

Library Grade 3 Unit 3: Information Literacy
January-June

Targeted Standards

NJDOE 2014 Core Curriculum Content Standards: Technology

8.1.5.D.3: Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

8.1.5.D.4: Understand digital citizenship and demonstrate an understanding of the personal consequence of inappropriate use of technology and social media.

American Library Association Standards

Inquire, think critically, and gain knowledge.

1.1.1 Follow an inquiry based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.

1.1.2 Use prior and background knowledge as context for new learning.

1.1.3 Develop and refine a range of questions to frame the search for new understanding.

1.1.4 Find, evaluate, and select appropriate sources to answer questions.

1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.

1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.

1.1.9 Collaborate with others to broaden and deepen understanding.

1.2 Dispositions in Action

1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.

1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.

1.2.3 Demonstrate creativity by using multiple resources and formats.

1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.

1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.

1.2.6 Display emotional resilience by persisting in information searching despite challenges.

1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.

1.3 Responsibilities

1.3.1 Respect copyright/intellectual property rights of creators and producers.

1.3.2 Seek divergent perspectives during information gathering and assessment.

1.3.3 Follow ethical and legal guidelines in gathering and using information.

1.3.4 Contribute to the exchange of ideas within the learning community.

1.3.5 Use information technology responsibly.

Computer Science & Design Thinking (NJSL 8.1.5)

- **8.1.5.CS.1:** Model how hardware and software work together as a system to accomplish tasks.
- **8.1.5.CS.2:** Explain how computing devices connect to form networks and communicate.
- **8.1.5.CS.3:** Identify potential solutions for simple hardware and software problems.
- **8.1.5.DA.1:** Collect and organize data in various visual formats.
- **8.1.5.DA.2:** Compare and contrast data in visual formats and make predictions.

Rationale and Transfer Goals:

This unit offers students an opportunity to put into practice their library and technology skills in the context of media literacy and digital citizenship. Students will study media fluency and will apply their skills in the library through research and searching online for information.

This unit introduces third graders to the concept of computers as systems, the role of networks in communication, and strategies for solving simple technology problems. Students will also engage in hands-on activities to collect, organize, and analyze data.

Enduring Understandings:

Libraries have specific rules, features, and areas that help patrons navigate their catalogues.

Digital content is property much like any physical object and is subject to the same respect and rules.

Students must think critically about where online content comes from and must be able to judge its quality.

Equitable access is a key component for education.

Inquiry provides a framework for learning.

Ethical behavior regarding the use of information must be learned.
Technology skills are crucial for learning.

Essential Questions:

Where does information on the internet come from?
What is the internet?
Why do I need to think about the quality of information on the internet?
How do I locate, access, and choose information resources in the library?
How can I incorporate new information into my existing understanding?
How can I pursue personal growth with technology and media?

Content/Objectives		Instructional Actions	
Content <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>How we teach content and skills</i>	Evidence (Assessments) <i>How we know students have learned</i>
Library rules Book care Aspects of online information related to websites (publisher, version, etc.)	Students will: - Identify the main hardware (keyboard, mouse, monitor, CPU) and software components of computers. - Explain how hardware and software work together.	Hands-On Demonstrations: Explore physical parts of a computer, practice logging in/out, and identify software programs used in the library. Troubleshooting Simulations: Students act out or role-play fixing	Questions and answers Following library rules and proper book selection Student web searches final products

	- Describe how devices connect through networks like the Internet. - Practice troubleshooting steps for common hardware/software issues. - Collect class or library data (e.g., favorite genres, library visits). - Represent data visually (charts, bar graphs, pictographs, line plots).	problems (frozen screen, muted sound). Data Projects: Students conduct surveys (favorite book, tech use at home) and graph results. Collaborative Learning: Group projects to build charts or create posters about computer systems. Digital Tools: Use Google Sheets/Forms, Seesaw, or library catalog to collect/represent data.	
Spiraling for Mastery			
Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity	
Basic library rules This unit introduces third graders to the concept of computers as systems, the role of networks in communication, and strategies for solving simple technology problems. Students	Basic library rules Book care	Poster with behavior rules Hands-On Demonstrations: Explore physical parts of a computer, practice	

will also engage in hands-on activities to collect, organize, and analyze data.		logging in/out, and identify software programs used in the library.
<u>21st Century Skills:</u> Collaboration with librarian and with peers in dialoguing about books Critical thinking about how to solve problems related to finding books of interest in a vast space Cross-cutting discussion of using 21 st century and online media to navigate an information-rich environment		
<u>Key resources:</u> Student chromebooks, OPAC. Usernames and passwords		
<u>Interdisciplinary Connections</u> ELA: Extensive opportunities for support of language development through early reading, writing, language, speaking & listening skills Social Studies: The role of libraries in communities Social Studies: Historical contexts and settings for science fiction and adventure stories Math: Opportunities for number recognition in book information; Dewey system awareness		