COURSE TITLE

Library Grades 4/5

LENGTH

Full Year
Grades 4 and/or 5

DEPARTMENT

English
Megan Caughey, Supervisor of Elementary Education
Brian Ersalesi, Supervisor of English Language Arts and Fine, Practical & Performing Arts

SCHOOL

Pierrepont School

DATE

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Library Grade 4/5

I.   Introduction/Overview/Philosophy

The media center possesses a wide scope of information including text, technology, and media. It provides tools for learning, understanding, and promotes thinking. The library media center is a resource center for completion of assignments, creative exploration, and personal reading, as well as serendipitous learning.

 In addition, the library media specialist is sensitive to a wide range of student needs that contribute to achievement. Students who are actively engaged information gatherers build knowledge through interaction with information enhanced by their personal experience. Students develop the ability to judge quality, relevance, and usefulness of information. They demonstrate the ability to create new knowledge by adapting, applying, designing, inventing and authoring information. Teachers, administrators, parents, and others work collaboratively with the media specialist to facilitate each student's journey toward information literacy.

Schools have an obligation to expose students to a variety of literary experiences on a regular and frequent basis. The library media studies curriculum should promote lifelong reading by exposing children to quality literature and reference sources. Students develop into readers for their own purposes. Providing them with classics as well as current materials offers opportunities to pursue reading according to their personal interests. Lifelong readers come to appreciate the value of literacy and connect knowledge to their own needs, the essence of learning.

In the media center, students will view the library media specialist as a teacher, instructional partner, information specialist, and program administrator providing vision, collaboration, and leadership.

The Media Studies Curriculum provides opportunities for support and connection to all subject areas of The New Jersey Student Learning Standards. These standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

The instruction integrates these state standards with the Information Literacy Standards for Student Learning, as prepared by the American Association of School Librarians. The standards are called the American Association of School Librarians Standards for the 21st Century and may be viewed here: http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL_Learning_Standards_2007.pdf

II. Objectives

Course Objectives:

- The library collection should embody adequate materials to specifically support the curricula and the New Jersey Student Learning Standards.
- The library collection should include materials and web knowledge to meet grade level research and thematic units.
- Through research, students will learn to acquire and use information through texts, periodicals, reference books, and databases.
- The library media program is not an isolated subject. It is essential to student inquiry and learning. It must be fully integrated into the curriculum to promote student achievement. It promotes process thinking and orderly steps toward research goals. It strengthens collaborative learning.
- The library media specialist partners with and encourages staff to design learning opportunities that use individual and collaborative discovery as a learning tool. By providing organized resources to enhance curricula, the media specialist makes learning through research a viable opportunity for both students and staff.
- The effective media center operates with a combination of both fixed and flexible schedules to allow for student access time, collaboration, management duties, and research.
- The media center creates an inviting haven for education and learning.

Course Outline:

A. Library Skills
   a. Students will practice alphabetizing by locating topics in the encyclopedia taken from the curriculum.
   b. Students will view videos - *The Animated Encyclopedia, The Animated Atlas, The Animated Dictionary* and *The Animated Almanac.*
   c. Students will participate in the Dewey Decimal passport activity to find topics using the Dewey system as a guide.
   d. Students will shelve non-fiction books according to the Dewey Decimal System with a "shelf buddy."
   e. Students will demonstrate how to locate a book using the simple DESTINY catalog search.
   f. Students will complete teacher-made worksheets on the Dewey Decimal System.
B. Literary Appreciation
   a. Students will be asked to locate books found in the library written by one particular author.

   b. As part of the author study, students will compare and contrast stories.
   c. Students will experience listening to an audio book.
   d. The library media specialist will introduce various genres through lecture and examples from the collection.
   e. Students will be assigned a specific genre by their classroom teacher and complete a book report.
   f. Students will complete a map of the library and will label the areas that contain specific collections.
C. Inquiry and Research

a. Students will be directed to specific sections of the Dewey Decimal System to ascertain materials to meet their research needs.
b. Students will locate the glossary, index and table of contents in a book and complete teacher-made worksheets.
c. Students will be introduced to actual examples of primary sources and will complete a primary source scavenger hunt using age-appropriate periodicals found in the library.
d. Students will be given curriculum related materials to practice note taking skills.
e. Using pattern cards, students will create a works cited for print and web resources.

Student Outcomes:

After successfully completing this course:

- Students should be able to apply alphabetizing skills to locate information.
- Students will be able to locate information in the encyclopedia, atlas, almanac, thesaurus and dictionary.
- Students will be introduced to the classes of the Dewey Decimal System.
- Students will be able to identify the correct location of books using the Dewey Decimal System.
- Students will be able to independently use the simple DESTINY electronic catalog.
- Students will be able to locate fiction via the author's last name.
- Students will experience an author study to appreciate the work of an individual author.
- Students will experience audio books.
- Students will refine his/her genre preferences as well as experience new genres.
- Students will be able to locate biographies and autobiographies.
- Students will be aware of special collections.
- Students will be able to select correct materials on a specific topic.
- Students will be able to locate and utilize a book's glossary, index, and table of contents.
- Students will recognize that the content of a reference text may be organized by chronological, topical or numerical order.
- Students will be able to recognize and understand primary sources.
- Students will be able to take notes using simple procedures.
- Students will be able to understand the importance of citing print and electronic resources.
- Students will be assigned research projects during the school year and will understand that research is a collaborative process including the library and classroom teacher.

Grade 5

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Anchor Standards for Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Grade 5

Progress Indicators for Reading Literature

Key Ideas and Details

RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure

RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas

RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RL.5.8. (Not applicable to literature)

RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Range of Reading and Complexity of Text

RL.5.10. 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.

Grade 5
Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Grade 5

Progress Indicators for Reading Foundation Skills

Phonics and Word Recognition

RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
    A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
    A. Read grade-level text with purpose and understanding.
    B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
    C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Anchor Standards for Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Grade 5

Progress Indicators for Writing

Text Types and Purposes

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
   A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
   B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
   C. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
   D. Provide a conclusion related to the opinion presented.

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
   A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
   B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
   C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
   D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
   E. Provide a conclusion related to the information of explanation presented.

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
   A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
   B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
   C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
   D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
   E. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Research to Build and Present Knowledge

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
   A. Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
   B. Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

Range of Writing

W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Anchor Standards for Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Grade 5

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

    A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

    B. Follow agreed-upon rules for discussions and carry out assigned roles.

    C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

    D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Anchor Standards for Language

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Grade 5
Progress Indicators for Language

Conventions of Standard English

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
    B. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
    C. Use verb tense to convey various times, sequences, states, and conditions.
    D. Recognize and correct inappropriate shifts in verb tense.
    E. Use correlative conjunctions (e.g., *either/or, neither/nor*).

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    A. Use punctuation to separate items in a series.
    B. Use a comma to separate an introductory element from the rest of the sentence.
    C. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
    D. Use underlining, quotation marks, or italics to indicate titles of works.
    E. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
    B. Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems.

Vocabulary Acquisition and Use

L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
    A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
    B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).
    C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   A. Interpret figurative language, including similes and metaphors, in context.
   B. Recognize and explain the meaning of common idioms, adages, and proverbs.
   C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

CRP1   Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2   Apply appropriate academic and technical skills

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP 3   Attend to personal health and financial well-being

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4   Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5   Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6   Demonstrate creativity and innovation

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP 7   Employ valid and reliable research strategies

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8   Utilize critical thinking to make sense of problems and persevere in solving them

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9   Model integrity, ethical leadership and effective management

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10   Plan education and career paths aligned to personal goals

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11   Use technology to enhance productivity

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12   Work productively in teams while using cultural global competence

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

STANDARD 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.

A. Technology Operations and Concepts: *Students demonstrate a sound understanding of technology concepts, systems and operations.*

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.2 - Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 - Use a graphic organizer to organize information about problem or issue.

8.1.5.A.4 - Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.

8.1.5.A.5 - Create and use a database to answer basic questions.

8.1.5.A.6 - Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.

B. Creativity and Innovation: *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*

8.1.5.B.1 - Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

C. Communication and Collaboration: *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*

8.1.5.C.1 - Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

D. Digital Citizenship: *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*

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.

E: Research and Information Fluency: *Students apply digital tools to gather, evaluate, and use information.*

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.

F: Critical thinking, problem solving, and decision making: *Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.*

8.1.5.F.1 - Apply digital tools to collect, organize, and analyze data that support a scientific finding.

TECHNOLOGY STANDARDS
STANDARD 8.2: TECHNOLOGY EDUCATION, ENGINEERING, DESIGN, AND COMPUTATIONAL THINKING – PROGRAMMING: ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE NATURE AND IMPACT OF TECHNOLOGY, ENGINEERING, TECHNOLOGICAL DESIGN, COMPUTATIONAL THINKING, AND THE DESIGNED WORLD AS THEY RELATE TO THE INDIVIDUAL, GLOBAL SOCIETY, AND THE ENVIRONMENT.

A. The Nature of Technology: Creativity and Innovation *Technology systems impact every aspect of the world in which we live.*

8.2.5.A.1 - Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.

8.2.5.A.2 - Investigate and present factors that influence the development and function of a product and a system.

8.2.5.A.3 - Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints.

8.2.5.A.4 - Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.

8.2.5.A.5 - Identify how improvement in the understanding of materials science impacts technologies.

B. Technology and Society: *Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.*

8.2.5.B.1 - Examine ethical considerations in the development and production of a product through its life cycle.

8.2.5.B.2 - Examine systems used for recycling and recommend simplification of the systems and share with product developers.

8.2.5.B.3 - Investigate ways that various technologies are being developed and used to reduce improper use of resources.

8.2.5.B.4 - Research technologies that have changed due to society's changing needs and wants.

8.2.5.B.5 - Explain the purpose of intellectual property law.

8.2.5.B.6 - Compare and discuss how technologies have influenced history in the past century.

C. Design: *The design process is a systematic approach to solving problems.*

8.2.5.C.1 - Collaborate with peers to illustrate components of a designed system.

8.2.5.C.2 - Explain how specifications and limitations can be used to direct a product's development.

8.2.5.C.3 - Research how design modifications have led to new products.

8.2.5.C.4 - Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.

8.2.5.C.5 - Explain the functions of a system and subsystems.

8.2.5.C.6 - Examine a malfunctioning tool and identify the process to troubleshoot and present options to repair the tool.

8.2.5.C.7 - Work with peers to redesign an existing product for a different purpose.

D. Abilities for a Technological World: *The designed world is the product of a design process that provides the means to convert resources into products and systems.*

8.2.5.D.1 - Identify and collect information about a problem that can be solved by technology, generate ideas to solve the problem, and identify constraints and trade-offs to be considered.

8.2.5.D.2 - Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process to evaluate potential solutions.

8.2.5.D.3 - Follow step by step directions to assemble a product or solve a problem.

8.2.5.D.4 - Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.

8.2.5.D.5 - Describe how resources such as material, energy, information, time, tools, people and capital are used in products or systems.

8.2.5.D.6 - Explain the positive and negative effect of products and systems on humans, other species and the environment, and when the product or system should be used.

8.2.5.D.7 - Explain the impact that resources such as energy and materials used in a process to produce products or system have on the environment.

E. Computational Thinking: Programming: *Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.*

8.2.5.E.1 - Identify how computer programming impacts our everyday lives.

8.2.5.E.2 - Demonstrate an understanding of how a computer takes input of data, processes and stores the data through a series of commands, and outputs information.

8.2.5.E.3 - Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output.

8.2.5.E.4 - Use appropriate terms in conversation (e.g., algorithm, program, debug, loop, events, procedures, memory, storage, processing, software, coding, procedure, and data).

21ST CENTURY LIFE AND CAREERS
STANDARD 9.2: CAREER AWARENESS, EXPLORATION, AND PREPARATION

9.2.8.B.1 – Research careers within the 16 Career Clusters ® and determine attributes of career success.

9.2.8.B.2 – Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes

information about career areas if interest, goals and an educational plan.

9.2.8.B.3 – Evaluate communication, collaboration, and leadership skills that can be developed through school,

home, work, and extracurricular activities for use in a career.

9.2.8.B.4 – Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.5 – Analyze labor market trends using state and federal labor market information and other resources available online.

9.2.8.B.6 – Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

9.2.8.B.7 – Evaluate the impact of online activities and social media on employer decisions.

III.   Proficiency Levels

The Library Grades 4/5 curriculum is appropriate for all students within the 4th and 5th grade population.

IV.   Methods of Assessment

Student Assessment
- A variety of assessments will be provided including, but not limited to, the following items:
    o   Tests
    o   Quizzes
    o   Homework
    o   Classwork
    o   Class Participation
    o   Writing Assignments
    o   Oral Presentations
    o   Individual Projects, Presentations and Reports
    o   Group Projects, Presentations and Reports
    o   Technology Projects
    o   Journals
    o   Sample/Practice Standardized Tests

Curriculum/Teacher Assessment
The teacher will provide the subject area supervisor with suggestions for changes on an ongoing basis.

V.   Grouping

The Library Grades 4/5 classes are heterogeneously grouped classes; placement criteria are determined by Individual Educational Plans when necessary.

VI.   Articulation/Scope & Sequence/Time Frame

Library for grades 4 and 5 is a full-year course meeting on a weekly basis.

VII. Resources

Texts/Supplemental Reading/References

- Speakers may include, but are not limited to:
  - o One or more authors, illustrators, storytellers, oral history experts, historians.

- Technology
  - o Students shall use the computers for independent or cooperative research and learning activities.
  - o Library media specialists shall also use appropriate technology to enhance their knowledge of the subject area, activities and/or lessons.
  - o Use of technology will conform to the following New Jersey Student Learning

  Standards: (8.1.8.A.1) (8.1.8.A.2) (8.1.8.A.3) (8.1.8.A.4) (8.1.8.A.5) (8.1.8.B.1) (8.1.8.D.1) (8.1.8.D.2) (8.1.8.D.3) (8.1.8.E.1)

- Books, Audio books, Audiovisual Media
  - o Materials shall be selected according to the policies set forth by the Board of Education.

- Supplies and Materials
  - o Books / Fiction
  - o Books/ Nonfiction
  - o Reference materials
  - o Periodicals
  - o Audio visual materials
  - o Office and clerical supplies
  - o Library charts and posters
  - o Periodicals
  - o Reading incentive supplies
  - o SMART Board

VIII. Suggested Activities

- Students will practice alphabetizing by locating topics in the encyclopedia taken from the curriculum.

- Students will view videos - *The Animated Encyclopedia, The Animated Atlas, The Animated Dictionary* and *The Animated Almanac*.
- Students will participate in the Dewey Decimal passport activity to find topics using the Dewey system as a guide.
- Students will shelve non-fiction books according to the Dewey Decimal System with a "shelf buddy."
- Students will demonstrate how to locate a book using the simple DESTINY catalog search.
- Students will complete teacher-made worksheets on the Dewey Decimal System.
- Students will be asked to locate books found in the library written by one particular author.
- As part of the author study, students will compare and contrast stories.
- Students will experience listening to an audio book.
- The library media specialist will introduce various genres through lecture and examples from the collection.
- Students will be assigned a specific genre by their classroom teacher and complete a book report.
- Students will complete a map of the library and will label the areas that contain specific collections.
- Students will be directed to specific sections of the Dewey Decimal System to ascertain materials to meet their research needs.
- Students will locate the glossary, index and table of contents in a book and complete teacher-made worksheets.
- Students will be introduced to actual examples of primary sources and will complete a primary source scavenger hunt using age-appropriate periodicals found in the library.
- Students will be given curriculum related materials to practice note taking skills.
- Using pattern cards, students will create a works cited for print and web resources.

IX.   Methodologies

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Student Learning Standards for 21st Century Life and Careers – Career Ready Practices (2014).
- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 8, students will be able to:

- 9.2.8.B.1 – Research careers and determine attributes of career success.
- 9.2.8.B.2 – Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an education plan.
- 9.2.8.B.3 – Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4 – Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.2.8.B.5 – analyze labor market trends using state and federal labor market information and other resources available online.
- 9.2.8.B.6 – Demonstrate understanding of the necessary preparation of legal requirements to enter the workforce.
- 9.2.8.B.7 – Evaluate the impact of online activities and social media on employer decisions.

X.   Interdisciplinary Connections

The nature of the library curriculum allows it to be connected with all disciplines.

Interdisciplinary curriculum coordination will be done with the other departments on a regular basis.
The nature of the Library/Media Center demands varied text types and genres. Students will be exposed to informational and literary texts that may encompass any of the following areas: art, history, music, science, mathematics, business, and/or technology. The Library/Media Center reinforces concepts taught in:
- Social Studies
- Humanities
- Mathematics
- Science
- Technology
- Appropriate and competent use of relevant websites and digital software and equipment 8.1.8
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.8
- Presentation and exploration of related career possibilities 9.2.8
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2

XI.   Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)
- Peer mentoring on problems
- Differentiated teacher feedback on assignments
- Modelling out accounting problems on whiteboard
- Visual aids as we project problems on whiteboard
- Study guides
- Tiered assignments
- Scaffolding of materials and assignments
- Re-teaching and review
- Guided note taking
- Exemplars of varied performance levels
- Multi-media approach to accommodating various learning styles
- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
  - word walls
  - sentence frames
  - think-pair-share
  - cooperative learning groups
  - teacher think-alouds

Differentiation for Enrichment
- Supplemental reading material for independent study
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Enhanced expectations for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

XII.   Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Grade 4				
Unit Name **Library Orientation / Basic Destiny - Grade 4** ● **Description of Unit** Students will review the library rules, the layout of the library, entering and leaving procedures, will do sorting activities & games for dewey for fiction / nonfiction, and will be introduced to Destiny (OPAC). ● **Materials in Unit** Destiny OPAC, Smartboard, fiction / nonfiction books, Introduction or OPAC scavenger hunt ● **Objective of Unit** 1. Students will be introduced to the DESTINY Electronic Catalog and be able to use it to help locate books. 2. Students will understand the checkout and return process through Follett's DESTINY. 3. Students will review alphabetizing skills. 4. Students will be introduced to the Dewey system of organization, understanding that the library is organized by categories. 5. Students will be introduced to basic search strategies using the automated catalog.	Duration: 8 Classes	*For Support:* ● Verbally assist students in walking through the process. ● Pairing students with beginning English language skills with students who have more advanced English language skills. ● Teacher modeling (of check-out process and of how to use Destiny) *For Enhancement:* ● Do advanced version of sorting game. ● Process should be modified: higher order thinking skills ● Sort mix of fiction & nonfiction books	*NJSLS – ELA:* ● NJSLS.RI.4.7, W6, SL5 *21st Century Standards CRP:* ● CRP2, CRP7 *Technology Standards 8.1:* ● 8.1.8.E.1 *Technology Standards 8.2:* ● 8.2.8.D.6 *21st Century Standards 9.2:*	*Formative Assessment:* ● Observation: I will observe student success in completing in completing the check-out process. ● Introduction to OPAC scavenger hunt ● Completion of shelving game *Summative Assessment:* ● Test: Students will be asked to find Destiny on their computers and complete a basic search.

Unit Name	10 Classes	*For Support:*	*NJSLS – ELA:*	*Formative Assessment:*
Literary Appreciation - Grade 4 ● **Description of Unit** This unit will not take place in nonconsecutive classes throughout the year. Students will introduce students to various age appropriate and award winning texts which will vary by year. They will also be part of the Books & Beyond Reading incentive program ● **Materials in Unit** Smart Board for BookTalks, Google Slides, Caldecott / Newbery winning books for each year, Banned Books (Where's Waldo, Goosebumps, Sheep), Dr. Seuss Books, mini whiteboards, Who Is / Who Was books, reading incentive program prizes & supplies ● **Objective of Unit** 1. Students will understand the Caldecott and Newbery awards. 2. Students will understand the process of book creation. 3. Students will be introduced to the various genres of books: mystery, science fiction, fantasy, historical fiction, realistic fiction, adventure, and biography. 4. Students will experience award-winning literature, seasonal literature and various author studies. 5. Student exploration of various types of literature will be initiated through monthly displays.		● 100 minute book (instead of 200 minutes) for reading incentive program. ● Scaffolding: Think, Pair, Share ● Book review template ● Flexible grouping when discussing the books ● Allowing for movement around the room during activity (ex. setting up different books to explore on each table) *For Enhancement:* ● Use 5 finger rule to identify "just right" books instead of just looking for level. ● Read a banned book ● 200 minute books & beyond book	● RL.4.1-10, RI.4.1, RI.4.2 *21st Century Standards CRP:* ● CRP11, CRP12 *Technology Standards 8.1:* ● 8.1.8.D.1 *Technology Standards 8.2:* ● 8.2.8.B.2 *21st Century Standards 9.2:* ● 9.2.8.B.3	● Venn Diagram comparing a character to themselves. ● Book review template ● Students will sharea mini white board with a partner as they move around the room exploring the different books on each table. ● Books & Beyond reading log *Summative Assessment:* ● A Book Review of an award winning book will be written. ● Graduation of the Books & Beyond reading incentive program.
Unit Name **The Value of an Athlete PBL- Grade 4** ● **Description of Unit** Students will be given an pros vs. cons sheet, 2 informational articles of opposing viewpoints, and a marketing infographic about	Number 4 Classes	*For Support:* ● Pros / Cons sheet for note-taking ● Use of a dictionary ● Vocabulary from the	*NJSLS – ELA:* RI.4.1, RI.4.2, RI.4.3, RI.4.6, RI.4.7, NJSLSA.W1, W6, W7, W8, W9, W.4.1,	*Formative Assessment:* ● Pros / Cons sheet ● Checking progress of the paragraph

college athletes and if they should be paid. After reading them together, students must review the pros and cons and decide on which direction the NCAA should take regarding this issue. ● **Materials in Unit** Pro-con sheet, articles, infographics, Smartboard, Google Classroom, chromebooks ● **Objective of Unit** 1. Students will be exposed to various encyclopedias, atlases and dictionaries 2. Students will be introduced to the concept of citing sources. 3. Students will be able to take notes using simple procedures. 4. Students will be able to understand the importance of citing print and electronic resources. 5. Students will explore informational texts with an emphasis on using text features to increase comprehension		articles will be reviewed ● Bibliography card sheet *For Enhancement:* ● Create a bibliography sheet following an outline ● Debate the topic verbally after school	SL.4.1, SL.4.4, L2 *21st Century Standards CRP:* ● CRP4, CRP6, CRP7 *Technology Standards 8.1:* ● 8.1.5.A.1, 8.1.5.A.3, 8.1.5.E.1, *Technology Standards 8.2:* ● 8.2.5.C.4 *21st Century Standards 9.2:* ● 9.2.8.B.3	using Google Docs *Summative Assessment:* ● Paragraph: Which side of the debate do you agree with and give 2-3 examples why. ● Bibliography card sheet.
Unit Name **Author Study - Grade 4** Students will read 1 book and discuss the genre in depth. They will keep a reading log. We will learn about the author and will continue to read a number of excerpts from other books by the same author. Then, we will watch the movie (or excerpts of the film) of the book, take notes, and have a class discussion comparing the two. **Materials in Unit:** Fiction book from the school, SmartBoard, chromebooks, reading log via Google Forms, **Objective of Unit** 1. Students will be introduced to the various genres of books: mystery, science fiction,	8-10 Classes	*For Support:* ● Book will be selected by looking at the overall reading level of the class ● Provide study guides ● Multi-media approach to accommodate various learning styles (audio books or graphic novels) *For Enhancement:* ● Students will be given the option to read another novel by the author. ● Book Club: Students will be asked to come together to	*NJSLS – ELA:* RL.4.1, RL.4.10, W.4.8, SL4, SL5, SL6, SL.4.1, L.4.1, L2 ***21st Century Standards CRP:*** CRP2, CRP11 *Technology **Standards 8.1:*** 8.1.8.D.4 *21st Century Standards 8.2:*	*Formative Assessment:* ● Check reading log ● Finding the authors other books in the library. *Summative Assessment:* ● *Test:* Participate in the class discussion by offering 1-2 insightful comments or questions that demonstrate your understanding of the

fantasy, historical fiction, realistic fiction, adventure, and biography. 2. Students will experience award-winning literature, seasonal literature and various author studies. 3. Students will be able to locate fiction via the author's last name. 4.Students will be able to take notes using a graphic organizer while watching a movie. 5. Students will compare and contrast texts in various formats.		discuss the book. A list of possible topics for discussion will be offered. ● Connect to their peers: Students get to present their review of the book to other classes.	*8.2.8.E.4* *21st Century Standards 9.2:* *9.2.8.B.4*	author & novel.
Unit Name **Inquiry & Research: I Survive Project - Grade 5** ● **Description of Unit** Students will use print and digital resources to conduct an inquiry-based research project on a historical event. They begin by selecting and reading an I Survive book. Then they will research the historical event it was based on. Students will organize information in the form of a Google slide presentation that will be shared with the rest of the class. ● **Materials in Unit** "I Survive" books, print and online encyclopedias, pre-approved websites / databases, Google Classroom / Docs / Slides ● **Objective of Unit** 1. Students will understand that effective research includes various media, including books, encyclopedias, dictionaries, periodicals, the Internet, search engines and databases. 2. Students may complete a book report as generated by the classroom teacher. 3. Students will be introduced to the concept	12 classes	*For Support:* ● Reading book aloud to students and stopping to check comprehension. ● Pairing students with beginning English language skills with students who have more advanced English language skills. ● Graphic Organizer for collecting research ● Slide checklist (for final presentation) *For Enhancement:* ● Choice of for advanced level books or other historical fiction of choice to be read independently ● Higher level question posted on Socrative.com ● Have students self-evaluate the final presentation	*NJSLS – ELA:* NJSLSA.R9, W8, W6, W.4.2, W.4.2. E., W2. *21st Century Standards CRP:* ● CRP6, CRP7 *Technology Standards 8.1:* ● 8.1.5.D.1, 8.1.5.D.2, 8.1.5.D.3, 8.1.5.D.4, 8.1.5.A.3 *Technology Standards 8.2:* ● 8.2.5.B.5, 8.2.5.B.4 *21st Century Standards 9.2:* ● 9.2.8.B.4	*Formative Assessment:* ● Graphic organizer ● Resource cards ● Reading check *Summative Assessment:* ● Students will design a "Slides" presentation about their historical event. ● Presentation of the slides.

of plagiarism and copyright. 4. Students will be introduced to the concept of citing sources. 5. Students will experience at least one research project in collaboration with the classroom teacher or specialist.				
Unit Name **Summer Reading - Grade 4** ● **Description of Unit:** Students will be introduced to the summer reading assignment, will have to select an age appropriate texts, and complete an assessment after reading the book. ● **Materials in Unit:** Chromebooks, SmartBoard, Summer Reading Requirements, Destiny OPAC, BCCLS website ● **Objective of Unit** 1. Students will preview and explore summer reading choices of various genres at the library. 2. Students will be able to locate age appropriate books using Destiny OPAC and BCCLS. 3. Students will read and complete a project based on the Summer Reading selection.	4 classes	*For Support:* ● Modeling the process ● Offering a selection of age appropriate books ● Working with LLD or ESL teacher to modify assessments. *For Enhancement:* ● Offering a selection of advanced book choices ● Learning environment modified to allow for independent selection of books and tasks ● Collaborating with G&T teacher to offer more creative project options that require higher order thinking	*NJSLS – ELA:* ● RL.4.1-6, RL.4.10, RI.4.1, RI.4.2, *21st Century Standards CRP:* ● *CRP11* *Technology Standards 8.1:* ● *8.1.8.A.1* *Technology Standards 8.2:* ● *8.2.8.E.4* *21st Century Standards 9.2:* ● *9.2.8.B.7*	*Formative Assessment:* ● Completion of Summer Reading Form ● Approval of book choice by parent and teacher ● Identifying where book can be obtained from after using Destiny: (store, searching BCCLS.org) *Summative Assessment:* ● Students will complete an Amazon book listing project on a poster.
Grade 5				
Unit Name **Library Orientation / Advanced Destiny - Grade 5** ● **Description of Unit**	Duration: 8 Classes	*For Support:* ● Verbally assist students in walking through the	*NJSLS – ELA:* ● NJSLS.W6, SL.5.1	*Formative Assessment:* ● Observation: I will

Students will review the library rules, the major changes to the library layout, dewey for fiction / nonfiction, and will learn advanced search strategies for the OPAC. ● **Materials in Unit** Destiny OPAC, Smartboard, fiction / nonfiction books, ● **Objective of Unit** 1. Students should be able to apply alphabetizing skills to locate information 2. Students will be introduced to the classes of the Dewey Decimal System. 3. Students will be able to identify the correct location of books using the Dewey Decimal System. 4. Students will be able to independently use the simple DESTINY electronic catalog.		process. ● Pairing students with beginning English language skills with students who have more advanced English language skills. ● Teacher modeling (of check-out process) *For Enhancement:* ● Offer additional scenarios ● Process should be modified: higher order thinking skills ● Study problems that do not have a clear solution (Determine where something organized according to Dewey.)	*21st Century Standards CRP:* ● CRP2, CRP7 *Technology Standards 8.1:* ● 8.1.8.E.1 *Technology Standards 8.2:* ● 8.2.8.D.6 *21st Century Standards 9.2:*	observe student success in completing in completing the check-out process. ● OPAC scavenger hunt ● Completion of shelving game *Summative Assessment:* ● Test: Students will be given a scenario for a book they need to locate using Destiny and they must go through the steps to find it.
Unit Name **Literary Appreciation - Grade 5** ● **Description of Unit** This unit will not take place in nonconsecutive classes throughout the year. Students will introduce students to various age appropriate and award winning texts which will vary by year. They will also be part of the Books & Beyond Reading incentive program ● **Materials in Unit** Smart Board for BookTalks, Google Slides, Caldecott / Newbery winning books for each year, Banned Books (Where the Wild Things Are), Dr. Seuss Books, mini whiteboards, Who Is / Who Was books, reading incentive program prizes & supplies	10 Classes	*For Support:* ● 100 minute book (instead of 200 minutes) for reading incentive program. ● Scaffolding: Think, Pair, Share ● Flexible grouping when discussing the books ● Allowing for movement around the room during activity (ex. setting up different books to explore on each table)	*NJSLS – ELA:* ● RL.5.1-6, RL.5.10, RI.5.1, RI.5.2, *21st Century Standards CRP:* ● CRP11, CRP12 *Technology Standards 8.1:* ● 8.1.8.D.1 *Technology Standards 8.2:* ● 8.2.8.B.2	*Formative Assessment:* ● Venn Diagram comparing two of the award winning books to identify their similarities. ● Students create a visualization (illustration) for a page from one of the books in a group. ● Students will use mini whiteboards as they move around the room exploring the different

• **Objective of Unit** 1. Students will experience audio books. 2. Students will refine his/her genre preferences as well as experience new genres. 3. Students will be able to locate biographies and autobiographies. 4. Students will be aware of special collections.		*For Enhancement:* ● Brainstorm with on what types of projects they would like to explore to extend what they're learning in the classroom. ● Students will help research the books that will be included in the lesson prior to it being introduced to the class. ● 200 minute books & beyond book	*21st Century Standards 9.2:* ● 9.2.8.B.3	books on each table. ● Books & Beyond reading log *Summative Assessment:* ● A Book Review of an award winning book that will be shared with the class orally. ● Graduation of the Books & Beyond reading incentive program.

Unit Name
Mascot PBL- Grade 5
    • **Description of Unit**
Students will be given an infographic, a thought-gathering sheet, and one mascot articles, online encyclopedia. After looking them over, they will be asked to choose a mascot to represent Thanksgiving, and why might having a special character be good for the holiday?
    • **Materials in Unit**
Infographic sheet, articles, thought-gathering sheet, Smartboard, Britanica, Google Classroom, chromebooks, Newsela
    • **Objective of Unit**
1. Students will be able to select correct materials on a specific topic.
2. Students will be able to locate and utilize a book's glossary, index, and table of contents.
o 3. Students will recognize that the content of a reference text may be organized by
	Number
	4 Classes
		For Support:
		● thought gathering sheet for note-taking
		● Choice of way to create mascot
		● Newsela articles based on reading level.
		
		For Enhancement:
		● Encyclopedia Britannica Online offers different reading levels. Students can adjust reading level of article to meet their reading level.
		● Newsela articles that are more advanced.
		● Choose your own way to
			NJSLS – ELA:
			RI.5.1, RI.5.2, RI.5.3, RI.5.6, RI.5.7, NJSLSA.W1, W6, W7, W8, W9, W.5.1, SL.5.1, SL.5.4, L2,
			
			21st Century Standards CRP:
			● CRP4, CRP6, CRP7
			
			Technology Standards 8.1:
			● 8.1.5.A.1, 8.1.5.A.3, 8.1.5.E.1,
			
			Technology Standards 8.2:
				Formative Assessment:
				
				● Thought gathering sheet
				● Checking progress of the assignment using Google Docs
				
				Summative Assessment:
				
				● Short Essay: Three pieces of evidence to support
				● Creation of the mascot using material chosen by

chronological, topical or numerical order. 4. Students will be able to take notes using simple procedures. 5. Students will be able to understand the importance of citing print and electronic resources. 6. Students will be assigned research projects during the school year and will understand that research is a collaborative process including the library and classroom teacher.		create the mascot (using coding, create a website, etc… so that your final product can be shared.)	● 8.2.5.C.4 *21st Century Standards 9.2:* ● 9.2.8.B.3	students (Google Drawing,
Unit Name **Author Study - Grade 5** Students will read 2 books by one author, "Book Talk" on each book, and present what they discovered about that author. **Materials in Unit:** Fiction books from the school and public library card, Google Slides, SmartBoard, chromebooks, EPIC or RazKids (for students with multiple disabilities) ● Objective of Unit 1. Students will be able to locate fiction via the author's last name. 2. Students will experience an author study to appreciate the work of an individual author. 3.Students will be able to take notes using simple procedures.	8-10 Classes	***For Support:*** ● Offer list of authors based on individual reading level ● Provide study guides ● Multi-media approach to accommodate various learning styles (audio books, graphic novels of ESL students, "Epic or Raz Kids") ***For Enhancement:*** ● Draw Connections: Students will be asked to find similarities between the two books. ● Book Club: Students will be asked to come together to discuss the plot and ending of the book. ● Connect to their peers: Students get to collaborate with students from other states and countries.	*NJSLS – ELA:* RL.5.1, RL.5.10, W.5.8, SL4, SL5, SL6, SL.5.1, L.5.1, L2 ***21st Century Standards CRP:*** CRP2, CRP11 *Technology **Standards 8.1:*** *8.1.8.D.4* *Technology Standards 8.2:* *8.2.8.E.4* *21st Century Standards 9.2:* *9.2.8.B.4*	*Formative Assessment:* ● Check reading log ● Selection of 2 books from the library *Summative Assessment:* ● *Book Talk presentation on 2 books / author*
Unit Name **Inquiry & Research: Endangered Species PBL - Grade 5**	12 classes	***For Support:*** ● Pairing students with beginning English	*NJSLS – ELA:* NJSLSA.R9, W8,	***Formative Assessment:*** ● Graphic organizer

● Description of Unit In alignment with the 5th grade NJSLS, students will use print and digital resources to conduct an Inquiry-based research project as part a PBL task. They will also organize information in the form of a one- page digital flyer order to inform, increase, and persuade the audiences' awareness of the topic. The flyer will include images that serve a purpose, such as a chart or diagram that displays a direct benefit of their solution. **● Materials in Unit** Nonfiction books, print and online encyclopedias, pre-approved websites, Google Classroom / Docs / Slides **● Objective of Unit** 1. Students will be able to locate information in the encyclopedia, atlas, almanac, thesaurus and dictionary. 2. Students will be able to select correct materials on a specific topic. o Students will be able to locate and utilize a book's glossary, index, and table of contents. 3. Students will recognize that the content of a reference text may be organized by chronological, topical or numerical order. 4. Students will be able to recognize and understand primary sources. 5. Students will be able to take notes using simple procedures. 6. Students will be able to understand the importance of citing print and electronic resources. 7. Students will be assigned research projects during the school year and will understand that research is a collaborative process including the library and classroom teacher.		language skills with students who have more advanced English language skills. ● Graphic Organizer for endangered animal resources ● Slide checklist (for final presentation) *For Enhancement:* ● Choice of more rare endangered animal (where researching would be more challenging) ● Student solution must be original (after researching what has been done to help the animal, devise a new plan to save the animal building upon prior attempts.).	W6, W.5.2, W.5.2. E., W2. *21st Century Standards CRP:* ● CRP6, CRP7 *Technology Standards 8.1:* ● 8.1.5.D.1, 8.1.5.D.2, 8.1.5.D.3, 8.1.5.D.4, 8.1.5.A.3 *Technology Standards 8.2:* ● 8.2.5.B.5, 8.2.5.B.4 *21st Century Standards 9.2:* ● 9.2.8.B.4	● Resource organizer ● Brainstorming Doc ● Solutions Slide ***Summative Assessment:*** ● Students will design a solution "Slides" presentation and will present it to the class after researching the information using print and digital resources. ● Students will design an informational flyer on their endangered animal solution after researching the information using print and digital resources.

Unit Name	4 classes	*For Support:*	*NJSLS – ELA:*	*Formative Assessment:*
Summer Reading - Grade 5		● Modeling the process	**Grade 5:**	
● **Description of Unit:**		● Offering a selection of age appropriate books	● RL.5.1-6, RL.5.10, RI.5.1, RI.5.2,	● Completion of Summer Reading Form
Students will be introduced to the summer reading assignment, will have to select an age appropriate texts, and complete an assessment after reading the book.		● Working with LLD or ESL teacher to modify assessments.	*21st Century Standards CRP:*	● Approval of book choice by parent and teacher
● **Materials in Unit:**			● *CRP11*	● Identifying where book can be obtained from after using Destiny: (store, searching BCCLS.org)
Chromebooks, SmartBoard, Summer Reading Requirements, Destiny OPAC, BCCLS website		*For Enhancement:*	*Technology Standards 8.1:*	
● **Objective of Unit**		● Offering a selection of advanced book choices	● *8.1.8.A.1*	
4. Students will preview and explore summer reading choices of various genres at the library.		● Learning environment modified to allow for independent selection of books and tasks	*Technology Standards 8.2:* ● *8.2.8.E.4*	*Summative Assessment:*
5. Students will be able to locate age appropriate books using Destiny OPAC and BCCLS.		● Collaborating with G&T teacher to offer more creative project options that require higher order thinking	*21st Century Standards 9.2:* ● *9.2.8.B.7*	● Students will complete an Amazon book listing project on a poster.
6. Students will read and complete a project based on the Summer Reading selection.				