



Mine Hill Township School District
(PK-4 Library)

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(Revised 10/2020)

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October 26, 2020

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Mine Hill Township School District

42 Canfield Avenue
Mine Hill, NJ 07803

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Subject Area: Library

Grade Level: PK

Brief Summary of Unit: Orientation

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Essential Question: What is the importance of the Library Media Center?	AASL 1.1.2	Recognize the librarian as a teacher and resource person. information literacy	Demonstrate and model the functions of the school librarian. Reinforce the media center as a resource.	Students seek the help of the librarian to find books and information of interest to them during book selection time.	Sep-Oct 4-6 class periods
	NJSLS LA.PK.1.1.1 LA.PK.1.1.2 LA.PK.1.1.4 LA.PK.3.1.4 LA.PK.3.3.B.1 LA.PK.3.3.B.2	Demonstrate appropriate library behavior. information literacy civic literacy critical thinking/problem solving	Use a selection of resources that model and reinforce appropriate library behavior.	Students demonstrate appropriate library behavior during individual and group activities.	Sep-Oct 4-6 class periods
	AASL 3.1.6	Demonstrate care of library materials. information literacy civic literacy critical thinking/problem solving communication/collaboration	Utilize a variety of resources to show examples of damaged books, and model and discuss proper care of library materials.	Students demonstrate proper care of library materials during the book selection and reading process.	Sep-Jan 10-14 class periods

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	Language arts LA.PK.1.1.1 LA.PK.1.1.2 LA.PK.1.1.4 LA.PK.3.1.4 LA.PK.3.3.B.1 LA.PK.3.3.B.2
Integration of Technology	NJSLS 8.1 Educational Technology, SMARTBoard
Resources	For Teachers: Books from library collection; digital, print, non-print book care resources For Students: Books from library collection, teacher-prepared activities.
Integrated Accommodations and Modifications	Modifications for Special Ed/504 students : 1-1 check with students to find books of interest to them, preferential seating, cooperative learning strategies, opportunities for movement, ample student/teacher modeling, varied teaching techniques, hands-on opportunities, frequent checks for understanding, break information into steps, allow verbal responses, voice amplification. Modifications for ELL students: 1-1 check with students to make sure they have access to books of interest, visuals, frequent checks for understanding, cooperative learning strategies, student/teacher modeling, varied teaching techniques, allow a variety of written/oral responses. Modifications for Gifted students: Extension of lesson to dig deeper into lesson and encourage further critical thinking.

Subject Area: Library

Grade Level: PK	Brief Summary of Unit: Books/Organization

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Essential Questions: How does understanding a text's structure help me better understand its meaning? Why does a library media center have a system of organization? Why do people from different cultures sometimes say, write and do things differently than I do them?	AASL 4.1.1 4.1.2	Develop an understanding that fiction and information books can be used for recreational reading. Critical Thinking/Problem Solving Information Literacy	Read a fiction and information book about the same subject and identify fact from fiction.	Students identify/compare/contrast informational and fictional picture book texts.	Jan-Mar 6-9 class periods
	NJSLS LA.PK.3.3.B.1 LA.PK.3.3.B.3 LA.PK.3.3.A.6	Recognize that it is print that is read in stories and the concept of directionality. Information Literacy	Read books and have the students follow the line of print as it is read aloud.	Students show when it is time to turn a page of the book based on text and illustrations.	Sep-Nov 6-9 class periods

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills

Interdisciplinary Connections	Language arts - LA.PK.3.3.B.1 LA.PK.3.3.B.3 LA.PK.3.3.A.6
Integration of Technology	NJSLS 8.1 Educational Technology, SMARTBoard for digital versions of stories
Resources	For Teachers: Books from library collection , SMARTBoard For Students: Books from library collection, teacher-prepared activities
Integrated Accommodations and Modifications	<p>Modifications for Special Ed/504 students : 1-1 check for understanding during book selection/reading time, preferential seating, cooperative learning strategies, opportunities for movement, ample student/teacher modeling, varied teaching techniques, hands-on opportunities, frequent checks for understanding, break information into steps, allow verbal responses, voice amplification.</p> <p>Modifications for ELL students: 1-1 check for understanding during book selection/reading time, visuals, frequent checks for understanding, cooperative learning strategies, student/teacher modeling, varied teaching techniques, allow variety of written/oral responses.</p> <p>Modifications for Gifted students: Extension of lesson to dig deeper into lesson and encourage further critical thinking.</p>

Subject Area: Library

Grade Level: PK	Brief Summary of Unit: Literature Appreciation

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Essential Question: How does literature enrich your life?	NJSLS LA.PK.3.1.3 LA.PK.3.1.4 LA.PK.3.3.B.4 LA.PK.3.3.B.6	Participate in story activities, including books, songs, crafts, fingerplays. information literacy communication/collaboration	Read a variety of stories, retell the stories through various methods (songs, motion activities). Complete projects (written and craft) related to the stories.	Students explain the story lines in fictional texts, complete projects which show understanding of and connections with stories, and ask and answer questions about the stories.	Sep-Jun 20-40 class periods
	AASL 4.1.1 4.1.3	Demonstrate awareness of the genre of nursery rhymes. information literacy	Retell and discuss nursery rhymes, using a variety of resources.	Students recite rhymes,, identify figures and recite rhymes while completing activities connecting with nursery rhymes..	Sep-Nov 6-10 class periods
	AASL 4.2.2	Participate in reading incentive programs. information literacy communication/collaboration	Participate in “Read Across America” activities and other school-wide reading events.	Students participate in home/family/school reading incentive programs..	Mar-Jun 4-8 class periods

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	Language arts-LA.PK.3.1.3 LA.PK.3.1.4 LA.PK.3.3.B.4 LA.PK.3.3.B.6
Integration of Technology	NJSLS 8.1 Educational Technology, SMARTBoard

Resources	For Teachers: Books from library collection; nursery rhyme flannel board stories; print/non-print/digital resources, craft supplies. For Students: Books from library collection, nursery rhyme flannel board stories, teacher-prepared activities.
Integrated Accommodations and Modifications	Modifications for Special Ed/504 students : 1-1 check for understanding and connections during nursery rhyme project craft project, preferential seating, cooperative learning strategies, opportunities for movement, ample student/teacher modeling, varied teaching techniques, hands-on opportunities, frequent checks for understanding, break information into steps, allow verbal responses, voice amplification. Modifications for ELL students: visuals, frequent checks for understanding, cooperative learning strategies, student/teacher modeling, varied teaching techniques, allow variety of written/oral responses. Modifications for Gifted students: Extension of lesson to dig deeper into lesson and encourage further critical thinking.

Subject Area: Library

Grade Level: K

Brief Summary of Unit: Books/Organization

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Essential Questions: How does understanding a text's structure help me better understand its meaning? Why does a library media center have a system of organization? Why do people from different cultures sometimes say, write and do things differently than I do them?	AASL 4.1.1 AASL 4.1.2 NJSLS LA.K.RI.K.10 LA.K.RL.K.6 LA.K.RI.K.5 AASL 1.1.7 AASL 1.1.5	Develop an understanding that fiction and information books can be used for recreational reading. Information Literacy Critical Thinking/Problem Solving Identify, locate and utilize the parts of a book: cover, spine, endpapers, title, author, and illustrator. Information Literacy Develop an understanding that all libraries provide a culturally diverse collection of information. Information Literacy Civic Literacy Global Awareness Critical Thinking/Problem Solving	Read a fiction and information book about the same subject and identify fact from fiction. Demonstrate the parts of the book as it is read to class; SMARTBoard activity to identify parts of the book; students identify and present parts of their self-selected books. Read and discuss selected books and digital resources from the library collection and make connections with globes, maps and other multimedia resources.	Students verbally/visually compare/contrast fictional and informational texts. Students name and physically indicate parts of books and the importance of each. Students verbally/visually connect stories and information in books to tools which enhance global awareness.	Jan-Mar 6-8 class periods Oct-Dec 6-8 class periods Sep-Jun 10-20 class periods

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Integrated Components

21 st Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	language arts LA.K.RI.K.10 LA.K.RL.K.6 LA.K.RI.K.5
Integration of Technology	NJSLS 8.1 Educational Technology, SMARTBoard
Resources	For Teachers: Books from library collection. SMARTBoard For Students: Books from library collection, teacher-prepared activities
Integrated Accommodations and Modifications	Modifications for Special Ed/504 students : 1-1 check for understanding with students to ensure connection is made between literature and global awareness, preferential seating, cooperative learning strategies, opportunities for movement, ample student/teacher modeling, varied teaching techniques, hands-on opportunities, frequent checks for understanding, break information into steps, allow verbal responses, voice amplification. Modifications for ELL students: visuals, frequent checks for understanding, cooperative learning strategies, student/teacher modeling, varied teaching techniques, allow variety of written/oral responses. Modifications for Gifted students: Extension of lesson to dig deeper into lesson and encourage further critical thinking.

Subject Area: Library

Grade Level: K

Brief Summary of Unit: Literature Appreciation

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Essential Question: How does literature enrich your life?	AASL 4.1.1 NJSLS LA.K.RF.K.4 LA.K.RL.K.1 LA.K.RL.K.2	Participate in story activities. Information Literacy Critical Thinking/Problem Solving	Read and discuss a variety of stories, retell the stories, discuss parts of book and story elements, using various methods and resources. Complete projects (written, oral, and craft) related to the stories.	Students verbally and through projects show understanding and enjoyment of story elements in literature.	Sep-Jun 10-15 class periods
	NJSLS LA.K.RL.K.7 AASL. 1.1.6	Demonstrate awareness of the Caldecott and other award-winning books. Information Literacy Critical Thinking/Problem Solving	Read a variety of Caldecott and other award-winning books and discuss why the books deserve these awards.	Students express appreciation for award-winning books verbally and through creative projects, and show knowledge about award-winning literature.	Feb 2-4 class periods
	NJSLS LA.K.RI.K.10 AASL 4.2.2	Participate in reading incentive programs. Information Literacy Communication and Collaboration	“Read Across America” activities and other school-wide reading events.	Students participate in family and school-wide reading incentive programs.	Mar-Jun 4-8 class periods
	NJSLS LA.K.RL.K.2 AASL 4.1.3	Demonstrate awareness of the fairy tale genre. Information Literacy	Share and discuss a variety of fairy tale books, drawing attention to the characteristics of fairy tales.	Students express appreciation for and structural knowledge of fairy tales, both verbally and through creative projects.	Oct-Feb 4-8 class periods

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	Language arts LA.K.RF.K.4 LA.K.RL.K.1 LA.K.RL.K.2 LA.K.RL.K.7 LA.K.RI.K.10 LA.K.RL.K.2
Integration of Technology	NJSLS 8.1 Educational Technology, SMARTBoard
Resources	For Teachers: Books from library collection, print/non-print/digital resources. For Students: Books from library collection, teacher-prepared activities.
Integrated Accommodations and Modifications	Modifications for Special Ed/504 students : 1-1 check for understanding of enjoyment of and knowledge about various types of literature; preferential seating, cooperative learning strategies, opportunities for movement, ample student/teacher modeling, varied teaching techniques, hands-on opportunities, frequent checks for understanding, break information into steps, allow verbal responses, voice amplification. Modifications for ELL students: visuals, frequent checks for understanding, cooperative learning strategies, student/teacher modeling, varied teaching techniques, allow variety of written/oral responses. Modifications for Gifted students: Extension of lesson to dig deeper into lesson and encourage further critical thinking.

Subject Area: Library

Grade Level: K

Brief Summary of Unit: Orientation

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Essential Question: What is the importance of the Library Media Center?	AASL 1.1.2 3.1.2	Recognize the librarian as a teacher and resource person. Information Literacy	Demonstrate and model the functions of the school librarian. Reinforce the media center as a resource.	Students seek the help of the librarian to find books and information.	Sep-Oct 4-6 class periods
	NJSLS LA.K.SL.K.1.A	Demonstrate appropriate library behavior. Information Literacy Civic Literacy	Use a selection of resources that model and reinforce appropriate library behavior.	Students demonstrate appropriate library behavior.	Sep-Oct 4-6 class periods
	AASL 3.1.6	Demonstrate care of library materials. Information Literacy Civic Literacy	Show examples of damaged books, and utilize other print/digital/non-print resources to model and discuss proper care of materials.	Students demonstrate proper care of library materials.	Sep-Oct 4-6 class periods
	AASL 3.1.6	Utilize circulation procedures efficiently and effectively. Information Literacy Civic Literacy	Demonstration using shelf markers, finding “just right” books, returning books to shelves, modeled by the students and librarian.	Students demonstrate the ability to check out and return books properly.	Sep-Oct 4-6 class periods

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Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	Language arts - LA.K.SL.K.1.A
Integration of Technology	NJSLS 8.1 Educational Technology, SMARTBoard
Resources	For Teachers: Books from library collection, book care and behavior print/non-print/digital resources. For Students: Teacher-prepared activities, shelf markers, books from library collection.
Integrated Accommodations and Modifications	Modifications for Special Ed/504 students : 1-1 instruction/check for understanding to reinforce importance of library resources and positive behavior choices for learning, preferential seating, cooperative learning strategies, opportunities for movement, ample student/teacher modeling, varied teaching techniques, hands-on opportunities, frequent checks for understanding, break information into steps, allow verbal responses, voice amplification. Modifications for ELL students: visuals, frequent checks for understanding, cooperative learning strategies, student/teacher modeling, varied teaching techniques, allow variety of written/oral responses. Modifications for Gifted students: Extension of lesson to dig deeper into lesson and encourage further critical thinking.

Subject Area: Library

Grade Level: K	Brief Summary of Unit: Technological Resources

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Essential Question: How do I choose which technological tools to use and when is it appropriate to use them?	AASL 4.1.4 NJSL LA.K.RF.K.1 TECH. 8.1	Develop awareness of print, non-print and electronic resources. Information Literacy	Routinely read books and view electronic counterparts.	Students compare/contrast print and digital versions of literature.	Sep-Jun 10-15 class periods
	NJSL TECH. 8.1	Utilize the computer to access databases/websites selected by the librarian. Information Literacy Critical Thinking/Problem Polving	Demonstrate on SMARTBoard how to access the database/website. Students use the database/website to investigate a specific topic and ask and answer questions about that topic. Life and Career Skills	Students enjoy literature and acquire information through digital resources, and create presentations to share their enjoyment and knowledge.	Jan-Jun 6-12 class periods

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	Language arts - LA.K.RF.K.1
Integration of Technology	NJSL 8.1 Educational Technology, search website on computer, view literature in digital format, create presentation.
Resources	For Teachers: SMARTBoard teacher-prepared activities For Students: computer, online databases, websites,
Integrated Accommodations and Modifications	Modifications for Special Ed/504 students : 1-1 check for understanding to assess knowledge of resources; preferential seating, cooperative learning strategies, opportunities for movement, ample student/teacher modeling, varied teaching techniques, hands-on opportunities, frequent checks for understanding, break information into steps, allow verbal responses, voice amplification.

	<p>Modifications for ELL students: 1-1 check for understanding to assess knowledge of resources; visuals, frequent checks for understanding, cooperative learning strategies, student/teacher modeling, varied teaching techniques, allow variety of written/oral responses.</p> <p>Modifications for Gifted students: Students create a presentation to express preference for digital or print versions of literature, extension of lesson to dig deeper into lesson and encourage further critical thinking.</p>
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Subject Area: Library

Grade Level: 1

Brief Summary of Unit: Books/Organization

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Essential Questions: How does understanding a text's structure help me better understand its meaning? Why does a library media center have a system of organization? Why do people from different cultures sometimes say, write and do things differently than I do them?	AASL 4.1.1 AASL 4.1.2 NJSLS LA.1.RL.1.10 AASL 4.1.1 AASL 4.1.2 AASL 4.1.4 AASL 4.1.4 AASL 4.1.4 AASL 4.1.2	Develop an understanding that fiction and information books can be used for recreational reading. Information Literacy Critical Thinking/Problem Solving Review parts of a book introduced in K, and expose to spine label, title page, copyright page, table of contents and illustrations. Information Literacy Identify, locate, select and utilize books by classification including E picture books and ER fiction and information books. Information Literacy Critical Thinking/Problem Solving Demonstrate awareness of E picture book arrangement and ER easy reader fiction and information book arrangement. Information Literacy Develop an understanding that libraries provide a culturally diverse collection of information. Information Literacy	Read a fiction and information book about the same subject and identify fact from fiction. Visually model the parts of a book using print or electronic resources. Librarian will explain and show the arrangement of the E and ER sections. Students engage in book location activities. Hands-on activities, student and teacher demonstrations. Read and discuss selected books from the library's diverse collection, using the globe and other resources.	Students identify and compare/contrast fictional and informational texts. Students self-select books of interest and "just right" for them. Students verbally identify the parts and functions of a book. Students determine the correct section to find a particular book. Students locate E and ER books by the first letter of the author's last name. Students show connection with and engagement in multicultural library resources using	Nov-Jan 6-10 class periods Oct-Feb 6-10 class periods Sep-Nov 6-10 class periods Nov-Jan 6-10 class periods Sep-Jun 10-15 class periods

	<p>NJSLS LA.1.L.1.2.E LA.1.L.1.4 LA.1.RF.1.2</p> <p>NJSLS LA.1.RI.1.6 -</p>	<p>Global Awareness Critical Thinking/Problem Solving</p> <p>Phonological awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <p>Information Literacy</p> <p>Recognize works of famous authors and illustrators.</p> <p>Information Literacy Critical Thinking/Problem Solving</p>	<p>Read various books that contain rhyming words, discuss the words, engage in teacher-created games.</p> <p>Read and discuss several authors and illustrators with their respective styles.</p>	<p>teacher-created assessments.</p> <p>Students give examples of rhyming words verbally and on teacher-created activity sheets.</p> <p>Students state the author's or illustrator's name and/or describe their type of work.</p>	<p>Feb-Mar 3-6 class periods</p> <p>Sep-Jun 10-15 class periods</p>
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Integrated Components

21 st Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	Language arts, social studies LA.1.RL.1.10 LA.1.L.1.2.E LA.1.L.1.4 LA.1.RF.1.2 LA.1.RI.1.6
Integration of Technology	NJSLS 8.1 Educational Technology, SMARTBoard
Resources	For Teachers: Books from library collection, SMARTBoard For Students: Books from library collection, teacher-prepared activities.
Integrated Accommodations and Modifications	<p>Modifications for Special Ed/504 students : 1-1 check for understanding on identifying works by specific authors, preferential seating, cooperative learning strategies, opportunities for movement, ample student/teacher modeling, varied teaching techniques, hands-on opportunities, frequent checks for understanding, break information into steps, allow verbal responses, voice amplification.</p> <p>Modifications for ELL students: 1-1 check for understanding on identifying works by specific authors, visuals, frequent checks for understanding, cooperative learning strategies, student/teacher modeling, varied teaching techniques, allow variety of written/oral responses.</p> <p>Modifications for Gifted students: Student-created presentation on author/illustrator of choice, extension of lesson to dig deeper into lesson and encourage further critical thinking.</p>

Subject Area: Library

Grade Level: 1

Brief Summary of Unit: Literature Appreciation

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Essential Question: How does literature enrich your life?	NJSLS LA.1.RL.1.3 LA.1.SL.1.2 LA.1.RI.1.2	Participate in story activities. Information Literacy Critical Thinking/Problem Solving Communication/Collaboration	Read a variety of stories, retell the stories using a variety of strategies and media, discuss story elements and parts of a book. Complete projects related to the stories.	Students explain the story elements in literature verbally and through creative projects to show engagement and connection with literature.	Sep-Jun 10-12 class periods
	AASL 1.1.6	Demonstrate awareness of the Caldecott and other award-winning books. Information Literacy Critical Thinking/Problem Solving Communication/Collaboration	Read a variety of Caldecott and other award-winning books and discuss why the books deserve these awards.	Students express appreciation for and show knowledge of award-winning books orally and through creative projects.	Feb 2-3 class periods
	AASL 4.2.2	Participate in reading incentive programs. Information Literacy Communication/Collaboration	“Read Across America” activities and other school-wide reading events.	Students participate in home/family/school reading incentive programs.	Mar-Jun 4-6 class periods
	AASL 4.1.3	Demonstrate awareness of the fairy tale genre. Information Literacy Critical Thinking/Problem Solving	Share and discuss a variety of fairy tale books, drawing attention to the characteristics of fairy tales.	Students express appreciation for and knowledge of elements in fairy tales verbally and through creative projects.	Mar-Apr 3-5 class periods
	AASL 4.1.4	Browse the collection for personal use. Information Literacy	Allow students to browse the shelves, selecting books of interest to them. Life and Career Skills	Students select books to fulfill their recreational and informational reading needs.	Sep-Jun 15-24 class periods

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	Language arts LA.1.RL.1.3 LA.1.SL.1.2 LA.1.RI.1.2
Integration of Technology	NJSLS 8.1 Educational Technology, SMARTBoard
Resources	For Teachers: Books from library collection For Students: Books from library collection, teacher-prepared activities
Integrated Accommodations and Modifications	<p>Modifications for Special Ed/504. students : 1-1 check for understanding that students are fulfilling their informational and recreational reading needs, preferential seating, cooperative learning strategies, opportunities for movement, ample student/teacher modeling, varied teaching techniques, hands-on opportunities, frequent checks for understanding, break information into steps, allow verbal responses, voice amplification.</p> <p>Modifications for ELL students: 1-1 check for understanding that students are fulfilling their informational and recreational reading needs, visuals, frequent checks for understanding, cooperative learning strategies, student/teacher modeling, varied teaching techniques, allow variety of written/oral responses.</p> <p>Modifications for Gifted students: Students create a presentation of favorite books selected from library collection, extension of lesson to dig deeper into lesson and encourage further critical thinking.</p>

Subject Area: Library

Grade Level: 1

Brief Summary of Unit: Orientation

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Essential Question: What is the importance of the Library Media Center?	AASL 1.1.2 1.4.4	Recognize the librarian as teacher and resource person. Information Literacy	Demonstrate and model the functions of the school librarian. Reinforce the media center as a resource.	Students seek the help of the librarian to find books and information.	Sep 2-4 class periods
	AASL 3.1.6	Demonstrate appropriate library behavior. Information Literacy Civic Literacy	Use a selection of resources that model and reinforce appropriate library behavior.	Students demonstrate appropriate library behavior.	Sep-Oct 4-7 class periods
	AASL 3.1.6	Demonstrate care of library materials. Information Literacy Civic Literacy Critical Thinking/Problem Solving	Show examples of damaged books, utilize digital/print/non-print resources and discuss proper care of materials.	Students demonstrate proper book care.	Sep-Oct 4-7 class periods
	AASL 3.1.6	Utilize circulation procedures efficiently and effectively. Information Literacy	Demonstration modeled by the students and librarian.	Students demonstrate the ability to check out and return books properly.	Sep-Oct 4-7 class periods
	NJSLS LA.1.RL.1.10 LA.1.RI.1.10 AASL 1.1.6 AASL 1.1.7 AASL 4.2.1	Apply information skills to identify, locate, select and evaluate appropriate print and digital materials. Read grade-level text with purpose and understanding. Information Literacy Critical Thinking/Problem Solving	Librarian will read fiction and information books and incorporate strategies to determine appropriateness (reading level and interest), select “just right” book and identify material location.	Students select “just right” fiction and information materials and demonstrate how to move materials on and off shelves.	Oct-Nov 3-6 class periods
AASL 2.1.2 NJSLS	Recognize computer as a valuable tool. Information Literacy	Librarian will use the SMARTBoard to demonstrate	Students participate in SMARTBoard information	Jan-Jun	

	TECH 8.1.2 TECH 8.2.2		educational and recreational resources.	literacy activities and utilize online databases and websites.	6-10 class periods

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	Language arts LA.1.RL.1.10 LA.1.RI.1.10
Integration of Technology	NJSLS 8.1 Educational Technology, SMARTBoard, computers
Resources	For Teachers: SMARTBoard, books from library collection For Students: computers, shelf markers, books from library collection, teacher-prepared activities
Integrated Accommodations and Modifications	Modifications for Special Ed/504 students : 1-1 check for understanding that students are seeking the help of the library when needed, preferential seating, cooperative learning strategies, opportunities for movement, ample student/teacher modeling, varied teaching techniques, hands-on opportunities, frequent checks for understanding, break information into steps, allow verbal responses, voice amplification. Modifications for ELL students: 1-1 check for understanding that students are seeking the help of the library when needed, visuals, frequent checks for understanding, cooperative learning strategies, student/teacher modeling, varied teaching techniques, allow variety of written/oral responses. Modifications for Gifted students: Extension of lesson to dig deeper into lesson and encourage further critical thinking.

Subject Area: Library

Grade Level: 1	Brief Summary of Unit: Research/Reference

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Essential Question? Why conduct research?	NJSLS LA.1.RI.1.2 LA.1.RI.1.5	Develop an awareness that information books can be used for locating facts. Information Literacy Critical Thinking/Problem Solving Creativity and Innovation Communication and Collaboration	Demonstrate how to use information books to locate information. Students create presentations to share information.	Students create presentations to demonstrate information located and synthesized from informational books.	Oct-Jan 6-12 class periods
	NJSLS TECH.8.1.2.E.CS2	Develop an awareness of digital information materials as another way to gather facts. Information Literacy Critical Thinking/Problem Solving Creativity and Innovation Communication and Collaboration	View digital resources and discuss facts presented. Media Literacy	Students create presentations to demonstrate information located and synthesized from digital resources	Feb-Apr 6-8 class periods

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	Language arts LA.1.RI.1.2 LA.1.RI.1.5
Integration of Technology	NJSLS 8.1 Educational Technology, SMARTBoard, computer
Resources	For Teachers: SMARTBoard, online databases and websites, books from library collection For Students: computers, online databases and websites, books from library collection, teacher-prepared activities
Integrated Accommodations and Modifications	Modifications for Special Ed/504 students : 1-1 check for the understanding that students are effectively accessing and synthesizing print and digital information, preferential seating, cooperative learning strategies, opportunities for movement,

	<p>ample student/teacher modeling, varied teaching techniques, hands-on opportunities, frequent checks for understanding, break information into steps, allow verbal responses, voice amplification.</p> <p>Modifications for ELL students: 1-1 check for the understanding that students are effectively accessing and synthesizing print and digital information visuals, frequent checks for understanding, cooperative learning strategies, student/teacher modeling, varied teaching techniques, allow variety of written/oral responses.</p> <p>Modifications for Gifted students: Students teach a lesson to younger students using information from print/digital resources, extension of lesson to dig deeper into lesson and encourage further critical thinking.</p>
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Subject Area: Library

Grade Level: 1	Brief Summary of Unit: Technological Resources

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Essential Question: How do I choose which technological tools to use and when is it appropriate to use them?	AASL 4.1.4 NJSLS TECH 8.1.2 LA.1.W.1.8	Develop awareness of print, non-print and electronic resources. Information Literacy Critical Thinking/Problem Solving	Routinely read books and view electronic counterparts.	Students discuss and create presentations to show awareness and connections to print and digital resources.	Sep-Jun 15-24 class periods
	NJSLS TECH 8.1.2	Utilize the computer to access websites/databases selected by the librarian. Information Literacy Critical Thinking/Problem Solving Creativity and Innovation	Demonstrate on SMARTBoard how to access and navigate websites/databases. Guided inquiry project. Media Literacy	Students discuss and create presentations to show synthesis of information gleaned from digital resources.	Jan-Jun 8-12 class periods

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	Language arts - LA.1.W.1.8
Integration of Technology	NJSLS 8.1 Educational Technology, SmartBoard, computers
Resources	For Teachers: Books from library collection, SMARTBoard, online databases and websites, presentation tools . For Students: Books from library collection, computers, online databases and websites, presentation tools.
Integrated Accommodations and Modifications	Modifications for Special Ed/504 students : 1-1 check for understanding on ability to access and synthesize print and digital resources, preferential seating, cooperative learning strategies, opportunities for movement, ample student/teacher modeling, varied teaching techniques, hands-on opportunities, frequent checks for understanding, break information into steps, allow verbal responses, voice amplification.

	<p>Modifications for ELL students: 1-1 check for understanding on ability to access and synthesize print and digital resources, visuals, frequent checks for understanding, cooperative learning strategies, student/teacher modeling, varied teaching techniques, allow variety of written/oral responses.</p> <p>Modifications for Gifted students: Create and share a pathfinder of print and digital resources on a particular topic, extension of lesson to dig deeper into lesson and encourage further critical thinking.</p>
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Subject Area: Library

Grade Level: 2

Brief Summary of Unit: Books/Organization

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Essential Questions: How does understanding a text's structure help me better understand its meaning? Why does a library media center have a system of organization? Why do people from different cultures sometimes say, write and do things differently than I do them?	AASL 2.1.2, 1.1.2, 1.1.4 NJSLS LA.2.RL.2.10 LA.2.RI.2.10 AASL 1.1.2 4.1.1,4.1.2, 4.1.4 NJSLS LA.2.RL.2.10 LA.2.RI.2.10 AASL 1.1.2, NJSLS LA.2.RI.2.5 AASL 1.1.4 NJSLS LA.2.RL.2.10 LA.2.RI.2.10 AASL 1.1.7, 4.3.2 NJSLS	Demonstrate awareness of the arrangement of E and ER fiction books and the information books. Information Literacy Identify, locate, select and utilize by classification books in the E, ER and information book, and magazine, sections of the library. Information Literacy Critical Thinking/Problem Solving Review parts of a book that were introduced in K/1 and teach: title page, verso, dedication. Expose to table of contents, index and glossary. Information Literacy Develop the understanding that fiction and information books can be used as resources for class work and research. Information Literacy Critical Thinking/Problem Solving Communication/Collaboration Creativity and Innovation Develop an understanding that libraries provide a culturally diverse collection of information.	Hands-on activities and various student/librarian demonstrations to teach locations.. Teacher-prepared activities to encourage students to explore the sections to find books of use and information to them. Teacher-prepared activities to engage students in learning about the parts of a book. Guided inquiry projects using fictional and informational texts, collaborating with classroom teacher. Read and discuss selected books from the library's diverse collection. Use resources such as	Students use teacher-prepared assessments to show knowledge of book locations. Students locate books and magazines of their choice. Students identify through teacher-created assessments the parts of and their uses in a book. Students create bibliography of resources used in guided inquiry project. Students verbally or through presentation show their	Oct-Nov 3-6 class periods Oct-Nov 3-6 class periods Oct-Nov 3-6 class periods Jan-Mar 6-9 class periods Sep-Jun 12-15 class periods

	LA.2.RL.2.10 LA.2.RI.2.10	Information Literacy Global Awareness Civic Literacy	maps and globes and SMARTboard/Internet lessons to complement and connect with shared literature.	knowledge of cultural diversity in library resources.	
	AASL 4.1.2 NJSLS LA.2.RL.2.10 LA.2.RI.2.10	Develop an understanding that fiction and information books and magazines can be used as resources for recreational reading. Information Literacy Critical Thinking/Problem Solving	Read fiction and information books about the same subject and identify fact from fiction, helping students connect resources to their own recreational reading needs..	Students create a presentation to show ability to distinguish fact from fiction and utilize resources for their recreational reading needs.	Sep-Jun 12-15 class periods
	AASL 3.3.1 NJSLS LA.2.RL.2.2	Develop an understanding of folktales/tall tales and how they reflect a country and time period. Information Literacy Critical Thinking/Problem Solving Creativity and Innovation	Share and discuss various folktales, compare and contrast versions, engage students in projects/activities that relate to stories.	Students create presentations on elements of folktales/tall tales.	May-Jun 2-4 class periods

Integrated Components

21 st Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	Language arts - LA.2.RL.2.10 LA.2.RI.2.10 LA.2.RI.2.5 LA.2.RL.2.2
Integration of Technology	NJSLS 8.1 Educational Technology, Smartboard
Resources	For Teachers: Print, non-print and digital resources from library collection For Students: Print, non-print and digital resources from library collection.
Integrated Accommodations and Modifications	Modifications for Special Ed/504 students : 1-1 check for understanding that students are able to access and synthesize folk and tall tales from library collection, preferential seating, cooperative learning strategies, opportunities for movement, ample student/teacher modeling, varied teaching techniques, hands-on opportunities, frequent checks for understanding, break information into steps, allow verbal responses, voice amplification. Modifications for ELL students: 1-1 check for understanding that students are able to access and synthesize folk and tall tales from library collection, visuals, frequent checks for understanding, cooperative learning strategies, student/teacher modeling, varied teaching techniques, allow variety of written/oral responses.

	Modifications for Gifted students: Students create their own folk or tall tale, extension of lesson to dig deeper into lesson and encourage further critical thinking.
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Subject Area: Library

Grade Level: 2	Brief Summary of Unit: Literature Appreciation

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Essential Question: How does literature enrich your life?	AASL 1.1.6, 1.3.4, 3.1.3, 4.1.3 NJSLs LA.2.RL.2.10 LA.2.RI.2.10 LA.2.SL.2.1	Participate in story activities. Information Literacy Critical Thinking/Problem Solving Creativity and Innovation	Read, share, discuss content and story elements in a variety of stories, retell and connect with the stories through a variety of media.	Students create presentations to show engagement with story and understanding of story elements.	Sep-Jun 20-30 class periods
	AASL 4.2.4, 4.1.3 NJSLs LA.2.RL.2.7	Examine the Caldecott and other award-winning books. Information Literacy Critical Thinking/Problem Solving Creativity and Innovation	Read a variety of Caldecott and other award-winning books and discuss/engage in teacher-created activities showing why the books deserve these awards.	Students create presentations expressing connection with and appreciation for award-winning books.	Feb 2-3 class periods
	AASL 4.4.1, 4.1.2 NJSLs LA.2.RL.2.10 LA.2.RI.2.10	Participate in reading incentive programs. Information Literacy	“Read Across America” activities and other school-wide reading events.	Students participate in home/family/school reading incentive programs.	Mar-Jun 4-6 class periods
	AASL 4.2.4, 4.2.4 NJSLs LA.2.RL.2.10 LA.2.RI.2.10	Browse the collection for personal use. Information Literacy Critical Thinking/Problem Solving	Allow students to browse the shelves, selecting books of interest to them.	Students show ability and engagement in selecting books they enjoy reading.	Sep-Jun 10-15 class periods

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
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21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	Language arts LA.2.RL.2.10 LA.2.RI.2.10 LA.2.SL.2.1 LA.2.RL.2.7 LA.2.RL.2.10 LA.2.RI.2.10 LA.2.RL.2.10 LA.2.RI.2.10
Integration of Technology	NJSLS 8.1 Educational Technology, Smartboard
Resources	For Teachers: SMARTboard, resources from library collection For Students: Resources from library collection
Integrated Accommodations and Modifications	<p>Modifications for Special Ed/504 students : 1-1 check for understanding that students are making connections with award-winning books, preferential seating, cooperative learning strategies, opportunities for movement, ample student/teacher modeling, varied teaching techniques, hands-on opportunities, frequent checks for understanding, break information into steps, allow verbal responses, voice amplification.</p> <p>Modifications for ELL students: 1-1 check for understanding that students are making connections with award-winning books, visuals, frequent checks for understanding, cooperative learning strategies, student/teacher modeling, varied teaching techniques, allow variety of written/oral responses.</p> <p>Modifications for Gifted students: Create book talk for award-winning books, extension of lesson to dig deeper into lesson and encourage further critical thinking.</p>

Subject Area: Library

Grade Level: 2

Brief Summary of Unit: Orientation

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Essential Question: What is the importance of the Library Media Center?	AASL 1.1.2, 1.4.4, 3.1.2	Recognize the librarian as a teacher and resource person. Information Literacy	Demonstrate and model the functions of the school librarian. Reinforce the media center as a resource.	Students seek the help of the librarian to find books and information.	Sep 1-2 class periods
	AASL 3.1.6, 3.3.1 NJSL LA.2.SL.2.1.A	Demonstrate appropriate library behavior. Information Literacy	Use a selection of resources that model and reinforce appropriate library behavior.	Students demonstrate appropriate library behavior.	Sep-Oct 4-5 class periods
	AASL 1.3.3	Demonstrate care of library materials. Information Literacy	Show examples of damaged books, utilize multimedia resources and discuss proper care of materials.	Students demonstrate care of library materials through actions and discussion.	Sep-Oct 4-5 class periods
	AASL 1.3.3	Utilize circulation procedures efficiently and effectively. Information Literacy	Demonstration modeled by the students and librarian.	Students demonstrate the ability to check out and return books properly, including returning books properly to shelves.	Sep-Oct 4-5 class periods
	AASL 2.1.2, 1.1.4 NJSL LA.2.W.2.7 TECH.8.1.2.A.CS2	Apply information skills to identify, locate, select and evaluate appropriate print and digital materials. Read grade-level text with purpose and understanding. Information Literacy Critical Thinking/Problem Solving	Librarian will share fiction and information books and incorporate strategies to determine appropriateness (reading level and interest) and identify material location.	Students select “just right” fiction and information materials.	Oct-Mar 6-10 class periods
	AASL 1.2.2, 3.1.6 NJSL	Recognize computers as a valuable tool.	Librarian will use the SMARTBoard to demonstrate		Nov-Jun.

	TECH.8.1.2.A	information literacy critical thinking/problem solving	educational and recreational resources, including digital online catalog.	Students discuss and create presentations to share knowledge of computers as a digital resource.	6-8 class periods

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	Language arts LA.2.SL.2.1.A LA.2.W.2.7
Integration of Technology	NJSLS 8.1 Educational Technology, Smartboard
Resources	For Teachers: Smartboard, Resources from library collection For Students: Books from library collection
Integrated Accommodations and Modifications	Modifications for Special Ed/504 students : 1-1 check for understanding to make sure students are meeting information need with “just right” resources, preferential seating, cooperative learning strategies, opportunities for movement, ample student/teacher modeling, varied teaching techniques, hands-on opportunities, frequent checks for understanding, break information into steps, allow verbal responses, voice amplification. Modifications for ELL students: 1-1 check for understanding to make sure students are meeting information need with “just right” resources, visuals, frequent checks for understanding, cooperative learning strategies, student/teacher modeling, varied teaching techniques, allow variety of written/oral responses. Modifications for Gifted students: Students create a job description for the librarian, extension of lesson to dig deeper into lesson and encourage further critical thinking.

Subject Area: Library

Grade Level: 2	Brief Summary of Unit: Research/Reference	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Essential Question? Why conduct research?	NJSLS LA.2.RI.2.6 LA.2.RI.2.10 LA.2.W.2.8 AASL 1.1.6, 2.4.3, 4.1.4	Develop an awareness of print reference materials as a valuable guide for locating information to correlate research with classroom studies. Information Literacy Critical Thinking/Problem Solving Creativity and Innovation Media Literacy Communication and Collaboration	Demonstrate the importance of and how to use various print library resources. Allow students to connect with and engage in the materials through guided inquiry.	Students engage and connect with print resources to fulfill information needs.	Feb-Apr 6-8 class periods
	NJSLS LA.2.RI.2.6 LA.2.RI.2.10 LA.2.W.2.8 TECH.8.1.2.E.CS2 AASL 1.1.8, 2.1.4, 2.4.3, 4.1.4	Develop an awareness of digital information materials as a valuable guide for information. Information Literacy Critical Thinking/Problem Solving Creativity and Innovation Media Literacy Communication and Collaboration	Demonstrate the importance of and how to use various digital library resources. Allow students to connect with and engage in the materials through guided inquiry.	Students engage and connect with digital resources to fulfill information needs.	Feb-Apr 6-8 class periods

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	Language arts - LA.2.RI.2.6 LA.2.RI.2.10 LA.2.W.2.8 LA.2.RI.2.6 LA.2.RI.2.10 LA.2.W.2.8
Integration of Technology	NJSLS 8.1 Educational Technology, Smartboard

Resources	<p>For Teachers: Print and digital library resources, teacher-created activities and assessments</p> <p>For Students: Print and digital library resources</p>
Integrated Accommodations and Modifications	<p>Modifications for Special Ed/504 students : 1-1 check for understanding that students can access digital information to fill information need, preferential seating, cooperative learning strategies, opportunities for movement, ample student/teacher modeling, varied teaching techniques, hands-on opportunities, frequent checks for understanding, break information into steps, allow verbal responses, voice amplification.</p> <p>Modifications for ELL students: 1-1 check for understanding that students can access digital information to fill information need, visuals, frequent checks for understanding, cooperative learning strategies, student/teacher modeling, varied teaching techniques, allow variety of written/oral responses.</p> <p>Modifications for Gifted students: Highlight a print/digital resource of interest, extension of lesson to dig deeper into lesson and encourage further critical thinking.</p>

	<p>hands-on opportunities, frequent checks for understanding, break information into steps, allow verbal responses, voice amplification.</p> <p>Modifications for ELL students: 1-1 check for understanding of knowledge of all resources, visuals, frequent checks for understanding, cooperative learning strategies, student/teacher modeling, varied teaching techniques, allow variety of written/oral responses.</p> <p>Modifications for Gifted students: Highlight resources of choice, extension of lesson to dig deeper into lesson and encourage further critical thinking.</p>
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Subject Area: Library

Grade Level: 3

Brief Summary of Unit: Books/Organization

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Essential Questions: How does understanding a text's structure help me better understand its meaning? Why does a library media center have a system of organization? Why do people from different cultures sometimes say, write and do things differently than I do them?	AASL 4.3.2 AASL 4.3.2 AASL 4.3.2 AASL 1.1.4	Review the parts of a book introduced in K-2. Information Literacy Identify that fiction books are arranged alphabetically by the author's last name. Information Literacy Critical Thinking/Problem Solving Identify that information books are arranged by number according to the Dewey Decimal System. Information Literacy Critical Thinking/Problem Solving Demonstrate the ability to locate specific fiction and information books on the shelves. Information Literacy Critical Thinking/Problem Solving	Teacher-created activities to review parts of a book. Hands-on teacher-created activities to engage students in fiction book organization. Hands-on teacher-created activities to engage students in information book organization. Teacher-created activities to help students make connections between their information and recreational reading needs and how to locate those books on the shelves.	Students identify the parts and functions of a book. Students locate fiction books of interest. Students to crack the code of information book organization. Students locate books on shelves.	Oct-Nov 3-6 class periods Oct-Nov 3-6 class periods Oct-Nov 3-6 class periods Oct-Nov 3-6 class periods
	NJSLS LA.3.RI.3.10 AASL 1.1.4, 4.1.4	Introduce biographies as books about famous people and demonstrate where to find biographies on the library shelves. Information Literacy Critical Thinking/Problem Solving	Share/discuss engaging picture book biographies to generate student interest in learning about people who have made a difference.	Students locate biographies of interest to them.	Oct-Nov 3-6 class periods

	AASL 1.1.4, 4.1.2 NJSLS LA.3.RI.3.10 LA.3.W.3.7	Continue to develop understanding that information books can be used as resources for research and class assignments. Information Literacy Critical Thinking/Problem Solving Creativity and Innovation Communication and Collaboration	Teacher-created activities to show how to use information books can fill information needs for guided inquiry projects.	Students utilize information books in guided inquiry projects.	Jan-Mar 5-7 class periods
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Integrated Components

21 st Century Themes	_____ Global Awareness _____ Financial, Economic, Business, and Entrepreneurial Literacy _____ Civic Literacy _____ Health literacy
21 st Century Skills	__X__ Creativity and Innovation __X__ Critical Thinking and Problem Solving __X__ Communication and Collaboration __X__ Information Literacy _____ Media Literacy _____ Life and Career Skills
Interdisciplinary Connections	Language arts LA.3.RI.3.10 LA.3.RI.3.10 LA.3.W.3.7
Integration of Technology	NJSLS 8.1 Educational Technology, Smartboard
Resources	For Teachers: Print and digital library resources For Students: Print and digital library resources
Integrated Accommodations and Modifications	Modifications for Special Ed/504 students : 1-1 check for understanding that students can locate and use biographies of interest to them, preferential seating, cooperative learning strategies, opportunities for movement, ample student/teacher modeling, varied teaching techniques, hands-on opportunities, frequent checks for understanding, break information into steps, allow verbal responses, voice amplification. Modifications for ELL students: 1-1 check for understanding that students can locate and use biographies of interest to them, visuals, frequent checks for understanding, cooperative learning strategies, student/teacher modeling, varied teaching techniques, allow variety of written/oral responses. Modifications for Gifted students: Book talk selection of biographies, extension of lesson to dig deeper into lesson and encourage further critical thinking.

Subject Area: Library

Grade Level: 3

Brief Summary of Unit: Literature Appreciation

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Essential Question: How does literature enrich your life?	AASL 3.1.2, 3.3.5	Share literature with other students. Information Literacy Critical Thinking/Problem Solving Creativity and Innovation Communication and Collaboration	Book talks by the students and participation in Reader’s Theater productions.	Students create presentations to share literature with others.	Dec-Feb 3-4 class periods
	NJSLS LA.3.RL.3.7 AASL 4.1.3, 3.1.2	Discuss the Caldecott and other award-winning books. Information Literacy Critical Thinking/Problem Solving Creativity and Innovation Communication and Collaboration	Teacher-created activities to share and discuss award-winning elements of books.	Students create presentations to show knowledge and importance of award-winning books.	Feb 1-2 class periods
	AASL 3.1.2, 4.1.1 NJSLS LA.3.RL.3.10 LA.3.RI.3.10	Participate in reading incentive programs. Information Literacy Creativity and Innovation Communication and Collaboration	“Read Across America” activities and other school-wide reading events.	Students participate in home/family/school reading incentive programs.	Mar-Jun 4-5 class periods
	NJSLS LA.3.RL.3.10 LA.3.RI.3.10 AASL 4.2.4, 4.1.2, 4.1.4	Browse the collection for personal use. Information Literacy Critical Thinking/Problem Solving Creativity and Innovation Communication and Collaboration	Teacher-created activities to stimulate interest in browsing books in the library collection.	Students create presentations to indicate interest in and share books discovered in the library collection.	Sep-Jun 15-25 class periods
	AASL 4.1.1 NJSLS LA.3.RL.3.10 LA.3.RI.3.10	Read a variety of fiction genres, as well as information subjects. Information Literacy Critical Thinking/Problem Solving Creativity and Innovation	Teacher-created activities to stimulate interest in all sections of the library collection.	Students create presentations to show knowledge of and interest in	Jan-Jun 6-8 class periods

	<p>AASL 4.1.1 NJSLS LA.3.RL.3.2 LA.3.RI.3.10 LA.3.RL.3.10</p>	<p>Communication and Collaboration</p> <p>Develop an understanding that libraries provide a culturally diverse collection of information.</p> <p>Information Literacy Critical Thinking/Problem Solving Creativity and Innovation Global Awareness</p>	<p>Teacher-created activities to motivate students to share/discuss multicultural books from the library's collection and acknowledge/delve into facts about the people and countries of origin.</p>	<p>a variety of types of books in the library collection.</p> <p>Students create presentations to express knowledge of culturally-diverse print/digital library collection.</p>	<p>Sep-Jun 15-25 class periods</p>
	<p>NJSLS LA.3.RI.3.10 LA.3.RL.3.10 AASL 4.1.1 4.1.4</p>	<p>Develop an understanding that fiction and information books can be used for recreational reading.</p> <p>Information Literacy Critical Thinking/Problem Solving Creativity and Innovation Communication and Collaboration</p>	<p>Teacher-created activities to engage students in exploring fiction and information books for recreational reading.</p>	<p>Students create presentations to make connections with fiction and information books from the library collection.</p>	<p>Oct-Nov 3-6 class periods</p>

Integrated Components

21 st Century Themes	<p><input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Health literacy</p>
21 st Century Skills	<p><input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration</p> <p><input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills</p>
Interdisciplinary Connections	Language arts - LA.3.RL.3.7 LA.3.RL.3.10 LA.3.RI.3.10 LA.3.RL.3.2
Integration of Technology	NJSLS 8.1 Educational Technology, SMARTBoard, computers
Resources	For Teachers: Print and digital library resources For Students: Print and digital library resources
Integrated Accommodations and Modifications	<p>Modifications for Special Ed/504 students : 1-1 check for understanding that students know where and how to locate library resources of interest to them, referential seating, cooperative learning strategies, opportunities for movement, ample student/teacher modeling, varied teaching techniques, hands-on opportunities, frequent checks for understanding, break information into steps, allow verbal responses, voice amplification.</p> <p>Modifications for ELL students: 1-1 check for understanding that students know where and how to locate library resources of interest to them, visuals, frequent checks for understanding, cooperative learning strategies, student/teacher modeling, varied teaching techniques, allow variety of written/oral responses.</p> <p>Modifications for Gifted students: Present information about another country to a younger audience, extension of lesson to dig deeper into lesson and encourage further critical thinking.</p>

Subject Area: Library

Grade Level: 3

Brief Summary of Unit: Orientation

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Essential Question: What is the importance of the Library Media Center?	AASL 1.1.9, 1.2.1, 1.4.4, 2.1.5 1.1.2	Utilize the librarian as a teacher and resource person. Information Literacy Communication and Collaboration	Demonstrate and model the importance of the school librarian and library as a valuable resource.	Students seek the help of the librarian to find books and information and develop independence in seeking materials on their own.	Sep 1-2 class periods
	AASL 3.2.3, 3.3.1,	Demonstrate appropriate library behavior. Information Literacy Critical Thinking/Problem Solving Communication and Collaboration	Discuss and practice appropriate behavior using a variety of print, non-print and digital resources.	Students create presentations to show engagement in and connection with appropriate library behavior.	Sep 1-2 class periods
	AASL 3.1.6 NJSLS TECH.8.1.5.A.1	Utilize circulation procedures efficiently and effectively. Information Literacy Critical Thinking/Problem Solving Communication and Collaboration	Teacher-created activities to model and strengthen circulation procedures.	Students show the ability to check out books in the correct manner.	Sep 1-2 class periods
	AASL 3.1.6, 1.3.5	Demonstrate and practice proper care of materials. Information Literacy Critical Thinking/Problem Solving	Teacher-created activities to model/practice proper care of library materials.	Students create presentations to show connection with the importance of proper care of library materials.	Sep 1-2 class periods
	AASL 1.1.1, 2.1.2 NJSLS LA.3.RL.3.10 LA.3.RI.3.10	Introduce/ strengthen knowledge of fiction, information, biography, and reference collections. Information Literacy Critical Thinking/Problem Solving	Teacher-created activities to help students connect with sections of the library and find value in that knowledge.	Students create presentations to show engagement in using different collections in the	Sep-Oct 3-4 class periods

	<p>Modifications for ELL students: 1-1 check for understanding that students comfortably utilize computers as resource for information, visuals, frequent checks for understanding, cooperative learning strategies, student/teacher modeling, varied teaching techniques, allow variety of written/oral responses.</p> <p>Modifications for Gifted students: Extension of lesson to dig deeper into lesson and encourage further critical thinking.</p>
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Subject Area: Library

Grade Level: 3	Brief Summary of Unit: Research/Reference	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Essential Question? Why conduct research?	AASL 1.1.3 AASL 2 NJSLS LA.3.RI.3.10 TECH.8.1.5.A.1 TECH.8.1.5.E.1	Develop a basic understanding of available print reference materials, non-print sources, and online reference materials as valuable guide for information. Information Literacy Critical Thinking and Problem Solving Creativity and Innovation Collaboration and Communication	Teacher-created activities to introduce the information included in the dictionary and thesaurus, expose to encyclopedia and almanac, and allow students to engage in these tools through hands-on research.	Students create a presentation to show knowledge of reference materials as valuable guides to information.	Nov-Apr 8-10 class periods
	AASL 1.3.3 NJSLS LA.3.W.3.7	Become aware of the need to cite the bibliographic information. Information Literacy Critical Thinking and Problem Solving Creativity and Innovation Collaboration and Communication	Teacher-created activities using multimedia resources to explain that knowledge is intellectual property and demonstrate how to do a basic citation for a book.	Students create bibliographic entries.	Jan-Apr 5-6 class periods
	NJSLS LA.3.W.3.7 TECH.8.1.5.E.CS2 AASL 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9	Students will create a guided inquiry project on a topic using print and digital library information resources, including selected websites and databases. Information Literacy Critical Thinking and Problem Solving Creativity and Innovation Collaboration and Communication	Teacher-created activities to model guided inquiry techniques, identify resources for student research and support and assist students.	Students use print and digital information for guided inquiry projects. Life and Career Skills	Jan-Apr 6-8 class periods

Integrated Components

21 st Century Themes	____ Global Awareness ____ Financial, Economic, Business, and Entrepreneurial Literacy ____ Civic Literacy ____ Health literacy
21 st Century Skills	<u> X </u> Creativity and Innovation <u> X </u> Critical Thinking and Problem Solving <u> X </u> Communication and Collaboration <u> X </u> Information Literacy <u> </u> Media Literacy <u> X </u> Life and Career Skills
Interdisciplinary Connections	Language arts LA.3.RI.3.10 LA.3.W.3.7
Integration of Technology	NJSLS 8.1 Educational Technology, Smartboard, websites and databases
Resources	For Teachers: Print and digital library resources For Students: Print and digital library resources
Integrated Accommodations and Modifications	<p>Modifications for Special Ed/504 students : 1-1 check for understanding that student can successfully create bibliographic entry, preferential seating, cooperative learning strategies, opportunities for movement, ample student/teacher modeling, varied teaching techniques, hands-on opportunities, frequent checks for understanding, break information into steps, allow verbal responses, voice amplification.</p> <p>Modifications for ELL students: 1-1 check for understanding that student can successfully create bibliographic entry, visuals, frequent checks for understanding, cooperative learning strategies, student/teacher modeling, varied teaching techniques, allow variety of written/oral responses.</p> <p>Modifications for Gifted students: Create annotated bibliography, extension of lesson to dig deeper into lesson and encourage further critical thinking.</p>

Subject Area: Library

Grade Level: 3	Brief Summary of Unit: Technological Resources

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Essential Question: How do I choose which technological tools to use and when is it appropriate to use them?	AASL 2.1.4, 1.1.1, 1.1.6, 1.1.8 NJSLS TECH.8.1.5.A.1 TECH.8.1.5.E.C S2 TECH.8.1.5.E.1 LA.3.RL.3.10 LA.3.RI.3.10	Develop awareness of print, non-print and digital resources, including databases. Information Literacy Critical Thinking/Problem Solving	Share and discuss a wide variety of print, non-print and digital resources with students.	Students create a presentation using print, non-print and digital resources.	Jan-Apr 6-8 class periods
	AASL 1.1.4, 2.1.2, 2.1.3, 2.1.4 NJSLS TECH.8.1.5.A.1 TECH.8.1.5.E.1 LA.3.W.3.7	Introduce and utilize the online library catalog by title, author, subject and keyword searches, and identify which source is best for specific inquiry needs. Information Literacy Critical Thinking/Problem Solving Communication and Collaboration	Teacher-created activities connecting students with the value of the online library catalog.	Students perform a variety of searches using the online library catalog.	Oct-Nov 4-5 class periods
	NJSLS TECH.8.1.5.D.4 AASL 3.1.6	Understanding the need to use the Internet safely. Information Literacy Critical Thinking/Problem Solving Communication and Collaboration	Share/discuss/evaluate a variety of websites, discuss the importance of Internet safety, evaluating websites, and cyber-bullying prevention. Life and Career Skills	Students evaluate websites and share knowledge on the importance of Internet safety. Health Literacy	Dec-Apr 6-8 class periods

Subject Area: Library

Grade Level: 4	Brief Summary of Unit: Books/Organization

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Essential Questions: How does understanding a text's structure help me better understand its meaning? Why does a library media center have a system of organization? Why do people from different cultures sometimes say, write and do things differently than I do them?	AASL 1.1.1, 4.3.2 NJSLS LA.4.W.4.7 AASL 4.3.2, 1.1.2, 1.1.4, 1.4.1 2.1.2, 2.3.1 NJSLS LA.4.W.4.7 AASL 4.3.2, 1.1.2, 1.1.4, 1.4.1 2.1.2, 2.3.1 NJSLS LA.4.W.4.7 NJSLS LA.4.W.4.7 AASL 4.3.2, 1.1.2, 1.1.4, 1.4.1 2.1.2, 2.3.1	Review the parts of a book introduced in K-3. Information Literacy Review the ability to place fiction books in alphabetical order by the author's name and understand fiction shelf arrangement. Information Literacy Critical Thinking/Problem Solving Demonstrate the ability to place information books in numerical order to the whole number according to the Dewey Decimal System and understand the arrangement of information books on library shelves. Information Literacy Critical Thinking/Problem Solving Demonstrate the ability to locate specific fiction and information books on the shelves. Information Literacy Critical Thinking/Problem Solving Identify and define biography as books about famous people and demonstrate	Teacher-created activities to review parts of book. Teacher-created hands-on activities to help students connect with importance of organization of fiction books. Teacher-created hands-on activities to help students see connections between arrangement of information books and filling their research and recreational reading needs. Teacher and student demonstrations, hands-on activities and teacher-designed games. Teacher-created activities to explore print and digital biographies and recognize why	Students identify parts of books. Students show knowledge of fiction arrangement in library. Students show knowledge of information book arrangement in library. Students show ability to locate specific materials. Students show knowledge of importance of biographical	Oct 1-2 class periods Oct-Nov 3-5 class periods Oct-Nov 3-5 class periods Oct-Nov 3-5 class periods Jan-Feb 3-5 class periods

	1.4.1 2.1.2, 2.3.1 LA.4.W.4.7	the ability to locate biographies on the library shelves. Information Literacy Critical Thinking/Problem Solving Creativity and Innovation Communication and Collaboration Global Awareness	individual contributions of each are important.	figures and biography collection..	
	AASL 1.1.4, 1.1.6, 2.1.2, 2.4.1, 4.1.4 LA.4.W.4.7 LA.4.RI.4.10	Develop an understanding that information books can be used as resources for research and class assignments. Information Literacy Critical Thinking/Problem Solving Creativity and Innovation Communication and Collaboration Global Awareness	Teacher-created activities to engage students in use of information books for guided inquiry research projects.	Students locate and synthesize information from information books in guided inquiry research projects.	Sep-Jun 3-5 class periods

Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	Language arts LA.4.W.4.7 LA.4.RI.4.10
Integration of Technology	NJSLS 8.1 Educational Technology, Smartboard, digital information resources
Resources	For Teachers: Print and digital library resources For Students: Print and digital library resources
Integrated Accommodations and Modifications	Modifications for Special Ed/504 students : 1-1 check for understanding that students can locate fiction books of interest, preferential seating, cooperative learning strategies, opportunities for movement, ample student/teacher modeling, varied teaching techniques, hands-on opportunities, frequent checks for understanding, break information into steps, allow verbal responses, voice amplification. Modifications for ELL students: 1-1 check for understanding that students can locate fiction books of interest, visuals, frequent checks for understanding, cooperative learning strategies, student/teacher modeling, varied teaching techniques, allow variety of written/oral responses. Modifications for Gifted students: Create presentation of biographical figure, extension of lesson to dig deeper into lesson and encourage further critical thinking.

Subject Area: Library

Grade Level: 4

Brief Summary of Unit: Literature Appreciation

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Essential Question: How does literature enrich your life?	AASL 1.1.6, 3.1.2, 4.1.3, 4.3.1 NJSLS LA.4.RL.4.1 LA.4.RL.4.10 LA.4.RI.4.10 LA.4.SL.4.1.B	Share literature with other students. Information Literacy Critical Thinking/Problem Solving Creativity and Innovation Communication and Collaboration Global Awareness	Book talks by the students and participation in Reader’s Theater productions.	Students create presentations to share literature with others.	Sep-Jun 20-30 class periods
	NJSLS LA.4.RL.4.1 LA.4.RL.4.10 LA.4.RI.4.10 LA.4.SL.4.1.B	Examine and discuss the Caldecott, Newbery, and other award-winning books. Information Literacy Critical Thinking/Problem Solving Creativity and Innovation Communication and Collaboration	Teacher-created activities to share and discuss award-winning elements of books.	Students create presentations to show knowledge and importance of award-winning books.	Jan-Feb 2-3 class periods
	AASL 4.1.3, 4.1.1, 4.3.1, 4.2.4, 4.3.2	Information Literacy Critical Thinking/Problem Solving Creativity and Innovation Communication and Collaboration	“Read Across America” activities and other school-wide reading events.	Students participate in home/family/school reading incentive programs.	Mar-Jun 4-6 class periods
	NJSLS LA.4.RL.4.1 LA.4.RL.4.10 LA.4.RI.4.10 LA.4.SL.4.1.B AASL 4.1.1, 4.1.3, 4.4.1, 4.3.1	Participate in reading incentive programs. Information Literacy Critical Thinking/Problem Solving	Teacher-created activities to stimulate interest in browsing books in the library collection.	Students share books discovered in the library collection.	Sep-Jun 20-30 class periods
	NJSLS LA.4.RL.4.10 LA.4.RI.4.10 AASL 4.1.1, 4.1.3, 4.4.1, 4.3.1	Browse the collection for personal use. Information Literacy Critical Thinking/Problem Solving Creativity and Innovation Communication and Collaboration			

	<p>AASL 4.1.1, 4.1.3, 4.4.1, 4.3.1 NJSLS LA.4.RL.4.10 LA.4.RI.4.10</p>	<p>Read a variety of fiction genres, as well as information subjects. Information Literacy Critical Thinking/Problem Solving Creativity and Innovation Communication and Collaboration</p>	<p>Teacher-created activities to stimulate interest in all sections of the library collection.</p>	<p>Students create presentations to show knowledge of and interest in a variety of types of books in the library collection.</p>	<p>Sep-Jun 20-30 class periods</p>
	<p>AASL 1.1.4, 1.1.6, 2.3.2, 3.3.1 NJSLS LA.4.RL.4.6 LA.4.RI.4.9</p>	<p>Develop an understanding that libraries provide a culturally-diverse collection of information. Information Literacy Critical Thinking/Problem Solving Creativity and Innovation Communication and Collaboration Global Awareness Civic Literacy</p>	<p>Teacher-created activities to motivate students to share/discuss multicultural books from the library's collection and acknowledge/delve into facts about the people and countries of origin.</p>	<p>Students create presentations to express knowledge of culturally-diverse print/digital materials in library collection.</p>	<p>Sep-Jun 20-30 class periods</p>
	<p>AASL 4.1.1, 4.1.2, 4.1.4 NJSLS LA.4.RL.4.10 LA.4.RI.4.10</p>	<p>Develop an understanding that fiction and information books can be used for recreational reading. Information Literacy Critical Thinking/Problem Solving Creativity and Innovation Communication and Collaboration</p>	<p>Teacher-created activities to engage students in exploring fiction and information books for recreational reading.</p>	<p>Students make connections with fiction and information books from the library collection.</p>	<p>Sep-Jun 20-30 class periods</p>

Integrated Components

21 st Century Themes	<input checked="" type="checkbox"/> Global Awareness _____ Financial, Economic, Business, and Entrepreneurial Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy _____ Media Literacy _____ Life and Career Skills
Interdisciplinary Connections	Language arts LA.4.RL.4.1 LA.4.RL.4.10 LA.4.RI.4.10 LA.4.SL.4.1.B LA.4.RL.4. LA.4.RI.4.9
Integration of Technology	NJSLS 8.1 Educational Technology, Smartboard, digital library resources
Resources	For Teachers: Print and digital library resources For Students: Print and digital library resources

Integrated Accommodations and Modifications	<p>Modifications for Special Ed/504. students : 1-1 check for understanding that students are aware of and make connections to literary awards, preferential seating, cooperative learning strategies, opportunities for movement, ample student/teacher modeling, varied teaching techniques, hands-on opportunities, frequent checks for understanding, break information into steps, allow verbal responses, voice amplification.</p> <p>Modifications for ELL students: 1-1 check for understanding that students are aware of and make connections to literary awards, visuals, frequent checks for understanding, cooperative learning strategies, student/teacher modeling, varied teaching techniques, allow variety of written/oral responses.</p> <p>Modifications for Gifted students: Create author study of an award-winning author, extension of lesson to dig deeper into lesson and encourage further critical thinking.</p>
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Subject Area: Library

Grade Level: 4

Brief Summary of Unit: Orientation

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Essential Question: What is the importance of the Library Media Center?	NJSLS LA.4.W.4.7 AASL 1.1.3, 1.1.4, 1.2.1, 1.2.7, 1.4.1, 1.4.2, 1.4.4, 3.1.2, 4.1.4	Utilize the librarian as teacher and resource person. Information Literacy Critical Thinking/Problem Solving Communication and Collaboration	Demonstrate and model the importance of the school librarian and library as a valuable resource.	Students will seek the help of the librarian to find books and information and develop independence in seeking materials on their own.	Sep-Jun 20-30 class periods
	NJSLS LA.4.SL.4.1.B AASL 1.3.3, 1.3.5, 3.1.6, 3.2.3, 3.3.7, 4.3.4	Demonstrate appropriate library behavior Information Literacy Critical Thinking/Problem Solving Communication and Collaboration	Discuss and practice appropriate behavior using a variety of print, non-print and digital resources.	Students create presentations to show engagement in and connection with appropriate library behavior.	Sep-Jun 20-30 class periods
	NJSLS TECH.8.1.5.A.1 AASL 1.1.8, 1.3.5, 1.4.4, 3.1.6	Utilize circulation procedures efficiently and effectively. Information Literacy Critical Thinking/Problem Solving Communication and Collaboration	Teacher-created activities to model and strengthen circulation procedures.	Students show ability to check out books in the correct manner.	Sep-Jun 20-30 class periods
	NJSLS TECH.8.1.5.D.CS1 TECH.8.1.5.D.3 TECH.8.1.5.D.4 AASL 1.3.5, 1.3.6	Demonstrate and practice proper care of materials. Information Literacy Critical Thinking/Problem Solving Communication and Collaboration	Teacher-created activities to model/practice proper care of library materials.	Students create presentations to show connection with the importance of proper care of library materials.	Sep-Jun 20-30 class periods
	AASL 1.1.1, 1.1.4, 1.1.5, 1.1.6, 1.1.8, 1.1.9 NJSLS	Identify, locate and access the fiction, information, biography, and reference collections. Information Literacy Critical Thinking/Problem Solving Communication and Collaboration Creativity and Innovation	Teacher-created activities to help students connect with sections of the library and find value in that knowledge.	Students create presentations to show engagement in using different collections in the library to fill information needs.	Sep-Nov 6-8 class periods

	TECH.8.1.5.A.CS2 LA.4.RL.4.10 LA.4.RI.4.10 AASL 1.1.4, 1.1.6, 2.1.4, 3.1.4 NJSLS TECH.8.1.5.A.1	Recognize computer as a valuable reference tool. information literacy critical thinking/problem solving communication and collaboration	Teacher-created activities to help students make connections with value of online catalog and databases/websites to fill information and recreational reading needs.	Students create presentations to measure student knowledge of the value of digital resources.	Sep-Jun 20-30 class periods

Integrated Components

21 st Century Themes	_____ Global Awareness _____ Financial, Economic, Business, and Entrepreneurial Literacy _____ Civic Literacy _____ Health literacy
21 st Century Skills	___x___ Creativity and Innovation ___x___ Critical Thinking and Problem Solving ___x___ Communication and Collaboration ___x___ Information Literacy _____ Media Literacy _____ Life and Career Skills
Interdisciplinary Connections	Language arts LA.4.W.4.7 LA.4.SL.4.1.B LA.4.RL.4.10 LA.4.RI.4.10
Integration of Technology	NJSLS 8.1 Educational Technology, Smartboard, computers, websites/databases
Resources	For Teachers: Digital library resources For Students: Digital library resources
Integrated Accommodations and Modifications	Modifications for Special Ed/504 students : 1-1 check for understanding that students can locate and know the purpose of different sections and collection of the library, preferential seating, cooperative learning strategies, opportunities for movement, ample student/teacher modeling, varied teaching techniques, hands-on opportunities, frequent checks for understanding, break information into steps, allow verbal responses, voice amplification. Modifications for LEL students: 1-1 check for understanding that students can locate and know the purpose of different sections and collection of the library, visuals, frequent checks for understanding, cooperative learning strategies, student/teacher modeling, varied teaching techniques, allow variety of written/oral responses. Modifications for Gifted students: Create a map of the different sections of the library, extension of lesson to dig deeper into lesson and encourage further critical thinking.

Subject Area: Library

Grade Level: 4

Brief Summary of Unit: Research/Reference

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Essential Question: Why conduct research?	AASL 1.1.2, 1.1.4, 1.1.6, 1.1.8, 2.1.3, 2.1.4, 2.4.1 NJSLS TECH.8.1.5.A.1 TECH.8.1.5.E.CS2 LA.4.RI.4.1 LA.4.RI.4.4 LA.4.RF.4.4.A LA.4.W.4.7	Introduce/review thesaurus, dictionary, encyclopedia, and almanac in print and digital formats as valuable guides for information. Information Literacy Critical Thinking/Problem Solving Communication and Collaboration	Teacher-created activities to engage students in using and seeing value in reference tools.	Students show ability to use print and digital reference tools.	Jan-Feb 3-5 class periods
	AASL 1.3.1 1.3.3, 1.3.5 NJSLS TECH.8.1.5.D.3	Become aware of the need to cite the bibliographic information. Information Literacy Critical Thinking/Problem Solving Communication and Collaboration	Teacher-created activities to connect students with the idea of knowledge as intellectual property, and demonstrate how to create a basic online citation for a book.	Students show ability to create a bibliography.	Oct-May 10-12 class sessions
	AASL 1.1.2, 1.1.4, 1.1.5, 1.1.6, 1.2.3, 1.2.2, 1.1.7, 2.1.6, 2.4.1, 2.4.3, 1.3.1 1.3.3, 1.3.5 NJSLS TECH.8.1.5.D.3 TECH.8.1.5.A.CS2 LA.4.W.4.2.D	Introduce paraphrasing and note-taking techniques for print and digital sources. Information Literacy Critical Thinking/Problem Solving Communication and Collaboration	Teacher-created activities to encourage student collection of information on a topic using various sources, and encouraging students to use their own words/paraphrasing to explain that information.	Students create presentation to show ability and understanding of the importance of paraphrasing and note-taking for effective research.	Oct-May 10-12 class sessions
	AASL 2.1.1, 2.1.2, 2.1.4, 1.4.4, 1.4.3, 2.2.3, 2.4.1, 3.1.1,	Complete guided inquiry research on a topic using print and digital library resources. Information Literacy Critical Thinking/Problem Solving	Teacher-created activities to model research techniques, identify resources for student research and support, and assist	Students create presentations to show use of library resources in guided inquiry	Oct-May 10-12 class sessions

Subject Area: Library

Grade Level: 4	Brief Summary of Unit: Technological Resources

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Essential Question: How do I choose which technological tools to use and when is it appropriate to use them?	AASL 1.1.4, 1.1.6, 1.1.8, 2.1.4, 3.1.4, 3.1.6, 4.1.7, 4.3.2, 4.3.4 NJSLS TECH.8.1.5.A.1 TECH.8.1.5.A.CS2 TECH.8.1.5.E.CS2 LA.4.RL.4.10 LA.4.RI.4.10 LA.4.W.4.6 LA.4.SL.4.5	Develop awareness of digital resources. Information Literacy Critical Thinking/Problem Solving Communication and Collaboration	Teacher-created activities to share/discuss a variety of digital tools relevant to student information-seeking and recreational reading needs. Life and Career Skills	Students create a presentation to show the value of digital tools for their information-seeking and recreational reading needs.	Sep-Jun 20-30 class periods
	AASL 1.1.4, 1.1.8, 2.1.1, 2.1.3 NJSLS TECH.8.1.5.A.1 TECH.8.1.5.E.CS2 LA.4.W.4.7	Strengthen skills in and utilize the online library catalog by performing title, author, subject and keyword searches, and identify which source is best for specific information needs. Information Literacy Critical Thinking/Problem Solving Communication and Collaboration	Teacher-created activities to strengthen online library catalog search skills.	Students show ability in utilizing online library catalog use.	Oct-Nov 3-5 class periods
	AASL 1.3.5,3.1.6, 3.3.7 NJSLS TECH.8.1.5.D.CS1	Understanding the need to use the Internet safely. Information Literacy Critical Thinking/Problem Solving Communication and Collaboration	Teacher-created activities to become familiar with and strengthen skills in Internet safety, website evaluation, and cyberbullying prevention. Life and Career Skills Health Literacy	Students show knowledge of and ability in Internet safety, website evaluation, and cyberbullying prevention.	Nov-Jan 6-8 class periods

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Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 st Century Skills	<input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	<u>Language Arts LA.4.RL.4.10 LA.4.RI.4.10 LA.4.W.4.6 LA.4.SL.4.5 LA.4.W.4.7</u>
Integration of Technology	NJSLS 8.1 Educational Technology, SMARTBoard and other digital resources
Resources	For Teachers: Library digital resources For Students: Library digital resources
Integrated Accommodations and Modifications	<p>Modifications for Special Ed/504 students : 1-1 check for understanding that students are comfortable with the basics of website evaluation, preferential seating, cooperative learning strategies, opportunities for movement, ample student/teacher modeling, varied teaching techniques, hands-on opportunities, frequent checks for understanding, break information into steps, allow verbal responses, voice amplification.</p> <p>Modifications for ELL students: 1-1 check for understanding that students are comfortable with the basics of website evaluation, visuals, frequent checks for understanding, cooperative learning strategies, student/teacher modeling, varied teaching techniques, allow variety of written/oral responses.</p> <p>Modifications for Gifted students: Compare/contrast websites using evaluation tools, extension of lesson to dig deeper into lesson and encourage further critical thinking.</p>