Mine Hill Township School District

(PK-4 Library)



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Approval date: October 26, 2020

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Subject Area: <u>Library</u>				
Grade Level: PK	Brief Summary of Unit: Orientation			

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
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

21 st Century Themes	Global AwarenessFinancial, Economic, Business, and Entrepreneurial LiteracyX Civic Literacy			
	Health literacy			
21 st Century Skills	Creativity and Innovationx_ Critical Thinking and Problem Solvingx_ Communication and Collaboration			
	<u>x</u> Information Literacy Media LiteracyLife and Career Skills			
Interdisciplinary Connections	Language artsLA.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	Modifications for Special Ed/504 students : 1-1 check with students to find books of interest to them, preferential seating,			
and Modifications	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: <u>Library</u>			
Grade Level: PK	Brief Summary of Unit: Books/Organization		

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

21 st Century Themes	Global Awareness Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy	
	Health literacy	
21 st Century Skills	Creativity and InnovationX_ Critical Thinking and Problem Solving Communication and Collaboration	
	<u>X</u> Information Literacy Media Literacy <u>X</u> 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 , SMARTBoardFor Students: Books from library collection,teacher-prepared activities		
Integrated Accommodations and Modifications	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.		
	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.		
	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: Literature Appreciation			

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
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

21 st Century Themes	Global Awareness Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy
	Health literacy
21 st Century Skills	Creativity and Innovation Critical Thinking and Problem Solving <u>X</u> Communication and Collaboration
	<u>X</u> Information Literacy Media Literacy 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	Modifications for Special Ed/504 students: 1-1 check for understanding and connections during nursery rhyme project craft			
and Modifications	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: <u>Library</u>				
Grade Level: PK	Brief Summary of Unit: Technological Resources			

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
Essential Question: How do I choose which technological tools to use and when is it appropriate to use them?	AASL 4.1.4 NJSLS LA.PK.3.3.B.4	Develop awareness of print, non-print and electronic resources. information literacy	Routinely read books and view electronic counterparts. Routinely engage students in language arts tech tools on Smartboard.	Students participate in language arts-based activities connecting with print and digital picture books.	Sep-Jun 12-18 class periods

21 st Century Themes	Global Awareness Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy				
	Health literacy				
21 st Century Skills	Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration				
	<u>X</u> Information Literacy Media Literacy Life and Career Skills				
Interdisciplinary Connections	Language arts - LA.PK.3.3.B.4				
Integration of Technology	NJSLS 8.1 Educational Technology, SMARTBoard for digital versions of stories				
Resources	For Teachers: SMARTBoard, books from library collection. For Students: Teacher-prepared activities				
Integrated Accommodations	Modifications for Special Ed. students: 1-1 engagement with students to check for understanding of experiencing literature				
and Modifications	and connected activities us/504ng tech 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: 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: <u>Library</u>						
Grade Level: K	Brief Summary of Unit: Books/Organization					

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

21 st Century Themes	x Global Awareness Financial, Economic, Business, and Entrepreneurial LiteracyX Civic Literacy				
	Health literacy				
21 st Century Skills	Creativity and InnovationX Critical Thinking and Problem Solving Communication and Collaboration				
	<u>X</u> Information Literacy Media Literacy <u>X</u> 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	Modifications for Special Ed/504 students: 1-1 check for understanding with students to ensure connection is made between				
and Modifications	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					

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
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 NJSLS	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
	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

21 st Century Themes	Global AwarenessFinancial, Economic, Business, and Entrepreneurial LiteracyCivic Literacy Health literacy			
21 st Century Skills	Creativity and Innovation X Critical Thinking and Problem Solving X Communication and Collaboration X Information Literacy A Media Literacy X 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 librarycollection, teacher-prepared activities.			
Integrated Accommodations and Modifications	Collection, teacher-prepared activities.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 			

	Subject Area:Library	
Grade Level: K	Brief Summary of Unit: Orientation	

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

21 st Century Themes	Global AwarenessFinancial, Economic, Business, and Entrepreneurial LiteracyX Civic Literacy		
	Health literacy		
21 st Century Skills	Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration		
	<u>x</u> Information Literacy Media Literacy 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	Modifications for Special Ed/504 students: 1-1 instruction/check for understanding to reinforce importance of library		
and Modifications	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: <u>Library</u>		
Grade Level: K	Brief Summary of Unit: Technological Resources	

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

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>Communication and Collaboration</u> <u>X</u> Information Literacy <u>Media Literacy</u> <u>X</u> Life and Career Skills		
Interdisciplinary Connections	Language arts - LA.K.RF.K.1		
Integration of Technology	NJSLS 8.1 Educational Technology, search website on computer, view literature in digital format, create presentation.		
Resources	For Teachers:SMARTBoardFor Students: computer, online databases, websites,teacher-prepared activities		
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.		

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.
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.

Subject Area: <u>Library</u>		
Grade Level: 1	Brief Summary of Unit: Books/Organization	

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

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

21 st Century Themes	xGlobal AwarenessFinancial, Economic, Business, and Entrepreneurial LiteracyCivic Literacy Health literacy		
21 st Century Skills	Creativity and Innovation X_ Critical Thinking and Problem Solving Communication and CollaborationX_ Information Literacy Media LiteracyLife 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	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. Modifications for ELL students: 1-1 check for understanding on identifying works by specific authors, visuals, frequent checks for understanding, varied teaching techniques, allow variety of written/oral responses. 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.		

Subject Area: <u>Library</u>		
Grade Level: 1	Brief Summary of Unit: Literature Appreciation	

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
Essential Question: How does literature enrich your life? AASL 1.1.6	LA.1.RL.1.3 LA.1.SL.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
		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

21 st Century Themes	Global Awareness Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health literacy		
21 st Century Skills	Creativity and Innovation X Critical Thinking and Problem Solving X Communication and Collaboration X Information Literacy Media Literacy X 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	 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. 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. 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. 		

	Subject Area:Library	
Grade Level: 1	Brief Summary of Unit: Orientation	

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

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

21 st Century Themes	Global AwarenessFinancial, Economic, Business, and Entrepreneurial LiteracyX Civic Literacy Health literacy
21 st Century Skills	Creativity and Innovation x_ Critical Thinking and Problem Solving Communication and Collaboration x_ Information Literacy Media Literacy 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 collectionFor Students: computers, shelf markers, books fromlibrary collection, teacher-prepared activitiesFor Students: computers, shelf markers, books from
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	

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
	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

21 st Century Themes	Global AwarenessFinancial, Economic, Business, and Entrepreneurial LiteracyCivic 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>X</u> Media Literacy 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	Modifications for Special Ed/504 students: 1-1 check for the understanding that students are effectively accessing and		
and Modifications	synthesizing print and digital information, 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 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.
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.

	Subject Area:Library	
Grade Level: 1	Brief Summary of Unit: Technological Resources	

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
Essential Question: How do I choose which technological tools to use and when is it appropriate to	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
use them?	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

21 st Century Themes	Global Awareness Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Civic Literacy		
21 st Century Skills	<u>X</u> Creativity and Innovation <u>X</u> Critical Thinking and Problem Solving <u>Communication and Collaboration</u> <u>X</u> Information Literacy <u>X</u> Media Literacy 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.		

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.
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.

	Subject Area: <u>Library</u>	
Grade Level: 2	Brief Summary of Unit: Books/Organization	

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

21 st Century Themes	x Global AwarenessFinancial, Economic, Business, and Entrepreneurial LiteracyX_ Civic 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 Information Literacy <u>Media Literacy</u> 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 collectionFor Students:Print, non-print and digitalresources 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.	

	Subject Area:Library	
Grade Level: 2	Brief Summary of Unit: Literature Appreciation	

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
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 AASL 4.2.4, 4.2.4 NJSLS	Participate in reading incentive programs. Information Literacy Browse the collection for personal use. Information Literacy Critical Thinking/Problem Solving	"Read Across America" activities and other school-wide reading events. Allow students to browse the shelves, selecting books of interest to them.	Students participate in home/family/school reading incentive programs. Students show ability and engagement in selecting books they enjoy reading.	Mar-Jun 4-6 class periods Sep-Jun 10-15 class periods
	LA.2.RL.2.10 LA.2.RI.2.10				

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 Communication and Collaboration X Information Literacy Media Literacy 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	 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. 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. Modifications for Gifted students: Create book talk for award-winning books, extension of lesson to dig deeper into lesson and encourage further critical thinking.

	Subject Area:Library	
Grade Level: 2	Brief Summary of Unit: Orientation	

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
Essential Question: What is the importance of the Library Media	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
Center?	AASL 3.1.6, 3.3.1 NJSLS 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	Sep-Oct 4-5 class periods
	AASL 2.1.2, 1.1.4 NJSLS 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.	properly to shelves. Students select "just right" fiction and information materials.	Oct-Mar 6-10 class periods
	AASL 1.2.2, 3.1.6 NJSLS	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

21 st Century Themes	Global AwarenessFinancial, Economic, Business, and Entrepreneurial Literacy Civic Literacy		
	Health literacy		
21 st Century Skills	Creativity and Innovationx_ Critical Thinking and Problem Solving Communication and Collaboration		
	<u>x</u> Information Literacy Media Literacy 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	Modifications for Special Ed/504 students : 1-1 check for understanding to make sure students are meeting information need		
and Modifications	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: <u>Library</u>		
Grade Level: 2	Brief Summary of Unit: Research/Reference	

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
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

21 st Century Themes	Global AwarenessFinancial, 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
	X Information LiteracyLife 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	For Teachers: Print and digital library resources, teacher-created activities and assessments 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 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. 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. Modifications for Gifted students: Highlight a print/digital resource of interest, extension of lesson to dig deeper into lesson and encourage further critical thinking.

Subject Area: <u>Library</u>		
Grade Level: 2	Brief Summary of Unit: Technological Resources	

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
Essential Question: How do I choose which technological tools to use and when is it appropriate to use them?	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 awareness of print, non-print and electronic resources. Information Literacy Critical Thinking/Problem Solving Creativity and Innovation Media Literacy Communication and Collaboration	Routinely share/discuss books and view electronic counterparts.	Students verbally and through creative presentations show knowledge of resources.	Nov-Jun 8-12 class sessions
	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	Utilize the computer to access websites and databases relating guided inquiry projects. Information Literacy Critical Thinking/Problem Solving Creativity and Innovation Media Literacy Communication and Collaboration	Teacher-created activities to model/engage students in using websites/databases in guided inquiry research. Life and Career Skills	Students verbally and through creative presentations show knowledge of resources.	Nov-Jun 8-12 class sessions

21 st Century Themes	Global Awareness Financial, Economic, Business, and Entrepreneurial LiteracyX 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 X Media Literacy X 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	For Teachers: Digital resources For Students: Digital resources		
Integrated Accommodations	Modifications for Special Ed/504 students: 1-1 check for understanding of knowledge of all resources, preferential seating,		
and Modifications	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 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.			
Modifications for Gifted students: Highlight resources of choice, extension of lesson to dig deeper into lesson and encourage			
further critical thinking.			

	Subject Area: <u>Library</u>	
Grade Level: 3	Brief Summary of Unit: Books/Organization	

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
Essential Questions:	AASL 4.3.2	Review the parts of a book introduced in K-2. Information Literacy	Teacher-created activities to review parts of a book.	Students identify the parts and functions of a book.	Oct-Nov 3-6 class periods
How does understanding a text's structure help me better understand its meaning?	AASL 4.3.2	Identify that fiction books are arranged alphabetically by the author's last name. Information Literacy Critical Thinking/Problem Solving	Hands-on teacher-created activities to engage students in fiction book organization.	Students locate fiction books of interest.	Oct-Nov 3-6 class periods
Why does a library media center have a system of organization?	AASL 4.3.2	Identify that information books are arranged by number according to the Dewey Decimal System. Information Literacy Critical Thinking/Problem Solving	Hands-on teacher-created activities to engage students in information book organization.	Students to crack the code of information book organization.	Oct-Nov 3-6 class periods
Why do people from different cultures sometimes say, write and do things differently than I do them?	AASL 1.1.4	Demonstrate the ability to locate specific fiction and information books on the shelves. Information Literacy Critical Thinking/Problem Solving	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 locate books on shelves.	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	Continue to develop understanding that	Teacher-created activities to	Students utilize information	Jan-Mar
1.1.4,	information books can be used as	show how to use information	books in guided inquiry	5-7 class
4.1.2	resources for research and class	books can fill information needs	projects.	periods
NJSLS	assignments.	for guided inquiry projects.		
LA.3.RI.3.10 LA.3.W.3.7	Information Literacy			
LA.3.W.3./	Critical Thinking/Problem Solving			
	Creativity and Innovation			
	Communication and Collaboration			

21 st Century Themes	Global AwarenessFinancial, Economic, Business, and Entrepreneurial LiteracyCivic 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 Media LiteracyLife 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	Modifications for Special Ed/504 students: 1-1 check for understanding that students can locate and use biographies of			
and Modifications	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	

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

	Communication and Collaboration		a variety of types of books in the library collection.	
AASL 4.1.1 NJSLS LA.3.RL.3.2 LA.3.RI.3.10 LA.3.RL.3.10	Develop an understanding that libraries provide a culturally diverse collection of information. Information Literacy Critical Thinking/Problem Solving Creativity and Innovation Global Awareness	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.	Students create presentations to express knowledge of culturally-diverse print/digital library collection.	Sep-Jun 15-25 class periods
NJSLS LA.3.RI.3.10 LA.3.RL.3.10 AASL 4.1.1 4.1.4	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	Teacher-created activities to engage students in exploring fiction and information books for recreational reading.	Students create presentations to make connections with fiction and information books from the library collection.	Oct-Nov 3-6 class periods

21 st Century Themes	X_ Global Awareness Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health literacy Civic Literacy Civic 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
	X_Information Literacy Media LiteracyLife and Career Skills
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	 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. 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. 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.

	Subject Area:Library	
Grade Level: 3	Brief Summary of Unit: Orientation	

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
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 AASL 1.1.1, 2.1.2 NJSLS LA.3.RL.3.10 LA.3.RI.3.10	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
	1.1.1, 2.1.2 NJSLS LA.3.RL.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

	Creativity and Innovation Communication and Collaboration		library to fill information needs.	
NJSLS TECH.8.1.5.E.CS2	Recognize computers as a valuable tool. Information Literacy Critical Thinking/Problem Solving	Teacher-created activities to show the value of computers as a useful tool in finding information.	Students create presentations to show the usefulness of computers to fill information needs.	Nov-Apr 7-10 class periods
AASL 1.1.8 NJSLS TECH.8.1.5.E.CS2	Introduce the computer online library catalog as a valuable reference tool. Information Literacy	Teacher-created activities to engage students in using the library catalog to fill information and recreational reading needs.	Students search for information independently during book selection time.	Nov-Dec 3-4 class periods

21 st Century Themes	Global AwarenessFinancial, Economic, Business, and Entrepreneurial LiteracyCivic 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 Media LiteracyLife and Career Skills		
Interdisciplinary Connections	Language arts LA.3.RL.3.10 LA.3.RI.3.10		
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	Modifications for Special Ed/504 students : 1-1 check for understanding that students comfortably utilize computer as resource for information, 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 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.
Modifications for Gifted students: Extension of lesson to dig deeper into lesson and encourage further critical thinking.

Subject Area: <u>Library</u>		
Grade Level: 3	Brief Summary of Unit: Research/Reference	

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
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

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> Critical Thinking and Problem Solving <u>X</u> Communication and Collaboration <u>X</u> Critical Thinking and Problem Solving <u>X</u> Communication and Collaboration
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	 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. 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. Modifications for Gifted students: Create annotated bibliography, extension of lesson to dig deeper into lesson and encourage further critical thinking.

Subject Area: <u>Library</u>		
Grade Level: 3	Brief Summary of Unit: Technological Resources	

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

21 st Century Themes	Global Awareness Financial, Economic, Business, and Entrepreneurial LiteracyX_ Civic Literacy		
	<u>X</u> Health literacy		
21 st Century Skills	Creativity and InnovationX_ Critical Thinking and Problem SolvingX_ Communication and Collaboration		
	X Information Literacy Media Literacy X Life and Career Skills		
Interdisciplinary Connections	Language arts LA.3.RL.3.10 LA.3.RI.3.10 LA.3.W.3.7		
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	Modifications for Special Ed/504 students: 1-1 check for understanding that students are comfortable using the online		
and Modifications	library catalog, 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 comfortable using the online library catalog,		
	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 instructions for searching the online library catalog for a younger		
	audience, extension of lesson to dig deeper into lesson and encourage further critical thinking.		

Subject Area: <u>Library</u>		
Grade Level: 4	Brief Summary of Unit: Books/Organization	

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

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>Media Literacy</u> 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 strategies, student/teacher modeling, varied teaching techniques, allow verbal 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	

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

		Teacher-created activities to	Students create	Sep-Jun
AASL 4.1.1, 4.1.3, 4.4.1, 4.3.1 NJSLS LA.4.RL4.10 LA.4.RI.4.10	Read a variety of fiction genres, as well as information subjects. Information Literacy Critical Thinking/Problem Solving Creativity and Innovation Communication and Collaboration	stimulate interest in all sections of the library collection.	presentations to show knowledge of and interest in a variety of types of books in the library collection.	20-30 class periods
AASL		Teacher-created activities to motivate students to	Students create presentations to express	Sep-Jun 20-30 class
AASL 1.1.4, 1.1.6, 2.3.2, 3.3.1 NJSL LA.4.RL.4.6 LA.4.RI.4.9	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	share/discuss multicultural books from the library's collection and acknowledge/delve into facts about the people and countries of origin.	knowledge of culturally-diverse print/digital materials in library collection.	periods
AASL 4.1.1, 4.1.2, 4.1.4 NJSLS LA.4.RL.4.10 LA.4.RI.4.10	Civic Literacy 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	Teacher-created activities to engage students in exploring fiction and information books for recreational reading.	Students make connections with fiction and information books from the library collection.	Sep-Jun 20-30 class periods

21 st Century Themes	X Global Awareness Financial, Economic, Business, and Entrepreneurial LiteracyX 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>Media Literacy</u> 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	Modifications for Special Ed/504. students: 1-1 check for understanding that students are aware of and make connections to
and Modifications	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.
	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.
	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.

	Subject Area:Library	
Grade Level: 4	Brief Summary of Unit: Orientation	

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

TECH.8.1.5.A.CS2 LA.4.RL4.10 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

21 st Century Themes	Global Awareness Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health literacy
21 st Century Skills	x_Creativity and Innovationx_Critical Thinking and Problem Solvingx_Communication and Collaboration xInformation Literacy Media LiteracyLife 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 resourcesFor 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.

Grade Level: 4	Brief Summary of Unit: Research/Reference	

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
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	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
	LA.4.W.4.7 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

NJSLS TECH.8.1.5.E.CS2 LA.4.W.4.7			students in guided inquiry research projects.	Communication and Collaboration Creativity and Innovation		
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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>Media Literacy</u> Life and Career Skills		
Interdisciplinary Connections	Language arts LA.4.RI.4.1 LA.4.RI.4.4 LA.4.RF.4.4.A LA.4.W.4.7 LA.4.W.4.2.D		
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	Modifications for Special Ed/504 students : 1-1 check for understanding that students can create a simple bibliographic entry,		
and Modifications	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 create a simple bibliographic entry, 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 an annotated bibliography, extension of lesson to dig deeper into lesson and		
	encourage further critical thinking.		

Subject Area: <u>Library</u>		
Grade Level: 4	Brief Summary of Unit: Technological Resources	

Content/Objective	<u>Standards</u>	<u>Skills – SWBAT</u>	Suggested Activities	Suggested Assessments	Pacing Guide
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	digital presentation to show the 20-30 clas value of digital tools for periods their information-seeking	20-30 class periods Oct-Nov
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 AASL 1.3.5,3.1.6, 3.3.7 NJSLS TECH.8.1.5.D.CS1	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.	utilizing online library catalog use.	3-5 class periods	
	1.3.5,3.1.6, 3.3.7 NJSLS	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

21 st Century Themes	Global Awareness Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy		
	<u>X</u> Health literacy		
21 st Century Skills	Creativity and InnovationX_ Critical Thinking and Problem SolvingX Communication and Collaboration		
	<u>X</u> Information Literacy <u>X</u> Media Literacy <u>X</u> Life and Career Skills		
Interdisciplinary Connections	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		
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	Modifications for Special Ed/504 students: 1-1 check for understanding that students are comfortable with the basics of		
and Modifications	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. 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.		
	Modifications for Gifted students: Compare/contrast websites using evaluation tools, extension of lesson to dig deeper into		
	lesson and encourage further critical thinking.		