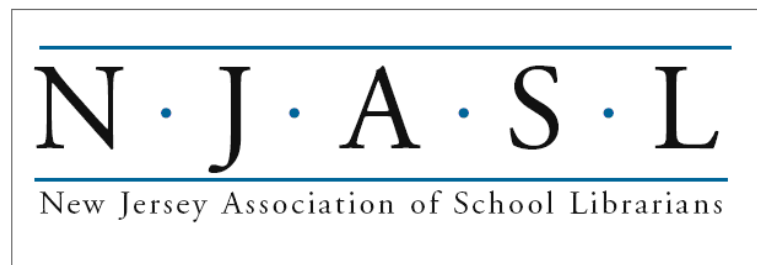


**New Jersey Association of School Librarians**

# **SCHOOL LIBRARY MEDIA PROGRAM**

**Catalyst for Efficient Implementation of  
Core Curriculum Content Standards  
K - 12**



*Formerly*

**Educational Media Association of New Jersey**

<<http://www.njasl.org>>

## **SCHOOL LIBRARY MEDIA PROGRAM**

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## INTRODUCTION

The mission of the school library media center program, supported by NJASL, is to prepare students to become effective and efficient users of resources, ideas, information and other intellectual properties. The school library media program promotes a love of reading and supports students in their personal reading needs.

The school library media center is a unique instructional site in which properly trained and certified school library media specialists collaboratively design and implement instructional strategies to insure that students master the critical skills for information literacy. Standards for information literacy are defined in Information Power: Building Partnerships for Learning (1998) published by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT). These skills are integrated throughout the New Jersey Core Curriculum Content Standards and illustrated in the Frameworks for each area.

This **mission\*** is accomplished by:

- Providing intellectual and physical access to materials in all formats.
- Providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas.
- Working with other educators to design learning strategies to meet the needs of individual students.

The components of the school library program are:

- Certified school library media specialist
- Support staff
- Well designed and well equipped facility
- A print collection that supports current curriculum
- A print collection that supports recreational reading
- Online and reference database subscriptions that support current curriculum
- Internet access that supports the curriculum
- A nonprint collection that supports the curriculum

"[School] library media specialists actively participate in the planning and implementation of outcomes-based education."\* ("Position Statement on the Role of the Library Media Specialist in Outcomes-Based Education." American Association of School Librarians, 1994.) They do this in their instructional, curriculum leadership, administrative, and professional roles.

New Jersey certified school library media specialists are strongly committed to helping every child become a lifelong reader and learner.

\*Adapted from Information Power: Building Partnerships for Learning by American Association of School Librarians and Association for Educational Communications and Technology. Copyright ©) 1998 American Library Association and Association for Educational Communications and Technology. Reprinted by permission of the American Library Association.

## PHILOSOPHY OF THE SCHOOL LIBRARY MEDIA PROGRAM

The school library media center is a vital and integral hub of the school and as a result reflects the philosophy and goals of the school and the district. In an age of information, acquiring information literacy skills and a commitment to lifelong reading and learning become paramount. In the school library media center, students develop critical thinking, problem solving, and communication skills as they use a variety of resources to meet the demands of today's curriculum.

The school library media program does not exist in isolation. The school library media specialist works in partnership with students, teachers, administrators, board of education members, and the school community to develop the school library media program. Through collaboration, the school library media program also incorporates the goals and objectives of the New Jersey Core Curriculum Content Standards (NJCCCS) and the National Information Literacy Standards for Student Learning as prepared by AASL and AECT. The combined vision supports the goal for educational excellence and the concept of intellectual freedom.

The **principles**\* for learning and teaching of school library media programs have been identified and developed by the Information Power Vision Committee. (Information Power: Building Partnerships for Learning 58)

- *Principle 1:* The library media program is essential to learning and teaching and must be fully integrated into the curriculum to promote students' achievement of learning goals.
- *Principle 2:* The information literacy standards for student learning are integral to the content and objectives of the school's curriculum.
- *Principle 3:* The library media program models and promotes collaborative planning and curriculum development.
- *Principle 4:* The library media program models and promotes creative, effective, and collaborative teaching.
- *Principle 5:* Access to the full range of information resources and services through the library media program is fundamental to learning.
- *Principle 6:* The library media program encourages and engages students in reading, viewing, and listening for understanding and enjoyment.
- *Principle 7:* The library media program supports the learning of all students and other members of the learning community who have diverse learning abilities, styles, and needs.
- *Principle 8:* The library media program fosters individual and collaborative inquiry.
- *Principle 9:* The library media program integrates the uses of technology for learning and teaching.
- *Principle 10:* The library media program is an essential link to the larger learning community.

\*From *Information Power: Building Partnerships for Learning* by American Association of School Librarians and Association for Educational Communications and Technology. Copyright ©) 1998 American Library Association and Association for Educational Communications and Technology. Reprinted by permission of the American Library Association.

Information and technology skills are most meaningful when learned within a subject area, within an interdisciplinary unit, or within a unit which addresses an authentic, real-life need or problem. Students must be prepared to access, evaluate, select, and apply the appropriate information to meet their educational, personal, and recreational needs.

Students must be prepared to acquire materials and resources to meet their current and lifelong needs. They will need to know how to access, evaluate and choose from a constantly changing and growing reservoir of information for educational, personal, and recreational purposes.

## PHILOSOPHY OF INSTRUCTION

The school library media center staff collaborates with the faculty to integrate information literacy skills with content area instruction and learning activities across the pre-K through twelfth grade curriculum by providing:

- equitable access to information;
- scheduling that enables for all students to have access to the school library media center, its staff and resources;
- resources and sequential instruction in the **concepts\*** necessary for students to become independent, lifelong learners, as well as discerning readers, viewers and listeners;
- opportunities for an active collaboration and partnership with teachers and administrators in working toward shared instructional goals;
- resources that extend beyond the confines of a textbook;
- technology for information retrieval;
- opportunities for ongoing and meaningful assessment of student learning.

\*See Appendix D: Ten Concepts of the Information Curriculum

## PHILOSOPHY OF STUDENT ACHIEVEMENT

Research shows that students' test scores are higher when teachers collaboratively plan with the school library media specialist and schedule research in the library using books, online databases, and the Internet.

### **The Key to Student Achievement\***

Research has shown a direct correlation between high quality school library media programs and student achievement. Some recent findings:

- Spending for school library media programs is the single most important variable related to better student achievement.<sup>1</sup>
- Students in schools with well-equipped library media centers staffed by professional library media specialists perform better on assessments of reading comprehension and basic research skills.<sup>2</sup>
- In studies in six states where library media programs are better staffed, better stocked and better funded, academic achievement tends to be higher, according to researcher Keith Curry Lance.
- Additionally, Lance's research shows a direct link between higher reading scores and collaboration between school library media specialists and teachers. Collaboration activities in which library media specialists should participate include identifying useful materials and information for teachers; planning instruction cooperatively with teachers; providing in-service training to teachers; and teaching students both with classroom teachers and independently.<sup>3</sup>

\*Excerpted from the AASL Advocacy Toolkit. ©) 2002-2004 American Association of School Librarians, a division of the American Library Association. Reprinted with permission.

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#### Sources:

<sup>1</sup> SchoolMatch.

<sup>2</sup> Ken Haycock, What Works, 1992.

<sup>3</sup> Keith Curry Lance, "What Research Tells Us About the Importance of School Libraries," White House Conference on School Libraries, Institute of Museum and Library Services, June 2002, <[www.imls.gov/pubs/whitehouse0602/keithlance.htm](http://www.imls.gov/pubs/whitehouse0602/keithlance.htm)>. Accessed 7 June 2002.

### **SCHOOL LIBRARY MEDIA PROGRAM GOALS\***

The student centered school library media program focuses on the development of a community of learners. A creative and energetic program includes the following goals:

- To provide intellectual access to information through learning activities that are integrated into the curriculum and that help all students achieve information literacy by developing effective strategies for selecting, retrieving, analyzing, evaluating, synthesizing, creating, and communicating information in all formats and in all content areas of the curriculum.
- To provide a physical access to information through
  - a. a carefully selected and systematically organized local collection of diverse learning resources that represent a wide range of subjects, levels of difficulty, and formats;
  - b. a systematic procedure for acquiring information and materials from outside the school library media center and the school through such mechanisms as electronic networks, interlibrary loan, and cooperative agreements with other information agencies; and instruction in using a range of equipment for accessing local and remote information in any format.
- To provide learning experiences that encourage students and others to become discriminating consumers and skilled creators of information through comprehensive instruction related to the full range of communications media and technology.
- To provide leadership, collaboration, and assistance to teachers and others in applying principles of instructional design to the use of instructional and information technology for learning.
- To provide resources and activities that contribute to lifelong learning while accommodating a wide range of differences in teaching and learning styles, methods, interests, and capacities.
- To provide a program that functions as the information center of the school, both through offering a locus for integrated and interdisciplinary learning activities within the school and through offering access to a full range of information for learning beyond this locus.
- To provide resources and activities for learning that represent a diversity of experiences, opinions, and social and cultural perspectives and to support the concept that intellectual freedom and access to information are prerequisite to effective and responsible citizenship in a democracy..

- To provide resources and activities for learning that represent a diversity of experiences, opinions, and social and cultural perspectives.
- To support the concepts that intellectual freedom and access to information are prerequisites to effective and responsible citizenship in a democracy.

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## **ROLES OF THE SCHOOL LIBRARY MEDIA SPECIALIST**

### **INSTRUCTIONAL ROLE:**

Creates a library media center environment that is student centered, welcoming, and supportive with equitable access to materials.

Teaches students to access, evaluate, organize, and synthesize appropriate information for specific purposes.

Understands and incorporates technology in instruction.

Understands and accommodates different learning styles and explains and demonstrates skills in a variety of ways according to students' needs.

Assesses students' learning by employing a variety of assessment tools.

Plans and modifies units and lessons to meet desired student learning outcomes.

Guides students in the development of critical and appreciative reading, viewing, and listening patterns to encourage them to become life-long readers and life long learners.

Assists students in selection of reading materials for curricular, personal, and leisure needs with an understanding of reading levels, interest levels, and curriculum.

### **CURRICULUM LEADERSHIP ROLE:**

Works with teachers to incorporate new technologies into the curriculum.

Provides in-service training for teachers and administrators.

Understands how New Jersey Core Curriculum Content Standards and the corresponding Frameworks integrate library literacy skills into all subject areas.

Collaborates with teachers to incorporate literacy and research skills into all subject areas and designs instructional experiences.

Evaluates and selects library materials with an understanding of curricular requirements, learning styles, varied student interests, and reading levels as well as an understanding of state and national standards.

Suggests a variety of appropriate print, nonprint, and electronic resources to supplement and complement classroom materials and activities.

Provides materials to the school community as needed.

Insures a variety of appropriate print materials to promote the love of literature and lifelong reading.

**ADMINISTRATIVE ROLE:**

Establishes annual and long-range goals for the school library media program.

Administers, operates, and supervises the library media center, developing policy and budgets for efficient operation and optimal service.

Maintains a current knowledge of national and state legislation and standards affecting the school, and applies this knowledge to library media center operations.

Communicates with and solicits input from various members of the school community on aspects relating to the school library media program.

Uses the district's adopted selection policy to develop a balanced collection of electronic and print resources.

Provides equitable access to print and technological resources available through the nation's libraries.

Maintains accurate records of library media center holdings.

Trains and supervises library clerks, paraprofessionals, and adult and student volunteers.

Applies technological and communication skills to ensure the library's computer hardware, software, and online access (databases and online public access catalog (OPAC) are sufficient to meet the needs of its users.

**PROFESSIONAL ROLE:**

Provides reference services to all members of the school community.

Provides information about and encourages adherence to copyright laws.

Models the principles of intellectual freedom.

Keeps informed of educationally sound, research-based practices by participating in professional organizations, course work, workshops, conferences, and by reading professional literature.

Advocates the value of the school library media program.

## **PLANNING AND ASSESSING OF THE SCHOOL LIBRARY MEDIA PROGRAM**

The design, planning, and assessment school library media programs include the following components: facilities, staffing, resources, scheduling, and curriculum. Additional resources are listed in Appendix I.

## FACILITIES OF THE SCHOOL LIBRARY MEDIA CENTER

The New Jersey State Department of Education supports the integral role of the school library media program in meeting the requirements of New Jersey's Core Curriculum Content Standards. Library information literacy skills infused throughout all areas of the Core Curriculum Content Standards reflect the Department of Education's understanding of the role of school library media specialists and support for school library media centers in every elementary, middle and high school in New Jersey's public schools.

The provisions of the Educational Facilities Construction and Financing Act, passed in 2000, set standards for school library media centers.

- 4,000 square feet for elementary schools
- 6,250 square feet for middle schools
- 10,075 for high schools

It is important to recognize that the quality and purposes of an individual school library media program are prime factors in determining the required space needed for a school library media center. Other factors are the current and future student populations, the sizes of current and future collections, the amount of technology anticipated, the size of the school library media staff and the access students and faculty need to the library media center at a given time. The space allocated for library media centers also reflects a school's commitment to honoring individual learning styles, encouraging individual and group research opportunities, and providing for a wide variety of resources so that students can access, evaluate and use information wisely.

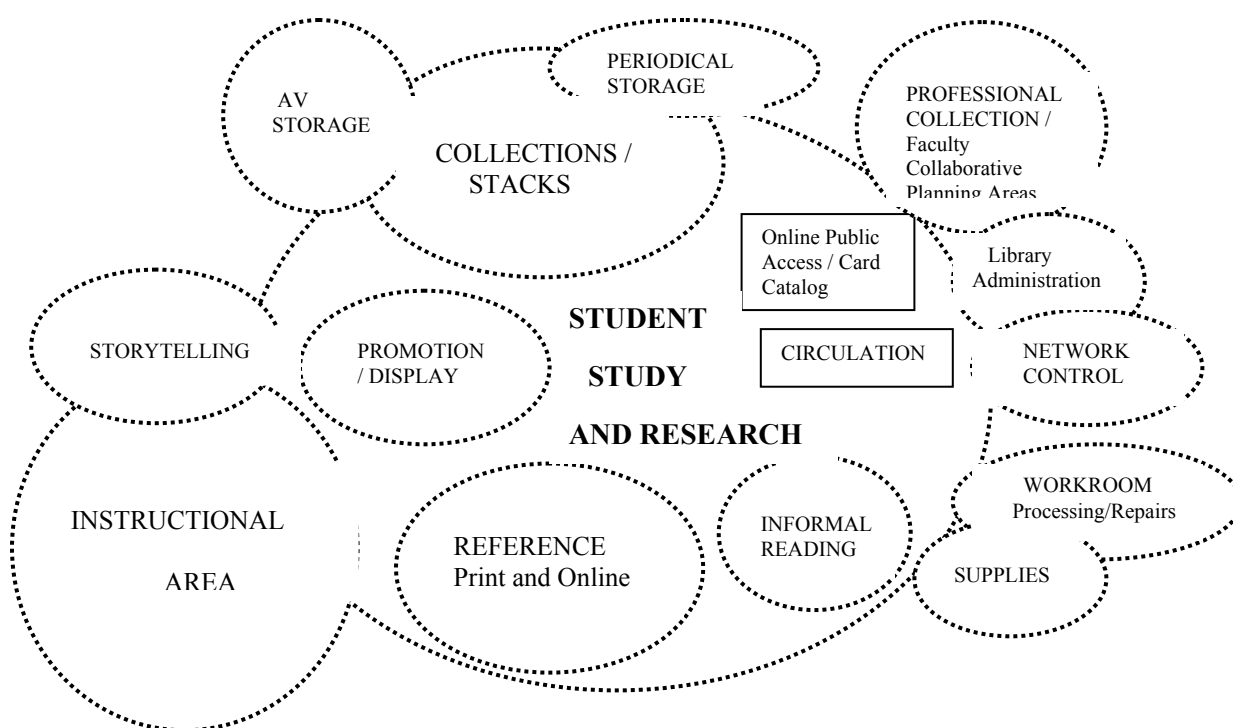
As instructional technology is distributed in classrooms throughout the school, the library media center remains the hub of learning because of the specialized training of school library media specialists and the instruction and services they are able to provide to staff and students. School library media centers continue to contain highly specialized equipment and unique resources for life long learning and excellence in student achievement.

NJASL suggests proposals include goals and purposes of a modern school library media program, an outline of the layout, and a listing of furniture, equipment and technology needs. It is important that the school library media specialist participate in district discussions of school construction projects.

**Nothing in a facilities proposal should prevent an individual school or district from building a school library media center that meets the needs and aspirations of the school community.**

The following diagram illustrates the varied learning, investigative, creative, and collaborative group activities that require differentiated space allocation in school library media centers.

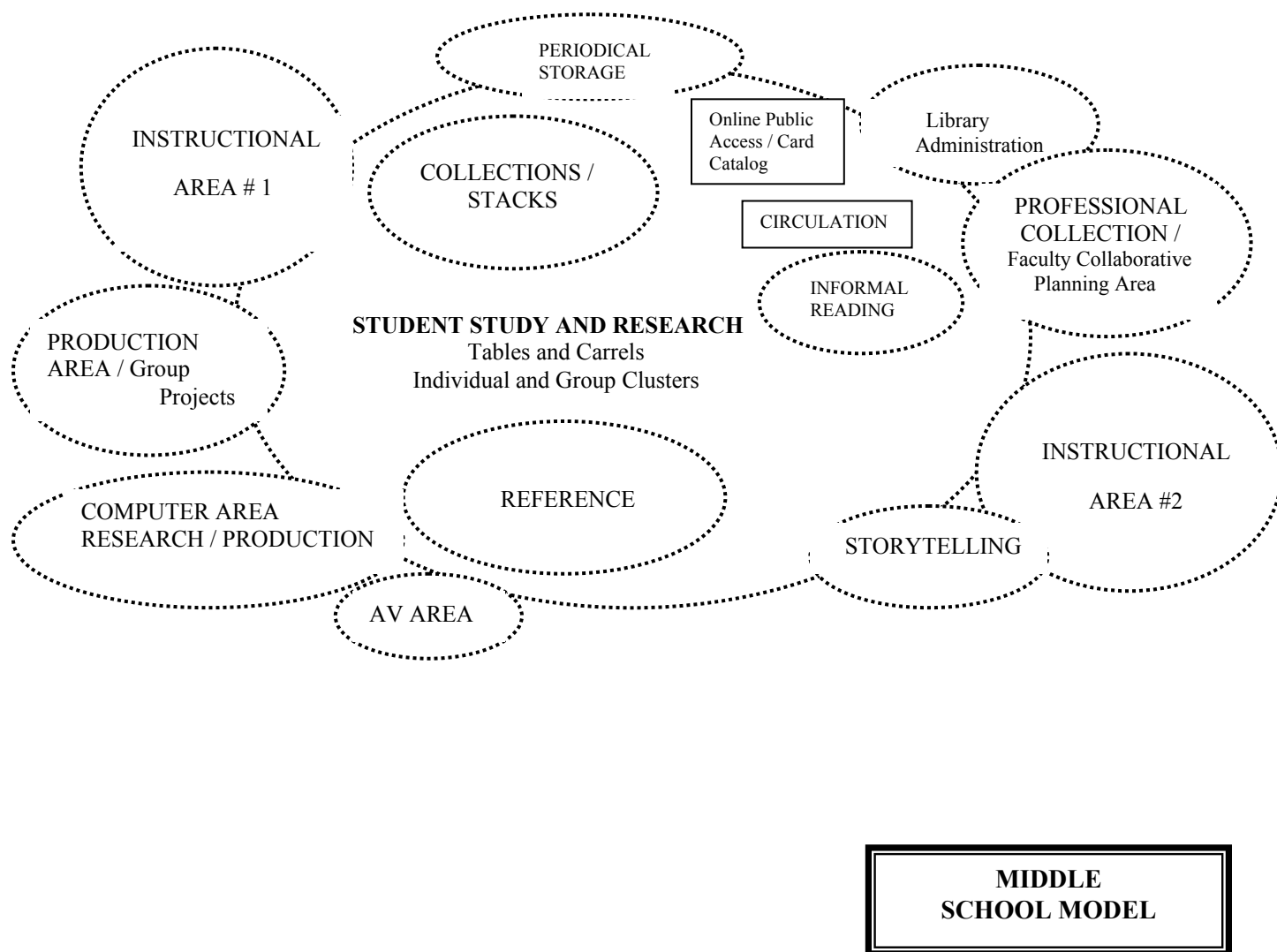
### Model of a School Library Collaborative Instructional Facility



**ELEMENTARY  
SCHOOL MODEL**

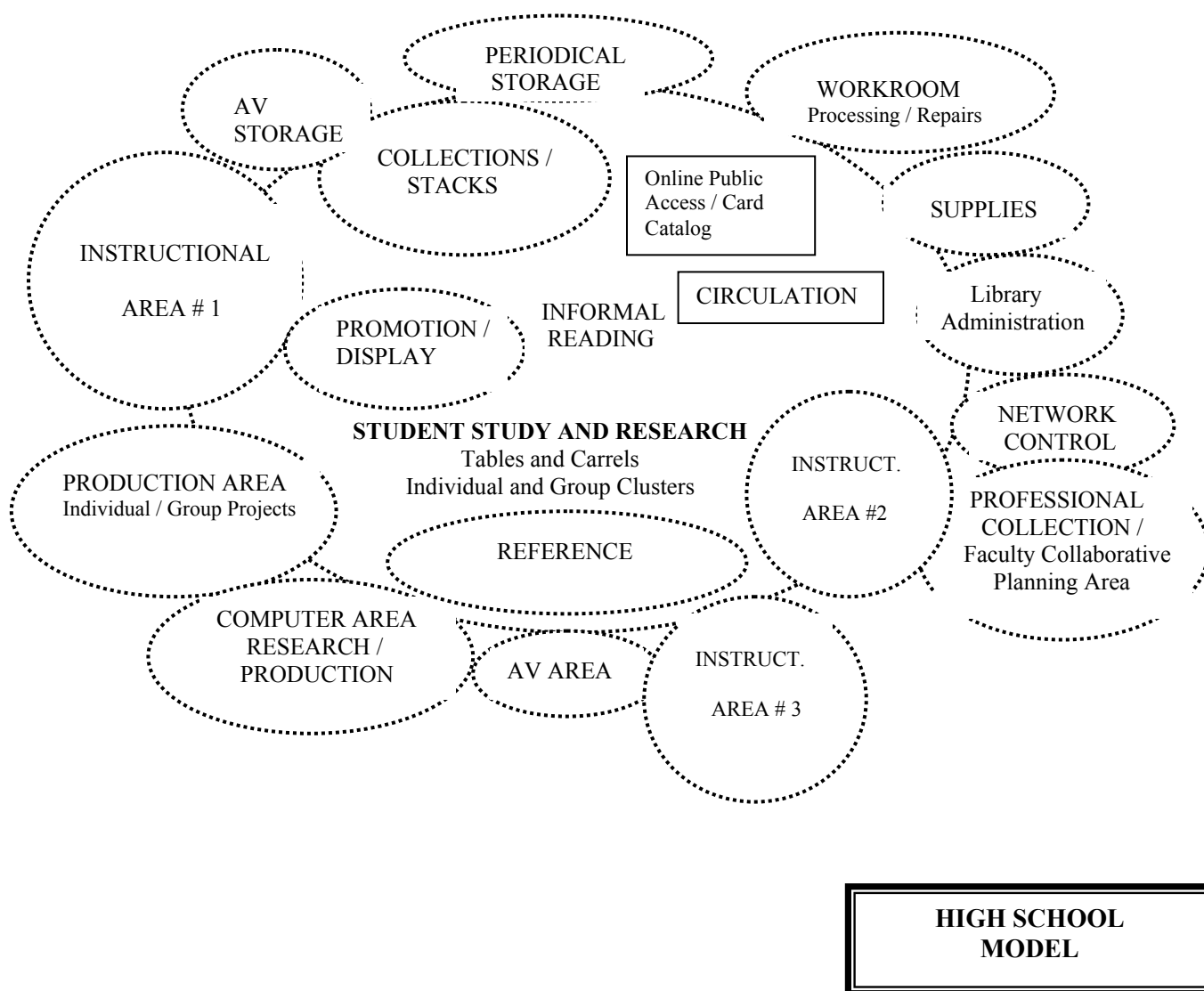
The following diagram illustrates the varied learning, investigative, creative, and collaborative group activities that require differentiated space allocation in school library media centers.

### Model of a School Library Collaborative Instructional Facility



The following diagram illustrates the varied learning, investigative, creative, and collaborative group activities that require differentiated space allocation in school library media centers.

### Model of a School Library Collaborative Instructional Facility



## STAFFING OF THE SCHOOL LIBRARY MEDIA CENTER

*NJASL subscribes to the AASL Position Statement for the appropriate staffing of school library media centers as stated in the*

### **Position Statement on Appropriate Staffing for School Library Media Centers\***

The success of any school library media program, no matter how well designed, depends ultimately on the quality and number of the personnel responsible for the program. A well-educated and highly motivated professional staff, adequately supported by technical and clerical staff, is critical to the endeavor.

Although staffing patterns are developed to meet local needs, certain basic staffing requirements can be identified. Staffing patterns must reflect the following principles:

1. All students, teachers, and administrators in each school building at all grade levels must have access to a library media program provided by one or more certificated library media specialist[s] working full-time in the schools library media center.
2. Both professional personnel and support staff are necessary for all library media programs at all grade levels. Each school must employ at least one full-time technical assistant or clerk for each library media specialist. Some programs, facilities, and levels of service will require more than one support staff member for each professional.
3. More than one library media professional is required in many schools. The specific number of additional professional staff is determined by the schools size, number of students and of teachers, facilities, specific library program. A reasonable ratio of professional staff to teacher and student populations is required in order to provide for the levels of service and library media program development described in Information Power: Guidelines for School Library Media Programs.

All school systems must employ a district library media director to provide leadership and direction to the overall library media program. The district director is a member of the administrative staff and serves on committees that determine the criteria and policies for the districts' curriculum and instructional programs. The director communicates the goals and needs of both the school and district library media programs to the superintendent, board of education, other district-level personnel, and the community. In this advocacy role, the district library media director advances the concept of the school library media specialist as a partner with teachers and promotes a staffing level that allows the partnership to flourish.

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## RESOURCES OF THE SCHOOL LIBRARY MEDIA CENTER

*NJASL subscribes to the AASL Position Statement for the appropriate resources of school library media centers as stated in the*

### **Access to Resources and Services in the School Library Media Program:**

#### **An Interpretation of the Library Bill of Rights\***

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shapes the resources and services of a school library media program, the principles of the Library Bill of Rights apply equally to all libraries, including school library media programs.

School library media professionals assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library media professionals work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School library media professionals cooperate with other individuals in building collections of resources appropriate to the developmental and maturity levels of students. These collections provide resources which support the curriculum and are consistent with the philosophy, goals, and objectives of the school district. Resources in school library media collections represent diverse points of view on current as well as historical issues.

While English is, by history and tradition, the customary language of the United States, the languages in use in any given community may vary. Schools serving communities in which other languages are used make efforts to accommodate the needs of students for whom English is a second language. To support these efforts, and to ensure equal access to resources and services, the school library media program provides resources which reflect the linguistic pluralism of the community.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School library media professionals resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access via electronic means.

Major barriers between students and resources include but are not limited to: imposing age or grade level restrictions on the use of resources, limiting the use of interlibrary loan and access to electronic information, charging fees for information in specific formats, requiring permission from parents or teachers, establishing restricted shelves or closed collections, and labeling. Policies, procedures, and rules related to the use of resources and services support free and open access to information.

The school board adopts policies that guarantee students access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. School library media professionals implement district policies and procedures in the school.

Adopted July 2, 1986; amended January 10, 1990; July 12, 2000, by the ALA Council.

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To ensure a library collection that includes a variety of appropriate print, non print, and electronic resources to supplement curriculum materials and activities, NJASL suggests the following selected statistics as a minimum. NJASL has adapted the statistics from the New Jersey Blueprint for School Media Programs (NJDOE, 1979) and included survey data from Information Power: Guidelines for School Library Media Programs (AASL/AECT, 1988). In the absence of current quantitative standards, NJASL has adapted the older sources but it is important to realize that they may not reflect current needs or prices. The following checklist can serve to compare materials currently in a school library collection with a suggested guideline.

### **Checklist**

<b><u>MATERIALS</u></b>	<b>NJDOE</b>	<b>AASL/AECT</b>	<b>Present resources in local school</b>
<b>Books</b>	(Grade levels not specified) 6000-10,000 titles representing 10,000 volumes or 20 volumes per student, whichever is greater	ELEM: 9,000-17,000 volumes or 23-38 titles per student  MS/JH: 10,000-18,500 volumes or 16-34 titles per student  HS: 10,000-37,000 volumes or 14- 58 titles per student	
<b>Magazines</b> (may include print and/or electronic databases)	ELEM: 40-75 titles (includes some adult non-professional periodicals  MS/JH: 100-125 titles  HS: 125-175 titles  All schools: In addition: necessary magazine indexes and duplication of titles and indexes as required	ELEM: 28-67 titles or 5-16 subscriptions per 100 students  MS/JH: 45-114 titles or 9-24 subscriptions per 100 students  HS: 72-231 titles or 10-55 subscriptions per 100 students	

**Checklist**

<b><u>MATERIALS</u></b>	<b>NJDOE</b>	<b>AASL/AECT</b>	<b>Present resources in local school</b>
<b>Newspapers</b> (may include print and/or electronic databases)	ELEM: 3-6 titles  MS/JH: 6-10 titles  HS: 6-10 titles  All schools: One local, one state, and one national newspaper to be represented in the collection	Included in magazines category.	
<b>Microform</b>	No quantitative figures available	ELEM: 16-150 forms held  MS/JH: 60-4,000 forms held  HS: 135-24,000 forms held	
<b>Pamphlets, clippings, and miscellaneous materials</b> (vertical file)	Pamphlets, government documents, catalogs of colleges and technical schools, vocational information, clippings, and other materials appropriate to the curriculum and for other interests of students	No quantitative figures available	
<b>Video recordings *</b> ( <b>Video cassette, DVD, Streaming video...</b> ) [16 mm films]	(Grade levels not specified) Acquisition of videos [16 mm films] at the building level would depend upon extent and frequency of use of individual film titles in the school, upon the availability of a system media center and its collection of film resources, and upon other factors. Whatever the source, the films must be quickly and easily accessible to the students and teachers requiring them. The recommendation given below is stated in terms of accessibility. Recommended: access to a minimum of 3000 titles supplemented by duplicates and rentals.	ELEM: 760-4,000 titles  MS/JH: 1,075-3,820 titles  HS: 660-4,280 titles	
<b>Audio recordings</b> ( <b>Audio cassette, Audio-books, CD, MP3...</b> ) [Audio recordings] (excluding electronic laboratory materials)	1000-2000 titles representing 3000 records or tapes [recordings] or 6 per student, whichever is greater (the number of titles to be increased in larger collections)	ELEM: 546-1,600 titles  MS/JH: 478-1,760 titles  HS: 590-2,410 titles	

<u>MATERIALS</u>	NJDOE	AASL/AECT	Present resources in local school
<b>Graphic materials</b> Art prints (reproductions) Pictures and study prints        <b>Other graphics</b>	1000 with duplicates as needed Individual study prints and pictures for the picture and vertical file collections; in addition to individual prints, access to 15 sets per teaching station plus 25 sets available from the media center   Posters, photographs, charts, diagrams, graphs, and other types	No quantitative figures given	
<b>Globes</b> Elementary school   Secondary school   All schools	1 globe in each teaching station and 2 in the media center 1 globe per 5 teaching stations and 2 in the media center In addition, special globes to be available in the media center.	No quantitative figures given	
<b>Maps</b>	1 map for each region studied and special maps (economic, weather, political, historical, and others) for each area studied.  Duplicate maps available for each class section requiring maps at the same time, the number of supplicates to be determined by sections of students and the availability of maps on transparencies and filmstrips  Wall maps for teaching stations	No quantitative figures given	
<b>Transparencies</b>	2000 transparencies, plus a selection of subject matter masters	No quantitative figures given	

**Checklist**

<b><u>MATERIALS</u></b>	<b>NJDOE</b>	<b>AASL/AECT</b>	<b>Present resources in local school</b>
<b>Other materials</b> <b>Programmed instructional</b>  <b>Realia</b>  <b>Kits</b> <b>Art objects</b> <b>Remote access programs **</b> <b>Resource files **</b>	Printed, electronic, and other forms of programmed materials  Models, dioramas, replicas, and other types of realia	ELEM: 330-2,430 titles MS/JH: 550-2,800 titles HS: 300-10,050 titles	
<b>Electronic Databases **</b>	Remote access programs ** State and regional library cooperative funded databases. Indexes and/or full-text databases to develop collection that supports curriculum Resource files ** Online public access catalog	No quantitative figures given	

**Checklist**

<b><u>MATERIALS</u></b>	<b>NJDOE</b>	<b>AASL/AECT</b>	<b>Present resources in local school</b>
<b>Professional materials for the faculty</b>			
<b>Books</b>	200 - 1000	No quantitative figures given	
<b>Magazines</b> (may include print and/or electronic databases)	40-50 Professional titles, with duplicates as needed; also Education Index.	No quantitative figures given	

## **SCHEDULING OF THE SCHOOL LIBRARY MEDIA CENTER**

*NJASL subscribes to the AASL Position Statement for scheduling of school library media centers as stated in the*

### **Position Statement on Flexible Scheduling\***

Schools must adopt the educational philosophy that the library media program is fully integrated into the educational program. This integration strengthens the teaching/learning process so that students can develop the vital skills necessary to locate, analyze, evaluate, interpret, and communicate information and ideas. When the library media program is fully integrated into the instructional program of the school, students, teachers, and library media specialists become partners in learning. The library program is an extension of the classroom. Information skills are taught and learned within the context of the classroom curriculum. The wide range of resources, technologies, and services needed to meet students' learning and information needs are readily available in a cost-effective manner.

The integrated library media program philosophy requires that an open schedule must be maintained. Classes cannot be scheduled in the library media center to provide teacher release or preparation time. Students and teachers must be able to come to the center throughout the day to use information sources, to read for pleasure, and to meet and work with other students and teachers.

Planning between the library media specialist and the classroom teacher, which encourages both scheduled and informal visits, is the catalyst that makes this integrated library program work. The teacher brings to the planning process a knowledge of subject content and student needs. The library media specialist contributes a broad knowledge of resources and technology, an understanding of teaching methods, and a wide range of strategies that may be employed to help students learn information skills. Cooperative planning by the teacher and library media specialist integrates information skills and materials into the classroom curriculum and results in the development of assignments that encourage open inquiry.

The responsibility for flexibly scheduled library media programs must be shared by the entire school community.

THE BOARD OF EDUCATION endorses the philosophy that the library program is an integral part of the districts' educational program and ensures that flexible scheduling for library media centers is maintained in all buildings and at all levels.

THE DISTRICT ADMINISTRATION supports this philosophy and monitors staff assignments to ensure appropriate staffing levels so that all teachers, including the library media specialists, can fulfill their professional responsibilities.

THE PRINCIPAL creates the appropriate climate within the school by advocating the benefits of flexible scheduling to the faculty, by monitoring scheduling, by ensuring appropriate staffing levels, and by providing joint planning time for classroom teachers and library media specialists.

THE TEACHER uses resource-based instruction and views the library media program as a [sic] integral part of that instruction.

THE LIBRARY MEDIA SPECIALIST is knowledgeable about curriculum and classroom activities, and works cooperatively with the classroom teacher to integrate information skills into the curriculum.

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When a flexible schedule is not able to be fully implemented, NJASL suggests variations that best meet the needs to accomplish student achievement of library and academic curricula. Scheduling should provide students with unrestricted access to the media center, its staff and resources at the moment of educational need.

Practical considerations and steps for implementing flexible scheduling are noted in Guidelines for School Library Media Programs in New Jersey: A Planning Tool, New Jersey State Library, Trenton, NJ, October 1992 (p. 24 – 25). They are as follows:

Practical considerations:

- hours of access
- number of school library media center staff available to work with students, small groups or classes
- planning and scheduling to meet curricular needs
- scheduling responsive to changing student and teacher needs
- methods of accountability
- administrative support
- current schedule of school library media staff

Steps for implementation:

- establish a schedule offering hours of service before, during and after school
- schedule classes cooperatively with teachers
- team with teachers as needed in instruction and research activities
- integrate inquiry based instruction units with all courses of study
- confer with and report to the administration

## **CURRICULUM OF THE SCHOOL LIBRARY MEDIA PROGRAM**

The curriculum of the school library media program reflects:

- The district subject curriculum (see NJASL Curriculum Template)
- The New Jersey Core Curriculum Content Standards
- The national Information Power Literacy Standards for Student Learning (see following page and a Appendix C).

Lessons are developed, taught, and assessed in collaboration between the teacher and the school library media specialist.

On the following pages are tables showing how the information literacy standards are reflected in each of the New Jersey Core Curriculum Content Standards and the Information Power Literacy Standards for Student Learning.

Frameworks activities designed by NJASL to facilitate the integration of these sets of standards are included in Appendix F.

**Information Literacy Standards for Student Learning\*  
and the Revised (2002-2004)  
New Jersey Core Curriculum Content Standards**

**Standard 1: 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
- **Accessing information is a very basic skill and all standards listed under the subsequent Information Literacy Standards require the use of Information Literacy Standard 1.**

**Standard 2: 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 3: Uses information effectively and creatively**

- Organizes information for practical application
- Integrates new information into one's own knowledge
- Applies information in critical thinking and problem solving
- Produces and communicates information and ideas in appropriate formats

**Standard 4: Pursues information related to personal interests**

- Seeks information related to various dimensions of personal well-being, such as career interests, community involvement, health matters, and recreational pursuits
- Designs, develops, and evaluates information products and solutions related to personal interests

**Standard 5: Appreciates and enjoys 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
- Develops creative products in a variety of formats

**Standard 6: Strives for excellence in information seeking and knowledge generation**

- Assesses the quality of the process and products of personal information seeking
- Devises strategies for revising, improving, and updating self-generated knowledge

**Standard 7: Recognize the importance of information to a democratic society**

- Seeks information from diverse sources, contexts, disciplines, and cultures
- Respects the principle of equitable access to information

**Standard 8: Practice ethical behavior in regard to information and information technology**

- Respects the principles of intellectual freedom
- Respects intellectual property rights
- Uses information technology responsibly

**Standard 9: Participates effectively in groups to pursue and generate information**

- Shares knowledge and information with others
- Respects others' ideas and backgrounds and acknowledges their contributions
- Collaborates with others, both in person and through technologies, to identify information problems and to seek their solutions

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## NEW JERSEY CORE CURRICULUM CONTENT STANDARDS MATRIX

### Information Literacy Standards for Student Learning and the Revised (2002-2004) New Jersey Core Curriculum Content Standards

#### Standard 1: 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

**\*Information Literacy Standard 1 is the foundation upon which all of the subsequent information literacy standards are based. To avoid duplication, NJASL has attempted to list the NJCCCS standards only under the most advanced information literacy standard that they meet. All content standards listed under IP2-9 require that students meet this basic information standard.**

<b>Visual and Performing Arts</b>  (1.1=Aesthetics)  (1.3 =Elements and Principles of Art)	1.1.8B.2	Distinguish among artistic styles, trends, and movements in various art forms.
	1.1.8B.4	Describe changes in meaning over time in the perception of a known work of art.
	1.3.4A.1	Investigate the relationship of dance and other art forms.
	1.3.8B.3	Describe various roles that musicians perform and identify representative individuals and their achievements that have functioned in each role.
	1.3.12B.3	Identify how the elements of music are utilized in a variety of careers.
<b>Comprehensive Health and Physical Education</b>  (2.1=Health Promotion)  (2.2= Personal, Interpersonal, and Life Skills)  (2.3 =Drugs and Medicines)  (2.4=Human Society and Family Life)  (2.5=Movement Concepts and Skills)  (2.6=Concepts and Skills)	2.1.4D.2	Investigate ways to treat common childhood diseases and health conditions.
	2.1.4D.5	Investigate how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls help to prevent diseases and health conditions.
	2.1.8A.4	Investigate how technology and medical advances impact wellness.
	2.1.8B.2	Investigate the physical, social, emotional, and intellectual changes that occur at each life stage and how those changes impact wellness.
	2.1.8D.1	Investigate current and emerging methods to diagnose and treat diseases and health conditions.
	2.1.8D.5	Investigate various forms of mental illness including impulse disorders such as gambling or shopping, depressions, eating disorders, and bipolar disorders.
	2.1.8E.2	Investigate the short-and long-term impacts of injuries on the individual, the family, and the community.
	2.1.8F.3	Investigate factors and choices that contribute to the incidence of conflict, harassment, bullying, vandalism, and violence and demonstrate strategies to deal with each.
	2.1.12D.5	Investigate the impact of mental illness on personal, family, and community wellness.
	2.2.4A.5	Explain how to identify a health problem or issue for possible research.
	2.2.6F.1	Categorize health and fitness services available in the school and community and demonstrate how to access them.
	2.2.12A.1	Use appropriate research methodology to investigate a health problem or issue.

	<p><b>2.2.12F.1</b> Access health and fitness services, programs, and resources and evaluate them for cost, availability, accessibility, benefits, and accreditation.</p> <p><b>2.3.4B.4</b> Identify the short- and long-term physical and behavioral effects of alcohol use and abuse.</p> <p><b>2.3.4B.5</b> Identify the physical and behavioral effects of marijuana use.</p> <p><b>2.3.4C.2</b> Identify where individuals with a substance abuse problem can get help.</p> <p><b>2.3.6C.2</b> Describe ways to quit using alcohol, tobacco, and other drugs and discuss factors that support an individual to quit.</p> <p><b>2.3.8B.1</b> Investigate the relationship between tobacco use and respiratory diseases, cancer, heart disease, stroke, and injuries.</p> <p><b>2.3.8B.2</b> Investigate the health risks posed to nonsmokers by second hand/passive smoking.</p> <p><b>2.3.8B.3</b> Investigate how the use and abuse of alcohol contributes to illnesses such as cancer, liver diseases, heart disease, and injuries.</p> <p><b>2.3.8B.8</b> Investigate the legal and financial consequences of the use, sale, and possession of illegal substances.</p> <p><b>2.3.12B.1</b> Investigate tobacco use as a contributing or causative factor in the incidence of cancer, heart disease, emphysema and other lung diseases, and stroke.</p> <p><b>2.3.12B.5</b> Investigate the relationship between alcohol and other drug use and the incidence of motor vehicle crashes.</p> <p><b>2.3.12B.8</b> Investigate the relationship between the use of alcohol, GHB, Ecstasy, and other drugs and the incidence of date rape, sexual assault, STDs, and unintended pregnancy.</p> <p><b>2.4.6A.2</b> Investigate ways that individuals and families enhance and support social and emotional health and meet basic human needs.</p> <p><b>2.4.6C.5</b> Recommend sources of information and help for parents.</p> <p><b>2.5.12D.2</b> Investigate the impact of rules and regulations on the health and safety of participants.</p> <p><b>2.6.6A.5</b> Investigate technological advances that impact physical activity and fitness.</p> <p><b>2.6.8B.4</b> Investigate the physical, behavioral, legal, and competitive consequences of the use of anabolic steroids and other performance enhancing substances.</p>	
<p><b>Language Arts Literacy</b></p> <p>(3.1=Reading)</p> <p>(3.2=Writing)</p> <p>(3.3=Speaking)</p> <p>(3.4=Listening)</p> <p>(3.5=Viewing/ Media Literacy)</p>	<p><b>3.1.KA.6</b> Demonstrate understanding of the function of a book and its parts, including front and back and title page.</p> <p><b>3.1.KH.1</b> Locate and know the purposes for various literacy areas of the classroom and the library media center.</p> <p><b>3.1.1A.3</b> Locate and identify the title, author, and illustrator of a book or reading selection.</p> <p><b>3.1.1H.1</b> Ask and explore questions related to a topic of interest.</p> <p><b>3.1.2A.1</b> Use titles, tables of contents, and chapter headings to locate information.</p> <p><b>3.1.2F.5</b> Begin to use a grade-appropriate dictionary with assistance from teacher.</p> <p><b>3.1.2H.1</b> Locate information using alphabetical order.</p> <p><b>3.1.3A.1</b> Recognize that printed materials provide specific information.</p> <p><b>3.1.3A.2</b> Recognize purposes for print conventions such as end-sentence punctuation, paragraphing, and bold print.</p> <p><b>3.1.3A.3</b> Use a glossary or index to locate information in a text.</p>	

3.1.3E.1	Set a purpose for reading and check to verify or change predictions during/after reading.
3.1.3F.4	Use a grade-appropriate dictionary with assistance from teacher.
3.1.3G.1	Recognize purpose of the text.
3.1.3G.3	Interpret information in graphs, charts, and diagrams.
3.1.3G.4	Ask how, why, and what-if questions in interpreting nonfiction texts.
3.1.3G.7	Summarize major points from fiction and nonfiction texts.
3.1.3H.1	Use library classification systems, print or electronic, to locate information.
3.1.4A.1	Develop knowledge about various print formats, including newspapers, magazines, books, and reference resources.
3.1.4A.3	Identify and locate features that support text meaning (e.g., maps, charts, illustrations).
3.1.4D.2	Read at different speeds using scanning, skimming, or careful reading as appropriate.
3.1.4E.3	Select useful visual organizers before, during, and after reading to organize information (e.g., Venn diagrams).
3.1.4F.4	Use a grade-appropriate dictionary (independently) to define unknown words.
3.1.4G.5	Follow simple multiple-steps in written instructions.
3.1.4G.7	Identify and summarize central ideas in informational texts.
3.1.4H.1	Use library classification systems, print or electronic, to locate information.
3.1.5H.1	Use library classification systems, print or electronic, to locate information.
3.1.6A.1	Use a text index and glossary independently and appropriately.
3.1.6A.2	Survey and explain text features that contribute to comprehension (e.g., headings, introductory, concluding paragraphs).
3.1.6A.3	Recognize and use common print formats to obtain information (e.g., newspapers, magazines, electronic sources).
3.1.6C.1	Use a dictionary to decode new words independently.
3.1.6D.1	Adjust reading speed appropriately for different purposes and audiences.
3.1.6E.1	Activate prior knowledge and anticipate what will be read or heard.
3.1.6E.2	Vary reading strategies according to their purpose for reading and the nature of the text.
3.1.6E.5	Use reference aids for word meanings when reading.
3.1.6E.6	Apply graphic organizers to illustrate key concepts and relationships in a text.
3.1.6F.1	Infer word meanings from learned roots, prefixes, and suffixes.
3.1.6F.2	Infer specific word meanings in the context of reading passages.
3.1.6H.1	Develop and revise questions for investigations prior to, during, and after reading.
3.1.6H.2	Select and use multiple sources to locate information relevant to research questions.
3.1.6H.3	Draw conclusions from information gathered from multiple sources.
3.1.7.G.16	Demonstrate the use of everyday texts (e.g., train schedules, directions, brochures) and make judgments about the importance of such documents.
3.1.7.H.4	Self-select materials appropriately related to a research project.
3.1.8A.1	Identify and use organizational structures to comprehend information (e.g., logical order, comparison/contrast,

		cause/effect, chronological, sequential, procedural text).
	<b>3.1.8D.4</b>	<b>Adjust reading rate in response to the type of text and level of difficulty (e.g., recreational reading vs. informational reading).</b>
	<b>3.1.8E.2</b>	<b>Use increasingly complex text guides to understand different text structure and organizational patterns (e.g., chronological sequence or comparison and contrast).</b>
	<b>3.1.8G.14</b>	<b>Demonstrate the use of everyday texts (e.g., train schedules, directions, brochures) and make judgments about the importance of such documents.</b>
	<b>3.1.12G.12</b>	<b>Demonstrate familiarity with everyday texts such as job and college applications, W-2 forms, contracts, etc.</b>
	<b>3.1.12G.13</b>	<b>Read, comprehend, and be able to follow information gained from technical and instructional manuals (e.g., how-to books, computer manuals, instructional manuals).</b>
	<b>3.2.2D.2</b>	<b>Generate ideas and write on topics in forms appropriate to science, social studies, or other subject areas.</b>
	<b>3.2.3A.9</b>	<b>Use reference materials to revise work, such as a dictionary or internet/software resource.</b>
	<b>3.2.4A.3</b>	<b>Use strategies such as reflecting on personal experiences, reading, doing interviews or research, and using graphic organizers to generate and organize ideas for writing.</b>
	<b>3.2.4A.8</b>	<b>Use a variety of reference materials to revise work, such as a dictionary, thesaurus, or internet/software resources.</b>
	<b>3.2.4B.2</b>	<b>Write informational reports across the curriculum that frame an issue or topic, include facts and details, and draw from more than one source of information.</b>
	<b>3.2.4C.10</b>	<b>Use a variety of reference materials, such as a dictionary, grammar reference, and internet/software resources to edit written work.</b>
	<b>3.2.4D.3</b>	<b>Develop independence by setting self-selected purposes and generating topics for writing.</b>
	<b>3.2.4D.8</b>	<b>Write informational reports that frame a topic, include facts and details, and draw information from several sources.</b>
	<b>3.2.6C.9</b>	<b>Use a variety of materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.</b>
	<b>3.2.8C.7</b>	<b>Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.</b>
	<b>3.2.12C.7</b>	<b>Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.</b>
	<b>3.3.2B.4</b>	<b>Identify a problem and simple steps for solving the problem.</b>
	<b>3.3.3B.1</b>	<b>Develop appropriate questions to explore a topic.</b>
	<b>3.3.4A.2</b>	<b>Stay focused on a topic and ask relevant questions.</b>
	<b>3.3.4B.1</b>	<b>Develop questioning techniques (e.g., “who, what, when, where, why, and how” questions).</b>
	<b>3.3.4B.2</b>	<b>Use interview techniques to develop inquiry skills.</b>
	<b>3.3.4B.4</b>	<b>Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.</b>
	<b>3.3.5B.2</b>	<b>Use interview techniques to develop inquiry skills.</b>
	<b>3.3.6A.1</b>	<b>Support a position with organized, appropriate details.</b>
	<b>3.3.6A.2</b>	<b>Stay focused on a topic and ask relevant questions.</b>
	<b>3.3.6B.2</b>	<b>Demonstrate effective use of a variety of questions, including</b>

	<p>3.3.8B.2 3.3.12A.1 3.3.12B.1 3.3.12B.4 3.4.1B.3 3.4.1B.7 3.4.4B.2 3.4.5A.1 3.4.6A.3 3.4.8B.5 3.5.4A.1 3.5.4A.7 3.5.4B.4</p>	<p>literal, inferential, and evaluative questions. Question to clarify others' opinions. Support a position integrating multiple perspectives. Ask prepared and follow-up questions in interview and other discussions. Select and discuss literary passages that reveal character, develop theme, and illustrate literary elements. Recall information from listening to stories, poems, television and film. Ask questions for clarification and explanation of stories and ideas heard. Develop listening strategies (e.g., asking question, taking notes) to understand what is heard. Listen actively for a variety of purposes such as enjoyment and obtaining information. Acknowledge the speaker through eye contact and use appropriate feedback and questions to clarify the speaker's message. Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions. Interpret information found in pictorial graphs, map keys, and icons on a computer screen. Demonstrate an awareness of different media forms and how they contribute to communication. Compare and contrast media sources, such as film and book versions of a story.</p>
<p><b>Mathematics</b>  (4.5=Mathematics Processes)</p>	4.5.AllB.3	Analyze and evaluate the mathematical thinking and strategies of others.
<p><b>Science</b>  (5.1=Scientific Processes)  (5.8= Earth Science)  (5.9=Astronomy and Space Science)  (5.10=Environmental Studies)</p>	<p>5.1.4A.1 5.1.4A.4 5.1.4B.1 5.1.8B.1 5.1.12B.1 5.8.8D.1 5.9.12H.1 5.10.8B.1</p>	<p>Raise questions about the world around them and be willing to seek answers through making careful observations and experimentation. Know that when solving a problem it is important to plan and get ideas and help from other people. Develop strategies and skills for information-gathering and problem-solving, using appropriate tools and technologies. Identify questions and make predictions that can be addressed by conducting investigations. Select and use appropriate instrumentation to design and conduct investigations. Utilize data gathered from emerging technologies (e.g., geographic information systems (GIS) and global positioning systems (GPS)) to create representations and describe processes of change on the Earth's surface. Describe data gathering and observation technologies and explain how they are used to explore the solar system and beyond. Investigate the impact of catastrophic events such as forest fires, floods, and hurricanes on the environment of New Jersey</p>
<p><b>Social Studies</b>  (6.1=Social Studies Skills)  (6.2=Civics)</p>	<p>6.1.2A.3 6.1.4A.3 6.1.8A.1</p>	<p>Identify sources of information on local, national, and international events (e.g., books, newspaper, TV, radio, Internet). Locate sources for the same information (e.g., weather forecast on TV, the Internet or in a newspaper). Discuss the sources, purposes, and functions of law and the</p>

<p>(6.3=World History)</p> <p>(6.4 =United States/New Jersey History)</p> <p>(6.5=Economics)</p> <p>(6.6=Geography)</p>	<p>6.1.8A.6</p> <p>6.1.8A.7</p> <p>6.1.8A6</p> <p>6.1.12A.3</p> <p>6.2.2C.1</p> <p>6.2.4A.4</p> <p>6.2.4A.5</p> <p>6.2.4B.2</p> <p>6.2.4C.3</p> <p>6.2.8A.1</p> <p>6.2.8A.3</p> <p>6.2.8A.5</p> <p>6.2.8A.6</p> <p>6.2.8B.3</p> <p>6.2.8C.3</p> <p>6.2.8C.4</p> <p>6.2.8C.5</p> <p>6.2.8C.6</p> <p>6.2.8D.3</p>	<p>importance of the rule of law for the preservation of individual rights and the common good.</p> <p>Formulate questions based on information needs.</p> <p>Use effective strategies for locating information.</p> <p>Formulate questions based on information needs.</p> <p>Gather, analyze, and reconcile information from primary and secondary sources to support or reject hypotheses.</p> <p>Identify community and government leaders (e.g., mayor, town council, President of the United States).</p> <p>Recognize national, state, and local legislators and government officials and explain how to contact them for help or to express an opinion.</p> <p>Describe the contributions of voluntary associations and organizations in helping government provide for its citizens.</p> <p>Explain the significance of symbols of American values and beliefs, including the Statue of Liberty, the Statue of Justice, the American Flag, and the national anthem.</p> <p>Identify major services provided by state and local government.</p> <p>Discuss the sources, purposes, and functions of law and the importance of the rule of law for the preservation of individual rights and the common good.</p> <p>Discuss the major characteristics of democratic governments.</p> <p>Discuss examples of domestic policies and agencies that impact American lives, including the Environmental Protection Agency (e.g., clean air and water), the Department of Labor (e.g., minimum wage) and the Internal Revenue Service (e.g., Social Security, income tax).</p> <p>Explain how non-governmental organizations influence legislation and policies at the federal, state, and local levels.</p> <p>Describe the continuing struggle to bring all groups of Americans into the mainstream of society with the liberties and equality to which all are entitled, as exemplified by individuals such as Susan B. Anthony, Frederick Douglass, Nat Turner, Paul Robeson, and Cesar Chavez.</p> <p>Discuss the role of political parties in the American democratic system including candidates, campaigns, financing, primary elections, and voting systems.</p> <p>Discuss major historical and contemporary conflicts over United States constitutional principles, including judicial review in Marbury v. Madison, slavery in the Dred Scott Decision, separate but equal in Plessy v. Ferguson, and the rights of minorities in the Indian Removal Act.</p> <p>Discuss major historical and contemporary conflicts over New Jersey constitutional principles (e.g., the impact of the New Jersey School Law of 1881 which required integration in the state's public schools, Hedgepeth and Williams v. Trenton Board of Education, the Mount Laurel Decision, Jackman v. Bodine, Abbott v. Burke).</p> <p>Research contemporary issues involving the constitutional rights of American citizens and other individuals residing in the United States, including voting rights, habeas corpus, rights of the accused, and the Patriot Act.</p> <p>Describe major conflicts that have arisen from diversity (e.g., land and suffrage for Native Americans, civil rights, women's</p>
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		rights) and discuss how the conflicts have been addressed.
	<b>6.2.8D.5</b>	<b>Discuss basic contemporary issues involving the personal, political, and economic rights of American citizens (e.g., dress codes, sexual harassment, fair trial, free press, minimum wage).</b>
	<b>6.2.8E.5</b>	<b>Discuss the purposes and functions of major international organizations (e.g., United Nations, World Health Organization, International Red Cross, Amnesty International) and the role of the United States within each.</b>
	<b>6.2.8E.8</b>	<b>Discuss how global challenges are interrelated, complex, and changing and that even local issues may have a global dimension (e.g., environmental issues, transportation).</b>
	<b>6.2.12B.6</b>	<b>Explore the importance and presence of voluntarism and philanthropy in America and examine the role of local, state, national, and international organizations such as the American Red Cross, the Salvation Army, and the Rotary, and other local organizations.</b>
	<b>6.2.12E.3</b>	<b>Describe how the world is organized politically into nation-states and alliances and how these interact with one another through organizations such as the Warsaw Pact, European Union, North Atlantic Treaty Organization (NATO), the United Nations, the World Court, and the Group of Seven Industrialized Nations (G7), Nations, and South East Asia Treaty Organization (SEATO).</b>
	<b>6.3.8A.1</b>	<b>Describe the physical and cultural changes that shaped the earliest human communities as revealed through scientific methods, including:</b> <ul style="list-style-type: none"> <li>• Early hominid development, including the development of language and writing</li> <li>• Migration and adaptation to new environments</li> <li>• Differences between wild and domestic plants and animals</li> <li>• Locations of agricultural settlements</li> <li>• Differences between hunter/gatherer, fishing, and agrarian communities</li> </ul>
	<b>6.3.8B.5</b>	<b>Discuss the cultural influences of Greece, Egypt, Persia, and India on Mediterranean cultures through assimilation, conquest, migration, and trade.</b>
	<b>6.3.8B.6</b>	<b>Discuss the origins and social framework of Roman society, including:</b> <ul style="list-style-type: none"> <li>• The geographic location of various ethnic groups on the Italian peninsula and their influence on early Roman society</li> <li>• The legends of the founding of Rome and how they reflect the beliefs and values of its citizens</li> <li>• Daily life in Rome and Pompeii</li> </ul>
	<b>6.3.8B.7</b>	<b>Describe the political and social framework of Roman society, including:</b> <ul style="list-style-type: none"> <li>• Political and social institutions of the Roman Republic and reasons for its transformation from Republic to Empire</li> <li>• The influence of key Roman leaders</li> </ul>
	<b>6.3.8B.9</b>	<b>Discuss the political events that may have contributed to the decline of the Roman Empire, including internal divisions, significant battles, invasions, and political changes.</b>
	<b>6.3.8B.10</b>	<b>Describe the development of the Mayan civilization from</b>

		agricultural community to an urban civilization, including the influence of the environment on agricultural methods, water utilization, and herding methods.
	6.3.8B.11	<b>Describe the significant features of Mayan civilization, including the locations of Mayan city-states, road systems, and sea routes, the role and status of elite men and women in Mayan society and their portrayal in Mayan architecture, the role of religion and ceremonial games in Mayan culture, and the structure and purpose of the Mayan pyramids.</b>
	6.3.8C.1	<b>Discuss how Western civilization arose from a synthesis of Christianity and classical Greco-Roman civilization with the cultures of northern European peoples.</b>
	6.3.8C.3	<b>Discuss the significance of the developing cultures of Asia, including the Golden Age in China and spread of Chinese civilization to Japan, Korea, and Southeast Asia and the rise of the Mongol Empire and its impact on the Kievan Rus.</b>
	6.3.8C.7	<b>Discuss the evolution of significant political, economic, social and cultural institutions and events that shaped European medieval society, including Catholic and Byzantine churches, feudalism and manorialism, the Crusades, the rise of cities, and changing technology.</b>
	6.3.8D.1	<b>Discuss factors that contributed to oceanic travel and exploration in the 15<sup>th</sup> and 16<sup>th</sup> centuries, including technological innovations in ship building navigation, naval warfare, navigational inventions such as the compass, and the impact of wind currents on the major trade routes.</b>
	6.3.12D.1	<b>Discuss the major developments in Asia, Africa, and the Americas, including China during the Ming and Qing Dynasty, Japan during the Tokugawa Period, the influence of Islam in shaping the political and social structure in the Middle East, including the Ottoman period, West Africa, including Mali and Songhay, India, including the Mughal Empire, and the impact of European arrival in the Americas.</b>
	6.3.12D.3	<b>Describe the significant social and cultural changes that took place during the Renaissance, including advances in printing press technology, the works of Renaissance writers and elements of Humanism, the revival of Greco-Roman art, architecture, and scholarship, and differing ideas on the role of women</b>
	6.3.12D.5	<b>Discuss the contributions of the Scientific Revolution to European society, including important discoveries in mathematics, physics, biology, and chemistry, and the significance of the scientific method advanced by Descartes and Bacon.</b>
	6.3.12D.6	<b>Discuss the major developments in European society and culture, including:</b> <ul style="list-style-type: none"> <li>• The Protestant Reformation as a result of the weakening of the Papacy and revolts against corruption in the Church</li> <li>• Martin Luther and John Calvin as leaders of new sects that establish the importance of the individual conscience, including religious choice</li> <li>• European explorations and the establishment of colonial</li> </ul>

		<p>empires</p> <ul style="list-style-type: none"> <li>• Trans-Atlantic slave trade and its impact on Africa</li> <li>• Commercial Revolution</li> <li>• The English Revolution and the strengthening of Parliament as a countervailing force to the monarchy and importance of the balance of powers, including the Glorious Revolution and the English Bill of Rights</li> <li>• Economic consequences of European expansion, including the role of the mercantilist economic theory, the commercial revolution, and the early growth of capitalism</li> <li>• The economic, social, religious, and political impact of the Plague</li> </ul>
	6.3.12E.1	<p>Discuss the causes and consequences of political revolutions in the late 18<sup>th</sup> and early 19<sup>th</sup> centuries, including:</p> <ul style="list-style-type: none"> <li>• The impact of the American Revolution on global political thought</li> <li>• The ideas and events that shaped the French Revolution (e.g., monarchy vs. social ideals of liberty, equality, and fraternity; political beliefs and writings; development of the empire)</li> <li>• The spread of revolutionary ideas through the Napoleonic period (e.g., Napoleonic Code)</li> <li>• The emergence of a politically active middle class and the rise of ideologies which questioned class structure in many European countries contributing to socialism and communism</li> <li>• How the Industrial Revolution, based on new manufacturing processes and the availability of labor, began the preeminence of Europe in the world economy</li> <li>• The concept of laissez-faire and the ideas of Adam Smith in <i>Wealth of Nations</i></li> <li>• Democratic and social reforms, including the struggle for women's rights and the expansion of parliamentary government</li> <li>• The rise of European nationalism, imperialism, and its effect on the European balance of power, particularly the unification of Italy and Germany</li> </ul>
	6.3.12E.2	Discuss how industrialization shaped social class (e.g., child labor, conditions of social class) and the development of labor organizations.
	6.3.12E.3	Explain the main patterns of global change in colonizing Africa, Asia, the Middle East, and the Americas, including the Indian Ocean and Pan Asian economies prior to the rise of Europe.
	6.3.12E.4	Trace the growth of independence movements and the rejection of colonialism including the Haitian Revolution and leaders such as Toussaint L'Ouverture, Simon Bolivar in Venezuela, and Jose Manti in Cuba.
	6.3.12E.6	Describe how Christianity, Islam, and Buddhism spread during this period, including the areas of influence and reasons for the growth.
	6.3.12E.7	<p>Discuss events that shaped the social structure of Russia in the 19<sup>th</sup> and early 20<sup>th</sup> century, including:</p> <ul style="list-style-type: none"> <li>• Peasants, aristocracy, and serfdom</li> </ul>

		<ul style="list-style-type: none"> <li>• Czarist reforms and the abolition of serfdom</li> <li>• Relations with the Ottoman Empire</li> <li>• Development of the Trans-Siberian railroad and other forms of modernization</li> </ul>
	6.4.2B.2	Discuss the contributions of important women, African Americans, and Native Americans to United States and New Jersey history.
	6.4.2B.3	Explain the historical significance of major national holidays (e.g. Independence Day, Labor Day) and American symbols.
	6.4.2B.4	Relate why important national buildings, statues, and monuments are associated with our national history.
	6.4.4A.3	Discuss the reasons why various groups, voluntarily and involuntarily, immigrated to America and New Jersey and describe the problems they encountered.
	6.4.4A.4	Discuss the history of their community, including the origins of its name, groups and individuals who lived there, and access to important places and buildings in the community.
	6.4.4A.6	Describe situations in which people from diverse backgrounds work together to solve common problems.
	6.4.4B.2	Discuss the reasons why revolutionary leaders, including George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston fought for independence from England.
	6.4.4B.3	Discuss New Jersey's role during the American Revolution.
	6.4.4B.4	Identify major documents and symbols in New Jersey and American history, including the Mayflower Compact, the Declaration of Independence, the United States Constitution, the New Jersey State Seal, and Martin Luther King Jr.'s "I Have a Dream" speech.
	6.4.4B.6	Discuss the experiences of immigrants who came to the United States and New Jersey, including reasons for immigrating, experiences at Ellis Island, and working and living conditions in America.
	6.4.4B.7	Describe the population shift from the farm to the city in New Jersey.
	6.4.8C.1	Discuss factors that stimulated European overseas explorations between the 15 <sup>th</sup> and 17 <sup>th</sup> centuries and the impact of that exploration on the modern world.
	6.4.8C.2	Trace the major land and water routes of the explorers.
	6.4.8C.4	Discuss the characteristics of the Spanish and Portuguese exploration and conquest of the Americas, including Spanish interaction with the Incan and Aztec empires, expeditions in the American Southwest, and the social composition of early settlers and their motives for exploration and conquest.
	6.4.8C.5	Describe the migration of the ancestors of the Lenape Indians and their culture at the time of first contact with Europeans.
	6.4.8C.8	Discuss how millions of Africans, brought against their will from Central Africa to the Americas, including Brazil, Caribbean nations, North America and other destinations, retained their humanity, their families, and their cultures during enslavement.
	6.4.8D.2	Describe the political, religious, social, and economic institutions that emerged in Colonial America, including New

		Netherland and colonial New Jersey.
	6.4.8D.4	Examine the interactions between Native Americans and European settlers, such as agriculture, trade, cultural exchanges, and military alliances and conflicts.
	6.4.8D.5	Describe Native American resistance to colonization, including the Cherokee War against the English, the French and Indian War, and King George's War.
	6.4.8D.6	Identify factors that account for the establishment of African slavery in the Americas.
	6.4.8D.7	Discuss Spanish exploration, settlement, and missions in the American Southwest.
	6.4.8E.1	Discuss the background and major issues of the American Revolution, including the political and economic causes and consequences of the revolution.
	6.4.8E.2	Discuss the major events (e.g. Boston Tea Party, Battle of Trenton) and personalities (e.g., George Washington, John Adams, John Witherspoon, William Franklin, Benjamin Franklin, Thomas Jefferson) of the American Revolution.
	6.4.8E.3	Identify major British and American leaders and describe their roles in key events, such as the First and Second Continental Congresses, drafting and approving the Declaration of Independence (1776), the publication of "Common Sense," and major battles of the Revolutionary War.
	6.4.8E.4	Explain New Jersey's critical role in the American Revolution, including major battles, the involvement of women and African Americans, and the origins of the movement to abolish slavery.
	6.4.8E.5	Discuss the political and philosophical origins of the United States Constitution and its implementation in the 1790s.
	6.4.8E.6	Describe and map American territorial expansions and the settlement of the frontier during this period.
	6.4.8E.8	Discuss the background and major issues of the War of 1812 (e.g., sectional issues, role of Native Americans).
	6.4.8F.1	Describe the political, economic, and social changes in New Jersey and American society preceding the Civil War, including the early stages of industrialization, the growth of cities, and the political, legal, and social controversies surrounding the expansion of slavery.
	6.4.8F.2	Discuss American cultural, religious, and social reform movements in the antebellum period (e.g., abolitionists, the Second Great Awakening, the origins of the labor and women's movements).
	6.4.8F.4	Explain the characteristics of political and social reform movements in the antebellum period in New Jersey, including the 1844 State Constitution, the temperance movement, the abolition movement, and the women's rights movement.
	6.4.8F.5	Explain the characteristics of political and social reform movements in the antebellum period in New Jersey, including the 1844 State Constitution, the temperance movement, the abolition movement, and the women's rights movement.
	6.4.8F.6	Discuss the economic history of New Jersey, including growth of major industries and businesses, the lives of factory

		workers, and occupations of working people.
	6.4.8F.8	Discuss sectional compromises associated with westward expansion of slavery, such as the Missouri Compromise (1820) and the continued resistance to slavery by African Americans (e.g., Amistad Revolt).
	6.4.8F.9	Describe and map the continuing territorial expansion and settlement of the frontier, including the acquisition of new territories and conflicts with Native Americans, the Louisiana Purchase, the Lewis and Clark expedition, and the California gold rush.
	6.4.8F.10	Explain how state and federal policies influenced various Native American tribes (e.g., homeland vs. resettlement, Black Hawk War, Trail of Tears).
	6.4.8F.11	Understand the institution of slavery in the United States, resistance to it, and New Jersey's role in the Underground Railroad.
	6.4.8G.1	Explain the major events, issues, and personalities of the American Civil War including: <ul style="list-style-type: none"> <li>• The causes of the Civil War (e.g., slavery, states' rights)</li> <li>• The course and conduct of the war (e.g., Antietam, Vicksburg, Gettysburg)</li> <li>• Sectionalism</li> <li>• The Dred Scott and other Supreme Court decisions</li> <li>• The role of women</li> <li>• The role of African Americans</li> <li>• The Gettysburg Address</li> <li>• The Emancipation Proclamation</li> <li>• Juneteenth Independence Day</li> </ul>
	6.4.8G.4	Discuss the impact of retaliatory state laws and general Southern resistance to Reconstruction.
	6.4.8G.5	Discuss the Dawes Act of 1887, how it attempted to assimilate Native Americans by converting tribal lands to individual ownership, and its impact on Native Americans.
	6.4.12D.5	Discuss Spanish exploration, settlement, and missions in the American Southwest.
	6.4.12E.1	Discuss the social, political, and religious aspects of the American Revolution, including key decisions leading to the Revolution, efforts by Parliament and the colonies to the ideas of different religions, and the economic and social differences of Loyalists, Patriots, and those who remained neutral.
	6.4.12E.3	Discuss the involvement of European nations during the Revolution and how their involvement influenced the outcome and aftermath (e.g., the assistance of France and Spain, how the self-interests of France and Spain differed from the United States after the war, the contributions of European military leaders).
	6.4.12E.7	Describe the early evolution of the system of government and political parties in the United States (e.g., presidential elections of 1792, 1796, 1800).
	6.4.12E.8	Discuss the implementation of the federal government under the United States Constitution during the presidency of George Washington.
	6.4.12E.9	Describe the origin and development of the political parties, the

		<b>Federalists, and the Democratic Republicans (1793-1801).</b>
	<b>6.4.12G.3</b>	<b>Describe New Jersey's role in the post-Civil War era, including New Jersey's votes on the 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> amendments to the United States Constitution.</b>
	<b>6.4.12H.5</b>	<b>Discuss the causes and consequences of the Spanish-American War (e.g., United States' justifications, the role of the United States in Cuba, impact on international relations, the acquisition of new territories).</b>
	<b>6.4.12H.6</b>	<b>Discuss elements that contributed to late 19<sup>th</sup> century expansionist foreign policy, including racial ideology, missionary zeal, nationalism, domestic tensions, and economic interests.</b>
	<b>6.4.12I.2</b>	<b>Discuss the rise of the Progressive Movement, including the relationship between Progressivism and the Populist Movement, Woodrow Wilson as Governor of New Jersey, anti-trust reform, the woman suffrage movement (e.g., Alice Paul), and municipal reform (e.g., Frank Hague).</b>
	<b>6.4.12I.4</b>	<b>Describe the major events, personalities, and decisions of World War I, including the causes of United States involvement, social conditions on the home front, significant battles, Wilson's peace plan, and isolationism.</b>
	<b>6.4.12I.7</b>	<b>Discuss the ratification of the Versailles Treaty and United States non-participation in the League of Nations.</b>
	<b>6.4.12I.9</b>	<b>Discuss the working conditions in the Paterson silk mills and the strike of 1913.</b>
	<b>6.4.12I.10</b>	<b>Discuss the creation of social, labor, political, and economic advocacy organizations and institutions, including the National Association for the Advancement of Colored People (NAACP), La Raza and the American Indian Movement, the AFL/CIO and other labor organizations, and the Women's Christian Temperance Union (WCTU).</b>
	<b>6.4.12I.11</b>	<b>Discuss the role of Chief Sitting Bull, the outcome and impact of the Wounded Knee Tragedy of 1890, and the suppression of the American Indian revivalist movement known as Ghost Dance.</b>
	<b>6.4.12J.1</b>	<b>Explain the economic impact of the Hawley-Smoot Tariff (1930).</b>
	<b>6.4.12J.2</b>	<b>Describe how the Great Depression and the New Deal of Franklin D. Roosevelt transformed America, including the growth of the federal government, the rise of the Welfare State, and industrial unionism.</b>
	<b>6.4.12J.4</b>	<b>Discuss how the Depression contributed to the development of Social Security, the National Labor Relations Board (NLRB), and the Federal Deposit Insurance Corporation (FDIC).</b>
	<b>6.4.12J.6</b>	<b>Describe the political background leading to American involvement in World War II, the course of the war in Europe and Asia, the mobilization of women of African Americans into the military and related industries, the segregated military, the use of the Atom Bomb, and the founding of the United Nations.</b>
	<b>6.4.12J.7</b>	<b>Describe New Jersey's role in World War II, including:</b> <ul style="list-style-type: none"> <li><b>• The recruitment of Japanese-Americans from wartime detention camps to work at Seabrook Farm</b></li> <li><b>• The role of women in defense industries</b></li> <li><b>• Key military installations in New Jersey</b></li> </ul>

		<ul style="list-style-type: none"> <li>• The role of the Battleship New Jersey</li> <li>• The contributions of Albert Einstein</li> </ul>
	6.4.12K.1	Discuss how American policies following World War II developed as a result of the failures experienced and lessons learned after World War I.
	6.4.12K.2	Explain changes in the post war society of the United States and New Jersey, including the impact of television, the interstate highway system, the growth of the suburbs, and the democratization of education.
	6.4.12K.7	Describe how changes in federal policy impacted immigration to New Jersey and America, including the shift in places of origin from Western Europe to Latin America, the Caribbean, and Asia.
	6.4.12L.2	Investigate the economic and social patterns in contemporary New Jersey, including shifts in immigration patterns, urban decline and renewal, important New Jersey Supreme Court rulings (e.g., Mount Laurel decision), and the issue of preserving open space.
	6.4.12L.3	Describe the growth of the technology and pharmaceutical industries in New Jersey.
	6.4.12L.7	Discuss major contemporary social issues, such as the evolution of governmental rights for individuals with disabilities, multiculturalism, bilingual education, gay rights, free expression in the media, and the modern feminist movement.
	6.5.2A.1	Identify the basic goods and services a family needs for everyday life.
	6.5.2A.3	Identify various forms of currency.
	6.5.2B.1	Identify various jobs and explain how workers in these jobs receive income for their work.
	6.5.4A.7	Explain that people can improve their ability to earn income by gaining new knowledge, skills, and experiences.
	6.5.4B.1	Explain that some essential goods and services are provided by the government, such as roads, schools, parks, police, and fire protection.
	6.5.4B.2	Describe products and services that are developed, manufactured, or grown in New Jersey.
	6.5.8A.6	Describe how private industry acquires material and energy resources, provides jobs, raises financial capital, manages production processes, and markets goods and services that create wealth in order to meet consumer and industrial requirements.
	6.5.8A.7	Discuss how innovation, entrepreneurship, competition, customer satisfaction, and continuous improvement in productivity are responsible for the rise in the standard of living in the United States and other countries with market economies.
	6.5.8B.2	Describe the many ways federal, state, and local governments raise funds to meet the need for public facilities and government services.
	6.5.8B.3	Discuss how societies have been affected by industrialization and by different political and economic philosophies.
	6.5.8B.4	Describe how inventions and innovations have improved standards of living over the course of history.
	6.5.12A.1	Describe different types of local, state, and federal taxes such as

		sales, income, and social security, discuss how deductions, exemptions, and credits reduce taxable income, and explain the difference between a progressive and regressive tax.
	6.5.12A.2	Describe the purposes of social security and Medicare.
	6.5.12A.5	Discuss how a market economy experiences periodic business cycles of prosperity and recession and that the federal government can adjust taxes, interest rates, spending, and other policies to help restore economic health.
	6.5.12A.10	Explain how changes in exchange rates impact the purchasing power of people in the United States and other countries.
	6.6.2A.3	Demonstrate basic globe and map skills.
	6.6.2B.1	Describe the physical features of places and regions on a simple scale.
	6.6.2B.2	Describe the physical and human characteristics of places.
	6.6.2D.1	Identify the types of transportation used to move goods and people.
	6.6.2E.1	Describe the role of resources such as air, land, water, and plants in everyday life.
	6.6.2E.2	Describe the impact of weather on everyday life.
	6.6.4A.1	Use physical and political maps to identify locations and spatial relationships of places within local and nearby communities.
	6.6.4A.2	Describe and demonstrate different ways to measure distance (e.g., miles, kilometers, time).
	6.6.4A.4	Identify the major cities of New Jersey, the United States, and the world.
	6.6.4A.5	Identify the major countries, continents, bodies of water, and mountain ranges of the world.
	6.6.4A.6	Locate time zones, latitude, longitude, and the global grid.
	6.6.4B.1	Identify the physical and human characteristics of places and regions in New Jersey and the United States (e.g., landforms, climate, vegetation, housing).
	6.6.4B.3	Describe the geography of New Jersey.
	6.6.4B.4	Discuss factors involved in the development of cities (e.g., transportation, food, marketplace, religion, military protection).
	6.6.4D.1	Describe the development of transportation and communication networks in New Jersey and the United States.
	6.6.4D.2	Identify the distribution and characteristics of populations for different regions of New Jersey and the United States.
	6.6.4E.2	Explain the nature, characteristics, and distribution of renewable and non-renewable resources.
	6.6.8A.5	Use geographic tools and technologies to pose and answer questions about spatial distributions and patterns on Earth.
	6.6.8A.7	Explain the distribution of major human and physical features at country and global scales.
	6.6.8A.8	Use thematic maps to describe places (e.g., patterns of population, diseases, rainfall).
	6.6.8A.11	Describe the significance of the major cities of New Jersey, the United States, and the world.
	6.6.8B.2	Describe how regions change over time.
	6.6.8B.4	Explain how regional systems are interconnected (e.g., watersheds, trade, transportation systems).

	<p><b>6.6.8B.5</b> Discuss how the geography of New Jersey impacts transportation, industry, and community development.</p> <p><b>6.6.8B.6</b> Discuss the similarities and differences among rural, suburban, and urban communities.</p> <p><b>6.6.8B.7</b> Describe the types of regions and the influence and effects of region labels including:</p> <ul style="list-style-type: none"> <li>• Formal regions: school districts, states</li> <li>• Functional regions: marketing area of a newspaper, fan base of a sport team</li> <li>• Perceptual regions: the Bible Belt, the Riviera in southern France</li> </ul> <p><b>6.6.8C.1</b> Describe characteristics and spatial distribution of major Earth ecosystems.</p> <p><b>6.6.8C.2</b> Discuss how ecosystems function locally and globally.</p> <p><b>6.6.8C.5</b> Describe how the physical environment affects life in different regions (e.g., population density, architecture, transportation systems, industry, building materials, land use, recreation).</p> <p><b>6.6.8D.1</b> Discuss how and why people cooperate, but also engage in conflict, to control the Earth's surface.</p> <p><b>6.6.8D.7</b> Explain and identify examples of global interdependence.</p> <p><b>6.6.8D.8</b> Describe how physical and human characteristics of regions change over time.</p> <p><b>6.6.8E.1</b> Discuss the environmental impacts or intended and unintended consequences of major technological changes (e.g., autos and fossil fuels, nuclear power and nuclear waste).</p> <p><b>6.6.12A.1</b> Discuss the application of geographic tools and supporting technologies, such as GIS, CPS, the Internet, and CD databases.</p> <p><b>6.6.12A.2</b> Use maps of physical and human characteristics of the world to answer complex geographical questions.</p> <p><b>6.6.12A.4</b> Use geographic tools and technologies to pose and answer questions about spatial distribution and patterns on Earth.</p> <p><b>6.6.12D.2</b> Explain the spatial-technological processes of cultural convergence (cultural adaptations over distances) and divergence (separating effects of cultural diffusion over distances).</p> <p><b>6.6.12E.2</b> Discuss the importance of maintaining biodiversity.</p>	
<p><b>World Languages</b></p> <p>(7.1=Communication)</p> <p>(7.2= Culture)</p>	<p><b>Nov-Mid.</b> <b>7.1.2/5/8/</b> <b>C.4</b></p> <p><b>Nov-High</b> <b>7.1.4/8/9/</b> <b>11/C.4</b></p> <p><b>Int.-Low</b> <b>7.1/8/12/</b> <b>A.3</b></p> <p><b>Pre-Adv.</b> <b>7.1.12.B.4</b></p>	<p><b>Name and label tangible products and imitate practices from the target culture.</b></p> <p><b>Tell or write about products of the target culture and simulate common cultural practices.</b></p> <p><b>Discuss people, places, objects, and daily activities based on oral and written descriptions-grade level appropriate social studies topics...</b></p> <p><b>Engage in oral and/or written discourse in a variety of time frames on topics of personal and social interest, or on topics studied in other core content areas – grade appropriate</b></p>

	<b>Int.-Low 7.2.8/12. A.2</b>	<p>career education and consumer, family and life skills activities...- grade level appropriate health topics...- grade level appropriate social studies topics...</p> <p><b>Investigate how geography and climate influence the lives of people in the target culture(s) country (ies).</b></p>
<p><b>Technological Literacy</b></p> <p>(This computer and information literacy standard is designed to be integrated and applied in all of the content areas of the Core Curriculum Content Standards.)</p>	<p><b>8.1.4B.5 8.1.4B.6</b></p> <p><b>8.1.4B.7 8.1.8A.10 8.1.8B.6</b></p> <p><b>8.1.8B.8</b></p> <p><b>8.1.8B.10</b></p> <p><b>8.1.12B.5</b></p> <p><b>8.1.12B.6</b></p> <p><b>8.1.12B.11</b></p> <p><b>8.2.8A.1</b></p> <p><b>8.2.8C.1</b></p>	<p><b>Recognize the need for accessing and using information. Identify and use simple web browsers, search engines, and directions to obtain information to solve real world problems.</b></p> <p><b>Locate specific information by searching a database. Use network resources for storing and retrieving data.</b></p> <p><b>Choose appropriate tools and information resources to support research and solve real world problems, including online resources and databases and search engines.</b></p> <p><b>Use computer applications to modify information independently and/or collaboratively to solve problems.</b></p> <p><b>Determine when technology tools are appropriate to solve a problem and make a decision.</b></p> <p><b>Select and use specialized databases for advanced research and solve real world problems.</b></p> <p><b>Identify new technologies, and other organizational tools to use in personal, home, and/or work environments for informational retrieval, entry, and presentation.</b></p> <p><b>Identify a problem in a content area and formulate a strategy to solve the problem using brainstorming, flowcharting, and appropriate resources.</b></p> <p><b>Describe the nature of technology and the consequences of technological activity.</b></p> <p><b>Explain technological advances in medical, agricultural, energy and power, information and communication, transportation, manufacturing, and construction technologies.</b></p>
<p><b>Career Education and Consumer, Family and Life Skills</b></p> <p>(This consumer, family, and life skills standard is designed to be integrated and applied in all of the Core Curriculum Content Standards.)</p>	<p><b>9.1.4A.2 9.1.12A.5</b></p> <p><b>9.2.4A.3</b></p> <p><b>9.2.12E.5</b></p> <p><b>9.2.12F.6</b></p>	<p><b>Identify abilities and skills associated with various careers. Research current advances in technology that apply to a selected occupational career cluster.</b></p> <p><b>Identify and access print and non-print resources that can be used to help solve problems.</b></p> <p><b>Use comparative shopping techniques for the acquisition of goods and services.</b></p> <p><b>Discuss motor vehicle safety, including but not limited to, New Jersey motor vehicle laws and regulations, methods of defensive driving, and the importance of personal responsibility on public roads/streets.</b></p>

# NEW JERSEY CORE CURRICULUM CONTENT STANDARDS MATRIX

## Information Literacy Standards for Student Learning and the Revised (2002-2004) New Jersey Core Curriculum Content Standards

### Standard 2: 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

<b>Visual and Performing Arts</b>  (1.1=Aesthetics)  (1.3 =Elements and Principles of Art)	1.1.8B.4	<b>Describe changes in meaning over time in the perception of a known work of art.</b>
	1.3.4A.1	<b>Investigate the relationship of dance and other art forms.</b>
<b>Comprehensive Health and Physical Education</b>  (2.1=Health Promotion)  (2.2= Personal, Interpersonal, and Life Skills)  (2.4=Human Society and Family Life)	2.1.12C.1	<b>Analyze and evaluate current dietary recommendations, resources, and trends, from a variety of sources.</b>
	2.2.4A.1	<b>Explain how to determine the validity and reliability of a health resource.</b>
	2.2.6A.1	<b>Summarize health information from a variety of valid and reliable health resources.</b>
	2.2.8A.1	<b>Analyze health ideas, opinions, and issues from a variety of valid and reliable health sources.</b>
	2.2.8A.5	<b>Analyze the economic and political purposes and impacts of health messages found in the media.</b>
	2.2.12A.5	<b>Evaluate the economic, political, social, and aesthetic impacts of health messages found in literature, art, music, theater, and television.</b>
	2.2.12B.3	<b>Use reliable and valid health information to assess social situations and conditions that impact health and safety.</b>
<b>Language Arts Literacy</b>  (3.1=Reading)  (3.2=Writing)  (3.3=Speaking)  (3.4=Listening)  (3.5=Viewing/ Media Literacy)	2.4.6B.5	<b>Discuss how parents, peers, and the media influence attitudes about sexuality.</b>
	3.1.3G.2	<b>Distinguish cause/effect, fact/opinion, main idea/supporting details in interpreting texts.</b>
	3.1.3G.5	<b>Recognize how authors use humor, sarcasm, and imagery to extend meaning.</b>
	3.1.3G.9	<b>Recognize first-person “I” point of view.</b>
	3.1.3G.14	<b>Use information and reasoning to examine bases of hypotheses and opinions.</b>
	3.1.4G.2	<b>Distinguish cause and effect, fact and opinion, main idea and supporting details in nonfiction texts (e.g., science, social studies).</b>
	3.1.4G.4	<b>Understand author’s opinions and how they address culture, ethnicity, gender, and historical periods.</b>
	3.1.4G.6	<b>Recognize an author’s point of view.</b>
	3.1.5G.5	<b>Recognize persuasive and propaganda techniques used to influence readers.</b>
	3.1.5G.6	<b>Recognize historical and cultural biases and different points of view.</b>
	3.1.6G.5	<b>Recognize persuasive and propaganda techniques used to influence readers.</b>

3.1.7G.2	Distinguish between essential and nonessential information.
3.1.7G.3	Differentiate between fact, opinion, bias, and propaganda in newspapers, periodicals, and electronic texts.
3.1.8E.1	Monitor reading for understanding by automatically setting a purpose for reading, making and adjusting predictions, asking essential questions, and relating new learning to background experiences.
3.1.8G.1	Differentiate between fact/opinion and bias and propaganda in newspapers, periodicals, and electronic texts.
3.1.8H.4	Self-select materials appropriately related to a research project.
3.1.12G.6	Recognize literary concepts, such as rhetorical device, logical fallacy, and jargon, and their effect on meaning.
3.1.12G.7	Interpret how literary devices affect reading emotions and understanding.
3.1.12G.8	Analyze and evaluate the appropriateness of diction and figurative language (e.g., irony, paradox).
3.1.12G.9	Distinguish between essential and nonessential information, identifying the use of proper references and propaganda techniques where present.
3.1.12G.10	Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view.
3.1.12G.11	Analyze how an author's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.
3.1.12H.1	Select appropriate electronic media for research and evaluate the quality of the information received.
3.1.12H.3	Develop increased ability to critically select works to support a research topic.
3.1.12H.4	Read and critically analyze a variety of works, including books and other print materials (e.g., periodicals, journals, manuals), about one issue or topic, or books by a single author or in one genre, and produce evidence of reading.
3.1.12H.6	Critique the validity and logic of arguments advanced in public documents, their appeal to various audiences, and the extent to which they anticipate and address reader concerns.
3.2.4C.6	Study examples of narrative and expository writing to develop understanding of the reasons for and use of paragraphs and indentation.
3.2.8D.1	Gather, select, and organize the most effective information appropriate to a topic, task, and audience.
3.2.8D.6	Use a variety of primary and secondary sources to understand the value of each when writing a research report.
3.2.12B.2	Critique published works for authenticity and credibility.
3.2.12D.3	Evaluate the impact of an author's decisions regarding tone, word choice, style, content, point of view, literary elements, and literary merit, and produce an interpretation of overall effectiveness.
3.3.4B.5	Reflect and evaluate information learned as a result of the inquiry.
3.3.6B.2	Demonstrate effective use of a variety of questions, including literal, inferential, and evaluative questions.
3.3.12B.5	Question critically the position or viewpoint of an author.
3.4.2A.1	Listen critically to identify main ideas and supporting details.
3.4.2A.2	Begin to distinguish between types of speech (e.g., a joke, a chat, a warning).

3.4.5A.2	Listen attentively and critically to a variety of speakers.
3.4.5.A.6	Listen to determine a speaker's purpose, attitude, and perspective.
3.4.6A.2	Listen attentively and critically to a variety of speakers.
3.4.6A.6	Listen to determine a speaker's purpose, attitude, and perspective.
3.4.7B.3	Critique information heard or viewed.
3.4.8A.2	Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy.
3.4.8A.4	Recognize persuasive techniques and credibility in oral communication.
3.4.8A.5	Listen to determine a speaker's purpose, attitude, and perspective.
3.4.8B.1	Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.
3.4.8B.3	Critique information heard or viewed.
3.4.8B.6	Paraphrase a speaker's purpose and point of view.
3.4.12A.2	Listen skillfully to distinguish emotive and persuasive rhetoric.
3.4.12B.1	Listen to summarize, make judgments, and evaluate.
3.4.12B.2	Evaluate the credibility of a speaker.
3.4.12B.3	Determine when propaganda and argument are used in oral forms.
3.5.1A.2	Distinguish between "pretend" and "real" in the media.
3.5.1A.3	Begin to recognize that media messages have different purposes.
3.5.1B.1	Begin to interpret messages in simple advertisements.
3.5.2A.2	Recognize that media messages are created for a specific purpose (e.g., to inform, entertain, or persuade).
3.5.2B.1	Interpret messages in simple advertisements.
3.5.2B.2	Use a simple rating scale to judge media products.
3.5.4A.4	Distinguish between factual and fictional visual representations.
3.5.4A.6	Identify the target audience for a particular program, story, or advertisement.
3.5.4B.1	Understand that creators of both print media and electronic media have a purpose and target audience for their work.
3.5.5A.3	Distinguish between factual and fictional visual representations (e.g., political cartoons).
3.5.5A.5	Identify the target audience for a particular program, story, or advertisement.
3.5.5B.1	Understand that creators of both print media and electronic media have a purpose and target audience for their work.
3.5.5B.2	Evaluate media message for credibility.
3.5.5B.3	Explore and interpret various messages found in advertisements and other texts.
3.5.5B.5	Discuss the emotional impact of a still image (e.g., photo, poster, painting) and how it aids understanding.
3.5.6A.3	Distinguish between factual and fictional visual representations (e.g., political cartoons).
3.5.6A.5	Identify the target audience for a particular program, story, or advertisement.
3.5.6A.8	Distinguish different points of view in media texts.
3.5.6B.1	Understand that creators of both print media and electronic media have a purpose and target audience for their work.
3.6.6B.1	Understand that creators of both print media and electronic media have a purpose and target audience for their work.
3.5.6.B.2	Evaluate media message for credibility.
3.5.6B.3	Explore and interpret various messages found in advertisements and other texts.
3.5.6B.5	Discuss the emotional impact of a still image (e.g., photo, poster, painting) and how it aids understanding.

	<p><b>3.5.7A.1</b> Analyze aspects of print and electronic texts that support the author's point of view, opinion, or attitude.</p> <p><b>3.5.7A.3</b> Analyze and respond to visual and print messages (e.g., humor, irony, metaphor) and recognize how words, sounds, and still or moving images are used in each medium to convey the intended messages.</p> <p><b>3.5.7A.4</b> Compare and contrast how the various forms of media (e.g., newspapers, radio, television, Internet news outlets) cover the same topic).</p> <p><b>3.5.7B.1</b> Analyze the pros and cons of visual and verbal advertising.</p> <p><b>3.5.7B.2</b> Evaluate various media messages for credibility.</p> <p><b>3.5.7B.4</b> Make inferences based upon the content of still images.</p> <p><b>3.5.7B.5</b> Compare and contrast media sources, such as film and book versions of a story.</p> <p><b>3.5.7C.1</b> Evaluate media forms, such as television, video, games, music, and film for content appropriateness (e.g., rating systems, rubric).</p> <p><b>3.5.7C.2</b> Analyze media content for emotional effect on audience.</p> <p><b>3.5.8A.1</b> Analyze aspects of print and electronic texts that support the author's point of view, opinion, or attitude.</p> <p><b>3.5.8A.4</b> Compare and contrast how the various forms of media (e.g., newspapers, radio, television, Internet news outlets) cover the same topic).</p> <p><b>3.5.8B.1</b> Analyze and compare the pros and cons of visual and verbal advertising.</p> <p><b>3.5.8B.2</b> Evaluate media messages for credibility.</p> <p><b>3.5.8B.3</b> Develop criteria/rubric to judge the effectiveness of visual and verbal presentations.</p> <p><b>3.5.8B.4</b> Make inferences based upon the content of still images.</p> <p><b>3.5.8B.5</b> Compare and contrast media sources, such as film and book versions of a story.</p> <p><b>3.5.8C.1</b> Evaluate media forms, such as television, video, games, music, and film for content appropriateness (e.g., rating systems, rubric).</p> <p><b>3.5.8C.2</b> Analyze media content for emotional effect on audience.</p> <p><b>3.5.12A.3</b> Identify and select media forms appropriate for the viewer's purpose.</p> <p><b>3.5.12B.1</b> Analyze media for stereotyping (e.g., gender, ethnicity).</p> <p><b>3.5.12B.2</b> Compare and contrast three or more media sources.</p> <p><b>3.5.12C.2</b> Determine influences on news media based on existing political, historical, economical, and social contexts (e.g., importance of audience feedback).</p>	
<p><b>Mathematics</b></p> <p>(4.4=Data Analysis, Probability, and Discrete Mathematics)</p> <p>(4.5=Mathematics Processes)</p>	<p><b>4.4.12A.2</b> Evaluate the use of data in real-world contexts – accuracy and reasonableness of conclusions drawn (e.g., influence of how data is displayed) – bias in conclusions drawn – statistical claims based on sampling.</p> <p><b>4.5.A11B.3</b> Analyze and evaluate the mathematical thinking and strategies of others.</p>	
<p><b>Science</b></p> <p>(5.1=Scientific</p>	<p><b>5.1.4A.2</b> Keep records that describe observations, carefully distinguish actual observations from ideas and speculations, and are understandable weeks and months later.</p>	

Processes) (5.8= Earth Science)	5.1.4B.2 5.1.8A.1 5.1.8A.4 5.1.12A.1 5.1.12A.2 5.8.12D.1	Identify the evidence used in an explanation. Evaluate the strengths and weaknesses of data, claims, and arguments. Recognize that curiosity, skepticism, open-mindedness, and honesty are attributes of scientists. When making decisions, evaluate conclusions, weigh evidence, and recognize that arguments may not have equal merit. Assess the risks and benefits associated with alternative solutions. Analyze the evidence produced by a variety of techniques that is used to understand changes in the Earth that have occurred over time...
<b>Social Studies</b> (6.1=Social Studies Skills) (6.2=Civics) (6.3=World History) (6.4 =United States/New Jersey History) (6.5=Economics) (6.6=Geography)	6.1.4A.5 6.1.4A.6 6.1.8A.2 6.1.8A.3 6.1.12A.4 6.1.12A.8 6.2.12E.13 6.6.8A.1 6.6.8A.6 6.6.8A.3	Distinguish between an eyewitness account and a secondary account of an event. Distinguish fact from fiction. Use critical thinking skills to interpret events, recognize bias, point of view, and context. Assess the credibility of primary and secondary sources. Examine source data within the historical, social, political, geographic or economic context in which it was created, testing credibility and evaluating bias. Evaluate historical and contemporary communications to identify factual accuracy, soundness of evidence, and absence of bias and discuss strategies used by the government, political candidates, and the media to communicate with the public. Analyze how the media presents cultural stereotypes and images and discuss how this impacts beliefs and behaviors. Distinguish among the distinct characteristics of maps, globes, graphs, charts, diagrams, and other geographical representations, and the utility of each in solving problems. Distinguish among the major map types, including physical, political, topographic, and demographic. Describe and distinguish among the various map projections, including size, shape, distance, and direction.
<b>World Languages</b>		None
<b>Technological Literacy</b> (This computer and information literacy standard is designed to be integrated and applied in all of the content areas of the Core Curriculum Content Standards.)	8.1.4B.8 8.1.8B.7 8.1.12B.3 8.1.12B.7 8.2.8B.4	Recognize accuracy and/or bias of information. Evaluate the accuracy, relevance, and appropriateness of print and non-print electronic information services. Make informed choices among technology systems resources, and services in a variety of contexts. Evaluate information sources for accuracy, relevance, and appropriateness. Describe how variations in resources can affect solutions to a technological problem.
<b>Career Education and Consumer, Family and Life Skills</b> (This consumer, family, and life skills standard is designed to be integrated and applied	9.2.8A.4 9.2.12A.4 9.2.12E.6	Recognize bias, vested interest, stereotyping and the manipulation and misuse of information. Recognize bias, vested interest, stereotyping and the manipulation and misuse of information while formulating solutions to problems that interfere with attaining goals. Analyze the impact of advertising on personal purchasing decisions.

in all of the Core Curriculum Content Standards.)		
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# NEW JERSEY CORE CURRICULUM CONTENT STANDARDS MATRIX

## Information Literacy Standards for Student Learning and the Revised (2002-2004) New Jersey Core Curriculum Content Standards

### Standard 3: Uses information effectively and creatively

- Organizes information for practical application
- Integrates new information into one's own knowledge
- Applies information in critical thinking and problem solving
- Produces and communicates information and ideas in appropriate formats

<b>Visual and Performing Arts</b>  (1.1=Aesthetics)  (1.3 =Elements and Principles of Art)  (1.4=Critique)  (1.5=World Cultures, History, and Society)	<b>1.1.4B.2</b>	<b>Compare and contrast works of art that communicate significant cultural meanings.</b>
	<b>1.1.8B.2</b>	<b>Distinguish among artistic styles, trends, and movements in various art forms.</b>
	<b>1.3.8D.3</b>	<b>Compare and contrast works of art in various media that utilize the same arts elements and principles of design.</b>
	<b>1.3.12B.1</b>	<b>Evaluate a diversity of musical works to discern similarities and differences in how the elements of music have been utilized.</b>
	<b>1.3.12D.2</b>	<b>Analyze how a literary, musical, theatrical and/or dance composition can provide inspiration for a work of art.</b>
	<b>1.4.8A.2</b>	<b>Compare artistic content among contrasting art works in the same domain.</b>
	<b>1.4.8B.2</b>	<b>Compare and contrast the technical proficiency of artists.</b>
	<b>1.5.6B.1</b>	<b>Compare and contrast the contributions of significant artists from an historical period.</b>
<b>Comprehensive Health and Physical Education</b>  (2.1=Health Promotion)  (2.2= Personal, Interpersonal, and Life Skills)  (2.3 =Drugs and Medicines)  (2.4=Human Society and Family Life)  (2.5=Movement Concepts and Skills)  (2.6=Concepts and Skills)	<b>1.5.8A.1</b>	<b>Analyze how technological changes have influenced the development of the arts.</b>
	<b>2.1.6B.3</b>	<b>Discuss how heredity and physiological changes contribute to an individual's uniqueness.</b>
	<b>2.1.6D.5</b>	<b>Compare and contrast forms of mental illness such as phobias, anxiety and panic disorders, and depression.</b>
	<b>2.1.8A.3</b>	<b>Interpret health data to make predictions about wellness.</b>
	<b>2.1.8D.4</b>	<b>Analyze local and state public health efforts to prevent and control diseases and health conditions.</b>
	<b>2.1.8F.4</b>	<b>Analyze the effectiveness of home, school, and community efforts to prevent conflict, harassment, vandalism, and violence.</b>
	<b>2.1.12A.3</b>	<b>Use health data to make predictions about wellness and recommend behavior changes to improve lifelong wellness.</b>
	<b>2.1.12A.4</b>	<b>Debate the social and ethical implications of the use of technology and medical advances to support wellness.</b>
	<b>2.1.12D.1</b>	<b>Analyze the availability and effectiveness of current and emerging diagnostic and treatment modalities for various diseases and health conditions.</b>
	<b>2.1.12D.4</b>	<b>Investigate and assess local, state, national, and international public health efforts.</b>
	<b>2.1.12F.3</b>	<b>Analyze how peer norms and expectations, the availability of weapons, substance abuse, media images, and poor role models contribute to violent behavior.</b>
	<b>2.2.6A.2</b>	<b>Present health information using a multimedia approach, adapting the wording and delivery method for the topic and audience.</b>

	<b>2.2.6A.5</b>	<b>Compare and contrast the economic and social purposes of health messages presented in the media.</b>
	<b>2.2.6B.2</b>	<b>Analyze the influence of family, peers and the media on health decisions and investigate how conflicting interests may influence decisions and choices.</b>
	<b>2.2.6C.1</b>	<b>Use health data and information to formulate health goals.</b>
	<b>2.2.8A.2</b>	<b>Present health information using a multimedia approach, adapting the wording and delivery method for various topics and audiences.</b>
	<b>2.2.8B.2</b>	<b>Compare and contrast the influence of peers, family, the media, and past experiences on the use of decision-making skills and predict how these influences may change or conflict as one ages.</b>
	<b>2.2.8E.5</b>	<b>Develop and defend a position or opinion on a health issue or problem and educate students and parents about the health issue or cause.</b>
	<b>2.2.12A.2</b>	<b>Develop, present, and evaluate a multimedia health presentation and adapt it to address the needs and interests of varying audiences.</b>
	<b>2.2.12F.1</b>	<b>Access health and fitness services, programs, and resources and evaluate them for cost, availability, accessibility, benefits, and accreditation.</b>
	<b>2.3.8B.4</b>	<b>Analyze how the use and abuse of alcohol impacts thinking, reaction time, and behavior.</b>
	<b>2.3.8B.7</b>	<b>Analyze health risks associated with injecting drug use.</b>
	<b>2.3.8C.1</b>	<b>Analyze the physical, social, and emotional indicators and stages of dependency.</b>
	<b>2.3.8C.3</b>	<b>Analyze factors that influence the use and abuse alcohol, tobacco, and other drugs.</b>
	<b>2.3.12A.2</b>	<b>Evaluate the effectiveness of a medicine, considering the dosage, side effects, route of administration, cost, and benefits vs. risks.</b>
	<b>2.3.12C.3</b>	<b>Analyze factors that influence the use of alcohol, tobacco, and other drugs.</b>
	<b>2.3.12C.4</b>	<b>Evaluate factors that support an individual to quit using substances.</b>
	<b>2.4.8A.1</b>	<b>Compare and contrast the current and historical role of marriage and the family in community and society.</b>
	<b>2.5.6B.3</b>	<b>Analyze how the use of energy and flow contributes to more effective, efficient, or creative movement.</b>
	<b>2.5.8B.3</b>	<b>Compare and contrast the use of space and flow of physical activities.</b>
	<b>2.5.12A.2</b>	<b>Use information from internal and external sources to detect, analyze, and correct errors in movement skills and patterns used in applied settings.</b>
	<b>2.5.12B.3</b>	<b>Analyze the impact of kinesthetic awareness, “perfect” practice, motivation, and appropriate challenges in facilitating the learning and refinement of a movement skill.</b>
	<b>2.5.12D.1</b>	<b>Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.</b>
	<b>2.6.4A.1</b>	<b>Discuss the physical, social, and emotional benefits of regular physical activity.</b>
	<b>2.6.8A.4</b>	<b>Analyze the positive and negative impacts of technological advances on exercise, health, and fitness.</b>

	<b>2.6.12A.4</b>	<b>Evaluate the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.</b>
	<b>2.6.12B.3</b>	<b>Compare and contrast the use of drugs, fitness products, and fads to achieve fitness.</b>
<b>Language Arts Literacy</b>  (3.1=Reading)  (3.2=Writing)  (3.3=Speaking)  (3.4=Listening)  (3.5=Viewing/ Media Literacy)	<b>3.1.1E.6</b>	<b>Use graphic organizers to build on experiences and extend learning.</b>
	<b>3.1.1E.7</b>	<b>Begin to apply study skills strategies (e.g., survey, question, read) to assist with retention and new learning.</b>
	<b>3.1.1G.3</b>	<b>Sequence information learned from text into a logical order to retell facts.</b>
	<b>3.1.1H.2</b>	<b>Draw conclusions from information and data gathered.</b>
	<b>3.1.2G.1</b>	<b>Demonstrate ability to recall facts and details of text.</b>
	<b>3.1.2G.2</b>	<b>Recognize cause and effect in text.</b>
	<b>3.1.2G.3</b>	<b>Make inferences and support them with textual information.</b>
	<b>3.1.2G.5</b>	<b>Respond to text by using how, why, and what-if questions.</b>
	<b>3.1.3E.4</b>	<b>Develop and use graphic organizers to build on experiences and extend learning.</b>
	<b>3.1.3G.8</b>	<b>Draw conclusions and inferences from texts.</b>
	<b>3.1.3G.14</b>	<b>Use information and reasoning to examine bases of hypotheses and opinions.</b>
	<b>3.1.3H.2</b>	<b>Draw conclusions from information and data gathered.</b>
	<b>3.1.4G.3</b>	<b>Cite evidence from text to support conclusions.</b>
	<b>3.1.4H.2</b>	<b>Investigate a favorite author and produce evidence of research.</b>
	<b>3.1.5G.3</b>	<b>Use cause and effect and sequence of events to gain meaning.</b>
	<b>3.1.5G.9</b>	<b>Make inferences using textual information and provide supporting evidence.</b>
	<b>3.1.6E.6</b>	<b>Apply graphic organizers to illustrate key concepts and relationships in a text.</b>
	<b>3.1.6G.3</b>	<b>Use cause and effect and sequence of events to gain meaning.</b>
	<b>3.1.6H.2</b>	<b>Select and use multiple sources to locate information relevant to research questions.</b>
	<b>3.1.6H.3</b>	<b>Draw conclusions from information gathered from multiple sources.</b>
	<b>3.1.6H.4</b>	<b>Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions.</b>
	<b>3.1.6H.5</b>	<b>Summarize and organize information by taking notes, outlining ideas, and/or making charts.</b>
	<b>3.1.6H.6</b>	<b>Produce projects and reports, using visuals, media, and/or technology to show learning and support the learning of an audience.</b>
	<b>3.1.6H.7</b>	<b>Compare themes, characters, settings, and ideas across texts or works and produce evidence of understanding.</b>
	<b>3.1.7E.1</b>	<b>Monitor reading for understanding by setting a purpose for reading, making and adjusting predictions, asking essential questions, and relating new learning to background experiences.</b>
	<b>3.1.7G.14</b>	<b>Compare and contrast the perspectives of authors in a variety of interdisciplinary works.</b>
	<b>3.1.7H.1</b>	<b>Produce written and oral work that demonstrates comprehension of informational materials.</b>
	<b>3.1.8A.1</b>	<b>Identify and use organizational structures to comprehend information. (e.g., logical order, comparison/contrast, cause/effect, chronological, sequential, procedural text).</b>
	<b>3.1.8E.1</b>	<b>Monitor reading for understanding by automatically setting a</b>

		purpose for reading, making and adjusting predictions, asking essential questions, and relating new learning to background experiences.
	3.1.8G.2	Compare and analyze several authors' perspectives of a character, personality, topic, setting, or event.
	3.1.8G.5	Read critically by identifying, analyzing, and applying knowledge of the purpose, structure, and elements of nonfiction and providing support from the text as evidence of understanding.
	3.1.8G.15	Compare and analyze the various works of writers through an author's study.
	3.1.8H.1	Produce written and oral work that demonstrates comprehension of informational materials.
	3.1.8H.5	Read and compare at least two works, including books, related to the same genre, topic, or subject and produce evidence of reading (e.g., compare central ideas, characters, themes, plots, settings).
	3.1.12E.3	Judge the most effective graphic organizers to use with various text types for memory retention and monitoring comprehension.
	3.1.12G.1	Identify, describe, evaluate, and synthesize the central ideas in informational texts.
	3.1.12H.4	Read and critically analyze a variety of works, including books and other print materials (e.g., periodicals, journals, manuals), about one issue or topic, or books by a single author or in one genre, and produce evidence of reading.
	3.1.12H.5	Apply information gained from several sources or books on a single topic or by a single author to foster an argument, draw conclusions, or advance a position.
	3.2.2A.6	Use graphic organizers to assist with planning writing.
	3.2.2B.4	Write nonfiction pieces, such as letters, procedures, biographies, or simple reports.
	3.2.2D.2	Generate ideas and write on topics in forms appropriate to science, social studies, or other subject areas.
	3.2.2D.5	Write in a variety of simple genres to satisfy personal, academic, and social needs, such as letters, plays, procedures, biographies, or simple reports.
	3.2.3A.3	Use graphic organizers to assist with planning writing.
	3.2.3B.3	Write a nonfiction piece and/or simple informational report across the curriculum.
	3.2.3D.9	Write non-fiction text (e.g., reports, procedures, and letters).
	3.2.4A.3	Use strategies such as reflecting on personal experiences, reading, doing interviews or research, and using graphic organizers to generate and organize ideas for writing.
	3.2.4B.2	Write informational reports across the curriculum that frame an issue or topic, include facts and details, and draw from more than one source of information.
	3.2.4B.10	Provide logical sequence and support the purpose of writing by refining organizational structure and developing transitions between ideas.
	3.2.4D.1	Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share, etc.) and a variety of audiences (e.g., self, peers, community).
	3.2.4D.5	Use writing to paraphrase, clarify, and reflect on new learning

		across the curriculum.
	<b>3.2.4D.8</b>	<b>Write informational reports that frame a topic, include facts and details, and draw information from several sources.</b>
	<b>3.2.4D.10</b>	<b>Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect.</b>
	<b>3.2.4D.12</b>	<b>Use relevant graphics in writing (e.g., maps, charts, illustrations).</b>
	<b>3.2.5A.2</b>	<b>Write informational compositions with multiple paragraphs that present important ideas, provide details, and offer a concluding paragraph.</b>
	<b>3.2.6A.1</b>	<b>Write informational compositions of several paragraphs that engage the interest of the reader, state a clear purpose, develop the topic, and conclude with a detailed summary.</b>
	<b>3.2.6A.4</b>	<b>Use strategies such as using graphic organizers and outlines to elaborate and organize ideas for writing.</b>
	<b>3.2.6A.5</b>	<b>Draft writing in a selected genre with supporting structure and appropriate voice according to the intended message, audience, and purpose for writing.</b>
	<b>3.2.6B.2</b>	<b>Write a range of grade-appropriate essays across curricula (e.g., persuasive, personal, descriptive, or issue-based).</b>
	<b>3.2.6B.3</b>	<b>Write grade-appropriate, multi-paragraph expository pieces across curricula (e.g., problem/solution, cause/effect, hypothesis/results, feature articles, critiques, or research reports).</b>
	<b>3.2.6B.5</b>	<b>Support main idea, topic, or theme with facts, examples, or explanations, including information from multiple authoritative sources.</b>
	<b>3.2.6D.1</b>	<b>Write for different purposes (e.g., to express ideas, inform, entertain, respond to literature, persuade, question, reflect, clarify, share, etc.) and a variety of audiences (e.g., self, peers, community).</b>
	<b>3.2.6D.2</b>	<b>Gather, select, and organize information appropriate to a topic, task, and audience.</b>
	<b>3.2.6D.7</b>	<b>Write reports based on research with a scope narrow enough to be thoroughly covered, supporting the main ideas or topic with facts, examples, and explanations from authoritative sources, and including a works consulted page.</b>
	<b>3.2.6D.8</b>	<b>Write persuasive essays with clearly stated positions or opinions supported by organized and relevant evidence to validate arguments and conclusions, and sources cited when needed.</b>
	<b>3.2.6D.10</b>	<b>Use a variety of strategies to organize writing, including sequence, chronology, cause/effect, problem/solution, and order of importance.</b>
	<b>3.2.6D.12</b>	<b>Use relevant graphics in writing (e.g., maps, charts, illustrations, graphs, and photographs).</b>
	<b>3.2.7A.2</b>	<b>Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.</b>
	<b>3.2.7A.3</b>	<b>Generate and narrow topics by considering purpose, audience, and form with a variety of strategies (e.g., graphic organizers, brainstorming, or technology-assisted processes).</b>
	<b>3.2.7B.3</b>	<b>Write reports and subject-appropriate nonfiction pieces across the curriculum based on research and including citations, quotations, and a works consulted page.</b>

	<b>3.2.7D.7</b>	<b>Write reports based on research and include citations, quotations, and works consulted page.</b>
	<b>3.2.7D.11</b>	<b>Present evidence when writing perspective essays, examples, and justification to support arguments.</b>
	<b>3.2.8B.3</b>	<b>Write reports and subject-appropriate nonfiction pieces across the curriculum based on research and including citations, quotations, and a bibliography or works cited page.</b>
	<b>3.2.8D.2</b>	<b>Apply knowledge and strategies for composing pieces in a variety of genres (e.g., narrative, expository, persuasive, poetic, and everyday/workplace or technical writing).</b>
	<b>3.2.8D.10</b>	<b>State a position clearly and convincingly in a persuasive essay by stating the issue, giving facts, examples, and details to support the position, and citing sources when appropriate.</b>
	<b>3.2.8D.11</b>	<b>Present evidence when writing persuasive essays, examples, and justification to support arguments.</b>
	<b>3.2.8D.12</b>	<b>Choose an appropriate organizing strategy such as cause/effect, pro and con, parody, etc. to effectively present a topic, point of view, or argument.</b>
	<b>3.2.12A.2</b>	<b>Use strategies such as graphic organizers and outlines to plan and write drafts according to the intended message, audience, and purpose for writing.</b>
	<b>3.2.12B.3</b>	<b>Draft a thesis statement and support/defend it through highly developed ideas and content, organization, and paragraph development.</b>
	<b>3.2.12B.4</b>	<b>Write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea (e.g., cause-effect, problem/solution, hypothesis/results, rhetorical question, parallelism).</b>
	<b>3.2.12B.5</b>	<b>Write a range of essays and expository pieces across the curriculum, such as persuasive, analytic, critique, or position paper, etc.</b>
	<b>3.2.12B.6</b>	<b>Write a literary research paper that synthesizes and cites data using researched information and technology to support writing.</b>
	<b>3.2.12B.7</b>	<b>Use primary and secondary sources to provide evidence, justification, or to extend a position, and cite sources from books, periodicals, interviews, discourse, electronic sources, etc.</b>
	<b>3.2.12B.10</b>	<b>Employ relevant graphics to support a central idea (e.g., charts, graphic organizers, picture, computer-generated presentation).</b>
	<b>3.2.12D.2</b>	<b>Demonstrate command of a variety of writing genres, such as: persuasive essay, personal narrative, research report, literary research paper, descriptive essay, critique, response to literature, parody of a particular narrative style (fable, myth, short story, etc.)</b>
	<b>3.3.2C.1</b>	<b>Use new vocabulary learned from literature and classroom experiences.</b>
	<b>3.3.3C.1</b>	<b>Use vocabulary related to a particular topic.</b>
	<b>3.3.3C.2</b>	<b>Adapt language to persuade, explain, or seek information.</b>
	<b>3.3.3D.1</b>	<b>Use pictures to support an oral presentation.</b>
	<b>3.3.4A.1</b>	<b>Use details, examples and reasons to support central ideas or clarify a point of view.</b>
	<b>3.3.4B.3</b>	<b>Explore concepts by describing, narrating, or explaining how and why things happen.</b>

	3.3.4B.4	Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
	3.3.4B.5	Reflect and evaluate information learned as a result of the inquiry.
	3.3.4C.3	Use appropriate vocabulary to support or clarify a message.
	3.3.4C.4	Adapt language to persuade, explain, or seek information.
	3.3.5A.1	Use details, examples, and reasons to support central ideas or clarify a point of view.
	3.3.5B.1	Respond orally by adding questions and comments while integrating knowledge.
	3.3.5B.3	Explore concepts by describing, narrating, or explaining how and why things happen.
	3.3.6A.1	Support a position with organized, appropriate details.
	3.3.6B.1	Respond orally by adding questions and comments while integrating knowledge.
	3.3.6B.3	Explore concepts by describing, narrating, or explaining how and why things happen.
	3.3.6D.1	Develop and deliver a formal presentation based on a central theme, including logical sequence, introduction, main ideas, supporting details, and concluding remarks to an audience of peers, younger students, and/or parents.
	3.3.6D.4	Use visuals such as charts or graphs when presenting for clarification.
	3.3.7D.3	Give oral presentations to different audiences for various purposes, such as summaries of books and articles, narratives, and persuasive topics.
	3.3.8B.3	Integrate relevant information regarding issues and problems from group discussions and interviews for reports, issues, projects, debates, and oral presentations.
	3.3.8C.1	Paraphrase, illustrate, clarify, and/or expand on a topic or idea.
	3.3.8D.1	Use writing to prompt discussion and enhance planning of formal and informal presentations.
	3.3.8D.2	Use visual aids, media, and/or technology to support oral communication.
	3.3.8D.3	Give oral presentations to different audiences for various purposes, such as summaries of books and articles, narratives, and persuasive topics, research projects, and extemporaneous/improvisation, dramatic speeches.
	3.3.12A.1	Support a position integrating multiple perspectives.
	3.3.12B.6	Respond to audience questions by providing clarification, illustration, definition, and elaboration.
	3.3.12D.1	Speak for a variety of purposes (e.g., persuasion, information, entertainment, literary interpretation, dramatization, and personal expression).
	3.3.12D.2	Use a variety of organizational strategies (e.g., focusing idea, attention getters, clinchers, repetition, and transition words).
	3.4.3A.1	Connect message heard to prior knowledge and experiences.
	3.4.3A.2	Exchange information through verbal and nonverbal messages.
	3.4.3B.3	Paraphrase information shared by others.
	3.4.4A.2	Listen attentively and critically to a variety of speakers.
	3.4.4B.1	Demonstrate competence in active listening through comprehension of a story, interview, and oral report of an event or incident.
	3.4.4B.3	Demonstrate competence in active listening by interpreting and applying received information to new situations and

	<p>3.4.4B.4 3.4.5B.4 3.4.6B.1</p> <p>3.4.6B.3</p> <p>3.4.6B.4 3.4.7B.6 3.4.8B.7 3.4.12A.3</p> <p>3.4.12B.4 3.5.1A.7 3.5.2A.3 3.5.2A.5 3.5.4A.3 3.5.5B.6</p> <p>3.5.5C.2 3.5.6A.2 3.5.6C.2 3.5.7C.3</p> <p>3.5.8C.3</p>	<p>solving problems.</p> <p>Make inferences based on an oral report or presentation.</p> <p>Make inferences based on an oral report or presentation.</p> <p>Demonstrate competence in active listening by interpreting and applying received information to new situations and in solving problems.</p> <p>Ask pertinent questions, take notes, and draw conclusions based on information presented.</p> <p>Make inferences based on an oral report or presentation.</p> <p>Make inferences based on an oral report or presentation.</p> <p>Make inferences based on an oral report or presentation.</p> <p>Demonstrate appropriate listener response to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation.</p> <p>Listen and respond appropriately to a debate.</p> <p>Begin to compare and contrast media characters.</p> <p>Use graphs and charts to report data.</p> <p>Compare and contrast media characters.</p> <p>Use graphs, charts, and diagrams to report data.</p> <p>Compare and contrast media sources, such as film and books versions of a story.</p> <p>Choose the most appropriate media for a presentation.</p> <p>Use graphs, charts, and diagrams to report data.</p> <p>Choose the most appropriate media for a presentation.</p> <p>Create media presentations and written reports, using PowerPoint, an overhead projector, and/or a tape recorder to communicate information.</p> <p>Create media presentations and written reports, using PowerPoint, an overhead projector, and/or a tape recorder to communicate information.</p>
<b>Mathematics</b>		None
<p><b>Science</b></p> <p>(5.1=Scientific Processes)</p> <p>(5.4=Nature and Process of Technology)</p> <p>(5.5=Life Sciences)</p> <p>(5.8= Earth Science)</p> <p>(5.9=Astronomy and Space Science)</p> <p>(5.10=Environmental Studies)</p>	<p>5.1.8B.2</p> <p>5.1.8B.3</p> <p>5.4.4C.3</p> <p>5.4.8B.1</p> <p>5.4.12B.1</p> <p>5.4.12C.1</p> <p>5.5.4B.1 5.5.12C.3</p> <p>5.8.6D.1</p>	<p>Design and conduct investigations incorporating the use of a control.</p> <p>Collect, organize, and interpret the data that result from experiments.</p> <p>Use the design process to identify a problem, look for ideas, and develop and share solutions with others.</p> <p>Analyze a product or system to determine the problem it was designed to solve, the design constraints, trade-offs and risks involved in using the product or system, how the product or system might fail, and how the product or system might be improved.</p> <p>Assess the impacts of introducing a new technology in terms of alternative solutions, costs, trade-offs, risks, benefits and environmental impact.</p> <p>Plan, develop, and implement a proposal to solve an authentic, technological problem.</p> <p>Develop a simple classification scheme for grouping organisms.</p> <p>Assess the impact of emerging technologies on our understanding of inherited human characteristics</p> <p>Utilize various tools such as map projections and topographical maps to interpret features of Earth's surface.</p>

	<b>5.8.8D.1</b>	<b>Utilize data gathered from emerging technologies (e.g., geographic information systems (GIS) and global positioning systems (GPS) to create representations and describe processes of change on the Earth's surface.</b>
	<b>5.8.8D.2</b>	<b>Explain how technology designed to investigate features of the Earth's surface impacts how scientists study the Earth.</b>
	<b>5.9.6B.1</b>	<b>Using models, demonstrate an understanding of the scale of the solar system that shows distance and size relationships among the sun and planets.</b>
	<b>5.10.12B.1</b>	<b>Assess the impact of human activities on the cycling of matter and the flow of energy through ecosystems.</b>
	<b>5.10.12B.2</b>	<b>Use scientific, economic, and other data to assess environmental risks and benefits associated with societal activity.</b>
<b>Social Studies</b>  (6.1=Social Studies Skills)  (6.2=Civics)  (6.3=World History)  (6.4 =United States/New Jersey History)  (6.5=Economics)  (6.6=Geography)	<b>6.1.2A.5</b> <b>6.1.4A.4</b> <b>6.1.8A.1</b> <b>6.1.8A.4</b>  <b>6.1.8A.5</b>  <b>6.1.8A.8</b>  <b>6.1.8A.9</b>  <b>6.1.8A.10</b>  <b>6.1.8A.11</b> <b>6.1.12A.1</b> <b>6.1.12A.2</b>  <b>6.1.12A.3</b>  <b>6.1.12A.5</b>  <b>6.1.12A.6</b>  <b>6.1.12A.7</b>   <b>6.2.4B.1</b>   <b>6.2.4E.5</b>  <b>6.2.8E.1</b>   <b>6.2.8E.2</b>	<b>Develop simple timelines.</b> <b>Organize events in a time line.</b> <b>Analyze how events are related over time.</b> <b>Analyze data in order to see persons and events in their historical context.</b> <b>Examine current issues, events, or themes and relate them to past events.</b> <b>Compare and contrast competing interpretations of current and historical events.</b> <b>Interpret events considering continuity and change, the role of chance, oversight and error, and changing interpretations by historians.</b> <b>Distinguish fact from fiction by comparing sources about figures and events with fictionalized characters and events.</b> <b>Summarize information in written, graphic, and oral formats.</b> <b>Analyze how historical events shape the modern world.</b> <b>Formulate questions and hypotheses from multiple perspectives, using multiple sources.</b> <b>Gather, analyze, and reconcile information from primary and secondary sources to support or reject hypotheses.</b> <b>Evaluate current issues, events, or themes and trace their evolution through historical periods.</b> <b>Apply problem-solving skills to national, state or local issues and propose reasoned solutions.</b> <b>Analyze social, political, and cultural change and evaluate the impact of each on local, state, national, and international issues and events.</b> <b>Identify the fundamental values and principles of American democracy expressed in the Pledge of Allegiance, the Declaration of Independence, the United States Constitution and the Bill of Rights, and the first New Jersey Constitution.</b> <b>Identify current issues that may have a global impact (e.g., pollution, diseases) and discuss ways to address them.</b> <b>Analyze ways in which nation-states interact with one another through trade, diplomacy, cultural exchanges, treaties or agreements, humanitarian aid, economic incentives and sanctions, and the use or threat of military force.</b> <b>Discuss factors that lead to a breakdown of order among nation-states (e.g., conflicts about national interests, ethnicity, and religion; competition for territory or resources; absence of</b>

		effective means to enforce international law) and describe the consequences of the breakdown of order.
	6.2.8E.3	Compare and contrast the powers the Constitution gives to Congress, the President, and the Senate Foreign Relations Committee, and the federal judiciary regarding foreign affairs.
	6.2.8E.4	Evaluate current United States foreign policy issues and strategies and their impact on the nation and the rest of the world.
	6.2.8E.7	Analyze how the life, culture, economics, politics, and the media of the United States impact the rest of the world.
	6.2.8E.9	Discuss how cultures may change and that individuals may identify with more than one culture.
	6.2.8E.11	Discuss the impact of the Internet and technology on global communication.
	6.2.8E.13	Analyze how prejudice and discrimination may lead to genocide as well as other acts of hatred and violence for the purposes of subjugation and exploitation.
	6.2.12A.1	Analyze how reserved and jointly held powers in the United States Constitution result in tensions among the three branches of government and how these tensions are resolved (e.g., Marbury v. Madison-1803; Federalist #78; United States v. Nixon-1974, claims of Executive Privilege by Presidents Nixon, Clinton, and Bush).
	6.2.12A.2	Apply the concept of the rule of law to contemporary issues (e.g., impeachment of President Clinton, use of Executive Privilege, recess appointments to federal courts, the Senate's advise and consent process, and the use of litmus tests).
	6.2.12A.3	Analyze how individual responsibility and commitment to law are related to the stability of American society.
	6.2.12A.4	Evaluate competing ideas about the purpose of the national and state governments and how they have changed over time (e.g., the American version of federalism, the powers of the federal government and the states, differing interpretations of Article I, Sections 8-10).
	6.2.12A.6	Evaluate ways that national political parties influence the development of public policies and political platforms, including political action committees, McCain-Feingold Act, platform committees, and political campaigns.
	6.2.12A.7	Analyze how public opinion is measured and used in public debate (e.g., electronic polling, focus groups, Gallup polls, newspaper and television polls) and how public opinion can be influenced by the government and the media.
	6.2.12B.1	Analyze major historical events and important ideas that led to and sustained the constitutional government of the United States, including the Constitutional Convention of 1787, the Judiciary Act of 1789, the first Cabinet under George Washington, and Amendments 1-15.
	6.2.12B.2	Propose and justify new local, state, or federal governmental policies on a variety of contemporary issues (e.g., definition of marriage, voting systems and procedures, censorship, religion in public places).
	6.2.12B.3	Describe historic and contemporary efforts to reduce discrepancies between ideals and reality in American public life, including Amendments 13-15, the Civil Rights

		Act of 1866 and 1875, the Abolitionist movement, the Civil War, and the end of slavery in the United States.
	6.2.12B.4	<b>Discuss</b> how a common and shared American civic culture is based on commitment to central ideas in founding-era documents (e.g., United States Constitution) and in core documents of subsequent periods of United States history (e.g., Washington's Farewell Address; Seneca Falls Declaration of Sentiments and Resolutions-1848; The Gettysburg Address; President Franklin Roosevelt's "Four Freedoms" speech -1941; President Kennedy's Inaugural Address-1961; the 17 <sup>th</sup> , 19 <sup>th</sup> , and 24 <sup>th</sup> Amendments; Martin Luther King Jr.'s "I Have a Dream" speech and the "Letter from Birmingham Jail").
	6.2.12B.5	<b>Analyze</b> the successes of American society and disparities between American ideals and reality in American political, social, and economic life and suggest ways to address them (e.g., rights of minorities, women, physically and mentally challenged individuals, foreign born individuals).
	6.2.12C.1	<b>Debate</b> current issues and controversies involving the central ideas of the American constitutional system, including representative government (e.g., Electoral College and the popular vote), civic virtue (e.g., increasing voter turnout through registrations and campaigns), checks and balances, and limits on governmental power.
	6.2.12C.2	<b>Analyze</b> , through current and historical examples and Supreme Court cases, the scope of governmental power and how the constitutional distribution of responsibilities seeks to prevent the abuse of that power.
	6.2.12C.3	<b>Compare</b> the American system of representative government with systems in other democracies such as the parliamentary systems in England and France.
	6.2.12C.4	<b>Compare and contrast</b> the major constitutional and legal responsibilities of the federal government for domestic and foreign policy and describe how disagreements are resolved.
	6.2.12C.5	<b>Describe</b> the nature of political parties in America and how they reflect the spectrum of political views on current state and federal policy issues.
	6.2.12C.6	<b>Explain</b> the federal and state legislative process and analyze the influence of lobbying, advocacy groups, the media, and campaign finance on the development of laws and regulations.
	6.2.12D.2	<b>Compare and contrast</b> the rights and responsibilities of government and its citizens as delineated in the United States Constitution, the New Jersey Constitution of 1947, and the United Nations' Universal Declaration of Human Rights.
	6.2.12D.3	<b>Compare and contrast</b> the benefits of American citizenship (e.g., habeas corpus, secret ballots, freedom of movement and expression) with those of citizens of other nations, including democratic and non-democratic countries.
	6.2.12E.1	<b>Compare and contrast</b> key past and present United States foreign policy actions (e.g., diplomacy, economic aid, humanitarian aid, military aid) and positions (e.g., treaties, sanctions, interventions) and evaluate their consequences.

	<b>6.2.12E.2</b>	<b>Analyze and evaluate United States foreign policy actions and positions, including the Monroe Doctrine, the Mexican Cession, the Truman Doctrine, the Cold War, the world-wide struggle against terrorism, and the Iraq War.</b>
	<b>6.2.12E.4</b>	<b>Analyze and evaluate the interconnections of local, regional, and national issues with global challenges and issues, and recommend possible solutions.</b>
	<b>6.2.12E.6</b>	<b>Investigate a global challenge (e.g., hunger, AIDS, nuclear defense, global warming) in depth and over time, predict the impact if the current situation does not change, and offer possible solutions.</b>
	<b>6.2.12E.9</b>	<b>Discuss the impact of technology, migration, the economy, politics, and urbanization on culture.</b>
	<b>6.2.12E.12</b>	<b>Analyze the impact of communication networks, technology, transportation, and international business on global issues.</b>
	<b>6.2.12E.15</b>	<b>Compare and contrast current and past genocidal acts and other acts of hatred and violence for the purposes of subjugation and exploitation (e.g., Holocaust, Native Americans, Irish famine, Armenia, Ukrainian collectivization, Cambodia, Rwanda) and discuss present and future actions by individuals and governments to prevent the reoccurrence of such events.</b>
	<b>6.3.8A.3</b>	<b>Compare and contrast the economic, political, and environmental factors (e.g., climate, trade, geography) that led to the development of major ancient civilizations including Mesopotamia (e.g., Hammurabi's Code), Egypt, the Indus Valley, the Yellow River, and Kush (Nubia).</b>
	<b>6.3.8B.8</b>	<b>Analyze how shifts in the political framework of Roman society impacted the expansion of the empire and how this expansion transformed Roman society, economy, and culture.</b>
	<b>6.3.8C.4</b>	<b>Analyze the rise of the West African Empires of Ghana, Mali, and Songhay and compare with changes in Asia, Europe, and the Americas.</b>
	<b>6.3.8C.5</b>	<b>Analyze the relationships between Mesoamerican and Andean societies, including:</b> <ul style="list-style-type: none"> <li>• The growth of urban societies and urban planning</li> <li>• Religions and rituals</li> <li>• Governing structure and economy</li> <li>• The construction of the Mesoamerican calendar</li> <li>• Similarities in agriculture, societal structures, and artisan crafts</li> </ul>
	<b>6.3.8D.3</b>	<b>Compare the social and political elements of Incan and Aztec societies, including the major aspects of government, the role of religion, daily life, economy, and social organization.</b>
	<b>6.3.12D.2</b>	<b>Analyze and compare the ways that slavery and other forms of coerced labor or social bondage were practiced in East Africa, West Africa, Southwest Asia, Europe, and the Americas.</b>
	<b>6.3.12E.5</b>	<b>Evaluate the changes brought about by the Meiji Restoration period in Japan (e.g., modernization, changes in policies on Western influence).</b>
	<b>6.3.12F.1</b>	<b>Analyze the causes and aftermath of World War I, including:</b>

		<ul style="list-style-type: none"> <li>• The growth of European nationalism and increased competition for resources and markets</li> <li>• Technology and the changing face of war</li> <li>• The Russian Revolutions of 1905 and 1917 and the creation of the Soviet Union (e.g., Lenin's political ideology, Marxist economic policies, Stalin's policies on industrialization)</li> <li>• The League of Nations and the effects of the Versailles Conference on Europe, Africa, Asia, and the Middle East</li> <li>• Nationalism and propaganda</li> <li>• Disintegration of the Ottoman Empire</li> </ul>
	6.3.12F.2	<p>Analyze the background and global consequences of actions leading to World War II, including:</p> <ul style="list-style-type: none"> <li>• The Great Depression, including the Stock Market Crash of 1929, massive business and bank failures, and 12 million lost jobs</li> <li>• The rise of totalitarian governments in the Soviet Union, Germany, and Italy</li> <li>• The fall of the democratic Weimar Republic and the rise of Nazism and European anti-Semitism resulting in the Holocaust and its impact on Jewish life and culture and European society</li> <li>• Other twentieth century genocides, (e.g., Turkey/Armenia, Soviet forced collectivization in the Ukraine, Japan's occupations in China and Korea)</li> <li>• Evaluate the importance of the beginning of the Atomic Age in science, the technological revolution, and the implications of military technology used in war</li> </ul>
	6.3.12G.1	<p>Analyze the transition from wartime alliances to new patterns of global conflict and cooperation, and the reconstruction of Europe and Asia, including:</p> <ul style="list-style-type: none"> <li>• The origin and major developments of the Cold War</li> <li>• Communist takeover in China, Korea, and Vietnam and the creation of NATO, SEATO, and CENTO</li> <li>• The formation, structure, and purpose of the United Nations</li> <li>• The Truman Doctrine and the Marshall Plan</li> <li>• The growth and decline of Communism in Eastern Europe</li> <li>• The rise of nationalism and the beginning of nation-building movements in Africa, Latin America, and Asia</li> <li>• The international arms race and nuclear proliferation</li> <li>• The non-aligned nations during the Cold War as the voice of the Third World</li> </ul>
	6.3.12G.2	<p>Apply historical analysis to explain global political, economic, and social changes in the 20<sup>th</sup> century, including:</p> <ul style="list-style-type: none"> <li>• Growth and adaptation of Communism in China</li> <li>• Japan's economic and political transformation and growth of East Asian economies</li> <li>• Conflicts in Eastern Europe and the Middle East</li> <li>• The Israel/Palestine conflict</li> <li>• The impact of Gandhi and the nonviolence movement</li> <li>• Apartheid and South Africa</li> </ul>
	6.3.12H.1	<p>Analyze global political, economic, and social changes in the 20<sup>th</sup> century, including:</p> <ul style="list-style-type: none"> <li>• The Gulf War</li> </ul>

		<ul style="list-style-type: none"> <li>• The war in Iraq</li> <li>• Growth of a world economy with the information, technological, and communications revolutions</li> <li>• The oil crisis and impact of oil producing countries on world economy</li> <li>• The development of Third World nations</li> </ul>
	6.3.12H.2	Assess the growth of a worldwide economy of interdependent regions and the development of a dynamic new world order of increasingly interdependent regions, including NATO the World Bank, the United Nations, the World Court, the North American Free Trade Agreement, and the European Economic Union, IMF and OPEC.
	6.3.12H.3	<p>Evaluate the paradoxes and promises of the 21<sup>st</sup> century, including:</p> <ul style="list-style-type: none"> <li>• Technological growth</li> <li>• Economic imbalance and social inequalities among the world's people</li> <li>• New patterns of world migration shaped by international labor demands</li> <li>• Global market, economy, trade, and communications</li> <li>• Rapid population growth and increasing urbanization</li> <li>• The growth of terrorism as a means of warfare</li> <li>• Democratic reform</li> </ul>
	6.3.12H.4	Analyze the development and effects of multinational corporations on trade, employment, and the environment.
	6.4.2A.3	Compare family life today with long ago.
	6.4.4A.2	Compare family life in a community of the past to life in a community of the present.
	6.4.4B.1	Compare the major early culture of the Lenape that existed in the region that became New Jersey prior to contact with the Europeans.
	6.4.4B.5	Identify and discuss major scientific discoveries and inventions, the scientists and inventors who developed them (e.g., Thomas Edison), and their impact on life today.
	6.4.8C.3	Compare the political, social, economic, and religious systems of Africans, Europeans, and Native Americans who converged in the western hemisphere after 1492 (e.g., civic values, population levels, family structure, communication, use of natural resources).
	6.4.8C.6	Compare and contrast historic Native American groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodland regions at the beginning of European exploration.
	6.4.8C.7	Analyze the cultures and interactions of peoples in the Americas, Western Europe, and Africa after 1450 including the transatlantic slave trade.
	6.4.8D.1	Analyze the political, social and cultural characteristics of the English colonies.
	6.4.8D.3	Explain the differences in colonization of the Americas by England, the Netherlands, France, and Spain, including governance, relation to the mother countries, and interactions with other colonies and Native Americans.
	6.4.8E.7	Analyze the causes and consequences of continuing conflict between Native American tribes and colonists (e.g.,

		Tecumseh's rebellion).
	6.4.8F.3	Explain the concept of the Manifest Destiny and its relationship to the westward movement of settlers and territorial expansion, including the purchase of Florida (1819), the annexation of Texas (1845), the acquisition of the Oregon Territory (1846), and territorial acquisition resulting from the Mexican War (1846-1848).
	6.4.8F.7	Compare political interests and views regarding the War of 1812 (e.g., US responses to shipping harassment, interests of Native Americans and white settlers in the Northwest Territory).
	6.4.8G.2	Analyze different points of view in regard to New Jersey's role in the Civil War, including abolitionist sentiment in New Jersey and New Jersey's vote in the elections of 1860 and 1864.
	6.4.8G.3	Explain Reconstruction as a government action, how it worked and its effects after the war.
	6.4.12D.1	Analyze the major issues of the colonial period, including European hegemony over North America and mercantilism and trade.
	6.4.12D.2	Analyze how American colonial experiences caused change in the economic institutions of Europe, Africa, and the native population by examining indentured servitude and slavery and the rights of men and women.
	6.4.12D.3	Analyze the cultural reactions and survival techniques used by enslaved Africans to maintain their family structure, culture, and faith.
	6.4.12D.4	Analyze the political, religious, social, and economic institutions that emerged in colonial New Jersey.
	6.4.12E.2	Analyze the social and economic impact of the Revolutionary War, including problems of financing the war (e.g., wartime inflation, hoarding and profiteering), the impact of the war on women and African Americans, and the personal and economic hardships on families involved with the war.
	6.4.12E.4	Analyze strategic elements used during the Revolutionary War, discuss turning points during the war, and explain how the Americans won the war against superior resources.
	6.4.12E.5	Analyze New Jersey's role in the American Revolution, including New Jersey's Constitution of 1776 as a revolutionary document, why some New Jerseyans became Loyalists, and the Battles of Trenton, Princeton, and Monmouth.
	6.4.12E.6	Compare and contrast the major philosophical and historical influences on the development of the Constitution (e.g., Washington's Farewell Address (1796), Locke's Second Treatise, the ideas of Alexander Hamilton, James Madison, Thomas Jefferson, and William Paterson).
	6.4.12F.1	Analyze American territorial expansion during this period, including the reasons for and consequences of the Louisiana Purchase, the Monroe Doctrine, Manifest Destiny, the Mexican War, the settlement of the frontier, and conflicts with Native-Americans.
	6.4.12F.2	Analyze the political, economic, and social changes in New Jersey prior to the Civil War, including the growth of New Jersey's cities, New Jersey's 1844 Constitution, the early stages of industrialization, including Alexander Hamilton

		and the Society for the Establishment of Useful Manufacturing, and the political and economic implications of the transportation monopolies.
	6.4.12F.3	Compare and contrast the characteristics of cultural, religious, and social reform movements in the antebellum period, including the abolition movement, the public school movement, the temperance movement, and the women's rights movement (e.g., Seneca Falls Declaration of Sentiments).
	6.4.12G.1	Analyze key issues, events, and personalities of the Civil War period, including New Jersey's role in the Abolitionist Movements and the national elections the development of the Jersey Shore, and the roles of women and children in New Jersey factories.
	6.4.12G.2	Assess the continuing social and political issues following the Civil War, including the various Reconstruction plans, the amendments to the United States Constitution, and the women's suffrage movement.
	6.4.12H.1	Analyze and evaluate key events, people, and groups associated with industrialization and its impact on urbanization, immigration, farmers, the labor movement, social reform, and government regulation including: <ul style="list-style-type: none"> <li>• Inventions such as the telephone and electric light</li> <li>• The formation of Standard Oil Trust</li> <li>• The Interstate Commerce Act</li> <li>• The Sherman Anti-Trust Act</li> </ul>
	6.4.12H.2	Analyze the development of industrialization in America and New Jersey during this period and the resulting transformation of the country, including the construction of the transcontinental railroad, the introduction of mechanized farming, the rise of corporations and organized labor, and the growth of cities.
	6.4.12H.3	Analyze social and political trends in post Reconstruction America, including immigration restrictions, Jim Crow Laws and racial segregation, the rise of extra legal organizations such as the Ku Klux Klan, and the Plessy v. Ferguson decision.
	6.4.12H.4	Describe the economic development by which the United States became a major industrial power in the world and analyze the factors that contributed to industrialization.
	6.4.12I.1	Analyze the Roosevelt Corollary to the Monroe Doctrine (1904) and explain how it modified the Monroe Doctrine (1823), justifying a new direction in United States foreign policy.
	6.4.12I.3	Analyze United States foreign policy through World War I, including relations with Japan and China, the Spanish, Cuban, American War, and the building of the Panama Canal.
	6.4.12I.5	Explore and evaluate the role of New Jersey industry in World War I.
	6.4.12I.6	Analyze President Woodrow Wilson's "Fourteen Points" Address to Congress (1918) and explain how it differed from proposals by French and British leaders for a treaty to conclude World War I.
	6.4.12I.8	Compare and contrast the social, cultural, and technological

		<p>changes in the inter-war period, including the changing role of women, the rise of a consumer economy, the resurgence of nativism and racial violence, the Harlem Renaissance, and the Great Migration of African Americans to New Jersey from the south.</p>
	<b>6.4.12J.3</b>	<b>Analyze how the Great Depression and the New Deal transformed New Jersey, including Work Progress Administration (WPA) projects in New Jersey, the Jersey Homesteads, and New Deal projects.</b>
	<b>6.4.12J.5</b>	<p><b>Compare and contrast key events and people involved with the causes, course, and consequences of World War II, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Axis Powers</b></li> <li>• <b>Allied Forces</b></li> <li>• <b>Pearl Harbor</b></li> <li>• <b>Battle of Midway</b></li> <li>• <b>D-Day Invasion</b></li> <li>• <b>Yalta Conference</b></li> <li>• <b>Potsdam Conference</b></li> <li>• <b>Douglas MacArthur</b></li> <li>• <b>Dwight Eisenhower</b></li> <li>• <b>George Marshall</b></li> <li>• <b>Winston Churchill</b></li> <li>• <b>J. Robert Oppenheimer and the Manhattan Project</b></li> <li>• <b>Franklin D. Roosevelt</b></li> <li>• <b>Harry Truman</b></li> </ul>
	<b>6.4.12K.3</b>	<b>Interpret political trends in post-war New Jersey, including the New Jersey State Constitution of 1947, the impact of legal cases such as <i>Hedgepeth and Williams v. Trenton Board of Education</i> on the banning of segregation in the schools under the new State Constitution, the development and impact of New Jersey's Law Against Discrimination (P.L. 1945, c.169), and the shift of political power from rural and urban areas to the suburbs.</b>
	<b>6.4.12K.4</b>	<b>Analyze United States foreign policy during the Cold War period, including US/USSR relations, United States reaction to the Soviet subjugation of Eastern Europe, the Truman Doctrine, the Marshall Plan, the Korean and Vietnam Wars, and relations with China.</b>
	<b>6.4.12K.5</b>	<b>Analyze political trends in post war America, including major United States Supreme Court decisions and the administrations of Harry Truman, Dwight D. Eisenhower, John F. Kennedy, and Lyndon B. Johnson.</b>
	<b>6.4.12K.6</b>	<b>Analyze the Civil Rights and Women's Movements, including the Montgomery Bus Boycott, the Civil Rights Act (1957 and 1964), the Little Rock Schools Crisis, the Voting Rights Act, <i>Brown v. Board of Education</i>, the formation of the National Organization for Women (NOW).</b>
	<b>6.4.12L.1</b>	<b>Examine the administration of American presidents, beginning with President Richard M. Nixon, as a means to analyze political and economic issues in contemporary America, including domestic policy and international affairs.</b>
	<b>6.4.12L.4</b>	<b>Analyze United States domestic policies, including the civil rights movement, affirmative action, the labor and women's</b>

		movements, conservatism vs. liberalism, the post-industrial economy, free trade, and international trade agreements such as the North American Free Trade Agreement (NAFTA) and General Agreement on Tariffs and Trade (GATT).
	6.4.12L.5	Compare and contrast key events and people associated with foreign policy, including the fall of communism and the Soviet Union and the end of the Cold War, the Cuban Missile Crisis, United States involvement in Haiti, Somalia, Bosnia, Herzegovina, and Kosovo, the Iran Hostage Crisis, and the war on terrorism.
	6.4.12L.6	Compare and contrast population trends and immigration and migration patterns in the United States (e.g., growth of Hispanic population, demographic and residential mobility).
	6.5.8A.3	Compare ways to save money, including checking and savings accounts, stocks and bonds, and the relationship between risk and return in investments.
	6.5.8A.8	Compare and contrast the characteristics of the three basic economic systems: traditional or barter and trade, market capitalism, and command (e.g., communism).
	6.5.8B.1	Discuss how meeting the needs and wants of a growing world population has a profound impact on the environment and economic growth.
	6.5.8B.4	Describe how inventions and innovations have improved standards of living over the course of history.
	6.5.8B.5	Compare ways to save money, including checking and savings accounts, stocks and bonds, and the relationship between risk and return in investments.
	6.5.8B.6	Analyze and give examples of how business and industry influence buying decisions of consumers through advertising.
	6.5.12A.6	Analyze federal and state budgets, and discuss the proportional share of government spending to major elements such as education, social programs, public safety, military, foreign aid, and welfare.
	6.5.12A.7	Analyze the impact of supply and demand on market adjustments and prices (e.g., real estate and interest rates).
	6.5.12A.9	Compare and contrast forms of insurance that protect individuals from loss or damage (e.g., life, property, health, disability, personal liability, bank deposits).
	6.5.12B.1	Compare and contrast the roles of the United States government and the private sector in the United States economy (e.g., Federal Reserve System, United States Mint, Stock Exchange).
	6.5.12B.2	Evaluate international trade principles and policies.
	6.5.12B.3	Analyze labor and environmental issues affecting American citizens raised by economic globalization and free trade pacts.
	6.5.12B.5	Analyze the importance of economic issues to politics and be able to distinguish the economic views of different political parties.
	6.5.12B.6	Analyze the connections and potential effects of the widening gap between the rich and the poor in the United States, the decline in labor union membership since 1950, rapidly advancing technology, globalization, and problems of

		public schools.
	6.5.12B.7	Compare and contrast the causes and consequences of discrimination in markets.
	6.5.12B.8	Evaluate the activities and impact in various countries of major international institutions including the World Bank, the International Monetary Fund, and the World Trade Organization.
	6.6.4A.3	Estimate distances between two places on a map using a scale of miles.
	6.6.4B.2	Explain changes in places and regions over time and the consequences of those changes.
	6.6.4C.1	Describe the basic components of the Earth's physical systems, including landforms, water, erosion, weather, and climate and discuss their impact on human development.
	6.6.8A.2	Translate maps into appropriate spatial graphics to display geographical information.
	6.6.8A.4	Estimate distances between two places on a map using a scale of miles, and use cardinal and intermediate directions when referring to a relative location.
	6.6.8B.1	Compare and contrast the physical and human characteristics of places in regions in New Jersey, the United States, and the world.
	6.6.8B.3	Compare the natural characteristics used to define a region.
	6.6.8C.3	Predict effects of physical processes and changes on the Earth.
	6.6.8D.2	Analyze demographic characteristics to explain reasons for variations between populations.
	6.6.8D.3	Compare and contrast the primary geographic causes for world trade.
	6.6.8D.4	Analyze the patterns of settlement in different urban regions of the world.
	6.6.8D.6	Compare the patterns and processes of past and present human migration.
	6.6.8E.2	Analyze the impact of various human activities and social policies on the natural environment and describe how humans have attempted to solve environmental problems through adaptation and modification.
	6.6.8E.3	Compare and contrast conservation practices and alternatives for energy resources.
	6.6.8E.4	Compare and contrast various ecosystems and describe their interrelationship and interdependence.
	6.6.8E.5	Describe world, national, and local patterns of resource distribution and utilization, and discuss the political and social impact.
	6.6.8E.6	Analyze the importance of natural and manufactured resources in New Jersey.
	6.6.8E.7	Delineate and evaluate the issues involved with sprawl, open space, and smart growth in New Jersey.
	6.6.12A.3	Analyze, explain, and solve geographical problems using maps, supporting technologies, and other graphical representations.
	6.6.12A.5	Apply spatial thinking to understand the interrelationship of history, geography economics, and the environment, including domestic and international migrations, changing environmental preferences and settlement patterns, and frictions between population groups.

	<p><b>6.6.12B.1</b> Analyze and compare the functions and spatial arrangements of cities both locally and globally.</p> <p><b>6.6.12B.2</b> Evaluate how human interaction with the physical environment shapes the features of places and regions.</p> <p><b>6.6.12C.1</b> Assess relationships between soil, climate and plant and animal life and how this impacts the distribution of ecosystems.</p> <p><b>6.6.12C.2</b> Analyze the effects of both physical and human changes in ecosystems, such as acid rain, ozone layer, carbon-dioxide levels, and clean water issues.</p> <p><b>6.6.12D.1</b> Analyze the impact of human migration on physical and human systems.</p> <p><b>6.6.12D.3</b> Analyze the historic movement patterns of people and their goods and their relationship to economic activity.</p> <p><b>6.6.12D.4</b> Analyze the processes that change urban areas.</p> <p><b>6.6.12D.5</b> Analyze how cooperation and conflict influence the control of economic, political, and social entities on Earth.</p> <p><b>6.6.12E.3</b> Analyze examples of changes in the physical environment that have altered the capacity of the environment to support human activity, including pollution, salinization, deforestation, species extinction, population growth, and natural disasters.</p> <p><b>6.6.12E.4</b> Compare and contrast the historical movement patterns of people and goods in the world, United States, and New Jersey and analyze the basis for increasing global interdependence.</p> <p><b>6.6.12E.5</b> Evaluate policies and programs related to the use of local, national and global resources.</p> <p><b>6.6.12E.6</b> Analyze the human need for respect for and informed management of all resources (sustainability), including human populations, energy, air, land, and water to insure that the earth will support future generations.</p> <p><b>6.6.12E.8</b> Delineate and evaluate the environmental impact of technological change in human history (e.g., printing press, electricity and electronics, automobiles, computer, and medical technology).</p>	
<p><b>World Languages</b></p> <p>(7.1=Communication)</p> <p>(7.2= Culture)</p>	<p><b>Nov-Mid.</b> <b>7.1.2/5/8/</b> <b>B.4</b></p> <p><b>Nov-High</b> <b>7.1.4/8/9/</b> <b>11/B.4</b></p> <p><b>Int.-Low</b> <b>7.1/8/12/</b> <b>A.2</b></p>	<p><b>Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other core content areas - grade level appropriate social studies topics...- grade level appropriate mathematics concepts...- grade level appropriate and science topics...</b></p> <p><b>Participate in guided conversations on a variety of familiar topics and/or topics studied in other core content areas-grade level appropriate math concepts...-grade level appropriate health topics...-grade level appropriate social studies...- grade level appropriate science topics...</b></p> <p><b>Compare and contrast the use of verbal and non-verbal etiquette in the target culture with their own culture to perform a variety of functions – persuading, negotiating, offering advice.</b></p>

	A.5	Apply knowledge and skills gained in other core content areas to the learning of the target language – grade appropriate social studies...-grade level appropriate health topics...-grade appropriate mathematics concepts...grade level appropriate science topics...
	C.4	Describe orally, in writing, or through simulation, similarities and differences among products and practices found in the target culture with their own.
	Pre-Adv 7.1.12.A.2	Compare and contrast the use of verbal and non-verbal etiquette in the target culture with their own culture to perform a variety of functions...
	A.3	Analyze the historical and political contexts that connect/have connected famous people, places, events from the target culture with the U.S.
	A.4	Synthesize information from oral and written discourse dealing with a variety of topics...
	A.5	Apply knowledge and skills gained in other core content areas to interpret information on topics related to the study of the target language and culture.
	Nov.-High 7.2.4/8/9/ 11.C.1	Compare and contrast similarities and differences between tangible products of the target culture(s) and their own.
	Int.-Low 7.2.8/12.	
	A.4	Examine tangible products of the target culture(s) and begin to infer why people produce and use them.
	B.3	Demonstrate and discuss in some detail observable patterns of behavior and social conventions of the peer group in the target culture(s) and make comparisons with the U.S.
	B.5	Describe past and present issues, events, and/or trends from the target culture perspective and the U.S. perspective.
	C.1	Present the results of research showing the extent of diversity in products and practices that exist within the target language/culture(s).
	C.2	Prepare an analysis showing how expressive products or innovations of the target culture(s) influence the global community.
	Pre-Adv. 7.2.12.A.1	Analyze how the changing economic and political environment influences the development of new products and contemporary practices in the target culture.
	A.2	Compare and contrast how the target country(ies) and the U.S. deal with the current environmental issues.
	A.4	Compare and contrast tangible products of the target culture(s) to their own culture and formulate a rationale about why people produce and use them.
	B.2	Analyze for discussion observable patterns of behavior and social conventions of various age groups in the target culture(s) and compare them with the U.S.
	B.3	Compare and contrast for discussion common social practices in the U.S. and target culture(s) related to universal life

	<p><b>B.4</b> Analyze for discussion observable patterns of behavior and social conventions of various age groups in the target culture(s) and compare them with the U.S.</p> <p><b>B.5</b> Analyze for discussion relationships among past and current economic and political structures and their impact on the perspectives of the culture(s) studied.</p> <p><b>C.1</b> Develop a persuasive rationale showing how the study of the target language and its culture(s) influences attitudes and views on diversity.</p>
<p><b>Technological Literacy</b> (This computer and information literacy standard is designed to be integrated and applied in all of the content areas of the Core Curriculum Content Standards.)</p>	<p><b>8.1.4A.6</b> Create and present a multimedia presentation using appropriate software.</p> <p><b>8.1.8A.8</b> Design and produce a basic multimedia project.</p> <p><b>8.1.8A.9</b> Plan and create a simple database, define fields, input data, and produce a report using sort and query.</p> <p><b>8.1.12A.1</b> Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrates the ability to format, edit, and print.</p> <p><b>8.1.12A.5</b> Produce a multimedia project using text, graphics, moving images, and sound.</p> <p><b>8.1.12A.7</b> Develop a document or file for inclusion into a website or web page.</p> <p><b>8.1.12A.8</b> Discuss and/or demonstrate the capability of emerging technologies and software in the creation of documents or files.</p> <p><b>8.1.12B.5</b> Select and use specialized databases for advanced research and solve real world problems.</p> <p><b>8.1.12B.9</b> Create and manipulate information independently and/or collaboratively to solve problems, to design and to develop products.</p> <p><b>8.1.12B.12</b> Integrate new information into existing knowledge base and communicate the results in a project or presentation.</p> <p><b>8.2.8C.2</b> Explain reasons why human-designed systems, products, and environments need to be monitored, maintained, and improved to ensure safety, quality, cost efficiency, and sustainability.</p> <p><b>8.2.8C.3</b> Explain the functions and interdependence of subsystems such as waste disposal, water purification, electrical, structural, safety, climate control, and communication.</p> <p><b>8.2.12A.2</b> Explain how technological development is affected by competition through a variety of management activities associated with planning, organizing and controlling the enterprise.</p> <p><b>8.2.12B.2</b> Evaluate the function, value, and appearance of technological products, systems, and environments from the perspective of the user and the producer.</p> <p><b>8.2.12C.2</b> Analyze the factors that influence design of products, systems, and environments.</p> <p><b>8.2.12C.3</b> Compare and contrast the effectiveness of various products, systems, and environments associated with technological activities in energy, transportation, manufacturing, and information and communication.</p>

<b>Career Education and Consumer, Family and Life Skills</b> (This consumer, family, and life skills standard is designed to be integrated and applied in all of the Core Curriculum Content Standards.)	<b>9.2.8A.1</b> <b>9.2.8B.3</b> <b>9.1.12A.3</b> <b>9.2.12A.3</b>  <b>9.2.12D.4</b>  <b>9.2.12E.1</b> <b>9.2.12E.8</b>  <b>9.2.12F.1</b>	<b>Communicate, analyze data, apply technology, and problem solve.</b> <b>Explain the need for and advantages of lifelong learning.</b> <b>Analyze factors that can impact an individual's career.</b> <b>Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic and/or occupational settings.</b> <b>Compare and contrast a professional code of ethics or code of conduct from various work fields and discuss similarities and differences.</b> <b>Analyze factors that influence gross and net income.</b> <b>Analyze the interrelationships between the economic system and consumer actions in a chosen career cluster.</b> <b>Engage in an informed discussion about rules and laws designed to promote safety and health.</b>
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# NEW JERSEY CORE CURRICULUM CONTENT STANDARDS MATRIX

## Information Literacy Standards for Student Learning and the Revised (2002-2004) New Jersey Core Curriculum Content Standards

### Standard 4: Pursues information related to personal interests

- Seeks information related to various dimensions of personal well-being, such as career interests, community involvement, health matters, and recreational pursuits
- Designs, develops, and evaluates information products and solutions related to personal interests

<b>Visual and Performing Arts</b>  (1.2=Creation and Performance)  (1.3 =Elements and Principles of Art)	<b>1.2.4D.4</b> <b>1.2.6A.5</b> <b>1.2.6B.6</b> <b>1.2.6C.6</b> <b>1.2.8B.4</b> <b>1.2.8D.4</b> <b>1.2.12A.4</b>  <b>1.2. 12B.5</b>  <b>1.2.12C.5</b>  <b>1.2.12D.4</b>  <b>1.3.12B.3</b>	<b>Investigate careers in the world of visual arts.</b> <b>Investigate arts-related careers.</b> <b>Investigate arts-related careers.</b> <b>Investigate arts-related careers.</b> <b>Identify careers and lifelong opportunities for making music.</b> <b>Identify careers and lifelong opportunities for making art.</b> <b>Outline a variety of pathways and the requisite training for careers in dance.</b> <b>Outline a variety of pathways and the requisite training for careers in music.</b> <b>Outline a variety of pathways and the requisite training for careers in theater.</b> <b>Outline a variety of pathways and the requisite training for careers in the visual arts.</b> <b>Identify how the elements of music are utilized in a variety of careers.</b>
<b>Comprehensive Health and Physical Education</b>  (2.1=Health Promotion)  (2.2= Personal, Interpersonal, and Life Skills)  (2.3 =Drugs and Medicines)  (2.6=Concepts and Skills)	<b>2.1.6A.5</b> <b>2.1.6B.2</b>  <b>2.1.6C.3</b> <b>2.1.6E.2</b>  <b>2.1.8C.4</b>  <b>2.1.12C.4</b>  <b>2.1.12A.2</b>  <b>2.1.12C.1</b>  <b>2.1.12D.5</b>  <b>2.1.12E.3</b>  <b>2.2.4F.3</b> <b>2.2.6C.1</b> <b>2.6.8C.4</b>	<b>Discuss how technology impacts wellness.</b> <b>Investigate the physical, social, emotional, and intellectual changes that occur at each life stage and how those changes impact wellness.</b>  <b>Analyze nutrition information on food packages and labels.</b> <b>Analyze the short- and long-term impacts of injuries on individuals and families and develop strategies to reduce the incidence of such injuries.</b> <b>Analyze how healthy eating patterns throughout life can reduce the risk of heart disease and high cholesterol, cancer, osteoporosis, and other health conditions.</b> <b>Analyze and evaluate how healthy and unhealthy eating patterns impact the functioning of the human body, including healthy bone development and immune system functioning.</b> <b>Investigate the impact of health choices and behaviors on personal, family, and community wellness.</b> <b>Analyze and evaluate current dietary recommendations, resources, and trends, from a variety of sources.</b> <b>Investigate the impact of mental illness on personal, family, and community wellness.</b> <b>Assess the short and long-term impacts of injuries on the individual, family members, the community, and the workplace.</b> <b>Discuss wellness and fitness careers.</b> <b>Use health data and information to formulate health goals.</b> <b>Use health data and information from internal and external sources, to develop a personal fitness plan and use technology to evaluate the implementation and outcomes of the plan.</b>

<b>Language Arts Literacy</b>  (3.1=Reading)  (3.2=Writing)  (3.5=Viewing/ Media Literacy)	3.1.KH.2 3.1.1G.6 3.1.1G.7 3.1.3G.12  3.1.3H.3  3.1.4G.13  3.1.4H.2 3.1.4H.3  3.1.6H.7  3.1.7H.3 3.1.8H.3 3.1.12G.12  3.1.12G.13  3.1.12H.2 3.2.4D.4  3.2.12D.6  3.5.12C.1	Choose books related to topics of interest. Read regularly in independent-level materials. Engage in silent independent reading for specific purposes. Read regularly in materials appropriate for their independent reading level. Read a variety of nonfiction and fiction books and produce evidence of understanding. Read regularly in materials appropriate for their independent reading level. Investigate a favorite author and produce evidence of research. Read independently and research topics using a variety of materials to satisfy personal, academic, and social needs, and produce evidence of reading. Compare themes, characters, settings, and ideas across texts or works and produce evidence of understanding. Collect materials for a portfolio that reflects possible career choices. Collect materials for a portfolio that reflects possible career choices. Demonstrate familiarity with everyday texts such as job and college applications, W-2 forms, contracts, etc. Read, comprehend, and be able to follow information gained from technical and instructional manuals (e.g., how-to-books, computer manuals, instructional manuals). Develop materials for a portfolio that reflect a specific career choice. Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, poetry). Compile and synthesize information for everyday and workplace purposes, such as job applications, resumes, business letters and college applications. Use print and electronic media texts to explore human relationships, new ideas, and aspects of culture (e.g., racial prejudice, dating, marriage, family and social institutions).
<b>Mathematics</b>		None.
<b>Science</b>		None.
<b>Social Studies</b>  (6.4 =United States/New Jersey History)  (6.6=Geography)	6.4.2A.4 6.6.12B.3	Tell about their family heritage using stories, songs, and drawings. Analyze why places and regions are important factors to individual and social identity.
<b>World Languages</b>  (7.1=Communication)	Int.-Low 7.1/8/12/ B.6  Pre-Adv 7.1.12.B.4	Identify professions and careers that require proficiency in a language other than English...  Engage in oral and/or written discourse in a variety of time frames on topics of personal or social interest, or on topics studied in other core content areas – grade appropriate career education and life skills activities/health/social studies

		topics...
<b>Technological Literacy</b> (This computer and information literacy standard is designed to be integrated and applied in all of the content areas of the Core Curriculum Content Standards.)	8.1.12B.1	Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs.
<b>Career Education and Consumer, Family and Life Skills</b> (This consumer, family, and life skills standard is designed to be integrated and applied in all of the Core Curriculum Content Standards.)	9.1.4D.3 9.1.8A.3 9.1.8B.1 9.1.8B.5 9.1.8B.6 9.1.12A.2 9.2.8B.3 9.2.12A.1	<b>Identify ethical behaviors in the home, school, and community.</b> <b>Apply research skills to career exploration.</b> <b>Research local and state employment opportunities.</b> <b>Compare and contrast possible choices based on identified/perceived strengths, goals, and interests.</b> <b>Identify and develop skills that are transferable from one occupation to another.</b> <b>Evaluate academic and career skills needed in various career clusters.</b> <b>Explain the need for and advantages of lifelong learning.</b> <b>Apply communications and data analysis to the problem-solving and decision making processes in a variety of life situations.</b>

# NEW JERSEY CORE CURRICULUM CONTENT STANDARDS MATRIX

## Information Literacy Standards for Student Learning and the Revised (2002-2004) New Jersey Core Curriculum Content Standards

### Standard 5: Appreciates and enjoys 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
- Develops creative products in a variety of formats

<b>Visual and Performing Arts</b>  (1.1=Aesthetics)  (1.2=Creation and Performance)  (1.3 =Elements and Principles of Art)  (1.4=Critique)	1.1.12A.2  1.2.4A.4  1.2.8D.2  1.3.4D.2 1.3.8C.1 1.4.12A.2	<b>Discern the value of works of art, based on historical significance, craftsmanship, cultural context, and originality using appropriate domain specific terminology.</b>  <b>Utilize arts media and technology in the creation and/or performance of short phrases and compositions.</b>  <b>Explore various media, technologies and processes in the production of two and three-dimensional art.</b>  <b>Identify elements and principles of design in specific works of art.</b> <b>Investigate the structural characteristic of plays.</b> <b>Categorize the artistic subject, the formal structure, and the principal elements of art used in exemplary works of art.</b>
<b>Comprehensive Health and Physical Education</b>		<b>None.</b>
<b>Language Arts Literacy</b>  (3.1=Reading)  (3.2=Writing)  (3.3=Speaking)  (3.4=Listening)  (3.5=Viewing/ Media Literacy)	3.1.KD.1 3.1.KD.2 3.1.KD.3 3.1.KD.4 3.1.KG.1 3.1.KG.2 3.1.KG.3 3.1.KG.4 3.1.KG.5 3.1.KG.6 3.1.1D.1 3.1.1D.2 3.1.1D.3  3.1.1E.1 3.1.1E.2 3.1.1E.3 3.1.1E.4 3.1.1E.5	<b>Practice reading behaviors such as retelling, reenacting, or dramatizing stories.</b> <b>Recognize when a simple text fails to make sense when listening to a story read aloud.</b> <b>Attempt to follow along in book while listening to a story read aloud.</b> <b>Listen and respond attentively to literary texts (e.g., nursery rhymes) and functional texts (e.g., science books).</b> <b>Respond to a variety of poems and stories through movement, art music, and drama.</b> <b>Verbally identify the main character, setting, and important events in a story read aloud.</b> <b>Identify favorite books and stories.</b> <b>Retell a story read aloud using main characters and events.</b> <b>Participate in shared reading experiences.</b> <b>Make predictions based on illustrations or portions of stories.</b> <b>Answer questions correctly that are posed about stories read.</b> <b>Begin to read simple text with fluency.</b> <b>Read with fluency both fiction and nonfiction that is grade-level appropriate.</b> <b>Use prior knowledge to make sense of text.</b> <b>Establish a purpose for reading and adjust reading rate.</b> <b>Use pictures as cues to check for meaning.</b> <b>Check to see if what is being read makes sense.</b> <b>Monitor their reading by using fix-up strategies (e.g., searching for clues).</b>

3.1.1F.3	Comprehend common and/or specific vocabulary in informational texts and literature.
3.1.1G.1	Draw simple conclusions from information gathered from pictures, print, and people.
3.1.1G.2	Demonstrate familiarity with genres of text, including storybooks, expository texts, poetry, and newspapers.
3.1.1G.3	Sequence information learned from text into a logical order to retell facts.
3.1.1G.4	Identify, describe, compare, and contrast the elements of plot, setting, and characters.
3.1.1G.6	Read regularly in independent-level materials.
3.1.1G.7	Engage in silent independent reading for specific purposes.
3.1.1H.3	Be exposed to and read a variety of fiction and nonfiction, and produce evidence of reading.
3.1.2D.5	Self-monitor when text does not make sense.
3.1.2D.6	Employ learned strategies to determine if text makes sense without being prompted.
3.1.2G.4	Continue to identify story elements in text.
3.1.2G.5	Respond to text by using how, why, and what-if questions.
3.1.2H.2	Read a variety of nonfiction and fiction books and produce evidence of reading.
3.1.3A.2	Recognize purposes for print conventions such as end-sentence punctuation, paragraphing, and bold print.
3.1.3D.2	Read longer text and chapter books independently and silently.
3.1.3E.1	Set a purpose for reading and check to verify or change predictions during/after reading.
3.1.3E.2	Monitor comprehension and accuracy while reading in context and self-correct errors.
3.1.3E.3	Use pictures and context clues to assist with decoding of new words.
3.1.3G.1	Recognize purpose of the text.
3.1.3G.4	Ask how, why, and what-if questions in interpreting nonfiction texts.
3.1.3G.6	Discuss underlying theme or message in interpreting fiction.
3.1.3G.7	Summarize major points from fiction and nonfiction texts.
3.1.3G.10	Compare and contrast story plots, characters, setting, and themes.
3.1.3G.11	Participate in creative responses to texts (e.g., dramatizations, oral presentations).
3.1.3G.12	Read regularly in materials appropriate for their independent reading level.
3.1.3G.13	Read and comprehend both fiction and nonfiction that is appropriately designed for grade level.
3.1.3H.3	Read a variety of nonfiction and fiction books and produce evidence of understanding.
3.1.4A.1	Identify differences of various print formats, including newspapers, magazines, books, and reference resources.
3.1.4A.3	Identify and locate features that support text meaning (e.g., maps, charts, illustrations).
3.1.4D.2	Read at different speeds using scanning, skimming, or careful reading as appropriate.
3.1.4G.6	Recognize an author's point of view.
3.1.4G.8	Recognize differences among forms of literature (poetry, drama, fiction, nonfiction).
3.1.4G.9	Recognize literary elements in stories, including setting, characters, plot, and mood.

3.1.4G.10	Identify some literary devices in stories.
3.1.4G.11	Identify the structures in poetry.
3.1.4G.12	Identify the structures in drama (cf. visual and performing arts standards).
3.1.4G.13	Read regularly in materials appropriate for their independent reading level.
3.1.5G.1	Identify author's purpose, views, and beliefs.
3.1.5G.2	Identify genre by their distinctive elements (e.g., tall tale-exaggeration).
3.1.5G.7	Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether implied or stated directly.
3.1.5G.11	Identify and analyze text types, formats, and elements of nonfiction.
3.1.5G.12	Recognize literary elements in stories, including setting, characters, plot, and mood.
3.1.5G.13	Recognize figurative language in text (e.g., simile, metaphor, personification, alliteration).
3.1.5G.16	Read regularly in materials appropriate for their independent reading level.
3.1.6D.3	Read silently for the purpose of increasing speed, accuracy, and reading fluency.
3.1.6E.1	Activate prior knowledge and anticipate what will be read or heard.
3.1.6E.2	Vary reading strategies according to their purpose for reading and the nature of the text.
3.1.6E.3	Reread to make sense of difficult paragraphs or sections of text.
3.1.6E.4	Make revisions to text predictions during and after reading.
3.1.6F.2	Infer specific word meanings in the context of reading passages.
3.1.6G.1	Respond critically to an author's purpose, ideas, views, and beliefs.
3.1.6G.2	Identify genre by their distinctive elements (e.g., tall tale-exaggeration).
3.1.6G.7	Identify and analyze features of themes conveyed through characters, actions, and images.
3.1.6G.11	Identify and analyze text types, formats, and elements in nonfiction.
3.1.6G.12	Recognize characterization, setting, plot, theme, and point of view in fiction.
3.1.6G.13	Recognize sensory details, figurative language, and other literary devices in text.
3.1.6G.14	Identify and respond to the elements of sound and structure in poetry.
3.1.6G.15	Analyze drama as a source of information, entertainment, persuasion, or transmitter of culture.
3.1.6G.16	Identify and analyze elements of setting, plot, and characterization in plays that are read, written, or performed.
3.1.6G.17	Explain ways that the setting contributes to the mood of a novel, play, or poem.
3.1.6H.7	Compare themes, characters, settings and ideas across texts or works, and produce evidence of understanding.
3.1.7G.4	Articulate the purposes and characteristics of different genres.
3.1.7G.5	Analyze ideas and recurring themes found in texts, such as bravery, loyalty, friendship, and loneliness.
3.1.7G.6	Develop an awareness of a variety of perspectives on a single

		event, setting, character, personality, or topic as expressed by different authors.
	3.1.7G.7	Locate and analyze the elements of setting, characterization, and plot to construct understanding of how characters influence the progression and resolution of the plot.
	3.1.7G.10	Respond critically to text ideas and the author's craft by using textual evidence to support interpretations.
	3.1.7G.11	Identify and analyze literary techniques and elements, such as figurative language, meter, rhetorical and stylistic features of text.
	3.1.7G.12	Identify and analyze recurring themes across literary works.
	3.1.7G.13	Identify and understand the author's use of idioms, analogies, metaphors, and similes in prose and poetry.
	3.1.8D.2	Read increasingly difficult texts silently with comprehension and fluency.
	3.1.8D.3	Apply self-correcting strategies automatically to decode and gain meaning from print both orally and silently.
	3.1.8F.1	Develop and refine an extended vocabulary through listening and exposure to a variety of texts and independent reading.
	3.1.8G.3	Analyze ideas and recurring themes found in texts, such as good versus evil, across traditional and contemporary works.
	3.1.8G.6	Read critically by identifying, analyzing, and applying knowledge of the theme, structure, style, and literary elements of fiction and providing support from the text as evidence of understanding.
	3.1.8G.7	Respond critically to text ideas and the author's craft by using textual evidence to support interpretations.
	3.1.8H.2	Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its authors.
	3.1.8H.5	Read and compare at least two works, including books, related to the same genre, topic, or subject and produce evidence of reading (e.g., compare central ideas, characters, themes, plots, settings).
	3.1.12D.1	Read developmentally appropriate materials (at an independent level) with accuracy and speed.
	3.1.12D.3	Read a variety of genres and types of text with fluency and comprehension.
	3.1.12E.2	Practice visualizing techniques before, during, and after reading to aid in comprehension.
	3.1.12G.2	Understand the study of literature and theories of literary criticism.
	3.2.KD.1	Communicate personal response to literature through drawing, telling, or writing.
	3.2.3D.7	Respond to literature through writing to demonstrate an understanding of a text.
	3.2.4B.4	Build knowledge of the characteristics and structures of a variety of genres.
	3.2.4B.9	Examine real-world writing to expand knowledge of sentences, paragraphs, usage, and authors' writing styles.
	3.2.4D.2	Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection.
	3.2.4D.6	Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text.
	3.2.6B.1	Expand knowledge of characteristics, structures, and tone of

		selected genres.
	3.2.6D.3	Develop and use knowledge of a variety of genres, including expository, narrative, persuasive, poetry, critiques, and everyday/workplace writing.
	3.2.8B.1	Extend knowledge of specific characteristics, structures, and appropriate voice and tone of selected genres and use this knowledge in creating written work, considering the purpose, audience, and context of the writing.
	3.2.8D.3	Write responses to literature and develop insights into interpretations by connecting to personal experiences and referring to textual information.
	3.2.12B.1	Analyze characteristics, structures, tone, and features of language of selected genres and apply this knowledge to own writing.
	3.3.KA.3	React to stories, poems, and songs.
	3.3.1D.1	Recite poems, stories, or rhymes orally (e.g., favorite nursery rhymes).
	3.3.1D.3	Retell a story to check for understanding.
	3.3.1D.4	Read aloud from developmentally appropriate texts with attention to expression.
	3.3.5A.4	Respond orally to literature.
	3.3.7A.6	Respond orally to literature.
	3.3.8A.6	Respond orally to literature.
	3.3.12B.4	Select and discuss literary passages that reveal character, develop theme, and illustrate literary elements.
	3.4.KB.1	Listen attentively to books teacher reads to class.
	3.4.KB.2	Answer questions correctly about books read aloud.
	3.4.1B.1	Listen to make predictions about stories read aloud.
	3.4.1B.3	Recall information from listening to stories, poems, television and film.
	3.4.1B.5	Respond appropriately to questions about stories read aloud.
	3.4.3B.2	Listen to a story read aloud and/or information from television, or film, and summarize main ideas.
	3.4.4A.1	Listen actively for a variety of purposes such as enjoyment and obtaining information.
	3.4.5A.5	Recognize the rich and varied language of literature (e.g., listen to a recording of poetry or classic literature).
	3.4.5B.1	Demonstrate competence in active listening through responding to a story, interview, or oral report (e.g., summarizing, reacting, or retelling).
	3.4.6A.1	Listen actively for a variety of purposes such as enjoyment and obtaining information.
	3.4.6A.5	Recognize the rich and varied language of literature (e.g., listen to a recording of poetry or classic literature).
	3.4.6B.1	Demonstrate competence in active listening through responding to a story, interview, or oral report (e.g., summarizing, reacting, retelling).
	3.4.12A.3	Demonstrate appropriate listener response to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation.
	3.5.KA.1	Make predictions about visual information (e.g., pictures in books).
	3.5.KA.2	Discuss favorite characters from books, film, and television.
	3.5.KB.2	Show understanding of purpose for pictures in books.
	3.5.1A.1	Retell the story from a favorite media program (e.g., television,

	<p>3.5.1A.6 3.5.1A.7 3.5.2A.1 3.5.2A.4 3.5.2B.3 3.5.3A.1 3.5.3A.2 3.5.3B.1 3.5.3B.2 3.5.4A.2 3.5.4A.5 3.5.4A.7 3.5.4B.2 3.5.4B.3 3.5.4B.4 3.5.4C.1 3.5.5A.1 3.5.5A.4 3.5.5A.6 3.5.6A.2 3.5.6A.1 3.5.6A.4 3.5.6A.6 3.5.6C.1 3.5.7A.2 3.5.8A.2 3.5.8A.3 3.5.12A.1</p>	<p>movie).</p> <p>Begin to recognize the work of a favorite illustrator.</p> <p>Begin to compare and contrast media characters.</p> <p>Speculate about characters, events and settings in books, film and television.</p> <p>Recognize the work of a favorite illustrator.</p> <p>Begin to look at the effects of visual arts on one's mood and emotions.</p> <p>Begin to demonstrate an awareness of different media forms and how they contribute to communication.</p> <p>Identify the central theme and main ideas in different media.</p> <p>Recognize the effects of visual arts on one's mood and emotions.</p> <p>Begin to explore and interpret messages found in advertisements and other texts.</p> <p>Respond to and evaluate the use of illustrations to support text.</p> <p>Identify the central theme in a movie, film, or illustration.</p> <p>Demonstrate an awareness of different media forms and how they contribute to communication.</p> <p>Explore and interpret various messages found in advertisements and other texts.</p> <p>Discuss the emotional impact of photos and how they aid understanding.</p> <p>Compare and contrast media sources, such as film and book versions of a story.</p> <p>Express preferences for media choices.</p> <p>Respond to and evaluate the use of illustrations to support text.</p> <p>Identify the central theme in a movie, film, or illustration.</p> <p>Demonstrate an awareness of different media forms (e.g., newspapers, Internet, magazines) and how they contribute to communication.</p> <p>Use graphs, charts, and diagrams to report data.</p> <p>Respond to and evaluate the use of illustrations to support text.</p> <p>Identify the central theme in a movie, film, or illustration.</p> <p>Demonstrate an awareness of different media forms (e.g., newspapers, Internet, magazines) and how they contribute to communication.</p> <p>Express and justify preferences for media choices.</p> <p>Analyze the use of elements (e.g., setting, plot, theme, characters) to understand media presentations, such as film, video, television, and theatrical productions.</p> <p>Analyze the use of elements (e.g., setting plot, theme, characters) to understand media presentations, such as film, video, television, and theatrical productions.</p> <p>Analyze and respond to visual and print messages (e.g. humor, irony, metaphor) and recognize how words, sounds, and still or moving images are used in each medium to convey the intended messages.</p> <p>Understand that messages are representations of social reality and vary by historic time periods and parts of the world.</p>
<b>Mathematics</b>		<b>None.</b>

<b>Science</b>		<b>None.</b>
<b>Social Studies</b> (6.2=Civics) (6.3=World History) (6.4 =United States/New Jersey History)	<b>6.2.2D.2</b>  <b>6.2.4E.8</b>  <b>6.3.8D.2</b>  <b>6.4.4A.1</b>  <b>6.4.4B.8</b>	<p>Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples.</p> <p>Identify aspects of culture and heritage presented in literature, art, music, sport, or the media.</p> <p>Describe the significant contributions of the Renaissance and Reformation to European society, including major achievements in literature, music, painting, sculpture, and architecture.</p> <p>Discuss how families long ago expressed and transmitted their beliefs and values through oral tradition, literature, songs, and community celebrations.</p> <p>Discuss the value of the American national heritage including:</p> <ul style="list-style-type: none"> <li>• Diverse folklore and cultural contributions from New Jersey and other regions in the United States</li> <li>• History and values celebrated in American songs, symbols, slogans, and major holidays</li> <li>• Historical preservation of primary documents, buildings, places of memory, and significant artifacts</li> </ul>
<b>World Languages</b> (7.1=Communication) (7.2= Culture)	<b>Nov-Mid.</b> <b>7.1.2/5/8/</b> <b>B.5</b>  <b>C.1</b>  <b>C.3</b>  <b>Nov-High</b> <b>7.1.4/8/9/</b> <b>11/A.6</b>  <b>B.5</b>  <b>C.3</b>  <b>Int.-Low</b> <b>7.1.8/12/</b> <b>A.4</b>  <b>A.6</b>  <b>B.5</b>  <b>C.1</b>	<p>Exchange basic information about the main characters, main idea and setting from age-appropriate, culturally authentic selections.</p> <p>Imitate, recite, and/or dramatize simple, poetry, rhymes, songs, and skits.</p> <p>Present orally or in writing information from age-appropriate, culturally authentic selections-grade level appropriate language arts literacy activities...</p> <p>Demonstrate comprehension of the main idea, and identify the principal characters in readings from age-appropriate, culturally authentic selections.</p> <p>Identify the main characters, main idea, setting, and important events found in age-appropriate, culturally authentic texts.</p> <p>Tell or retell stories using a guided format from age-appropriate, culturally authentic selections orally or in writing.</p> <p>Comprehend conversations and written information on a variety of topics – academic and social interests/current or past issues and events at home or in the target country</p> <p>Identify the main idea and theme, and describe the main characters and setting in readings from age-appropriate, culturally authentic selections.</p> <p>Describe the main characters, setting, and important events from age-appropriate, culturally authentic selections both orally and in writing.</p> <p>Present student-created and/or authentic short plays, skits, poems,</p>

	<p><b>C.2</b> songs, stories or reports...</p> <p><b>C.3</b> Use language creatively in writing to response to a variety of oral and visual prompts...</p> <p><b>C.3</b> Engage in a variety of oral and written tasks using age-appropriate culturally authentic selections...</p> <p><b>Pre-Adv</b></p> <p><b>7.1.12.A.6</b> Analyze and critique readings from authentic texts and/or from a variety of art genres...</p> <p><b>C.1</b> Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or exposure to perspectives from the target culture...</p> <p><b>C.3</b> Explain the structural elements and/or cultural perspectives of authentic selections – grade level appropriate language arts literacy activities...</p> <p><b>Nov.-Mid</b></p> <p><b>7.2.2/5/8/</b></p> <p><b>A.3</b> Identify aspects of the target culture(s) presented in photographs, children’s books, and plays.</p> <p><b>B.2</b> Participate in a variety of oral and/or written activities after listening to age-appropriate, culturally authentic selections.</p> <p><b>C.2</b> Identify and reproduce expressive products typical of the target culture(s).</p> <p><b>Nov.-High</b></p> <p><b>7.2.4/8/9/</b></p> <p><b>11.C.2</b> Describe and reproduce expressive products of the target culture(s).</p> <p><b>Int.-Low</b></p> <p><b>7.2.8/12.</b></p> <p><b>A.3</b> Show the relationship between the cultural characteristics found in films or videos to the cultural perspectives of the target culture(s).</p> <p><b>B.2</b> Discuss various elements of age-appropriate, culturally authentic selections and identify how they reflect certain aspects of the target culture.</p> <p><b>Pre-Adv.</b></p> <p><b>7.2.12.A.3</b> Compare and contrast varying perspectives that exist in different target cultures as seen in television, film, and other forms of the media.</p> <p><b>B.2</b> Discuss culturally authentic selections listened to, read, or viewed to demonstrate insights gained into the products, practices and perspectives of the target culture(s).</p>	
<b>Technological Literacy</b>		<b>None.</b>
<b>Career Education and Consumer, Family and Life Skills</b>		<b>None.</b>

# NEW JERSEY CORE CURRICULUM CONTENT STANDARDS MATRIX

## Information Literacy Standards for Student Learning and the Revised (2002-2004) New Jersey Core Curriculum Content Standards

### Standard 6: Strives for excellence in information seeking and knowledge generation

- Assesses the quality of the process and products of personal information seeking
- Devises strategies for revising, improving, and updating self-generated knowledge

<b>Visual and Performing Arts</b>		<b>None.</b>
<b>Comprehensive Health and Physical Education</b>  (2.2= Personal, Interpersonal, and Life Skills)	<b>2.2.4B.2</b>	<b>Discuss how parents, peers, and the media influence health decisions and behaviors.</b>
<b>Language Arts Literacy</b>  (3.1=Reading) (3.2=Writing) (3.3=Speaking) (3.4=Listening)	<b>3.1.12E.1</b> <b>3.2.2A.9</b> <b>3.2.2A.10</b> <b>3.2.3A.5</b> <b>3.2.3A.9</b> <b>3.2.3A.12</b> <b>3.2.3A.13</b> <b>3.2.3B.5</b> <b>3.2.4A.5</b> <b>3.2.4A.6</b> <b>3.2.4A.7</b> <b>3.2.4A.8</b> <b>3.2.4A.10</b> <b>3.2.4A.11</b> <b>3.2.4B.3</b> <b>3.2.4C.10</b>	<b>Identify, assess, and apply personal reading strategies that were most effective in previous learning from a variety of texts.</b> <b>Reread drafts for meaning, to add details, and to improve correctness.</b> <b>Focus on elaboration as a strategy for improving writing.</b> <b>Revise a draft by rereading for meaning, narrowing the focus, sequencing, elaborating with detail, improving openings, closings, and word choice to show voice.</b> <b>Use reference materials to revise work, such as a dictionary or internet/software resource.</b> <b>Understand and use a checklist and/or rubric to improve writing.</b> <b>Reflect on own writing, noting strengths and areas needing improvement.</b> <b>Apply elements of grade-appropriate rubrics to improve writing.</b> <b>Revise drafts by rereading for meaning, narrowing the focus, elaborating, reworking organization, openings, and closings, and improving word choice and consistency of voice.</b> <b>Review own writing with others to understand the reader's perspective and to consider ideas for revision.</b> <b>Review and edit work for spelling, mechanics, clarity, and fluency.</b> <b>Use a variety of reference materials to revise work, such as a dictionary, thesaurus, or internet/software resources.</b> <b>Understand and apply elements of grade-appropriate rubrics to improve and evaluate writing.</b> <b>Reflect on one's writing, noting strengths and areas needing improvement.</b> <b>Craft writing to elevate its quality by adding detail, changing the order of ideas, strengthening openings and closings, and using dialogue.</b> <b>Use a variety of reference materials, such as a dictionary, grammar reference, and internet/software resources to edit written work.</b>

	3.2.5B.6	Sharpen focus and improve coherence by considering the relevancy of included details and adding, deleting, and rearranging appropriately.
	3.2.6A.7	Revise drafts by rereading for meaning, narrowing focus, elaborating and deleting, as well as reworking organization, openings, closings, word choice, and consistency of voice.
	3.2.6A.9	Review and edit work for spelling, usage, clarity, organization, and fluency.
	3.2.6A.12	Understand and apply the elements of a scoring rubric to improve and evaluate writing.
	3.2.6B.6	Sharpen focus and improve coherence by considering the relevancy of included details and adding, deleting, and rearranging appropriately.
	3.2.6C.9	Use a variety of materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.
	3.2.7A.4	Revise and edit drafts by rereading for content and organization, usage, sentence construction, mechanics, and word choice.
	3.2.8C.7	Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.
	3.2.12A.3	Analyze and revise writing to improve style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning.
	3.2.12A.6	Use a scoring rubric to evaluate and improve own writing and the writing of others.
	3.2.12A.7	Reflect on own writing and establish goals for growth and improvement.
	3.2.12B.11	Use the responses of others to review content, organization, and usage for publication.
	3.2.12C.7	Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.
	3.3.3D.2	Attempt to revise future presentations based on feedback from peers and teacher.
	3.3.4D.7	Understand and use criteria for a rubric to improve an oral presentation.
	3.3.5B.4	Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
	3.3.5B.5	Reflect and evaluate information learned as a result of the inquiry.
	3.3.5D.10	Incorporate peer feedback and teacher suggestions for revisions in content, organization and delivery.
	3.3.6D.9	Incorporate peer feedback and teacher suggestions for revisions in content, organization and delivery.
	3.3.7D.7	Using a scoring rubric to prepare, evaluate, and improve the oral presentations of self and others.
	3.3.8D.5	Incorporate peer feedback and teacher suggestions for revisions in content, organization and delivery.
	3.3.12D.4	Edit drafts of speeches independently and in peer discussions.
	3.3.12D.5	Modify oral communications through sensing audience confusion, and make impromptu revisions in oral presentation (e.g., summarizing, restating, adding illustrations/details).
	3.3.12D.6	Use a rubric to self-assess and improve oral presentations.
	3.4.5A.7	Use, when appropriate, criteria/rubric to evaluate oral presentations, such as purpose, delivery techniques,

	<p>3.4.6A.7</p> <p>3.4.7A.6</p> <p>3.4.8A.6</p> <p>3.4.8B.4</p> <p>3.5.5C.3</p> <p>3.5.6C.3</p>	<p>content, visual aids, body language and facial expressions.</p> <p>Use, when appropriate, criteria/rubric to evaluate oral presentations, such as purpose, delivery techniques, content, visual aids, body language and facial expressions.</p> <p>Use, when appropriate, criteria/rubric to evaluate oral presentations, such as purpose, delivery techniques, content, visual aids, body language and facial expressions.</p> <p>Use, when appropriate, criteria/rubric to evaluate oral presentations, such as purpose, delivery techniques, content, visual aids, body language and facial expressions.</p> <p>Critique oral presentations using agreed-upon criteria for evaluation (e.g., rubric).</p> <p>Use a rubric to evaluate the content of media presentations.</p> <p>Use a rubric to evaluate the content of media presentations.</p>
<b>Mathematics</b>		<b>None.</b>
<b>Science</b> (5.1=Scientific Processes)	<p>5.1.12A.3</p> <p>5.1.12B.2</p>	<p>Engage in collaboration, peer review, and accurate reporting of findings.</p> <p>Show that experimental results can lead to new questions and further investigations.</p>
<b>Social Studies</b> (6.1=Social Studies Skills) (6.2=Civics) (6.3=World History) (6.4 =United States/New Jersey History) (6.5=Economics) (6.6=Geography)		<p>As noted in the Introduction to the NCCCS Social Studies , under The Vision:</p> <p>“Develop critical thinking skills which enable them to function as lifelong learners and to examine and evaluate issues of importance to all Americans...”</p> <p>and The Revised Standards:</p> <p>“Social studies instruction can be based on one or more of these core disciplines or on a combination of these in the problem-solving or inquiry mode...”</p> <p>As noted in descriptive statements introducing each standard.</p>
<b>World Languages</b>		<b>None.</b>
<b>Technological Literacy</b>		<b>None.</b>
<b>Career Education and Consumer, Family and Life Skills</b>		<b>None.</b>

# NEW JERSEY CORE CURRICULUM CONTENT STANDARDS MATRIX

## Information Literacy Standards for Student Learning and the Revised (2002-2004) New Jersey Core Curriculum Content Standards

### Standard 7: Recognize the importance of information to a democratic society

- Seeks information from diverse sources, contexts, disciplines, and cultures
- Respects the principle of equitable access to information

<b>Visual and Performing Arts</b>  (1.1=Aesthetics)  (1.3 =Elements and Principles of Art)  (1.4=Critique)  (1.5=World Cultures, History, and Society)	1.1.4B.2	Compare and contrast works of art that communicate significant cultural meanings.
	1.1.6B.3	Examine how exposure to various cultures and styles influence individual's feelings toward art forms and artworks.
	1.1.8A.1	Examine works of art that communicate significant cultural beliefs or set of values.
	1.1.12A.2	Discern the value of works of art, based on historical significance, craftsmanship, cultural context, and originality using appropriate domain specific terminology.
	1.1.12A.3	Determine how historical responses affect the evolution of various artistic styles, trends and movements in art forms from classicism to post-modernism.
	1.3.12A.3	Analyze issues of ethnicity, gender, social/economic class, age, and physical conditioning in relation to dance.
	1.3.12C.2	Analyze the structural components of plays from a variety of social, historical and political contexts.
	1.4.6B.3	Consider the impact of traditions in the critique of works of art.
	1.4.12A.1	Examine the artwork from a variety of historical periods in both western and nonwestern cultures.
	1.4.12A.3	Determine the influence of tradition on arts experience, both as arts creator, performer and arts consumer.
	1.5.2A.1	Recognize works of art from diverse cultures.
	1.5.4A.1	Identify works of art from various historical periods and diverse cultures.
	1.5.4B.1	Describe the general characteristics of artworks from various historical periods and world cultures.
	1.5.4B.2	Examine art as a reflection of societal values and beliefs.
	1.5.6A.1	Reflect on a variety of works of art representing important ideas, issues, and events in a society.
	1.5.6B.1	Compare and contrast the contributions of significant artists from an historical period.
	1.5.8A.2	Examine how the social and political environment influences artists in various social/historical/political contexts.
	1.5.8B.1	Identify the common artistic elements that help define a given historical period.
	1.5.8B.2	Discuss how cultural influences add to the understanding of works of art.
	1.5.12A.1	Parallel historical events and artistic development found in dance, music, theater, and visual art.
	1.5.12A.2	Summarize and reflect upon how various art forms and cultural resources preserve cultural heritage and influence contemporary art.
	1.5.12B.1	Evaluate the impact of innovations in the arts from various historical periods in works of dance, music, theater, and

	1.5.12B.2	visual art stylistically representative of the times. Compare and contrast the stylistic characteristics of a given historical period through dance, music, theater, and visual art.
<b>Comprehensive Health and Physical Education</b>  (2.1=Health Promotion)  (2.2= Personal, Interpersonal, and Life Skills)  (2.4=Human Society and Family Life)  (2.5=Movement Concepts and Skills)	2.1.4F.2	Discuss how culture, peers, and the media impact the way individuals communicate and express emotions, and how emotions can affect communication, choices, and behaviors.
	2.1.8C.1	Analyze how culture, health status, age, and eating environment influence personal eating patterns and discuss ways to improve nutritional balance.
	2.1.8F.7	Analyze how culture influences the ways families and groups cope with crisis and change.
	2.1.12D.4	Investigate and assess local, state, national, and international public health efforts.
	2.2.6E.7	Discuss local and state laws that impact personal, family, and community wellness and formulate ways that individuals and groups can work together to improve wellness.
	2.4.12A.1	Investigate how different family structures, values, rituals, and traditions meet basic human needs.
	2.5.12B.4	Analyze how movement activities reflect culture, era, geography, or historical context.
<b>Language Arts Literacy</b>  (3.1=Reading)  (3.5=Viewing/ Media Literacy)	3.1.4G.1	Discuss underlying themes across cultures in various texts.
	3.1.4G.4	Understand author's opinions and how they address culture, ethnicity, gender, and historical periods.
	3.1.6G.6	Recognize and understand historical and cultural biases and different points of view.
	3.1.8H.2	Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its authors.
	3.1.12G.3	Understand that our literary heritage is marked by distinct literary movements and is part of a global literary tradition.
	3.1.12G.4	Compare and evaluate the relationship between past literary traditions and contemporary writing.
	3.1.12G.5	Analyze how works of a given period reflect historical and social events and conditions.
	3.5.6A.7	Understand uses of persuasive text related to advertising in society.
	3.5.12A.1	Understand that messages are representations of social reality and vary by historic time periods and parts of the world.
	3.5.12A.2	Identify and evaluate how a media product expresses the values of the culture that produces it.
<b>Mathematics</b>		None.
<b>Science</b>  (5.2=Science and Society)  (5.4=Nature and Process of Technology)	5.2.4A.1	Describe how people in different cultures have made and continue to make contributions to science and technology.
	5.2.4B.1	Hear, read, write, and talk about scientists and inventors in historical context.
	5.2.8A.1	Recognize that scientific theories: develop over time, depend on the contributions of many people, and reflect the social and political climate of their time.
	5.2.8A.2	Know that scientists are men and women of many cultures who

(5.10=Environmental Studies)	<p>5.2.8A.3</p> <p>5.2.8B.1</p> <p>5.2.12A.1</p> <p>5.2.12B.1</p> <p>5.2.12B.2</p> <p>5.4.12A.1</p> <p>5.4.12B.1</p> <p>5.10.2B.1</p> <p>5.10.4B.1</p> <p>5.10.6B.1</p> <p>5.10.6B.2</p> <p>5.10.12A.1</p> <p>5.10.12B.1</p> <p>5.10.12B.2</p>	<p>often work together to solve scientific and technological problems.</p> <p><b>Describe how different people in different cultures have made and continue to make contributions to science and technology.</b></p> <p><b>Describe the impact of major events and people in the history of science and technology, in conjunction with other world events.</b></p> <p><b>Recognize the role of the scientific community in responding to changing social and political conditions and how scientific and technological achievement effect historical events.</b></p> <p><b>Examine the lives and contributions of important scientists who effected major breakthroughs in our understanding of the natural and designed world.</b></p> <p><b>Discuss significant technological achievements in which science has played an important part as well as technological advances that have contributed directly to the advancement of scientific knowledge.</b></p> <p><b>Know that scientific inquiry is driven by the desire to understand the natural world and seeks to answer questions that may or may not directly influence humans, while technology is driven by the need to meet human needs and solve human problems.</b></p> <p><b>Assess the impacts of introducing a new technology in terms of alternative solutions, costs, tradeoffs, risks, benefits and environmental impact.</b></p> <p><b>Identify various needs of humans that are supplied by the natural or constructed environment.</b></p> <p><b>Explain how meeting human requirements affects the environment.</b></p> <p><b>Describe the effect of human activities on various ecosystems.</b></p> <p><b>Evaluate the impact of personal activities on the local environment.</b></p> <p><b>Distinguish naturally occurring process from those believed to have been modified by human interaction or activity (climate change, ozone production, erosion and deposition, threatened and endangered species</b></p> <p><b>Assess the impact of human activities on the cycling of matter and the flow of energy through ecosystems.</b></p> <p><b>Use scientific, economic, and other data to assess environmental risks and benefits associated with societal activity.</b></p>
<p><b>Social Studies</b></p> <p>(6.2=Civics)</p> <p>(6.3=World History)</p> <p>(6.4 =United States/New Jersey History)</p> <p>(6.5=Economics)</p> <p>(6.6=Geography)</p>	<p>6.2.2A.3</p> <p>6.2.2E.2</p> <p>6.2.4B.3</p> <p>6.2.4B.4</p> <p>6.2.4E.6</p>	<p><b>Describe how American citizens can participate in community and political life.</b></p> <p><b>Identify traditions and celebrations of various cultures (e.g., Chinese New Year, Cinco de Mayo).</b></p> <p><b>Describe how American values and beliefs, such as equality of opportunity, fairness to all, equal justice, separation of church and state, and the rights guaranteed by the United States Constitution and the Bill of Rights, contribute to the continuation and improvement of American democracy.</b></p> <p><b>Evaluate the importance of traditions, values, and beliefs which form a common American heritage in an increasingly diverse American society.</b></p> <p><b>Explain why it is important to understand diverse peoples, ideas, and cultures.</b></p>

	<b>6.2.4E.7</b>	<b>Explain that even within a culture, diversity may be affected by race, religion, or class.</b>
	<b>6.2.4E.9</b>	<b>Examine common and diverse traits of other cultures and compare to their own culture.</b>
	<b>6.2.4E.10</b>	<b>Use technology to learn about students and their families in other countries through classroom links, email, and Internet research.</b>
	<b>6.2.8A.2</b>	<b>Describe the underlying values and principles of democracy and distinguish these from authoritarian forms of government.</b>
	<b>6.2.8B.1</b>	<b>Discuss the sources, purposes, and functions of law and the importance of the rule of law for the preservation of individual rights and the common good.</b>
	<b>6.2.12E.10</b>	<b>Compare and contrast common social and behavioral practices in various cultures (e.g., birth, marriage, death, gender issues, family structure, health issues).</b>
	<b>6.3.8B.1</b>	<b>Explain the historical context, origins, beliefs, and moral teachings of the major world religions and philosophies, including:</b> <ul style="list-style-type: none"> <li>• The origins of Judaism and Christianity and the emergence of the Judeo-Christian tradition</li> <li>• The influence of Confucianism, Daoism, and Buddhism on the formation of Chinese civilization</li> <li>• Hinduism, the Aryan migrations, and the caste system in India</li> <li>• The influence of Buddhism in India</li> </ul>
	<b>6.3.8B.2</b>	<b>Describe the political framework of Athenian society and its influence on modern society, including:</b> <ul style="list-style-type: none"> <li>• The influence of Athenian political ideals on public life</li> <li>• The importance of participatory government</li> <li>• The role of women in Athenian society, their rights under law, and possible reasons why democracy was limited to males</li> <li>• Athenian ideas and practices related to political freedom, national security, and justice</li> </ul>
	<b>6.3.8B.3</b>	<b>Describe the social and political characteristics of the Greek city-states, including:</b> <ul style="list-style-type: none"> <li>• Similarities and differences between Athenian democracy and Spartan military aristocracy</li> <li>• Location and political structure of the city-states</li> <li>• Hierarchical relationships in Greek societies</li> <li>• Civic, economic, and social tasks performed by men and women of different classes</li> </ul>
	<b>6.3.8B.4</b>	<b>Describe the significant contributions of ancient Greece to Western Civilization, including:</b> <ul style="list-style-type: none"> <li>• Characteristics of Classic Greek art and architecture and how they are reflected in modern art and architecture</li> <li>• Socrates' values and ideas</li> <li>• Philosophy, including Plato and Aristotle</li> <li>• Greek Drama, including Sophocles and Euripides</li> <li>• History, including Herodotus, Xenophon, and Thucydides</li> <li>• Greek mythology</li> </ul>
	<b>6.3.8C.2</b>	<b>Discuss the spread of Islam in Southwest Asia, the Mediterranean region, and Northern Africa and the influence of Islamic ideas and practices on other cultures and social behavior, including:</b>

	<p><b>6.3.12D.4</b></p> <p><b>6.4.4A.5</b></p> <p><b>6.5.12B.4</b></p> <p><b>6.6.8D.1</b></p> <p><b>6.6.12E.7</b></p>	<ul style="list-style-type: none"> <li>• The origin and development of Islamic law</li> <li>• The significance of the Quran and the Five Pillars of Islam</li> <li>• The diverse religious, cultural, and geographic factors that influenced the ability of the Muslim government to rule</li> <li>• The split into Sunni and Shi'ite factions</li> <li>• The importance of Muslim civilization in mediating long-distance commercial, cultural, intellectual, and food crop exchange across Eurasia and parts of Africa</li> </ul> <p><b>Describe the early influences on the Scientific Revolution and the Enlightenment, including:</b></p> <ul style="list-style-type: none"> <li>• Renaissance Humanism with emphasis on human reason as opposed to total reliance on faith</li> <li>• Medieval theology</li> <li>• New global knowledge</li> <li>• The use of reason and freedom of inquiry as challenges to authoritarianism, including the works of Montesquieu, Locke, and Jefferson</li> </ul> <p><b>Explain that Americans have come from different parts of the world and have a common American heritage, in addition to the heritage of the countries of origin.</b></p> <p><b>Discuss the value and role of free and fair competition versus the social need for cooperation and how business, industry, and government try to reconcile these goals.</b></p> <p><b>Discuss how technology affects the ways in which people perceive and use places and regions.</b></p> <p><b>Describe how and why historical and cultural knowledge can help to improve present and future environmental maintenance.</b></p>
<p><b>World Languages</b></p> <p>(7.1=Communication)</p> <p>(7.2= Culture)</p>	<p><b>Pre-Adv</b> <b>7.1.12.A.3</b></p> <p><b>C.4</b></p> <p><b>Novice</b> <b>7.2.2/5/8</b></p> <p><b>C.3</b></p> <p><b>Nov.-High</b> <b>7.2.4/8/9</b></p> <p><b>C.3</b></p> <p><b>Int.-Low</b> <b>7.2.8/12/</b></p> <p><b>A.2</b></p> <p><b>B.3</b></p> <p><b>B.5</b></p>	<p><b>Analyze the historical and political contexts that connect/have connected famous people, places and events from the target culture with the U.S.</b></p> <p><b>Explain the perspectives of the target culture(s) as evidenced by their products and practices and compare those with home cultural perspectives - grade level appropriate social studies....- grade level appropriate science topics...</b></p> <p><b>Participate in age-appropriate activities related to special events celebrated in the target culture(s).</b></p> <p><b>Participate in activities related to special events celebrated in the target culture(s) and make comparisons with the U.S.</b></p> <p><b>Compare and contrast the use of verbal and non-verbal etiquette in the target culture with their own culture in the use of gestures, intonation, and other visual and auditory clues...</b></p> <p><b>Demonstrate and discuss in some detail observable patterns of behavior and social conventions of the peer group in the target culture(s) and make comparisons with the U.S.</b></p> <p><b>Describe past and present issues, events, and/or trends from the</b></p>

	<p><b>C.1</b> Present the results of research showing the extent of diversity in products and practices that exist within the target language/culture(s).</p> <p><b>C.2</b> Prepare an analysis showing how expressive products or innovations of the target culture(s) influence the global community.</p> <p><b>Pre-Adv. 7.2.12.A.2</b> Compare and contrast the use of verbal and non-verbal etiquette in the target culture with their own culture with their own to perform a variety of functions...</p> <p><b>B.3</b> Compare and contrast for discussion common social practices in the U.S. and target culture(s) related to universal life events, such as birth, marriage, and death.</p> <p><b>B.4</b> Analyze for discussion observable patterns of behavior and social conventions of various age groups in the target culture(s) and compare them with the U.S.</p> <p><b>B.5</b> Analyze for discussion relationships among past and current economic and political structures and their impact on the perspectives of the culture(s) studied.</p> <p><b>C.1</b> Develop a persuasive rationale showing how the study of the target language and its culture(s) influences attitudes and views on diversity.</p>	<p>target culture perspective and the U.S. perspective.</p>
<p><b>Technological Literacy</b> (This computer and information literacy standard is designed to be integrated and applied in all of the content areas of the Core Curriculum Content Standards.)</p>	<p><b>8.1.12B.4</b></p> <p><b>8.2.12A.3</b></p> <p><b>8.2.12C.1</b></p>	<p>Use appropriate language when communicating with diverse audiences using computer and information literacy.</p> <p>Provide various examples of how technological developments have shaped human history.</p> <p>Explain the life cycle of a product, from initial design to reuse, recycling, remanufacture, or final disposal, and its relationship to people, society, and the environment, including conservation and sustainability principles.</p>
<p><b>Career Education and Consumer, Family and Life Skills</b> (This consumer, family, and life skills standard is designed to be integrated and applied in all of the Core Curriculum Content Standards.)</p>	<p><b>9.2.12D.2</b></p>	<p>Identify and research privileges and duties of citizens in a democratic society.</p>

# NEW JERSEY CORE CURRICULUM CONTENT STANDARDS MATRIX

## Information Literacy Standards for Student Learning and the Revised (2002-2004) New Jersey Core Curriculum Content Standards

### Standard 8: Practice ethical behavior in regard to information and information technology

- Respects the principles of intellectual freedom
- Respects intellectual property rights
- Uses information technology responsibly

<b>Visual and Performing Arts</b>		<b>None.</b>
<b>Comprehensive Health and Physical Education</b>		<b>None.</b>
<b>Language Arts Literacy</b> (3.2=Writing)	<b>3.2.5B.8</b> <b>3.2.6B.8</b> <b>3.2.6D.7</b>  <b>3.2.6D.8</b>  <b>3.2.8B.3</b>  <b>3.2.12D.4</b>	<b>Prepare a works consulted page for reports or research papers.</b> <b>Prepare a works consulted page for reports or research papers.</b> <b>Write reports based on research with a scope narrow enough to be thoroughly covered, supporting the main ideas or topic with facts, examples, and explanations from authoritative sources, and including a works consulted page.</b>  <b>Write persuasive essays with clearly stated positions or opinions supported by organized and relevant evidence to validate arguments and conclusions, and sources cited when needed.</b>  <b>Write reports and subject-appropriate nonfiction pieces across the curriculum based on research and including citations, quotations, and a bibliography or works cited page.</b> <b>Apply all copyright laws to information used in written work.</b>
<b>Mathematics</b>		<b>None.</b>
<b>Science</b> (5.1=Scientific Processes)	<b>5.1.4A.3</b>  <b>5.1.8A.4</b>	<b>Recognize that when a science investigation is replicated, very similar results are expected.</b>  <b>Recognize that curiosity, skepticism, open-mindedness, and honesty are attributes of scientists.</b>
<b>Social Studies</b> (6.5=Economics)	<b>6.5.8B.7</b>  <b>6.5.12B.9</b>	<b>Discuss the need for ethical behavior in economic decisions and financial transactions.</b>  <b>Describe how clearly defined and enforced property rights (e.g., copyright laws, patents) are essential to a market economy.</b>
<b>World Languages</b>		<b>None.</b>
<b>Technological Literacy</b> (This computer and information literacy standard is designed to be integrated and applied in all of the	<b>8.1.4B.2</b>  <b>8.1.4B.3</b> <b>8.1.8B.2</b> <b>8.1.8B.3</b>	<b>Recognize and practice responsible social and ethical behaviors when using technology and information, and understand the consequences of inappropriate use.</b> <b>Practice appropriate Internet etiquette.</b> <b>Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.</b> <b>Explain the purpose of an Acceptable Use Policy and the</b>

content areas of the Core Curriculum Content Standards.)	<b>8.1.8B.4</b> <b>8.1.8B.5</b>  <b>8.1.12B.2</b>	<b>consequences of inappropriate use of technology.</b> <b>Describe and practice safe Internet usage.</b> <b>Describe and practice “netiquette” when using the Internet and electronic mail.</b> <b>Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.</b>
<b>Career Education and Consumer, Family and Life Skills</b> (This consumer, family, and life skills standard is designed to be integrated and applied in all of the Core Curriculum Content Standards.)	<b>9.2.4D.3</b> <b>9.2.4D.4</b> <b>9.2.8D.4</b>	<b>Identify ethical behaviors in the home, school, and community.</b> <b>Explain a person’s responsibility to obey the laws and regulations.</b> <b>Describe how personal ethics influence decision making.</b>

# NEW JERSEY CORE CURRICULUM CONTENT STANDARDS MATRIX

## Information Literacy Standards for Student Learning and the Revised (2002-2004) New Jersey Core Curriculum Content Standards

### Standard 9: Participates effectively in groups to pursue and generate information

- Shares knowledge and information with others
- Respects others' ideas and backgrounds and acknowledges their contributions
- Collaborates with others, both in person and through technologies, to identify information problems and to seek their solutions

<b>Visual and Performing Arts</b>		<b>None.</b>
<b>Comprehensive Health and Physical Education</b>  (2.2= Personal, Interpersonal, and Life Skills)	2.2.4A.2 2.2.6E.7	<b>Present health information, orally, and in writing, to peers. Discuss local and state laws that impact personal, family, and community wellness and formulate ways that individuals and groups can work together to improve wellness.</b>
<b>Language Arts Literacy</b>  (3.2=Writing) (3.3=Speaking) (3.4=Listening)	3.2.2A.11 3.2.3A.6 3.2.3B.4 3.2.4A.6 3.3.KA.1 3.3.KA.2 3.3.KB.1 3.3.1B.1 3.3.1B.2 3.3.2A.2 3.3.2A.3 3.3.2A.4 3.3.2B.1 3.3.2B.2 3.3.2B.3 3.3.2D.3  3.3.3A.1 3.3.3A.3 3.3.3B.2  3.3.4A.3 3.3.4B.1 3.3.4B.2 3.3.4B.3	<b>Participate with peers to comment on and react to each other's writing. Participate with peers to comment on and react to each other's writing. Present and discuss writing with other students. Review own writing with others to understand the reader's perspective and to consider ideas for revision. Share experiences and express ideas. Participate in conversations with peers and adults. Share in conversations with others. Respond to ideas and questions posed by others. Ask and answer various types of questions. Begin to stay focused on a topic of discussion. Offer personal opinion related to topics of discussion. Wait their turn to speak. Ask for explanation to clarify meaning. Respond to ideas posed by others. Restate to demonstrate understanding. Talk about an experience or work sample in front of a small group. Listen and follow a discussion in order to contribute appropriately. Take turns. Contribute information, ideas, and experiences to classroom inquiry. Take turns without dominating. Develop questioning techniques (e.g., "who, what, when, where, why, and how" questions). Use interview techniques to develop inquiry skills. Explore concepts by describing, narrating, or explaining how and</b>

	<p>3.3.4B.4</p> <p>3.3.4B.5</p> <p>3.3.4B.6</p> <p>3.3.5B.6</p> <p>3.3.6B.6</p> <p>3.3.7B.4</p> <p>3.3.8A.1</p> <p>3.3.8A.2</p> <p>3.3.8A.3</p> <p>3.3.8A.4</p> <p>3.3.8A.5</p> <p>3.3.8B.2</p> <p>3.3.8B.4</p> <p>3.3.12A.2</p> <p>3.3.12A.3</p> <p>3.3.12A.4</p> <p>3.3.12B.3</p> <p>3.3.12B.7</p> <p>3.4.8A.1</p> <p>3.4.8A.3</p> <p>3.4.12A.1</p>	<p>why things happen.</p> <p>Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.</p> <p>Reflect and evaluate information learned as a result of the inquiry.</p> <p>Solve a problem or understand a task through group cooperation.</p> <p>Solve a problem or understand a task through group cooperation.</p> <p>Solve a problem or understand a task through group cooperation.</p> <p>Solve a problem or understand a task through group cooperation.</p> <p>Support a position acknowledging opposing views.</p> <p>Present ideas and opinions spontaneously in response to a topic or other speakers.</p> <p>Apply rules for cooperative or whole class debate on a controversial issue.</p> <p>Define group roles using consensus to ensure task is understood and completed.</p> <p>Participate in an informal debate (e.g., small group discussion).</p> <p>Question to clarify others' opinions.</p> <p>Solve a problem or understand a task through group cooperation.</p> <p>Support, modify, or refute a position in small or large-group discussions.</p> <p>Assume leadership roles in student-directed discussions, projects, and forums.</p> <p>Summarize and evaluate tentative conclusions and take the initiative in moving discussions to the next stage.</p> <p>Analyze, evaluate, and modify group processes.</p> <p>Participate actively in panel discussions, symposiums, and/or business meeting formats (e.g., explore a question and consider perspectives).</p> <p>Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one, small group).</p> <p>Acknowledge the speaker through eye contact and use appropriate feedback and questions to clarify the speaker's message.</p> <p>Explore and reflect on ideas while hearing and focusing attentively.</p>
<b>Mathematics</b>		<b>None.</b>
<b>Science</b> (5.1=Scientific Processes)	<p>5.1.4A.4</p> <p>5.1.8A.2</p> <p>5.1.12A.3</p>	<p>Know that when solving a problem it is important to plan and get ideas and help from other people.</p> <p>Communicate experimental findings to others.</p> <p>Engage in collaboration, peer review, and accurate reporting of findings.</p>
<b>Social Studies</b> (6.2=Civics) (6.6=Geography)	<p>6.2.12E.8</p> <p>6.6.2D.1</p>	<p>Justify an opinion or idea about a global issue while showing respect for divergent viewpoints.</p> <p>Identify the modes of communication used to transmit ideas.</p>
<b>World Languages</b> (7.1=Communication)	<p>Int.-Low</p> <p>7.1/8/12/</p> <p>B.4</p>	<p>Engage in short conversations about personal experiences or events, and/or topics studied in other core content areas-grade level appropriate social studies topics...</p>

	<b>Pre-Adv 7.1.12.B.3</b>	<b>Ask and respond to questions as part of group discussion on topics of personal, academic or social nature – grade appropriate health topics...</b>
<b>Technological Literacy</b> (This computer and information literacy standard is designed to be integrated and applied in all of the content areas of the Core Curriculum Content Standards.)	<b>8.1.4B.9 8.1.8B.8 8.1.12B.9</b>	<b>Solve problems individually and/or collaboratively using computer applications. Use computer applications to modify information independently and/or collaboratively to solve problems. Create and manipulate information independently and/or collaboratively to solve problems, to design and to develop products.</b>
<b>Career Education and Consumer, Family and Life Skills</b> (This consumer, family, and life skills standard is designed to be integrated and applied in all of the Core Curriculum Content Standards.)	<b>9.2.8C.3 9.2.8C.4 9.2.8C.5 9.2.8C.6</b>	<b>Work cooperatively with others to solve a problem. Demonstrate appropriate social skills within group activities. Practice the skills necessary to avoid physical and verbal confrontation in individual and group settings. Participate as a member of a team and contribute to group effort.</b>

## ASSESSMENT OF STUDENT LEARNING

Students will be evaluated on some or all of the following:

- active and appropriate participation in lessons, discussions, and cooperative experiences
- effective use of school library media center technological resources
- development of efficient strategies for solving information problems

Students will be evaluated using some or all of the following:

- Teacher and school library media specialist records
  - Anecdotal notes
  - observations
  - checklists
  - grade records
- Student records
  - worksheets, notebooks
  - student checklists
  - end products (projects, reports, presentations)
  - multimedia portfolios
  - quizzes, tests

## CURRICULUM TEMPLATE

For use in developing a district school library media curriculum document, NJASL provides this generic school library media curriculum and scope and sequence for integration into individual school district programs. According to Amy Pritzel, “writing a library media curriculum really comes down to one’s knowledge as a professional and what you think the students need to know...curriculum work will never really be ‘finished’.” (Pritzel 30)

This document is designed to be used as a tool. Modifications to meet individual needs are encouraged. Materials cited in this template have been reprinted with permission from:

Eisenberg, Michael B. and Robert Berkowitz. Curriculum Initiative: An Agenda & Strategy for Library Media Programs.

Information Power: Building Partnerships for Learning. American Library Association. [AASL/AECT]

Weisburg, Hilda K. and Ruth Toor. Learning, Linking, and Critical Thinking: Information Strategies for the K-12 Library Media Curriculum.

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### ***PLEASE NOTE...***

The following components are the suggested minimum requirements for curriculum guides. Modifications may be desired for consistency with district curricula.

1. Title page

- Course title
- Date of board approval – month and year
- Special education statement
- Names of superintendent and assistant superintendent

2. Mission Statement

3. Philosophy

4. Relationship to National and State Standards

5. Program Goals

6. Nine Information Literacy Standards

7. Assessment

8. Areas of Instruction

9. New Jersey Core Curriculum Content Standards Key

10. Course outline/Student objectives (Scope and Sequence)

11. Suggested Materials

- A. Information Power Literacy Standards (Appendix C)
- B. Materials Selection Policy (Appendix G)
- C. Acceptable Use Policy (Appendix H)
- D. Ten concepts of the Information Curriculum (Appendix H)
- E. The Big Six Skills: Information Problem Solving Approach (Appendix E)
- F. Directory of Test Specifications and Sample Items for state standardized tests
- G. Library Bill of Rights (Appendix A)
- H. AASL Position Statements (Appendix B)
- I. Bibliography
- J. NJASL Core Curriculum Content Standards Frameworks Activities (Appendix F)

SAMPLE TITLE PAGE
-------------------

\_\_\_\_\_ PUBLIC SCHOOLS

NAME OF TOWN, NEW JERSEY

**SCHOOL LIBRARY MEDIA INSTRUCTION, \_\_\_\_\_**  
**(Note grades, i.e., pre-K-12)**

**Curriculum Guide**

**Date (Month, Year)**

\_\_\_\_\_, Superintendent  
 \_\_\_\_\_, Assistant Superintendent

Developed by: \_\_\_\_\_, District Supervisor  
 List name (s) of school library media specialist(s)  
 and other committee members

*(Add pertinent board of education statements here).*  
*This curriculum may be modified through varying techniques,*  
*strategies, and materials, as per an individual student's*  
*Individual Education Plan (IEP).*

Approved by the \_\_\_\_\_ Board of Education  
 At the regular meeting held on \_\_\_\_\_.





## SCOPE AND SEQUENCE TEMPLATE

### COURSE OUTLINE/STUDENT OBJECTIVES

**Key:**  
E = Expose  
T = Teach  
M = Maintain & Apply

**The students in grades K – 12 will be able to:**

## **I. ORIENTATION, con't.**

[illegible]

**The students in grades K – 12 will be able to:**

[illegible]

**Key:**  
E = Expose  
T = Teach  
M = Maintain & Apply

**The students in grades K – 12 will be able to:**

## **II. BOOKS, con't.**

[illegible]

**Key:**  
E = Expose  
T = Teach  
M = Maintain & Apply

## **II. BOOKS, con't.**

[illegible]

## SCOPE AND SEQUENCE TEMPLATE

### COURSE OUTLINE/STUDENT OBJECTIVES

**Key:**  
E = Expose  
T = Teach  
M = Maintain & Apply

**The students in grades K – 12 will be able to:**

### III. TECHNOLOGICAL RESOURCES

[illegible]

**The students in grades K – 12 will be able to:**

[illegible]

**The students in grades K – 12 will be able to:**

[illegible]



## SCOPE AND SEQUENCE TEMPLATE

### COURSE OUTLINE/STUDENT OBJECTIVES

**Key:**  
E = Expose  
T = Teach  
M = Maintain & Apply

**The students in grades K – 12 will be able to:**

#### IV. NONREFERENCE/CIRCULATING COLLECTION

[illegible]



**The students in grades K – 12 will be able to:**

[illegible]



**The students in grades K – 12 will be able to:**

[illegible]

**The students in grades K – 12 will be able to:**

[illegible]

## APPENDIX A

### Library Bill of Rights\*

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

\*The Library Bill of Rights

Adopted June 18, 1948.

Amended February 2, 1961, and January 23, 1980,

inclusion of "age" reaffirmed January 23, 1996,

by the ALA Council. Permission has been granted by the American Library Association.

## APPENDIX B

### **AASL (American Association of School Libraries) Position Statements\***

*The text of these statements is available on the AASL web site.*

AASL Position Statement on Support for National Board of Professional Teaching Standards Certification

AASL Position Statement on Access to Resources and Service in the School Library Media Program: An Interpretation of the Library Bill of Rights

AASL Position Statement on Appropriate Staffing for School Library Media Centers

AASL Position Statement on the Confidentiality of Library Records

AASL Position Statement on Flexible Scheduling

AASL Position Statement on Preparation of School Library Media Specialists

AASL Position Statement on Resource Based Instruction: Role of the School Library Media Specialists in Reading Development

AASL Position Statement on the Role of the School Library Media Program

AASL Position Statement on the Role of the Library Media Specialist in Outcomes-Based Education

AASL Position Statement on the Roles of the School Library Media Specialist in Site-Based Management

AASL Position Statement on the School Library Media Supervisor

AASL Position Statement on the Value of Independent Reading in the School Library Media Program

AASL Position Statement on the Value of Library Media Programs in Education

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## APPENDIX C

### Information Literacy Standards for Student Learning\*

#### Standard 1: 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
- **Accessing information is a very basic skill and all standards listed under the subsequent Information Literacy Standards require the use of Information Literacy Standard 1.**

#### Standard 2: 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 3: Uses information effectively and creatively

- Organizes information for practical application
- Integrates new information into one's own knowledge
- Applies information in critical thinking and problem solving
- Produces and communicates information and ideas in appropriate formats

#### Standard 4: Pursues information related to personal interests

- Seeks information related to various dimensions of personal well-being, such as career interests, community involvement, health matters, and recreational pursuits
- Designs, develops, and evaluates information products and solutions related to personal interests

#### Standard 5: Appreciates and enjoys 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
- Develops creative products in a variety of formats

#### Standard 6: Strives for excellence in information seeking and knowledge generation

- Assesses the quality of the process and products of personal information seeking
- Devises strategies for revising, improving, and updating self-generated knowledge

#### Standard 7: Recognize the importance of information to a democratic society

- Seeks information from diverse sources, contexts, disciplines, and cultures
- Respects the principle of equitable access to information

#### Standard 8: Practice ethical behavior in regard to information and information technology

- Respects the principles of intellectual freedom
- Respects intellectual property rights
- Uses information technology responsibly

#### Standard 9: Participates effectively in groups to pursue and generate information

- Shares knowledge and information with others
- Respects others' ideas and backgrounds and acknowledges their contributions
- Collaborates with others, both in person and through technologies, to identify information problems and to seek their solutions

\*From Information Power: Building Partnerships for Learning by American Association of School Librarians and Association for Educational Communications and Technology. Copyright © 1998 American Library Association and Association for Educational Communications and Technology. Reprinted by permission of the American Library Association.

## APPENDIX D

### Ten Concepts of the Information Curriculum

The following ten concepts are incorporated in elementary, intermediate, and high schools through an effective school library media program. Sub-concepts to reinforce and expand these ten concepts can be found in Learning, Linking & Critical Thinking: Information Strategies for the K-12 Library Media Curriculum.

#### TEN CONCEPTS\*

Concept 1: A shared pool of materials benefits everyone.

Concept 2: Library materials are arranged by subject.

Concept 3: Reference materials are available for all subjects.

Concept 4: Recognition of the arrangement of a resource speeds access to its information.

Concept 5: Indexes are the major key to locating information rapidly.

Concept 6: Not all information is equal.

Concept 7: Timeliness of information is an important consideration.

Concept 8: Information may carry bias.

Concept 9: Research requires both thinking and communicating.

Concept 10: Voluntary reading builds knowledge.

\*Reprinted with permission from: Learning, Linking & Critical Thinking: Information Strategies for the K-12 Library Media Curriculum. by Hilda K. Weisburg and Ruth Toor. Library Learning Resources, Inc., 1994.

## APPENDIX E

### The Big6™ Skills: Information Problem-Solving Approach

#### The Big6™ Skill Overview\*

1. Task Definition
  - 1.1 Define the information problem
  - 1.2 Identify information needed in order to complete the task (to solve the information problem)
2. Information Seeking Strategies
  - 2.1 Determine the range of possible sources (brainstorm)
  - 2.2 Evaluate the different possible sources to determine priorities (select the best sources)
3. Location and Access
  - 3.1 Locate sources (intellectually and physically)
  - 3.2 Find information within sources
4. Use of Information
  - 4.1 Engage (eg. read, hear, view, touch) the information in a source
  - 4.2 Extract relevant information from a source
5. Synthesis
  - 5.1 Organize information from multiple sources
  - 5.2 Present the information
6. Evaluation
  - 6.1 Judge the product (effectiveness)
  - 6.2 Judge the information problem-solving process (efficiency)

Eisenberg, M. B. & Berkowitz, R. E. Information Problem-Solving: The Big6™ Skills Approach to Library & Information Skills. Ablex Publishing Corp., 1990.

## APPENDIX F

### Curriculum Framework Activities

**Frameworks based on the prior Core Curriculum Content Standards can be accessed on the New Jersey Department of Education web site**

NJASL believes the mission of the school library media center program is to prepare students to become effective and efficient users of resources, ideas, information and other intellectual properties.

The school library media center is a unique instructional site in which certified school library media specialists collaboratively design and implement instructional strategies to insure that students master the critical skills for information literacy.

Standards for Information Literacy are defined in Information Power: Building Partnerships for Learning (1998) published by AASL and AECT. These skills are integrated throughout the New Jersey Core Curriculum Content Standards and illustrated in the Frameworks for each area.

New Jersey certified school library media specialists are strongly committed to helping all children become lifelong learners.

NJASL suggests the following sample activities designed to enable students to master cumulative progress indicators and information literacy standards listed in the revised New Jersey Core Curriculum Content Standards and the Information Literacy Standards for Student Learning. These standards can be mastered in the school library media center with collaboration between the teacher and the school library media specialist. The frameworks activities appear in the following content order:

1. Visual and Performing Arts
2. Health and Physical Education
3. Language Arts Literacy
4. Mathematics
5. Science
6. Social Studies
7. World Language
8. Technological Literacy
9. Career Education and Consumer, Family, and Life skills

## Curriculum Framework Activities

### New Jersey Core Curriculum Content Standards for Visual and Performing Arts Integrated with Library and Information Skills

Prepared by Educational Media Association of NJ (EMAnj), © 2003

*The suggested activities – or variations – are designed to enable students to master cumulative progress indicators with the **Core Curriculum Content Standards for Visual and Performing Arts**, while also achieving proficiency in national **Information Literacy Standards for Student Learning**. These activities were created to facilitate collaboration between content area teachers and the library media specialist.*

**STANDARD 1.1 (AESTHETICS) ALL STUDENTS WILL UTILIZE AND SYNTHESIZE AESTHETIC KNOWLEDGE AND SKILLS IN RESPONSE TO DANCE, MUSIC, THEATER, AND VISUAL ART.**

**Descriptive Statement:** The arts strengthen our appreciation of the world, as well as our ability to be creative and inventive decision makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater and visual art enhances these abilities. Through experience in the arts, students develop the capacity to perceive and respond imaginatively to works of art. These experiences result in knowledge of forms of artistic expression and in the ability to draw personal meaning from works of art (cf. social studies standard 6.2).

Key skills necessary to an understanding of aesthetics include the abilities to identify arts elements within a work, to articulate informed emotional responses to works of art, to engage in cultural reflection, and to communicate through the use of metaphor and critical evaluation. Aesthetics involves the following key understandings: appreciations and interpretation, stimulating imagination, the value and significance of the arts, art as object, the creation of art, developing a process of valuing, and acquaintance with aesthetic philosophies.

#### A. Knowledge

Art and cultural meanings Students will go to the library media center to research information about various artistic styles, trends and movements in art forms from classicism to post-modernism in preparation for a discussion of historical responses. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, periodicals, vertical file], on-line [the Internet, specialized databases, magazine and newspaper databases, encyclopedias] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Strategies to analyze the appropriate information will be reviewed by the library media specialist and reinforced by both the teacher and the library media specialist as students begin to research the various resources.

#### B. Skills

Art and cultural meanings Students will go to the library media center to research information to compare and contrast works of art by various artists that communicate significant cultural meanings. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, periodicals, vertical file], on-line [the Internet, specialized databases, magazine and newspaper databases, encyclopedias] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Strategies to analyze the appropriate information will be reviewed by the library media specialist and reinforced by both the teacher and the library media specialist as students begin to research the various resources.

Aesthetics and art Students will go to the library media center to research information about artists and their works in preparation of oral and written reports. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, periodicals, vertical file], on-line [the Internet, specialized databases, magazine and newspaper databases, encyclopedias] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Strategies to analyze the appropriate information will be reviewed by the library media specialist and reinforced by both the teacher and the library media specialist as students begin to research the various resources.

**STANDARD 1.2 (CREATION AND PERFORMANCE) ALL STUDENTS WILL UTILIZE THOSE SKILLS, MEDIA, METHODS, AND TECHNOLOGIES APPROPRIATE TO EACH ART FORM IN THE CREATION, PERFORMANCE AND PRESENTATION OF DANCE, MUSIC, THEATER, AND/OR VISUAL ART.**

**Descriptive Statement:** Through an education in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of the tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, fingering of musical instruments, etc. (cf. comprehensive health and physical education standard 2.5).

Active participation in the arts is essential to deep understanding of the imaginative and creative processes of the arts as they relate to the self and others. Involvement in the presentational aspects of art and art making also leads to awareness and understanding of arts related careers.

#### A. Dance

Careers and dance Students will go to the library media center to research information about dance related careers. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, periodicals, vertical file], on-line [the Internet, specialized databases, magazine and newspaper databases, encyclopedias] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Strategies to analyze the appropriate information will be reviewed by the library media specialist and reinforced by both the teacher and the library media specialist as students begin to research the various resources.

#### B. Music

Careers and music Students will go to the library media center to research information about music related careers. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, periodicals, vertical file], on-line [the Internet, specialized databases, magazine and newspaper databases, encyclopedias] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Strategies to analyze the appropriate information will be reviewed by the library media specialist and reinforced by both the teacher and the library media specialist as students begin to research the various resources.

#### C. Theater

Careers and theater Students will go to the library media center to research information about drama related careers. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, periodicals, vertical file], on-line [the Internet], specialized databases, magazine and newspaper databases, encyclopedias] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Strategies to analyze the appropriate information will be reviewed by the library media specialist and reinforced by both the teacher and the school library media specialist as students begin to research the various resources.

Acting technique Students will go to the library media center to research information to examine different styles of acting including period and culture and operationalize style in performance. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, periodicals, vertical file], on-line [the Internet, specialized databases, magazine and newspaper databases, encyclopedias] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Strategies to analyze the appropriate information will be reviewed by the school library media specialist and reinforced by both the teacher and the school library media specialist as students begin to research the various resources.

## D. Visual Art

Careers and visual art Students will go to the library media center to research information about visual art related careers. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, periodicals, vertical file], on-line [the Internet, specialized databases, magazine and newspaper databases, encyclopedias] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Strategies to analyze the appropriate information will be reviewed by the school library media specialist and reinforced by both the teacher and school the library media specialist as students begin to research the various resources.

Themes Students will go to the library media center to research information to support their findings about various interpretations of a theme, including symbolism, allegory, or irony in a work of art. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, periodicals, vertical file], on-line [the Internet, specialized databases, magazine and newspaper databases, encyclopedias] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Strategies to analyze the appropriate information will be reviewed by the school library media specialist and reinforced by both the teacher and the school library media specialist as students begin to research the various resources.

**STANDARD 1.3 (ELEMENTS AND PRINCIPLES) ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE ELEMENTS AND PRINCIPLES OF DANCE, MUSIC, THEATER, AND/OR VISUAL ART.**

**Descriptive Statement:** In order to understand the visual and performing arts, students must discover the elements and principles both unique and common to dance, music, theater, and the visual arts. The elements, such as color, line, shape, form and rhythm, time, space and energy, are the basis for the creation of works of art. An understanding of these elements and practice of the principles ensure the strengthening of interdisciplinary relationships with all content area curricula and their applications in daily life.

### A. Dance

Themes Students will go to the library media center to research information to support their findings about various interpretations of a theme, including symbolism, allegory, or irony in a work of art. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, periodicals, vertical file], on-line [the Internet, specialized databases, magazine and newspaper databases, encyclopedias] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Strategies to analyze the appropriate information will be reviewed by the school library media specialist and reinforced by both the teacher and the school library media specialist as students begin to research the various resources.

Relationship of dance and other art forms Students will go to the library media center to research information to investigate the relationship of dance and other art forms. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, periodicals, vertical file], on-line [the Internet, specialized databases, magazine and newspaper databases, encyclopedias] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Strategies to analyze the appropriate information will be reviewed by the school library media specialist and reinforced by both the teacher and the school library media specialist as students begin to research the various resources.

### B. Music

Music appreciation Students will go to the library media center to research information about musical works that will indicate similarities and differences in how the elements of music have been utilized throughout history and society. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, periodicals, vertical file], on-line [the Internet, specialized databases, magazine and newspaper databases, encyclopedias] and networked or single-user CD-ROMs [magazine and

newspaper databases, encyclopedias, specific topic]. Strategies to analyze the appropriate information will be reviewed by the school library media specialist and reinforced by both the teacher and the school library media specialist as students begin to research the various resources.

### C. Theater

Theater history Students will go to the library media center to research information to compare and contrast various social and historical manifestations of theater. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, periodicals, vertical file], on-line [the Internet, specialized databases, magazine and newspaper databases, encyclopedias] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Strategies to analyze the appropriate information will be reviewed by the school library media specialist and reinforced by both the teacher and the school library media specialist as students begin to research the various resources.

### D. Visual Art

Art inspiration Students will go to the library media center to research information to investigate a literary, musical, theatrical, and/or dance composition that was the inspiration for a work of art. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, periodicals, vertical file], on-line [the Internet, specialized databases, magazine and newspaper databases, encyclopedias] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Strategies to analyze the appropriate information will be reviewed by the school library media specialist and reinforced by both the teacher and the school library media specialist as students begin to research the various resources.

**STANDARD 1.4 (CRITIQUE) ALL STUDENTS WILL APPLY, DEVELOP, AND REFLECT KNOWLEDGE OF THE PROCESS OF CRITIQUE.**

**Descriptive Statement:** Through the informed criticism of works of art, students will develop a process by which they will observe, describe, analyze, interpret and evaluate artistic expression and quality in both their own artistic creation and in the work of others. Through this critical process, students will arrive at informed judgments of the relative artistic and aesthetic merits of the work examined (cf. language arts literacy standard 3.1-F critical response).

### A. Dance

Criticism: Students will go to the library media center to research information that presents current reviews of dance performances. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, periodicals, vertical file], on-line [the Internet, specialized databases, magazine and newspaper databases, encyclopedias] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Strategies to analyze the appropriate information will be reviewed by the school library media specialist and reinforced by both the teacher and the school library media specialist as students begin to research the various resources.

### B. Music

Criticism Students will go to the library media center to research information that presents current reviews of musical performances. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, periodicals, vertical file], on-line [the Internet, specialized databases, magazine and newspaper databases, encyclopedias] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Strategies to analyze the appropriate information will be reviewed by the school library media specialist and reinforced by both the teacher and the school library media specialist as students begin to research the various resources.

### C. Theater

Criticism Students will go to the library media center to research information that presents current reviews of drama performances. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, periodicals, vertical file], on-line [the Internet, specialized databases, magazine and newspaper databases, encyclopedias] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Strategies to analyze the appropriate information will be reviewed by the school library media specialist and reinforced by both the teacher and the school library media specialist as students begin to research the various resources.

### D. Visual Art

Criticism Students will go to the library media center to research information that presents current reviews of visual art shows. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, periodicals, vertical file], on-line [the Internet, specialized databases, magazine and newspaper databases, encyclopedias] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Strategies to analyze the appropriate information will be reviewed by the school library media specialist and reinforced by both the teacher and the school library media specialist as students begin to research the various resources.

**STANDARD 1.5 (HISTORY/CULTURE) ALL STUDENTS WILL UNDERSTAND AND ANALYZE THE ROLE, DEVELOPMENT, AND CONTINUING INFLUENCE OF THE ARTS IN RELATION TO WORLD CULTURES, HISTORY, AND SOCIETY.**

**Descriptive Statement:** Students must fully understand the historical, societal, and multicultural aspects of dance, music, theater, and visual art including study of significant works and artists. This includes how arts work has been influenced across cultures and throughout history, and the influence the arts have had and will continue to have (cf. social studies standards 6.2 and 6.3).

### A. Knowledge

Timeline Students will go to the library media center to research information to present a timeline of parallel historical events and artistic development found in dance, music, theater, and visual art. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, periodicals, vertical file], on-line [the Internet, specialized databases, magazine and newspaper databases, encyclopedias] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Strategies to analyze the appropriate information will be reviewed by the school library media specialist and reinforced by both the teacher and the school library media specialist as students begin to research the various resources.

### B. Skills

Characteristics Students will go to the library media center to research information to describe the various characteristics of artworks from various world cultures. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, periodicals, vertical file], on-line [the Internet, specialized databases, magazine and newspaper databases, encyclopedias] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Strategies to analyze the appropriate information will be reviewed by the school library media specialist and reinforced by both the teacher and the school library media specialist as students begin to research the various resources.

Contributions Students will go to the library media center to research information to compare and contrast the contributions of significant artists from a historical period. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, periodicals, vertical file], on-line [the Internet, specialized databases, magazine and newspaper databases, encyclopedias] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Strategies to analyze the appropriate information will be reviewed by the school library media specialist and reinforced by both the teacher and the school library media specialist as students begin to research the various resources.

**Curriculum Framework Activities**  
**New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education Integrated with Library and Information Skills**

Prepared by Educational Media Association of NJ (EMAnj), © 2003

*The suggested activities – or variations – are designed to enable students to master cumulative progress indicators with the Core Curriculum Content Standards for Comprehensive Health and Physical Education, while also achieving proficiency in national Information Literacy Standards for Student Learning. These activities were created to facilitate collaboration between content area teachers and the library media specialist.*

**Standard 2.1: (Wellness) All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.**

**A. Personal health and wellness**

Personal Health and Wellness Students will go to the library media center to research information to select poems or short stories that reflect well being in preparation to writing their own poems and short stories about having a positive body image and how it contributes to wellness. The library media specialist will instruct the students in search strategies to access needed information from print materials [poetry and short story anthologies] and on-line resources [the Internet, specialized databases].

Health Information - Evaluation Students will go to the library media center to research information to identify and evaluate health related information on the Internet. The school library media specialist will instruct the students in search strategies to access needed information. Students will begin by brainstorming what standards to apply as sites are reviewed and evaluated. Once the evaluation standards have been established, students will search the Internet, noting at least three good health-related websites and any that do not meet standards of reliability. (Is the information valuable, accurate and current? Is there an author or valid organization sponsorship? Is the on-line article providing information or an opinion? Is the URL site asking for any personal information?)

Health Information Students will go to the library media center to locate books that have a direct connection to health related issues. The school library media specialist will instruct the students in search strategies to access needed information. Students will begin to read and take notes, highlighting pertinent information in preparation for an oral report.

**B. Growth and development**

Growth and Development – Anatomy Students will go to the library media center to select books and magazines about the human anatomy. Students may also access information from other available resources. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, periodicals, vertical file], on-line [the Internet, encyclopedias, specialized databases, magazine and newspaper databases] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Students will compare and contrast body systems, their parts and functions and explain that body systems must work together to insure wellness.

Growth and Development - Heredity Students will go to the library media center to research information about health conditions that may be related to heredity factors. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, periodicals, vertical file], on-line [the Internet, specialized databases, magazine and newspaper databases, encyclopedias] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Students will research timelines, diseases and treatment, medical advances, etc., in order to write a report describing how heredity and physiological changes contribute to an individual's uniqueness. Strategies to analyze the appropriate information will be reviewed by the school library media specialist and reinforced by both the teacher and the library media specialist as students begin to research the various resources.

### C. Nutrition

**Nutrition - Pyramid Construction** Students will go to the library media center to research information about the Food Guide Pyramid and good nutrition as they locate and access pictures of foods in each category. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, periodicals, vertical file], on-line [the Internet, encyclopedias, specialized databases, magazine and newspaper databases] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Strategies to analyze the appropriate information that distinguishes the six identified risk behavior categories by the CDC will be reviewed by the school library media specialist and reinforced by both the teacher and the school library media specialist as students begin to research the various resources.

**Fitness and nutrition - Evaluation** Students will go to the library media center to research information to identify and evaluate fitness and nutrition related information on the Internet. The school library media specialist will instruct the students in search strategies to access needed information. Students will begin by brainstorming what standards to apply as sites are reviewed and evaluated. Once the evaluation standards have been established, students will search the Internet, noting at least three good fitness and/or nutrition-related websites and any that do not meet standards of reliability. (Is the information valuable, accurate and current? Is there an author or valid organization sponsorship? Is the on-line article providing information or an opinion? Is the URL site asking for any personal information?)

### D. Diseases and health conditions

**Health Information - Evaluation** Students will go to the library media center to research information to identify and evaluate health related information on the Internet. Students will begin by brainstorming what standards to apply as sites are reviewed and evaluated. Once the evaluation standards have been established, students will search the Internet, noting at least three good health-related websites and any that do not meet standards of reliability. (Is the information valuable, accurate and current? Is there an author or valid organization sponsorship? Is the on-line article providing information or an opinion? Is the URL site asking for any personal information?)

**Diseases and Health Conditions** Students will go to the library media center to research information about inventions that have been created in the last 25 years that have helped people who are ill or have contributed to the prevention or treatment of disease. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, periodicals, vertical file], on-line [the Internet, specialized databases, magazine and newspaper databases, encyclopedias] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Students will research timelines, diseases and treatment, medical advances, etc., in order to write a report describing the evolution of the inventions and make predictions about the future. Strategies to analyze the appropriate information will be reviewed by the school library media specialist and reinforced by both the teacher and the school library media specialist as students begin to research the various resources. Students will write a report describing the evolution of the inventions and make predictions about the future based on their findings.

**Diseases and Health Conditions** Students will go to the library media center to research information using the CDC (Center for Disease Control) about traveling to a country and to investigate the health requirements and conditions of visiting that country. The school library media specialist will instruct the students in search strategies to access needed information. The students will prepare a travel brochure for perspective travelers.

**Fitness and nutrition - Evaluation** Students will go to the library media center to research information to identify and evaluate fitness and nutrition related information on the Internet. The school library media specialist will instruct the students in search strategies to access needed information. Students will begin by brainstorming what standards to apply as sites are reviewed and evaluated. Once the evaluation standards have been established, students will search the Internet, noting at least three good fitness and/or nutrition-related websites and any that do not meet standards of reliability. (Is the information valuable, accurate and current? Is there an author or valid organization sponsorship? Is the on-line article providing information or an opinion? Is the URL site asking for any personal information?)

## E. Safety

**Safety** Students will go to the library media center to research information about sports and recreational safety. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, periodicals, vertical file], on-line [the Internet, encyclopedias, specialized databases, magazine and newspaper databases] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Students will identify potentially dangerous or threatening situations related to childhood activities, develop personal protection strategies, and cite resources for help.

**Child Safety** Students will go to the library media center to research information about child safety [child safety laws; i.e. car seats and bicycle helmets, parental responsibilities, government responsibilities, common safety issues]. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, periodicals, vertical file], on-line [the Internet, specialized databases, magazine and newspaper databases, encyclopedias] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Strategies to analyze the appropriate information will be reviewed by the school library media specialist and reinforced by both the teacher and the school library media specialist as students begin to research the various resources to share with the class.

## F. Social and emotional health

**Social and Emotional Health** Students will go to the library media center to research information about how to deal with social and emotional health. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, periodicals, vertical file], on-line [the Internet, encyclopedias, specialized databases, magazine and newspaper databases] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Students will describe the physical and emotional signs of stress and the short and long term impacts of stress on the human body.

**Social and Emotional Health** Students will go to the library media center to research information to identify current news relating to reported incidents of violent behavior. The school library media specialist will instruct the students in search strategies to access needed information from print materials [newspapers, periodicals, vertical file], on-line [the Internet, specialized databases, magazine and newspaper databases, current events] and networked or single-user CD-ROMs [magazine and newspaper databases, current events, specific topic]. Strategies to analyze the appropriate information will be reviewed by the school library media specialist and reinforced by both the teacher and the school library media specialist as students begin to research the various resources. Students can relate this information to how images in literature, art, music, film, and TV impact the incidence of violence, alcohol, tobacco and drug use, and sexual behavior in society.

**Standard 2.2 (Integrated Skills) All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.**

### A. Communicating about wellness

**Communicating about wellness** Students will go to the library media center to research information to identify current news relating to current health problems or issues. The school library media specialist will instruct the students in search strategies to access needed information from print materials [newspapers, periodicals, vertical file], on-line [the Internet, specialized databases, magazine and newspaper databases, current events] and networked or single-user CD-ROMs [magazine and newspaper databases, current events, specific topic]. Strategies to analyze the appropriate information will be reviewed by the school library media specialist and reinforced by both the teacher and the school library media specialist as students begin to research the various resources. Students can relate how this information impacts on health messages found in literature, art, music, film, and TV.

### B. Making decisions about wellness

**Watching TV Ads** In the library media center, students will select ads for healthcare from print magazines and newspaper resources and the Internet. The school library media specialist will instruct the students in search strategies to access needed information. Students will discuss the ads, determine what the ads are trying to sell and critique the ads for accuracy and appeal.

C. Planning and goal setting for wellness

Health Information Students will go to the library media center to locate books that pertain to the achievement of personal wellness. The school library media specialist will instruct the students in search strategies to access needed information. Students will begin to read and take notes, highlighting pertinent information in preparation for a written report that describes their individual plans to achieve wellness.

D. Developing Character and leadership

E. Health advocacy and service

Health advocacy and service Students will go to the library media center to research information about an advocacy plan, position paper, resolution, or bill, for a current or emerging health issue. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, periodicals, vertical file], on-line [the Internet, encyclopedias, specialized databases, magazine and newspaper databases] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Students will develop and defend their findings.

F. Health services and careers

Health Services and Careers Students go to the library media center to research health and fitness career opportunities. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, periodicals, vertical file], on-line [the Internet, specialized databases, magazine and newspaper databases, encyclopedias] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Students will research job descriptions of occupations, current available positions, related agencies and professional organizations. Strategies to analyze the appropriate information will be reviewed by the school library media specialist and reinforced by both the teacher and the school library media specialist as students begin to research. Students will present the information to the class.

**Standard 2.3: (Drugs and medicines) All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.**

A. Medicines

Students will go to the library media center to research information to prepare for a debate about the use of new or experimental medicines, discussing the potential risks and benefits of each. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, nonfiction, periodicals, newspapers, vertical file], on-line [the Internet, specialized databases, magazine and newspaper databases, encyclopedias, current events] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Strategies to analyze the appropriate information will be reviewed by the school library media specialist and reinforced by both the teacher and the school library media specialist as students begin to research the various resources.

B. Tobacco

Students will go to the library media center to research information about the short and long-term effects of tobacco use on the body. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, nonfiction, periodicals, newspapers, vertical file], on-line [the Internet, specialized databases, magazine and newspaper databases, encyclopedias, current events] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Strategies to analyze the appropriate information will be reviewed by the school library media specialist and reinforced by both the teacher and the library media specialist as students begin to research the various resources. Students will present a PowerPoint presentation.

### C. Alcohol

Students will go to the library media center to research information about the short and long-term effects of alcohol use on the body. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, nonfiction, periodicals, newspapers, vertical file], on-line [the Internet, specialized databases, magazine and newspaper databases, encyclopedias, current events] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Strategies to analyze the appropriate information will be reviewed by the school library media specialist and reinforced by both the teacher and the school library media specialist as students begin to research the various resources. Students will present a PowerPoint presentation.

### D. Inhalants

Students will go to the library media center to research information about the short and long-term effects of inhalants on the body. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, nonfiction, periodicals, newspapers, vertical file], on-line [the Internet, specialized databases, magazine and newspaper databases, encyclopedias, current events] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Strategies to analyze the appropriate information will be reviewed by the school library media specialist and reinforced by both the teacher and the school library media specialist as students begin to research the various resources. Students will present a PowerPoint presentation.

### E. Other drug classifications

Students will go to the library media center to research information about the relationship between injecting drug use and the incidence of diseases such as HIV and hepatitis. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, nonfiction, periodicals, newspapers, vertical file], on-line [the Internet, specialized databases, magazine and newspaper databases, encyclopedias, current events] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Strategies to analyze the appropriate information will be reviewed by the school library media specialist and reinforced by both the teacher and the school library media specialist as students begin to research the various resources. Students will present their findings to the class in various oral presentation modes.

### F. Dependency / addiction and treatment

Students will go to the library media center to select books and other resources about people who have coped with drug related problems. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, biographies, nonfiction books, periodicals, newspapers, vertical file], on-line [the Internet, specialized databases, magazine and newspaper databases, encyclopedias] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Strategies to analyze the appropriate information will be reviewed by the school library media specialist and reinforced by both the teacher and the school library media specialist as students begin to research the various resources. Students will identify the selected individual's problems and how they were dealt with.

**Standard 2.4: (Human relationships and sexuality) All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.**

### A. Relationships

Commitment and marriage customs Students will go to the library media center to research information about various cultural outward expressions of commitment. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, nonfiction books, biographies, periodicals, vertical file], on-line [the Internet, specialized databases, magazine and newspaper databases, encyclopedias] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Strategies to analyze the appropriate information will be reviewed by the school library media specialist and reinforced by both the teacher and the school library media specialist.

## B. Families and parenthood

Parenting Practice In preparation of speakers visiting to address concerns about children with special needs, students will go to the library media center to research information about handicapped children to prepare questions for the presenters. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, books, periodicals, newspapers, vertical file], on-line [the Internet, specialized databases, magazine and newspaper databases, encyclopedias] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Strategies to analyze the appropriate information will be reviewed by the school library media specialist and reinforced by both the teacher and the school library media specialist as students begin to research the various resources. Students will take notes from appropriate resources.

Visit a Day Care Center In preparation to visiting a day care center, students will go to the library media center to research information about day care centers [types of child care facilities, licensing, differences between private and public centers]. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, books, periodicals, newspapers, vertical file], on-line [the Internet, specialized databases, magazine and newspaper databases, encyclopedias] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Strategies to analyze the appropriate information will be reviewed by the school library media specialist and reinforced by both the teacher and the school library media specialist as students begin to research the various resources.

Family health Students will go to the library media center to locate books that pertain to family health issues. The school library media specialist will instruct the students in search strategies to access needed information. Students will begin to read and take notes, highlighting pertinent information in preparation for a written report that describes the impact of health on the family unit.

## C. Sexuality

Media Stereotypes Students will go to the library media center to research information that provide TV and movie reviews and critiques that include whether or not they perpetuate certain stereotypes. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, nonfiction books, biographies, periodicals, newspapers, vertical file], on-line [the Internet, specialized databases, magazine and newspaper databases, encyclopedias] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Strategies to analyze the appropriate information will be reviewed by the school library media specialist and reinforced by both the teacher and the school library media specialist as students begin their research the various resources.

## D. Pregnancy and childbirth

Teen Pregnancy Students will go to the library media center to research local, state, and national data and other information regarding teen pregnancy. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, nonfiction books, biographies, periodicals, vertical file], on-line [the Internet, specialized databases, magazine and newspaper databases, encyclopedias] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Strategies to analyze the appropriate information will be reviewed by the school library media specialist and reinforced by both the teacher and the school library media specialist. Students will prepare reports that analyze the data collected regarding teen pregnancy.

**Standard 2.5: (Motor skill development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.**

Understanding movement: In preparation for learning a new movement skill, students will go to the library media center to research information about the anatomical, physiological, and mechanical components that comprise specific actions for optimal performance. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, books, periodicals, newspapers, vertical file], on-line [the Internet, specialized databases, magazine and newspaper databases, encyclopedias] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific

topic]. Strategies to analyze the appropriate information will be reviewed by the school library media specialist and reinforced by both the teacher and the school library media specialist as students begin to research the various resources.

**Sports** Students will go to the library media center to locate books about famous sports figures in preparation for a book report. The school library media specialist will instruct the students in search strategies to access needed information.

**Sport history:** Students will go to the library media center to research information about the history and evolution of a sport. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, books, periodicals, newspapers, vertical file], on-line [the Internet, specialized databases, magazine and newspaper databases, encyclopedias] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Strategies to analyze the appropriate information will be reviewed by the school library media specialist and reinforced by both the teacher and the school library media specialist as students begin to research the various resources. Students will prepare a written report.

**World cultures and sports** Students will go to the library media center to research the cultural significance of sports, recreation, and movement activities in different countries. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, books, periodicals, newspapers, vertical file], on-line [the Internet, specialized databases, magazine and newspaper databases, encyclopedias] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Strategies to analyze the appropriate information will be reviewed by the school library media specialist and reinforced by both the teacher and the school library media specialist as students begin to research the various resources. Students will prepare a written report.

**Standard 2.6: (Fitness) All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.**

**Understanding fitness** Students will go to the library media center to research information that promotes good physical fitness life long skills and habits. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, books, periodicals, newspapers, vertical file], on-line [the Internet, specialized databases, magazine and newspaper databases, encyclopedias] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Strategies to analyze the appropriate information will be reviewed by the school library media specialist and reinforced by both the teacher and the school library media specialist as students begin to research the various resources. Students will prepare a written report.

**Sports and Fitness** Students will go to the library media center to investigate training practices of various sports. Students will research any famous sports figures who demonstrate good training methods. The school library media specialist will instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, books, periodicals, newspapers, vertical file], on-line [the Internet, specialized databases, magazine and newspaper databases, encyclopedias] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Strategies to analyze the appropriate information will be reviewed by the school library media specialist and reinforced by both the teacher and the school library media specialist as students begin to research the various resources. Students will prepare a written report.

**Fitness and nutrition - Evaluation** Students will go to the library media center to research information to identify and evaluate fitness and nutrition related information on the Internet. The school library media specialist will instruct the students in search strategies to access needed information. Students will begin by brainstorming what standards to apply as sites are reviewed and evaluated. Once the evaluation standards have been established, students will search the Internet, noting at least three good fitness and/or nutrition-related websites and any that do not meet standards of reliability. (Is the information valuable, accurate and current? Is there an author or valid organization sponsorship? Is the on-line article providing information or an opinion? Is the URL site asking for any personal information?)

# Curriculum Framework Activities

## New Jersey Core Curriculum Content Standards for Language Arts Integrated with Library and Information Skills

Prepared by Educational Media Association of NJ (EMAnj), © 2003

*The suggested activities – or variations – are designed to enable students to master cumulative progress indicators with the Core Curriculum Content Standards for Language Arts, while also achieving proficiency in national Information Literacy Standards for Student Learning. These activities were created to facilitate collaboration between content area teachers and the library media specialist.*

### LINKS: STUDENT ACTIVITIES AND LIBRARY MEDIA SPECIALIST'S ROLE

#### Student Activities

#### School Library Media Specialist's Role(s)

##### 1. Students

##### The school library media specialist

- choose books to read, report on, respond to, and speak about

- develops a literature collection which responds to the curriculum
- gives book talks
- introduces specific literature
- teaches classification/use of catalog
- gathers materials
- directs students to books
- creates bibliographies

##### 2. Students

##### The school library media specialist

- do research for written reports, speeches, debates, interviews, projects, which responds to critiques, group presentations, the curriculum and panel discussions

- develops a research collection
- leads students to print and non- print sources
- teaches research skills
- helps students develop research strategies
- teaches students how to evaluate sources
- creates bibliographies/users' guides

##### 3. Students

##### The school library media specialist

- listen to a reading of a story (or other literary work) and respond orally or in writing to the work  
- Students may develop questions about the work

- develops a literature collection which responds to the curriculum
- reads stories to classes
- provides classroom teacher with appropriate materials

**4. Students**

- select a book/ story' to dramatize or read aloud, for dramatization
- . do a video production of their work.

**The school library media specialist**

- helps students locate material individually or as part of a group
- helps students evaluate
- models and provides students with instructions on the skills for effective reading aloud
- provides media hardware and software for production
- supervises media production
- helps students develop their own abilities to evaluate their own production.

**5. Students**

- access Internet and other electronic media for research, pen pals, consumer information, news, career information and jobs

**The school library media specialist**

- describes and compares electronic information
- teaches students how to access information
- teaches students how to develop search strategies
- teaches students to evaluate materials and systems

**6. Students**

- view films, commercials, newsreels, televised debates; to make comparisons and critical judgments

**The school library media specialist**

- develops an audio-visual collection which responds to the curriculum
- provides audio-visual materials
- introduces students/teachers to the full range of educational media
- guides students and teachers to sources of criticism
- helps students develop criteria for evaluating what they view

**7. Students**

- use periodicals to compare magazines, analyze advertisements, discuss which responds to political cartoons, explore and compare political stance

**The school library media specialist**

- develops periodical collection which responds to the curriculum
- helps students select periodicals.
- teaches the use of periodical indexes
- teaches students how to evaluate periodicals

**8. Students**

- conduct a career search, read job advertisements
- conduct/tape practice job interviews

**The school library media specialist**

- builds career collection
- teaches students how to access materials about careers
- guides students to local job advertisements in print and electronic sources
- leads students to materials on successful interviewing techniques
- provides hardware for taping interviews
- instructs students on the use of hardware for taping of interviews.

**Curriculum Framework Activities**  
**New Jersey Core Curriculum Content Standards for Mathematics Integrated with**  
**Library and Information Skills**

Prepared by Educational Media Association of NJ (EMAnj), © 2004

*The suggested activities – or variations – are designed to enable students to master cumulative progress indicators with the Core Curriculum Content Standards for Mathematics, while also achieving proficiency in national Information Literacy Standards for Student Learning. These activities were created to facilitate collaboration between content area teachers and the library media specialist.*

**Mathematics: Standard 4.1**

Student Activity	School Library Media Specialist's Role	Grade levels
Students create a poster highlighting the physical Students read mathematics-themed literature to reinforce real life experiences in the development of number sense and the application of numerical operations.	F. Provide bibliography of math-themed literature. Read and discuss short works with students (e.g., <u>Math Curse</u> by Scieszca and Smith)	(3,4)

**Mathematics: Standard 4.2 and standard 4.5 apply to both of the following activities**

Student Activity	School Library Media Specialist's Role	Grade levels
Students recognize, identify, and describe geometric relationships and properties as they exist in nature, art and other real world settings by finding a reproduction of a work of art and creating a Picasso-like representation of that work, using only simple geometric shapes (may be 2 or 3 dimensional)	G. Teach students to locate books or online sources of art reproductions.	(5,8)
Students research mathematicians whose work has contributed understanding of fractals or tessellations, providing brief biographical information (such as country/ies of birth/residence, birth and death dates or years actively working, major contributions to geometry/fractals. Final products should include visual representations of this mathematician's work, and an active lesson for their classmates that could help the class to understand the concept. Students might work in small groups or individually. Suggested mathematicians include: Wacław Sierpinski, Helge von Koch, M.C. Escher, Pythagoras, Blaise Pascal, Benoit Mandelbrot, Poincaré, Fibonacci, Paul Levy, Felix Hausdorff, John Heighway, Edward Lorenz... Teacher would order presentations chronologically.	H. Teach students to locate, evaluate and use sources of information on mathematicians, mathematical concepts, and possible demonstration lessons for classmates.	(5,8)

**Mathematics: Standard 4.4 and standard 4.5**

Student Activity	School Library Media Specialist's Role	Grade levels
<p>Students will evaluate the use of data from surveys or reports of studies found in newspapers, magazines, or online resources. They will look at accuracy and reasonableness of conclusions drawn, whether the display of data creates any bias in the conclusions, the accuracy of any statistical claims based on the sampling. Students will present their findings/critiques in writing and orally with suggestions, if any, for changes or improvements that might make the conclusions more valid.</p>	<p>I. Assist students to access reports of surveys or studies in newspapers, magazines, and online sources including the Internet and online databases.</p>	<p>(9-12)</p>

## Curriculum Framework Activities

### New Jersey Core Curriculum Content Standards for Science Integrated with Library and Information Skills

Prepared by Educational Media Association of NJ (EMAnj), © 2004

*The suggested activities – or variations – are designed to enable students to master cumulative progress indicators with the **Core Curriculum Content Standards for Science**, while also achieving proficiency in national **Information Literacy Standards for Student Learning**. These activities were created to facilitate collaboration between content area teachers and the school library media specialist.*

#### 5.1 Scientific Processes

##### Habits of Mind

Student Activity	School Library Media Specialist's Role	Grade levels
Students are introduced to the library media center and its material resources that are useful for problem-solving, and to the library media specialist as a person from whom to get help. (This may be a special orientation lesson, or may be integrated into a research/information gathering project.)	<ul style="list-style-type: none"> <li>Introduce library staff</li> <li>Describe library policies and procedures</li> <li>Show science-related resources available in the library (print and electronic)</li> </ul>	(4) any
Students evaluate information from a variety of sources (esp. online) to determine its strengths/weaknesses or relative merit. (This may be a special lesson, or may be integrated into an actual research project. It should be reinforced every time students seek information.)	<ul style="list-style-type: none"> <li>Teach students how to evaluate information using criteria such as authority, accuracy, currency, purpose/objectivity, and comprehensiveness</li> </ul>	(8,12) any
Students read biographical magazine articles or book length biographies of scientists noting examples of how the scientists demonstrated the attributes of curiosity, skepticism, open-mindedness, and honesty.	<ul style="list-style-type: none"> <li>Develop and maintain a collection of biographical literature about scientists</li> <li>Create a bibliography of appropriate biographical literature for students' age and reading levels</li> <li>Teach students how to locate biographical literature about scientists</li> </ul>	(8) any after grade 2
Students view programs about famous scientists (e.g., A&E Biography) noting and discussing how the featured scientist demonstrated attributes of curiosity, skepticism, open-mindedness, and honesty	<ul style="list-style-type: none"> <li>Develop and maintain a collection of video (or DVD) information about scientists</li> <li>Provide classroom teacher with appropriate material</li> </ul>	(8) any
Students investigate contemporary problems/issues in science, evaluating the evidence and arguments of opposing views/solutions. They may present their conclusions in a variety of formats (e.g., position papers, debates, public service announcements, etc...)	<ul style="list-style-type: none"> <li>Maintain an up-to-date research collection (print and electronic) that permits students to investigate current issues in science</li> <li>Lead students to print and electronic sources</li> <li>Help students develop research strategies</li> <li>Teach students how to search the available resources (esp. periodical databases, statistical data...)</li> <li>Teach students how to evaluate sources for authority, accuracy, currency, purpose/objectivity, completeness</li> </ul>	(12) any from 9-12
Students identify the contributions of a variety of scientific and non-scientific disciplines in the development of a scientific/technical discovery or product. The result of this investigation might be a web or chart, and might include locating relevant patents and/or awards.	<ul style="list-style-type: none"> <li>Maintain an up-to-date research collection (print and electronic) that permits students to investigate current and historical developments in technology and science</li> <li>Collaborate with science teacher to develop</li> </ul>	(12) any from 9-12

	<p>a list of interesting cases that demonstrate the interdisciplinary nature of the scientific enterprise</p> <ul style="list-style-type: none"> <li>• Lead students to print and electronic sources</li> <li>• Help students develop research strategies</li> <li>• Teach students how to search the available resources (e.g., books, periodical databases, Internet...)</li> <li>• Teach students how to evaluate sources for authority, accuracy, currency, purpose/objectivity, completeness</li> </ul>	
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### Inquiry and Problem Solving

Student Activity	School Library Media Specialist's Role	Grade levels
Over the course of their elementary and secondary school years, during the course of authentic research projects that satisfy the other specific content standards in science, students learn strategies and skills for information gathering and problem solving using appropriate tools and technologies. <i>(See standards 5.2 – 5.10 for specific project ideas in which these strategies may be incorporated.)</i>	<ul style="list-style-type: none"> <li>• Collaborate with administrators, supervisors, and science teachers in the development of local curriculum that provides students with frequent opportunities to engage in research projects related to the content areas of science</li> <li>• Collaborate with science teachers to develop specific projects that will allow students to develop skills in planning, locating, using, evaluating, and communicating information to solve problems</li> <li>• Teach students a process for solving information problems</li> <li>• Teach students how to locate information (e.g., concept of classifying information, use of card catalogs or online catalogs, use of reference sources, use of periodical databases, boolean searching techniques...)</li> <li>• Teach students to evaluate the information they find for authority, accuracy, currency, purpose/objectivity, completeness</li> <li>• Teach students responsible use of information (e.g., how to prepare bibliographies, how to properly credit copied, quoted or paraphrased information...)</li> </ul>	All
Students use search strategy appropriate to resource selected for research integrated into specific assignment or inquiry for personal information	<ul style="list-style-type: none"> <li>• Introduce various reference resources, i.e., encyclopedias both print and electronic, non-fiction books, websites, databases.</li> <li>• Teach search strategies to access information in print and electronic resources, i.e., OPAC, databases.</li> </ul>	(4) any

## 5.2 Science and Society

### Cultural Contributions

Student Activity	School Library Media Specialist's Role	Grade levels
Students read biographies of famous scientists, and share information with the class through oral presentations while dressed as that scientist, news reports, or posters.	<ul style="list-style-type: none"> <li>Introduce, through booktalks, biographies of scientists from different cultures and historical periods</li> <li>Review library layout and classification system for biographies</li> <li>Review search strategies for catalog searching</li> </ul>	(4) any
Students investigate scientists from different countries/cultures and their contributions to specific fields of science, focusing on "what life was like" at the time/place in which the scientist lived, and identifying conditions that may have motivated the scientist and led to his/her contribution. Results of individual investigations may be presented in a variety of formats (written answers to specific questions or web pages that may be compiled into a single class book or web site, power point presentations, oral reports). A whole-class display, such as a world map with labeled flags or pins representing the scientists studied may help students to visualize the global nature of scientific enterprise.	<ul style="list-style-type: none"> <li>Collaborate with science teacher to develop a list of scientists from different countries/cultures that demonstrate the multicultural nature of scientific advancement and about whom sufficient information is available that students may experience success in their investigations.</li> <li>Instruct students in the location, evaluation, use, and crediting of science and history reference materials and electronic sources.</li> <li><i>(See Scientific Processes standard 5.1, Inquiry and Problem Solving for more specific strategies and skills to be taught by the school library media specialist in collaboration with the science teacher)</i></li> </ul>	(8) any 5-8
Students write a formal research paper for presentation to the class, responding to a thesis that poses a specific relationship between a scientific development and the social or political conditions during or immediately preceding it.	<ul style="list-style-type: none"> <li>Work with the science teacher to help students develop theses supportable by research</li> <li>Instruct students in the location, evaluation, use, and crediting of relevant sources of information</li> </ul>	(12) 9-12

### Historical Perspectives

Student Activity	School Library Media Specialist's Role	Grade levels
Students work cooperatively in small groups to develop a visual timeline integrating information about major historical and political events, scientific discoveries and technological developments. Each group may be assigned a different time period for their investigation. Each individual may focus on a different aspect of the given group topic (e.g., one student identifies and dates major political leaders and elections/revolutions/wars, etc. another student identifies major scientists and their discoveries, another identifies and dates the development and marketing of various technologies). Results of individual investigations are integrated and presented as a single time-line for each group. In order to more clearly visualize the exponential growth of scientific knowledge, group timelines may be combined to form a whole-class display.	<ul style="list-style-type: none"> <li>Instruct students in the location, evaluation, use, and crediting of science, history, and biographical reference materials and electronic sources.</li> <li><i>(See Scientific Processes standard 5.1, Inquiry and Problem Solving for more specific strategies and skills to be taught by the library media specialist in collaboration with the science teacher)</i></li> </ul>	(8) any 5-8
Students chart history and development of scientific theory or invention, noting prevailing beliefs and other major discoveries or developments at those times.	<ul style="list-style-type: none"> <li>Instruct students in use of appropriate available media: general and specialized encyclopedias, historical reference,</li> </ul>	(8,12) any

	<p>nonfiction books, articles, online information sources, video clips of historical events.</p> <ul style="list-style-type: none"> <li>• Instruct students in retrieval strategies for each format taught</li> </ul>	
<p>Working in groups or individually, students research a scientific discovery or technological invention in order to create an issue of a newspaper or a news broadcast (audio or video) featuring the “new” discovery. Each newspaper or broadcast should include:</p> <ul style="list-style-type: none"> <li>▪ A major headline news story describing who, what, when, where and how of the discovery/invention</li> <li>▪ A feature story describing the scientist or inventor and the relevant information about his/her life up to the date of the discovery/invention and accompanied by an illustration of the person</li> <li>▪ A feature story detailing the workings of the invention/discovery illustrated with one or more drawings or diagrams</li> <li>▪ Chronologically accurate advertisements</li> <li>▪ Brief leads or headlines (but not full stories) for other newsworthy events (invasions, elections, obituaries, riots, etc.) as close as possible to the time of the discovery/invention</li> <li>▪ For newspapers – a banner with a relevant name for the paper, a specific historically accurate date of publication, and a price (appropriate currency and amount), editorials or editorial cartoon depicting expected positive and/or negative consequences to society of the discovery/invention</li> <li>▪ For broadcasts – a welcome with a specific historically accurate date, mention of the location of the broadcast (city, country of discovery)</li> </ul>	<ul style="list-style-type: none"> <li>• Instruct students in the location, evaluation, use, and crediting of science, history, and biographical reference materials and electronic sources.</li> <li>• <i>(See Scientific Processes standard 5.1, Inquiry and Problem Solving for more specific strategies and skills to be taught by the library media specialist in collaboration with the science teacher)</i></li> </ul>	(8) (12) 7-12
<p>Students examine the lives and contributions of important scientists who effected major breakthroughs in our understanding of the natural and designed world by reading biographies or non-fiction books about scientific discoveries, and sharing what they learn with the rest of the class</p>	<ul style="list-style-type: none"> <li>• Provide a bibliography of interesting biographical and popular science literature</li> <li>• Booktalk some interesting biographical and popular science literature</li> <li>• Help students to access books</li> </ul>	(12) 9-12
<p>Students research and chart the history of an important scientific development such as atomic theory, genetics, plate tectonics, etc. For each significant step in the development, students will identify the date or general time period of the step, the person(s) responsible for the contribution, the nature of the contribution, what new information allowed the development (how the new development was arrived at), any people who did not share prevailing views and what these people believed</p>	<ul style="list-style-type: none"> <li>• Instruct students in the location, evaluation, use, and crediting of science, history, and biographical reference materials and electronic sources.</li> <li>• <i>(See Scientific Processes standard 5.1, Inquiry and Problem Solving for more specific strategies and skills to be taught by the library media specialist in collaboration with the science teacher)</i></li> </ul>	(12) 9-12

## 5.4 Nature and Process of Technology

### Science and Technology

Student Activity	School Library Media Specialist's Role	Grade levels
Students will create a book that illustrates the differences between natural science and technology to be shared with younger students	<ul style="list-style-type: none"> <li>Teach Dewey Decimal Classification system: 500's – Natural Science and 600's – Technology (Applied Science)</li> </ul>	(4, 8 12) any
Students demonstrate an understanding of the similarities and differences between science and technology by creating and discussing webs for specific technological items or applications. Branches of the webs should represent scientific knowledge in each of the scientific disciplines (biology, chemistry, physics...) that is necessary in order for the technology to be created or to function.	<ul style="list-style-type: none"> <li>Collaborate with science teacher to develop a list of technological applications for students to investigate</li> <li>Teach students how to locate, evaluate, use, and credit sources of information about applied science and technology</li> </ul>	(8)

### Nature of Technology

Student Activity	School Library Media Specialist's Role	Grade levels
Student will demonstrate how a simple toy works e.g., pull toy - wheel on axle	<ul style="list-style-type: none"> <li>Introduce students to books demonstrating how things work</li> <li>Introduce students to 600 section of Dewey Decimal system – Technology, Applied Science</li> </ul>	(2)
Students analyze a product or system to determine the problem it was designed to solve, the design constraints, trade-offs and risks involved in using the product or system, how the product or system might fail, and how the product or system might be improved. Student products might take a variety of forms and include a combination of text and graphics (e.g., presentation to a management team to pitch the idea to develop and market this product or system)	<ul style="list-style-type: none"> <li>Collaborates with science teacher to develop a list of products or systems for students to investigate</li> <li>Teach students how to locate, evaluate, use, and credit sources of information about applied science and technology</li> </ul>	(8)
Students assess the impacts of introducing a new technology in terms of alternative solutions, costs, tradeoffs, risks, benefits and environmental impact. Products of student investigations might include editorials, position papers, debates, flowcharts, or webs.	<ul style="list-style-type: none"> <li>Collaborate with science teacher to develop list of new technology for students to research</li> <li>Teach students how to locate, evaluate, use, and credit sources of statistical and other information about technology and its impacts (both beneficial and harmful)</li> </ul>	(12) 9-12

## 5.5 Characteristics of Life

### Matter, Energy and Organization in Living Systems

Student Activity	School Library Media Specialist's Role	Grade levels
Students will create a poster about an animal illustrating the animal, its habitat and what it eats	<ul style="list-style-type: none"> <li>Introduce students to wild animal section of library</li> <li>Introduce the Dewey Decimal system – books about similar animals grouped together on shelf</li> <li>Introduce general encyclopedia and animal encyclopedia</li> </ul>	(2) any
Students create visual food chains/webs by researching what different animals eat.	<ul style="list-style-type: none"> <li>Review with students how to locate information about animals in general and</li> </ul>	(4)

	<p>specialized encyclopedias and in online encyclopedias</p> <ul style="list-style-type: none"> <li>• Teach students how to use a card/public access (computer) catalog to locate books about animals</li> </ul>	
<p>While studying human body systems, students find, read, and analyze current health-related articles from newspapers, magazines, the Internet, and online periodical databases. For each article students identify:</p> <ul style="list-style-type: none"> <li>▪ The main idea of the article</li> <li>▪ Which human body systems are related to the article</li> <li>▪ What is the relationship between any of these systems, and between the news discussed and the systems involved</li> <li>▪ The source of the article</li> </ul>	<ul style="list-style-type: none"> <li>• Teach students how to locate current news about health and human body systems in newspapers, magazines, on the Internet and using online periodical databases</li> </ul>	(6)
<p>Students find, read, and analyze articles from newspapers, magazines, the Internet, and online periodical databases that relate to a specific environmental issue or condition that impacts one or more human body systems. Students identify from the article, and through research if necessary:</p> <ul style="list-style-type: none"> <li>▪ The environmental issue or condition</li> <li>▪ The human body systems affected</li> <li>▪ The impact of the environmental issue or condition on the human body systems affected, including the specific organs, tissues, and cells</li> <li>▪ The source of the article and any other information obtained</li> </ul> <p>Products of this investigation might include worksheets, brief essay paragraphs, or webs/chains/charts illustrating the interrelationship between the environment and the human body systems</p>	<ul style="list-style-type: none"> <li>• Collaborate with science teacher to identify environmental conditions that impact the human body</li> <li>• Teach students how to locate current news about health and human body systems in newspapers, magazines, on the Internet and using online periodical databases</li> <li>• Teach students how to locate, evaluate, use, and credit information about human body systems, tissues and cells, and the impact of environmental conditions on them</li> </ul>	(8)
<p>Students research bacterial or viral diseases to learn their etiology, symptoms, techniques for diagnosis, anatomical systems affected (which ones and how), treatments, complications with or without treatment, and if desired a history of the knowledge about the disease and the direction for future research regarding the causes/treatments/prevention of the disease</p>	<ul style="list-style-type: none"> <li>• Instruct students in the location, evaluation, use, and crediting of current and historical medical and scientific information and electronic sources.</li> </ul>	(12) 9-12

### Diversity and Biological Evolution

Student Activity	School Library Media Specialist's Role	Grade levels
Students transform their classrooms into recreations of specific biomes from different parts of the world, by researching the plants and animals that live in their biome and creating murals, and 3 dimensional models of those plants and animals. Students share what they have learned by visiting other classrooms (biomes) and hearing about them from the host class	<ul style="list-style-type: none"> <li>Introduce students to the location of biome, animal, and plant books in the library and to their Dewey Decimal classification</li> <li>Introduce general encyclopedia and animal and biome specialized encyclopedias</li> <li>Provide access to videos and online information about biomes for teachers/students to view</li> </ul>	(2)
Students create an environmental issues game that illustrates how changing environmental conditions can result in evolution or extinction of species, and how human impact can produce or reverse these changes.	<ul style="list-style-type: none"> <li>Teach access and evaluation of websites with current environmental information</li> <li>Teach strategies to access topical and scientific articles on online databases</li> <li>Review strategies to locate, use, and credit books and other reference materials</li> </ul>	(8,12) any
Students compare/contrast 2 different organisms by researching their internal and external characteristics. Results may be presented in a variety of formats including charts, comparison/contrast essays...	<ul style="list-style-type: none"> <li>Instruct/review students in the location, evaluation, use, and crediting of the variety of print and electronic sources of information about organisms.</li> </ul>	(4,6,8) any
Students research endangered and/or extinct species to determine the cause and effect of the species' plight. Results may be presented in a variety of formats.	<ul style="list-style-type: none"> <li>Teach students how to locate, evaluate, use, and credit information about endangered species <i>(Due to the proliferation of websites dedicated to imaginary endangered species, such as jackalope, mountain walrus, tree octopus, California's velcro crop, etc. this is a good place to teach students strategies for evaluating the authority, accuracy, currency, purpose, objectivity, and completeness of web sites)</i></li> </ul>	(8)
Students prepare and eat a "phylum buffet" composed of foods for which they have researched the taxonomic classification of each plant and animal ingredient.	<ul style="list-style-type: none"> <li>Instruct/review students in the location, evaluation, use, and crediting of the variety of print and electronic sources of information about the classification of organisms.</li> </ul>	(6,8,12) any 6-12

### Reproduction and Heredity

Student Activity	School Library Media Specialist's Role	Grade levels
Students create visual representations and accompanying descriptions of the different stages in the lives of various organisms.	<ul style="list-style-type: none"> <li>Review with students how to locate information about organisms in general and specialized encyclopedias and in online encyclopedias</li> <li>Teach students how to use a card/public access (computer) catalog to locate books about different organisms</li> </ul>	(4,6)
Students research genetic diseases or conditions to learn their etiology, symptoms, techniques for diagnosis, anatomical systems affected (which ones and how), treatments, complications with or without treatment, and if desired a history of the knowledge about the disease and the direction for future research regarding the causes/treatments/prevention of the disease	<ul style="list-style-type: none"> <li>Instruct students in the location, evaluation, use, and crediting of current and historical medical and scientific information and electronic sources</li> </ul>	(12) 9-12

Students write a formal research paper for presentation to the class, responding to a thesis assessing the impact of current and emerging technologies on our understanding of inherited human characteristics OR relating to the positive, negative, or neutral effects of genetic alteration/manipulation.	<ul style="list-style-type: none"> <li>• Work with the science teacher to help students develop theses supportable by research</li> <li>• Instruct students in the location, evaluation, use, and crediting of relevant sources of information</li> <li>• LMS with science teacher may arrange a visit to a local university or medical library to familiarize students with the use of university library resources</li> </ul>	(12) 9-12
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## Chemistry

### Structure and Properties of Matter

Student Activity	School Library Media Specialist's Role	Grade levels
Students create a poster highlighting the physical and chemical properties of an element, where it is found, how it is used in business/industry and in everyday applications, its discovery, and the person who found it (posters should be in non-traditional shapes representative of something about the element).	<ul style="list-style-type: none"> <li>• Teach students how to locate, evaluate, use, and credit information about elements in books and online.</li> </ul>	(6,8)
Students research an element in relation to its family and (except for inert gases) one other element family with which their element can bond to form compounds. Students show/describe their element's properties, where it is found, how it is obtained, how abundant it is, how it is prepared for market, what uses it has (if any), its atomic structure. They name the other elements in the same family, and explain why these elements are in the same family; they name several elements in another element family with which their element can bond, name the resulting compounds, and provide the formulas for the compounds. For each compound students describe its uses, whether or not it is hazardous to health or environment, whether it occurs naturally, must be manufactured, or is the byproduct of another chemical reaction. Products of student investigation may be varied (charts, booklets for younger students, essays, presentations...)	<ul style="list-style-type: none"> <li>• Teach students how to locate, evaluate, use, and credit information about elements and compounds in books and online.</li> </ul>	(8,12)

**Chemistry****Structure and Properties of Matter****Chemical Reactions**

Student Activity	School Library Media Specialist's Role	Grade levels
Students research the application of chemistry to everyday life (forensic science, food science, textile use, automotive, etc.) focusing on the chemical reactions that occur in a particular application. The product of this research may be a formal research paper and/or a demonstration and explanation for the rest of the class	<ul style="list-style-type: none"> <li>Teach students how to locate, evaluate, use, and credit print and electronic sources of information about chemical applications</li> <li>Teach students how to locate ideas for projects/demonstrations that may be used to illustrate particular chemical principles</li> </ul>	(12) 9-12

**5.6 Physics****Motion and Forces**

Student Activity	School Library Media Specialist's Role	Grade levels
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**Energy Transformations**

Student Activity	Library Media Specialist's Role	Grade levels
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**5.8 Earth Science****All**

Student Activity	School Library Media Specialist's Role	Grade levels
Students will demonstrate knowledge of resources available for research	<ul style="list-style-type: none"> <li>Teach, Review appropriate nonfiction books and access strategies for general and specialized encyclopedias, articles, websites, atlases</li> </ul>	(4) any
Students will replicate selected dinosaur in its habitat and compare that habitat to the environment found in that location today.	<ul style="list-style-type: none"> <li>Building on above, teach the variety of maps available – physical, political, topographical, weather.</li> </ul>	(4) any

**5.9 Astronomy and Space Science**

Student Activity	School Library Media Specialist's Role	Grade levels
	<ul style="list-style-type: none"> <li>Provide appropriate non-fiction books for students to borrow</li> <li>Instruct students in proper source citation</li> </ul>	(4) any
	<ul style="list-style-type: none"> <li>Teach students how to evaluate information using criteria such as authority, accuracy, currency, purpose/objectivity, and comprehensiveness</li> </ul>	(8,12) any

## 5.10 Environmental Studies

### A. Natural Systems and Interactions

Student Activity	School Library Media Specialist's Role	Grade levels
Students use listening skills to distinguish fact from fictionalized dialogue.	<ul style="list-style-type: none"> <li>Read factual narratives about wild animals</li> </ul>	(2)

### A. Human Interactions and Impact

Student Activity	School Library Media Specialist's Role	Grade levels
Students will evaluate the effects of housing development on wildlife population, e.g., deer, bears	<ul style="list-style-type: none"> <li>Instruct students on specialized databases.</li> <li>Instruct students on non-traditional sources such as local town statistics</li> </ul>	(8, 12)

**Curriculum Framework Activities**  
**New Jersey Core Curriculum Content Standards for Social Studies Integrated with**  
**Library and Information Skills**

Prepared by Educational Media Association of NJ (EMAnj), © 2003, revised 2005

*The suggested activities – or variations – are designed to enable students to master cumulative progress indicators with the **Core Curriculum Content Standards for Social Studies**, while also achieving proficiency in national **Information Literacy Standards for Student Learning**. These activities were created to facilitate collaboration between content area teachers and the school library media specialist.*

School library media specialists are committed to collaborating with classroom teachers in developing authentic learning experiences and assessments. To that end, school library media specialists educate the teachers and students about the available print and non-print resources and how the resources can best be utilized. As a result of collaboration, many school library media specialists prepare pathfinders that are research guides for patron use.

The following is a partial list of materials that may be in the school library media center, which can assist in implementing the Social Studies Standards at the high school level.

**Primary Sources**

- Annals of America
- Document of American History—H.S. Commanger
- Historic Documents
- Vital Speeches
- National Archives
- Library of Congress—American Memory Project
- New Jersey Historical Society
- New Jersey Historical Commission

**Current Government**

- Statesmen's Yearbook
- Department of State Background Notes

**Online Databases (Including books, references, primary sources, web links, images, and periodicals)**

- ABC-CLIO American History/World History
- CountryWatch
- EBSCOhost
- Encyclopedias
- Facts.com
- Facts on File
- Galegroup
- Proquest/SIRS Knowledge Source

## Biography

- Dictionary of American History
- American National Biography
- Current Biography
- McGraw-Hill Encyclopedia of World Biography
- McGill's Series

## Skills which school library media specialists teach:

### Technology

- Key word searching
- Searching databases
- Searching the web
- Evaluating web resources

### Reading a map and understanding maps

### Evaluating primary sources

- Reading documents
- Reading a picture

### Writing

- Thesis statements
- Note taking
- Integrating information (Using facts and statistics to support statements and viewpoints)
- Citing sources

### Respect for Intellectual property

- Adhering to copyright
- Avoiding plagiarism

### Evaluating information

- Recognizing bias, accuracy, source, points of view, and timeliness

**Social Studies: Standards 6.1 – 6.6 apply to all of the following activities**

Student Activity	School Library Media Specialist's Role	Grade levels
Students evaluate information from a variety of sources (esp. online) to determine its strengths/weaknesses or relative merit. (This may be a special lesson, or may be integrated into an actual research project. It should be reinforced every time students seek information.)	<ul style="list-style-type: none"> <li>Teach students how to evaluate information using criteria such as authority, accuracy, currency, purpose/objectivity, and comprehensiveness</li> </ul>	(4, 8,12) any
Students read biographical magazine articles or book length biographies of historical figures and people who shaped history noting their major accomplishments and significance/s.	<ul style="list-style-type: none"> <li>Develop and maintain a collection of biographical literature about historical figures and people who shaped history</li> <li>Create a bibliography of appropriate biographical literature for students' age and reading levels</li> <li>Teach students how to locate biographical literature about historical figures and people who shaped history</li> </ul>	(4, 8,12) any
Students view programs about historical figures and people who shaped history (e.g., A&E Biography) noting their major accomplishments and significance/s.	<ul style="list-style-type: none"> <li>Develop and maintain a collection of video (or DVD) information about historical figures and people who shaped history</li> <li>Provide classroom teacher with appropriate material</li> </ul>	(4, 8,12) any
Students investigate contemporary problems/issues in American and/or World History/civics/economics/ and evaluate the evidence and arguments of opposing views/solutions. They may present their conclusions in a variety of formats (e.g., position papers, debates, public service announcements, PowerPoint presentations, etc...)	<ul style="list-style-type: none"> <li>Maintain an up-to-date research collection (print and electronic) that permits students to investigate current issues in social studies</li> <li>Lead students to print and electronic sources</li> <li>Help students develop research strategies</li> <li>Teach students how to search the available resources (esp. periodical databases, statistical data...)</li> <li>Teach students how to evaluate sources for authority, accuracy, currency, purpose/objectivity, completeness</li> </ul>	(4, 8,12) any
Students analyze and evaluate the central ideas of the American constitutional system and how this impacts on United States relations with other countries.	<ul style="list-style-type: none"> <li>Maintain an up-to-date research collection (print and electronic) that permits students to investigate current and historical developments in social science</li> <li>Collaborate with the social science teacher to develop a list of important events/cases/wars/alliances that demonstrate the development of political and social changes</li> <li>Lead students to print and electronic sources</li> <li>Help students develop research strategies</li> <li>Teach students how to search the available resources (e.g., books, periodical databases, Internet...)</li> <li>Teach students how to evaluate sources for authority, accuracy, currency, purpose/objectivity, completeness</li> </ul>	(4, 8,12) any
Students apply spatial thinking to understand the interrelationship of history, geography, the environment, and cultures of the world.	<ul style="list-style-type: none"> <li>Teach students to locate information using specialized print and electronic resources in order to answer geographical questions</li> </ul>	(4, 8,12) any

**Curriculum Framework Activities**  
**New Jersey Core Curriculum Content Standards for World Language Integrated with**  
**Library and Information Skills**

Prepared by Educational Media Association of NJ (EMAnj), © 2004

*The suggested activities – or variations – are designed to enable students to master cumulative progress indicators with the **Core Curriculum Content Standards for World Language**, while also achieving proficiency in national **Information Literacy Standards for Student Learning**. These activities were created to facilitate collaboration between content area teachers and the school library media specialist.*

**World Language: Standard 7.1 C (Presentational mode) 4**

Student Activity	School Library Media Specialist's Role	Grade levels
Students will research the cooking and eating habits of a target culture and will prepare simple recipes from that culture's culinary traditions to share with the class. Each student will tell about the dish (e.g., what is it called, for which meal(s) it would be eaten, what are the ingredients).	<ul style="list-style-type: none"> <li>Teach students how to locate book and online sources of information about the foods and recipes of various countries.</li> </ul>	Novice high learner range: (gr. 5-10)

**World Language: Standard 7.1 A (Interpretive mode) 5 and 7.2A2**

Student Activity	School Library Media Specialist's Role	Grade levels
Over a period of time, students will collect data on the actual weather of a region of the target country, which they will use to compare with the weather in NJ, or to make predictions about general weather patterns in the target country and the impact on daily life. Each day, students may have short conversational exchanges about the weather B(Interpersonal mode)3 and 4. At the end of the project, students should be able to discuss the impact of climate of the target country to its inhabitants' lives.	<ul style="list-style-type: none"> <li>Instruct students in locating sources of real-time weather reports from the target countries/regions.</li> </ul>	Intermediate low learner range: (Gr. 8-12)

**World Language: Standard 7.1 C (Presentational mode) 1**

Student Activity	School Library Media Specialist's Role	Grade levels
Students will create a skit (group or monologue) based on some aspect in the life of a famous person (artist, musician, historical figure, scientist...) from the target culture. This dramatic presentation will be supported by research obtained in the target language, and supplemented with a visual representation appropriate to the subject (e.g., map depicting the region, reproduction of a work of art, combination of various relevant images presented as a Power Point slide show, etc.)	<ul style="list-style-type: none"> <li>Assist students to locate and use appropriate sources of information.</li> </ul>	Intermediate low learner range: (gr. 5-10)

**World Language: Standard 7.1 C (Presentational mode) 2**

Student Activity	School Library Media Specialist's Role	Grade levels
Students will use language creatively in writing for a variety of purposes, such as writing a letter to the editor, and editorial, or an op ed piece on an issue of current relevance to the target culture. After reading news headlines and articles from the target country's publications, and getting an idea of the issues of importance in that part of the world, students will write a response reflecting their understanding of the issue and their informed opinion on the issue.	<ul style="list-style-type: none"> <li>Working with the world language teacher, the school library media specialist will help students to identify and locate online sources of current events articles (newspaper or magazine) from the target country (e.g., SLMS and a teacher of French might introduce Le Monde and Le Figaro as two French newspapers available online with different editorial slants).</li> </ul>	PreAdvanced Level: (gr. 10-12)

**Curriculum Framework Activities**  
**New Jersey Core Curriculum Content Standards for Technological Literacy Integrated with**  
**Library and Information Skills**

Prepared by Educational Media Association of NJ (EMAnj), © 2004

*The suggested activities – or variations – are designed to enable students to master cumulative progress indicators with the **Core Curriculum Content Standards for Technological Literacy**, while also achieving proficiency in national **Information Literacy Standards for Student Learning**. These activities were created to facilitate collaboration between content area teachers and the school library media specialist.*

**Technological Literacy: Standard 8.1**

Student Activity	School Library Media Specialist's Role	Grade levels
Students will use technology tools and applications to conduct research, solve problems, improve learning, and produce products and presentations in conjunction with standards in all areas. They will also develop, locate, summarize, organize, synthesize, and evaluate information for lifelong learning.	<ul style="list-style-type: none"> <li>• Teach and assist students to:               <ul style="list-style-type: none"> <li>○ Solve problems individually and/or collaboratively using computer applications.</li> <li>○ Use computer applications to modify information independently and/or collaboratively to solve problems.</li> <li>○ Create and manipulate information independently and/or collaboratively to solve problems, to design and to develop products.</li> </ul> </li> </ul>	(ALL grades)
Students will recognize the ethical implications of plagiarism of print, non-print and software copyrights when researching information in the school library media center.	<ul style="list-style-type: none"> <li>• Teach and assist students to respect and uphold copyright standards and ethics.</li> </ul>	(ALL grades)
Students will identify and use simple web browsers, search engines, and directories to obtain information to solve real world problems when researching information in the school library media center.	<ul style="list-style-type: none"> <li>• Teach and assist students to recognize quality web sites as well as various search tools such as web browsers, search engines, and directories.</li> </ul>	(ALL grades)
Students will recognize accuracy and/or bias of information when researching information in the school library media center.	<ul style="list-style-type: none"> <li>• Teach and assist students to recognize accuracy and/or bias of information.</li> </ul>	(ALL grades)

**Curriculum Framework Activities**  
**New Jersey Core Curriculum Content Standards for Career Education and Consumer, Family, and Life Skills Integrated with Library and Information Skills**

Prepared by Educational Media Association of NJ (EMAnj), © 2004

*The suggested activities – or variations – are designed to enable students to master cumulative progress indicators with the **Core Curriculum Content Standards for Career Education and Consumer, Family, and Life Skills**, while also achieving proficiency in national **Information Literacy Standards for Student Learning**. These activities were created to facilitate collaboration between content area teachers and the school library media specialist.*

**Career Education and Consumer, Family, and Life Skills:**

Student Activity	School Library Media Specialist's Role	Grade levels
<p>Students go to the library media center to research career opportunities. Students will research job descriptions of occupations, current available positions, related agencies and professional organizations. Students will present the information to the class.</p>	<ul style="list-style-type: none"> <li>• Instruct the students in search strategies to access needed information from print materials [reference books, encyclopedias, almanacs, periodicals, vertical file], on-line [the Internet, specialized databases, magazine and newspaper databases, encyclopedias] and networked or single-user CD-ROMs [magazine and newspaper databases, encyclopedias, specific topic]. Strategies to analyze the appropriate information will be reviewed by the school library media specialist and reinforced by both the teacher and the school library media specialist as students begin to research a given topic.</li> </ul>	<p>(Gr. 4 - 12)</p>

## APPENDIX G

### Materials Selection Policy

*This document was developed by the EMAnj Professional Resources Committee and EMAnj Professional Development and Research Committee in the year 2000. This document is a guideline that could be used to develop a materials selection policy that can meet the needs of your specific school district. It might include the following components.*

#### Philosophy

*This may be the place to include the ALA Library Bill of Rights. A copy can be found in Appendix A and in Information Power, as cited in this document.*

#### Responsibility

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

#### Procedures

#### Principles of Evaluation and Selection

- I. School library media specialists should select materials having these elements of quality:
  - A. Permanent or timely value
  - B. Accuracy
  - C. Authority
  - D. Clear presentation, readability, popular appeal
  - E. Format - - substantial binding and paper, clear print, clean graphics
- II. Factors influencing selection are:
  - A. Curriculum
  - B. Reading interests and abilities of students
  - C. Background and maturity of students
  - D. Need to develop a balanced collection
  - E. Literary value
  - F. Size of the budget
  - G. Need for multiple copies
- III. Books and other materials should appear with a favorable designation in one or more of the recognized reviewing tools unless it is possible to examine and evaluate them carefully before purchase. Examples of reviewing tools are Booklist, School Library Journal, Library Journal, Kliatt, The Elementary School Library Collection, Junior High School Library Catalog, and Senior High School Library Catalog.

- IV. Materials selected should be free of sexual bias and accurately reflect all religious, social, political, and ethnic groups and their contributions to the American heritage, as well as a knowledge and appreciation of global history and culture.

#### Other Guidelines

- I. The school library media center welcomes gifts of books and other materials provided that:
  - A. they meet the same standards of selection as those applied to school library media purchases;
  - B. they can be integrated into the school library media collection;
  - C. the school library media center may offer the gift to another library or institution if it is useful, but not needed in the school library media center; and
  - D. the school library media center may dispose of the gift at its discretion if it is out-of-date, and/or in poor condition, not warranting the cost of repair.
  
- II. Worn or missing standard items should be disposed of in accordance with Policy No. ##### (*District Policy Number*) and should be replaced if the items continue to meet the selection guidelines.
  
- III. Out-of-date or no longer useful materials should be withdrawn from the collection. Materials will be examined on a continuous basis for the purpose of identifying items to be withdrawn. Factors influencing the decision to withdraw include:
  - A. Age
  - B. Condition
  - C. Accuracy of information
  - D. Circulation history
  - E. Suitability to student population served
  - F. Curricular needs

## APPENDIX H

### Acceptable Use Policy (AUP)

Computers provide access to a variety of educational resources that support and enhance learning and teaching and help prepare students for success. These resources can bring exciting opportunities to children by increasing their global awareness, fostering creativity, improving their research skills, and encouraging lifelong learning.

An acceptable use policy is recommended to provide guidelines for the school community in the appropriate, safe, and responsible use of computers and related technologies.

*Examples of Acceptable Use Policies can be found on the Internet. The following web sites were active in 2005.*

<<http://school.discovery.com/schrockguide/>> Kathy Schrock's Guide for Educators  
go to: *Internet Information* or search *Acceptable Use Policy*

<<http://www.pen.k12.va.us/go/VDOE/Technology/AUP/home.shtml#forms>>  
Acceptable Use Policies – a Handbook  
Virginia Department of Education, Division of Technology

<<http://sde.state.nm.us/nmcte/aup.html>> Acceptable AUPs --  
A sampling of AUPs from around the country

<<http://home.acadia.net/searsporths/acceptable.html>> Searsport District Middle /  
High Schools - Internet Use Policy Statement and Personal Responsibility Statement and  
Disclaimer Form.

<<http://jeffcoweb.jeffco.k12.co.us/services/aup.html>> Sample Internet Acceptable Use  
Policy - Jeffco Public Schools, Golden, Colorado.

<[http://www.youthwired.sat.lib.tx.us/YWacceptable\\_use.htm](http://www.youthwired.sat.lib.tx.us/YWacceptable_use.htm)> San Antonio Public Library  
Internet Acceptable Use Policy.

## APPENDIX I

### Planning and Assessing of the School Library Media Program

Additional resources for designing, planning, and assessing school library media programs include

#### Planning & Assessment\*

American Association of School Librarians. A Planning Guide for Information Power: Building Partnerships for Learning. Chicago: AASL, 1999. ISBN 0-8389-8073-2

"School Library Media Program Assessment Rubric for the 21st Century," Published in A Planning Guide for Information Power: Building Partnerships for Learning. Chicago: AASL, 1999.

A Planning Guide for Information Power: Building Partnerships for Learning provides practical, step-by-step directions in workbook format for implementing the planning process described in Information Power: Building Partnerships for Learning. Also included in the booklet is the "School Library Media Program Assessment Rubric for the 21st Century," designed by AASL's Teaching for Learning Task Force to be used by administrators and school library media specialists as a self-assessment tool and action plan in each school. Working through the sequential steps presented in the planning guide and rubric can help you bring about desired improvements to the school library media program in your school or district.

\*Bibliography from the AASL Resource Guides for School Library Media Program Development. ©) 2000-2004 American Association of School Librarians, a division of the American Library Association. Reprinted with permission.

## APPENDIX J

### Recommended Print and Online Resources for Developing a School Library Media Program

*Note: websites listed below were active as of 4-2-2005.*

#### **Assessment**

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