Curriculum Management System

MONROE TOWNSHIP SCHOOLS

Course Name: **School Library Program**
Grade: 3-5

Board Approved: *<Type Date Here>*

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Mission, Vision, Beliefs, and Goals

Mission Statement

The Monroe Public Schools in collaboration with the members of the community shall ensure that all children receive an exemplary education by well-trained committed staff in a safe and orderly environment.

Vision Statement

The Monroe Township Board of Education commits itself to all children by preparing them to reach their full potential and to function in a global society through a preeminent education.

Beliefs

1. All decisions are made on the premise that children must come first.
2. All district decisions are made to ensure that practices and policies are developed to be inclusive, sensitive and meaningful to our diverse population.
3. We believe there is a sense of urgency about improving rigor and student achievement.
4. All members of our community are responsible for building capacity to reach excellence.
5. We are committed to a process for continuous improvement based on collecting, analyzing, and reflecting on data to guide our decisions.
6. We believe that collaboration maximizes the potential for improved outcomes.
7. We act with integrity, respect, and honesty with recognition that the schools serves as the social core of the community.
8. We believe that resources must be committed to address the population expansion in the community.
9. We believe that there are no disposable students in our community and every child means every child.

Board of Education Goals

1. Raise achievement for all students paying particular attention to disparities between subgroups.
2. Systematically collect, analyze, and evaluate available data to inform all decisions.
3. Improve business efficiencies where possible to reduce overall operating costs.
4. Provide support programs for students across the continuum of academic achievement with an emphasis on those who are in the middle.
5. Provide early interventions for all students who are at risk of not reaching their full potential.
6. To Create a 21st Century Environment of Learning that Promotes Inspiration, Motivation, Exploration, and Innovation.

Common Core State Standards (CSSS)

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

Links:
1. CCSS Home Page: http://www.corestandards.org
2. CCSS FAQ: http://www.corestandards.org/frequently-asked-questions
3. CCSS The Standards: http://www.corestandards.org/the-standards
4. NJDOE Link to CCSS: http://www.state.nj.us/education/sca
5. Partnership for Assessment of Readiness for College and Careers (PARCC): http://parcconline.org

Grade 3
Unit Topics(s)

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I. Library Infrastructure
   a. Functions of the school library
   b. Awareness of school library rules and procedures
   c. Understand organization of library materials and location
   d. Knowledge of various types of materials in the school library
   e. Practice responsible library procedures
II. Ethics
   a. Understand ownership of ideas
   b. Demonstrate appropriate use of research materials
III. Literature
   a. Identify the role of the author, illustrator and publisher
   b. Expose, recognize, and identify the various literary genres
   c. Respond to literature experiences (reading, listening, and viewing) in a variety of ways and formats.
IV. Research
   a. Utilize the online card catalog to locate sources of information located within the library.
   b. Organize information
   c. Credit sources of information

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Grade 4
Unit Topic(s)

I. Library Infrastructure
  a. Practice use of school library following rules and procedures
  b. Understand organization of library materials and location
  c. Utilize various types of materials in the school library
  d. Develop search strategies for locating library materials
II. Ethics
  a. Understand ownership of ideas
  b. Demonstrate appropriate use of research materials
III. Literature
  a. Identify and understand the role of the author, illustrator and publisher
  b. Understand, recognize, and identify the various literary genres
  c. Respond to literature experiences (reading, listening, and viewing) in a variety of ways and formats.
IV. Research
  a. Utilize the online card catalog to locate sources of information located within the library.
  b. Locate sources of information using the internet
  c. Validate sources of information using provided criteria
  d. Organize information
  e. Credit sources of information	

Grade 5
Unit Topic(s)

I. Library Infrastructure
   a. Practice use of school library following rules and procedures
   b. Understand organization of library materials and location
   c. Utilize various types of materials in the school library
   d. Develop search strategies for locating library materials
II. Ethics
   a. Understand ownership of ideas
   b. Demonstrate appropriate use of research materials
III. Literature
   a. Identify and understand the role of the author, illustrator and publisher
   b. Understand, recognize, and identify the various literary genres
   c. Respond to literature experiences (reading, listening, and viewing) in a variety of ways and formats.
IV. Research
   a. Utilize the online card catalog to locate sources of information located within the library.
   b. Locate sources of information using the internet
   c. Validate sources of information using provided criteria
   d. Organize information
   e. Credit sources of information

Stage 1 Desired Results

ESTABLISHED GOALS	Transfer
CCSS.ELA-Literacy.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.	*Students will be able to independently use their learning to…* Navigate the library facility to accomplish their research and personal needs.

	Meaning	
CCSS.ELA-Literacy.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CCSS.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CCSS.ELA-Literacy.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points. CCSS.ELA-Literacy.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	UNDERSTANDINGS *Students will understand that…* You must be respectful to the reader or presenter during class. Obtain permission before leaving your seat. They must follow procedure for searching for a book. Renew books following the correct procedure. They must wait for their time to select books. There are a variety of resources available in the library (books, magazines, audio books, etc.) Bring the book you have selected to the circulation desk for checkout with the online library management system (i.e., Destiny). A call number is the address for a library book. It tells in which section the book can be found. The call number is shown in the online card catalog (Destiny) and will tell them exactly where they can find the book. The main sections of the school library are Fiction, Non-Fiction, and Reference. Each section has its own organizational system.	ESSENTIAL QUESTIONS - How are materials organized in the library? - How can I locate materials in the library? - What is the procedure for book circulation? - What types of resources are available in the library?

CCSS.ELA-Literacy.RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. CCSS.ELA-Literacy.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	Nonfiction books are arranged numerically according to the Dewey Decimal System. Fiction books are arranged alphabetically by the author's last name.	
	Acquisition	
	Students will know… • That the librarian is one of the resources within the library. • That all materials are organized in a specific way in the library. • That the all materials located within the library are cataloged in the online card catalog and it will provide the exact location of the material.	*Students will be skilled at…* • Proper care and handling of library materials • Locating materials to checkout of the library • Returning library materials in a timely fashion • Respecting everyone and everything in the library

Stage 2 – Evidence

Evaluative Criteria	Assessment Evidence
Students must be able to search for and locate materials within the library for use which will be evaluated by observation of the activity.	PERFORMANCE TASK(S): Identify what the call number means Use the call number to locate books within the library Suggested task: Scavenger Hunt Have students select a card or give them a set of cards with call numbers. Give them a certain amount of time to locate the books while following appropriate library procedures. The goal is to find the books, while showing how to search for books, follow library rules, and check out books. This can be done in partners, in groups, or alone depending on the level.
	OTHER EVIDENCE: <type here>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Watch videos, read stories, and do activities relating to proper library books care, procedures, and types of books located in the library.

Activities relating to layout of school library.

Students will practice locating both fiction and nonfiction materials in the School Library use the call number.

Students will separate books into fiction and nonfiction using the call number and also without using the call number based on what they know about the differences.

Stage 1 Desired Results

ESTABLISHED GOALS

CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CCSS.ELA-Literacy.RI.3.6 Distinguish their own point of view from that of the author of a text.

CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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

CCSS.ELA-Literacy.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the

Transfer

Students will be able to independently use their learning to…
Use information from a book or other resource to accomplish a goal.

Meaning

UNDERSTANDINGS	ESSENTIAL QUESTIONS
Students will understand that… Using someone else's information without their permission or without acknowledgement is wrong and illegal.	• Why do I need to cite my sources? • What is plagiarism? • What are copyright laws and why are they important? • How do I cite my sources?

Acquisition

Students will know…	*Students will be skilled at…*
• That an author's ideas are his personal property. When using an author's writing to research a topic, they must read the information and put it in their own words. • How to cite a source. • Why they should cite a source • When to cite a source	• Recognizing what is needed to cite a source. • Summarizing information • Using a checklist for avoiding plagiarism

differences in focus and the information provided.

CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
Correctly cite a given resource using a specific format (example: MLA). Students will show how they cited their source and their work will be evaluated based on criteria.	PERFORMANCE TASK(S): Using a Non-fiction book of their choice, students will list the information necessary to create a citation. Using that information they will create an appropriate citation for use in a bibliography. Repeat this using a website, a fiction book, a reference book, and a magazine. The bibliography blank will be filled in using the appropriate information
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Watch PowerPoint, read stories, view actual documents, and visit websites related to plagiarism.

Create a checklist of ways to avoid plagiarism

Highlight specific information used for a bibliography from sample pages and use the highlighted information to create the bibliography.

Stage 1 Desired Results

ESTABLISHED GOALS

<u>CCSS.ELA-Literacy.RI.3.5</u> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

<u>CCSS.ELA-Literacy.RI.3.6</u> Distinguish their own point of view from that of the author of a text.

<u>CCSS.ELA-Literacy.RI.4.7</u> 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.

<u>CCSS.ELA-Literacy.RI.4.8</u> Explain how an author uses reasons and evidence to support particular points in a text.

<u>CCSS.ELA-Literacy.RI.4.9</u> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

<u>CCSS.ELA-Literacy.RI.5.1</u> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

<u>CCSS.ELA-Literacy.RI.5.7</u> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a

Transfer

Students will be able to independently use their learning to…

Research information for a research project and apply that research to a finished project.

Meaning

UNDERSTANDINGS	ESSENTIAL QUESTIONS
Students will understand that… Research is the finding of information relating to a chosen topic. Research is important in understanding the world around us. Different information can be found in different sources and each can be used to satisfy the needs of a project. Public speaking is important and practicing will improve your performance. Practicing public speaking can be done at home, at school, and at other places by doing very simple tasks.	• What is research? • What is my topic? • What do I want to know about the topic? • What resources can I use for this topic? • How do we conduct research? • Why is research important? • How do I begin my research? • Why is public speaking important? • How can I be a good public speaker?

Acquisition

Students will know…	Students will be skilled at…
That research is the finding of information relating to a specific, preselected topic. Research is done for many different reasons and will help you to accomplish goals.	Finding information needed to write a research paper. Presenting their thoughts, ideas, and projects to an audience

problem efficiently.

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

CCSS.ELA-Literacy.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
Completed research project Presentation of completed project. There will be a rubric used to assess achievement of student learning goals This can be done collaboratively with the classroom teachers or as an extension of classroom learning performed solely in the school library.	PERFORMANCE TASK(S): Students will research a topic of their choice given certain criteria. The research will be done using the research process including: - Choosing a topic - Creating Key words - Search Terms - Taking notes Some websites to use include: http://www.kyvl.org/kids/homebase.html http://www.sweetsearch.com/ http://www.humbleisd.net/cms/lib2/TX01001414/Centricity/Domain/29/researchguideELEM.pdf http://elementarylibraryroutines.wikispaces.com/Research+Processes Students will use both print and non-print sources depending on their topic and availability of resources http://www.easybib.com/
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Choosing a topic
Brainstorming
Finding possible resources
Finding information
Validating sources
Taking notes
Creating an outline
Put notes together to create paragraphs
Rough draft
Self evaluation
Peer evaluation
Final Copy

Stage 1 Desired Results

ESTABLISHED GOALS		
	Transfer	
CCSS.ELA-Literacy.SL.3.1, 4.1, 5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.	*Students will be able to independently use their learning to…* Appreciate and enjoy literature and other creative expressions of information	
	Meaning	
	UNDERSTANDINGS *Students will understand that…* • Literature comes in many different forms. • Many different people are involved with the creation of a book	ESSENTIAL QUESTIONS • What is genre? • What are the types of genre? • How are the genres the same? Different? • How is a book created? • Who is involved in the process of creating a book? • What do each of the people involved in creating a book do? • What makes each person involved in creating a book important?
CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events		
	Acquisition	
CCSS.ELA-Literacy.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting) CCSS.ELA-Literacy.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)	*Students will know…* That each person involved in making a book has an important role. Different genres can give the same message but present them in different ways. There is certain criterion that makes great literature. There are awards given each year to some of the best literature.	*Students will be skilled at…* Listening attentively to the reader. Responding to the reader. Comparing different types of literature. Genre recognition

CCSS.ELA-Literacy.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. CCSS.ELA-Literacy.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. CCSS.ELA-Literacy.RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. CCSS.ELA-Literacy.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. CCSS.ELA-Literacy.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described. CCSS.ELA-Literacy.RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). CCSS.ELA-Literacy.RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their		

approaches to similar themes and topics

Stage 2 – Evidence

Evaluative Criteria	Assessment Evidence
Presentation of ideas. Brainstorming Group work Student will create a KWL chart in order to show scope of learning throughout these tasks.	PERFORMANCE TASK(S): Examine the roles of the various people involved in creating a book. Group students together and have them analyze the importance of each role (author, illustrator, and publisher). Defend the roles of each and explain why each role is necessary. Present finding to the class in a creative skit.
	OTHER EVIDENCE: <type here>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Examine the characteristics of fairy tales, historical fiction, mystery, tall tales, biography, and fantasy
Analyze the genre characteristics
Compare different books in the same genre.
Record what you see, know, and wonder about a story.
Gather information about the author, illustrator and publisher's job.
Read about what they do.

Benchmark Assessment Grade 3

1. Students will demonstrate awareness of school library rules and procedures.
2. Students will be able to understand ownership of ideas.
3. Students will be able to identify the role of the author, illustrator, and publisher.
4. Students will successfully respond to literature experiences in a variety of ways or formats.
5. Students will be able to utilize the online card catalog to locate sources of information located within the library.

Benchmark Assessment Grade 4

1. Students will demonstrate appropriate use of research materials.
2. Students will be able to understand, recognize, and identify the various literary genres.
3. Students will be able to respond to literary experiences in a variety of ways and formats.
4. Students will successfully develop strategies for locating library materials.
5. Students will be able to utilize various types of materials in the school library.

Benchmark Assessment Grade 5

1. Students will demonstrate appropriate use of research materials.
2. Students will be able explain ownership of ideas.
3. Students will be able to understand, recognize, and identify the various literary genres.
4. Students will successfully organize information for a research project.
5. Students will be able to use information gathered to present a report.