Branchburg Township Public Schools

Office of Curriculum and Instruction

Grade 3 Media Center Curriculum

Adopted by the Board of Education September 2023

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

Curriculum Scope and Sequence

Content Area	Library Media Center	Course Title/Grade Level:	3rd Grade

Topic/Unit Name		Suggested Pacing (Days/Weeks)
Topic/Unit #1	Locating books and resources in the library	Duration of first trimester
Topic/Unit #2	Award Winning Books	Duration of second trimester
Topic/Unit #3	Genius Hour/Research Topics	Duration of third trimester

Topic/Unit 1 Title	Locating books and resources in the library	Approximate Pacing	Duration of first trimester

STANDARDS

NJSLS

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic 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 questions

Interdisciplinary Connections:	Career Readiness, Life Literacies, and Key Skills NJSLS:
LITERACY: Inspires and supports the reading lives of both students and teachers. Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. CURRICULUM, INSTRUCTION, AND ASSESSMENT: Empowers Students as Creators. Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving.	• 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). (When searching for books in the library catalog, students will decide which relevant information- keyword, title, author- would best aid them in finding the best result for their search).

Computer Science and Design Thinking NJSLS Standards:
• 8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career

(Show students how searching for books in a library has evolved over time).

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Enduring Understandings
In the library book information is often located by using alphabetical and/or numerical order.
Fiction is arranged on the shelves alphabetically by the author's last name.
Nonfiction, including biography, is arranged by subject on the shelves.
Database information also is available through subject searches.
Essential Questions
1. How are books arranged on shelves in a library?
2. How do I use the catalog to find where an item is located?
3. Which database is most likely to have the information I need?

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
Students will know: ● *How to read a call number* ● *How to locate a call number on the book and online catalog* ● *Use ABC order to find books* ● *How to locate information for nonfiction topics*	*With guidance and support from adults, students will begin to learn:* ● *that the spine label information and the online catalog call number match the shelf address of the book* ● *Locating items using alphabetical order (fiction)* ● *Locating items using DDC (nonfiction)* ● *Locating information by understanding the purpose of the book/database*

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	Research a topic to find information in print and digital sources. Produce a citation for one or more of the sources.

Formative Assessments (Ongoing assessments during the learning period to inform instruction)	**Graphic organizers** **Scavenger hunts** **Fill in the labels worksheets** **ABC order bookshelf online game**
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	**Task card check-ins**
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	**Quizziz online quiz of call numbers, book locations, catalog features and databases.**

RESOURCES

Core instructional materials:
Use Whiton online catalog to locate subject related information in books.
Use databases to locate subject related information.
Produce a citation for one or more of the sources.

Supplemental materials:
Whiton online catalog.
The library's print collection
Pebble Go
Other District Provided Databases
Trimester Holiday/Special Events

Modifications for Learners

See appendix

Topic/Unit 2 Title	Award Winning Books	Approximate Pacing	Duration of second trimester

NJSLS

RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

AASL
4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.

Interdisciplinary Connections:	Career Readiness, Life Literacies, and Key Skills NJSLS:
LITERACY: Inspires and supports the reading lives of both students and teachers. **Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas.** **CURRICULUM, INSTRUCTION, AND ASSESSMENT: Empowers Students as Creators.** **Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving.**	• **9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).** • **9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.** **(Students will use Bookopolis to write reviews and comment on others book reviews).**
Computer Science and Design Thinking NJSLS Standards:	
• **8.2.5.ITH.2: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.**	

• **8.2.5.ITH.3:** Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.

(Discuss how online book reviews help or harm a potential reader and their creator).

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Enduring Understandings
Books that win awards are to meet predetermined requirements.

Essential Questions
1. What are some of the significant children's literature awards in the U.S.?
2. What are the requirements for winning the award?

STUDENT LEARNING OBJECTIVES	
Key Knowledge	**Process/Skills/Procedures/Application of Key Knowledge**
Students will know: ● *The types of book awards* ● *The criteria used to win an award* ● *What the emblems of the awards look like for each award*	*With guidance and support from adults, students will begin to learn:* ● *How a book wins a particular award* ● *How to recognize and find award winning titles*

ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	Students working alone or in small groups present, with reasons, their Whiton library owned "candidate" for a major award.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Identify book award emblems Name award types

Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	**Sort books by emblems** **name award types** **Scavenger hunt for award winning books**
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	**Label types of awards**

RESOURCES
Core instructional materials: **Participate in Garden State Book Awards** **Whiton online catalog searches for award winning books other than Geisel and Caldecott.** **Research to determine how books win the various awards.** **Using the criteria for winning an award, choose a library book that would be a good award winner and present a defense.** **Book Tasting**
Supplemental materials: **Whiton online catalog.** **Suggested books: Balloons Over Broadway by Melissa Sweet; Sarah, Plain and Tall by Patricia MacLachlan** **ALSC Awards: http://www.ala.org/alsc/awardsgrants/bookmedia** **Trimester Holiday/Special Events**

Modifications for Learners
See appendix

Topic/Unit 3 Title	Genius Hour/ Research Topics	Approximate Pacing	Duration of third trimester

NJSLS

NJSLSA

R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

AASL

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.)

2.1.1 Continue an inquiry based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.2.4 Demonstrate personal productivity by completing products to express learning.

3.1.1 Conclude an inquiry based research process by sharing new understandings and reflecting on the learning.

Interdisciplinary Connections:	Career Readiness, Life Literacies, and Key Skills NJSLS:
LITERACY: Inspires and supports the reading lives of both students and teachers. **Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas.** **CURRICULUM, INSTRUCTION, AND ASSESSMENT: Empowers Students as Creators.**	• **9.4.5.TL.3:** Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols • **9.4.5.TL.5:** Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d). (Students will create a research project of their choosing and design a way to show the information digitally).

Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving.	
Computer Science and Design Thinking NJSLS Standards:	
• **8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.** • **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 work together using a variety of digital tools where they will have how-to videos to guide them in creating a product).**	

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Enduring Understandings
The Super 3, like a how-to book, provides directions to accomplish something.

Essential Questions

1. How do I research a topic?
2. Did I review my work?

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
Students will know: ● *How to find a topic to research* ● *Use of a graphic organizer*	*With guidance and support from adults, students will begin to learn:* ● *The Super 3 research model (plan, do, review)*

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	**Using two sources for the same subject produce a presentation on a topic of your choice**
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	**Use of graphic Organizer** **Topic choice** **Use of databases and texts**
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	**Produce video of findings** **Drawn pictures of findings (labeled diagrams)**
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	**Rubric progress to self monitor** **Rubric on final product**

RESOURCES
Core instructional materials: **Super 3 research model** **Books** **Pebble Go** **Other district provided databases** **Graphic organizer. (Reader and scribe provided when necessary)**
Supplemental materials: **Pre-approved websites, e-books or videos** **Trimester Holiday/Special Events**

Modifications for Learners
See appendix