MEDIA CENTER - LIBRARY SPECIAL
GRADES 3-5

EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

Board Approval Date: November 25, 2019   Michael Nitti
Produced by: Media Specialists   Superintendent

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Introduction

The elementary school library is a place where students are given time to enjoy literature, self-select books of interest to read beyond the school day, and engage in lessons connected to the core curriculum using media and digital resources. Students who attend one of Ewing's elementary schools attend library special for 45 minutes every six days.

Students in Grades K-2 participate in lessons focused on book selection, information retrieval strategies, and use of technology. In Grades 3-5, the library curriculum supports topics and skills of focus in the science and social studies curriculum.

Each school's media specialist works to empower students with a love of literature through weekly book selection; in Grades 3-5, class time is also spent with students engaged in informational reading, researching, writing or publishing through digital media.

<center>21st Century Life and Careers</center>

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers.

<u>The 12 Career Ready Practices</u>
These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.
CRP4. Communicate clearly and effectively and with reason.
In English Language Arts, it is essential for students to communicate clearly and effectively. This is demonstrated through writing with a clear purpose and an appropriate audience in mind. Students also need to clearly communicate verbally, which is practiced in the English Language Arts classroom. Effective communicators are also active listeners. These skills are essential in the academic setting and it the workplace.
CRP7. Employ valid and reliable research strategies.
Research strategies are infused throughout the English Language Arts curriculum. It is imperative for students to utilize effective research strategies in order to formulate an argument, to support a thesis, and to research across content areas. Students need to use multiple sources in order to write a comprehensive research paper. Finally, students need to discern whether sources are reliable in order to present strong pieces of information and argument essays. Research skills are essential in the academic setting and it the workplace.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
In order for students to be successful in school, in life, and in their career, they need to be critical thinkers and problem solvers. In English Language Arts classes, students learn to read and write critically. Through discussions and by actively engaging in speaking and listening, students will develop the necessary skills to be critical thinkers. In order to be productive citizens of the 21st century we need to ensure students can persevere in order to reach the solution of any problem.

Technology Integration

<u>8.1 Educational Technology</u>
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.
<u>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming</u>
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Social Studies Integration - The social studies and English departments worked to integrate Research Simulation Tasks into both sets of curricula to provide ample opportunities to respond across content areas. The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

<u>Companion Standards 11-12</u> - History, Social Studies, Science and Technical Subjects

**Unit: Project-Based Inquiry Learning, Researching and Writing
Pacing: 25 Lessons; Full School Year**

Why Is This Unit Important?

Students attend library special in the media center, not only to develop an appreciation for books and for reading, but also to learn the skills necessary to research effectively and report information thoughtfully. While students will self-select independent reading books weekly to foster a love of reading, the focus of the library special in Grades 3-5 is for students to learn how to effectively and efficiently conduct research in the school media center, the public library or by using any text or internet source. The Big Ideas embedded in this unit include the following:

- Materials in a library are organized in a way that will allow a learner to explore fiction, nonfiction and resource material in a systematic way.
- Accurate and thorough research requires wide reading or viewing which allows a researcher to validate information when considering information across sources.
- Responsible researchers question the authority and accuracy of an author and/or information source prior to note-taking.
- It is important to write using one's own words when presenting informational research or to cite references when quoting the research of another.

The use of technology can enhance a research presentation.

Enduring Understandings (What specific, long term understandings should students have after the completion of this unit?)

- Fiction books are organized using the author's last name, while nonfiction and reference materials are organized according to a book's primary subject and a unique call number used to locate the book on the shelf (e.g., Dewey Decimal System).
- Anyone can create a website, so a researcher must consider the reliability of a website as well as possible bias of an author or source before considering information 'valid'.
- It is important to consult a variety of sources to find sufficient information, allowing for continued learning as the research process continues. The information must be presented together, with a synthesis of information across sources.
- Presenting research using one's own wording is important to avoid accusations of plagiarism.
- Twenty-first century learning provides opportunities for students to learn and produce using different forms of technology. Digital-age literacy is essential for today's learner.

Essential Questions (What provocative questions will foster inquiry, understanding and transfer of learning?

- Why is it important to know the organizational structure of a library?
- Can a reader trust everything he/she reads? Is one kind of source more reliable than another?
- What are possible reasons why someone would fabricate information?
- What are possible consequences of not validating information or ensuring that a source is reliable?
- What is the difference between a website and a database?
- What is the difference between a website with a .com address, .org address, .edu address, and .gov address?
- What is the difference between http and https in a web address?
- How can a writer prevent accusations of plagiarism?
- How can a presenter utilize technology to enhance rather than detract from a presentation?

Acquired Knowledge (What key knowledge and skills will students acquire as a result of this unit? The learner will know how to…)

- Utilize the online catalog to search for resources available in the media center, looking for books by author, title, series or subject.
- Develop critical thinking and researching skills by exploring a variety of texts and information sources.
- Utilize online resources such as encyclopedias, databases and reliable Internet sites to learn about a topic relevant to the content curriculum in each grade level.
- Distinguish between essential and nonessential information and take notes without plagiarizing the work of another.
- Create an engaging product that synthesizes research information and includes a work of art or graphic.

3rd Grade	4th Grade	5th Grade
Focus: New Jersey Heroes Many famous scientists, historians, and entertainers were born in New Jersey. New Jersey has served as the setting for many historical fiction novels as well as informational texts.	**Focus: Exploring the United States of America** There are myriad popular attractions in each region of the United States. Each attraction has its benefits and challenges, often connected to weather and climate, landscape and topography. To advertise an area in the U.S., its strengths need to be highlighted and its challenges need to be addressed.	**Focus: Human Rights Issues** According to the United Nations Human Rights Office of the High Commissioner, "human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, color, religion, language, or any other status. We are all equally entitled to our human rights without discrimination." Human rights issues identified by the United Nations Office of Human Rights include, but are not limited to, the following: adequate housing; children; civil and political rights; cultural rights; disability and human rights; discrimination; economic, social and cultural rights; education; environment; freedom of opinion and expression; freedom of religion; poverty; racism; slavery; women's rights; and youth rights.

Acquired Skills (What should students be able to do as result of the acquired knowledge and skills? The learner will be able to…)

3rd Grade	4th Grade	5th Grade
• Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a selected topic. • Record notes relevant to the life, obstacles and successes of one famous New Jersey hero. • Organize notes so they can be used when drafting a written report. • Publish a written report utilizing Microsoft Word. • Locate photographs relevant to research, download them, and embed them into a text document. • Create a visual aid to accompany the research report (i.e., web poster wizard). • Share the presentation, utilizing the visual aid to enhance the speech.	• Utilize at least two reliable sources (i.e., databases; reliable websites) when conducting research. • Use text features and search tools to locate information relevant to a selected research topic. • Record notes and become familiar with different note-taking formats. • Organize notes so they can be used when preparing to create a digital presentation. • Publish a written report using Microsoft Word, embedding photographs relevant to the different parts of the report. • Collaboratively create a digital presentation highlighting key aspects of the trip being advertised, including but not limited to, its location (i.e., region in the U.S.), weather and climate, landscape and topography, tourist sites and visitor centers, and interesting facts. • Share the digital presentation while giving a speech advertising the trip.	• Utilize multiple reliable print or digital sources when conducting research. • Record notes and integrate information from several sources related to the same human rights issue. • Organize notes so they can be used when creating an informational and argumentative digital presentation. • Publish a written informational project (i.e., brochure; flyer) embedding photographs relevant to the different parts of the report. • Independently create a digital presentation highlighting the human rights issue, historically accurate information related to the selected issue, and advocacy for supporting individuals related to the human rights issue. • Share the digital presentation while giving a speech arguing in favor of human rights related to the selected topic.

Assessments: Suggested assessments, but not limited to those listed below:

3rd Grade	4th Grade	5th Grade
Formative: • Notes on a note-taking sheet. **Benchmark:** • New Jersey Walk of Fame project, including text and supporting visual aid (benchmark assessment). • In addition to the Star itself, students will complete a Star Nomination Form highlighting their hero's accomplish-ments, emphasizing his/her importance to the state of New Jersey.	**Formative:** • Notes on note-taking sheet. **Benchmark:** • In small groups, students will produce a multimedia presentation (e.g., Glogster) to share new knowledge about a strip specific to a region of the United States (benchmark assessment).	**Formative:** • Notes on note-taking sheet, including works consulted information. **Benchmark:** • Using a multimedia publisher (e.g., Prezi), students will present new knowledge gained and suggested advocacy ideas related to the selected human rights issue/topic.

Instructional Materials (Including district-provided materials, resources beyond district materials or resources, helpful websites, organizations, or technology resources, etc.)

3rd Grade	4th Grade	5th Grade
Core: • *Back in Time with Thomas Edison: A Qwerty Stevens Adventure* by Dan Gutman • Encyclopedias, online and hardback • Atlas and maps of New Jersey • District Discover Page Resources **Supplemental:** • Helpful websites including: http://www.biography.com/people/groups/born-in-new-jersey, http://www.state.nj.us/nj/about/famous/, http://www.50states.com/bio/newjerse.htm	**Core:** • Region Texts (e.g., *Let's Explore the Northeast; Let's Explore the Southeast; Let's Explore the Pacific; Let's Explore the Southwest; Let's Explore the Midwest*) • Trek America Online: http://www.trekamerica.com/Destinations/usa_adventure.html • *Tour the States* video **Supplemental:** • Helpful websites including: National Park Service (https://www.nps.gov/index.htm), State Tourism Offices (http://www.usatourist.com/english/traveltips/state-tourist-offices.html)	**Core:** • Mentor texts *Dreams of Freedom—in Words and Pictures,* published by Amnesty International **Supplemental:** • Other suggested mentor texts include *I have the Right to Be a Child* by Alain Serres and *Dear Malala, We Stand with You* by Rosemary McCarney, and *Hands around the Library: Protecting Egypt's Treasured Books* by Karen Leggett Abouraya and Susan L. Roth • Helpful websites including: Amnesty International (http://www.amnestyusa.org/), www.biography.com; United Nations Human Rights Office of the High Commissioner (http://www.ohchr.org)

Interdisciplinary Connections

- Social studies (i.e., map skills and geography, historians, famous scientists)
- Social sciences (i.e., human rights)
- Science (i.e., famous scientists from New Jersey)

Technology Connections

- Internet (websites, databases, online reference tools, etc.) used to conduct research
- Possible Presentation Options:
  - 3rd grade - Web Poster Wizard (http://poster.4teachers.org/)
  - 4th grade - Glogster (http://edu.glogster.com/?ref=personal)
  - 5th grade - Prezi (https://prezi.com/)

Accommodations or Modifications for Special Education, ESL or Gifted Learners

- Mentor texts and excerpts will be modified to meet the needs of specific student groups
- Differentiated assignments (i.e., research topics based upon student interest, complexity of topics, reading level of source materials)
- Graphic organizers can be differentiated to support or enrich all learners
- Audio or video support can be provided during the research process
- Research partners can be assigned, if appropriate to the task and learning objective

List of Applicable New Jersey Student Learning Standards for ELA

3rd Grade	4th Grade	5th Grade
RI.3.4, RI.3.5, RI.3.7, RI.3.9 W.3.6, W.3.7; W.3.8 SL.3.1a-d, SL.3.4, SL.3.5, SL.3.6 L.3.1, L.3.2, L.3.3	RI.4.4, RI.4.5, RI.4.7, RI.4.9 W.4.6, W.4.7, W.4.8 SL.4.1a-d, SL.4.4, SL.4.5, SL.4.6 L.4.1, L.4.2, L.4.3	RI.5.4, RI.5.5, RI.5.7, RI.5.9 W.5.6, W.5.7, W.5.8 SL.5.1a-d, SL.5.4, SL.5.5, SL.5.6 L.5.1, L.5.2, L.5.3

List of Additional Applicable Standards (i.e., WIDA, ALA, etc.)

American Association of School Librarians - Standards for the 21st Century Learner

- Inquire, think critically, and gain knowledge: 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
- Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge: 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6
- Share knowledge and participate ethically and productively as members of our democratic society: 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6

3rd Grade Benchmark Assessment
New Jersey Walk of Fame Project

This research unit has been created to teach students to inquire, think critically and gain knowledge. The lesson activities will engage students in drawing conclusions, making informed decisions, applying knowledge to new situations, and creating new knowledge. Additionally, through discussion and the use of technology tools, students will share new knowledge and reflect on their learning.

The third grade *New Jersey Walk of Fame* unit is designed to encourage students to gain knowledge about New Jersey history in conjunction with the third grade Social Studies core curriculum.

- ❖ **Step 1** (Open) - The unit begins with an invitation to inquiry about famous New Jerseyans, which is designed to stimulate learners' curiosity.

- ❖ **Step 2** (Immerse/Explore) - Students will use various information sources to think about big ideas and build their background knowledge about famous New Jerseyans. This activity will also invite students to consider ideas that they might want to investigate further. The goal is to help students explore ideas rather than collect facts! They are encouraged to constantly reflect on new information and ask questions.

- ❖ **Step 3** (Identify) - Students choose a famous New Jerseyan to research.

- ❖ **Step 4** (Gather) - Students will complete their guided research in two phases: research questions and a multimedia search.

- ❖ **Step 5** (Create) - Students will organize their learning into a shareable presentation, such as Walk of Fame Star; they will create a text document as well as an accompanying visual. Students will also complete a STAR Nomination Form, highlighting the hero's obstacles, successes, and relevance to NJ.

- ❖ **Step 6** (Share) - The inquiry process culminates with students sharing the information source they have created.

- ❖ **Step 7** (Evaluate) - Students will complete an exit ticket evaluating their project.

4th Grade Benchmark Assessment
Exploring the States

This research unit has been created to teach students to inquire, think critically and gain knowledge. The lesson activities will engage students in drawing conclusions, making informed decisions, applying knowledge to new situations, and creating new knowledge. Additionally, through discussion and the use of technology tools, students will continually share new knowledge and reflect on their learning.

The fourth grade *Exploring the States* unit is designed to encourage students to gain knowledge about the regions of the United States in conjunction with the fourth grade Social Studies core curriculum. Each student will take several 'virtual trips' across the country, ultimately choosing one trip to research in detail. Students will work in small groups to create a digital presentation sharing key information and advertise their selected trip; each group will present their research to the class.

- ❖ **Step 1** (Open) - Students will become engaged with the project by viewing the Tour the States video and exploring the United States via the TrekAmerica website (http://www.trekamerica.com/Destinations/usa_adventure.html).

- ❖ **Step 2** (Immerse/Explore) - Students will select and explore in depth two US tours of interest to them.

- ❖ **Step 3** (Identify) - Students will identify one of the two selected tours as their long-term research topic.

- ❖ **Step 4** (Gather) - Students will complete their guided research in two phases: conduct a multimedia search and respond to research questions.

- ❖ **Step 5** (Create) - Students will work collaboratively to organize their learning into a creative digital project presentation (i.e., Glogster).

- ❖ **Step 6** (Share) - The inquiry process will culminate with groups sharing their presentation with the class.

- ❖ **Step 7** (Evaluate) - Students will complete an exit ticket evaluating their work and their final product and presentation.

5th Grade Benchmark Assessment
Human Rights Issues

This research unit has been created to teach students to inquire, think critically and gain knowledge. The lesson activities will engage students in drawing conclusions, making informed decisions, applying knowledge to new situations, and creating new knowledge. Additionally, through discussion and the use of technology tools, students will continually share new knowledge and reflect on their learning.

The fifth grade *Human Rights Issues* unit is designed to encourage students to consider the universal rights offered to all human beings, regardless of nationality, place of residence, sex, national or ethnic origin, color, religion, language, or any other status (www.ohchr.org). Students will learn about age-appropriate human rights issues including those related to children and youth rights; cultural rights; disability and human rights; discrimination; education; environment; freedom of opinion, expression and/or religion; poverty; racism; and women's rights. They will select one human rights issue to investigate and will create a digital presentation to share their new knowledge and to promote advocacy.

- ❖ **Step 1** (Open) - Students will become engaged with the project by listening to/viewing books such as *Dreams of Freedom—in Words and Pictures*, published by Amnesty International.

- ❖ **Step 2** (Immerse) - Students will build background knowledge about human rights by collaboratively learning about issues and advocacy appropriate for their age and grade.

- ❖ **Step 3** (Explore) - Students will collaboratively explore a variety of human rights issues through small group research.

- ❖ **Step 4** (Identify) - Each student will identify a specific research topic for further investigation.

- ❖ **Step 5** (Gather) - Students will complete their guided research in two phases: develop research questions and conduct a multimedia search.

- ❖ **Step 6** (Create) - Students will organize their learning into a digital presentation (i.e., Prezi), highlighting information and advocacy.

- ❖ **Step 7** (Share) - The inquiry process culminates with students sharing the information source they have created.

- ❖ **Step 8** (Evaluate) - Students will complete an exit ticket evaluating their project.

Sample Standards Integration

21ˢᵗ Century Skills and Career Readiness Practices

CRP7.   Employ valid and reliable research strategies.
During the research unit, students are given direct instruction on digital literacy. Students learn to evaluate a source in order to identify whether sources provide unbiased, factual information. Students will only use information from reliable sources when designing their research projects.

Technology Integration

8.1.5.A.2: Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
In grades 3-5 students' complete research during the media special. They learn how to identify reliable sources and learn the best strategies to conduct research. Students produce a finished product that incorporates research skills and use of technology. Students use project based-inquiry to develop their final project. Students may format their project using a word processing application to include graphics, symbols and pictures.

8.1.5.A.1: Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
Students are not limited to creating a word processing document to demonstrate their research and writing skills. They could use other digital tools and resources, such as Glogster, Flipgrid, Prezi, Google Sites to accomplish their tasks and goals.

Interdisciplinary Connection

Social Studies sub standard 6.1.4.B.6: Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
The fourth grade *Exploring the States* unit is designed to encourage students to gain knowledge about the regions of the United States in conjunction with the fourth grade Social Studies core curriculum. During the Media Center special, students will apply what they are learning about the regions of the United States to create a "virtual trip" across the country.