Branchburg Township Public Schools

Office of Curriculum and Instruction

Grade 5 Media Center Curriculum

Adopted by the Board of Education October 2022

This curriculum is aligned with the 2016 New Jersey Student Learning Standards in English Language Arts Literacy

Curriculum Scope and Sequence		
Content Area	Media Center	**Course Title/Grade Level:** Grade 5

Topic/Unit Name		Suggested Pacing (Days/Weeks)
Topic/Unit #1	**Library Basics and Organization**	**duration of marking period**
Topic/Unit #2	**Digital Literacy**	**across all marking periods**
Topic/Unit #3	**Research**	**duration of marking period**
Topic/Unit #4	**Library & Literature Appreciation**	**duration of marking period**

Topic/Unit 1 Title	Library Basics	Approximate Pacing	duration of marking period

NJSLS

RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently
AASL
1.1.2 Use prior and background knowledge as context for new learning
1.1.4 Find, evaluate, and select appropriate sources to answer
1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
1.4.1 Monitor own information seeking processes for effectiveness and progress, and adapt as necessary.

Interdisciplinary Connections:	21st Century Skills:
Social Studies **Language Arts** **Science** **(Students may seek information about a variety of topics and searches may be related to classroom units of study.)**	● **Critical thinking** ● **Information literacy** ● **Media literacy** ● **Technology literacy**

Technology Standards:	Career Ready Practices:
8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system **(Students will compare and contrast print and digital versions of the same reference product.)**	**9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.** **(Students will practice selecting appropriate sources to answer simple reference questions.)**

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Questions:
How do I find the answer to a factual question, in print or online?

Students will believe that the library offers them nearly limitless things to read and entertain them, as well as nearly limitless access to information to satisfy personal curiosity, or answer a specific need.

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
Students will know: **That there are a variety of tools useful for answering questions.**	*Students will be able to:* **Use the browse and checkout time to find books that excite them** **● Reflect upon a book they have read and share a product with the class** **● Appropriately use the library time and follow the rules** **● Ask and answer a question using an appropriate library resource** **● Successfully use standard reference materials and online encyclopedia**

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	**Students can answer a basic reference question using resources available in the library.**
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	**Observation of student behavior during browse/checkout time**
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to	**Crossword puzzles and quizzes; trivia scavenger hunts**

demonstrate their knowledge, understanding and proficiency)	
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	**NWEA MAP**

RESOURCES
Core instructional materials: Print reference sources (dictionary, almanac, thesaurus, encyclopedia, atlas), Destiny Discover (library catalog), library collection, Encyclopedia Britannica (digital), Scholastic Go (digital)
Supplemental materials: thematic booklists, student created book reviews

Modifications for Learners
See appendix

Topic/Unit 2 Title	Digital Literacy	Approximate Pacing	across all marking periods

STANDARDS

NJSLS

NJSLS ENGLISH LANGUAGE ARTS

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

AASL

1.4.4 Seek appropriate help when it is needed

3.1.6 Use information and technology ethically and responsibly

Interdisciplinary Connections:	21st Century Skills:
Social Studies **Language Arts** **Science** **(Students may seek information about a variety of topics and searches may be related to classroom units of study.)**	● **Critical thinking** ● **Communication** ● **Information literacy** ● **Media literacy** ● **Technology literacy** ● **Social skills**

Technology Standards:	Career Ready Practices:
8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information. **(Students will review online safety measures using Be Internet Awesome games.)**	**9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance** **9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions** **9.4.5.IML.5: Distinguish how media are used by individuals, groups,**

and organizations for varying purposes
(Students will evaluate websites on a variety of features, including
determining for what purpose an organization might have created a
site.)

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Students will understand they must be critical of information found online.

1. How can I evaluate a website and know if it's reliable?

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
Students will know: They must consider the accuracy and authority of a site before trusting the information presented. They will understand that not all sites are the same and they should use the best quality sites for research.	*Students will be able to:* Use an evaluation method to assess the reliability of a website

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	Students will be able to do a full assessment of a site.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Students compare sites; students will be able to list the steps in evaluation.
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	Students will perform Google searches and compare and contrast the sites in the results list.
Benchmark Assessments (used to establish baseline	NWEA MAP

achievement data and measure progress towards grade level standards; given 2-3 X per year)	

RESOURCES
Core instructional materials: **Google;** https://www.brainpop.com/technology/computerscience/internetsearch/ **Posters and bookmarks on display with evaluation criteria**
Supplemental materials: Technology course materials

Modifications for Learners
See appendix

Topic/Unit 3 Title	Research	Approximate Pacing	duration of marking period

STANDARDS

NJSLS

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7 Conduct short...research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

AASL

1.1.2 Use prior and background knowledge as context for new learning

1.1.3 Develop and refine a range of questions to frame the search for new understanding.

1.1.4 Find, evaluate, and select appropriate sources to answer questions.

1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.

1.1.6 Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.) **1.4.1** Monitor own information seeking processes for effectiveness and progress, and adapt as necessary.

1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process. **3.4.1** Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.

Interdisciplinary Connections:	21st Century Skills:
Social Studies **Language Arts** **Science** **(Students may seek information about a variety of topics and searches may be related to classroom units of study.)**	● **Communication** ● **Information literacy** ● **Media literacy** ● **Technology literacy**

Technology Standards:	Career Ready Practices:
8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim (Students will create pie charts, bar graphs, Google slideshow, or other, to present an aspect of their research.)	**9.4.5.DC.1: Explain the need for and use of copyrights.** **9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.** **(Students will create a bibliography for their research project.)**

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

1. **What is the research process?**
2. **How do I cite my sources?**
3. **How do I locate information within a source?**

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
Students will know: **That resources used must be cited and why** **How to select appropriate resources**	**Students will be able to:** ● **Assess whether a book is relevant to their question through skimming and looking at index, headings, table of contents, etc.** ● **Visit a website and navigate to locate needed information** ● **Create a research plan** ● **Accurately cite a source**

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	**Create a bibliography for a research project**
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	**Selection of an appropriate book to answer a question** **Observation of student searching strategies**

Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	**Completion of author site scavenger hunt**
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	**NWEA MAP**

RESOURCES

Core instructional materials:
library collection, Encyclopedia Britannica (digital), Scholastic Go (digital)

Supplemental materials:
https://www.brainpop.com/english/writing/copyright/
https://elementary.oslis.org/learn-to-research/external-resources/learn-to-research-videos-for-elementary

Modifications for Learners

See appendix

Topic/Unit 4 Title	Library and Literature Appreciation	Approximate Pacing	duration of marking period

STANDARDS
NJSLS

RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text complexity or above, with scaffolding as needed.

AASL Standards
1.3.3 Follow ethical and legal guidelines in gathering and using information.
1.3.5 Use information technology responsibly.
4.1.1 Read, view, and listen for pleasure and personal growth.
4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.
4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
4.1.4 Seek information for personal learning in a variety of formats and genres.
4.1.5 Connect ideas to own interests and previous knowledge and experience.
4.2.1 Display curiosity by pursuing interests through multiple resources.
4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.
4.3.1 Participate in the social exchange of ideas, both electronically and in purpose
4.3.2 Recognize that resources are created for a variety of purposes
4.4.1 Identify own areas of interests

Interdisciplinary Connections:	21st Century Skills:
Language Arts **Social Studies (in particular, exploring stories from other cultures and places in the world)** **Science**	● **Communication** ● **Social skills** ● **Critical thinking** ● **Collaboration** ● **Information literacy** ● **Media literacy**

	● Technology literacy
Technology Standards:	**Career Ready Practices:**
8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task. **(Students will use green screen and editing apps to create a product.)**	**9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process.** **(Students will read The Marvelous Thing that Came from a Spring and research other failed inventions.)**

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS
Essential Questions: **What types of stories, books, or authors do I connect to?** **How can I better understand a story?** **How can I share with others my thoughts about a story?**

STUDENT LEARNING OBJECTIVES	
Key Knowledge	**Process/Skills/Procedures/Application of Key Knowledge**
Students will know: **A variety of authors and genres, including award winners** **Ways to talk about connections to stories** **How to recommend a book to others and select one for themselves**	*Students will be able to:* **Recommend a book to someone** **Self select books they enjoy** **Identify authors they like**

ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	**Completion of green screen project promoting a book**
Formative Assessments (Ongoing assessments during	**Class discussions** **observations during browsing and checking out**

the learning period to inform instruction)	
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	**Create a virtual tour of the library**
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	**NWEA MAP**

RESOURCES
Core instructional materials: **The library's entire collection; read alouds, booktalks**
Supplemental materials: **Biblionasium, Destiny Discover, DoInk green screen app with iPads**

Modifications for Learners
See appendix