Mendham Township Schools
Media Literacy
Curriculum

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Curriculum Evaluation
Media Center – Strand #1 Information Retrieval

Stage 1-Desired Results
Students will locate and retrieve information from resources, equipment and other technologies effectively and efficiently.

Goals

- Define the need for personal or curricular information.
- Form questions based on identified information needs.
- Use a wide range of information sources.
- Apply information-seeking strategies.
- Acquire information from varied sources through reading, listening and viewing.

Understandings	Essential Questions
Information needs must be identified and specified in order to locate appropriate information. A variety of information seeking strategies should be employed when researching.	Why and how do I use the library? How do I identify and formulate a research question? Where will I find the best sources of information to answer my question?

Knowledge	Skills
Students will know… • how materials in the media center collection are organized and will have a general understanding of the Dewey Decimal classification system. • how to locate and access school databases. • the protocol for locating and borrowing materials from the school media center collection.	Students will be able to… • use OPAC to locate and identify print materials from the Media Center collection. • identify Media Center floor plan and cataloging formats to access fiction, non-fiction and reference materials. • utilize databases and internet to locate materials on a specific subject. • independently access appropriate materials for personal and academic purposes.

Connection to 2014 New Jersey Core Curriculum Content Standards:

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

8.1.P.A.5   Demonstrate the ability to access and use resources on a computing device.

8.1.5.A.1   Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.8.A.5   Create a database query, sort and create a report and describe the process, and explain the report results.
8.1.2.D.1   Develop an understanding of ownership of print and nonprint information.
8.1.5.E.1   Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
8.1.8.E.1   Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Connection to Common Core State Standards for English Language Arts:

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.7
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Connection to National Standards: *Information Literacy Standards for Student Learning* (AASL and AECT, c1998)

Standard 1: The student who is information literate accesses information efficiently and effectively.

- Recognizes the need for information.
- Recognizes that accurate and comprehensive information is the basis for intelligent decision making.
- Formulates questions based on information needs.
- Identifies a variety of potential sources of information.
- Develops and uses successful strategies for locating information.

New Jersey Core Curriculum Content Standards 21st Century Life and Careers:
Standard 9.1 PERSONAL FINANCIAL LITERACY

Standard 9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION

Standard 9.3 CAREER AND TECHNICAL EDUCATION

Stage 2-Assessment Evidence	
Performance Tasks:	Other Evidence:
• Student will utilize the library circulation system to check out materials from the library collection. • Student will locate materials from the fiction, non-fiction and reference sections of the library. • Student will access all databases, using appropriate usernames and passwords.	

Stage 3- Learning Plan
Learning Activities
Introduction and review of Dewey Decimal System, databases, print resources
Differentiation
Differentiation will include peer scaffolding, cooperative group structure model, pairing students and providing tip sheets and rubrics for student projects.
Subject Integration
Information literacy is a necessary skill that all students must master in order to survive in an information dependent world and are collaboratively integrated within all subject areas.
Technology Integration
Use of electronic resources including databases, internet, online catalog and computer based circulation and checkout system.
Resources
OPAC, library collection, circulation system, computers with internet access
21st Century Life & Careers
9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings. Research various careers/jobs using non-fiction books and reference section. 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

Curriculum Evaluation
Media Center – Strand #2 Evaluation of Information

Stage 1-Desired Results
Stage 1-Desired Results **Students will review, evaluate and select appropriate media to satisfy an identified informational need.**

Goals
• Develop criteria for the evaluation of information sources. • Determine accuracy, relevance and comprehensiveness. • Distinguish among fact, point of view and opinion. • Identify inaccurate and misleading information. • Select information appropriate to the identified problem. • Assess the quality of the process and products of personal information seeking.

Understandings	Essential Questions
Not all web sites are accurate and trustworthy, locating a web site through Google or another search engine does not indicate accuracy or relevance.	What criteria should I use to evaluate an information source? Is the information I have retrieved appropriate to answer my question?

Knowledge (Declarative)	Skills (Procedural)
Students will know… • the difference between fact and opinion. • the difference between primary and secondary source materials. • the definition of bias as found in the presentation of information.	Students will be able to… • compare media formats and select the most appropriate for a specific purpose. • identify and evaluate the content of print and online materials in order to select and organize the most appropriate information to solve a research problem. • broaden or narrow the scope of a reference search by independently reviewing, selecting and evaluating materials necessary for the successful completion of a reference search. • select and evaluate appropriate materials to meet an identified need. • differentiate between primary and secondary source material.

Connection to 2014 New Jersey Core Curriculum Content Standards:
8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.8.A.5	Create a database query, sort and create a report and describe the process, and explain the report results.
8.1.5.D.1	Understand the need for and use of copyrights.
8.1.5.D.2	Analyze the resource citations in online materials for proper use.
8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
8.1.8.D.4	Assess the credibility and accuracy of digital content.
8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Connection to Common Core State Standards for English Language Arts:
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.7
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Connection to National Standards: *Information Literacy Standards for Student Learning*
(AASL and AECT, c1998)

Standard 2: The student who is information literate evaluates information critically and competently.

- Determines accuracy, relevance, and comprehensiveness.
- Distinguishes among fact, point of view, and opinion.
- Identifies inaccurate and misleading information.
- Selects information appropriate to the problem or question at hand.

Standard 6: The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

- Assess the quality of the process and products of personal information seeking.
- Devise strategies for revising, improving and updating self-generated knowledge.

New Jersey Core Curriculum Content Standards 21st Century Life and Careers:

Standard 9.1 PERSONAL FINANCIAL LITERACY

Standard 9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION

Standard 9.3 CAREER AND TECHNICAL EDUCATION

Stage 2-Assessment Evidence	
Performance Tasks:	**Other Evidence:**
• Student will identify criteria for evaluating websites and digital information. • Student will apply evaluation techniques in order to select web sites and sources of information that are the most accurate and appropriate for their needs. • Student will distinguish between primary and secondary source information.	

Stage 3- Learning Plan

Learning Activities to include:
website evaluation, self selection of library materials and individual and group research projects.

Differentiation
will include peer scaffolding, cooperative group structure model, pairing students and providing tip sheets and rubrics for student projects.

Subject Integration
Information literacy is a necessary skill that all students must master in order to survive in an information dependent world and are collaboratively integrated within all subject areas.

Technology Integration
includes use of electronic resources including databases, internet, online catalog and computer based circulation and checkout system.

Resources
OPAC, library collection, circulation system, computers with internet access

21st Century Life & Careers
9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions. 9.1.4.E.2 Apply comparison shopping skills to purchasing decisions. 9.1.8.E.3 Compare and contrast product facts versus advertising claims.

Curriculum Evaluation
Media Center – Strand # 3
Organization and Presentation of Information

<table>
<tr><td colspan="2">Stage 1-Desired Results –
Students will effectively organize and present information.</td></tr>
<tr><td colspan="2">Goals</td></tr>
<tr><td colspan="2">

Identify the need for graphic organizers to organize information.
Organize information for practical application.
Produce and communicate information and ideas in appropriate formats.
Share knowledge and information with others.

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<tr><td>Understandings</td><td>Essential Questions</td></tr>
<tr><td>
Students will understand that plagiarism is the intentional or unintentional use of somebody else's words or ideas.

Students will understand that they must document all sources consulted in the research process and credit any idea or imagine to the creator.

Students will understand that communicating on the internet comes with inherent risks and responsibilities.
</td><td>
How can I research and gather information ethically to avoid plagiarism?

How can I organize and present the information I have gathered so that it is effectively, efficiently and safely communicated?
</td></tr>
<tr><td>Knowledge</td><td>Skills</td></tr>
<tr><td>
Students will know…

that information sources must be accurately cited using an established and accepted format.
how to format citations for a given assignment.
the basic principles of intellectual property and copyright guidelines.

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Students will be able to…

utilize graphic organizers to record and organize information on a specific subject.
identify and record in an appropriate format, materials used for a specified research task.
utilize software programs to create source cards and note cards for specific research project.
plan, design and produce print and/or non-print media product to be used to assess understanding of a specified reference search.

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Connection to 2014 New Jersey Core Curriculum Content Standards:

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

8.1.5.D.1   Understand the need for and use of copyrights.
8.1.5.D.2   Analyze the resource citations in online materials for proper use.
8.1.5.D.3   Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
8.1.5.D.4   Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
8.1.8.D.1   Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
8.1.8.D.2   Demonstrate the application of appropriate citations to digital content.
8.1.8.D.3   Demonstrate an understanding of fair use and Creative Commons to intellectual property.
8.1.8.D.4   Assess the credibility and accuracy of digital content.
8.1.8.D.5   Understand appropriate uses for social media and the negative consequences of misuse.
8.1.5.E.1   Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
8.1.8.E.1   Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

8.1.5.A.1   Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Connection to Common Core State Standards for English Language Arts:
CCSS.ELA-LITERACY.CCRA.W.6
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CCSS.ELA-LITERACY.CCRA.SL.5
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Connection to National Standards: *Information Literacy Standards for Student Learning* (AASL and AECT, c 1998)

Standard 1: The student who is information literate accesses information efficiently and effectively.

- Recognizes the need for information.
- Recognizes that accurate and comprehensive information is the basis for intelligent decision making.
- Formulates questions based on information needs.
- Identifies a variety of potential sources of information. Develops and uses successful strategies for locating information.

New Jersey Core Curriculum Content Standards 21st Century Life and Careers:

Standard 9.1 PERSONAL FINANCIAL LITERACY

Standard 9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION

Standard 9.3 CAREER AND TECHNICAL EDUCATION

Stage 2-Assessment Evidence	
Performance Tasks	Other Evidence
• Student will create a MLA formatted Bibliography using citation generating software. • Student will complete an informal research project and practice research skills, including evaluation of sources, paraphrasing and summarizing relevant information, and citation of sources used. • Student will organize and display information on charts, maps, and graphs.	

Stage 3- Learning Plan

Learning Activities
Introduction and review of citation generating software, graphic organizers, note-taking skills and presentation of information.

Differentiation
Differentiation will include peer scaffolding, cooperative group structure model, pairing students and providing tip sheets and rubrics for student projects.

Subject Integration
Information literacy is a necessary skill that all students must master in order to survive in an information dependent world and are collaboratively integrated within all subject areas.

Technology Integration
Use of electronic resources including databases, internet, online catalog and computer based circulation and checkout system.

Resources
OPAC, library collection, circulation system, computers with internet access, graphic organizers, subscription note taking and citation generating software such as NoodleTools.

21st Century Life & Careers
9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice. 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. 9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living. 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Curriculum Evaluation
Media Center – Strand #4 Literature Appreciation

Stage 1-Desired Results **Literature Appreciation**

Goals
• Recognize authors, illustrators, publishers, and producers of literature as reflectors of the human experience. • Recognize that literature reflects, examines, and influences the human experience. • Develop time to read a variety of materials on a regular basis. • Select from a variety of literary forms, genres and themes. • Seek information related to various dimensions of personal well-being, such as career interests, community involvement, health matters, and recreational pursuits. • Obtain books and media for personal use. • Use library media centers, public, and other libraries regularly for reading materials. • Share and promote books and media as sources of information and recreation.

Understandings	Essential Questions
Each literary genre employs different conventions that distinguish it from other literary works. Works of literature and informational text can be presented in a variety of different formats.	Why is it important to read different authors and genres? How do I find books related to my personal interests and the curriculum? How does reading expand understanding of the world, its people and oneself?

Knowledge	Skills
Students will know… • the main characteristics of various genres. • How to search the OPAC to find information on library collection in regards to genre,	Students will be able to… • identify characteristics of a variety of literature genres. • interpret a specified piece of literature and identify how that work reflects and influences the human experience. • demonstrate knowledge of literary forms, genres, themes and subjects through the selection of a wide variety of fiction and non-fiction works. • evaluate a variety of literature to meet informational and recreational needs.

Connection to 2014 New Jersey Core Curriculum Content Standards:

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

8.1.5.A.1   Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.P.A.5   Demonstrate the ability to access and use resources on a computing device.

8.1.2.D.1   Develop an understanding of ownership of print and nonprint information.

8.1.5.E.1   Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.1.8.E.1   Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Connection to Common Core State Standards for English Language Arts:
CCSS.ELA-LITERACY.CCRA.W.6
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CCSS.ELA-LITERACY.CCRA.SL.5
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Connection to National Standards: *Information Literacy Standards for Student Learning* (AASL and AECT, c 1998)

Standard 4: The student who is an independent learner is information literate and pursues information.

- Seeks information related to various dimensions of personal well-being,
- such as career interests, community involvement, health matters, and recreational pursuits.

Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

- Is a competent and self-motivated reader.
- Derives meaning from information presented creatively in a variety of formats.

New Jersey Core Curriculum Content Standards 21st Century Life and Careers:

Standard 9.1 PERSONAL FINANCIAL LITERACY

Standard 9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION

Standard 9.3 CAREER AND TECHNICAL EDUCATION

Mandates- none

Stage 2-Assessment Evidence	
Performance Tasks	Other Evidence
• Students will explore examples of authors and/or books which exemplify a variety of genres. • Students will select books from the media center collection that reflect their personal interests and preferences.	

Stage 3- Learning Plan

Learning Activities
Book talks, literature reviews, author and genre studies.

Differentiation
Differentiation will include peer scaffolding, cooperative group structure model, pairing students and providing tip sheets and rubrics for student projects.

Subject Integration
Information literacy is a necessary skill that all students must master in order to survive in an information dependent world and are collaboratively integrated within all subject areas.

Technology Integration
Technology Integration includes use of electronic resources including databases, internet, online catalog and computer based circulation and checkout system.

Resources
OPAC, library collection, circulation system, computers with internet access

21st Century Life & Careers
9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
9.1.8.E.1 Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.
9.1.8.E.3 Compare and contrast product facts versus advertising claims.
9.1.8.E.6 Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.

Scope and Sequence

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Information Retrieval • utilize ES library floor plan to locate materials. • identify that there are rules and procedures for borrowing books from the school library.	**Information Retrieval** • locate materials using ABC order.	**Information Retrieval** • utilize OPAC to locate materials. • utilize call letters and numbers to locate books.	**Information Retrieval** • utilize OPAC search strategies to locate materials.	**Information Retrieval** • independently select materials in the ES collection to meet academic and personal needs.
Evaluation of Information • distinguish between fact and fiction	**Evaluation of Information** • differentiate between fiction and nonfiction materials.	**Evaluation of Information** • identify whether fiction or nonfiction resources are appropriate for a given task.	**Evaluation of Information** • identify characteristics of a variety of ready reference resources and select the most appropriate resource for a given task.	**Evaluation of Information** • select the most appropriate materials from ES collection to solve an identified problem.
Organization and Presentation of Information • identify basic parts of a picture book.	**Organization and Presentation of Information** • identify maps and globes as information sources.	**Organization and Presentation of Information** • locate information in dictionaries using ABC order.	**Organization and Presentation of Information** • utilize index, table of contents and glossary in reference materials to access specific information	**Organization and Presentation of Information** • understand basic copyright guidelines.
Literature Appreciation • identify reading and listening to stories as a source of pleasure. • identify basic story elements.	**Literature Appreciation** • identify the difference between fiction and nonfiction reading.	**Literature Appreciation** • identify character, plot and setting and make predictions about a story.	**Literature Appreciation** • identify different fiction genres.	**Literature Appreciation** • identify the role literature has in promoting cultural diversity and respect.

Grade 5	Grade 6	Grade 7	Grade 8
Information retrieval • use OPAC to locate and identify print materials from the Media Center collection.	**Information retrieval** • identify Media Center floor plan and cataloging formats to access fiction, non-fiction and reference materials.	**Information retrieval** • utilize databases and internet to locate materials on a specific subject.	**Information retrieval** • independently access appropriate materials for personal and academic purposes.
Evaluation of Information • compare media formats and select the most appropriate for a specific purpose.	**Evaluation of Information** • identify and evaluate the content of print and online materials in order to select and organize the most appropriate information to solve a research problem.	**Evaluation of Information** • broaden or narrow the scope of a reference search by independently reviewing, selecting and evaluating materials necessary for the successful completion of a reference search.	**Evaluation of Information** • select and evaluate appropriate materials to meet an identified need. • differentiate between primary and secondary source material.
Organization and Presentation of Information • utilize graphic organizers to record and organize information on a specific subject.	**Organization and Presentation of Information** • identify and record in an appropriate format, materials used for a specified research task.	**Organization and Presentation of Information** • utilize software program to create source cards and note cards for specific research project.	**Organization and Presentation of Information** • plan, design and produce pint and/or non-print media product to be used to assess understanding of a specified reference search. •
Literature Appreciation • identify characteristics of a variety of literature genres.	**Literature Appreciation** • interpret a specified piece of literature and identify how that work reflects and influences the human experience.	**Literature Appreciation** • demonstrate knowledge of literary forms, genres, themes and subjects through the selection of a wide variety of fiction and non-fiction works.	**Literature Appreciation** • evaluate a variety of literature to meet informational and recreational needs.

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

Mission: *21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.*

Vision: To integrate 21st Century life and career skills across the K-12 curriculum and in Career and Technical Education (CTE) programs to foster a population that:

• Continually self-reflects and seeks to improve the essential life and career practices that lead to success.

• Uses effective communication and collaboration skills and resources to interact with a global society.

• Is financially literate and financially responsible at home and in the broader community.

• Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.

• Seeks to attain skill and content mastery to achieve success in a chosen career path.

The Standards: Standard 9 is composed of the Career Ready Practices and Standard 9.1, 9.2, and 9.3 which are outlined below:

• **The 12 Career Ready Practices** These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

• **9.1 Personal Financial Literacy** This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

• **9.2 Career Awareness, Exploration, and Preparation** This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

• **9.3 Career and Technical Education** This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

For students to be college and career ready they must have opportunities to understand career concepts and financial literacy. This includes helping students make informed decisions about their future personal, educational, work, and financial goals. By integrating Standard 9 into instruction, New Jersey students will acquire the necessary academic and life skills to not only achieve individual success but also to contribute to the success of our society.

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