

# Grade Three Library Curriculum

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 3**, students will:

NJCCCS	Objective/Skills	Materials/ Resources/Strategies
<b>Visual &amp; Performing Arts</b>	<p><b>STANDARD 1.2 (Creation &amp; Performance) All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation of dance, music, theatre and visual arts.</b></p> <p><b>D. Visual Art</b></p> <ol style="list-style-type: none"> <li>1. Investigate careers in the world of visual arts.</li> </ol>	<ul style="list-style-type: none"> <li>• To maintain books and resources on visual and performing arts and careers.</li> </ul>
<b>Comprehensive Health &amp; Physical Education</b>	<p><b>STANDARD 2.2 (Integrated Skills) All students will use health-enhancing personal, interpersonal, and life skills to support a health active lifestyle.</b></p> <p><b>A. Communication</b></p> <ol style="list-style-type: none"> <li>1. Explain how to determine the validity and reliability of a health resource.</li> <li>2. Present health information, orally and in writing, to peers.</li> <li>3. Explain how to identify a health problem or issue for possible research.</li> </ol>	<ul style="list-style-type: none"> <li>• Teach students to locate books or online sources for health issues.</li> </ul>
<b>Language Arts</b>	<p><b>STANDARD 3.1 (Reading) All students will apply the knowledge of sounds, letters and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.</b></p> <p><b>H. Inquiry and Research</b></p> <ol style="list-style-type: none"> <li>1. Use library classification</li> </ol>	

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	<p>systems, print or electronic, to locate information.</p> <ol style="list-style-type: none"> <li>2. Draw conclusions from information and data gathered.</li> <li>3. Read a variety of nonfiction and fiction books and produce evidence of understanding.</li> </ol>	<ul style="list-style-type: none"> <li>• Describe library policies and procedures</li> <li>• Develop and maintain a collection of Fiction, Non-Fiction Texts</li> <li>• Maintain an up-to-date research collection (print and electronic) that permits students to investigate current issues</li> <li>• Introduce the Dewey Decimal system</li> <li>• Lead students to print and electronic sources</li> <li>• Provide classroom teachers with appropriate materials</li> <li>• Teach students how to search the available resources (e.g., books, periodical databases, internet...)</li> </ul>
	<p><b>STANDARD 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purpose.</b></p> <p><b>A. Discussion (small group and whole class)</b></p> <ol style="list-style-type: none"> <li>1. Listen and follow a discussion in order to contribute appropriately.</li> <li>2. Stay focused on topic.</li> <li>3. Take turns.</li> <li>4. Support an opinion with details.</li> </ol>	<ul style="list-style-type: none"> <li>• Purchase and maintain a variety of genres and reference materials when selecting books and resources.</li> <li>• Book Talks</li> <li>• Discussions following a story read.</li> </ul>
	<p><b>STANDARD 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.</b></p> <p><b>A. Active Listening</b></p>	

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	<ol style="list-style-type: none"> <li>1. Connect messages heard to prior knowledge and experiences.</li> <li>2. Exchange information through verbal and nonverbal messages.</li> </ol> <p><b>B. Listening Comprehension</b></p> <ol style="list-style-type: none"> <li>1. Follow two- and three-step directions.</li> <li>2. Listen to a story read aloud and/or information from television or film, and summarize main ideas.</li> <li>3. Paraphrase information shared by others.</li> </ol>	<ul style="list-style-type: none"> <li>• Book Talks</li> <li>• Discussions</li> </ul>
	<p><b>STANDARD 3.5 (Viewing and media literacy) All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.</b></p> <p><b>A. Constructing Meaning</b></p> <ol style="list-style-type: none"> <li>1. Begin to demonstrate an awareness of different media forms and how they contribute to communication.</li> <li>2. Identify the central theme and main ideas in different media.</li> </ol> <p><b>B. Visual and Verbal Messages</b></p> <ol style="list-style-type: none"> <li>1. Recognize the effects of visual arts on one's mood and emotions.</li> <li>2. Begin to explore and interpret messages found in advertisements and other texts.</li> </ol>	<ul style="list-style-type: none"> <li>• Purchase and maintain fiction and non-fiction texts from different genres and authors.</li> <li>• Purchase and maintain a DVD or Video library from all subject areas.</li> </ul>
<p><b>Mathematics</b></p>	<p><b>STANDARD 4.5 (Mathematical Processes) All students will use mathematical processes of problem solving, communication, connections, reasoning, representations, and technology to solve problems</b></p>	

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	<p><b>and communicate mathematical ideas.</b></p> <p><b>C. Connections</b></p> <ol style="list-style-type: none"> <li>1. Recognize that mathematics is used in a variety of contexts outside of mathematics.</li> <li>2. Apply mathematics in practical situations and in other disciplines.</li> <li>3. Trace the development of mathematical concepts over time and across cultures (cf. world languages and social studies standards).</li> </ol>	<ul style="list-style-type: none"> <li>• Teach students to locate, evaluate and use sources of information on mathematicians, mathematical concepts, and possible demonstration lessons for classmates.</li> </ul>
<p><b>Science</b></p>	<p><b>STANDARD 5.2 (Science &amp; Society) All students will develop and understanding of how people of various cultures have contributed to the advancement of science and technology, and how major discoveries and events have advanced science and technology.</b></p> <p><b>A. Cultural Contributions</b></p> <ol style="list-style-type: none"> <li>1. Describe how people in different cultures have made and continue to make contributions to science and technology.</li> </ol> <p><b>B. Historical Perspectives</b></p> <ol style="list-style-type: none"> <li>1. Hear, read, write, and talk about scientists and inventors in historical context</li> </ol>	<ul style="list-style-type: none"> <li>• Introduce through booktalks, bibliographies of scientists from different cultures and historical periods.</li> <li>• Review library layout and classification system for biographies.</li> <li>• Review search strategies for catalog searching.</li> <li>• Instruct students in the location, evaluation, use and crediting of science and history reference materials and electronic sources.</li> </ul>
<p><b>Social Studies</b></p>	<p><b>STANDARD 6.1 (Social Studies Skills) All students will utilize historical thinking, problem solving, and research skills to maximize their understanding</b></p>	

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	<p><b>of civic, history, geography and economics.</b></p> <p><b>A. Social Studies Skills</b></p> <ol style="list-style-type: none"> <li>1. Locate sources for the same information (e.g., weather forecast on TV, the Internet or in a newspaper).</li> <li>2. Distinguish between an eyewitness account and a secondary account of an event.</li> <li>3. Distinguish fact from fiction.</li> </ol>	<ul style="list-style-type: none"> <li>• Teach students how to evaluate information using criteria such as authority, accuracy, currency, purpose/objectivity, and comprehensiveness.</li> <li>• Develop and maintain a collection of biographical literature about historical figures and people who shaped history</li> <li>• Develop and maintain a collection of video (or DVD) information about historical figures and people who shaped history.</li> </ul>
<p><b>World Language</b></p>	<p><b>STANDARD 7.2 (Culture) All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.</b></p> <p><b>A. Interpretive Mode (understanding and interpretation of spoken or written communication)</b></p> <ol style="list-style-type: none"> <li>1. Identify aspects of the target culture(s) presented in photographs, children's books, and plays.</li> </ol>	<ul style="list-style-type: none"> <li>• Teach students how to locate book and online sources of information about of various countries.</li> <li>• Assist students to locate and use appropriate sources of information</li> </ul>
<p><b>Technological Literacy</b></p>	<p><b>STANDARD 8.1 (Computer &amp; Information Literacy) All students will use computer applications to gather and organize information and to solve problems.</b></p> <p><b>B. Application of Productivity Tools</b></p>	<ul style="list-style-type: none"> <li>• Teach and assist students to:</li> </ul>

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	<p><b>Social Aspects</b></p> <ol style="list-style-type: none"> <li>1. Recognize and practice responsible social and ethical behaviors when using technology, and understand the consequences of inappropriate use including:             <ul style="list-style-type: none"> <li>▪ Internet access</li> <li>▪ Copyrighted materials</li> <li>▪ On-line library resources</li> <li>▪ Personal security and safety issues</li> </ul> </li> <li>2. Recognize the ethical and legal implications of plagiarism of copyrighted materials.</li> </ol> <p><b>Information Access and Research</b></p> <ol style="list-style-type: none"> <li>5. Recognize the need for accessing and using information.</li> <li>6. Identify and use web browsers, search engines, and directories to obtain information to solve real world problems.</li> </ol> <ol style="list-style-type: none"> <li>1. Locate specific information by searching a database.</li> </ol>	<ul style="list-style-type: none"> <li>○ Solve problems individually and/or collaboratively using computer applications.</li> <li>○ Use computer applications to modify information independently and/or collaboratively to solve problems.</li> <li>○ Create and manipulate information independently and/or collaboratively to solve problems, to design and to develop products.</li> </ul> <ul style="list-style-type: none"> <li>• Teach and assist students to respect and uphold copyright standards and ethics.</li> <li>• Teach and assist students to recognize quality web sites as well as various search tools such as web browsers, search engines, and directories.</li> <li>• Teach and assist students to recognize accuracy and/or bias of information.</li> </ul>
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