

# Grade Five Library Curriculum

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 5**, students will:

NJCCCS	Objective/Skills	Materials/ Resources/Strategies
<b>Visual &amp; Performing Arts</b>	<p><b>STANDARD 1.5 (History/Culture) All students will understand and analyze the role, development, and continuing influence of the arts in relation to world cultures, history, and society.</b></p> <p><b>B. Skills</b></p> <ol style="list-style-type: none"> <li>1. Compare and contrast the contributions of significant artists from an historical period.</li> </ol>	<ul style="list-style-type: none"> <li>• Purchase &amp; maintain books and resources on visual &amp; 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. Summarize health information from a variety of valid and reliable health resources.</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 Literacy</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 systems, print or electronic, to locate information.</li> <li>2. Develop and revise questions for investigations prior to, during, and after reading.</li> <li>3. Use multiple sources to locate information relevant to research questions.</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</li> </ul>

## Grade Five Library Curriculum

	<ol style="list-style-type: none"> <li>4. Read independently and research topics using a variety of materials to satisfy personal, academic, and social needs, and produce evidence of reading.</li> <li>5. Draw conclusions from information gathered from multiple sources.</li> <li>6. Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions.</li> <li>7. Summarize and organize information by taking notes, outlining ideas, and/or making charts.</li> <li>8. Produce projects and reports, using visuals, media, and/or technology to show learning and support the learning of an audience.</li> </ol>	<p>investigate current issues</p> <ul style="list-style-type: none"> <li>• Introduce the Dewey Decimal system</li> <li>• Lead students to print and electronic sources</li> <li>• Help students develop research strategies</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> <li>• Collaborate with teachers to develop specific projects that will allow students to develop skills in planning, locating, using, evaluating, and communicating information to solve problems.</li> <li>• Collaborate with teachers in the development of research projects with frequent opportunities to engage in research related to content area subjects.</li> <li>• Teach students responsible use of information (e.g., how to prepare bibliographies, how to properly credit copied, quoted or paraphrased information...)</li> </ul>
	<p><b>STANDARD 3.2 (Writing) All students will write a clear, concise, organized language that varies in content and form for different audiences and purposes.</b></p> <p><b>D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)</b></p> <ol style="list-style-type: none"> <li>1. Gather, select, and organize information appropriate to a topic, task, and audience.</li> <li>2. Develop and use knowledge of a variety of genres, including</li> </ol>	<ul style="list-style-type: none"> <li>• Purchase and maintain a variety of genres when selecting books.</li> <li>• Internet Access</li> <li>• On-Line Resources</li> </ul>

## Grade Five Library Curriculum

	<p>expository, narrative, persuasive, poetry, critiques, and everyday/ workplace writing.</p> <p>3. Write reports based on research with a scope narrow enough to be thoroughly covered, supporting the main ideas or topic with facts, examples, and explanations, and including a works consulted page.</p>	<ul style="list-style-type: none"> <li>• Reference Materials</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 purposes.</b></p> <p><b>A. Discussion (small group and whole class)</b></p> <ol style="list-style-type: none"> <li>1. Stay focused on a topic and ask relevant questions.</li> <li>2. Accept others' opinions and respond appropriately.</li> <li>3. Respond orally to literature.</li> <li>4. Participate in class discussions appropriately.</li> </ol>	<ul style="list-style-type: none"> <li>• Book Talks</li> <li>• Discussions</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>B. Listening Comprehension</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate competence in active listening through responding to a story, interview, or oral report (e.g., summarizing, reacting, and retelling).</li> <li>2. Demonstrate competence in active listening by interpreting and applying received information to new situations and in solving problems.</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</b></p>	

# Grade Five Library Curriculum

	<p><b>electronic texts and resources.</b></p> <p><b>A. Constructing Meaning</b></p> <ol style="list-style-type: none"><li>1. Respond to and evaluate the use of illustrations to support text.</li><li>2. Use graphs, charts, and diagrams to report data.</li><li>3. Distinguish between factual and fictional visual representations (e.g. political cartoons).</li><li>4. Identify the central theme in a movie, film, or illustration.</li><li>5. Identify the target audience for a particular program, story, or advertisement.</li><li>6. Demonstrate an awareness of different media forms (e.g. newspapers, internet, magazines) and how they contribute to communication.</li><li>7. Understand uses of persuasive text related to advertising in society.</li><li>8. Distinguish different points of view in media texts.</li></ol> <p><b>B. Visual and Verbal Messages</b></p> <ol style="list-style-type: none"><li>1. Understand that creators of both print media and electronic media have a purpose and target audience for their work.</li><li>2. Evaluate media messages for credibility.</li><li>3. Explore and interpret various messages found in advertisements and other texts.</li><li>4. Interpret verbal and nonverbal messages reflected in personal interactions with others.</li><li>5. Discuss the emotional impact of a still image (e.g., photo, poster, painting) and how it aids understanding.</li><li>6. Compare and contrast media sources, such as film and book versions of a story.</li><li>7. Understand the uses of technology (e.g., the Internet</li></ol>	<ul style="list-style-type: none"><li>• Internet Access</li><li>• Purchase and maintain fiction and non-fiction texts from different genres, authors &amp; illustrators.</li><li>• Purchase and maintain a DVD and/or video library for all subject areas.</li></ul>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Grade Five Library Curriculum

	<p style="text-align: center;">for research).</p> <p><b>C. Living with Media</b></p> <ol style="list-style-type: none"> <li>1. Express and justify preferences for media choices.</li> <li>2. Choose the most appropriate media for a presentation.</li> <li>3. Examine and evaluate effects of media on the family, home, and school.</li> </ol>	
<p><b>Mathematics</b></p>	<p><b>STANDARD 4.5 (Mathematics)</b>  <b>All students will use mathematical processes of problem solving, communication, connections, reasoning, representations, and technology to solve problems 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)</b> <b>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. Know that scientists are men and women of many cultures who often work together to solve scientific and technological problems.</li> <li>2. Describe how different people in different cultures have</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> </ul>

## Grade Five Library Curriculum

	<p>made and continue to make contributions to science and technology.</p> <p><b>B. Historical Perspectives</b></p> <ol style="list-style-type: none"> <li>1. Describe the impact of major events and people in the history of science and technology, in conjunction with other world events.</li> </ol>	<ul style="list-style-type: none"> <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 of civic, history, geography and economics.</b></p> <p><b>A. Social Studies Skills</b></p> <ol style="list-style-type: none"> <li>1. Assess the credibility of primary and secondary sources.</li> <li>2. Use effective strategies for locating information.</li> <li>3. Compare and contrast competing interpretations of current and historical events.</li> <li>4. Distinguish fact from fiction by comparing sources about figures and events with fictionalized characters and events.</li> <li>5. Summarize information in written, graphic, and oral formats.</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 7.1 (Communication) All students will be able to communicate in at least one world language to engage in conversation, understand and interpret spoken and written language, present information, concepts and ideas while making connections with</b></p>	

# Grade Five Library Curriculum

	<p><b>other disciplines and compare the language/culture studied with their own.</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. Discuss people, places, objects, and daily activities based on oral or written descriptions.             <ul style="list-style-type: none"> <li>▪ Grade level appropriate social studies topics (e.g., famous historical and contemporary personalities from the target culture; regions, cities, historical and cultural sites in the target country; events from U.S. history and target culture history from a specific era)</li> </ul> </li> <li>2. Identify the main idea and theme, and describe the main characters and setting in readings from age-appropriate, culturally authentic selections.</li> </ol> <p><b>B. Interpersonal Mode (direct spoken or written communication)</b></p> <ol style="list-style-type: none"> <li>1. Describe the main characters, setting, and important events from age-appropriate, culturally authentic selections both orally and in writing.</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>Technology Literacy</b></p>	<p><b>STANDARD 8.1 (Computer and Information Literacy) All students will use computer applications to gather and organize information and to solve problems.</b></p>	

# Grade Five Library Curriculum

	<p><b>Information Access and Research</b></p> <p>1. Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to:</p> <ul style="list-style-type: none"> <li>▪ On-line resources and databases</li> <li>▪ Search engines and subject directories</li> </ul> <p>2. Evaluate the accuracy, relevance, and appropriateness of print and non-print electronic information sources</p>	<ul style="list-style-type: none"> <li>• Teach and assist students to:             <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> </li> <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>
<p><b>Career Education and Consumer, Family &amp; Life Skills</b></p>	<p><b>STANDARD 9.1 (Career and Technical Education) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the</b></p>	



# Grade Five Library Curriculum

	<p><b>workplace.</b></p> <p><b>A. Career Awareness and Planning</b></p> <ol style="list-style-type: none"><li>1. Apply research skills to career exploration.</li></ol> <p><b>STANDARD 9.2 (Consumer, Family &amp; Life Skills) All students will demonstrate critical life skills in order to be functional members of society.</b></p> <p><b>C. Interpersonal Communication</b></p> <ol style="list-style-type: none"><li>1. Work cooperatively with others to solve a problem.</li><li>2. Participate as a member of a team and contribute to group effort.</li></ol>	<ul style="list-style-type: none"><li>• Instruct the students in search strategies to access needed information from print materials, (reference books, encyclopedias, almanacs, periodicals, vertical file), on-line (the internet, specialized databases, magazines and newspaper databases, encyclopedias) and networked or single-user CD-ROMs (magazines and newspaper databases, encyclopedias, specific topics). Strategies to analyze the appropriate information will be reviewed by the school library media specialist and reinforced by both the teacher and the school library media specialist as students begin to research a given topic.</li></ul>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------