

BELLEVILLE PUBLIC SCHOOLS

Belleville, News Jersey 07109

Curriculum Guide

Course Title:

Library Science

Grades K-6

Prepared by:
Rebecca Rotino

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Library Science/Media & Technological Literacy Curriculum Guide

Introduction:

Goals and Objectives

*"The Library has always been....a place where we've come to discover big ideas
and profound concepts that help move the American story forward"*

~President Barack Obama

Library media instruction is an essential part of the education of elementary school students. All curricular areas are dependent upon library media centers for the support necessary to meet their goals. In partnership with the school community, the school library media specialist provides the necessary resources and guidance to implement curriculum. With the rapid changes in technology and information literacy, school library media programs offer a variety of resources and skills that are necessary to enable students to access, evaluate, interpret and apply information from print and non-print materials.

THE OBJECTIVES OF THE MEDIA CENTER CURRICULUM INCLUDE:

- A. Motivating interest and developing skills in the use of the Media Center and all its facilities.
- B. Introducing basic reference sources-print, non-print and computer based.
- C. Introducing technology, concepts and skills related to the Media Center.
- D. Providing opportunities to use the Media Center for the purpose of encouraging independent research.
- E. Maintaining the Media Center as an educational/resource center for both students and instructional staff.
- F. Encouraging all students to experience reading as a life-long recreational choice for leisure time.
- G. Developing an awareness of the vocational guidance opportunities available in the Media Center resources.

*"Knowledge is of two kinds. We know a subject ourselves,
or we know where we can find the information for it."*

~Samuel Johnson, English Journalist and Author

*"Children who are not spoken to....will not learn to speak.
Children who are not answered will stop asking questions....
Children who are not told stories will have few reasons for wanting to learn to read."*

~Gail E. Haley, 1971 Caldecott Medalist

APPRECIATION OF CHILDREN'S LITERATURE

Library Media Centers encourage appreciation of children's literature. Each student will be exposed to and gain an appreciation of the best in traditional and contemporary children's literature. The students will acquire the ability to appreciate many forms of literature, both traditional and contemporary reflecting a variety of genres.

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Reading advocate, Jim Trelease, encourages reading aloud to children at every grade level. Reading aloud provides enjoyment, brings new perspectives, develops awareness of human behavior, offers a world of beauty and imagination and, most of all, provides a record of human experience throughout time.

Elementary library instruction begins in Kindergarten and continues through grade six. While some library media skills may be similar at all grade levels, these skills increase in complexity as students mature and achieve higher level thinking skills.

Evaluation is an important component of any curricular program. Each student will be expected to perform at the skill level of his/her individual capabilities as judged by qualified observers. Evaluation will be ongoing and will include teacher and media specialist observations of each student's mastery of the skills and objectives as presented in this guide, the student's ability to access information from a variety of sources, the student's ability to discriminate among various sources on the same subject and the student's ability to integrate what is learned within the developmental curriculum.

The LMS recognizes that acquiring research and media skills is a cumulative experience. Experiences are assessed during each library media period. The formative assessment occurs through review of the guiding questions and/or worksheets. Summative assessments, most of which are performance or project based, occur in each unit.

"The more that you read, the more things you will know. The more that you learn, the more places you'll go."

~Dr. Seuss, American Author

Overarching Understandings:

The 21st Century Learner knows when they need information, determines which resource is needed, is able to identify where to look for the information and knows how to use the information in an appropriate and meaningful way. Reading is an essential skill for lifelong learners.

Established Goals: New Jersey Core Curriculum Content Standards

<http://www.state.nj.us/education/cccs/2009/>

Assessment Information:

THE NEW JERSEY TECHNOLOGICAL ASSESSMENT FOR PROFICIENCY AND INTEGRATION (NJ-TAP-IN)

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Unit: Introduction to the Media Center

Enduring Understandings:

- Responsible users of the library respect library materials and the rights of others to use them.
- Understanding of library organization helps the learner locate necessary materials sought.
- Understanding the library check-out process helps the learner retrieve needed resources.

Essential Questions:

- How does my understanding of library organization affect how I assess, evaluate and use information?
 - How does information literacy help me become an independent, lifelong learner?
 - How do I find and check out material in the LMC?
 - How can needed resources be found in the LMC?
 - How do I use technology properly?
 - How do I find books related to my personal interests and curriculum?
 - How do I locate relevant information by topic?
 - Why is it important for me to show "respect" for materials in the library?
 - What are my responsibilities when borrowing materials from the LMC?
 - How does taking care of books affect the school community?
- How does the OPAC assist you in the selection of materials? How does knowing the procedures and policies of the library help with checking out materials in the media center?

UNIT VOCABULARY		Card Catalog/OPAC		Fiction		Magazines/Periodicals
Media Center		Due Date		Nonfiction		Audio Books/CD's
Media Specialist		Borrowing Materials		Picture Books		Book Care
Librarian		Computers		Easy Readers		Bookmark
Patron(s)		Browse		Biography		Dog-ear
Circulation Desk		Book Renewal		Collective Biography		Shelf Marker
Circulation		Overdue Books		Reference Collection		Storytime
Responsibility						

Grade	Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S
K	Rules/Behavior	Students will understand the expected behavior and rules of the Media Center	3.3.K.A 3.4.K.B		Brainstorm and discuss appropriate Media Center behavior	Formative
	Circulation	Students will understand how to check out a book from the	3.4.K.B		Students will role play the process of going to the circulation desk to check out on the	Formative

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Grade	Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S
K	Location	Students will be able to locate the picture book sections of the library for book selection.	3.5.K.C		automated system. Chanting game "Guess where I am in the Library?"	Formative
	Borrowing	Students will understand the significance of returning borrowed materials on time and the meaning of overdue books.	3.5.K.C		LMS will read the book <u>Stella Louella and the Runaway Book</u> by Lisa Campbell Ernst. Students will create a date due reminder door knob holder.	Summative
	Access	Students will become familiar with the public library and be encouraged to apply for a library card.	3.5.K.C		LMS will read <u>Walter's Magic Wand</u> by Eric Houghton. LMS will provide library card application.	Formative
	Book Care	Students will become familiar with book care rules	3.3.K.A		LMS will read <u>Mr. Wiggle's Book</u> by Paula Craig to discuss what happens when students do not follow proper book care rules. LMS will use the "NO, NO, NEVER, NEVER" Box to elicit and brainstorm ideas about the proper way to treat books.	Formative
1	Rules/Behavior	Students will understand the expected behavior and rules of the Media Center	3.3.1.A 3.4.1.B		Brainstorm, discuss and chart appropriate Media Center behavior	Formative

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Grade	Topic	Objectives	NJ CCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S
1	Circulation	Students will be able to check out a book independently	3.4.1.B		Students will role play the check-out process, reviewing the steps necessary. LMS will read <u>We're Going on a Book Hunt</u> by Toni Buzzeo. Students will create their own shelf marker and go to the proper library sections on their own hunt.	Formative
	Location	Students will be able to locate Picture Books and Easy Reader Fiction books in the library.	3.5.1.C			Summative
	Borrowing	Students will understand the significance of returning borrowed materials on time and the meaning of overdue books.	3.5.1.C		LMS will sing "Give Me a Break" from "Take Me Out of the Bathtub" by Alan Katz to show the importance of returning books on time	Formative
2	Access	Students will become familiar with the public library and be encouraged to apply for a library card.	3.5.1.C		LMS will read <u>I Took My Frog to the Library</u> by Eric Kimmel. LMS will provide library card application	Formative
	Book Care	Students will become familiar with book care rules	3.3.1.A		LMS will read <u>What Happened to Marion's Book</u> by Brook Berg. Discussion of book care rules will follow.	Formative
	Book Selection	Students will be able to locate a book on their reading level.	3.3.1.A		LMS will read <u>Goldie Socks and the Three Libearians</u> by Jackie Mims Hopkins. Students will use the mnemonic device "A Just Right Book" for selection terms.	Formative
	Rules and behavior	Students will understand the expected behavior and rules of the Media Center	3.3.2.A 3.4.2.B		LMS will read the book <u>No David</u> by David Shannon. Students will write their own page for a classroom book about the wrong things David did in the library	Formative
		Students will be able to sign	3.4.2.B		Students will practice role playing the check out process. Students will become familiar	Formative

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Grade	Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S
2	Circulation	out a book independently.			with the automated system, discussing the advantages of this software program vs. the manual system. Discuss how computers help us at home and school.	Formative
	Location	Student will be able to locate a variety of materials from the picture book, easy reader, and chapter book sections. All students will use shelf markers.	3.5.2.C	8.1.2.A.3 8.1.2.A.2 8.2.2.A.1	LMS will read <u>The Shelf Elf</u> by Jackie Mims Hopkins. Students will chant the "Bookey Looky" song, practicing using shelf markers.	Formative
	Borrowing	Students will review the rules of borrowing and returning books on time. Students will understand the definition of overdue books.	3.5.2.C		Students will create their own date due reminders.	Summative
3	Access	Students will become familiar with the public library and be encouraged to apply for a library card.	3.5.2.C	8.1.2.F.1	Students will use digital mapping tools (ex. Mapquest) to plan a trip from their school to the public library.	Formative
	Book Care	Students will become familiar with book care rules.	3.1.2.A		LMS will use a backpack filled with book care items. Students will select an item, sharing with the class whether their choice is something that is good for books or harmful to books.	Summative
	Rules and Behavior Circulation	Students will understand the expected behavior and rules of the Media Center	3.3.3.A 3.4.3.B		LMS will read <u>The Library Dragon</u> by Carmen Agra Deedy. Students will create bookmarks out of "scales" as in the book,	Formative

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Grade	Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S
4	Location Access	Students will be able to sign out a book independently. Student will be able to locate a variety of materials from the picture book, easy reader, chapter book, nonfiction and biography sections as well as the OPAC.	3.4.3.B 3.5.3.C		writing a rule on their bookmark Students will practice role playing the check out process. Students will go on a 'picnic'. Using LMC locations written on paper plates, students will identify and locate those areas in the library.	Formative
	Rules and behavior	Students will become familiar with the public library and be encouraged to apply for a library card	3.5.3.C	8.1.4.F.1	LMS will read <u>The Library</u> by Sarah Stewart. LMS will provide library card application.	Formative
5	Location	Students will understand the expected behavior and rules.	3.3.4.A 3.4.4.B		Students will play the game "Media Manners", reviewing rules of good behavior.	Formative
	Media Center knowledge	Student will use the OPAC and other digital tools for selection of a variety of appropriate materials for use in research.	3.5.4.C		LMS will distribute location markers and students will locate the material on the markers.	Formative
5	Rules and behavior	Students will demonstrate their knowledge of the Media Center and its offerings.	3.5.4.C		Students will complete a written and/or oral inventory of previously taught media skills.	Formative
	Location	All students will review behavioral expectations in the Media Center. Students will be able to locate a variety of materials from the	3.3.5. A	8.1.8.A.2	Students will play the game "Media Manners", reviewing rules of good behavior.	Formative

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Grade	Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S
6	Media Center Knowledge	picture book, chapter book, fiction, biography, collective biography, nonfiction, reference and periodical sections, as well as the OPAC.	3.5.5.C		Students will participate in a Library Scavenger Hunt, locating materials in a variety of sections in the library.	Formative
	Access	Students will demonstrate their knowledge of the Media Center and its offerings.	3.5.5.C		Students will complete a written and/or oral inventory of previously taught media skills. LMS will read <u>Richard Wright and the Library Card</u> by William Miller. LMS will provide library card application.	Formative
	Rules and behavior	Students will become familiar with the public library and be encouraged to apply for a library card	3.5.5.C			Formative
	Location	All students will review behavioral expectations in the Media Center.	3.3.6 A 3.4.6.B		Students will brainstorm appropriate behavior. Students will create bookmarks illustrating library rules for younger students.	Formative
	Media Center Knowledge	Students will be able to locate a variety of materials from the picture book, chapter book, fiction, biography, collective biography, nonfiction, reference and periodical sections, as well as the OPAC.	3.5.6. 3.5.6 C 3.4.5.B		Students will participate in a Library Scavenger Hunt, locating materials in a variety of sections in the library.	Formative
	Access	Students will demonstrate their knowledge of the Media Center and its offering by utilizing the our online database and fields to find information.	3.5.6.C		Students will complete a written and/or oral inventory of previously taught media skills.	Formative

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Grade	Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S
		Students will become familiar with the public library and be encouraged to apply for a library card.			LMS will read <u>Thomas and the Library Lady</u> by Pat Mora. LMS will provide library card application.	

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Unit: Information Gathering

Enduring Understandings:

- Library materials are arranged in a logical manner and may be retrieved using knowledge of that arrangement.
- Researchers gather and critique information on a topic from a variety of sources for specific purposes.
- Researchers synthesize information from a variety of sources to answer a question.
- Understanding a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.

Essential Questions:

- What is the information and understanding needed to successfully and independently locate a specific resource, in an elementary school library media center, using OPAC (Online Public Access Catalog)?
- How can the skills you use to search the OPAC be used to search other databases?
- Where is information that I plan to use located?
- How do I find books related to my personal interests and curriculum?
- How does my understanding of library organization affect how I access, evaluate, and use information?
- How do I find information in the library?
- How does understanding a text's structure help me better understand its meaning?

UNIT VOCABULARY (if applicable) Online Public Access Catalog (OPAC) Dewey Decimal System (DDCS) Main Headings/Sub Headings Cross Referencing Alphabetical Order Dictionary Thesaurus	Subject Author Title Keyword Call Number Locate Bibliography	Plagiarism Copyright Encyclopedia (print and non print) Atlas Almanac Skimming Scanning	Guide Words Guide Letters Entries Pronunciation Key Definition Volume
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Grade	Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments : D/F/S
1	Facts and Information	Students will be able to locate a nonfiction book about an animal to find facts.	3.1.1.A		LMS will model fact finding searches in a nonfiction book. Students will locate a nonfiction book about an animal. Students will select 2 facts about that animal and illustrate their "report."	Formative
	Alphabetical	Students will be able to	3.1.1.A	8.1.P.A.1	LMS will read <u>A is for Salad</u> by Mike Lester, <u>Z is</u>	Formative

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Grade	Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S
5	Poetry	Students will become familiar with a variety of poets and their works	3.1.5.G.13 3.1.5.G.14 3.3.5.D.	8.1.4.A.3	Students will create a powerpoint presentation on one poem, including both text and pictures to illustrate the poem. Students will display the powerpoint presentation as well as recite their poem.	Formative
6	Banned Books	Students will learn what "banning" a book means, be given examples of books that have been banned and use cooperative groups to evaluate examples of "banned" books.	3.1.6.G.1 3.1.6.G.4 3.1.6.G.9 3.3.6.A 3.3.6.D	8.1.4.A.4	LMS/students will discuss the "banned" books. Students will work in groups to discover why these books should or should not be banned from the school library. Students will use a graphic organizer to record the points of view of an 1) author, 2) teacher, 3) librarian, 4) parent and 5) student. (Titles used will be <u>Little Red Riding Hood</u> , by the Brothers Grimm, <u>Where the Wild Things Are</u> by Maurice Sendak, <u>Revolting Rhymes</u> by Roald Dahl, <u>The Light in the Attic</u> by Shel Silverstein, and <u>Scary Stories to Tell in the Dark</u> by Alvin Schwartz (or other books that are examples of books that have been challenged or banned). Students will then participate in a discussion of their results – a mini lesson about freedom of choice. Using available technology, students will write a business letter supporting their group choice.	Formative

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Grade	Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S
6	Author Study	Students will become familiar with a variety of authors	3.1.6.G.1	8.1.4.A.4	<p>Using available technology, the LMS will introduce authors to their students, emphasizing their lives, writing style and books they have written. Students will complete a variety of activities. <i>Suggested</i> authors include:</p> <p>Bruce Coville Sharon Creech Christopher Paul Curtis Neil Gaiman Dan Gutman Lois Lowry Linda Sue Park Jack Prelutsky J. K. Rowling Shel Silverstein Jerry Spinelli</p>	Formative
	Genres: Access & Location	Students will be able to access, read & interpret the following types of fictional genres: Classical; Historical Fiction.	3.1.6.G.2 3.1.6.G.7 3.1.6.G.12 3.1.6.G.13 3.1.6.G.17	8.1.8.A.1 8.1.8.A.3	<p>In cooperation with Classroom teacher, the LMS will choose Library materials to share with students via a variety of instructional strategies which include: book talks, literature circles, and oral reading. Students create a spreadsheet to calculate and analyze genre interest.</p>	Formative

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Grade	Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S
6	Drama	Students will be able to understand and appreciate the literary form of Drama.	3.1.6.G.7 3.1.6.G.12 3.1.6.G.13 3.1.6.G.15 3.1.6.G.16 3.1.6.G.17	8.1.8.A.5	The LMS will read <u>The Bard of Avon</u> by Diane Stanley a biography of William Shakespeare. Students will research information about the Globe theater via the internet and LMS created g/o. Students will read "A Midsummer Night's Dream" –Bruce Coville (interpretation). Students will create a multimedia product based on their research of Shakespeare and the Elizabethan Era.	Formative Summative
	Poetry	Students will become familiar with a variety of poets	3.1.6.D.1. 3.1.6.D.2. 3.1.6.G.13 3.1.6.G.14		Students will search the 811 section to find poems. Students will create a powerpoint presentation about the poet they selected.	Summative

Computer Applications K-5

Enduring Understandings:

- It is necessary to know the correct terminology in order to use technology properly.
- Technology may be used to enhance the acquisition of information.
- Selection of technology should be based on personal needs.
- It is important to be able to sift through massive amounts of information to locate what you need
- Technology enables students to solve real world problems

Essential Questions:

- How can the use of technology enhance understanding?
- In what ways can technology enhance expression and communication? In what ways might technology hinder it?
- What do you have to remember vs. what you can just look up?
- What makes information "true"?
- Is some information better than other information on the same topic? How do we judge?
- How can key words affect the number of results you get in a search?
- How do I use technology properly?
- How do I choose which technological tools to use and when it is appropriate to use them?
- What are my responsibilities as a user of information?
- In a world of constant technological changes, what skills should we learn?
- We must determine that not all information found in a book or online is accurate information
- How can the computer be used as a tool?
- How and when can technology enhance problem solving?

UNIT	Search Engine	Search Results	Bit	Software (software, word proc. etc)	Mouse	enu	Program
VOCABULARY (if applicable) Online Sources Database	Website Evaluation Commands (save, delete, etc.) Cursor	("hits") Interpret Search Results Electronic Search	Booting CD CPU File	Hardware (peripheral, etc.) Login	Keyboard Load Memory Backup	Monitor Peripheral Platform Internet	Access DVD Save Folder
Grade	Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities		Assessments: D/F/S
K	Using the Mouse	Students will identify, discuss and use basic terminology.- Monitor - Keyboard - Mouse		8.1.P.A.1	LMS will introduce a mouse story (such as <u>If you give a mouse a cookie</u> by Laura Numeroff). LMS will elicit a discussion comparing the story mouse to a computer mouse. LMS will demonstrate mouse/cursor		Summative

Grade	Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments : D/F/S
K	Introducing the keyboard	Students will responsibly use computers and resources.		8.1.P.A.2 8.1.P.A.4 8.1.P.A.5	Correspondence using the Smartboard or other available technology. Students will visit an author's website (such as http://pbskids.org/clifford/index-brd-flash.html) to play a game or http://www.berenstainbears.com/ to color picture)	
	Using the Internet	Students will be able to identify the letter and number keys		8.1.P.C.1	Teacher will identify the various keys on the keyboard. Students will color the appropriate keys on their paper keyboard.	Summative
	Using the Computer	Students will become familiar with websites.		8.1.P.A.3 8.1.P.A.4 8.1.P.A.5 8.1.P.C.1	Students will be asked to locate the letters that spell their name on their paper keyboard. LMS will show students how to locate a website (such as: www.billybear4kids.com/games/online/alpha-beta/alpha.html)	Formative
1	Basic Computer Skills	Students will be able to identify and use components of the computer. -on/off power key - space bar - number keys -shift key		8.1.P.A.1 8.1.P.A.2 8.1.P.A.3 8.1.P.A.4 8.1.P.A.5	Students will play a game on the site.	Formative
	Using Digital Tools	Students will review all previously taught skills.		8.1.P.B.1	Students will practice using the keyboard, space bar, number keys and shift keys by playing a game on the internet, such as http://www.billybear4kids.com/games/online/alpha/alpha/keyboard.htm	Formative
	Using the Internet	Students will be able to turn a digital camera and off and take a picture.		8.1.P.C.1	Review is subject to teacher discretion as needed. Students will practice taking a picture of something using a digital camera. Teacher will import the picture into a Powerpoint presentation. Students will identify the location and label the picture.	Summative

Grade	Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S
2	Online Safety and Security	Students will be able to extend "Stranger Danger" concept to Internet usage.		8.1.4.D.1	Students will practice printing a picture of an animal for a report from a website. (Teacher locate a safe website such as http://www.kidsplanet.org/factsheets/map.html) Students will be able to copy, paste and print a picture into a word document. This can be done in collaboration with a classroom animal research project.	Summative
	Basic Computer Skills	Students will review all previously taught skills.		8.1.P.A.1 8.1.P.A.2 8.1.P.A.3 8.1.P.A.4 8.1.P.A.5 8.1.P.C.1 8.1.4.D.1	Students will take a virtual field trip (Museum of Modern Art http://www.moma.org/interactives/destination/ ; virtual zoo tour http://hensonrobinsonzoo.org/vrtour/tourstart.htm ; or similar sites). Discussion will center on the need to have an adult supervision, even in cyberworld.	Formative
	Safety and Security	Students will become familiar with the rules for sharing private information in Cyberspace.		8.1.4.D.1	Review is subject to teacher's discretion as needed Teacher and students will discuss what is private and should not be shared on the Internet. Students will complete a graphic organizer.	Formative

Grade	Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S
3	Internet Safety	Students will become familiar with some of the dangers that are found on the internet and the practicality of adhering to cyber rules.		8.1.4.D.1	Using Netsmartz (http://www.netsmartz.org/nresources.htm) or similar internet safety website, students will view the video explaining basic internet safety rules. Students will color a picture of the internet safety character(s) introduced in the video. Students will work in groups of three playing a game "CLICKERS" to reinforce the rules. Students will also play the game "Which Wizz Was It?" Students will also create a PowerPoint to define what kindness means to them.	Formative
	Using Digital Tools	Students will become familiar with basic digital tools.		8.1.2.A.5	Students will practice all previously learned skills by visiting a virtual website, such as http://paleobiology.si.edu/dinosaurs/interactives/dig/dinodig.html , to play a game.	Formative
	Creating a Word Document	Students will be able to create a word document using text only.		8.1.2.A.4 8.1.4.A.1	Teacher will locate websites for students to do research on a topic chosen by the classroom teacher that will enhance their classroom curriculum. Students will create a Word Doc, incorporating text.	Formative
	Internet Safety	Students will become familiar with some of the dangers that are found on the internet and the practicality of adhering to cyber rules.		8.1.4.D.1	Students will play an internet safety game found on http://www.media-awareness.ca/english/special_initiatives/games/privacy_playground/flash/start.html . They will also create a PowerPoint with an anti-bullying slogan.	Summative
	Introduction to Cyberbullying	Students will become aware that changing information		8.1.4.D.1	Students will become familiar with marketing ploys and spam.	

Grade	Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S
	and Internet Manners	without permission on the computer is a form of cyberbullying.		8.1.4.D.3	Discussion will center on identifying appropriate behaviors and manners on the internet. Students will complete a graphic organizer and a poster.	Formative
	Digital Tools	Students will be able to create a picture using Microsoft MS Paint.		8.1.4.A.2	Students will create a gumball machine using Microsoft Paint. They will use graphing tools and coloring paint tools to create their picture.	Formative Summative
	Digital Tools for Information Gathering	Students will become familiar with effective use of digital tools for gathering and analyzing information.		8.1.4.E.1	Students will complete a graphic organizer, using keyword searching to solve a problem.	Summative
4	Internet Safety	Students will become familiar with some of the dangers that are found on the internet and the practicality of adhering to cyber rules.		8.1.4.D.1	Students will play an internet safety game found on AT & T's Safety Land at http://www.att.com/Common/images/safety/game.html Students will learn about the dangers that they may face on the internet.	Formative
4	Multimedia Presentations	Students will be able to create a flyer.		8.1.4.A.2	Students will create a flyer to cheer a friend using Microsoft Word. Students will use 3 font types, 3 font colors and a graphic.	Formative
4	Safety and Security Online	Students will become familiar with the need for privacy on the internet and the appropriate information to		8.1.4.D.3	Discussion will center on what is safe	

Grade	Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S
	Safety and Security Online	Students will become familiar with the need to have passwords and use them appropriately.		8.1.4.D.3	information to share on the internet. Students will complete a graphic. Students may visit http://www.netsmartz.org/nsresources.htm for a presentation of what is safe to share.	Summative
	Finding Good Web Sites	Students will become familiar with the need to find accurate information websites to research a topic.		8.1.4.A.5 8.1.4.F.1	Discussion will center on the need for using passwords and their protection. Students will complete a graphic organizer and play the password game with a partner.	Formative
	Cyberbullying, Social Networking and Online Discussions	Students will become aware of the power of their words when networking with others online.		8.1.4.C.1	While researching their Explorer Essay contest, the teacher will introduce students to the concept of finding and evaluating websites. The teacher will have students refer to http://allaboutexplorers.com/ to show them examples of inaccurate websites. Students will use a website evaluation graphic organizer to analyze sites.	Formative
5	Internet Safety	Students will become familiar with some of the dangers that are found on the internet and the practicality of adhering to cyber rules.		8.1.8.D.1	Discussion will be about how words and communications can affect others we are networking with online. Students will complete a graphic organizer about a situation that occurred online, coming up with a solution to the problem. Students will also create a cartoon on how to handle emotions when online.	Summative
	Safety and Security Online	Students will become familiar with cyber safety involving E-mails and Instant Messaging and doing the right thing online.			Students will play an internet safety game http://www.infinitelearninglab.org/ (Professor Garfield to learn about the dangers that they may face on the internet).	

Grade	Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S
5	Search Engines/ Website Evaluations	Students will become familiar with kid friendly search engines and how to evaluate them.		8.1.8.C.1 8.1.8.D.1	A discussion on how to handle email and instant messaging, detailing the proper and appropriate ways. Students will complete a graphic organizer showing a problem encountered online and the solutions they may use. Students will create a PowerPoint based on the prevention of cyber-bullying.	Formative
				8.1.8.A.5 8.1.8.B.1 8.1.4.E.2 8.1.8.D.1 8.1.8.D.2	Review the use of Kids Search Engines, researching a topic to locate facts and information. Students and the teacher will select one website and apply the Who, What, When, Where and Why of website evaluation. (RAD CAB= Relevancy, Authority, Date, Content, Accuracy and Bias.) Students will use a Rating Websites Evaluation Tool.	Formative

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Resources

Text(s): N/A

Films, Supplemental Readings, etc.

The Schlesinger Library Video/DVD Series (Internet Searching Skills, Library Skills for Children, Map Skills for Children)

World Book Almanac: How to Use the Almanac Video/DVD

<http://cybersmartcurriculum.org/lessonsbygrade/>

<http://www.netsmartz.org/nsresources.htm>

[http://www.media-](http://www.media-awareness.ca/english/special_initiatives/games/privacy_playground/flash/start.html)

[awareness.ca/english/special_initiatives/games/privacy_playground/flash/start.html](http://www.media-awareness.ca/english/special_initiatives/games/privacy_playground/flash/start.html)

<http://www.att.com/Common/images/safety/game.html>

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

<http://www.loc.gov/teachers/copyrightmystery/#/files/>

Links to CPI's: <http://www.state.nj.us/education/cccs/2009/>

Notations: Library Media Specialists will support classroom research by helping to locate and evaluate sources "for" and "with" students. They will encourage classroom teachers to create final projects with a variety of digital tools. Skills strands, such as creating a citation, website evaluation, and final product digital solution, may require isolation to teach a new skill, but should be part of a project for maximum comprehension and retention.

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Unit 5: Literature and Literature Appreciation

Enduring Understandings:

- Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.
- Reading for pleasure or information has life-long applications.
- Good writers and illustrators develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
- Awards are established to reward excellence in specific categories.
- People experience literature differently.

Essential Questions:

- How does understanding a text's structure better understand its meaning?
- What criteria are used to give a book an award?
- What authors and series are available for my age and my interests?
- How can we share and promote books to others?
- How can I select books to acquire information for both personal and academic purposes?
- What makes a good story?
- What makes a poem great?
- How is poetry the same or different than other genres?
- How does fluency affect comprehension?
- How do readers construct meaning from text?
- How do good writers express themselves?
- How do writers develop a well-written product?
- How does a writer choose a particular form of writing?
- How can discussion increase our knowledge and understanding of an idea?
- How does a speaker communicate so others will listen and understand the message?

UNIT VOCABULARY	Genres	Fantasy Fiction	Science Fiction	Graphic Novel	Folklore	Folk Tale	Adventure
Illustrators	Fable	Fiction	Illustrations	Reader's Theater	Banned Books	Nursery Rhymes	Autobiography
Caldecott Award	Fairytale	Historical Fiction	Sibert Award	Characters	Mystery	Biography	Drama
	Newbery Award	Realistic Fiction		Poetry	Read-Aloud	Mythology	

Grade	Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S
K	Author Study	Students will become familiar with a variety of authors of grade appropriate books	3.1.K.G		Using available technology, the LMS will introduce authors to her students, emphasizing their lives, writing style and	Formative

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Grade	Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S
K	Nursery Rhymes/ Mother Goose	Students will become familiar with popular Nursery Rhymes and with Mother Goose Rhymes	3.4.K.A. 3.4.K.B.		books they have written. Students will complete a variety of activities. <i>Suggested</i> authors include: Mitsumasa Anno Stan & Jan Berenstain Jan Brett Marc Brown Eric Carle Donald Crews Lois Ehler Leo Lionni Bill Martin Jr. H.A.Rey Dr. Seuss David Shannon Rosemary Wells Mo Willems Gene Zion	Formative
	Fairy Tales	Students will become familiar with fairy tales such as: <u>Goldilocks</u> and the <u>Three Bears</u> , <u>Three Billy Goats Gruff</u> , <u>The Three Little Pigs</u> , etc.	3.4.K.A. 3.4.K.B.		LMS will read popular fairy tales. Students will make stick puppets for each story to use at home for retelling. Students will put pictures in story in order, (beginning, middle, end).	Summative
	Storytelling	Students will be introduced to the oral tradition of storytelling without books.	3.3.K.D. 3.4.K.A. 3.4.K.B.		LMS will relate a familiar folktale, using storytelling techniques, allowing student participation. Students will be asked to recall the story and retell to partners.	Formative
	Poetry Appreciation	Students will become familiar	3.4.K.A.			

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Grade	Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S
	Author Study	with a variety of poems. Students will determine that not all poems rhyme	3.4.K.B.		The LMS will read a variety of poems. Students will create and use a smile-o-meter (paper plate with smile, frown) to show if they liked the poem. (Thumbs Up/Thumbs Down style)	Formative
		Students will become familiar with a variety of authors	3.1.1.G		Using available technology, the LMS will introduce authors to their students, emphasizing their lives, writing style and books they have written. Students will complete a variety of activities. Suggested authors include: Hans Christian Andersen Stan & Jan Berenstain Jan Brett Norman Bridwell Marc Brown Eve Bunting Eric Carle Mem Fox Kevin Henkes Ezra Jack Keats Arnold Lobel James Marshall Cynthia Rylant Dr. Seuss William Steig Rosemary Wells	Formative
1	Easy Readers	Students will learn the definition and characteristics of an Easy Reader.	3.1.1.A		LMS will display an Easy Reader and describe the features of its spine label. LMS will show students the inside pages of the	Formative

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Grade	Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S
1	Fiction Nonfiction	Students will learn to distinguish the difference between fiction and nonfiction books and be reminded of their different locations.	3.1.1.G		LMS will explain that a fiction book is a made up story and a nonfiction book contains information. Students will identify the locations of fiction/nonfiction books. LMS will read two books, one of each type. Students will identify each and explain their unique characteristics. [books will be about the same subject, one fiction and one nonfiction, i.e. books about mice – <u>The Tale of Two Bad Mice</u> by Beatrix Potter (F) and <u>Mouse</u> by Barrie Watts (NF).]	Formative
	Caldecott Award & Theodore Geisel Award	Students will learn about the Caldecott Award.	3.5.1.B 3.1.1.A		LMS will display several books that are winners of the Caldecott Award pointing out gold medal on covers and explaining why these books are award winners. LMS will read an example, i.e. <u>Joseph had a Little Overcoat</u> by Simms Taback, and discuss illustration with students.	Formative
	Mystery	Students will learn that the fiction genre of mystery is one in which there is a problem to	3.1.1.A		One type of fiction book is a mystery. LMS will display one large puzzle piece with the	Formative

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Grade	Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S
		solve with clues and suspects.			letter "B" written on it. (Prior to class LMS will have hidden the pieces to spell LIBRARY – one "R" will be kept by LMS). LMS will tell students that this is just one piece of a puzzle and that they will have to be "detectives" and find the other pieces (clues) in order to "solve the mystery" of what word this "B" belongs to. Students will search the library in teams to find one puzzle piece. When all letters are found students and LMS will try to "solve" the mystery puzzle. LMS will guide students to discover that one piece is missing and that the LMS is the "suspect" who has the missing piece. LMS and students will write down the steps they took to solve the mystery and make the connection that what they just did to make the word "LIBRARY" is the same thing that happens in a mystery book.	
	Fairy Tales	Students will become familiar with a variety of fairy tales.	3.1.1.G		The LMS will read several fairy tales. Students will work in pairs to illustrate a favorite story. These illustrations will be made into classroom books to be shared with kindergarten.	Formative
	Folk Tales	Students will become familiar with characteristics of a folktale. Students will be introduced to popular	3.4.2.A, 3.4.2.B,		LMS will read several popular folk tales (i.e. The Gingerbread Man, Johnny Applesseed,	Formative
2						

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Grade	Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S
	Author Study	folktales. Students will become familiar with a variety of authors of grade level appropriate books.	3.1.2.G		etc.) and chart main characteristics. Students will create a Venn Diagram comparing folktales to fairytales. Using available technology, the LMS will introduce authors to their students, emphasizing their lives, writing style and books they have written. Students will complete a variety of activities. <i>Suggested authors include:</i> Tedd Arnold Ailiki Brandenberg Mem Fox Steven Kellogg Eric Kimmel Jonathan London Robert McCloskey Margie Palatini Cynthia Rylant Dr. Seuss William Steig Bernard Waber Charlotte Zolotow	
	Mystery	Students will learn the names of grade level appropriate main characters of mystery books.	3.1.2.G.		LMS will review and chart the elements of the genre "mystery". LMS will display several grade level appropriate mystery series which have a recurring main character (Young Cam Jansen, Nate the Great, etc.) and book talk the unique characteristics of each main character. Students will choose the one they would most like to read about and LMS will create a graph of the results of these choices.	Formative
	Caldecott Award	Students will review the characteristics and winners of	3.5.2.B			

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Grade	Topic	Objectives	NU CCCS/ CPI	NU TECH CPI	Suggested Activities	Assessments: D/F/S
2	Fantasy	Students will review the characteristics of a fantasy book and be introduced to fantasy series.	3.1.2.G		LMS and students will discuss what they know about the Caldecott Award and identify the award on covers of award winning books. LMS will read an example of an award winner, i.e., Snowflake Bentley by Jacqueline Briggs Martin and illustrated by Mary Azarian, and discuss illustrations with students. Student will create their own Caldecott Award necklace.	Formative
	Biography	Students will become familiar with biography books and where to locate them in the library. Students will determine the purpose of biographies.	3.2.2.B 3.2.2.D.		LMS will discuss with students about the characteristics of a fantasy story. LMS will display fantasy series books (i.e. Magic Tree House by Mary Pope Osborne, According to Humphrey by Betty Birney, The Time Warp Trio by Jon Scieszka, etc.) and book talk a little information about each series explaining why they are considered fantasies. LMS will read a chapter from one of the Magic Tree House books. Students will create stick puppets for the characters of Jack and Annie and role play the events of that chapter.	Formative
	Tongue Twisters and Riddles	Students will become familiar			Using available technology, the LMS will introduce the biography genre to students. In a cooperative lesson with the classroom teacher, students will select a biography from the library. Students will read the biography taking notes on index cards. As a class/grade event, students will create a "Vax Museum", a living biography. Students will dress as their biographee, reciting why they are famous. Other classes may visit to learn about these famous people.	Formative

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Grade	Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S
2	Author Study	with this genre. Students will learn about Hink Pinks; Hinky Pinks (Hinkety/Pinkety's). Hink Pinks are a form of rhyming poetry, the precursor to writing a poem.	3.2.2.D.		LMS will explain that Hink Pinks are one-syllable words that rhyme. (Hinky Pinky's are two-syllable words that rhyme.) Students will think of rhyming words, create a Hink Pink and illustrate their Hink Pink, sharing their work with the class. Ex. Lengthy tune = long song a light red beverage=pink drink A joke telling rabbit=funny bunny	Summative
3	ALA Notable Award	Students will become familiar with a variety of authors of grade level appropriate books	3.1.3.G.5. 3.1.3.G.6	8.1.4.A.4	Using available technology, the LMS will introduce authors to their students, emphasizing their lives, writing style and books they have written. Students will complete a variety of activities. <i>Suggested</i> authors include: David Adler Ailiki Brandenberg Joanna Cole Mem Fox Gail Gibbons Dan Gutman Steven Kellogg Jonathan London James Marshall Barbara Park Cynthia Rylant Dr. Seuss Marjorie Weinman Sharmat William Steig Mark Teague LMS will discuss the Caldecott award and	Formative
		Students will become familiar				

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Grade	Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S
3		with the ALA Notable Books.	3.5.3.B		previous winners. LMS will display 3-5 examples of pictures books published in the current year and present them as possible winners of the Caldecott award for the year. LMS and students will view and discuss illustrations in each book. LMS will give each student a ballot containing the names of all the books discussed and students will be instructed to vote for their choice for winner of the Caldecott award for the current year. LMS will tabulate ballots and post results. LMS and students will compare their election results with actual results posted on www.ala.org Using available technology a simple spreadsheet and graphic could display results.	Formative
	Fantasy	Students will review the elements of a fantasy and participate in a Reader's Theater based on a fantasy book.	3.1.3.G.1		LMS and students will discuss the characteristics of a fantasy story. LMS will list the characteristics discussed on a chart. LMS will read an example of a picture book fantasy (i.e. <u>Zathura</u> by Chris Van Allsburg, <u>Granite Baby</u> by Lynne Bertrand, <u>The Adventures of Sparrowboy</u> by Brian Pinkney, etc). Students will participate in a Reader's Theater based on the selected book.	Formative
	Realistic Fiction	Students will review the elements of realistic fiction and compare them to fantasy	3.1.3.G.1		LMS will book talk realistic fiction and fantasy books. Students decide if books are realistic fiction or fantasy, creating two lists of characteristics. Using these lists, partners will choose a book and book talk it. Class will vote as to which type of book they think it is.	Formative

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Grade	Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S
3	Poetry	Students will become familiar with writing a formula poem. Students will write couplet poems.	3.1.3.G.1 3.2.3.A.2		The LMS will model couplet poems (two lines which usually rhyme.) Students will create their own couplets, illustrating and displaying. Students may write their couplets on the computer, creating a poster. Ex. (Look at all the pumpkin faces, Lighting up so many places)	Formative
4	Author Study	Students will become familiar with a variety of authors	3.1.4.G.4 3.1.4.G.6.	8.1.4.A.4	Using available technology, the LMS will introduce authors to their students, emphasizing their lives, writing style and books they have written. Students will complete a variety of activities; Including creation of a spreadsheet to vote on their favorite author. <i>Suggested authors include:</i> Judy Blume Beverly Cleary Andrew Clements Roald Dahl Kate DiCamillo Paula Danziger Tomie de Paola Diane & Leo Dillon Patricia Reilly Giff Trinka Hakes Noble Mary Pope Osborne Patricia Polacco Louis Sachar Jon Scieszka E.B. White	Formative

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Grade	Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S
4	Genres: Access and Location	Students will be able to understand various literary styles	3.1.4.G.8		Using a Smart board, LCD, or other technology tool, the LMS will present an overview of literary genres and examples for each genre presented. Students will use a graphic organizer to identify appropriate genre.	Formative
	Genres: Access and Location	Students will be able to locate and interpret informational literature and identify the following terms: Biography, Autobiography & Collective .	3.1.4.G.8		The LMS will explain differences among the 3 types of biographies. Students will identify different types from books placed on tables by LMS.	Formative
	Robert F. Sibert Informational Book Medal	Students will be able to understand the importance of award(s) as recognizing excellence in writing	3.1.4.G.1 3.1.4.G.4 3.1.4.G.6 3.1.4.G.8		The LMS will use a Smart board, LCD or other technology to present a series questions about the Sibert Award.	Formative
	Poetry	Students will become familiar with the idea of a Poet Laureate.	3.1.4.G.1 3.1.4.G.8 3.1.4.G.11		Students will become familiar with Jack Prelutsky, our National Children's Poet Laureate and his works	Formative

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Grade	Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S
5	Author Study	Students will become familiar with a variety of authors	3.1.5.G.1.		Using available technology, the LMS will introduce authors to their students, emphasizing their lives, writing style and books they have written. Students will complete a variety of activities. Suggested authors include: Diane & Leo Dillon Patricia Reilly Giff E. L. Konigsburg Trinka Hakes Noble Mary Pope Osborne Gary Paulsen Patricia Polacco Rick Riordan Lane Smith Chris Van Allsburg Laura Ingalls Wilder	Formative
	Genres: Access & Location	Students will be able to access, read & interpret the following types of fictional genres: Mythology; Science Fiction	3.1.5.G.2 3.1.5.G.4 3.1.5.G.2 3.1.5.G.6		In cooperation with Classroom teacher, the LMS will choose Library materials to share with students via a variety of instructional strategies which include: book talks, literature circles, and oral reading	Formative
	Newbery Medal	Students will be able to understand the importance of award(s) as recognizing excellence in writing.	3.1.5.G.1 3.1.5.G.4 3.1.5.G.6 3.1.5.G.12	8.1.8.A.3	The LMS will direct students to ALA website. Using a graphic organizer, students will answer questions pertaining to Newbery Award criteria. After researching list of past recipients, students will be asked to choose a book for an oral report. Using available technology, students will show the genre of past winners in graph form.	Formative

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Grade	Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments : D/F/S
	Order	alphabetize author's last names to the first letter.		8.1.P.C.1	for Zapped by Chris Van Allsburg or similar alphabet concept book. Students will also go online to sites such as http://www.eaobics.com/gamegoo/games/pawpark2/pawpark2.html and play an alphabetizing game	
2	Facts and Information	Students will be able to locate a nonfiction book, website and/or encyclopedia about a famous person to find facts, citing their sources.	3.5.1.C	8.1.2.D.1	Students will use nonfiction materials about a famous person. They will write 5 facts, putting them into a paragraph. Students will cite their source.	Formative
	OPAC	Students will become familiar with the online public access catalog	3.3.1.A		Using an LCD projector or Smartboard, the LMS will model a simple SUBJECT search. Students will take turns searching for one subject of their choice on the online catalog.	Formative
	Alphabetical Order	Students will review alphabetical order, reinforcing ordering by first and second letter of the author's last name.	3.1.2.A		LMS will read <u>Alpha Betti</u> by Carlene Morton. Students will sort through and alphabetize a pile of books on their table.	Formative
	Dewey Decimal System	Students will become familiar with the concept that nonfiction books are arranged by subject.	3.1.2.A		LMS will have a pile of books on each table. LMS will discuss alternative ways to organize books, i.e. by color, by size, etc. Students will determine that organizing the books by subject or topic is a more efficient way. Students will then classify and reorganize their own pile of books by subject.	Formative
	Dictionary	Students will become familiar with an online dictionary and its usage.	3.1.2.A.	8.1.2.E.1	LMS will read the book <u>Bite-Sized Cookies</u> by Amy Krouse Rosenthal, relating a dictionary to a recipe which has many steps and ingredients to follow. LMS will show an online dictionary. Students will look up one word from the book,	Formative

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Grade	Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments : D/F/S
2	Information and facts	Students will be able to locate facts from nonfiction sources in print and online.	3.1.3.A.1. 3.2.3.A.1.	8.1.4.A.2 8.1.4.A.5 8.1.4.E.2	<p>writing the part of speech, definition and a sentence on a cookie-shaped graphic organizer.</p> <p>LMS will read the book <u>What is a Community</u> by Bobbie Kalman. Students will discuss different services offered by communities. Students will research their town using sites such as www.americanfactfinder.gov. Students will create a simple word document with facts and pictures about their findings.</p>	Formative
3	OPAC Alphabetical Order	<p>Students will become familiar with the online public access catalog</p> <p>Students will understand that all fiction books in the library are organized alphabetically by the author's name.</p>	3.1.3.H.1.	8.1.4.A.1 8.1.4.E.2	<p>LMS will model a simple SUBJECT, TITLE and AUTHOR search. Students will take turns searching for a book using the online catalog.</p> <p>Accessing prior knowledge about how picture books are organized, the LMS will discuss how other fiction books are arranged. Students will locate the shelf labels that indicate where the books are located. The LMS will show spine labels and discuss information located on them, modeling how to shelve the book, stressing the organization. Students will re-shelve the book in the correct location.</p>	Formative
	Dewey Decimal System	Students will recognize that subjects have a specific Dewey number assigned to them.	3.1.3.H.1.		The LMS introduces a favorite subject area, showing students the spine label and correlating DDC. Students will locate where the book(s) are found on the shelves.	Formative

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Grade	Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments : D/F/S
3	Dictionary Thesaurus Encyclopedia (print)	Students will compare and contrast the characteristics and differing uses of online and print a dictionary and a thesaurus.	3.1.3.A.3 3.1.3.F.5.		LMS will read <u>Pumpkin Soup</u> by Helen Cooper. Students will use the Thesaurus function to replace the word "said" with more colorful choices. On their own, students will use the function to replace other words from the story.	Formative
		Students will be able to locate the correct volume of an encyclopedia to do a simple subject search.	3.1.3.A.1.		Emphasizing ABC order, the LMS will introduce the concept of an encyclopedia as a set of books which include information on many subjects. Students will get an index card with a specific subject listed. Using guide letters, each student will locate the correct volume from a set of encyclopedias in the reference collection. As an on-the-back activity, students will list their findings, including the encyclopedia title, the volume number, and the subject they looked up.	Formative
	Locating a Fiction chapter book	Using the call number, students will locate a specific fiction book and identify the title, author and call number.	3.1.3.A.1		Using a spine label, students will find the book on the shelves and fill in a graphic organizer with the title of the book, the information on the spine label (call number), and an illustration from the cover. Students will return book to its proper place on the shelf.	Formative
	OPAC					
4	Note Taking	Students will become familiar with the online public access catalog	3.1.4.H.1	8.1.4.A.1	LMS will model a simple KEYWORD search . Students will take turns searching for AUTHOR, TITLE, SUBJECT and KEYWORDS.	Formative

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Grade	Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments : D/F/S
4	Bibliography	Students will become familiar with basic note taking skills and summarizing	3.1.4.D.2 3.1.4.G.7 3.1.4.H.2 3.2.4.D.5	8.1.8.B.1	Students and LMS will read and discuss a print and nonprint encyclopedia article on Christopher Columbus. LMS will show students how to SKIM (quickly identify the main idea) and SCAN (locate a specific word or phrase). Students will take notes from the article, locating five facts, and summarize them into their own words. Students will write a essay about Christopher Columbus, referring back to their facts.	Formative
		Students will become familiar with a basic bibliographic citation for an article.	3.1.4.H.3 3.2.4.B.2	8.1.4.D.2	LMS will model a basic bibliographic citation for an article, explaining the rules and necessity for citing sources. Vocabulary words plagiarism and copyright will be discussed. Students will write the citation for the article they used for their essay research.	Formative
		Students will be able to locate the ten sections that comprise the Dewey Decimal System.	3.1.4.H.1.		The LMS will tell students the "Caveman" story. LMS will read and discuss with students <u>What Marion Taught Willis</u> by Brook Berg. The LMS will use a Power Point presentation to introduce students to the types of books in each section as well as the originator, Melvil Dewey. As a review, students will play the "Dooby Dewey" game.	Formative
		Students will be able to use an encyclopedia to do a simple keyword search.	3.1.4.A.1	8.1.4.A.5	LMS will review guide letters. LMS will introduce the terms guide words entry words. Students will look at an encyclopedia page using available technology (i.e. overhead projector, smart board, etc) highlighting the guide words and how to use them to locate an entry. Students will look at combinations of guide words, inserting the entry	Formative

Library Science/Media & Technological Literacy Curriculum Guide

Grade	Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments : D/F/S
4	Almanacs	Students will become familiar with a Kids Almanac	3.1.4.A.1 3.1.4.A.3.	8.1.4.A.5	word in the correct place on a graphic organizer. LMS will introduce the term keyword. Students will be given several questions to locate the keyword they will need for research. Working with a partner, students will locate the correct volume needed to research the keyword and locate the entry for that keyword within that volume	
	OPAC	Students will review searches on the online public access catalog	3.1.5.H.1	8.1.8.B.1	Students will view the video "How to Use a Kid's Almanac" produced by the World Almanac Association. Students will have the opportunity to peruse a Kids Almanac, looking up topics of interest.	
	Note taking	Students will become familiar with note taking and summarizing skills.	3.1.5.H.2 3.1.5.H.3 3.1.5.H.7		Students will be given questions on topics to research in a Kid's Almanac, filling out information on a black line master.	Formative
	Bibliography	Students will be able to write a simple bibliography for a book, an encyclopedia article, an internet website and a magazine.	3.2.5.A.2. 3.2.5.A.3. 3.2.5.A.6		Using print and non print sources, students will research facts and information about a variety of topics, such as D.A.R. essay, explorers, state reports, etc. using note taking strategies previously taught.	Formative
5	Dewey Decimal System	Students will recall the 10 classes and the types of books located in each class.	3.2.5.B.8		Students will cite their sources from their research in bibliographic format using a graphic organizer as a guide.	Formative
		Students will learn about the			Students will play the game Dooby Dewey.	Formative

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	Types Of Atlases	different types of atlases and maps	3.1.5.H.1.		Students will complete a Dewey Wheel or word search, locating the books on the shelves for each section.	
	How to use an Atlas	Students will be introduced to using the features of a map and an atlas: key, grid, table of contents, index	3.1.5.H.6		Students will watch the video "The Animated Atlas" produced by SYE & Churchill Media (or similar video). LMS and students will review the information presented in the video. Students will be given black line masters to complete with questions about the different types of atlases and when you would use them.	Formative
	Almanac	Students will be introduced to <u>The World Almanac</u> and <u>Book of Facts</u> for research use.	3.1.5.H.6		Using available technology LMS will display a table of contents, an index and a map from an atlas, introducing the keywords key and grid. Using world atlases partners will locate these features	Formative
	Print encyclopedia main headings, sub headings and "see also" references	Students will learn to use the features of an encyclopedia article (main headings, sub headings and "see also" references) to help them locate information.	3.1.5.A.2 3.1.5.H.3		Students will view the video "How to Use an Almanac" produced by the World Almanac Association. Discussion will be about the difference between <u>The World Almanac</u> and <u>Book of Facts</u> and <u>The Kids Almanac</u> . Students will look through an almanac to locate the indexes, table of contents, etc.. Students will work with partners and practice using the almanacs by answering the questions contained in a black line master created by the World Almanac Association.	Formative
5	Primary and		3.1.5.H.3		Using available technology, LMS will show students of an encyclopedia article about Halloween from the <u>World Book Encyclopedia</u> that has the following features: main headings,	

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	Secondary Sources	Students will be introduced to the characteristics of a primary and secondary source.			subheadings and "see also" references. LMS will point out how to use main and subheadings to look through an article for the answer to a question (i.e. What is the history of Halloween in the U.S.?) and make it easier than reading the entire article. LMS will also point out the "see also" reference as an example of another topic than can be looked for in the encyclopedia that may help answer the same question.	Formative
	Note taking	Students will use note taking strategies and summarizing skills to complete a writing assignment.	3.1.6.H.5		Using available technology, (i.e. Smartboard, etc) LMS will display a chart that lists the characteristics and examples of each type of source. Students will complete an activity in which are given a type of source and they have to identify it as either primary or secondary and explain their reasoning behind that choice. (Library Sparks, Oct. 2005)	Formative
	Outlining	Students will become familiar with techniques for organizing notes into an outline for their final writing project.	3.2.6.A.4. 3.1.6.H.5.		Using print and non print sources, students will research facts and information about a variety of curricular topics, taking notes. Students will write their notes on index cards. These cards will be used to create an outline	Formative
	Bibliography	Students will cite the bibliographic information from their note cards in a simple MLA standard format.	3.2.6.B.8		LMS will model a basic outline format for students on LCD or smart board.	Formative
	Online Maps	Students will become familiar with using Google Maps or MapQuest.	3.1.6.H.4.	8.1.8.A.5	Students will cite their sources from their	Formative