

Library Media	5th Grade	Quarter 1	
<b>Concepts:</b>		<b>Skills:</b>	
Concepts of Print – Genre Studies, Fiction Vs. Non-Fiction, Library Orientation		Understanding, Applying	
<b>Standards:</b>			
<p><b>Strand 2:</b> Students develop an awareness of and interaction with literature in a variety of formats for the purpose of personal enrichment and information.</p> <p><b>Standard 7:</b> Students explore print material to learn how physical features of books and other resources contribute to meaning. Objective 2: Demonstrate an understanding of the physical features of books and other library resources.</p> <p><b>Standard 8:</b> Students explore various aspects of literature in books and other formats. Objective 1: Identify the contribution of authors and illustrators in the creation of literature. Objective 3: Explore and compare different types of literature to enrich and expand the reading experience.</p> <p><b>Standard 9:</b> Students value the contribution of reading to becoming self-directed, lifelong learners. Objective 1: Listen to and Read a variety of literature to enhance selection.</p>			
Library Content Objectives	Vocabulary students should use		Lessons
<ul style="list-style-type: none"> <li>I can locate, define, and identify the parts of a book.</li> <li>I can identify and use features of electronic resources.</li> <li>I can identify different locations in a library.</li> <li>I can read from a variety of genres.</li> <li>I can determine the difference fiction and non-fiction book.</li> <li>I can use my Library OPAC (Destiny) to locate resources within my school library and the public library.</li> </ul>	<ul style="list-style-type: none"> <li>Cover</li> <li>Title</li> <li>Bibliography</li> <li>Appendix</li> <li>Preface</li> <li>Table of Content</li> <li>Title Page</li> <li>Index</li> <li>Glossary</li> </ul>	<ul style="list-style-type: none"> <li>Author</li> <li>Illustrator</li> <li>Publisher</li> <li>Fiction</li> <li>Non-Fiction</li> <li>Electronic resources</li> <li>Scroll</li> <li>Hot links</li> <li>Menu</li> </ul>	<ul style="list-style-type: none"> <li>Library Orientation</li> <li>Using the Library OPAC (Destiny Library Manager)</li> <li>Locate, define, and identify the purposes of the parts of a book and features of electronic resources.</li> <li>Genre Studies (Compare stories in the same genre)</li> <li>What is Fiction &amp; Non-Fiction (Review)</li> </ul>
Information Literacy Language Objectives	Additional Resources		
<ul style="list-style-type: none"> <li>Determine a theme of a story, drama, or poem from details in the text.</li> <li>Compare and contrast stories in the same genre.</li> <li>By the end of the year, read and comprehend literature, including dramas, and poetry.</li> <li>I can identify the types of books and materials that I enjoy reading.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Genres of Literature games</a></li> <li><a href="#">Reading Genres Posters</a></li> <li><a href="#">TeacherVision- Library Resources</a></li> <li><a href="#">UEN – Shelving and Finding Books</a></li> <li><a href="#">Slideshare – Parts of a Book Part 2</a></li> <li><a href="#">Media Center Lessons 3-5 Genre Studies</a></li> <li>Destiny Library Manager helps in (Safari Montage)</li> </ul>		
<b>Assessment Options:</b>			
Quizzes, Discussion, Procedure quiz, library notebook, demonstration, Reading Log			

Library Media	5 <sup>th</sup> Grade	Quarter 2	
<b>Concepts:</b>		<b>Skills:</b>	
Concepts of Print (cont). – Dewey Decimal Systems, Reference		Understanding, Applying	
<b>Standards:</b>			
<p><b>Strand 2:</b> Students develop an awareness of and interaction with literature in a variety of formats for the purpose of personal enrichment and information.</p> <p><b>Standard 7:</b> Students explore print material to learn how physical features of books and other resources contribute to meaning.</p> <p><b>Standard 8:</b> Students explore various aspects of literature in books and other formats.</p> <p><b>Standard 9:</b> Students value the contribution of reading to becoming self-directed, lifelong learners.</p>			
Library Content Objectives	Vocabulary students should use		Lessons
<ul style="list-style-type: none"> <li>I can locate and read informational works.</li> <li>I can demonstrate that I understand the how to locate books and materials using the Dewey Decimal system.</li> <li>I can select an appropriate Reference material to complete assigned work.</li> <li>I can use the internet to research a topic or locate desired information.</li> <li>I can identify a primary source document.</li> </ul>	<ul style="list-style-type: none"> <li>Fiction</li> <li>Non-Fiction</li> <li>Dewey Decimal</li> <li>Call Number</li> <li>Biography</li> <li>Easy Books</li> <li>Chapter Books</li> <li>Graphic Novel</li> <li>Primary Source</li> <li>Secondary Source</li> </ul>	<ul style="list-style-type: none"> <li>Reference</li> <li>Dictionary</li> <li>Bibliography</li> <li>Atlas</li> <li>Almanac</li> <li>World Book</li> <li>Pioneer Library</li> <li>Dictionary</li> <li>Thesaurus</li> <li>Encyclopedia</li> <li>Magazine</li> </ul>	<ul style="list-style-type: none"> <li>Understanding The Dewey Decimal System and focus on Biographies (Review)</li> <li>Understanding Different types of resources</li> <li>The Reference Section of my Library <ul style="list-style-type: none"> <li>– Dictionary, Encyclopedia, Atlases, etc.</li> <li>– Primary Source Vs. Secondary Source</li> </ul> </li> <li>Online reference resources (Pioneer Library)</li> <li>How to search the Internet</li> </ul>
Information Literacy Language Objectives			Additional Resources
<ul style="list-style-type: none"> <li>By the end of the year, read and comprehend information texts.</li> <li>Determine two or more main ideas of a text and explain how they are supported by key details, summarize the text.</li> <li>Explain how an author uses reasons and evidence to support particular points in a text, identify which reasons and evidence support which point(s).</li> </ul>			<ul style="list-style-type: none"> <li><a href="#">Dewey Decimal PowerPoints</a></li> <li><a href="#">Enchanted Learning – The Library</a></li> <li><a href="#">Teacher Vision – Dewey Links</a></li> <li><a href="#">Lesson Planet Dewey Lessons</a></li> <li><a href="#">Review on Fiction vs. Non.</a></li> <li><a href="#">Types of Reference Books</a></li> <li><a href="#">UEN – Dewey Decimal</a></li> <li><a href="#">Pioneer Library</a></li> <li><a href="#">Teaching Students to Effectively use the Internet</a></li> <li><a href="#">Rating Websites</a></li> <li><a href="#">Primary Vs. Secondary review game</a></li> </ul>
<b>Assessment Options:</b>			
Quizzes, Discussion, Procedure quiz, library notebook, demonstration, Reading Log			

Library Media	5th Grade	Quarter 3	
<b>Concepts:</b>		<b>Skills:</b>	
Information Literacy – Research Skills		Apply, Analysis, Evaluation, Create	
<b>Standards:</b>			
<b>Strand 1- Information Literacy</b> <b>Standard 1:</b> Students define an information problem and identify information needed to solve the problem. <b>Standard 2:</b> Students identify, evaluate, and select potential information resources available in or through the school library media center. <b>Standard 3:</b> Students locate resources and access information within resources. <b>Standard 4:</b> Students engage and extract Information. <b>Standard 5:</b> Students, organize, synthesize and present information. <b>Standard 6:</b> Students evaluate the product and the process.			
Library Media Content Objectives	Vocabulary students should use		Lessons
<ul style="list-style-type: none"> <li>I can identify an information problem and determine a specific topic.</li> <li>I can create a plan for finding the information that I need.</li> <li>I can locate the resources that I need to solve my information problem and extract information from those resources.</li> <li>I can identify different types of resources and determine which will best provide the information that I need.</li> <li>I can use the information to create something that I can share with others.</li> <li>I can evaluate to see if I am done with my project and have answered the information problem.</li> </ul>	<ul style="list-style-type: none"> <li>research</li> <li>information</li> <li>topic</li> <li>task</li> <li>sources</li> <li>resources</li> <li>product</li> <li>print materials</li> <li>Electronic Resources</li> </ul>	<ul style="list-style-type: none"> <li>Primary source</li> <li>Secondary source</li> <li>Databases</li> <li>Copyright</li> <li>Citation</li> <li>Plagiarism</li> <li>Summarizing</li> <li>Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Information Literacy - Big 6 (Research Skills) <ul style="list-style-type: none"> <li>Task Definition – What Information is needed</li> <li>Information Seeking Strategies- Selecting Sources</li> <li>Location and Access of Information- Finding Information</li> <li>Use of Information – Using and Extracting Information</li> <li>Synthesis of Information- Organizing and Presenting results</li> <li>Evaluation of Process</li> </ul> </li> </ul> <p>Research topic should be selected from a content area such as Science, Social Studies, Health, etc.</p>
Information Literacy Language Content			Additional Resources
<ul style="list-style-type: none"> <li>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>Draw on information from multiple print or digital resources.</li> <li>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</li> </ul>			<ul style="list-style-type: none"> <li><a href="#">The Big 6 site</a></li> <li><a href="#">Information Age Inquiry Site</a></li> <li><a href="#">Online resources to support the Big6</a></li> <li><a href="#">School Library Journal on Teaching the Big6</a></li> <li><a href="#">How do I teach using the Big6</a></li> <li><a href="#">The Bright Bird – A story to teach the Big6</a></li> <li><a href="#">Copyright with Cyberbee</a></li> <li><a href="#">Kids Health – What is Plagiarism?</a></li> </ul>

<ul style="list-style-type: none"><li>• Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</li><li>• Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</li></ul>			<ul style="list-style-type: none"><li>• <a href="#">Exploring Plagiarism, Copyright, and Paraphrasing</a></li><li>• <a href="#">Citation Maker</a></li></ul>
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**Assessment Options:**  
Rubric, Presentation, Demonstration, Notes, Interview, written product

Library Media	5th Grade	Quarter 4	
<b>Concepts:</b>		<b>Skills:</b>	
Media Literacy – digital citizenship,		Analysis, communication	
<b>Standards:</b>			
<b>Strand 3 – Media Literacy</b>			
<p><b>Standard 10</b> - Students will be aware that media literacy as a life skill is integral to modern citizenship, informed decision-making and healthy lifestyles.</p> <p><b>Standard 11</b> - Students analyze elements of media messages to understand their forms and functions, content, intent, and effects on the receiver.</p> <p><b>Standard 12</b> - Students evaluate elements and intended results of media messages to facilitate selection for personal and educational use.</p> <p><b>Standard 13</b> – Students produce media message in selected formats.</p>			
Library Media Content Objectives	Vocabulary students should use		Lessons
<ul style="list-style-type: none"> <li>I can identify different types of media.</li> <li>I can identify the purpose of a media message.</li> <li>I can recognize different points of view.</li> <li>I can determine the difference between real, realistic, and unreal content.</li> <li>I can demonstrate how to be a good digital citizen.</li> <li>I can create a media message to share an important message.</li> </ul>	<ul style="list-style-type: none"> <li>Media</li> <li>Media Literacy</li> <li>Mass Media</li> <li>Local Media</li> <li>Availability</li> <li>Cost</li> <li>Audience Appeal</li> <li>Ease of Use</li> <li>Cultural</li> <li>Geographic</li> <li>Historical</li> </ul>	<ul style="list-style-type: none"> <li>Copyright</li> <li>Consumers</li> <li>Communication</li> <li>Stereotyping</li> <li>Peers</li> <li>Parents</li> <li>Community</li> <li>Format</li> <li>Materials</li> </ul>	<ul style="list-style-type: none"> <li>What is the purpose of media <ul style="list-style-type: none"> <li>Types of media</li> <li>Citizen’s rights and responsibility</li> <li>Recognize how media influences our decisions</li> </ul> </li> <li>Using Media for educational purposes <ul style="list-style-type: none"> <li>Evaluating elements of media</li> <li>Making wise media choices</li> </ul> </li> <li>Recognizing differing Viewpoints <ul style="list-style-type: none"> <li>Real, realistic, and unreal content</li> </ul> </li> <li>Being a good digital citizen <ul style="list-style-type: none"> <li>Social networking, phones, email, web publishing</li> </ul> </li> <li>Produce a media message <ul style="list-style-type: none"> <li>Students develop and apply criteria for a quality media production</li> <li>Draft and refine the message</li> </ul> </li> </ul>
Media Literacy Language Objectives			Additional Resources
<ul style="list-style-type: none"> <li>Describe how a narrator or speaker’s point of view influences how events are described.</li> <li>Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of text.</li> <li>Include Multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas.</li> <li>Analyze multiple accounts of the same event or topic,</li> </ul>			<ul style="list-style-type: none"> <li><a href="#">Media Literacy for students and teachers</a></li> <li><a href="#">Analyzing a visual message – Read, Write, Think</a></li> <li><a href="#">Media Literacy info for teachers</a></li> <li><a href="#">Assignment Media Literacy Lesson Plans</a></li> <li><a href="#">PBS – Don’t Buy It – Get Media Smart</a></li> <li><a href="#">Raising a Digital Child Article for Teachers</a></li> <li><a href="#">Learn the Ropes on Digital Citizenship</a></li> <li><a href="#">Netzsmarts</a></li> </ul>

<p>noting important similarities and difference in the point of view they represent.</p> <ul style="list-style-type: none"> <li>• Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</li> <li>• Use technology, including the Internet, to produce and publish writing as well as interact and collaborate with others.</li> <li>• Include multimedia components and visual displays I presentations when appropriate to enhance the development of main ideas or themes.</li> </ul>			<ul style="list-style-type: none"> <li>• <a href="#">Cyberwise</a></li> <li>• <a href="#">Advertising Activities for Kids</a></li> <li>• <a href="#">45 Media Literacy Activity Ideas</a></li> <li>• <a href="#">Citizenship of Cyberspace</a></li> <li>• <a href="#">Busting the Tobacco Ads</a></li> <li>• <a href="#">Course Hero –Digital Citizenship Flashcards</a></li> <li>• <a href="#">Digital Citizenship Glossary</a></li> <li>• <a href="#">Rings of Responsibility</a></li> <li>• <a href="#">Talking Safely online</a></li> </ul>
<p><b>Assessment Options:</b>  Rubric, discussion, demonstration, written test, questionnaire, notebook entries</p>			