

Scope and Sequence Matrix
Media and Library Curriculum Guide
Grade Cluster: K - 5

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Curricular Domain	Pedagogical Domain
Reading Students are guided to form a reading identity, appreciate literature, and develop literacy skills through a variety of texts, genres, and media.	Integration Students recognize the connections between different subjects taught in an elementary setting through engagement with rich media, reading, and technological experiences.
Media Students enter the diverse media world as viewers and creators from an early age, facilitated by educators who teach students the appropriate skills and dispositions to be thoughtful, innovative, and safe.	Collaboration Students develop the skills and have opportunities for collaborative learning in experiences involving the media center or media curriculum.
Information Students access and use information in multiple forms from the time they enter school. This information is the foundation in which knowledge is built, and educators provide students with the skills needed to navigate the abundant educational information around them.	Inquiry Students activate higher order thinking skills and engage with inquiry learning when reading and accessing media.
Technology Students utilize technology for a variety of purposes in elementary settings. Teaching students to use technology to learn, read, write, and create is paramount to media literacy.	Creation Students create ideas, images, and text for a public audience through a variety of media and forms in an elementary setting.

Core idea	Articulation of concept, skill, disposition	Curricular domain: reading, media, information, and/or technology (R, M, I, T)	Pedagogical domain: integration, collaboration, inquiry, and/or creation (I, C, Q, R)	Essential questions
<p>Promote an interest and aptitude in reading through genre studies, author/illustrator studies, and teaching the selection of appropriate materials.</p>	<p>Elementary school provides the foundation for reading enjoyment and success. By exposing students to a wide variety of reading materials in multiple formats, they begin to learn the skills needed to become lifelong readers. Students begin to develop their reading identities.</p>	<p>R, M, I, T</p>	<p>I, C, Q, R</p>	<p>How do I choose books that are just-right? (interest, meets an informational need, and reading level)</p> <p>How do I define myself as a reader? What are my reading interests?</p> <p>What are the various purposes for reading?</p>
<p>Develop foundational skills for using online tools effectively, safely, and ethically.</p>	<p>To be responsible global citizens, students must be taught at an early age to navigate the online world appropriately. Students are trained in proper use of databases, search engines, and other online tools for practical application across the curriculum.</p>	<p>R, M, I, T</p>	<p>I, C, Q, R</p>	<p>How do I stay safe in an online environment?</p> <p>What is the best way to meet my informational needs?</p> <p>How do I show respect for intellectual property?</p>

Develop the skills needed to be effective seekers, evaluators, and users of information.	Establishing an understanding of the research process is a critical academic skill. Students will learn to define their informational need, identify possible resources, and utilize effective search strategies to access and evaluate information.	R, M, I, T	I, C, Q, R	<p>What is my focus?</p> <p>What do I personally want to learn from this text?</p> <p>What are the most effective tools to meet my needs?</p>
Create a cross-curricular, multimedia presentation, intended for an audience to enhance learning and promote student expression.	Multimedia vehicles can deliver messages in powerful and creative ways if used constructively. Since students encounter and produce media each day, instruction designed to teach students how to use media elements to demonstrate what they learn can increase their literacy, spark interest in a new subject matter, and provide a different venue for their original thinking	M, T	I, C, Q, R	<p>How can I transfer my original ideas into a multimedia presentation?</p> <p>How will a multimedia presentation enhance my message?</p> <p>What media tool is most effective for conveying my message?</p>
Expand the learning environment beyond the physical classroom walls to include the global learning community in an academic project collaboration.	21 st century classrooms include a connection and collaboration that extends beyond the boundaries of the school. Through the use of video conferencing, school partnerships, and virtual experiences, students begin to come to an understanding that they are citizens of the global community.	R, M, I, T	I, C, Q, R	<p>What tools are available to communicate and collaborate beyond the classroom?</p> <p>How will my interactions with a broader community enhance my learning?</p> <p>What impact do I have on my community and the world?</p>

Scope and Sequence Matrix
Media and Library Curriculum Guide
Grade Cluster: 6-8

Authors: Peggy Lees (Allendale), Adam Martin (Allendale), Susan Solomon (Hohokus) Elizabeth Ullrich (USR)

Curricular Domain	Pedagogical Domain
Reading Students are guided to expand their interests in genres, fiction and non-fiction, to become more sophisticated, well-informed, and adept readers.	Integration Students recognize the connections between different subjects taught in an elementary setting through engagement with rich media, reading, and technological experiences.
Media Students utilize innovative technology and secure, ethical, and knowledgeable decision-making to construct media and critique public media available through online outlets.	Collaboration Students develop the skills and have opportunities for collaborative learning in experiences involving the media center or media curriculum.
Information Students apply a structured and focused framework to conduct academic research in various subject areas to build knowledge and skills with evaluating information and the sources containing the information.	Inquiry Students activate higher order thinking skills and engage with inquiry learning when reading and accessing media.
Technology Students utilize technology for a variety of purposes in middle school settings. Teaching students to use technology to learn, read, write, and create is paramount to media literacy.	Creation Students create ideas, images, and text for a public audience through a variety of media and forms in a middle school setting.

Core idea	Articulation of concept, skill, disposition	Curricular domain: reading, media, information, and/or technology (R, M, I, T)	Pedagogical domain: integration, collaboration, inquiry, and/or creation (I, C, Q, R)	Essential questions
Expand the appreciation of multiple genres in reading	Students should be exposed to a variety of genres for reading pleasure and varying purposes. Proficient readers become critical thinkers who can write for a wide variety of audiences and purposes.	R	I	Why am I reading this? What could I read next? Where will this experience take me?
Engage in structured discussions about books and other texts to promote peer dialogue about academic and non-academic subjects	Individuals read and make meaning of text through their own strategies. Additionally, discussions about texts can enhance students' reading experience through socially contextualized dialogue	R	I, C, Q	What does good dialogue about texts look like? What can I learn from a peer who reads a common text? How does discussing texts change my own perspective?
Define the research task, information, or problem	Students need to make sense of what they are being asked to do when they begin the research process. They need to develop a sense of connection to what they are doing, as well.	R, I	I, Q, R	What is my focus? Why am I doing this? What do I want to personally learn about this topic/skill?

Determine the range of resources, locate the sources, and evaluate source credibility	Print and non-print resources offer access to rich information. Students should evaluate each source for its credibility and eliminate sources of lesser value.	R, M, I,T	Q	What sources are immediately available to me? How can I appropriately match the sources with the research focus and prioritize their use?
Locate and access relevant information in text.	Utilizing analytical skills, students should determine how the text is organized and use its specific features to access relevant information.	R, M, I, T	Q	How do I find the text I need? How is the information organized and accessed?
Extract information from a source using ethical and appropriate methods to record new information	Students need to be able to comprehend the information, determine what they can use, and extract it appropriately depending on the source.	R, M, I, T	Q, R	What information does the source give me? Can I understand it? What information can I use? Should I revise my focus and/or alter my plan? How will I retrieve the information and reference the source?
Evaluate the process and the product to determine understanding and learning from the research process	Research is a recursive process whereby students evaluate the knowledge they acquire, determine its value based on prior learning, and use their new understanding to pursue new meanings or undertake more research.	R, M, I, T	Q	Is my research finished? Did I address the focus? Did I complete all parts of the task? What comes next?

Create original media intended for a public audience, to enhance learning and promote expression.	Multimedia vehicles can deliver messages in powerful and creative ways if used constructively. Since students encounter and produce media each day, instruction designed to teach students how to use media elements to demonstrate what they learn can increase their literacy, spark interest in new subject matter, and provide a different venue for their original thinking.	M, T	I, C, Q, R	<p>To what extent does media influence the perspective of the viewer/receiver of information?</p> <p>Is this form of media most effective in conveying my message (learning) to a target audience?</p> <p>How do I determine the most appropriate presentation format?</p>
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Scope and Sequence Matrix
Media and Library Curriculum Guide
Grade Cluster: 9-12

Authors: Lisa Hart & Julie Goldberg

Curricular Domain	Pedagogical Domain
Reading Students are encouraged to read complex fiction and non-fiction texts as sources for: promoting aesthetic appreciation, developing more sophisticated understanding of global ideas, events, and phenomena, and making well-informed decisions.	Integration Students recognize the connections between different subjects taught in an high school setting through engagement with rich media, reading, and technological experiences.
Media Students are guided to participate in the creation of media in various academic settings and to develop the skills and dispositions to understand how the construction of media influences one's meaning of message and information.	Collaboration Students develop the skills and have opportunities for collaborative learning in experiences involving the media center or media curriculum.
Information Students synthesize and evaluate information from myriad academic and online sources to activate knowledge for their own learning.	Inquiry Students activate higher order thinking skills and engage with inquiry learning when reading and accessing media.
Technology Students apply their skills with educational technology to enhance the quality of information and presentation of learning.	Creation Students create ideas, images, and text for a public audience through a variety of media and forms in a high school setting.

Core idea	Articulation of concept, skill, disposition	Curricular domain: reading, media, information, and/or technology (R, M, I, T)	Pedagogical domain: integration, collaboration, inquiry, and/or creation (I, C, Q, R)	Essential questions
<p>People read for lifelong learning and appreciation for the world around them.</p>	<p>Lifelong learners read books, periodicals, web sites and social media platforms for a variety of personal, aesthetic, professional and civic purposes. Students will explore reading as adults experience it and start to think of themselves as self-directed learners.</p>	<p>R, M, I, T</p>	<p>I, C, Q, R</p>	<p>What are my interests and how can I continue to pursue them through reading in my life after school?</p> <p>How can I discover genre literature that suits my interests?</p> <p>What kinds of books about history, science, health, business and technology are popular and why?</p> <p>How are e-readers changing reading habits?</p> <p>How does one read to stay current in one's profession?</p>

<p>Locate reliable sources of information in any medium or platform</p>	<p>Students should recognize, locate and think critically about reliable, valid information. Students should understand not only the difference between fact and opinion but between well-informed, responsible opinion and propaganda. Students will explore traditional sources such as online subscription databases, government documents, news sources and NGOs as well as blogs, wikis and social networking.</p>	<p>R, M, I, T</p>	<p>I, C, Q, R</p>	<p>What are the characteristics of reliable information?</p> <p>What kinds of organizations tend to produce reliable information?</p> <p>When can opinions be considered a component of reliable information?</p> <p>How can I make sure the information I produce is reliable?</p> <p>How can reliable information be gleaned from social networking and other digital platforms?</p> <p>What are the hallmarks of reliable research in the areas of health, science, economics, current events and other fields?</p>
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Evaluate the reliability of information sources and recognize misleading information	<p>Students are surrounded by false, misleading, biased, commercial and irrelevant information in every medium. Knowing how to distinguish valid information in any medium empowers students to use reliable information responsibly.</p>	R, M, I, T	I, C, Q, R	<p>What are the characteristics of misleading information?</p> <p>How can facts, ideas, statistics, images and videos be technologically or contextually manipulated to create a false impression?</p> <p>To what extent is free information on the Internet really free?</p> <p>How do I detect commercial bias, public relations or marketing disguised as information or entertainment?</p>
Create an original media document with video and audio features, intended for a public audience, to enhance learning and promote expression.	Multimedia vehicles can deliver messages in powerful and creative ways if used constructively. Since students encounter and produce media each day, instruction designed to teach students how to use media elements to demonstrate what they learn can increase their literacy, spark interest in new subject matter, and provide a different venue for their original thinking.	M, T	I, C, Q, R	<p>To what extent does media influence the perspective of the viewer/receiver of information?</p> <p>Is this form of media most effective in conveying my message (learning) to a target audience?</p> <p>How do I transfer my original ideas to a piece of video/audio media?</p>

Engage in the investigation and discussion of controversial issues	Understanding and developing informed points of view about controversial issues are crucial skills for citizens in a democracy. Students beginning research about controversial issues with little background knowledge need critical thinking skills to inform their stances. Students will explore methods and tools to inform themselves about controversial issues and draw their own conclusions.	R, M, I, T	I, C, Q, R	<p>Why am I vulnerable when I begin research on a controversial issue?</p> <p>How can I develop intellectual independence for lifelong learning?</p> <p>What tools are useful for exploring controversial issues?</p> <p>What evaluative and critical processes can help me draw my own conclusions about controversial issues?</p>
Locate and evaluate different perspectives on global issues in context	Most students are exposed primarily to American perspectives on global issues. People living in other countries, however, often have differing viewpoints on issues that impact the worldwide community. Students will be able to find, comprehend, contextualize and make connections among perspectives on global issues.	R, M, I, T	I, C, Q	<p>How do I find and use information from various global perspectives?</p> <p>How do the perspectives I find from other countries differ from those I find in American news sources?</p> <p>What strengths and shortcomings can I perceive in each of these sources?</p> <p>What are the advantages of examining multiple perspectives?</p>