



Library Media

Grades 7-8

Developed By: Library Media Specialist, Christina Stendardi

Reviewed By: (pending)

Board of Education Approved (pending), Effective Date: September 2020

Scope and Sequence

Month	Grade 7	Grade 8
September	Disciplinary Concept 2	Disciplinary Concept 4
October	Disciplinary Concepts 2,4,5,6	Disciplinary Concepts 2,4,5,6
November	Disciplinary Concepts 1,4,6	Disciplinary Concepts 4,5,6
December	Disciplinary Concepts 4,5	Disciplinary Concepts 4,5
January	Disciplinary Concepts 1,3,5,6	Disciplinary Concepts 1,3,5,6
February	Disciplinary Concepts 3,4,5,6	Disciplinary Concepts 3,4,5,6
March	Disciplinary Concepts 1,2,3,5,6	Disciplinary Concepts 1,2,3,5,6
April	Disciplinary Concepts	Disciplinary Concepts

	1,5	1,5
May	Disciplinary Concepts 4,5	Disciplinary Concepts 4,5
June	Disciplinary Concept 4	Disciplinary Concept 4

Content-Area Collaborations

June	English	English
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Month	Grade 7	Grade 8
September	English Self contained ELL	English Self contained ELL
October	Science English	Science English Social Studies
November	Health English	English Social Studies Health
December	English Social Studies	English Spanish Social Studies
January	Science English	English Health
February	Science Social Studies	Social Studies English
March	Science English Social Studies	Science English Social Studies
April	English Art	English Art
May	English ELL Guidance (testing)	English ELL Guidance (testing)

Library Media Standards - Progression of Learning - Disciplinary Concepts and Core Ideas

Disciplinary Concept 1 - Creativity and Innovation

Creativity includes the use of a wide range of idea-creation techniques (such as brainstorming) to generate new and worthwhile ideas (both incremental and radical concepts). Additionally, within creativity, flexibility is evident through the elaboration, refinement, analysis, and evaluation of ideas in order to maximize creative efforts. Originality and inventiveness in work may also be evident while understanding the real-world limits to adopting new ideas. Failure is viewed as an opportunity to learn and adapt as well as understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.

Core Idea - Summary and Rationale

Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

Standards

NJSLS 9.4 Life Literacies and Key Skills

Creativity and Innovation

9.4.8.CI.1	Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions.
9.4.8.CI.2	Repurpose an existing resource in an innovative way.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.

Content-Area Collaborations

Subject/Course Grade Level	Suggested Lesson Resources/Technology Tools
Science Grade 8 (GMO Project)	<ul style="list-style-type: none"> ● Internet search strategies - keyword search and boolean search (Google) ● Subscription Library databases- Worldbook Online, Facts on File (science database) ● What is a GMO? https://www.nongmoproject.org/gmo-facts/what-is-gmo/ ● Live Science https://www.livescience.com/40895-gmo-facts.html ● Pinterest ● Graphic organizer - Google docs - organize research ● Google Slides
Science Grade 7 (Endangered species)	<ul style="list-style-type: none"> ● Library online card catalog - Destiny (Follett) ● Internet search strategies - keyword search and boolean search (Google) ● Subscription Library databases- Worldbook Online, Facts on File (science database) ● A to Z animals https://a-z-animals.com/ ● National Geographic https://www.nationalgeographic.org/encyclopedia/endangered-species/

	<ul style="list-style-type: none"> ● World Wildlife Fund https://www.worldwildlife.org/species/directory?direction=desc&sort=extinction_status ● Pinterest (generate ideas for creating their endangered species out of recycled materials) ● Graphic Organizer - Google docs - organize research
Science Grade 7 (Earth science - volcanoes/earthquakes)	<ul style="list-style-type: none"> ● Library online card catalog - Destiny (Follett) ● Internet search strategies - keyword search and boolean search (Google) ● Subscription Library databases- Worldbook Online, Facts on File (science database) ● Volcano Discovery https://www.volcanodiscovery.com/earthquake-monitor.html ● USGS https://www.usgs.gov/ ● Youtube ● National Geographic Videos ● BrainPop ● Google Docs/ Google Drawing - writing and illustrating book
Additional Library Events/Services	
Event	Suggested Lesson Resources/Technology Tools
Science Storytime	<ul style="list-style-type: none"> ● Utilizing Google Hangouts (video)- students read aloud their science stories they wrote and illustrated to the elementary students (K-2) . Middle school librarian coordinates with elementary librarians for dates/time. Also delivers the books to the elementary school librarians so they may display them.
“Wild for Books” display	<ul style="list-style-type: none"> ● Upon completion of the Endangered species project, students “vote” for top animals in their classes and the library creates a display to highlight the animals with a brief description included.
Advisory (Guidance)	<ul style="list-style-type: none"> ● College and Career lesson - use of Naviance to explore colleges and career pathways ● Occupational Outlook Handbook https://www.bls.gov/ooh/ ● NJ Career assistance Navigator https://portal.njcis.intocareers.org/
Lunch-Study periods	<ul style="list-style-type: none"> ● During lunch study periods, students are able to utilize the library. They have access to a variety of makerspace-like creative activities such as legos, origami, duct tape and coloring boards. They are free to use these materials and instructional books that are available to create their own designs. The librarian also displays all their creations.
Modifications	
Special Education <ul style="list-style-type: none"> ● Students' personal device used to log in and access websites ● Flexible seating arrangements 	

- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task.
- Follow individual IEP plans for specific modifications with guidance from collaborative teacher
- Partnering/Grouping of students

ELL

- Foreign Language book section of library (dictionaries)
- Utilize online translation tools
- Simplify written and verbal instructions

Gifted and Talented

- Free reading time
- Peer mentoring

504

- Preferential seating
- Verbal, visual, and technology aids used
- Behavior management support with collaborative teacher/paraprofessional
- Re-teaching and review

Virtual

- Collaborate with teachers and students via live lessons - Google Meet
- Maintain a resource folder of websites, educational videos, and databases shared with both staff and students in Schoology
- Provide extra assistance to students via email, google hangouts -during open office hours
- Provide technology support for staff on any technological resource they may use
- Provide technical support for any student having an issue with their chromebook device
- Create tutorials on accessing the card catalog, navigating the subscription databases, etc., using such platforms as Loom or Screencastify to provide mini-lessons for teachers to share with their students

Career Readiness, Life Literacies, and Key Skills Practices

Please select all career readiness, life literacies, and key skills practices that apply to this unit of study:

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

For more information: New Jersey Student Learning Standards - Career Readiness, Life Literacies, and Key Skills (pages 15-16)

Disciplinary Concept 2 - Critical Thinking and Problem Solving

Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgements and decisions by analyzing evidence, claims, points of view then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem solving involves the ability to generate and execute a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.

Core Idea - Summary and Rationale

- Multiple solutions exist to solve a problem.
- An essential aspect of problem solving is being able to self reflect on why possible solutions for solving problems were or were not successful.

Standards

NJSLS 9.4 Life Literacies and Key Skills

Critical Thinking and Problem Solving

9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

Content-Area Collaborations

Subject/Course Grade Level	Suggested Lesson Resources/Technology Tools
English (grade 7) - Library orientation	<ul style="list-style-type: none"> • New 7th grade students learn about the MS library rules, procedures, and location of materials. They work in teams to find the answers to the library's scavenger hunt. • "Survivor- Who will survive Library Orientation?" https://docs.google.com/presentation/d/11ndrb6A-TpPWDvw4Vbg_VxVD-Ud1gOA4Slm0m4-PKQs/edit#slide=id.p
Social Studies (grade 8) Ancient Mesopotamia Dig	<ul style="list-style-type: none"> • Ancient Mesopotamia -This History our History http://mesopotamia.lib.uchicago.edu/interactives/DigIntoHistory.html

Additional Library Events/Services

Event	Suggested Lesson Resources/Technology Tools

Digital Escape Rooms	<ul style="list-style-type: none"> ● https://kidsactivitiesblog.com/137828/digital-escape-rooms/ ● https://wakelet.com/wake/043c113c-5579-4b36-819e-f997cd578128 ● Google Slides ● Google Forms
Lunch-study periods	<ul style="list-style-type: none"> ● During lunch study periods, students are able to utilize the library. They have access to a variety of makerspace-like creative activities such as legos, origami, duct tape and coloring boards. They are free to use these materials and instructional books that are available to create their own designs. The librarian also displays all their creations.

Modifications

Special Education

- Students' personal device used to log in and access websites
- Flexible seating arrangements
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task.
- Follow individual IEP plans for specific modifications with guidance from collaborative teacher
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Virtual

- Collaborate with teachers and students via live lessons - Google Meet
- Maintain a resource folder of websites, educational videos, and databases shared with both staff and students in Schoology
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- Provide technology support for staff on any technological resource they may use
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Career Readiness, Life Literacies, and Key Skills Practices

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 - Plan education and career paths aligned to personal goals.
- X Use technology to enhance productivity, increase collaboration and communicate effectively.
- X Work productively in teams while using cultural/global competence.

For more information: New Jersey Student Learning Standards - Career Readiness, Life Literacies, and Key Skills
(pages 15-16)

Disciplinary Concept 3 - Digital Citizenship

The quality of habits, actions and consumption patterns that impact the ecology of digital content and communities.

Core Idea - Summary and Rationale

- Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one’s own work.
- There are tradeoffs between allowing information to be public and keeping information private and secure.
- Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.
- Digital communities are used by Individuals to share information, organize, and engage around issues and topics of interest.
- Digital technology and data can be leveraged by communities to address effects of climate change.

Standards

NJSLS 9.4 Life Literacies and Key Skills

9.4.8.DC.1	Analyze the resource citations in online materials for proper use
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products.
9.4.8.DC.3	Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
9.4.8.DC.6	Analyze online information to distinguish whether it is helpful or harmful to reputation.
9.4.8.DC.7	Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys
9.4.8.DC.8	Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).

Content-Area Collaborations

Subject/Course Grade Level	Suggested Lesson Resources/Technology Tools
English grade 8 (research paper) English grade 7 (mini-research paper)	<ul style="list-style-type: none"> • Subscription databases - Ebsco, Facts on File, Worldbook Online, ABC-CLIO vs Internet search : keyword(s) and boolean search - Google • Website evaluation checklist • Understanding that the library’s databases - each article has the proper MLA 8 citation format included, don’t need to generate the citation for the source.

<p>Social Studies grade 8 (Ancient Egypt Inquiry) Social Studies grade 7 (American Revolution) Science grade 7 - (Endangered species project) Science grade 7 (Earth science project) Science grade 8 (GMO project)</p>	<ul style="list-style-type: none"> ● CiteThis For Me https://www.citethisforme.com/ ● Easybib https://www.easybib.com/ ● Cite this for me google extension for chrome books ● Google docs - proper format of a Works Cited page (title centered, hanging indent) ● Google slides - last slide to include proper bibliography of sources used. ● Online card catalog - Destiny- Follett - properly learning how to recognize and cite a print resource
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Additional Library Events/Services

Event	Suggested Lesson Resources/Technology Tools
Advisory (Guidance)	<ul style="list-style-type: none"> ● Digital Footprint lesson plan - Youtube video ● Common Sense Media https://www.commonsense.org/education/ ● NS Teens: Making safer choices online https://www.nsteens.org/
Fake News	<ul style="list-style-type: none"> ● Fake News: How to spot it https://www.prattlibrary.org/research/tools/index.aspx?cat=90&id=4735 ● Checkology https://get.checkology.org/
Lunch-Study periods	<ul style="list-style-type: none"> ● During lunch study periods, students are able to utilize the library. Individual and/or small group instruction with the librarian for those students who need help completing specific projects.

Modifications

<p>Special Education</p> <ul style="list-style-type: none"> ● Students' personal device used to log in and access websites ● Flexible seating arrangements ● Break down assignments with oral directions, written directions, and visuals. ● Provide frequent reminders to stay on task. ● Follow individual IEP plans for specific modifications with guidance from collaborative teacher ● Partnering/Grouping of students <p>ELL</p> <ul style="list-style-type: none"> ● Foreign Language book section of library (dictionaries) ● Utilize online translation tools ● Simplify written and verbal instructions <p>Gifted and Talented</p> <ul style="list-style-type: none"> ● Free reading time ● Peer mentoring <p>504</p> <ul style="list-style-type: none"> ● Preferential seating
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- Verbal, visual, and technology aids used
- Behavior management support with collaborative teacher/paraprofessional
- Re-teaching and review

Virtual

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- X Model integrity, ethical leadership, and effective management.
 - Plan education and career paths aligned to personal goals.
- X Use technology to enhance productivity, increase collaboration and communicate effectively.
 - Work productively in teams while using cultural/global competence.

For more information: New Jersey Student Learning Standards - Career Readiness, Life Literacies, and Key Skills (pages 15-16)

Disciplinary Concept 4 - Global and Cultural Awareness

To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.

Core Idea - Summary and Rationale

- Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

Standards

NJSLS 9.4 Life Literacies and Key Skills

Global and Cultural Awareness

9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect.
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9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
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Content-Area Collaborations

Subject/Course Grade Level	Suggested Lesson Resources/Technology Tools
Social Studies grade 8 Ancient History projects	<ul style="list-style-type: none"> ● Subscription databases - Ebsco, Facts on File, Worldbook Online, ABC-CLIO ● Internet search : keyword(s) and boolean search - Google ● Library online card catalog - Destiny (Follett)
Social Studies grade 7 Black History Month project	<ul style="list-style-type: none"> ● Subscription databases - Ebsco, Facts on File, Worldbook Online, ABC-CLIO ● Internet search : keyword(s) and boolean search - Google ● Library online card catalog - Destiny (Follett) ● https://www.biography.com/
English grade 7 Independent reading novels	<ul style="list-style-type: none"> ● Library online card catalog - Destiny (Follett) ● Nutley Public Library www.bccls.org ● Goodreads https://www.goodreads.com/
English grade 8 Independent Reading novels	<ul style="list-style-type: none"> ● Library online card catalog - Destiny (Follett) ● Nutley Public Library www.bccls.org ● Goodreads https://www.goodreads.com/

Spanish 8 - Spanish Speaking independent study project	<ul style="list-style-type: none"> ● Internet search : keyword(s) and boolean search - Google ● Subscription databases - Ebsco, Facts on File, Worldbook Online ● Graphic Organizer - Google docs ● Google Slides - www.slidescarnival.com
ELL grades 7 & 8 Independent country project	<ul style="list-style-type: none"> ● Library online card catalog - Destiny (Follett) ● Subscription databases - Ebsco, Facts on File, Worldbook Online ● Internet search : keyword(s) and boolean search - Google ● Graphic Organizer - Google docs ● Google Slides - www.slidescarnival.com
Additional Library Events/Services	
Event	Suggested Lesson Resources/Technology Tools
Advisory (Guidance)	<ul style="list-style-type: none"> ● Bias, Stereotypes and Discrimination https://sites.google.com/nutleyschools.org/jhwmsadvisory/jhwms-advisory-lessons/bias-stereotypes-and-discrimination
Book displays and bulletin boards	<ul style="list-style-type: none"> ● Librarian creates multicultural book displays of fiction, biographies and non-fiction books ● Bulletin boards promote awareness of specialized groups and individuals
Author podcasts	<ul style="list-style-type: none"> ● Radio Public https://about.radiopublic.com/2018/11/19/young-at-heart-podcasts-about-ya-literature/ ● https://player.fm/podcasts/Ya-Literature ● Specific author podcasts via Instagram, author websites ● Book Riot https://bookriot.com/
Lunch-Study periods	<ul style="list-style-type: none"> ● During lunch study periods, students are able to utilize the library and use the card catalog and/or librarian book recommendations to select literature for reading pleasure or complete an assignment.
Modifications	
<p>Special Education</p> <ul style="list-style-type: none"> ● Students' personal device used to log in and access websites ● Flexible seating arrangements ● Break down assignments with oral directions, written directions, and visuals. ● Provide frequent reminders to stay on task. ● Follow individual IEP plans for specific modifications with guidance from collaborative teacher ● Partnering/Grouping of students <p>ELL</p> <ul style="list-style-type: none"> ● Foreign Language book section of library (dictionaries) ● Utilize online translation tools ● Simplify written and verbal instructions 	

Gifted and Talented

- Free reading time
- Peer mentoring

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- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- X Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

For more information: New Jersey Student Learning Standards - Career Readiness, Life Literacies, and Key Skills (pages 15-16)

Disciplinary Concept 5 - Information and Media Literacy

Information and Media Literacy empowers learners to access, retrieve and produce well managed resources. This access promotes and fosters inquiry learning as well as a deep understanding of target knowledge, skills or concepts. Information and Media Literacy is the vehicle for learners to pursue and create relevant information using the opportunities of high-quality materials. Information and media literacy also includes a basic understanding of ethical use of information.

Core Idea - Summary and Rationale

- Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
- Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.
- The mode of information can convey a message to consumers or an audience.
- Sources of information are evaluated for accuracy and relevance when considering the use of information.
- There are ethical and unethical uses of information and media

Standards

NJSLS 9.4 Life Literacies and Key Skills

Information and Media Literacy

9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping.
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.
9.4.8.IML.5	Analyze and interpret local or public data sets to summarize and effectively communicate the data.
9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
9.4.8.IML.8	Apply deliberate and thoughtful search strategies to access high-quality information on climate change.
9.4.8.IML.9	Distinguish between ethical and unethical uses of information and media.
9.4.8.IML.10	Examine the consequences of the uses of media.
9.4.8.IML.11	Predict the personal and community impact of online and social media activities.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
9.4.8.IML.13	Identify the impact of the creator on the content, production, and delivery of information.

9.4.8.IML.14	Analyze the role of media in delivering cultural, political, and other societal messages.
9.4.8.IML.15	Explain ways that individuals may experience the same media message differently.
Content-Area Collaborations	
Subject/Course Grade Level	Suggested Lesson Resources/Technology Tools
Science Grade 7 Earth science project	<ul style="list-style-type: none"> ● Library online card catalog - Destiny (Follett) ● Internet search strategies - keyword search and boolean search (Google) ● Subscription Library databases- Worldbook Online, Facts on File (science database) ● Youtube ● National Geographic Videos ● BrainPop ● Google Docs
English grade 8 (research paper) English grade 7 (mini-research paper)	<ul style="list-style-type: none"> ● Library Subscription databases (Ebsco, Facts on File, Worldbook online) ● Online card catalog - Destiny - Follett ● Google docs ● Graphic organizer ● TEDtalk videos
Social Studies grade 8 Ancient History projects	<ul style="list-style-type: none"> ● Subscription databases - Ebsco, Facts on File, Worldbook Online, ABC-CLIO ● Internet search : keyword(s) and boolean search - Google ● Library online card catalog - Destiny (Follett) ●
Art (8) - Artist Biography project	<ul style="list-style-type: none"> ● Subscription databases - Worldbook Online, ● Internet search : keyword(s) and boolean search - Google ● Library online card catalog - Destiny (Follett) ● Virtual museum tours ● Artcyclopedia http://www.artcyclopedia.com/index.html
Science Grade 8 (GMO Project)	<ul style="list-style-type: none"> ● Internet search strategies - keyword search and boolean search (Google) ● Subscription Library databases- Worldbook Online, Facts on File (science database) ● What is a GMO? https://www.nongmoproject.org/gmo-facts/what-is-gmo/ ● Live Science https://www.livescience.com/40895-gmo-facts.html ● Graphic organizer - Google docs - organize research
Science Grade 7 (Endangered Species)	<ul style="list-style-type: none"> ● Library online card catalog - Destiny (Follett) ● Internet search strategies - keyword search and boolean search (Google) ● Subscription Library databases- Worldbook Online, Facts on File (science database) ● A to Z animals https://a-z-animals.com/ ● National Geographic https://www.nationalgeographic.org/encyclopedia/endangered-species/ ● World Wildlife Fund https://www.worldwildlife.org/species/directory?direction=desc&sort=extinction_status

ELL grades 7 & 8 Independent country project	<ul style="list-style-type: none"> ● Library online card catalog - Destiny (Follett) ● Subscription databases - Ebsco, Facts on File, Worldbook Online ● Internet search : keyword(s) and boolean search - Google
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Additional Library Events/Services

Event	Suggested Lesson Resources/Technology Tools
Advisory	<ul style="list-style-type: none"> ● Social Media lesson - Crossing the line online https://sites.google.com/nutleyschools.org/jhwmsadvisory/jhwms-advisory-lessons/crossing-the-line-online
Lunch-Study Periods	<ul style="list-style-type: none"> ● During lunch study periods, students are able to utilize the library. Individual and/or small group instruction with the librarian for those students who need help researching and completing specific projects.
Library signage/posters	<ul style="list-style-type: none"> ● Promotes ethical use of information and the research process

Modifications

<p>Special Education</p> <ul style="list-style-type: none"> ● Students' personal device used to log in and access websites ● Flexible seating arrangements ● Break down assignments with oral directions, written directions, and visuals. ● Provide frequent reminders to stay on task. ● Follow individual IEP plans for specific modifications with guidance from collaborative teacher ● Partnering/Grouping of students <p>ELL</p> <ul style="list-style-type: none"> ● Foreign Language book section of library (dictionaries) ● Utilize online translation tools ● Simplify written and verbal instructions <p>Gifted and Talented</p> <ul style="list-style-type: none"> ● Free reading time ● Peer mentoring <p>504</p> <ul style="list-style-type: none"> ● Preferential seating ● Verbal, visual, and technology aids used ● Behavior management support with collaborative teacher/paraprofessional ● Re-teaching and review <p>Virtual</p> <ul style="list-style-type: none"> ● Collaborate with teachers and students via live lessons - Google Meet ● Maintain a resource folder of websites, educational videos, and databases shared with both staff and students in Schoology
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- Provide extra assistance to students via email, google hangouts -during open office hours
- Provide technology support for staff on any technological resource they may use
- Provide technical support for any student having an issue with their chromebook device
- Create tutorials on accessing the card catalog, navigating the subscription databases, etc., using such platforms as Loom or Screencastify to provide mini-lessons for teachers to share with their students

Career Readiness, Life Literacies, and Key Skills Practices

Please select all career readiness, life literacies, and key skills practices that apply to this unit of study:

- X Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- X Demonstrate creativity and innovation.
- X Utilize critical thinking to make sense of problems and persevere in solving them.
- X Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- X Use technology to enhance productivity, increase collaboration and communicate effectively.
- X Work productively in teams while using cultural/global competence.

For more information: New Jersey Student Learning Standards - Career Readiness, Life Literacies, and Key Skills (pages 15-16)

Disciplinary Concept 6 - Technology Literacy

Technology literacy is the ability of an individual, working independently and with others, to responsibly, appropriately and effectively use technology tools to access, manage, integrate, evaluate, create and communicate information.

Core Idea - Summary and Rationale

- Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
- Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

Standards

NJSLS 9.4 Life Literacies and Key Skills

Technology Literacy

9.4.8.TL.1	Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.
9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem.
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
9.4.8.TL.4	Synthesize and publish information about a local or global issue or event.
9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.

Content-Area Collaborations

Subject/Course Grade Level	Suggested Lesson Resources/Technology Tools
Social Studies (grade 8) Ancient Egypt Independent Study Project	<ul style="list-style-type: none"> • Ten Longest Rivers https://www.socialstudiesforkids.com/articles/geography/longestriverstable.htm • The British Museum http://www.ancientegypt.co.uk/menu.html • Google sheets - bar graph • Google Slides • Google Docs • LucidPress https://app.lucidpress.com/documents#/dashboard • Flipgrid • Google Draw • Make belief Comix- creating cartoons online https://www.makebeliefscomix.com/ • Timeline Maker http://www.readwritethink.org/classroom-resources/student-interactives/timeline-30007.html • Adobe Spark • Google Earth https://tourbuilder.withgoogle.com/

Social Studies (grade 8) Ancient China	<ul style="list-style-type: none"> ● Flippity: turn a Google Spreadsheet into a Set of Online Flashcards and Other Cool Stuff https://www.flippity.net/ ● Chinese Name https://chinese.gratis/names/ ● Google Slides
Health (8) Body Project	<ul style="list-style-type: none"> ● LucidPress https://app.lucidpress.com/documents#/dashboard ● Brochure template https://docs.google.com/presentation/d/1W_5P8IL6eXUZ26pSRWfiFIL_SNH-WdtaR_0SfwrWf4/edit?copiedFromTrash#slide=id.p
Science (7) Bacteria project	<ul style="list-style-type: none"> ● Ebsco - online magazine, newspaper and journal articles http://search.epnet.com ● LiveScience https://www.livescience.com/51641-bacteria.html ● Google Slides ● Graphic Organizer ● EdPuzzle ● BrainPop

Additional Library Events/Services

Event	Suggested Lesson Resources/Technology Tools
Lunch-Study periods	<ul style="list-style-type: none"> ● During lunch study periods, students are able to utilize the library. Individual and/or small group instruction with the librarian for those students who need help completing specific projects.
Teacher PD	<ul style="list-style-type: none"> ● Librarian provides individual or small group technical support on latest educational technologies.

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504

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- Re-teaching and review

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