

**3-5 Library Media Center Curriculum  
(page 1)**

<b>TIME FRAME</b>	<b>CONTENT / TOPIC/ ESSENTIAL QUESTIONS</b>	<b>OBSERVABLE PROFICIENCIES / SKILLS</b>	<b>STANDARDS NJCCCS / *AASL</b>	<b>ASSESSMENT</b>
September	ORIENTATION PART 1: How do I navigate the library media center and utilize the collection?	Recognize and identify areas of the print collection, and related service areas such as the circulation desk, the on-line catalogs, and various reference tools. Formulate a question for the librarian based on information and literacy needs. Demonstrate proper care for books and ancillary materials. Use the media center as a shared facility recognizing each individual's needs for a learning environment that is quiet and respectful.	NJCCCS: 3.1, 3.3, 3.4, 3.5, 8.1, 9.1, 9.2  AASL: 1.1, 1.2, 1.3, 1.4, 2.1, 2.4, 4.1, 4.3, 4.4	Student will be able to identify various items and locations by completing a floor plan of the media center. Complete a graphic organizer to determine the topic. Evaluate book care scenarios through discussion and role play Select an appropriate book within a given time period. Demonstrate acceptable behavior for a library media center. Utilize the circulation process for borrowing and returning materials.
Oct. - June	ORIENTATION PART 2: How do I access books in the collection?	Perform a subject, title, or author search. Examine search results by reading annotations to determine relevancy of a book to meet the assigned criteria. Call number recognition. Apply delineators to limit the search results using Boolean operators. Compare and contrast sort operations. Recognize search errors in order to self assess and reapproach the search. Determine when to use keyword versus subject searches. Select books that are useful and appropriate for the assignment or personal choice. Correlate the call number of the book with the physical location in which it can be found. Locate a biography book; locate a non-fiction book; locate a fiction book.	NJCCCS: 3.1, 3.3, 3.4, 8.1, 9.1, 9.2  AASL: 1.1, 1.2, 1.3, 1.4, 4.1, 4.2, 4.3, 4.4	Students will be able to determine the appropriate path to search identifying author, title, or subject using the on-line catalog. Read and identify parts of the on-line catalog entry. Employ Boolean operators in keyword and subject searches. Sort lists by call number, author, title. Choose essential words or phrases appropriate for a search. Evaluate titles using the five finger rule to self assess most suitable books for the purpose. Respond using terms associated with the catalog entry. Associate call numbers with sections of the media center. Alphabetize names for biographies. Read, discriminate and sequence numbers with decimals to the thousandths. Alphabetize author names. Scavenger hunt for specific title.

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**3-5 Library Media Center Curriculum  
(page 2)**

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Sept. - June	<b>LITERATURE APPRECIATION / INDEPENDENT READING:</b> What is the purpose of fiction print and nonprint material? What makes a book worth reading? How do I select a book?	Knowledge of the varieties of awards dedicated to literary excellence in fiction. Compare and contrast award winning books. Develop a historical perspective of awards given to books.  Recognition of literary elements in a story. Incorporate prior knowledge. Knowledge of genres. Evaluate non-print mediums for the content. Value recreational reading.	NJCCCS: 1.4, 3.1, 3.3, 3.4, 3.5, 8.1, 9.1, 9.2  AASL: 1.1, 1.3, 1.2, 1.4, 2.2, 2.3, 2.4, 3.1, 3.4, 4.1, 4.2, 4.3, 4.4	Students will be able to recognize and differentiate among award-winning books including but not limited to Newberry, Caldecott, and Coretta Scott King titles. Discuss award winning books they have read. Select and borrow award winning books for recreational reading. Locate lists of winners from print and on-line sources using a webquest. Describe and discuss the impact of illustrations. Identify plot, characters, setting, and theme. Make predictions. Identify and define a variety of genres. Compare a book to the video counterpart. Select fiction books for personal enjoyment.
Oct. - June	<b>BIOGRAPHIES:</b> What is the purpose of biographies? Why is this person important?	Knowledge of biography arrangement. Definitions of biography, autobiography and collective biography Appreciation as a literary form	NJCCCS: 3.1, 3.3, 3.4, 3.5, 6.1, 8.1, 9.1, 9.2  AASL: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.4, 4.1, 4.2, 4.3, 4.4	Define biography and autobiography. Determine the difference between collective biographies (920) and single subject biographies (B). Select a biography as a personal reading choice.

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**3-5 Library Media Center Curriculum  
(page 3)**

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Oct. - June	RESEARCH PROCESS: How do I perform research? What are my responsibilities as a researcher?	Respect copyright laws. Evaluate source based on need. Select appropriate information for the topic. Recognize accuracy and/or bias of information. Identify and use search engines. Write brief statements for notes. Independently seek several print sources.	NJCCCS: 3.1, 3.3, 3.4, 3.5, 4.1, 4.4, 8.1, 9.1, 9.2  AASL: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1	Use a graphic organizer to sort information. Differentiate between copying and writing in own words. Take notes. Effectively select keywords for an on-line search. Choose images that are appropriate. Select a variety of print materials while researching. Students will use atlas to locate geographic information. Students will use guide words. Demonstrate alphabetizing skills to locate books.
Oct. - June	RESEARCH MATERIALS: What is the purpose of non-fiction print and non-print material?	Knowledge of the varieties of awards dedicated to literary excellence in non-fiction. Ability to use library classification systems (Dewey Decimal System) Conceptualize the purpose of the numbers and the grouping of subjects. Ability to sequence decimals. Knowledge of reference books including but not limited to encyclopedias, atlases, almanacs, and dictionaries in print and non-print formats. Recognize, define, compare and contrast parts of a book.	NJCCCS: 3.1,2,3,4&5 4.1&4; 8.1; 9.1&2  AASL 1.1,2,3&4 2.1,2&4 3.1&4 4.1,2,3&4	Students will be able to recognize and differentiate among award winning books including but not limited to the Garden State, Science and Social Studies titles. Identify the general contents found in the Dewey Decimal System. Sort subject ideas into 10 classification groups playing a game (READO). Arrange books by numerical order, or locate a book found in numerical order. Choose the correct reference book for the assignment or need. Utilize research skills to solve search mysteries (games). Correctly use guide words; cross references; headings and subheadings; captions; charts; tables; illustrations; index; table of contents; glossary; and title page.

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**3-5 Library Media Center Curriculum  
(page 4)**

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Ongoing	COLLABORATION / How do the librarians best work with teachers in content areas to implement information literacy skills?	Be aware of teacher's objectives and assessments prior to library visit to best facilitate student learning of information literacy skills	NJCCCS 1, 2, 3, 4, 5, 6, 7, 8, 9 (depending upon the subject area of the teacher's class)  AASL 1.1, 1.3, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4	Lesson plans designed cooperatively; self-assessment; library handouts; class assessments

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