and interaction.

Essential Questions:

What topics am I interested in learning more about?

What fiction genres, titles, authors, series are interesting?

How do I know a book or resource is “just right”?

How are resources created for different purposes?

Where can I find information on topics that I need to learn more about?

Bloomfield Public Schools Curriculum Guide

<p>Responsible information users recognize the limits of their own personal knowledge and how to focus their effort in personal learning.</p> <p>Responsible information users evaluate their own ability to select resources that are engaging and appropriate for personal interests and needs.</p>	<p>How do I practice safe and respectful behaviors when using electronic communication and interaction tools?</p>
<p>All Students Will Know and Be Able To: <i>(These should include 21st Century Skills, technology integration and, where relevant, cross-curricular references.)</i></p> <p>Display curiosity and pursue interests through multiple resources.</p> <p>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.</p> <p>Maintain openness to new ideas by considering divergent opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.</p> <p>Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.</p>	

I. EVIDENCE OF STUDENT LEARNING

Bloomfield Public Schools Curriculum Guide

Recommended Formative Performance Task (A Recommended Formative Performance Task is a multi-day task that presents a challenge or task that drives learning and may include several graded assessments). Sequenced activities related in this task can be found in Suggested Activities & Resources.		Recommended Summative Performance Task (A Recommended Summative Performance Task is a <i>timed and graded performance assessment used to measure higher levels of learning and transfer of knowledge</i> . It is generally a
Level: K	<p>Oh the Places You'll Go - A Trip Through the Library</p> <p>You have discovered a lot about print and digital books and resources in the library. In the last year, you have learned so much about the different kinds of genres: fairy tales, fantasy, folktales, tall tales, fables, adventure, mystery, historical-fiction, realistic-fiction, science-fiction, information, biography, and poetry. Upon your return, there will be a ceremony to celebrate your "Trip Through the Library" and to honor some of the wonderful places you traveled. You have been asked to create a souvenir from your trip. The completed souvenir will be on display in the library to inspire and motivate readers to explore the library world. The souvenir should be a genre book cube. Each side of the cube must highlight a different place you traveled through books you read, viewed, or listened to.</p>	<ul style="list-style-type: none"> ● Portfolio: Oh the Places You'll Go - A Trip Through the Library - Passport ● OPALS User Information - Student Book Check-out Record
Level: 1	<p>The Amazing Race - Library Edition - The Final Challenge</p>	<ul style="list-style-type: none"> ● Portfolio: The Amazing Race - Library Edition Log ● OPALS User Information - Student Book Check-out Record

Bloomfield Public Schools Curriculum Guide

Congratulations, you have successfully accomplished many challenges at the different destinations in your race through the library. While you have achieved and learned a lot, there is one last lap of the race you must complete! However, the head library media specialist has reported that library visitors often just check-out the same favorites and do not try anything new. The problem is growing and there is fear that “young minds are turning into mush”! Since the race has received a lot of attention, your final task will be to map out some of the most interesting stories and information from the many genres you visited during the race. Sharing experiences with fairytales, fantasy, folktales, tall tales, fables, adventure, mysteries, historical-fiction, realistic-fiction, science-fiction, information, biographies, and poetry will help to motivate family and friends to explore new places in the library that will help them grow. To help the community, you and a partner have been asked as part of your final task to create a book genre poster to illustrate at least 3 different genres that you read, viewed, or listened to during the race. You are required to include 3 different titles from 3 different genres. It has also been suggested that using technology apps like popplet or word cloud may help you to organize and show your thinking. The completed poster will be displayed in the library to highlight your achievements in this race and encourage others to grow like you in their library experiences. It may even inspire others to challenge

Bloomfield Public Schools Curriculum Guide

	<p>themselves in their own amazing race through the library! Goodluck!</p>	
<p>Level: 2</p>	<p>Library Detectives Clue readers in on your investigation! The “most wanted” shelf talker ads have been a hit! Readers have checked-out many of “most wanted” materials and motivated to read, which is great! But now there is a new problem. Readers don’t know what to hunt for next. They need your help. You need to “clue” readers in on other “scenes” (fairytales, fantasy, folktales, tall tales, fables, adventure, mysteries, historical-fiction, realistic-fiction, science-fiction, information, biographies, and poetry) you have investigated. With a partner, using book creator, create a quick guide for readers to preview as they search for “just right” books In the quick guide, you are required to include:</p> <ul style="list-style-type: none"> ● 3 different titles from 3 different genres. ● An image to match each title ● 1 sentence summary to describe what each entry is mostly about ● Important book record information <ul style="list-style-type: none"> ○ Title, ○ Author, ○ Call number 	<ul style="list-style-type: none"> ● Portfolio: Library Detectives Log ● OPALS User Information - Student Book Check-out Record ● You have returned from your investigation of the library media center and know a lot about how to find information in the library. You enjoyed the experience so much that you have decided to volunteer at the school library after school. Many friends need your help finding books for fun and school projects. One afternoon while volunteering in the library, a second grade friend asks you for two books: Do you have a fiction chapter book? and Does the library have a book with facts about ants? To help your friend, you will need to: <ul style="list-style-type: none"> ○ Write down all the important book record information including: title, author, publication date, and call number. ○ How does the fiction book record title meet your friends needs? Why is the book you chose a good choice? Explain. ○ How does the non-fiction book record meet your friends needs? Why is the book you chose a good choice. Explain.
<p>Level: 3</p>	<p>S-mashing Source Spuds - Tic-Tac-Toe Board</p> <p>The bookmarks have been a HUGE success! Readers like the</p>	<ul style="list-style-type: none"> ● Portfolio: S-mashing Source Spuds ● OPALS User Information - Student Book Check-out Record ● You have returned from your “Trip Through the Library” and know a lot

Bloomfield Public Schools Curriculum Guide

	<p>recommendations on the bookmarks and checking out books has greatly increased. But many readers still need help while browsing to locate and select materials from different genres: fairy tales, fantasy, folktales, tall tales, fables, adventure, mysteries, historical-fiction, realistic-fiction, science-fiction, information, biographies, and poetry. There is one librarian and few volunteers so students need to be motivated and more independent in their search for “just right” books. To help the library solve this problem, you have been asked to work with a partner and use Google Apps to create a tic-tac-toe game board that highlights books from different genres in the library’s collection. A digital copy of the completed game boards will uploaded to the library webpage and a printed copy will be laminated and put out in the library to help readers check-out books from different genres. Readers can use the board as a game or guide. All tic-tac-toe boards must include:</p> <ul style="list-style-type: none"> ● 9 books from 9 different genres ● Important book record information for each book: <ul style="list-style-type: none"> ○ Title, ○ Author ○ Call number 	<p>about how to find information in the library. You enjoyed the experience so much that you have decided to volunteer at the school library after school. Many friends need your help finding books for fun and school projects. One afternoon while volunteering in the library, a second grade friend asks you for two books: Do you have a fiction chapter book? and Does the library have a book with facts about ants? To help your friend, you will need to:</p> <ul style="list-style-type: none"> ○ Write down all the important book record information including: title, author, publication date, and call number. ○ How does the fiction book record title meet your friends needs? Why is the book you chose a good choice? Explain. ○ How does the non-fiction book record meet your friends needs? Why is the book you chose a good choice ? Explain.
<p>Level: 4</p>	<p>Kids Need Heroes - Book Review</p> <p>Libraries and books are windows into the world. Author’s words have helped readers to travel to places and experience things that may otherwise not be possible. There are so many great</p>	<ul style="list-style-type: none"> ● Portfolio: Kids Need Heroes ● OPALS User Information - Student Book Check-out Record

Bloomfield Public Schools Curriculum Guide

	<p>adventures in the library just waiting to be checked-out! However, the library media specialist has informed you that so many of these adventures are being missed. She has requested that you use Google Apps/Padlet App to create a book review to advertise some of the magical journeys available in the library's print collection. It is required that the book review include:</p> <ul style="list-style-type: none"> ● Book record information <ul style="list-style-type: none"> ○ Title ○ Author ● An image of the book ● 5-10 sentence book review ● Read alikes ● Hyperlink to the book record information in OPALS ● Hyperlink a book trailer (if available) <p>All completed book reviews will be shared with the library media specialist and published to the library website for Library readers to use to make "just right" book choices.</p>	
<p>Level: 5</p>	<p>Overdrive Digital Collection - Book Review</p> <p>The library is building its digital library collection! However, readers do not know what is available and so many are not using the digital library lending system. The head library media specialist would like more readers to explore the digital collection has asked you to join their team of volunteer library media specialist to assist with this project. To promote the new digital collection, you will need to use</p>	<ul style="list-style-type: none"> ● OPALS User Information - Student Book Check-out Record

Bloomfield Public Schools Curriculum Guide

	<p>Google Apps/Padlet App to create a book review to advertise some of the magical journeys available in the library's print collection. It is required that the book review include:</p> <ul style="list-style-type: none"> ● Book record information <ul style="list-style-type: none"> ○ Title ○ Author ● An image of the book ● 5-10 sentence book review ● Read alike ● Hyperlink to the book record information in OPALS ● Hyperlink a book trailer (if available) <p>All completed book reviews will be shared with the library media specialist and published to the library website for Library readers to use to make "just right" book choices.</p>	
<p>Level: 6</p>	<p>Overdrive Digital Collection - Book Poster Display</p> <p>The library is excited to introduce readers to their growing digital library collection! An e-lending library system will encourage readers to explore new materials from various genres and broaden their experiences as they browse, check-out, and read for fun and school assignments. However, since the collection is digital, it is invisible to visitors that stop-in the library, media center for browsing and learning, which is a problem because readers who aren't aware of the new digital collection are missing out. The head library media specialist would like more readers to benefit from the digital</p>	<ul style="list-style-type: none"> ● OPALS User Information - Student Book Check-out Record

Bloomfield Public Schools Curriculum Guide

	<p>library collection and increase the circulation of ebooks. As an avid reader, you have asked by the library media specialist to join their team of volunteer library assistants to help with this project. To promote the new digital collection, you will need to use Google Apps to create an 8 1/2 X 11 poster to advertise one book in the digital collection. The poster must include:</p> <ul style="list-style-type: none"> ● Book record information <ul style="list-style-type: none"> ○ Title ○ Author ● An image of the book ● 5-10 sentence book review ● Read alike ● A web address to book trailer (if available) 	
<p>Informal Evidence of Student Learning and Progress: (Informal assessments that allow students/teachers to check for understanding and monitor progress, and allow students to reflect on their own learning.) (Check all that apply.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rubrics <input checked="" type="checkbox"/> Exit Cards <input type="checkbox"/> Presentations <input type="checkbox"/> Reading Assessments (Oral, etc.) <input type="checkbox"/> Pre-Assessments <input checked="" type="checkbox"/> Portfolios <input type="checkbox"/> Journals <input type="checkbox"/> Checklists <input type="checkbox"/> Peer Review <input checked="" type="checkbox"/> Informal Observations/Dialogues <input checked="" type="checkbox"/> Think A-louds <input checked="" type="checkbox"/> Examinations of Student Work <input type="checkbox"/> Self-Assessment /Reflection <input type="checkbox"/> Other 		<p>Formal Evidence of Student Learning and Progress: (Formal/graded assessments that allow teachers to check for understanding and monitor progress.) (Check all that apply.)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Rubrics <input type="checkbox"/> Exit Cards <input type="checkbox"/> Presentations <input checked="" type="checkbox"/> Written Responses <input type="checkbox"/> Essays <input type="checkbox"/> Quizzes <input type="checkbox"/> Tests <input checked="" type="checkbox"/> Research Projects <input checked="" type="checkbox"/> Portfolios <input type="checkbox"/> Journals <input type="checkbox"/> Checklists <input checked="" type="checkbox"/> Examinations of Student Work <input type="checkbox"/> Other

Bloomfield Public Schools Curriculum Guide

II. LEARNING PLAN

Suggested Activities & Resources: <i>(Suggested learning activities that will allow students to successfully complete the assessment activities described in Section II). (These should include 21st Century Skills, technology integration and, where relevant, cross-curricular references.)</i>		Strategies for Differentiation <i>(Differentiating content, process, and/or product, using variables of student readiness, interest, and learning style).</i> <i>Examples include:</i> <i><u>Readiness</u>: small-group instruction, homework options, tiered assessments, compacting, multiple-entry points</i> <i><u>Interest</u>: choices of books, homework options, explorations by interest and modes of expression (artistic, technological, written, oral, community service)</i> <i>✓ <u>Learning Style</u>: organizational options, working choice options, flexible environment, Multiple Intelligences options</i>
Level: K	<ul style="list-style-type: none"> ● Book cube Template* ● Favorite book ribbon ● Genre sort ● QR Code Listening Center * ● Questioning/Retelling Pinwheels ● Five Finger Retell ● Coding * 	Interest: choices of books, choice of topics, differentiated leveled texts to meet students' diverse needs and interests, explorations by interest and modes of expression, multiple ability groups Learning Style: flexible environment
Level: 1	<ul style="list-style-type: none"> ● Book Commemorative Stamp ● Genre sort ● Genre Popplet * ● Genre Word Cloud* ● Searching, saving, and importing images* ● Constructing and typing sentence book summaries ● Coding * ● Personal Reading Log 	Interest: choices of books, choice of topics, differentiated leveled texts to meet students' diverse needs and interests, explorations by interest and modes of expression, multiple ability groups Learning Style: flexible environment
Level: 2	<ul style="list-style-type: none"> ● Genre Sort ● Genre Word Cloud* ● Book Creator cover page ● Book cover image searching, saving, and importing* 	Interest: choices of books, choice of topics, differentiated leveled texts to meet students' diverse needs and interests, explorations by interest and modes of expression, multiple ability groups

Bloomfield Public Schools Curriculum Guide

	<ul style="list-style-type: none"> ● Typing 1 sentence book summaries ● Book Record Note-taking Template ● Library Online Catalog Tic-Tac-Toe * ● Readers theater ● Coding * ● Personal Reading Log 	<p>Learning Style: flexible environment</p>
<p>Level: 3</p>	<ul style="list-style-type: none"> ● Searching, saving, and importing images* ● Typing sentence book summaries ● Book Record Note-taking Template ● Library Online Catalog Tic-Tac-Toe * ● Coding * ● Personal Reading Log 	<p>Interest: choices of books, choice of topics, differentiated leveled texts to meet students' diverse needs and interests, explorations by interest and modes of expression, multiple ability groups</p> <p>Learning Style: flexible environment</p>
<p>Level: 4</p>	<ul style="list-style-type: none"> ● Book Record Note-taking Template * ● Searching, saving, and importing images* ● Searching, saving, and importing book trailers* ● Drafting/Typing a 5-10 sentence book review in Google Docs* ● Using identified web sites to identify and list read alike* ● Importing images and text into Padlet* ● Creating hyperlinks* <ul style="list-style-type: none"> ○ to OPALS book record ○ To a book trailer (if available) ● Coding * ● Identifying and listing summer reading materials/sources ● Personal Reading Log 	<p>Interest: choices of books, choice of topics, differentiated leveled texts to meet students' diverse needs and interests, explorations by interest and modes of expression, multiple ability groups</p> <p>Learning Style: flexible environment</p>

Bloomfield Public Schools Curriculum Guide

<p>Level: 5</p>	<ul style="list-style-type: none"> ● Searching, saving, and importing images* ● Searching, saving, and importing book trailers* ● Drafting/Typing a 5-10 sentence book review in Google Docs* ● Using identified web sites to identify and list read alike* ● Importing images and text into Padlet* ● Creating hyperlinks* <ul style="list-style-type: none"> ○ to OPALS book record ○ To a book trailer (if available) ● OPALS Online Catalog Reader's Reviews * ● Coding * ● Identifying and listing summer reading materials/sources ● Personal Reading Log 	<p>Interest: choices of books, choice of topics, differentiated leveled texts to meet students' diverse needs and interests, explorations by interest and modes of expression, multiple ability groups</p> <p>Learning Style: flexible environment</p>
<p>Level: 6</p>	<ul style="list-style-type: none"> ● Searching, saving, and importing images* ● Drafting/Typing a 5-10 sentence book review in Google Docs* ● Using identified web sites to identify and list read alike* ● Citing book trailer web addresses* ● OPALS Online Catalog Reader's Reviews * ● Coding* ● Identifying and listing summer reading materials/sources ● Personal Reading Log 	<p>Interest: choices of books, choice of topics, differentiated leveled texts to meet students' diverse needs and interests, explorations by interest and modes of expression, multiple ability groups</p> <p>Learning Style: flexible environment</p>

Bloomfield Public Schools Curriculum Guide

*technology integration

Unit 4B: Reading for Personal Growth Grades 7-12

Suggested Timeframe: 4 weeks

I. DESIRED RESULTS

Subject/Topic Areas: (if applicable)

Information Literacy
Language Arts: Reading
21st Century Skills
Digital Literacy

Critical Vocabulary (if applicable)

OPALS online library catalog
Fiction
Nonfiction
Anthology
Periodical
Dewey Decimal
Novel
Magazine
Newspaper
eBooks
Reference

Bloomfield Public Schools Curriculum Guide

21st Century Skills

(reference [21st Century/ICT Literacy Guide](#) to help identify specific skills)

DESIRED RESULTS (CONT.)

Established Goals – NJCCCS/CCSS

(These should include [21st Century Skills](#), technology integration and, where relevant, cross-curricular references.)

- 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.

Education Technology:

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.

Common Core: Range of Reading and Level of Text

Complexity:CCSS.ELA-LITERACY.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

Enduring Understandings:

Students should understand that:

Participation in the social exchange of ideas, both electronically and in person is important in the 21st century.

Resources are created for a variety of purposes.

Essential Questions:

What etiquette should I follow in sharing information electronically?

How do I determine what resource is appropriate for my information need?

Bloomfield Public Schools Curriculum Guide

Seeking opportunities for pursuing personal and aesthetic growth is an important in lifelong learning.	Why is it important to continue seeking information and opportunities for lifelong learning?
Safe and ethical behaviors in personal electronic communication and interaction must be practiced.	What are some guidelines for safe and ethical use of electronic communication?

All Students Will Know and Be Able To:

(These should include [21st Century Skills](#), technology integration and, where relevant, cross-curricular references.)

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.

Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.

Display curiosity by pursuing interests through multiple resources.

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.

Exhibit leadership for digital citizenship.

Demonstrate personal responsibility for lifelong learning.

Bloomfield Public Schools Curriculum Guide

I. EVIDENCE OF STUDENT LEARNING

Recommended Formative Performance Task (A Recommended Formative Performance Task is a multi-day task that presents a challenge or task that drives learning and may include several graded assessments). Sequenced activities related in this task can be found in Suggested Activities & Resources.		Recommended Summative Performance Task (A Recommended Summative Performance Task is a <i>timed and graded performance assessment used to measure higher levels of learning and transfer of knowledge</i> . It is generally a
Level: 7	Satisfy personal information needs using new as well as familiar resources in a range of formats, read voluntarily for pleasure and independently explore various genres, and use digital and social tools to share information and communicate with others.	Reading Interest Reflection Log Digital/Social Tools Self Assessment
Level: 8	Satisfy personal information needs using new as well as familiar resources in a range of formats, read voluntarily for pleasure and independently explore various genres, and use digital and social tools to share information and communicate with others.	Reading Interest Reflection Log Digital/Social Tools Self Assessment
Level: 9	Satisfy personal information needs using a range of information sources; demonstrate evidence of seeking different views and opinions on these topics, read voluntarily for pleasure in a range of genres and consult outside resources, and select digital and social tools to share information and communicate with others.	Reading Interest Reflection Log Digital/Social Tools Self Assessment
Level: 10	Satisfy personal information needs using a range of information sources; demonstrate evidence of seeking different views and opinions on these topics, read voluntarily for pleasure in a range of	Reading Interest Reflection Log Digital/Social Tools Self Assessment

Bloomfield Public Schools Curriculum Guide

	genres and consult outside resources, and select digital and social tools to share information and communicate with others.	
Level 11	Satisfy personal information needs using a range of information sources; demonstrate evidence of seeking different views and opinions on these topics, read voluntarily for pleasure in a range of genres and consult outside resources, and select digital and social tools to share information and communicate with others	Reading Interest Reflection Log Digital/Social Tools Self Assessment
Level 12	Satisfy personal information needs using a range of information sources; demonstrate evidence of seeking different views and opinions on these topics, read voluntarily for pleasure in a range of genres and consult outside resources, and select digital and social tools to share information and communicate with others.	Reading Interest Reflection Log Digital/Social Tools Self Assessment
<p>Informal Evidence of Student Learning and Progress: (Informal assessments that allow students/teachers to check for understanding and monitor progress, and allow students to reflect on their own learning.) (Check all that apply.)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Rubrics <input type="checkbox"/> Exit Cards <input type="checkbox"/> Presentations <input type="checkbox"/> Reading Assessments (Oral, etc.) <input type="checkbox"/> Pre-Assessments <input type="checkbox"/> Portfolios <input type="checkbox"/> Journals <input checked="" type="checkbox"/> Checklists <input type="checkbox"/> Peer Review <input checked="" type="checkbox"/> Informal Observations/Dialogues <input type="checkbox"/> Think A-louds <input type="checkbox"/> Examinations of Student Work <input checked="" type="checkbox"/> Self-Assessment /Reflection <input type="checkbox"/> Other 		<p>Formal Evidence of Student Learning and Progress: (Formal/graded assessments that allow teachers to check for understanding and monitor progress.) (Check all that apply.)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Rubrics <input type="checkbox"/> Exit Cards <input type="checkbox"/> Presentations <input type="checkbox"/> Written Responses <input type="checkbox"/> Essays <input type="checkbox"/> Quizzes <input type="checkbox"/> Tests <input checked="" type="checkbox"/> Research Projects <input checked="" type="checkbox"/> Portfolios <input type="checkbox"/> Journals <input type="checkbox"/> Checklists <input type="checkbox"/> Examinations of Student Work <input type="checkbox"/> Other

Bloomfield Public Schools Curriculum Guide

II. LEARNING PLAN

Suggested Activities & Resources: <i>(Suggested learning activities that will allow students to successfully complete the assessment activities described in Section II). (These should include 21st Century Skills, technology integration and, where relevant, cross-curricular references.)</i>		Strategies for Differentiation <i>(Differentiating content, process, and/or product, using variables of student readiness, interest, and learning style).</i> <i>Examples include:</i> <u>Readiness:</u> small-group instruction, homework options, tiered assessments, compacting, multiple-entry points <u>Interest:</u> choices of books, homework options, explorations by interest and modes of expression (artistic, technological, written, oral, community service) ✓ <u>Learning Style:</u> organizational options, working choice options, flexible environment, Multiple Intelligences options
Level: 7	*OPALS Online Catalog Reader's Reviews Acceptable Use Group Activity *EBSCO Novelist Reader Recommendation	Choice of books reading circles and library checkouts.
Level: 8	*OPALS Online Catalog Reader's Reviews Acceptable Use checklist *EBSCO Novelist Reader Recommendation	Choice of books reading circles and library checkouts.
Level: 9	*Authors/Genre Personal Log *EBSCO Novelist Reader Recommendation Digital/Social Footprint Check list	Choice of books reading circles and library checkouts.
Level: 10	*Authors/Genre Personal Log *EBSCO Novelist Reader Recommendation Digital/Social Footprint Check list	Choice of books reading circles and library checkouts.

Bloomfield Public Schools Curriculum Guide

Level 11	*Authors/Genre Personal Log Goodreads Book Review Share Digital/Social Footprint Check list	Choice of books reading circles and library checkouts.
Level 12	Goodreads Book Review Share Digital/Social Footprint Check list Authors/Genre Personal Log	Choice of books reading circles and library checkouts.

*technology integration