

Navigating the Library: Being an Engaged Library Learner - Unit 1

Grade Level: 4th Grade

Length of Unit: Approximately one quarter, spiraling and divided through the year as needed

Unit Rationale: Students will review library media center procedures including the layout of the room, personnel and their roles (both school and public libraries), location of relevant areas, responsible behaviors, and check-out and return procedures. Students will independently access available materials and will instruct others on how and where to find what they are searching for. Students will demonstrate good habits in handling print materials and ethical choices when utilizing digital search tools.

Stage 1 - Desired Results

Understandings:

Students will understand that...

The library is a place that fosters a love of reading, learning, and creativity.

The library is a place where students can utilize information to acquire and deepen their knowledge of a variety of subjects.

Behaving appropriately, caring for materials, and following library procedures are essential to effective media center use.

The librarian is a resource who helps to identify, locate, select, and access many useful materials.

The library is arranged in a systematic way so that users can easily find materials.

Various libraries have similarities, but all libraries have differences in their organizational systems, too.

Both school and public libraries are valuable resources that students can use to find materials.

Essential Questions:

How can I become an effective user of the library?

How can the library impact my personal reading and learning growth?

How will my knowledge of the library's organization impact my ability to use the library independently?

Content:

Students will know...

How to locate area(s) where appropriate books are found.

How to follow proper check out and return procedures.

How to identify and utilize library media center personnel.

How to demonstrate acceptable media center behaviors and good habits when handling library materials.

How both the school and public libraries can enhance reading and learning.

How to utilize the online library catalog to search for and locate books within the collection.

Skills:

Students will be able to...

Browse the shelves while using signage, call numbers, and shelf guidelines to find materials.

Search the catalog to locate books.

Utilize knowledge of how a library is organized to locate fiction and nonfiction books in the library.

Follow proper guidelines to responsibly use the library and all of its resources.

Seek assistance from the librarian.

Articulate how school and public libraries can work hand-in-hand and how both are essential in the acquisition of and access to knowledge.

AASL Standards

III. A. Learners identify collaborative opportunities by: 1. Demonstrating their desire to broaden and deepen understandings. 2. Developing new understandings through engagement in a learning group. 3. Deciding to solve problems informed by group interaction.

III. B. Learners participate in personal, social, and intellectual networks by: 1. Using a variety of communication tools and resources. 2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge

III. D. Learners actively participate with others in learning situations by: 1. Actively contributing to group discussions. 2. Recognizing learning as a social responsibility.

V. D. Learners develop through experience and reflection by: 1. Iteratively responding to challenges. 2. Recognizing capabilities and skills that can be developed, improved, and expanded. 3. Open-mindedly accepting feedback for positive and constructive growth.

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf>

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.2: Identify how you might like to earn an income.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification.

CLKS Practices:

1. Act as a responsible and contributing community members and employee
2. Demonstrate creativity and innovation
3. Model integrity, ethical leadership and effective management
4. Work productively in teams while using cultural/global competence

Explanation of how CLKs connect to the unit: Students will gain life skills that allow them to collaborate and use libraries to their benefit to meet personal and educational learning goals.

Explanation of how 9.2 standards connect to the unit: Learning how to use a library and the various careers, components, and people that allow a library to function are essential for future learning and job success.

Interdisciplinary Standards - NJSLS

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

Explanation of how interdisciplinary standards connect to the unit: Students will listen to one another and work together to grow ideas and resolve conflicts.

Technology Integration (9.4 Standards) -

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-9.4LifeLiteraciesandKeySkills.pdf>

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

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9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology

9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.

Explanation of how 9.4 standards connect to the unit: Students will ethically utilize materials available in the library media center when locating resources including peers and online search tools.

Stage 2- Assessment Evidence:

Assessment:

Formative	Questioning, Exit tickets, Reflections, Sketches, Discussions, Self-Evaluations, Conversations, Anecdotal observations
Summative	Poster, guide, or graphic to help other students navigate the school library successfully
Alternative	Slideshow, Oral presentation, Recording
Benchmark	Questionnaire, Survey

Stage 3 - Learning Plan

Learning Activities:

Organization of the library media center

- Locate areas where various books are found
- Identify genre labels and genres

Library media center procedures and expectations

- Explain proper care and return of library books and materials
- Shelf marker use and importance
- Identify library media specialists and their role

Differentiation:

ELL: Extend time requirements; Preferential seating; Check often for understanding; Oral/visual directions/prompts as needed; Supplemental materials; Modify assessments/rubrics as needed; Assign a buddy; Rephrase questions, directions, and explanations; Accept participation at any level (one word answers, drawings...)

- Follow proper circulation procedures (check out, returns, holds)
- Explain and follow the expectations for entering the library media center and engaging in lessons and learning experiences
- Identify areas of classification of the library media center and specific locations
- Use the library classification systems to locate specific information

Discuss the role and purpose of library media centers (both school and public) and the library media specialist/various library personnel

- Explore books available in the library media center that appeal to the reader's interests and reading level
- Utilize Follett to search for books and subjects using keywords and the various search options
- Locate information that answers questions the reader/student has
- Become familiar with the public libraries, their offerings, resources, library cards, seasonal programming, and personnel

G&T: Provide extension activities and access to high-level reading area in library; Build on students' intrinsic motivations; Allow students to take an active role in teaching content to other students; Propose interest-based extension activities for early finishers

Special Ed: Utilize a multi-sensory approach during instruction; Modify test content and/or format; Provide preferential seating; Rephrase questions, directions, and explanations; Allow extended time as needed; Consult with case managers and follow IEP accommodations/modifications; Accept participation at any level (one word answers, drawings...)

504: Review, restate, and repeat; Provide notes and chunk assignments as needed; Provide word/picture cues; Accept participation at any level (one word answers, drawings...)

Students at Risk: Provide extended time to complete tasks; Consult with guidance counselor and follow procedures/action plans; Consult with classroom teacher(s) for specific interventions; Deliver instruction utilizing varied learning styles; Provide individual instruction as needed; Modify assessments/rubrics; Meet with students frequently to ensure understanding; Accept participation at any level (one word answers, drawings...)

[Link to discipline accommodations chart](#)

Core Instructional Resources

Teacher Pedagogical Resources:

[AASL Standards](#)

[Career Education \(Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards\)](#)

[Technology Integration \(9.4 Standards\)](#)

[NJSLA ELA](#)

Student Materials: Library books, Online library catalog, Public library offerings

DOE Mandates:

Diversity, Equity, and Inclusion Mandate:

Gender - Libraries have materials representing all genders

Sexual Orientation - Libraries have materials representing all sexual orientations

Race - Libraries have materials representing all races

Ethnicity - Libraries have materials representing all ethnicities

Religious Tolerance - Libraries have materials representing all religions

Unconscious Bias Impact on Individuals - Libraries have materials representing various viewpoints

Unconscious Bias Impact on Society - Libraries have materials representing various viewpoints

Economic Disparity Impact on Individuals - Libraries have materials representing various socioeconomic statuses; Libraries are free for all to use regardless of economic status

Economic Disparity Impact on Society - Libraries have materials representing various socioeconomic statuses; Libraries are free for all to use regardless of economic status

Notes:

Career Exploration Opportunities

-Public and school librarians and various personnel working and assisting within a library

-Visits from public librarians, school librarians/volunteers/aides

Books as Mirrors and Windows: Celebrating Ourselves and Our World - Unit 2

Grade Level: 4th Grade

Length of Unit: Approximately one quarter, spiraling and divided through the year

Unit Rationale: This unit connects students with the world and the various people living in it by engaging the class in a read-aloud, discussion, and activities highlighting a thematic focus of the week/month/season. The lessons focus on age-appropriate, engaging titles that serves as launching points for conversations to help students better understand the world and its people. The topic for each lesson centers around monthly themes (for example Hispanic heritage in September, Indigenous heritage in November, Black History in February, etc.).

Stage 1 - Desired Results

Understandings:

Students will understand that...

People of all backgrounds and abilities have made significant contributions to our world.
Learning about different perspectives helps me to appreciate other experiences that might be different from my own.
Discussing books with others helps me to understand that people can have different reactions to the same book.

Essential Questions:

How does learning about other experiences help me develop empathy?
How does my understanding of annual celebrations change as I mature?
How does engaging in discussions with classmates help me develop my own point of view on issues of diversity, empathy, and global citizenship?
How does exploring weekly/monthly/seasonal themes help me connect with my own interests and how does it help me connect with broader (national / global) perspectives?
How can books be used as mirrors and windows?

Content:

Students will know...

The types of images in books and media, including illustrations, photographs, charts, graphs, diagrams, timelines, animations, etc.
How to describe an image using words.
How to read charts, graphs, timelines, etc.
How to describe and explain relationships between text and images (support, add new information, present a different perspective, reinforce theme/main idea, etc.)
How to describe and explain character traits, settings, and plot events in a work of literature.
How to distinguish the elements of a story that make it distinctive (style of writing, style of illustration, theme, author's personal connection to the story, etc.).
How to explain the relationship between details in a book and the central message of the book.
How to explain the relationship between illustrations and the text of a picture book (what the illustrations add to the meaning conveyed by the words).

Skills:

Students will be able to...

Analyze the relationship between words and images in a fiction or nonfiction text.
Respond appropriately to literature in speech and in writing.
Participate appropriately in various discussions of literature (pair, small-group, whole class).

How to discuss the problems and solutions found in a work of literature or a nonfiction work.
How to explain one's thinking using specific details from the text.
How to ask follow-up questions for clarification.
How to summarize a conversation to report back to the class.

AASL Standards

IIA. Learners contribute a balanced perspective when participating in a learning community by: 1. Articulating an awareness of the contributions of a range of learners. 2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products. 3. Describing their understanding of cultural relevancy and placement within the global learning community.

IIB. Learners adjust their awareness of the global learning community by: 1. Interacting with learners who reflect a range of perspectives. 2. Evaluating a variety of perspectives during learning activities. 3. Representing diverse perspectives during learning activities.

IIC. Learners exhibit empathy with and tolerance for diverse ideas by: 1. Engaging in informed conversation and active debate. 2. Contributing to discussions in which multiple viewpoints on a topic are expressed.

II. D. Learners demonstrate empathy and equity in knowledge building within the global learning community by: 1. Seeking interactions with a range of learners. 2. Demonstrating interest in other perspectives during learning activities. 3. Reflecting on their own place within the global learning community

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf>

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification.

CLKS Practices:

1. Act as a responsible and contributing community members and employee
2. Consider the environmental, social and economic impacts of decisions
3. Demonstrate creativity and innovation
4. Utilize critical thinking to make sense of problems and persevere in solving them
5. Model integrity, ethical leadership and effective management
6. Work productively in teams while using cultural/global competence

Explanation of how CLKs connect to the unit: Developing cultural and global competence while acting as responsible and contributing members of society are paramount for students to better understand the world and its people.

Explanation of how 9.2 standards connect to the unit: Global careers and ways to contribute to the world as global citizens will be highlighted.

Interdisciplinary Standards - NJSL

RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion

Explanation of how interdisciplinary standards connect to the unit: Literature and shared discussions serve as a launching point full of windows/mirrors into life outside a student's own experience.

Technology Integration (9.4 Standards) -

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSL-9.4LifeLiteraciesandKeySkills.pdf>

9.4.5.Cl.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.

Explanation of how 9.4 standards connect to the unit: Discussions surrounding diverse perspectives and experiences are critical to developing empathy and understanding of the world and the various people living in it.

Stage 2- Assessment Evidence:

Assessment:

Formative

Questioning, Exit tickets, Reflections, Sketches, Discussions, Self-Evaluations,

	Conversations, Anecdotal observations
Summative	Personal reactions to literature: -Drawing -Poem -Journal entry -Letter to character or author. Brainstorms and displays of ways to contribute to the world as global citizens.
Alternative	Slideshow, Oral presentation, Recording
Benchmark	Questionnaire, Survey

Stage 3 - Learning Plan	
<p>Learning Activities:</p> <p>Interactive read alouds and age-appropriate discussions filled with anecdotes, artifacts, and real world examples. Possible monthly/weekly/seasonal topics include, but not limited to:</p> <p>September: Welcome/Orientation Hispanic Heritage Month Rosh Hashanah*/Yom Kippur* Deaf Awareness Month Alopecia Awareness Month Constitution Day Bus Driver/Crossing Guard Appreciation Public Library Card Sign-Up</p> <p>October: Learning Disabilities, ADD/ADHD, and Dyslexia Awareness Month Down Syndrome Awareness Month Celebrating the Bilingual Child Month Bullying Prevention Month Halloween/Dia de los Muertos Fire Safety Month Diwali* Book Fair</p> <p>November: Indigenous Peoples Heritage Month Diwali* Election Day Veterans Day Thanksgiving Hanukkah* National Diabetes Month World Kindness Day</p> <p>December: Human Rights Month</p>	<p>Differentiation:</p> <div style="border: 1px solid black; padding: 5px;"> <p>ELL: Extend time requirements; Preferential seating; Check often for understanding; Oral/visual directions/prompts as needed; Supplemental materials; Modify assessments/rubrics as needed; Assign a buddy; Rephrase questions, directions, and explanations; Accept participation at any level (one word answers, drawings...)</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>G&T: Provide extension activities and access to high-level reading area in library; Build on students' intrinsic motivations; Allow students to take an active role in teaching content to other students; Propose interest-based extension activities for early finishers</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Special Ed: Utilize a multi-sensory approach during instruction; Modify test content and/or format; Provide preferential seating; Rephrase questions, directions, and explanations; Allow extended time as needed; Consult with case managers and follow IEP accommodations/modifications; Accept participation at any level (one word answers, drawings...)</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>504: Review, restate, and repeat; Provide notes and chunk assignments as needed; Provide word/picture cues; Accept participation at any level (one word answers, drawings...)</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Students at Risk: Provide extended time to complete tasks; Consult with guidance</p> </div>

Hanukkah*/Christmas/Kwanzaa

January:

New Year's
MLK Jr. Day
Lunar New Year*
ALA Winners Announced
Holocaust Remembrance Day

February:

Black History Month
Valentine's Day
Presidents' Day
Groundhog Day
100th Day
Read Across America*

March:

Read Across America*
Women's History/Gender Equality
Developmental Disabilities Awareness Month
Irish American Heritage/St. Patrick's Day
World Down Syndrome Day
Holi*
Ramadan*

April:

Arab-American Heritage Month
School Library Month
Poetry Month
National Humor Month
Earth Month
Autism Awareness Month
Ramadan*/Easter*/Passover*/Vaisakhi*
Eid*
Baseball

May:

Asian American Pacific Islander Heritage Month
Jewish American Heritage Month
Memorial Day
Cinco de Mayo
Culture Week PreK/K- South America, 1- Australia, 2- Europe, 3- Africa, 4- Asia
Career Week
Mental Health Awareness Month
Cystic Fibrosis Awareness Month

June:

Summer Reading Program
Juneteenth
Flag Day
Inclusive Book Month
Caribbean American Heritage Month

*Note that certain holidays/special events rotate

counselor and follow procedures/action plans; Consult with classroom teacher(s) for specific interventions; Deliver instruction utilizing varied learning styles; Provide individual instruction as needed; Modify assessments/rubrics; Meet with students frequently to ensure understanding; Accept participation at any level (one word answers, drawings...)

[Link to discipline accommodations chart](#)

throughout various months and times of year.

Core Instructional Resources

Teacher Pedagogical Resources:

[AASL Standards](#)

[Career Education \(Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards\)](#)

[Technology Integration \(9.4 Standards\)](#)

[NJSLA ELA](#)

Student Materials: Library books, Online library catalog, Public library offerings

DOE Mandates:

Diversity, Equity, and Inclusion Mandate:

Gender - Read alouds and discussions represent various genders as well as age-appropriate discussions surrounding equal rights, tolerance, and inclusion.

Sexual Orientation - Read alouds and discussions represent various sexual orientations and family structures as well as age-appropriate discussions surrounding equal rights, tolerance, and inclusion.

Race - Read alouds and discussions represent various races as well as age-appropriate discussions surrounding equal rights, tolerance, and inclusion.

Ethnicity - Read alouds and discussions represent various ethnicities as well as age-appropriate discussions surrounding equal rights, tolerance, and inclusion.

Religious Tolerance - Read alouds and discussions represent various religions as well as age-appropriate discussions surrounding equal rights, tolerance, and inclusion.

Unconscious Bias Impact on Individuals - Libraries have materials representing various viewpoints

Unconscious Bias Impact on Society - Libraries have materials representing various viewpoints

Economic Disparity Impact on Individuals - Libraries have materials representing various socioeconomic statuses; Libraries are free for all to use regardless of economic status

Economic Disparity Impact on Society - Libraries have materials representing various socioeconomic statuses; Libraries are free for all to use regardless of economic status

Notes:

Career Exploration Opportunities

-Exposure to global and humanitarian career opportunities including local career opportunities that

have a global impact.

-Exposure to United Nation's global Sustainable Development Goals and brainstorm careers that impact these goals: (1. No poverty 2. Zero hunger 3. Good health and well-being 4. Quality education 5. Gender equality 6. Clean water and sanitation 7. Affordable and clean energy 8. Decent work and economic growth 9. Industry, innovation and infrastructure 10. Reduced inequalities 11. Sustainable cities and communities 12. Responsible consumption and production 13. Climate action 14. Life below water 15. Life on land 16. Peace, justice and strong institutions 17. Partnerships for the goals)

-Seek out connections with those working within these careers.

-Aim for a culminating project with a global impact at the annual International Food Fest.

Book Selection, Comprehension, & Developing a Love and Appreciation of Literature - Unit 3

Grade Level: 4th Grade

Length of Unit: Approximately one quarter, spiraling and divided through the year

Unit Rationale: In this unit, students will review the differences between fiction and nonfiction, highlighting how authors can approach the same topic similarly and differently in both fiction and nonfiction. Students will demonstrate comprehension and the ability to answer questions about books and texts of various genres, subgenres, and formats. Students will continue to experience the world of various authors and illustrators and will describe what authors, illustrators, and others involved in the publication of a book do, including the importance of copyrights to protect intellectual property. Students will explore different types of books and different features of books while developing a broader understanding of types of books that are available to them.

Stage 1 - Desired Results

Understandings:

Students will understand that...

Authors write books in a variety of genres, subgenres, and formats for a variety of purposes.
 There are different types of books and liking some types better than others is okay.
 Explaining what I liked or did not like about a book is a more effective recommendation than merely giving a plot summary.
 Paraphrasing is different from summarizing.
 Authors write from various viewpoints for various purposes (first vs. third person).
 Book awards are given annually for exemplary texts.
 Knowledge is gained by seeking information from diverse sources, contexts, disciplines, and cultures.
 Reading for pleasure or information has lifelong applications.
 Literature can influence personal growth and development.
 There are many people and jobs involved with the publication of a book.
 There are various elements of literature.
 Books contain various formats, presentations, parts and each serves a purpose and conveys information.
 There are various ways to get information about books and discover books that I might enjoy.
 All libraries provide a diverse collection of information presenting many different viewpoints.

Essential Questions:

How can I recognize some key characteristics of fiction books and nonfiction books?
 How are various sub-genres of fiction and nonfiction similar and different from each other?
 How can I distinguish between the topic of a book and its genre?
 How are topics treated differently in various genres?
 What are some ways authors can blend genres or defy traditional genres?
 What are some book awards and why are they given?
 How can I understand and appreciate all types of literature?
 How can the library impact my personal reading and learning growth?
 What types of books do I like best? How do I know?
 How can literature help me understand the world around me?
 What purpose do various text features have?
 How do readers locate, access, and choose books and informational resources?
 How can the parts of a book help me navigate and understand information?

Content:

Students will know...

Skills:

Students will be able to...

<p>How to determine if a book is fiction or nonfiction and how to use each for different purposes.</p> <p>How to recognize various subgenres within fiction and nonfiction such as biographies, traditional literature, and expository texts.</p> <p>The characteristics of various structures used to organize fiction and nonfiction texts.</p> <p>How to identify the point of view of the narrator and analyze the effects of the choice on the reader.</p> <p>How to explain the difference between paraphrasing and summarizing and how to critique and revise paraphrased sections of text to make them more accurate.</p> <p>How to use information from a story to make inferences about a character's feelings, motives, or actions.</p> <p>Why we read fiction or nonfiction for various purposes.</p> <p>The roles of authors, illustrators, and others involved in the publication of a book including copywriters.</p> <p>How to recognize various award medals on the covers of books.</p> <p>How to obtain information from various types of literature.</p> <p>How to use illustrations as clues to events in the story.</p> <p>How to scan text for titles, pictures, and section headings to determine whether the material is fiction or nonfiction.</p> <p>How to recognize and use story elements and text features.</p> <p>How to determine the main idea and sequence of events in a story.</p> <p>How to identify characters, setting, and plot of a story.</p> <p>How to distinguish between fact and fiction in literature.</p> <p>How to make, confirm, and revise predictions.</p> <p>How to compare and contrast fiction and nonfiction literature on the same topic.</p> <p>How to compare new books with familiar books by discussing similarities and differences.</p> <p>The parts of a book will help me understand what I read.</p>	<p>Express which authors and books interest them and identify multiple genres and subgenres of literature.</p> <p>Collaborate with others to paraphrase portions of a book.</p> <p>Analyze the ongoing elements in a book to identify the book as fiction or nonfiction and to use the evidence to classify the book in a subgenre of fiction or nonfiction.</p> <p>Analyze why an author may have chosen a particular point of view (first or third person) to narrate a specific text.</p> <p>Determine the theme or central message of a text.</p> <p>Discuss how a story would have been different if it was written from a different character's point of view or if it had been written from a first person or third person point of view.</p> <p>Recognize various book awards.</p> <p>Identify parts of a book used as a method for searching including title, subject, series, and author.</p> <p>Recognize and locate books of interest.</p> <p>Respond to and identify literature of all genres.</p> <p>Use the library media center to continue personal reading growth.</p> <p>Appreciate all that goes into the publication of a book.</p> <p>Determine when to utilize print vs. nonprint texts.</p> <p>Examine various comprehension strategies such as central messages and the way authors and illustrators use the characters, settings, and conflicts to develop the plot of the story.</p> <p>Articulate the different roles of authors and illustrators such as the author's purpose and how illustrations contribute to what is conveyed by the words in a story to create mood or emphasize aspects of a character or setting.</p>
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AASL Standards

IVA: Learners act on an information need by: 2. Identifying possible sources of information.

IVB: Learners gather information appropriate to the task by: 1. Seeking a variety of sources.

IIID: Learners actively participate with others in learning situations by: 1. Actively contributing to group discussions. 2. Recognizing learning as a social responsibility.

IA: Learners display curiosity and initiative by: 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning.

IIIA: Learners identify collaborative opportunities by: 1. Demonstrating their desire to broaden and deepen understandings. 2. Developing new understandings through engagement in a learning group. 3. Deciding to solve problems informed by group interaction.

IC: Learners adapt, communicate, and exchange learning products with others in a cycle that includes: 1. Interacting with content presented by others.

VA: Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 3. Engaging in inquiry-based processes for personal growth.

VC: Learners engage with the learning community by: 1. Expressing curiosity about a topic of personal interest or curricular relevance.

IIIB: Learners participate in personal, social, and intellectual networks by: 1. Using a variety of communication tools and resources. 2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.

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9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification.

CLKS Practices:

1. Act as a responsible and contributing community members and employee
2. Consider the environmental, social and economic impacts of decisions
3. Demonstrate creativity and innovation
4. Utilize critical thinking to make sense of problems and persevere in solving them
5. Model integrity, ethical leadership and effective management
6. Work productively in teams while using cultural/global competence

Explanation of how CLKs connect to the unit: Students will gain life skills that allow them to collaborate and use libraries to their benefit to meet personal and educational learning goals.

Explanation of how 9.2 standards connect to the unit: Learning about the various careers, components, and people that contribute to the publication of a book allows students to appreciate how careers are interconnected and do not operate in insolation.

Interdisciplinary Standards - NJSLS

RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Explanation of how interdisciplinary standards connect to the unit: Reading, comprehending, and developing a love of literature have lifelong applications both in and out of the classroom.

Technology Integration (9.4 Standards) -

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-9.4LifeLiteraciesandKeySkills.pdf>

- 9.4.5.DC.1: Explain the need for and use of copyrights.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

Explanation of how 9.4 standards connect to the unit: Students will ethically utilize materials available in the library media center when locating resources including peers and online search tools. Students will appreciate the need for copyrights and protection of intellectual property.

Stage 2- Assessment Evidence:

Assessment:

Formative	Questioning, Exit tickets, Reflections, Sketches, Discussions, Self-Evaluations, Conversations, Anecdotal observations
Summative	Book buzz to peers sharing paired fiction/nonfiction texts on the same topic
Alternative	Slideshow, Oral presentation, Recording
Benchmark	Questionnaire, Survey

Stage 3 - Learning Plan

Learning Activities:

Deep dive into fiction/nonfiction, literary elements, genres/subgenres, fact vs. fiction, text features, author/illustrator studies, book awards, choosing appropriate literature, reading/comprehension strategies, and theme.

Book buzz practice with peers with a focus on paraphrasing vs. summarizing.

Exploration of how a book is published and all of the careers/jobs involved and steps necessary including copyright laws and how they apply to creative work.

- Comprehension strategies such as:
- Drawing inferences from the text.
 - Determining a text's theme/central message.
 - Comparing and contrasting the point of view

Differentiation:

ELL: Extend time requirements; Preferential seating; Check often for understanding; Oral/visual directions/prompts as needed; Supplemental materials; Modify assessments/rubrics as needed; Assign a buddy; Rephrase questions, directions, and explanations; Accept participation at any level (one word answers, drawings...)

G&T: Provide extension activities and access to high-level reading area in library; Build on students' intrinsic motivations; Allow students to take an active role in teaching content to other students; Propose interest-based extension activities for early finishers

Special Ed: Utilize a multi-sensory approach during instruction; Modify test content and/or

from which stories are narrated (first person, third person).

- Comparing, contrasting, and reflecting on genres and their approaches to similar themes and topics.
- Making predictions about a story by interpreting/investigating illustrations and context clues and engaging in whole and small group discussions.
- Describing the plot, characters' traits, motivations, and feelings and how characters' actions contribute to the plot.
- Determining and explaining the author's purpose.
- Describing personal point of view and how that is the same or different from the author's.
- Engaging in discussions centered around cause and effect in various stories/texts.
- Comparing and contrasting the plots of stories written by the same author (series).
- Describing how illustrations contribute to and enhance what is conveyed by the words in a story to create mood or emphasize aspects of a character or setting.
- Reacting to various types of books by identifying the key features that make them unique and making connections (comparing and contrasting) with other books with which they are familiar.

Author/Illustrator studies including an author/illustrator visit of a selected author/illustrator.

Battle of the Books including ways to access selected texts in print, digital, and audio formats.

format; Provide preferential seating; Rephrase questions, directions, and explanations; Allow extended time as needed; Consult with case managers and follow IEP accommodations/modifications; Accept participation at any level (one word answers, drawings...)

504: Review, restate, and repeat; Provide notes and chunk assignments as needed; Provide word/picture cues; Accept participation at any level (one word answers, drawings...)

Students at Risk: Provide extended time to complete tasks; Consult with guidance counselor and follow procedures/action plans; Consult with classroom teacher(s) for specific interventions; Deliver instruction utilizing varied learning styles; Provide individual instruction as needed; Modify assessments/rubrics; Meet with students frequently to ensure understanding; Accept participation at any level (one word answers, drawings...)

[Link to discipline accommodations chart](#)

Core Instructional Resources

Teacher Pedagogical Resources:

[AASL Standards](#)

[Career Education \(Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards\)](#)

[Technology Integration \(9.4 Standards\)](#)

[NJSLA ELA](#)

Student Materials: Library books, Online library catalog, Public library offerings

DOE Mandates:

Diversity, Equity, and Inclusion Mandate:

Gender - Libraries have materials representing all genders

Sexual Orientation - Libraries have materials representing all sexual orientations

Race - Libraries have materials representing all races

Ethnicity - Libraries have materials representing all ethnicities

Religious Tolerance - Libraries have materials representing all religions

Unconscious Bias Impact on Individuals - Libraries have materials representing various viewpoints

Unconscious Bias Impact on Society - Libraries have materials representing various viewpoints

Economic Disparity Impact on Individuals - Libraries have materials representing various socioeconomic statuses; Libraries are free for all to use regardless of economic status

Economic Disparity Impact on Society - Libraries have materials representing various socioeconomic statuses; Libraries are free for all to use regardless of economic status

Notes:

Career Exploration Opportunities

-Explore jobs and resources involved in the publication of a book such as: author, illustrator, editor, publisher/publishing company, graphic designer, publicist, agent, sales representative, manager, marketer, book store, production, rights, distribution, etc. Highlight the importance of copyrights.

-View and connect with authors/illustrators and those involved in the publication of a book both in person and virtually (recorded or live) whenever possible.

Reference, Research, and Technological Resources: Finding, Synthesizing, and Using Information in the Library - Unit 4

Grade Level: 4th Grade

Length of Unit: Approximately one quarter, spiraling and divided through the year

Unit Rationale: Students will identify nonfiction books and online/technological resources as sources of information to answer questions and will utilize nonfiction text features to aide in organizing and synthesizing their growing knowledge as they hone their knowledge of the research process. Students will independently evaluate resources for bias, discrepancies, and reliability while articulating the importance of expressing information in one's own words and abiding by copyright laws.

Stage 1 - Desired Results

Understandings:

Students will understand that...

Choosing an interesting topic and developing an interesting research question takes time but makes the research process more interesting.
 It is worth spending time to find the best resources.
 The research process requires using a variety of resources to ensure validity.
 Acquisition, evaluation, and use of materials should meet a specific need.
 Critical readers judge, compare, and analyze information from multiple sources.
 Reading for information has lifelong applications.
 Inquiry guides research.
 Information from various sources must be analyzed, synthesized, and applied appropriately.
 Using various resources to get information about a topic helps me understand the topic better than if I only used one source.
 Reading critically is important to determine whether or not information contradicts itself and why - opposite viewpoints, outdated publication date, etc.
 Some sources are more useful than others.
 Information must be evaluated and processed to determine accuracy, relevance, and validity.
 I need to give credit to authors when I use their ideas in a project.

Essential Questions:

How does the research process differ depending on my need?
 What are the learning skills and strategies needed to successfully find information?
 How can I find good sources to learn about topics I am interested in?
 How do researchers know information is reliable and accurate?
 How does the writer's perspective affect how the reader evaluates information?
 Where can I locate relevant and authentic information?
 How do I synthesize information from a variety of sources?
 How do I evaluate information for validity?
 What can I learn by reflecting on the research process?

Content:

Students will know...

How to develop good search habits.
 How to formulate research questions based on a topic.
 How to find multiple relevant sources on a single topic.

Skills:

Students will be able to...

Research topics of interest utilizing various sources.
 Develop an effective search strategy using multiple print and digital resources.

<p>How to summarize information.</p> <p>How to answer questions and synthesize information found in nonfiction sources (both print and digital).</p> <p>How to recognize a book or source as nonfiction (vs. fiction).</p> <p>How to analyze and utilize text features and illustrations to organize and grow knowledge.</p> <p>How to revise a research question to make it more effective.</p> <p>How to utilize varied resources to gain, expand, and synthesize knowledge.</p> <p>That some information will be useful, whereas other information will not be relevant or helpful.</p> <p>How to recognize the importance of expressing information in one's own words by paraphrasing information found in resources and abiding by copyright laws.</p>	<p>Engage in the research process to synthesize information from various sources.</p> <p>Identify how they can find the information to the questions they have.</p> <p>Evaluate the reliability of print and digital resources.</p> <p>Compare information within multiple print and digital sources.</p> <p>Articulate why primary resources are useful research tools.</p> <p>Evaluate information for trustworthiness by reflecting on author's perspective and potential bias.</p> <p>Adhere to and appreciate the importance of copyright laws.</p>
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AASL Standards

IA: Learners display curiosity and initiative by: 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning.

IB: Learners engage with new knowledge by following a process that includes: 1. Using evidence to investigate questions. 2. Devising and implementing a plan to fill knowledge gaps.

IC: Learners adapt, communicate, and exchange learning products with others in a cycle that includes: 1. Interacting with content presented by others. 2. Providing constructive feedback. 3. Acting on feedback to improve.

IVA: Learners act on an information need by: 1. Determining the need to gather information. 2. Identifying possible sources of information. 3. Making critical choices about information sources to use.

IVB: Learners gather information appropriate to the task by: 1. Seeking a variety of sources. 2. Collecting information representing diverse perspectives. 3. Systematically questioning and assessing the validity and accuracy of information. 4. Organizing information by priority, topic, or other systematic scheme.

IVD: Learners select and organize information for a variety of audiences by: 1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. 2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources. 3. Openly communicating curation processes for others to use, interpret, and validate.

VA: Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth.

VC: Learners engage with the learning community by: 1. Expressing curiosity about a topic of personal interest or curricular relevance.

VIA: Learners follow ethical and legal guidelines for gathering and using information by: 1. Responsibly applying information, technology, and media to learning. 2. Understanding the ethical use of information, technology, and media. 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.

VIB: Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: 1. Ethically using and reproducing others' work. 2. Acknowledging authorship and demonstrating respect for the intellectual property of others. 3. Including elements in personal-knowledge products that allow others to credit content appropriately.

VID: Learners engage with information to extend personal learning by: 1. Personalizing their use of information and information technologies. 2. Reflecting on the process of ethical generation of knowledge. 3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSL-CLKS.pdf>

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

CLKS Practices:

1. Act as a responsible and contributing community members and employee
2. Demonstrate creativity and innovation
3. Utilize critical thinking to make sense of problems and persevere in solving them
4. Model integrity, ethical leadership and effective management
5. Plan education and career paths aligned to personal goals
6. Use technology to enhance productivity increase collaboration and communicate effectively
7. Work productively in teams while using cultural/global competence

Explanation of how CLKs connect to the unit: Students will gain life skills that allow them to collaborate and use libraries to their benefit to meet personal and educational learning goals.

Explanation of how 9.2 standards connect to the unit: Through research investigations and inquiries, students will hone their sense of personal likes and dislikes while identifying possible careers that might be suited to their interests.

Interdisciplinary Standards - NJSL

RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Explanation of how interdisciplinary standards connect to the unit: Grade level reading, writing, and speaking/listening skills are paramount to effective research and lifelong success.

Technology Integration (9.4 Standards) -

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-9.4LifeLiteraciesandKeySkills.pdf>

9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process.

9.4.5.DC.1: Explain the need for and use of copyrights.

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.

9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes.

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social.

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.

9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.

Explanation of how 9.4 standards connect to the unit: Students will need to synthesize information as they ethically use and gather research across a variety of sources.

Stage 2- Assessment Evidence:

Assessment:

Formative	Questioning, Exit tickets, Reflections, Sketches, Discussions, Self-Evaluations, Conversations, Anecdotal observations
Summative	Synthesis of research across sources
Alternative	Slideshow, Oral presentation, Recording
Benchmark	Questionnaire, Survey

Stage 3 - Learning Plan	
<p>Learning Activities:</p> <p>Conduct lessons surrounding inquiry, research, evaluating accuracy and validity of sources, copyright laws, and search techniques. -Primary sources can include books, interviews, letters, surveys, maps, photos, articles, and more. -Critical thinkers discriminate between fact and opinion.</p> <p>Research topics of both individual and whole class interest.</p> <p>Develop and answer research questions through modeling of the research process.</p> <p>Recognize that a variety of sources offer different information that can be synthesized to grow knowledge.</p> <p>Identify and extract relevant information in print and electronic resources.</p> <p>Interpret information critically through reading, listening to, and viewing primary sources.</p>	<p>Differentiation:</p> <div style="border: 1px solid black; padding: 5px;"> <p>ELL: Extend time requirements; Preferential seating; Check often for understanding; Oral/visual directions/prompts as needed; Supplemental materials; Modify assessments/rubrics as needed; Assign a buddy; Rephrase questions, directions, and explanations; Accept participation at any level (one word answers, drawings...)</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>G&T: Provide extension activities and access to high-level reading area in library; Build on students' intrinsic motivations; Allow students to take an active role in teaching content to other students; Propose interest-based extension activities for early finishers</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Special Ed: Utilize a multi-sensory approach during instruction; Modify test content and/or format; Provide preferential seating; Rephrase questions, directions, and explanations; Allow extended time as needed; Consult with case managers and follow IEP accommodations/modifications; Accept participation at any level (one word answers, drawings...)</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>504: Review, restate, and repeat; Provide notes and chunk assignments as needed; Provide word/picture cues; Accept participation at any level (one word answers, drawings...)</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Students at Risk: Provide extended time to complete tasks; Consult with guidance</p> </div>

counselor and follow procedures/action plans; Consult with classroom teacher(s) for specific interventions; Deliver instruction utilizing varied learning styles; Provide individual instruction as needed; Modify assessments/rubrics; Meet with students frequently to ensure understanding; Accept participation at any level (one word answers, drawings...)

[Link](#) to discipline accommodations chart

Core Instructional Resources

Teacher Pedagogical Resources:

[AASL Standards](#)

[Career Education \(Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards\)](#)

[Technology Integration \(9.4 Standards\)](#)

[NJSLA ELA](#)

Student Materials: Library books, Online library catalog, Public library offerings

DOE Mandates: A statement of how this is shown within the unit. Each component may not be in every unit, as long as it is hit upon at some point within the course.

Diversity, Equity, and Inclusion Mandate:

Gender - Libraries have materials representing all genders

Sexual Orientation - Libraries have materials representing all sexual orientations

Race - Libraries have materials representing all races

Ethnicity - Libraries have materials representing all ethnicities

Religious Tolerance - Libraries have materials representing all religions

Unconscious Bias Impact on Individuals - Libraries have materials representing various viewpoints

Unconscious Bias Impact on Society - Libraries have materials representing various viewpoints

Economic Disparity Impact on Individuals - Libraries have materials representing various socioeconomic statuses; Libraries are free for all to use regardless of economic status

Economic Disparity Impact on Society - Libraries have materials representing various socioeconomic statuses; Libraries are free for all to use regardless of economic status

Notes:

Career Exploration Opportunities

-Through research, students have access to print and non-print library sources about careers of their interest.

-Enhance Technology and Enrichment classes by guiding students to relevant resources about potential careers they are interested in.