

Mendham Township Public Schools



LIBRARY/MEDIA Curriculum

Board of Education Adoption Date: July 20, 2021

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Mendham Township Schools

Media Literacy

Curriculum

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Library Media Curriculum

Kindergarten: Information Retrieval

Summary: The students will become familiar with the Library/Media Center including: location of relevant areas, responsible behavior and check-out/return procedures. Students will participate fully in communities by demonstrating an understanding of common rules and expectations.

Goals	
Define the need for personal information. Form questions based on identified information needs. Apply information-seeking strategies. Acquire information from varied sources through reading, listening and viewing. Select books for enjoyment by incorporating a variety of strategies Manage and monitor for successful care of Library resources at school and home.	
Understandings	Essential Questions
<ul style="list-style-type: none"> Information needs must be identified and specified in order to locate appropriate information. Understand the organization of the Library/Media Center. Understand the proper care of Library materials. 	<ul style="list-style-type: none"> How can I become an effective user of the Library? How can the Library impact my personal reading growth?
Knowledge	Skills
Students will know... <ul style="list-style-type: none"> how materials in the media center collection are organized and how to locate and access school databases. the protocol for locating and borrowing materials from the school media center collection. the Library has community norms to create a safe and nurturing environment. 	Students will be able to... <ul style="list-style-type: none"> recognize the various sections of the Library and their purposes. select books for enjoyment by incorporating a variety of strategies. locate the different parts of a book. manage and monitor behaviors for successful care of the Library resources at school and home.
Connection to 2020 New Jersey Student Learning Standards:	
English Language Arts: <ul style="list-style-type: none"> RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). RL.K.3. With prompting and support, identify characters, settings, and major events in a story. RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 	

- RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- RL.K.10. Actively engage in group reading activities with purpose and understanding.
- RI.K.5. Identify the front cover, back cover, and title page of a book.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- 8.1.2.D.1 Develop an understanding of ownership of print and nonprint information

Connection to National Standards: AASL Standards Framework for Learners, 2017:

- 3A.1 Demonstrating their desire to broaden and deepen understandings.
- 3A.2 Developing new understandings through engagement in a learning group.
- 3D.1 Actively contributing to group discussions.
- 3D.2 Recognizing learning as a social responsibility.

Performance Tasks:
<ul style="list-style-type: none"> ● Students will utilize the library circulation system to check out materials from the library collection. ● Students will locate materials from the fiction and non-fiction sections of the library. ● Students will access all databases, using appropriate usernames and passwords.
Learning Activities
<ul style="list-style-type: none"> ● Recognizing proper book care- Library License ● Demonstrating appropriate Library citizenship based on skills related to locating just right book, book checkout and proper use of a book ● Selecting books that are “just right”
Differentiation
Differentiation will include peer scaffolding, cooperative group structure model, pairing students and providing tip sheets and rubrics for student projects.
Technology Integration
Use of electronic resources including databases, Destiny Circulation online catalog and Google Suite.
Resources
Library collection, Destiny Circulation online catalog , Internet, Online Databases

Library Media Curriculum

Kindergarten: Evaluation of Information

Summary: Students will review, evaluate and select appropriate print and online resources to satisfy an identified informational need and create a product for an intended audience.

Goals

Select information appropriate to the identified problem.
 Recognize nonfiction and online resources as sources of information.
 Answer questions about information found in nonfiction books and online resources.

Understandings

- Reading for information has lifelong applications.
- Information from various resources must be analyzed and applied appropriately.
- Acquisition, evaluation, and use of materials should meet a specific need.
- Information can be accessed through electronic sources.
- Curiosity and learning are skills we use in life to make good decisions.

Essential Questions

- Is the information I have retrieved appropriate to answer my question?
- What are the learning skills and strategies that students need to successfully find information?
- What is the research process?
- How do I begin the research process?
- How does the research process differ on my need- (personal vs. school)?

Knowledge

Students will know...

- the difference between fact and opinion.
- Learners are naturally curious about the world.
- Learners study a topic of interest in order to teach and inform others

Skills

Students will be able to...

- compare media formats and select the most appropriate for a specific purpose.
- read and/or listen to informational texts, picture books and online resources on a variety of topics.
- select a topic of interest to investigate.
- demonstrate new learnings and understandings with others by creating a simple product.

Connection to 2020 New Jersey Student Learning Standards:

English Language Arts:

- RF.K.1. Demonstrate understanding of the organization and basic features of print.
- RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RL.K.10. Actively engage in group reading activities with purpose and understanding
- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.2.A.6 Identify the structure and components of a database.

Connection to National Standards: AASL Standards Framework for Learners, 2017:

- 5A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes
- 5A.2 Reflecting and questioning assumptions and possible misconceptions
- 5A.3 Engaging in inquiry-based processes for personal growth
- 6A.2 Understanding the ethical use of information, technology, and media to learning

Performance Tasks:
<ul style="list-style-type: none"> • Read information in print and/or online resources and record questions and answers • Read, gather and respond to information of interest • Create project to demonstrate learning and understanding of a class topic
Learning Activities to include:
Self selection of library materials
Kindergarten appropriate research projects
Sharing learning and understanding of insights: Padlet, Flipgrid or class presentation
Differentiation
Differentiation will include peer scaffolding, cooperative group structure model, pairing students and providing tip sheets and rubrics for student projects.
Subject Integration
Information literacy is a necessary skill that all students must master in order to survive in an information dependent world and are collaboratively integrated within all subject areas.
Technology Integration
Use of electronic resources including databases, Destiny Circulation online catalog and Google Suite.
Resources
Library collection, Destiny Circulation online catalog , Internet, Online Databases

Library Media Curriculum

Kindergarten: Organization and Presentation of Information

Summary: The students will know the parts of a book. Students will identify appropriate Library resources- both print and online. Students will utilize good digital citizenship skills when using online resources.

Goals

- Apply good digital citizenship skills.
- Organize information for practical application.
- Produce and communicate information and ideas in appropriate formats.
- Share knowledge and information with others.

Understandings

- Reading for information has lifelong applications.
- Information from various resources must be analyzed and applied appropriately.
- Books and online resources contain various formats, presentation, parts and each serves a purpose and/or conveys information.
- Students will understand that communicating on the internet comes with inherent risks and responsibilities.

Essential Questions

- What are the learning skills and strategies that students need to successfully find information-in print and online?
- What are the parts of a book?
- What are the parts within a book?
- How can the parts of a book help me navigate and understand the information?
- How can I organize and present the information I have gathered so that it is effectively, efficiently and safely communicated?

Knowledge

Students will know...

- the parts of a book.
- the skills needed to establish and achieve personal and educational goals.
- the Internet can be used to visit faraway places and learn new things.

Skills

Students will be able to...

- utilize graphic organizers to record and organize information on a specific subject.
- compare how staying safe online is similar to staying safe in the real world.
- explain rules for traveling safely on the internet.
- discuss examples of positive and negative online behaviors with peers.

Connection to 2020 New Jersey Student Learning Standards:

English Language Arts:

- RF.K.1. Demonstrate understanding of the organization and basic features of print.
- RL.K.4. Ask and answer questions about unknown words in a text.
- RL.K.5. Recognize common types of texts (e.g., storybooks, poems).
- RL.K.10. Actively engage in group reading activities with purpose and understanding.
- RI.K.5. Identify the front cover, back cover, and title page of a book.
- RI.K.10. Actively engage in group reading activities with purpose and understanding.
- W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- 8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

Connection to National Standards: AASL Standards Framework for Learners, 2017:

- 1C.1 Interacting with content presented by others.
- 3D.1 Actively contributing to group discussions
- 5A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes.
- 5C.1 Expressing curiosity about a topic of personal interest or curricular relevance.
- 6A.1 Responsibly applying information, technology and media to learning.

Performance Tasks
<ul style="list-style-type: none"> • Students will identify parts of book • Students will complete an informal research project and practice research skills as well as good digital citizenship
Learning Activities
<ul style="list-style-type: none"> • Create book cover using parts of book • Create bookmark showing ways to be safe online • Contribute to class book about good digital citizenship • Create project to demonstrate learning and understanding of a topic • Read, gather and respond to information of interest • Sharing learning and understanding of insights: Padlet, Flipgrid, class book, presentation
Differentiation
Differentiation will include peer scaffolding, cooperative group structure model, pairing students and providing tip sheets and rubrics for student projects.
Subject Integration
Information literacy is a necessary skill that all students must master in order to survive in an information dependent world and are collaboratively integrated within all subject areas.
Technology Integration
Use of electronic resources including databases, Destiny Circulation online catalog and Google Suite.
Resources
Library collection, Destiny Circulation online catalog , Internet, Online Databases Commonsense Media

Library Media Curriculum

Kindergarten: Literature Appreciation

Summary: The student will describe what authors and illustrators do. The student will experience the works of various authors and illustrators. The student will obtain information from various types of literature including the following: fiction, non-fiction, graphic novels, fairy tales, poetry.

Goals

- Recognize authors and illustrators as reflectors of the human experience.
- Recognize that literature reflects, examines, and influences the human experience.
- Develop time to read a variety of materials on a regular basis.
- Select from a variety of literary forms, genres and themes.
- Use library media centers, public, and other libraries regularly for reading materials.
- Share and promote books and media as sources of information and recreation.

Understandings

- Reading for pleasure or information has lifelong applications.
- Works of literature and informational text can be presented in a variety of different formats.
- Understand that literature can influence personal growth and development.

Essential Questions

- Why is it important to read different authors and genres?
- How do I find books related to my personal interests and the curriculum?
- How can I understand and appreciate all types of literature?
- How can the Library impact my personal reading growth?

Knowledge

Students will know...

- the main characteristics of various genres.
- the author and illustrators role in creating books.
- reading for pleasure and informational purposes are both important ways to learn about the world.

Skills

Students will be able to...

- listen to a variety of stories, nursery rhymes and poems.
- use illustrations as clues to events to the stories.
- apply knowledge that print conveys a message.
- recognize that text in books can contain real information (non-fiction) or made up things (fiction).
- relate stories to information they've learned in their classrooms- make connections.

Connection to 2020 New Jersey Student Learning Standards:

English Language Arts:

- RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
- RL.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RL.K.5. Recognize common types of texts (e.g., storybooks, poems).
- RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- 8.1.2.D.1 Develop an understanding of ownership of print and nonprint information

Connection to National Standards: AASL Standards Framework for Learners, 2017:

- 1B.3 Generating products that illustrate learning.
- 1C.4 Sharing products with an authentic audience.
- 4A.1 Determining the need to gather information.
- 4A.2 Identifying possible sources of information
- 3D.1 Actively contributing to group discussions
- 3D.2 Recognizing learning as a social responsibility

Performance Tasks
<ul style="list-style-type: none"> • Students will explore examples of authors and/or books which exemplify a variety of genres. • Students will select books from the media center collection that reflect their personal interests and preferences.
Learning Activities
<ul style="list-style-type: none"> • Author studies • Illustrator studies • Book and genre reviews • Letters to authors • Read Alouds
Differentiation
Differentiation will include peer scaffolding, cooperative group structure model, pairing students and providing tip sheets and rubrics for student projects.
Subject Integration
Information literacy is a necessary skill that all students must master in order to survive in an information dependent world and are collaboratively integrated within all subject areas.
Technology Integration
Use of electronic resources including databases, Destiny Circulation online catalog and Google Suite.
Resources
Library collection, Destiny Circulation online catalog , Internet, Online Databases

Library Media Curriculum

Grade 1: Information Retrieval

Summary: The students will demonstrate knowledge of the Library/Media Center personnel, rules, procedures and policies. The students will demonstrate responsible Library Media Center behavior. The students will demonstrate good habits in handling print materials. The students will identify books and topics of interest.

Goals

Demonstrate acceptable Library/Media behavior.
 Follow proper check out and return procedures.
 Follow proper usage of shelf markers.
 Select books for enjoyment by incorporating a variety of strategies.
 Manage and monitor for successful care of Library resources at school and home.
 Locate areas in Library/Media Center where books of interest are located.

Understandings

- Information needs must be identified and specified in order to locate appropriate information.
- Understand the organization of the Library/Media Center.
- Understand the proper care and return of Library materials.

Essential Questions

- How can I become an effective user of the Library?
- How can the Library impact my personal reading growth?

Knowledge

Students will know...

- how materials in the media center collection are organized and how to locate and access school databases.
- the protocol for locating and borrowing materials from the school media center collection.
- the Library has community norms to create a safe and nurturing environment.
- the skills needed to establish and achieve personal and educational goals.

Skills

Students will be able to...

- recognize the various sections of the Library and their purposes.
- select books for enjoyment by incorporating a variety of strategies.
- manage and monitor behaviors for successful care of the Library resources at school and home.
- utilize the Library/Media Center tools to look for materials in an orderly way.

Connection to 2020 New Jersey Student Learning Standards:

English Language Arts:

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.

- RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events
- RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- 8.1.2.D.1 Develop an understanding of ownership of print and nonprint information

Connection to National Standards: AASL Standards Framework for Learners, 2017:

- 3A.1 Demonstrating their desire to broaden and deepen understandings.
- 3A.2 Developing new understandings through engagement in a learning group.
- 3D.1 Actively contributing to group discussions.
- 3D.2 Recognizing learning as a social responsibility.

Performance Tasks:
<ul style="list-style-type: none"> ● Students will utilize the library circulation system to check out materials from the library collection. ● Students will locate materials from the fiction and non-fiction sections of the library. ● Students will access all databases, using appropriate usernames and passwords. ● Tour Library/Media Center and understand how to access resources. ● Demonstrate Library/Media Center behaviors, book care and borrowing materials.
Learning Activities
<ul style="list-style-type: none"> ● Proper use of shelf marker to locate desired book ● Demonstrating appropriate Library citizenship based on skills related to locating just right book, book checkout and proper use of a book ● Selecting books that are “just right” ● Class discussion about books, stories, authors and illustrators
Differentiation
Differentiation will include peer scaffolding, cooperative group structure model, pairing students and providing tip sheets and rubrics for student projects.
Technology Integration
Use of electronic resources including databases, Destiny Circulation online catalog and Google Suite.
Resources
Library collection, Destiny Circulation online catalog , Internet, Online Databases

Library Media Curriculum

Grade 1: Evaluation of Information

Summary: Students will review, evaluate and select appropriate print and online resources to satisfy an identified informational need and create a product for an intended audience.	
Goals	
Select information appropriate to the identified problem. Recognize nonfiction and online resources as sources of information. Answer questions about information found in nonfiction books and online resources.	
Understandings	Essential Questions
<ul style="list-style-type: none"> • Reading for information has lifelong applications. • Information from various resources must be analyzed and applied appropriately. • Acquisition, evaluation, and use of materials should meet a specific need. • Information can be accessed through electronic sources. • Curiosity and learning are skills we use in life to make good decisions. 	<ul style="list-style-type: none"> • Is the information I have retrieved appropriate to answer my question? • What are the learning skills and strategies that students need to successfully find information? • What is the research process? • How do I begin the research process? • How does the research process differ on my need- (personal vs. school)? • Where can students find relevant and authoritative information?
Knowledge	Skills
Students will know... <ul style="list-style-type: none"> • the difference between fact and opinion. • Learners are naturally curious about the world. • Learners study a topic of interest in order to teach and inform others. • nonfiction books and databases are information resources. 	Students will be able to... <ul style="list-style-type: none"> • compare media formats and select the most appropriate for a specific purpose. • read and/or listen to informational texts, picture books and online resources on a variety of topics. • select a topic of interest to investigate. • demonstrate new learnings and understandings with others by creating a simple product.

Connection to 2020 New Jersey Student Learning Standards:

English Language Arts:

- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.2. Identify the main topic and retell key details of a text.
- RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.7. Use the illustrations and details in a text to describe its key ideas.
- RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.2.A.6 Identify the structure and components of a database.
- 8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.

Connection to National Standards: AASL Standards Framework for Learners, 2017:

- 3D.1 Actively contributing to group discussions.
- 4B.1 Seeking a variety of sources.
- 5A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes.
- 5A.2 Reflecting and questioning assumptions and possible misconceptions.
- 5A.3 Engaging in inquiry-based processes for personal growth.
- 6A.2 Understanding the ethical use of information, technology, and media to learning.

Performance Tasks:
<ul style="list-style-type: none"> • Read information in print and/or online resources and record questions and answers • Read, gather and respond to information of interest • Create project to demonstrate learning and understanding of a class topic • Contribute to class discussions
Learning Activities to include:
<ul style="list-style-type: none"> • Self selection of library materials • Grade 1 appropriate research projects • Sharing learning and understanding of insights: Padlet, Flipgrid, class presentation, class book
Differentiation
Differentiation will include peer scaffolding, cooperative group structure model, pairing students and providing tip sheets and rubrics for student projects.
Subject Integration
Information literacy is a necessary skill that all students must master in order to survive in an information dependent world and are collaboratively integrated within all subject areas.
Technology Integration
Use of electronic resources including databases, Destiny Circulation online catalog and Google Suite.
Resources
Library collection, Destiny Circulation online catalog , Internet, Online Databases

Library Media Curriculum

Grade 1: Organization and Presentation of Information

Summary: Students will identify appropriate Library resources- both print and online. Students will utilize their knowledge of text structures to locate information in both print and online resources. Students will utilize good digital citizenship skills when using online resources.

Goals	
<ul style="list-style-type: none"> • Apply good digital citizenship skills. • Organize information for practical application. • Answer questions about information read in print or online resources. • Produce and communicate information and ideas in appropriate formats. • Share knowledge and information with others. 	
Understandings	Essential Questions
<ul style="list-style-type: none"> • Reading for information has lifelong applications. • Information from various resources must be analyzed and applied appropriately. • Books and online resources contain various formats, presentation, parts and each serves a purpose and/or conveys information. • Students will understand that communicating on the internet comes with inherent risks and responsibilities. • Students will understand the importance of being safe, responsible and respectful online. 	<ul style="list-style-type: none"> • What are the learning skills and strategies that students need to successfully find information-in print and online? • How can the parts of a book help me navigate and understand the information? • What purpose do various text features have? • How can I organize and present the information I have gathered so that it is effectively, efficiently and safely communicated? • Why is it important to listen to your feelings when using technology? • How can we be safe, responsible and respectful online? • How do you stay safe online when using a website?
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"> • recognize the skills needed to establish and achieve personal and educational goals. • authors use various text features to organize and communicate information. • reading for pleasure and informational purposes are both important ways to learn about the world. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • utilize graphic organizers to record and organize information on a specific subject. • recognize the different kinds of feelings they can have when using technology. • know what to do when they don't have a good feeling when using technology.

<ul style="list-style-type: none"> the Internet can be used to visit faraway places and learn new things. 	<ul style="list-style-type: none"> learn to identify websites and online resources that are “just right” and not “not right” for them. know how to get help from an adult if they are unsure about a website or online resource
<p>Connection to 2020 New Jersey Student Learning Standards:</p> <p>English Language Arts:</p> <ul style="list-style-type: none"> RI.1.1. Ask and answer questions about key details in a text. RI.1.2. Identify the main topic and retell key details of a text. RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.7. Use the illustrations and details in a text to describe its key ideas. RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed. RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <ul style="list-style-type: none"> 8.1.2.D.1 Develop an understanding of ownership of print and nonprint information 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue. <p>Connection to National Standards: AASL Standards Framework for Learners, 2017:</p> <ul style="list-style-type: none"> 1C.1 Interacting with content presented by others. 3D.1 Actively contributing to group discussions. 5A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes. 	

- 5C.1 Expressing curiosity about a topic of personal interest or curricular relevance.
- 6A.1 Responsibly applying information, technology and media to learning.

Performance Tasks
<ul style="list-style-type: none"> Students will complete an informal research project and practice research skills as well as good digital citizenship
Learning Activities
<ul style="list-style-type: none"> Contribute to class book about good digital citizenship Create project to demonstrate learning and understanding of a topic Read, gather and respond to information of interest Sharing learning and understanding of insights: Padlet, Flipgrid, class book, presentation
Differentiation
Differentiation will include peer scaffolding, cooperative group structure model, pairing students and providing tip sheets and rubrics for student projects.
Subject Integration
Information literacy is a necessary skill that all students must master in order to survive in an information dependent world and are collaboratively integrated within all subject areas.
Technology Integration
Use of electronic resources including databases, Destiny Circulation online catalog and Google Suite.
Resources
Library collection, Destiny Circulation online catalog , Internet, Online Databases Commonsense Media

Library Media Curriculum

Grade 1: Literature Appreciation

Summary: The student will describe what authors and illustrators do. The student will experience the works of various authors and illustrators. The student will obtain information from various types of literature including the following: fiction, non-fiction, graphic novels, fairy tales, poetry. The students will recognize award winning books. The students will navigate print and digital books/resources.

Goals

- Recognize authors and illustrators as reflectors of the human experience.
- Recognize that literature reflects, examines, and influences the human experience.
- Develop time to read a variety of materials on a regular basis.
- Select from a variety of literary forms, genres and themes.
- Use library media centers, public, and other libraries regularly for reading materials.
- Share and promote books and media as sources of information and recreation.
- Experience works of well known children's authors.

Understandings

- Reading for pleasure or information has lifelong applications.
- Understand the elements of literature.
- Works of literature and informational text can be presented in a variety of different formats.
- Understand that literature can influence personal growth and development.

Essential Questions

- Why is it important to read different authors and genres?
- How do I find books related to my personal interests and the curriculum?
- How can I understand and appreciate all types of literature?
- How can the Library impact my personal reading growth?
- How can stories help me understand the world around me?

Knowledge

Students will know...

- the main characteristics of various genres.
- the author and illustrators role in creating books.
- reading for pleasure and informational purposes are both important ways to learn about the world.
- the importance of award medals.
- to use picture clues to events in the story.

Skills

Students will be able to...

- listen to a variety of stories, nursery rhymes and poems.
- use illustrations as clues to events to the stories.
- apply knowledge that print conveys a message.
- recognize that text in books can contain real information (non-fiction) or made up things (fiction).
- relate stories to information they've learned in their classrooms- make connections.

Connection to 2020 New Jersey Student Learning Standards:

English Language Arts:

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types
- RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.9. Compare and contrast the adventures and experiences of characters in stories
- RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- 8.1.2.D.1 Develop an understanding of ownership of print and nonprint information

Connection to National Standards: AASL Standards Framework for Learners, 2017:

- 1B.3 Generating products that illustrate learning.
- 1C.4 Sharing products with an authentic audience.
- 2C.2 Contribute to discussions in which multiple viewpoints on a topic are expressed.
- 4A.1 Determining the need to gather information.
- 4A.2 Identifying possible sources of information.
- 3D.1 Actively contributing to group discussions
- 3D.2 Recognizing learning as a social responsibility.

Performance Tasks
<ul style="list-style-type: none"> • Students will explore examples of authors and/or books which exemplify a variety of genres. • Students will select books from the media center collection that reflect their personal interests and preferences.
Learning Activities
<ul style="list-style-type: none"> • Author studies • Illustrator studies • Book and genre reviews • Letters to authors • Read Alouds
Differentiation
Differentiation will include peer scaffolding, cooperative group structure model, pairing students and providing tip sheets and rubrics for student projects.
Subject Integration
Information literacy is a necessary skill that all students must master in order to survive in an information dependent world and are collaboratively integrated within all subject areas.
Technology Integration
Use of electronic resources including databases, Destiny Circulation online catalog and Google Suite.
Resources
Library collection, Destiny Circulation online catalog , Internet, Online Databases

Library Media Curriculum

Grade 2: Information Retrieval

Summary: The students will demonstrate knowledge of the Library/Media Center personnel, rules, procedures and policies. The students will demonstrate responsible Library Media Center behavior. The students will demonstrate good habits in handling print materials. The students will identify books and topics of interest. Students will understand that a working knowledge of the rules and expectations of your community can help you become an active participant.

Goals	
<p>Demonstrate acceptable Library/Media behavior.</p> <p>Follow proper check out and return procedures.</p> <p>Follow proper usage of shelf markers.</p> <p>Select books for enjoyment by incorporating a variety of strategies.</p> <p>Apply various strategies to select “just right” books for pleasure and informational text.</p> <p>Manage and monitor for successful care of Library resources at school and home.</p> <p>Locate areas in Library/Media Center where books of interest are located.</p> <p>Identify biographies as a type of nonfiction.</p>	
Understandings	Essential Questions
<ul style="list-style-type: none"> • Information needs must be identified and specified in order to locate appropriate information. • Understand the organization of the Library. • Understand the proper care and return of Library materials. • Positive reading experiences allow us to see the world from other perspectives. • Digital communications and resources allow us to share perspectives with one another. 	<ul style="list-style-type: none"> • How can I become an effective user of the Library? • How can the Library impact my personal reading growth? • Why is it important to make good use of resources, including time? • What strategies can be utilized to determine if a book is “just right”? • How do we create a positive reading life?
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"> • how materials in the media center collection are organized. • how to locate and access school databases. • the protocol for locating and borrowing materials from the school media center collection. • information and resources can be organized. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • recognize the various sections of the Library and their purposes. • select books for enjoyment by incorporating a variety of strategies. • manage and monitor behaviors for successful care of the Library resources at school and home. • utilize the Library/Media Center tools to look for materials in an orderly way.

- the Library has community norms to create a safe and nurturing environment.
- the skills needed to establish and achieve personal and educational goals.

Connection to 2020 New Jersey Student Learning Standards:

English Language Arts:

- RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections
- RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- 8.1.2.D.1 Develop an understanding of ownership of print and nonprint information

Connection to National Standards: AASL Standards Framework for Learners, 2017:

- 1A.1 Formulating questions about a personal interest or curricular topic.
- 1B.2 Devising and implementing a plan to fill knowledge gaps.
- 1D.1 Continually seeking knowledge.
- 3A.1 Demonstrating their desire to broaden and deepen understandings.
- 3A.2 Developing new understandings through engagement in a learning group.
- 3D.1 Actively contributing to group discussions.
- 3D.2 Recognizing learning as a social responsibility.

Performance Tasks:

- Students will utilize the library circulation system to check out materials from the Library collection.
- Students will locate materials from the fiction and non-fiction sections of the library.
- Students will access all databases, using appropriate usernames and passwords.
- Tour Library/Media Center and understand how to access resources.
- Demonstrate Library/Media Center behaviors, book care and borrowing materials.
- Identify the areas of the Library/Media Center where fiction and nonfiction books are located:

Graphic Novels Light Fiction Biographies New fiction and nonfiction
Learning Activities
<ul style="list-style-type: none"> • Proper use of shelf marker to locate desired book • Demonstrating appropriate Library citizenship based on skills related to locating just right book, book checkout and proper use of a book • Selecting books that are “just right” • Class discussion about books, stories, authors and illustrators
Differentiation
Differentiation will include peer scaffolding, cooperative group structure model, pairing students and providing tip sheets and rubrics for student projects.
Technology Integration
Use of electronic resources including databases, Destiny Circulation online catalog and Google Suite.
Resources
Library collection, Destiny Circulation online catalog , Internet, Online Databases

Library Media Curriculum

Grade 2: Evaluation of Information

Summary: Students will review, evaluate and select appropriate print and online resources to satisfy an identified informational need and create a product for an intended audience.	
Goals	
Select information appropriate to the identified problem. Recognize nonfiction and online resources as sources of information. Answer questions about information found in nonfiction books and online resources.	
Understandings	Essential Questions
<ul style="list-style-type: none"> • Reading for information has lifelong applications. • Information from various resources must be analyzed and applied appropriately. • Acquisition, evaluation, and use of materials should meet a specific need. • Information can be accessed through electronic sources. • Curiosity and learning are skills we use in life to make good decisions. • It is essential to give credit to authors and observe copyright laws. 	<ul style="list-style-type: none"> • Is the information I have retrieved appropriate to answer my question? • What are the learning skills and strategies that students need to successfully find information? • What is the research process? • How do I begin the research process? • How does the research process differ on my need- (personal vs. school)? • Where can students find relevant and authoritative information? • How can students give credit for other people's work?
Knowledge	Skills
Students will know... <ul style="list-style-type: none"> • the difference between fact and opinion. • Learners are naturally curious about the world. • Learners study a topic of interest in order to teach and inform others. • nonfiction books and databases are information resources. 	Students will be able to... <ul style="list-style-type: none"> • compare media formats and select the most appropriate for a specific purpose. • read and/or listen to informational texts, picture books and online resources on a variety of topics • select a topic of interest to investigate. • demonstrate new learnings and understandings with others by creating a simple product. • explain how giving credit is a sign of respect for people's work. • learn how to give credit in their schoolwork for print and digital resources they use.

Connection to 2020 New Jersey Student Learning Standards:**English Language Arts:**

- RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.2.A.6 Identify the structure and components of a database.
- 8.1.2.D.1 Develop an understanding of ownership of print and nonprint information
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

Connection to National Standards: AASL Standards Framework for Learners, 2017:

- 1.A.2 Recalling prior and background knowledge as context for new meaning.
- 3D.1 Actively contributing to group discussions.
- 4A.1 Determine the need to gather information.
- 4B.1 Seeking a variety of sources.
- 5A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes.
- 5A.2 Reflecting and questioning assumptions and possible misconceptions.
- 5A.3 Engaging in inquiry-based processes for personal growth.
- 6A.2 Understanding the ethical use of information, technology, and media to learning.

Performance Tasks:
<ul style="list-style-type: none"> • Read information in print and/or online resources and record questions and answers • Read, gather and respond to information of interest • Create project to demonstrate learning and understanding of a class topic • Contribute to class discussions
Learning Activities to include:
<ul style="list-style-type: none"> • Self selection of library materials • Grade 2 appropriate research projects • Sharing learning and understanding of insights: Padlet, Flipgrid, class presentation, class book
Differentiation
Differentiation will include peer scaffolding, cooperative group structure model, pairing students and providing tip sheets and rubrics for student projects.
Subject Integration
Information literacy is a necessary skill that all students must master in order to survive in an information dependent world and are collaboratively integrated within all subject areas.
Technology Integration
Use of electronic resources including databases, Destiny Circulation online catalog and Google Suite.
Resources
Library collection, Destiny Circulation online catalog , Internet, Online Databases, Commonsense Media resources

Library Media Curriculum

Grade 2: Organization and Presentation of Information

Summary: Students will identify appropriate Library resources- both print and online. Students will utilize their knowledge of text structures to locate information in both print and online resources. Students will utilize good digital citizenship skills when using online resources.

Goals	
<ul style="list-style-type: none"> • Apply good digital citizenship skills. • Organize information for practical application. • Answer questions about information read in print or online resources. • Produce and communicate information and ideas in appropriate formats. • Share knowledge and information with others. 	
Understandings	Essential Questions
<ul style="list-style-type: none"> • Reading for information has lifelong applications. • Information from various resources must be analyzed and applied appropriately. • Books and online resources contain various formats, presentation, parts and each serves a purpose and/or conveys information. • Communicating on the Internet comes with inherent risks and responsibilities. • The importance of being safe, responsible and respectful online. • Being a good digital citizen means being safe and responsible online. 	<ul style="list-style-type: none"> • What are the learning skills and strategies that students need to successfully find information-in print and online? • How can the parts of a book help me navigate and understand the information? • What purpose do various text features have? • How can I organize and present the information I have gathered so that it is effectively, efficiently and safely communicated? • Why is it important to listen to your feelings when using technology? • How can we be safe, responsible and respectful online? • How do you stay safe online when using a website?
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"> • recognize the skills needed to establish and achieve personal and educational goals. • authors use various text features to organize and communicate information. • reading for pleasure and informational purposes are both important ways to learn about the world. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • utilize graphic organizers to record and organize information on a specific subject. • create a product that informs audience about topic • learn to identify websites and online resources that are “just right” and not “not right” for them.

<ul style="list-style-type: none"> the Internet can be used to visit faraway places and learn new things. 	<ul style="list-style-type: none"> identify what information is okay to have in your digital footprint
<p>Connection to 2020 New Jersey Student Learning Standards:</p> <p>English Language Arts</p> <ul style="list-style-type: none"> RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RI.2.9. Compare and contrast the most important points presented by two texts on the same topic RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed. W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing. W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). <p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <ul style="list-style-type: none"> 8.1.2.D.1 Develop an understanding of ownership of print and nonprint information 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue. <p>Connection to National Standards: AASL Standards Framework for Learners, 2017:</p> <ul style="list-style-type: none"> 1C.1 Interacting with content presented by others. 1C.4 Sharing products with an authentic audience. 1D.2 Engaging in sustained inquiry. 3D.1 Actively contributing to group discussions. 4B.1 Seeking a variety of sources. 5A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes. 	

- 5C.1 Expressing curiosity about a topic of personal interest or curricular relevance.
- 6A.1 Responsibly applying information, technology and media to learning.

Performance Tasks

- Students will complete an informal research project and practice research skills as well as good digital citizenship

Learning Activities

- Contribute to class book about good digital citizenship
- Create project to demonstrate learning and understanding of a topic
- Read, gather and respond to information of interest
- Sharing learning and understanding of insights: Padlet, Flipgrid, class book, presentation

Differentiation

Differentiation will include peer scaffolding, cooperative group structure model, pairing students and providing tip sheets and rubrics for student projects.

Subject Integration

Information literacy is a necessary skill that all students must master in order to survive in an information dependent world and are collaboratively integrated within all subject areas.

Technology Integration

Use of electronic resources including databases, Destiny Circulation online catalog and Google Suite.

Resources

Library collection, Destiny Circulation online catalog , Internet, Online Databases
Commonsense Media

Library Media Curriculum

Grade 2: Literature Appreciation

Summary: The student will describe what authors and illustrators do. The student will experience the works of various authors and illustrators. The student will obtain information from various types of literature including the following: fiction, non-fiction, graphic novels, fairy tales, poetry. The students will demonstrate comprehension of stories. The students will navigate print and digital books/resources.

Goals

- Recognize authors and illustrators as reflectors of the human experience.
- Recognize that literature reflects, examines, and influences the human experience.
- Develop time to read a variety of materials on a regular basis.
- Select from a variety of literary forms, genres and themes.
- Use library media centers, public, and other libraries regularly for reading materials.
- Experience works of well known children's authors.
- Share and promote books and media as sources of information and recreation.

Understandings

- Reading for pleasure or information has lifelong applications.
- Understand the elements of literature.
- Works of literature and informational text can be presented in a variety of different formats.
- Understand that literature can influence personal growth and development.

Essential Questions

- Why is it important to read different authors and genres?
- How do I find books related to my personal interests and the curriculum?
- How can I understand and appreciate all types of literature?
- How can the Library impact my personal reading growth?
- How can stories help me understand the world around me?

Knowledge

Students will know...

- the main characteristics of various genres.
- the author and illustrators role in creating books.
- reading for pleasure and informational purposes are both important ways to learn about the world.
- the importance of award medals.
- to use picture clues to events in the story.

Skills

Students will be able to...

- listen to literature from various sources.
- use illustrations as clues to events to the stories.
- apply knowledge that print conveys a message.
- recognize that text in books can contain real information (non-fiction) or made up things (fiction).
- relate stories to information they've learned in their classrooms- make connections.

Connection to 2020 New Jersey Student Learning Standards:

English Language Arts:

- RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
- RL.2.3. Describe how characters in a story respond to major events and challenges using key details.
- RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- 8.1.2.D.1 Develop an understanding of ownership of print and nonprint information

Connection to National Standards: AASL Standards Framework for Learners, 2017:

- 1B.3 Generating products that illustrate learning.
- 1C.4 Sharing products with an authentic audience.
- 2C.2 Contribute to discussions in which multiple viewpoints on a topic are expressed.
- 3D.1 Actively contributing to group discussions.
- 3D.2 Recognizing learning as a social responsibility.
- 4B.1 Seeking a variety of sources.
- 5A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes.
- 5A.2 Reflecting and questioning assumptions and possible misconceptions.

Performance Tasks
<ul style="list-style-type: none"> • Students will explore examples of authors and/or books which exemplify a variety of genres. • Students will select books from the media center collection that reflect their personal interests and preferences.
Learning Activities
<ul style="list-style-type: none"> • Author studies • Illustrator studies • Book and genre reviews • Letters to authors • Read Alouds
Differentiation
Differentiation will include peer scaffolding, cooperative group structure model, pairing students and providing tip sheets and rubrics for student projects.
Subject Integration
Information literacy is a necessary skill that all students must master in order to survive in an information dependent world and are collaboratively integrated within all subject areas.
Technology Integration
Use of electronic resources including databases, Destiny Circulation online catalog , Google Suite.
Resources
Library collection, Destiny Circulation online catalog , Internet, Online Databases

Library Media Curriculum

Grade 3: Information Retrieval

Summary: The students will demonstrate knowledge of the Library/Media Center personnel, rules, procedures and policies. The students will demonstrate responsible Library Media Center behavior. The students will demonstrate good habits in handling print materials and online resources. The students will identify books and topics of interest. Students will understand that a working knowledge of the rules and expectations of your community can help you become an active participant.

Goals

Demonstrate acceptable Library/Media behavior.
 Follow proper check out and return procedures.
 Follow proper usage of shelf markers.
 Select books for enjoyment by incorporating a variety of strategies.
 Apply various strategies to select “just right” books for pleasure and informational text.
 Manage and monitor for successful care of Library resources at school and home.
 Locate areas in the Library/Media Center where books of interest are located- both fiction and nonfiction.
 Utilize the online Library Catalog- Destiny- to search for then locate books within the Library collection and determine availability and location.

Understandings

- Information needs must be identified and specified in order to locate appropriate information.
- Understand the organization of the Library.
- Understand how the organization of the Library materials are connected to the Destiny Catalog.
- Understand the proper care and return of Library materials.
- The Dewey Decimal System provides a framework for the organization of nonfiction.
- Positive reading experiences allow us to see the world from other perspectives.
- Digital communications and resources allow us to share perspectives with one another.

Essential Questions

- How can I become an effective user of the Library?
- How will my knowledge of the Library’s organization impact my ability to use the Library/Media independently?
- How can the Library impact my personal reading growth?
- Why is it important to make good use of resources, including time?
- What strategies can be utilized to determine if a book is “just right”?
- How do we create a positive reading life?

Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"> • how materials in the Library collection are organized. • how to locate and access school databases. • the protocol for locating and borrowing materials from the school media center collection. • information and resources can be organized. • the Library has community norms to create a safe and nurturing environment. • the skills needed to establish and achieve personal and educational goals. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • recognize the various sections of the Library and their purposes. • select books for enjoyment by incorporating a variety of strategies. • manage and monitor behaviors for successful care of the Library resources at school and home. • utilize the Library/Media Center tools to look for materials in an orderly way. • employ book selection strategies to select print and digital media.

Connection to 2020 New Jersey Student Learning Standards:

English Language Arts:

- RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
- RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems

Connection to National Standards: AASL Standards Framework for Learners, 2017:

- 1A.1 Formulating questions about a personal interest or curricular topic.
- 1B.2 Devising and implementing a plan to fill knowledge gaps.
- 1D.1 Continually seeking knowledge.
- 3A.1 Demonstrating their desire to broaden and deepen understandings.
- 3A.2 Developing new understandings through engagement in a learning group.

- 3D.1 Actively contributing to group discussions.
- 3D.2 Recognizing learning as a social responsibility.

Performance Tasks:

- Students will utilize the Library Circulation System to check out materials from the Library collection.
- Students will locate materials from the fiction and nonfiction sections of the library.
- Students will use the Destiny Library Catalog to search for and locate books.
- Students will access all databases, using appropriate usernames and passwords.
- Tour Library/Media Center and understand how to access resources.
- Demonstrate Library/Media Center behaviors, book care and borrowing materials.
- Identify the areas of the Library/Media Center where fiction and nonfiction books are located:
 - Graphic Novels
 - Light Fiction
 - Biographies
 - New fiction and nonfiction

Learning Activities

- Proper use of shelf marker to locate desired book
- Demonstrating appropriate Library citizenship based on skills related to locating just right book, book checkout and proper use of a book
- Selecting books that are “just right”
- Class discussion about books, stories, authors and illustrators
- Demonstrate ability to utilize the Destiny Library Catalog to search for and then locate books.

Differentiation

Differentiation will include peer scaffolding, cooperative group structure model, pairing students and providing tip sheets and rubrics for student projects.

Technology Integration

Use of electronic resources including databases, Destiny Circulation online catalog and Google Suite.

Resources

Library collection, Destiny Circulation online catalog , Internet, Online Databases

Library Media Curriculum

Grade 3: Evaluation of Information

Summary: Students will review, evaluate and select appropriate print and online resources to satisfy an identified informational need and create a product for an intended audience.

Goals	
<p>Select information appropriate to the identified problem.</p> <p>Recognize nonfiction and online resources as sources of information.</p> <p>Answer questions about information found in nonfiction books and online resources.</p> <p>Recognize the importance of expressing information in one's own words and abiding by copyright laws.</p>	
Understandings	Essential Questions
<ul style="list-style-type: none"> • Reading for information has lifelong applications. • Information from various resources must be analyzed and applied appropriately. • Acquisition, evaluation, and use of materials should meet a specific need. • Information can be accessed through electronic sources. • Curiosity and learning are skills we use in life to make good decisions. • It is essential to give credit to authors and observe copyright laws. • Digital citizenship requires ethical, responsible decision making. 	<ul style="list-style-type: none"> • Is the information I have retrieved appropriate to answer my question? • What are the learning skills and strategies that students need to successfully find information? • What is the research process? • How do I begin the research process? • How does the research process differ on my need- (personal vs. school)? • Where can I find relevant and authoritative information? • How can I give credit for other people's work? • How can digital citizens participate responsibly in varied online communities?
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"> • the difference between fact and opinion. • Learners are naturally curious about the world. • Learners study a topic of interest in order to teach and inform others. • nonfiction books and databases are information resources. • Digital citizens evaluate how to engage with information and others online. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • compare media formats and select the most appropriate for a specific purpose. • read and/or listen to informational texts, picture books and online resources on a variety of topics • select a topic of interest to investigate. • demonstrate new learnings and understandings with others by creating a simple product. • explain how giving credit is a sign of respect for people's work.

	<ul style="list-style-type: none"> ● learn how to give credit in their schoolwork for print and digital resources they use. ● understand and apply digital citizenship principles when using the Internet.
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Connection to 2020 New Jersey Student Learning Standards:

English Language Arts:

- RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- W.3.7. Conduct short research projects that build knowledge about a topic.
- W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.
- 8.1.5.D.1 Understand the need for and use of copyrights.
- 8.1.5.D.2 Analyze the resource citations in online materials for proper use.
- 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 consequences of inappropriate use of technology and social media.

Connection to National Standards: AASL Standards Framework for Learners, 2017:

- 1.A.2 Recalling prior and background knowledge as context for new meaning.

- 3D.1 Actively contributing to group discussions.
- 4A.1 Determine the need to gather information.
- 4B.1 Seeking a variety of sources.
- 4B.4 Organizing information by priority, topic, or systematic scheme
- 5A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes.
- 5A.2 Reflecting and questioning assumptions and possible misconceptions.
- 5A.3 Engaging in inquiry-based processes for personal growth.
- 6A.2 Understanding the ethical use of information, technology, and media to learning.
- 6B.1 Ethically using and reproducing others' work.
- 6B.2 Acknowledging authorship and demonstrating respect for the intellectual property of others.
- 6B.3 Including elements in personal -knowledge products that allow others to credit content appropriately.

Performance Tasks:
<ul style="list-style-type: none"> ● Read information in print and/or online resources and record questions and answers ● Read, gather and respond to information of interest ● Create project to demonstrate learning and understanding of a class topic ● Contribute to class discussions ● Recognize the importance of expressing information in one's own words and abiding by copyright laws
Learning Activities to include:
<ul style="list-style-type: none"> ● Self selection of library materials ● Grade 3 appropriate research projects ● Sharing learning and understanding of insights: Padlet, Flipgrid, class presentation, class book
Differentiation
Differentiation will include peer scaffolding, cooperative group structure model, pairing students and providing tip sheets and rubrics for student projects.
Subject Integration
Information literacy is a necessary skill that all students must master in order to survive in an information dependent world and are collaboratively integrated within all subject areas.
Technology Integration
Use of electronic resources including databases, Destiny Circulation online catalog and Google Suite.
Resources
Library collection, Destiny Circulation online catalog , Internet, Online Databases, Commonsense Media resources

Library Media Curriculum

Grade 3: Organization and Presentation of Information

Summary: Students will identify appropriate Library resources- both print and online. Students will utilize their knowledge of text structures to locate information in both print and online resources. Students will utilize good digital citizenship skills when using online resources.

Goals	
<ul style="list-style-type: none"> • Apply good digital citizenship skills. • Organize information for practical application. • Answer questions about information read in print or online resources. • Produce and communicate information and ideas in appropriate formats. • Share knowledge and information with others. 	
Understandings	Essential Questions
<ul style="list-style-type: none"> • Reading for information has lifelong applications. • Information from various resources must be analyzed and applied appropriately. • Books and online resources contain various formats, presentation, parts and each serves a purpose and/or conveys information. • Communicating on the Internet comes with inherent risks and responsibilities. • The importance of being safe, responsible and respectful online. • Being a good digital citizen means being safe and responsible online. 	<ul style="list-style-type: none"> • What are the learning skills and strategies that students need to successfully find information-in print and online? • How can the parts of a book help me navigate and understand the information? • What purpose do various text features have? • How can I organize and present the information I have gathered so that it is effectively, efficiently and safely communicated? • Why is it important to listen to your feelings when using technology? • How can we be safe, responsible and respectful online? • How do you stay safe online when using a website?
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"> • the skills needed to establish and achieve personal and educational goals. • authors use various text features to organize and communicate information. • reading for pleasure and informational purposes are both important ways to learn about the world. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • utilize graphic organizers to record and organize information on a specific subject. • create a product that informs audience about topic. • learn to identify websites and online resources that are “just right” and not “not right” for them. • identify examples of online responsibilities to others.

- Digital citizens evaluate how to engage with information and others online.

- identify and reason what information should be kept private versus information that might be made public.
- explain what a digital footprint is and how one is created.

Connection to 2020 New Jersey Student Learning Standards:

English Language Arts

- RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- W.3.7. Conduct short research projects that build knowledge about a topic.
- W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.
- 8.1.5.D.1 Understand the need for and use of copyrights.
- 8.1.5.D.2 Analyze the resource citations in online materials for proper use.

Connection to National Standards: AASL Standards Framework for Learners, 2017:

- 1C.1 Interacting with content presented by others.
- 1C.4 Sharing products with an authentic audience.
- 1D.2 Engaging in sustained inquiry.
- 3D.1 Actively contributing to group discussions.

- 4B.1 Seeking a variety of sources.
- 5A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes.
- 5C.1 Expressing curiosity about a topic of personal interest or curricular relevance.
- 6A.1 Responsibly applying information, technology and media to learning.

Performance Tasks
<ul style="list-style-type: none"> Students will complete an informal research project and practice research skills as well as good digital citizenship
Learning Activities
<ul style="list-style-type: none"> Contribute to class book about good digital citizenship Create project to demonstrate learning and understanding of a topic Read, gather and respond to information of interest Sharing learning and understanding of insights: Padlet, Flipgrid, class book, presentation
Differentiation
Differentiation will include peer scaffolding, cooperative group structure model, pairing students and providing tip sheets and rubrics for student projects.
Subject Integration
Information literacy is a necessary skill that all students must master in order to survive in an information dependent world and are collaboratively integrated within all subject areas.
Technology Integration
Use of electronic resources including databases, Destiny Circulation online catalog and Google Suite.
Resources
Library collection, Destiny Circulation online catalog , Internet, Online Databases Commonsense Media

Library Media Curriculum

Grade 3: Literature Appreciation

Summary: The student will describe what authors and illustrators do. The student will experience the works of various authors and illustrators. The student will obtain information from various types of literature including the following: fiction, non-fiction, graphic novels, fairy tales, poetry. The students will demonstrate comprehension of stories. The students will navigate print and digital books/resources.

Goals

- Recognize authors and illustrators as reflectors of the human experience.
- Recognize that literature reflects, examines, and influences the human experience.
- Develop time to read a variety of materials on a regular basis.
- Select from a variety of literary forms, genres and themes.
- Use library media centers, public, and other libraries regularly for reading materials.
- Experience works of well known children's authors.
- Share and promote books and media as sources of information and recreation.

Understandings

- Reading for pleasure or information has lifelong applications.
- Understand the elements of literature.
- Works of literature and informational text can be presented in a variety of different formats.
- Understand that literature can influence personal growth and development.

Essential Questions

- Why is it important to read different authors and genres?
- How do I find books related to my personal interests and the curriculum?
- How can I understand and appreciate all types of literature?
- How can the Library impact my personal reading growth?
- How can stories help me understand the world around me?

Knowledge

Students will know...

- the main characteristics of various genres.
- the author and illustrators role in creating books.
- reading for pleasure and informational purposes are both important ways to learn about the world.
- the importance of award medals.
- to use picture clues to events in the story.

Skills

Students will be able to...

- listen to literature from various sources.
- use illustrations as clues to events to the stories.
- apply knowledge that print conveys a message.
- recognize that text in books can contain real information (non-fiction) or made up things (fiction).
- relate stories to information they've learned in their classrooms- make connections.

- make, confirm, or revise predictions.

Connection to 2020 New Jersey Student Learning Standards:

English Language Arts:

- RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
- RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
- RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Connection to National Standards: AASL Standards Framework for Learners, 2017:

- 1.A.1 Formulating questions about a personal interest or curricular topic.
- 1.A.2 Recalling prior and background knowledge as context to new meaning.
- 1C.4 Sharing products with an authentic audience.
- 2C.2 Contribute to discussions in which multiple viewpoints on a topic are expressed.
- 3D.1 Actively contributing to group discussions.
- 3D.2 Recognizing learning as a social responsibility.
- 4B.1 Seeking a variety of sources.
- 5A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes.
- 5A.2 Reflecting and questioning assumptions as possible misconceptions.

Performance Tasks
<ul style="list-style-type: none"> • Students will explore examples of authors and/or books which exemplify a variety of genres. • Students will select books from the media center collection that reflect their personal interests and preferences.
Learning Activities
<ul style="list-style-type: none"> • Author studies • Illustrator studies • Book and genre reviews • Letters to authors • Read Alouds
Differentiation
Differentiation will include peer scaffolding, cooperative group structure model, pairing students and providing tip sheets and rubrics for student projects.
Subject Integration
Information literacy is a necessary skill that all students must master in order to survive in an information dependent world and are collaboratively integrated within all subject areas.
Technology Integration
Use of electronic resources including databases, Destiny Circulation online catalog and Google Suite.
Resources
Library collection, Destiny Circulation online catalog , Internet, Online Databases

Library Media Curriculum

Grade 4: Information Retrieval

Summary: The students will demonstrate knowledge of the Library/Media Center personnel, rules, procedures and policies. The students will demonstrate responsible Library Media Center behavior. The students will demonstrate good habits in handling print materials. The students will identify books and topics of interest. Students will understand that a working knowledge of the rules and expectations of your community can help you become an active participant.

Goals	
<p>Demonstrate acceptable Library/Media behavior.</p> <p>Follow proper check out and return procedures.</p> <p>Follow proper usage of shelf markers.</p> <p>Select books for enjoyment by incorporating a variety of strategies.</p> <p>Apply various strategies to select “just right” books for pleasure and informational text.</p> <p>Manage and monitor for successful care of Library resources at school and home.</p> <p>Locate areas in Library/Media Center where books of interest are located.</p> <p>Identify biographies as a type of nonfiction.</p>	
Understandings	Essential Questions
<ul style="list-style-type: none"> • Information needs must be identified and specified in order to locate appropriate information. • Understand the organization of the Library. • Understand the proper care and return of Library materials. • Positive reading experiences allow us to see the world from other perspectives. • Knowledge is gained by seeking information from diverse sources, context, disciplines and cultures. 	<ul style="list-style-type: none"> • How can I become an effective user of the Library? • How can the Library impact my personal reading growth? • Why is it important to make good use of resources, including time? • What strategies can be utilized to determine if a book is “just right”? • How do we create a positive reading life?
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"> • how materials in the media center collection are organized . • how to locate and access school databases. • the protocol for locating and borrowing materials from the school media center collection. • information and resources can be organized. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • recognize the various sections of the Library and their purposes. • select books for enjoyment by incorporating a variety of strategies. • manage and monitor behaviors for successful care of the Library resources at school and home. • utilize the Library/Media Center tools to look for materials in an orderly way.

<ul style="list-style-type: none"> the Library has community norms to create a safe and nurturing environment. readers read for various reasons. 	<ul style="list-style-type: none"> utilize the online Destiny Library catalog to search for and then locate books within the collection.
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Connection to 2020 New Jersey Student Learning Standards:

English Language Arts:

- RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Connection to National Standards: AASL Standards Framework for Learners, 2017:

- 1A.1 Formulating questions about a personal interest or curricular topic.
- 1B.2 Devising and implementing a plan to fill knowledge gaps.
- 1D.1 Continually seeking knowledge.
- 3A.1 Demonstrating their desire to broaden and deepen understandings.
- 3A.2 Developing new understandings through engagement in a learning group.
- 3D.1 Actively contributing to group discussions.
- 3D.2 Recognizing learning as a social responsibility.

Performance Tasks:

- Students will utilize the library circulation system to check out materials from the Library collection.
- Students will locate materials from the fiction and non-fiction sections of the library.
- Students will access all databases, using appropriate usernames and passwords.
- Tour Library/Media Center and understand how to access resources.
- Demonstrate Library/Media Center behaviors, book care and borrowing materials.
- Identify the areas of the Library/Media Center where fiction and nonfiction books are located:
 - Graphic Novels
 - Light Fiction
 - Biographies
 - New fiction and nonfiction

Learning Activities
<ul style="list-style-type: none"> • Proper use of shelf marker to locate desired book • Demonstrating appropriate Library citizenship based on skills related to locating just right book, book checkout and proper use of a book • Selecting books that are “just right” • Class discussion about books, stories, authors and illustrators
Differentiation
Differentiation will include peer scaffolding, cooperative group structure model, pairing students and providing tip sheets and rubrics for student projects.
Technology Integration
Use of electronic resources including databases, Destiny Circulation online catalog and Google Suite.
Resources
Library collection, Destiny Circulation online catalog , Internet, Online Databases

Library Media Curriculum

Grade 4: Evaluation of Information

Summary: Students will review, evaluate and select appropriate print and online resources to satisfy an identified informational need and create a product for an intended audience. The students will synthesize information from a variety of sources.

Goals	
Select information appropriate to the identified problem. Recognize nonfiction and online resources as sources of information. Answer questions about information found in nonfiction books and online resources.	
Understandings	Essential Questions
<ul style="list-style-type: none"> • Reading for information has lifelong applications. • Information from various resources must be analyzed and applied appropriately. • Acquisition, evaluation, and use of materials should meet a specific need. • Information can be accessed through electronic sources. • Curiosity and learning are skills we use in life to make good decisions. • It is essential to give credit to authors and observe copyright laws. 	<ul style="list-style-type: none"> • Is the information I have retrieved appropriate to answer my question? • What are the learning skills and strategies that students need to successfully find information? • What is the research process? • How do I begin the research process? • How does the research process differ on my need- (personal vs. school)? • Where can students find relevant and authoritative information? • How can students give credit for other people's work?
Knowledge	Skills
Students will know... <ul style="list-style-type: none"> • the difference between fact and opinion. • Learners are naturally curious about the world. • Learners study a topic of interest in order to teach and inform others. • nonfiction books and databases are information resources. • inquiry provides opportunities for readers to identify appropriate resources. 	Students will be able to... <ul style="list-style-type: none"> • compare media formats and select the most appropriate for a specific purpose. • read and/or listen to informational texts, picture books and online resources on a variety of topics • select a topic of interest to investigate. • demonstrate new learnings and understandings with others by creating a simple product. • explain how giving credit is a sign of respect for people's work. • learn how to give credit in their schoolwork for print and digital resources they use.

Connection to 2020 New Jersey Student Learning Standards:

English Language Arts:

- RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.
- RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.
- 8.1.5.D.1 Understand the need for and use of copyrights.
- 8.1.5.D.2 Analyze the resource citations in online materials for proper use.
- 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

Connection to National Standards: AASL Standards Framework for Learners, 2017:

- 1.A.2 Recalling prior and background knowledge as context for new meaning.
- 3D.1 Actively contributing to group discussions.
- 4A.1 Determine the need to gather information.
- 4B.1 Seeking a variety of sources.
- 5A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes.
- 5A.2 Reflecting and questioning assumptions and possible misconceptions.
- 5A.3 Engaging in inquiry-based processes for personal growth.
- 6A.2 Understanding the ethical use of information, technology, and media to learning.

Performance Tasks:

- Read information in print and/or online resources and record questions and answers
- Read, gather and respond to information of interest
- Create project to demonstrate learning and understanding of a class topic
- Contribute to class discussions

Learning Activities to include:

- Self selection of library materials
- Grade 4 appropriate research projects
- Sharing learning and understanding of insights: Padlet, Flipgrid, class presentation, class book

Differentiation

Differentiation will include peer scaffolding, cooperative group structure model, pairing students and providing tip sheets and rubrics for student projects.

Subject Integration

Information literacy is a necessary skill that all students must master in order to survive in an information dependent world and are collaboratively integrated within all subject areas.

Technology Integration

Use of electronic resources including databases, Destiny Circulation online catalog and Google Suite.

Resources

Library collection, Destiny Circulation online catalog , Internet, Online Databases, Commonsense Media resources

Library Media Curriculum

Grade 4: Organization and Presentation of Information

Summary: Students will identify appropriate Library resources- both print and online. Students will utilize their knowledge of text structures to locate information in both print and online resources. Students will utilize good digital citizenship skills when using online resources.

Goals

- Apply good digital citizenship skills.
- Organize information for practical application.
- Answer questions about information read in print or online resources.
- Produce and communicate information and ideas in appropriate formats.
- Share knowledge and information with others.

Understandings	Essential Questions
<ul style="list-style-type: none"> ● Reading for information has lifelong applications. ● Information from various resources must be analyzed and applied appropriately. ● Books and online resources contain various formats, presentation, parts and each serves a purpose and/or conveys information. ● Communicating on the Internet comes with inherent risks and responsibilities. ● The importance of being safe, responsible and respectful online. ● Being a good digital citizen means being safe and responsible online. 	<ul style="list-style-type: none"> ● What are the learning skills and strategies that students need to successfully find information-in print and online? ● How can the parts of a book help me navigate and understand the information? ● What purpose do various text features have? ● How can I organize and present the information I have gathered so that it is effectively, efficiently and safely communicated? ● Why is it important to listen to your feelings when using technology? ● How can we be safe, responsible and respectful online? ● How do you stay safe online when using a website?
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"> ● how to recognize the skills needed to establish and achieve personal and educational goals. ● authors use various text features to organize and communicate information. ● reading for pleasure and informational purposes are both important ways to learn about the world. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ● utilize graphic organizers to record and organize information on a specific subject. ● create a product that informs audience about topic. ● learn to identify websites and online resources that are “just right” and not “not right” for them.

<ul style="list-style-type: none"> ● students who are information literate access information efficiently and effectively. ● good digital citizens give credit to other researchers by acknowledging their ideas. 	<ul style="list-style-type: none"> ● identify what information is okay to have in your digital footprint. ● create a presentation of new information using online tools.
<p>Connection to 2020 New Jersey Student Learning Standards:</p> <p>English Language Arts:</p> <ul style="list-style-type: none"> ● RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. ● RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. ● RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. ● RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. ● RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably. ● W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. ● W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. ● W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <ul style="list-style-type: none"> ● 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue 	

- 8.1.5.D.1 Understand the need for and use of copyrights.
- 8.1.5.D.2 Analyze the resource citations in online materials for proper use.
- 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 consequences of inappropriate use of technology and social media.
- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Connection to National Standards: AASL Standards Framework for Learners, 2017:

- 1C.1 Interacting with content presented by others.
- 1C.4 Sharing products with an authentic audience.
- 1D.2 Engaging in sustained inquiry.
- 3D.1 Actively contributing to group discussions.
- 4B.1 Seeking a variety of sources.
- 5A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes.
- 5C.1 Expressing curiosity about a topic of personal interest or curricular relevance.
- 6A.1 Responsibly applying information, technology and media to learning.

Performance Tasks
<ul style="list-style-type: none"> Students will complete an informal research project and practice research skills as well as good digital citizenship
Learning Activities
<ul style="list-style-type: none"> Contribute to class book about good digital citizenship Create project to demonstrate learning and understanding of a topic Read, gather and respond to information of interest Sharing learning and understanding of insights: Padlet, Flipgrid, class book, presentation
Differentiation
Differentiation will include peer scaffolding, cooperative group structure model, pairing students and providing tip sheets and rubrics for student projects.
Subject Integration
Information literacy is a necessary skill that all students must master in order to survive in an information dependent world and are collaboratively integrated within all subject areas.
Technology Integration
Use of electronic resources including databases, Destiny Circulation online catalog and Google Suite.
Resources
Library collection, Destiny Circulation online catalog , Internet, Online Databases Commonsense Media

Library Media Curriculum

Grade 4: Literature Appreciation

Summary: The student will describe what authors and illustrators do. The student will experience the works of various authors and illustrators. The student will obtain information from various types of literature including the following: fiction, non-fiction, graphic novels, fairy tales, poetry. The students will demonstrate comprehension of stories. The students will navigate print and digital books/resources.

Goals

- Recognize authors and illustrators as reflectors of the human experience.
- Recognize that literature reflects, examines, and influences the human experience.
- Develop time to read a variety of materials on a regular basis.
- Select from a variety of literary forms, genres and themes.
- Use library media centers, public, and other libraries regularly for reading materials.
- Experience works of well known children's authors.
- Share and promote books and media as sources of information and recreation

Understandings	Essential Questions
<ul style="list-style-type: none"> • Reading for pleasure or information has lifelong applications. • Understand the elements of literature. • Works of literature and informational text can be presented in a variety of different formats. • Understand that literature can influence personal growth and development. 	<ul style="list-style-type: none"> • Why is it important to read different authors and genres? • How do I find books related to my personal interests and the curriculum? • How can I understand and appreciate all types of literature? • How can the Library impact my personal reading growth? • How can stories help me understand the world around me?
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"> • the main characteristics of various genres. • the author and illustrators role in creating books. • reading for pleasure and informational purposes are both important ways to learn about the world. • the importance of award medals. • to use picture clues to events in the story. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • listen to literature from various sources. • use illustrations as clues to events to the stories. • apply knowledge that print conveys a message. • recognize that text in books can contain real information (non-fiction) or made up things (fiction). • relate stories to information they've learned in their classrooms- make connections.

Connection to 2020 New Jersey Student Learning Standards:

English Language Arts:

- RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Connection to National Standards: AASL Standards Framework for Learners, 2017:

- 1B.3 Generating products that illustrate learning.
- 1C.4 Sharing products with an authentic audience.
- 2C.2 Contribute to discussions in which multiple viewpoints on a topic are expressed.
- 3D.1 Actively contributing to group discussions.
- 3D.2 Recognizing learning as a social responsibility.
- 4B.1 Seeking a variety of sources.
- 5A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes.
- 5A.2 Reflecting and questioning assumptions and possible misconceptions.

Performance Tasks
<ul style="list-style-type: none"> • Students will explore examples of authors and/or books which exemplify a variety of genres. • Students will select books from the media center collection that reflect their personal interests and preferences.
Learning Activities
<ul style="list-style-type: none"> • Author studies • Illustrator studies • Book and genre reviews • Letters to authors • Read Alouds
Differentiation
Differentiation will include peer scaffolding, cooperative group structure model, pairing students and providing tip sheets and rubrics for student projects.
Subject Integration
Information literacy is a necessary skill that all students must master in order to survive in an information dependent world and are collaboratively integrated within all subject areas.
Technology Integration
Use of electronic resources including databases, Destiny Circulation online catalog and Google Suite.
Resources
Library collection, Destiny Circulation online catalog , Internet, Online Databases

Evidence of Learning

Formative Assessments

- Teacher observation data
- Teacher created graphic organizers
- Student feedback- responses to questions
- Exit tickets
- Teacher created rubrics
- Class discussions
- Questionnaires- Google Forms
- Self-evaluations
- KWL Charts
- Complete practice activities
- Writing responses
- Collaborative group work
- Students ability to care for and return Library materials

Summative Assessments

- Teacher created quizzes
- Teacher created rubrics
- Research projects
- Presentations
- End of unit products
- Class books
- Writing pieces
- Performance tasks

Alternative Assessments

- Portfolios
- Project work/documentation
- Posters
- Google Slides, Sites, Docs, Jamboard
- Comic Strip
- Letters
- Newscast/podcast
- Videos
- Timelines