

Pine Hill Public Schools Curriculum

Content Area:		Media Center	
Course Title/ Grade Level:		Grade 6	
Unit 1:	Orientation/Accessing Information	Month(s)	September-October 6 weeks
Unit 2:	Evaluating Information/Identifying Relevance in Literature/Informational Texts	Month(s)	November-January 10 weeks
Unit 3:	Formulate Research Questions/Use Information Ethically and Appropriately	Month(s)	February-March 8 weeks
Unit 4:	Display an Appreciation for Literature	Month(s)	April-May 6 weeks
Board Approval Date:		August 28, 2012	

Pine Hill Public Schools Media Center Curriculum	
Unit Title:	Orientation/Accessing Information Unit: 1
Course or Grade Level:	Grade 6 Library Length of Time: 6 weeks
Pacing	September-October
Essential Questions	<ul style="list-style-type: none"> • How can you access information in the library and off site? • How can you find books in the library? • What do you need to take into consideration when choosing a book to read? • Why should you use library resources when finding information for school?
Content	<ul style="list-style-type: none"> • Vocabulary • Structure of Informational/Literary Texts • Reading for a variety of purposes
Skills	<ul style="list-style-type: none"> • Identify the various sub sections of the library (fiction, non fiction, reference) • Identify online resources available in the library (databases, eBooks, reputable sources) • Accessing relevant/credible sources • Identify the structure of an informational text • Identify the structure of a fictional text • Distinguish between informational and literary texts • Utilize the library catalog to find materials in the library that will be used for research and AR reading purposes • Research an assigned topic for an ELA class • Find relevant sources using library resources such as databases through an ELA class
Assessments	<ul style="list-style-type: none"> • Pre-assessment of library skills • Library training (scavenger hunt) • Library catalog lesson • Distinguishing between informational and literary texts
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Nonlinguistic representation of key concepts • Note-taking organizers • Direct instruction • Small group instruction • Multi-sensory approach • Cooperative learning • Mnemonic devices • Smart board activities
Inter-disciplinary Connections	<ul style="list-style-type: none"> • ELA and Social Studies; reading and research • Science, Health, Math; research and identifying credibility
Lesson resources / Activities	<ul style="list-style-type: none"> • Various informational texts • Various literary texts
Standards	
Grade: Six	
Strand: American School Library Association Standards	
Category:	#. Standard: 1.1.1; 1.1.3; 1.1.8; 1.1.7, 1.2.3; 1.2.4; 1.2.6
Inquire, think critically, and gain knowledge	

Career and College Readiness Anchor Standards:	
Reading, Writing, Speaking and Listening	
21st century Themes	
Global Awareness	
21st century Skills	
Media Literacy, Critical Thinking and Problem Solving, Information Literacy, Communication and Collaboration, Creativity and Innovation	

Pine Hill Public Schools Media Center Curriculum	
Unit Title: Evaluating Information/Identifying Relevance in Literature/Informational Texts	Unit: 2
Course or Grade Level: Grade 6 Library	Length of Time: 10 weeks
Pacing	November-January
Essential Questions	<ul style="list-style-type: none"> • What makes a text relevant? • How can you identify whether information is useful to you and to others? • How can you identify whether the information you are finding is credible? • Why do you need to use credible sources when researching and reading?
Content	<ul style="list-style-type: none"> • Vocabulary • Structure of Informational/Literary Texts • Reading for a variety of purposes
Skills	<ul style="list-style-type: none"> • Identify the qualities that make up a relevant text • Identify whether information is credible • Be able to find credible, relevant texts • Be able to evaluate a text’s usefulness for the purpose of an assignment
Assessments	<ul style="list-style-type: none"> • Credibility checklist • Search terms practice • Mini-research project • Evaluation rubric
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Nonlinguistic representation of key concepts • Note-taking organizers • Direct instruction • Small group instruction • Multi-sensory approach • Cooperative learning • Mnemonic devices • Smart board activities
Inter-disciplinary Connections	<ul style="list-style-type: none"> • ELA and Social Studies; reading and research • Science, Health, Math; research and identifying credibility
Lesson resources / Activities	<ul style="list-style-type: none"> • Various informational texts • Various literary texts
Standards	
Grade: Six	
Strand: American School Library Association Standards	
Category: Inquire, think critically, and gain knowledge	#. Standard:1.1.4; 1.1.5; 1.1.6; 1.2.5; 1.2.7; 1.4.1; 1.4.2; 1.4.3; 1.4.4
Career and College Readiness Anchor Standards:	
Reading, Writing, Speaking and Listening	
21st century Themes	

Global Awareness

21st century Skills

Media Literacy, Critical Thinking and Problem Solving, Information Literacy, Communication and Collaboration, Creativity and Innovation

Pine Hill Public Schools Media Center Curriculum	
Unit Title: Formulate research questions/use information ethically and appropriately	Unit: 3
Course or Grade Level: Grade 6 Library	Length of Time: 8 weeks
Pacing	February-March
Essential Questions	<ul style="list-style-type: none"> • What questions do you need to ask when searching for information? • How can you identify which search terms will be the most effective for your research? • Why should you practice internet safety when using online resources? • How can you avoid plagiarism and follow copyright laws?
Content	<ul style="list-style-type: none"> • Vocabulary • Structure of Informational/Literary Texts • Reading for a variety of purposes
Skills	<ul style="list-style-type: none"> • Formulate research questions • Identify and use search terms using a variety of methods • Formulate a works cited page using an online citation maker • Express the importance of following copyright laws • Find answers to research questions using relevant sources
Assessments	<ul style="list-style-type: none"> • Search terms activity (webbing, Boolean searching, truncation, footnote chasing) • Creating a research question lesson • Lesson on creating citations (formative and summative assessments through research project) • Copyright lesson
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Nonlinguistic representation of key concepts • Note-taking organizers • Direct instruction • Small group instruction • Multi-sensory approach • Cooperative learning • Mnemonic devices • Smart board activities
Inter-disciplinary Connections	<ul style="list-style-type: none"> • ELA and Social Studies; reading and research • Science, Health, Math; research and identifying credibility
Lesson resources / Activities	<ul style="list-style-type: none"> • Various informational texts • Various literary texts
Standards	
Grade: Six	
Strand: American School Library Association Standards	
Category: Inquire, think critically, and gain knowledge Draw conclusions, make informed decisions, apply knowledge	#. Standard: 1.3.3; 1.3.5; 1.4.1; 2.1.1; 2.1.2; 2.1.4; 2.2.1; 2.2.3; 2.4.1; 2.4.3
Career and College Readiness Anchor Standards:	

Reading, Writing, Speaking and Listening

21st century Themes

Global Awareness

21st century Skills

Media Literacy, Critical Thinking and Problem Solving, Information Literacy, Communication and Collaboration, Creativity and Innovation

Pine Hill Public Schools Media Center Curriculum	
Unit Title: Display an Appreciation for Literature	Unit: 4
Course or Grade Level: Grade 6 Library	Length of Time: 6 weeks
Pacing	April-May
Essential Questions	<ul style="list-style-type: none"> • Why is it important to read every day? • How can reading make you a better individual? • What can literature do to help you do well in all areas of life?
Content	<ul style="list-style-type: none"> • Vocabulary • Structure of Informational/Literary Texts • Reading for a variety of purposes
Skills	<ul style="list-style-type: none"> • Self-assess on
Assessments	<ul style="list-style-type: none"> • Reading logs • Journaling on K-W-L with reading strategies • Student-created Posters, videos, presentations • Literary Circles through ELA classes
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Nonlinguistic representation of key concepts • Note-taking organizers • Direct instruction • Small group instruction • Multi-sensory approach • Cooperative learning • Mnemonic devices • Smart board activities
Inter-disciplinary Connections	<ul style="list-style-type: none"> • ELA and Social Studies; reading and research • Science, Health, Math; research and identifying credibility
Lesson resources / Activities	<ul style="list-style-type: none"> • Various informational texts • Various literary texts
Standards	
Grade: Six	
Strand: American School Library Association Standards	
Category:	#. Standard: 4.1.1; 4.1.2; 4.1.4; 4.1.5; 4.1.8; 4.2.2; 4.3.1; 4.3.2; 4.4.1; 4.4.3
Pursue personal and aesthetic growth	
Career and College Readiness Anchor Standards:	
Reading, Writing, Speaking and Listening	
21st century Themes	
Global Awareness	
21st century Skills	

Media Literacy, Critical Thinking and Problem Solving, Information Literacy, Communication and Collaboration, Creativity and Innovation

Revised: September 17, 2014

Pine Hill Public Schools Curriculum

Content Area:		Media Center	
Course Title/ Grade Level:		Grade 7	
Unit 1:	Using “Big 6” Research Skills to Successfully Meet the Requirements of a Research Project	Month(s)	November-January 16 weeks
Unit 2:	Exchanging research skills with peers to obtain new knowledge	Month(s)	February-March 8 weeks
Unit 3:	Providing and Sharing Information Through Portfolios and Presentation	Month(s)	April-May 8 weeks
Board Approval Date:		August 28, 2012	

Pine Hill Public Schools Media Center Curriculum	
Unit Title: Using Big 6 Research Skills to Successfully Meet the Requirements of a Research Project	Unit: 1
Course or Grade Level: Grade 7 Library	Length of Time: 10 weeks
Pacing	September-January
Essential Questions	<ul style="list-style-type: none"> • What are the Big 6 research skills? • How will the Big 6 help you succeed at a research project? • What Big 6 skills have you been using already? What do you need more information about?
Content	<ul style="list-style-type: none"> • Vocabulary • Structure of Informational/Literary Texts • Reading for a variety of purposes
Skills	<ul style="list-style-type: none"> • Identify and use the elements of the Big 6 Research Skills (Task Definition, Information Seeking Strategies, Location and Access, Use of Information, Synthesis, Evaluation) • Self-evaluate on learning of Big 6 skill set • Monitor own progress on completion of research project • Continue to utilize 6th grade research skills
Assessments	<ul style="list-style-type: none"> • Self-evaluation rubric • Research proposal • Portfolio • Checklist • Final draft • Final project
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Nonlinguistic representation of key concepts • Note-taking organizers • Direct instruction • Small group instruction • Multi-sensory approach • Cooperative learning • Mnemonic devices • Smart board activities
Inter-disciplinary Connections	<ul style="list-style-type: none"> • ELA and Social Studies; reading and research • Science, Health, Math; research and identifying credibility
Lesson resources / Activities	<ul style="list-style-type: none"> • Various informational texts • Various literary texts
Standards	
Grade: Seven	
Strand: American School Library Association Standards	
Category: Inquire, think critically, and gain knowledge Draw conclusions, make informed decisions, apply knowledge to new situations, and create new	#. Standard 1.3.4; 2.1.2; 2.2.3; 2.2.4; 2.3.2; 2.3.3; 3.1.1; 3.1.6;

<p>knowledge</p> <p>Share knowledge and participate ethically and productively as members of our democratic society</p>	
<p>Career and College Readiness Anchor Standards:</p>	
<p>Reading, Writing, Speaking and Listening</p>	
<p style="text-align: center;">21st century Themes</p>	
<p>Global Awareness</p>	
<p style="text-align: center;">21st century Skills</p>	
<p>Media Literacy, Critical Thinking and Problem Solving, Information Literacy, Communication and Collaboration, Creativity and Innovation</p>	

Pine Hill Public Schools Media Center Curriculum	
Unit Title: Exchanging research skills with peers to obtain new knowledge	Unit: 2
Course or Grade Level: Grade 7 Library	Length of Time: 8 weeks
Pacing	February-March
Essential Questions	<ul style="list-style-type: none"> • What are the benefits of participating in a learning community? • Why is it important to use information responsibly? • How can considering multiple perspectives help us become better individual students and citizens? • Why is intellectual freedom so important?
Content	<ul style="list-style-type: none"> • Vocabulary • Structure of Informational/Literary Texts • Reading for a variety of purposes
Skills	<ul style="list-style-type: none"> • Define intellectual freedom • Participate in a classroom learning community while incorporating multiple perspectives and cultural backgrounds • Create a personal plan to exchange ideas with peers • Use found information responsibly and ethically
Assessments	<ul style="list-style-type: none"> • Partnered learning teams to allow for peer assessment • Project on intellectual freedom • Portfolio • Self-assessment rubric • Mini research project
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Nonlinguistic representation of key concepts • Note-taking organizers • Direct instruction • Small group instruction • Multi-sensory approach • Cooperative learning • Mnemonic devices • Smart board activities
Inter-disciplinary Connections	<ul style="list-style-type: none"> • ELA and Social Studies; reading and research • Science, Health, Math; research and identifying credibility
Lesson resources / Activities	<ul style="list-style-type: none"> • Various informational texts • Various literary texts
Standards	
Grade: Seven	
Strand: American School Library Association Standards	
Category: Inquire, think critically, and gain knowledge Draw conclusions, make informed decisions, apply knowledge Share knowledge and	#. Standard 1.3.4; 1.3.5; 2.3.2; 3.2.2; 3.2.3; 3.3.1; 3.3.5; 3.3.7

<p>participate ethically and productively as members of our democratic society</p>	
<p>Career and College Readiness Anchor Standards:</p>	
<p>Reading, Writing, Speaking and Listening</p>	
<p style="text-align: center;">21st century Themes</p>	
<p>Global Awareness</p>	
<p style="text-align: center;">21st century Skills</p>	
<p>Media Literacy, Critical Thinking and Problem Solving, Information Literacy, Communication and Collaboration, Creativity and Innovation</p>	

**Pine Hill Public Schools
Media Center Curriculum**

Unit Title: Providing and Sharing Information Through Portfolios and Presentations		Unit: 3
Course or Grade Level: Grade 7 Library		Length of Time: 8 weeks
Pacing	April-May	
Essential Questions	<ul style="list-style-type: none"> • What organizational methods are the most helpful when working on and finishing a project? • How can leadership skills allow us to become more valuable members of society? • Why is it important to express learning through creative outlets? 	
Content	<ul style="list-style-type: none"> • Vocabulary • Structure of Informational/Literary Texts • Reading for a variety of purposes 	
Skills	<ul style="list-style-type: none"> • Create and use a portfolio that allows for reflection on the research process • Take on a leadership role in the classroom to ensure the learning of all peers • Create a learning tool that will assist in differentiation • Participate in a class-wide creative project to be displayed in the library 	
Assessments	<ul style="list-style-type: none"> • Portfolios • Research project • Leadership teams • Collaborative class-wide project • Self assessments • Rubrics 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Nonlinguistic representation of key concepts • Note-taking organizers • Direct instruction • Small group instruction • Multi-sensory approach • Cooperative learning • Mnemonic devices • Smart board activities 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • ELA and Social Studies; reading and research • Science, Health, Math; research and identifying credibility 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Various informational texts • Various literary texts 	
Standards		
Grade: Seven		
Strand: American School Library Association Standards		
Category:	#. Standard: 1.3.4; 2.4.4; 3.2.1; 3.2.2; 3.2.3; 3.3.5; 3.4.3	
Pursue personal and aesthetic growth		
Draw conclusions, make informed decisions, apply knowledge to new situations, and create		

<p>new knowledge</p> <p>Share knowledge and participate ethically and productively as members of our democratic society</p>	
<p>Career and College Readiness Anchor Standards:</p>	
<p>Reading, Writing, Speaking and Listening</p>	
<p>21st century Themes</p>	
<p>Global Awareness</p>	
<p>21st century Skills</p>	
<p>Media Literacy, Critical Thinking and Problem Solving, Information Literacy, Communication and Collaboration, Creativity and Innovation</p>	

Revised: September 17, 2014

Pine Hill Public Schools Curriculum

Content Area:	Media Center		
Course Title/ Grade Level:	Grade 8		
Unit 1:	Display and Share Learned Research Skills Through a Variety of Methods	Month(s)	September-January 16 weeks
Unit 2:	Draw Real-World Connections and Conclusions and Make Informed Decisions	Month(s)	February-March 8 weeks
Unit 3:	Appreciate and Create Expressions/Impressions of Informational/Literary Texts	Month(s)	April-May 8 weeks
Board Approval Date:	August 28, 2012		

Pine Hill Public Schools Media Center Curriculum	
Unit Title: Display and Share Learned Research Skills Through a Variety of Methods	Unit: 1
Course or Grade Level: Grade 8 Library	Length of Time: 16 weeks
Pacing	September-January
Essential Questions	<ul style="list-style-type: none"> • What skill set should you use to complete a research project? • What makes a research project excellent vs. mediocre? • How can reading informational text help you become a valuable member of society?
Content	<ul style="list-style-type: none"> • Vocabulary • Structure of Informational/Literary Texts • Reading for a variety of purposes
Skills	<ul style="list-style-type: none"> • Use previously learned research skills with little or no prompting • Be able to identify areas of strength and weakness in student’s own learning process • Reflect on research process and increase efficiency when working in the library
Assessments	<ul style="list-style-type: none"> • Self assessment • Completed research project • Evaluation rubric
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Nonlinguistic representation of key concepts • Note-taking organizers • Direct instruction • Small group instruction • Multi-sensory approach • Cooperative learning • Mnemonic devices • Smart board activities
Inter-disciplinary Connections	<ul style="list-style-type: none"> • ELA and Social Studies; reading and research • Science, Health, Math; research and identifying credibility
Lesson resources / Activities	<ul style="list-style-type: none"> • Various informational texts • Various literary texts
Standards	
Grade: Eight	
Strand: American School Library Association Standards	
Category: Inquire, think critically, and gain knowledge Share knowledge and participate ethically and productively as members of our democratic society Pursue personal and aesthetic growth	#. Standard: 1.4.1; 1.4.3; 3.4.1; 3.4.3; 4.4.3; 4.4.5; 4.4.6

Career and College Readiness Anchor Standards:
Reading, Writing, Speaking and Listening
21st century Themes
Global Awareness
21st century Skills
Media Literacy, Critical Thinking and Problem Solving, Information Literacy, Communication and Collaboration, Creativity and Innovation

Pine Hill Public Schools Media Center Curriculum	
Unit Title: Draw Real-World Connections and Conclusions and Make Informed Decisions	Unit: 2
Course or Grade Level: Grade 8 Library	Length of Time: 8 weeks
Pacing	February-March
Essential Questions	<ul style="list-style-type: none"> • How can using informational texts help you make more informed decisions in life? • How can you use information to draw conclusions and make inferences? • How can you find resources that will benefit you on an academic and personal level?
Content	<ul style="list-style-type: none"> • Vocabulary • Structure of Informational/Literary Texts • Reading for a variety of purposes
Skills	<ul style="list-style-type: none"> • Make real-world connections to research • Draw conclusions based on information presented in library lessons • Self-assess personal interests and future goals to assist in research
Assessments	<ul style="list-style-type: none"> • Self assessment • Research portfolio • Goals evaluation packet • Project
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Nonlinguistic representation of key concepts • Note-taking organizers • Direct instruction • Small group instruction • Multi-sensory approach • Cooperative learning • Mnemonic devices • Smart board activities
Inter-disciplinary Connections	<ul style="list-style-type: none"> • ELA and Social Studies; reading and research • Science, Health, Math; research and identifying credibility
Lesson resources / Activities	<ul style="list-style-type: none"> • Various informational texts • Various literary texts
Standards	
Grade: Eight	
Strand: American School Library Association Standards	
Category: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge Share knowledge and participate ethically and productively as members of our democratic society	#. Standard: 2.3.1; 3.3.4; 3.3.5; 4.4.3; 4.4.5; 4.4.6

Pursue personal and aesthetic growth	
Career and College Readiness Anchor Standards:	
Reading, Writing, Speaking and Listening	
21st century Themes	
Global Awareness	
21st century Skills	
Media Literacy, Critical Thinking and Problem Solving, Information Literacy, Communication and Collaboration, Creativity and Innovation	

Pine Hill Public Schools Media Center Curriculum	
Unit Title: Appreciate and Create Expressions/Impressions of Informational and Literary Texts	Unit: 3
Course or Grade Level: Grade 8 Library	Length of Time: 8 weeks
Pacing	April-May
Essential Questions	<ul style="list-style-type: none"> • Why is intellectual freedom an important value to uphold? • How can you increase your curiosity in knowledge? • How can you ensure you consider all modes of belief systems and opinions when forming your own worldview?
Content	<ul style="list-style-type: none"> • Vocabulary • Structure of Informational/Literary Texts • Reading for a variety of purposes
Skills	<ul style="list-style-type: none"> • Read outside of “comfort zone” • Demonstrate motivation by accessing information for personal reasons • Maintain openness to new opinions by analyzing and evaluating a variety of sources and information • Be able to create and express opinions of information/literary texts
Assessments	<ul style="list-style-type: none"> • Reading logs • Research questions log • Analysis/evaluation toolkit (student created and peer assessed) • Project
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Nonlinguistic representation of key concepts • Note-taking organizers • Direct instruction • Small group instruction • Multi-sensory approach • Cooperative learning • Mnemonic devices • Smart board activities
Inter-disciplinary Connections	<ul style="list-style-type: none"> • ELA and Social Studies; reading and research • Science, Health, Math; research and identifying credibility
Lesson resources / Activities	<ul style="list-style-type: none"> • Various informational texts • Various literary texts
Standards	
Grade: Eight	
Strand: American School Library Association Standards	
Category:	#. Standard: 4.1.2; 4.1.4; 4.2.2; 4.2.3; 4.4.2; 4.4.4
Pursue personal and aesthetic growth	
Career and College Readiness Anchor Standards:	
Reading, Writing, Speaking and Listening	
21st century Themes	
Global Awareness	

21st century Skills
Media Literacy, Critical Thinking and Problem Solving, Information Literacy, Communication and Collaboration, Creativity and Innovation

Revised: September 17, 2014