03-Literature Appreciation

Content Area: **Library/Media**
Course(s):
Time Period: **Full Year**
Length: **Ongoing, as needed**
Status: **Published**

General Overview, Course Description or Course Philosophy

Students in grades 3-5 will develop information literacy skills including appreciation for diverse literature, information/nonfiction texts, and digital literacy skills. Students learn how to use the library, its resources, and to develop the aptitude necessary to conduct research. They develop and build competencies in using print and digital resources empowering them to become life-long readers, critical thinkers, and effective users of ideas and information. The Stonybrook Library Media Center provides the opportunity for students to to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Enduring Understandings:

- Newbery and Caldecott awards are given out annually
- Reviewed materials can point to better literature
- There are many sources to find reviewed literature (such as Novelist, KidsRead and the Literature Network)

Essential Questions:

- How can I find the best books?
- What sources can help me locate my next book?
- Why are literary awards important?

CONTENT AREA STANDARDS

TECH.K-12.1.1.b	build networks and customize their learning environments in ways that support the learning process.
TECH.K-12.1.2.c	demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
TECH.K-12.1.2.d	manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.
TECH.K-12.1.3.b	evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

TECH.K-12.1.3.c	curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
TECH.K-12.1.3.d	build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
TECH.K-12.1.6.a	choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
TECH.K-12.1.6.d	publish or present content that customizes the message and medium for their intended audiences.
TECH.K-12.1.7.a	use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
TECH.K-12.1.7.d	explore local and global issues and use collaborative technologies to work with others to investigate solutions.
CS.3-5.8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
CS.3-5.8.1.5.DA.3	Organize and present collected data visually to communicate insights gained from different views of the data.
TECH.9.4.5.DC.1	Explain the need for and use of copyrights.
TECH.9.4.5.DC.2	Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
TECH.9.4.5.DC.3	Distinguish between digital images that can be reused freely and those that have copyright restrictions.
TECH.9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
TECH.9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
TECH.9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
	The development and modification of computing technology is driven by individual's needs and wants and can affect individuals differently.
	Culture and geography can shape an individual's experiences and perspectives.
	Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source.
	Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.
	Different algorithms can achieve the same result. Some algorithms are more appropriate for a specific use than others.
	Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

| LA.K-12.NJSLSA.R1 | Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| LA.K-12.NJSLSA.R2 | Determine central ideas or themes of a text and analyze their development; summarize |

	the key supporting details and ideas.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.K-12.NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.K-12.NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
LA.K-12.NJSLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LA.K-12.NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.K-12.NJSLSA.SL3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
LA.K-12.NJSLSA.SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge sections.

Declarative Knowledge

Students will understand that:

- Literature represents different cultures and points of view
- Copyright prevents the use of published material to use as one own's work
- Literature can contain bias or inaccuracies
- Tools can be used to assist in determining bias and sourcing accurate data
- Literature is accessible in a variety of sources (print, ebooks, audio files, video readings, etc.)

Procedural Knowledge

Students will be able to:

- compare lifestyles of characters in literature to student's own lifestyle
- evaluate the point of view of the author
- explore local and global issues through literature
- read with purpose
- read for pleasure
- organize data gathered through reading literature
- analyze literature for character development and growth
- analyze text for relationships to each other and the whole

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Formative Assessments

- Reviews submitted to catalog
- Exit tickets
- Observation

Summative Assessments

- Presentations
- Peer reviews
- Posters

RESOURCES (Instructional, Supplemental, Intervention Materials)

American Library Association: Youth Media Awards

Stonybrook Library Catalog: Destiny Discover

Association for Library Service for Children: Notable Children's Books

Asian/Pacific American Librarians Association Literature Awards: Children's Literature and Picture Book Category

Common Sense Media: "Best of" Lists for Kids

School Library Journal: Reviews

INTERDISCIPLINARY CONNECTIONS

English/Language Arts:

- Information Writing
- Language Acquisition
- Inplementation of conventions of Standard English

Technology/Multimedia:

- Audio/Visual media analysis
- Media Literacy
- Educational tech applications
- Research based writing

Visual Performing Arts:

- Electronic media

Career Readiness:

- Employ valid and reliable research strategies
- Use technology to enhance productivity

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

Other examples include:

- written directions
- wait time

- additional time for tasks
- verbal responses
- illustrations