Library Media Program Mission Statement

The Glen Ridge Public Schools Library Media Program seeks to ensure that students and staff are effective users of ideas and information. Our program also encourages our students to develop a passion for literature, and provides a foundation for lifelong learning in our digital society.

Through direct instruction and reinforcement in collaborative projects, students will understand how library resources are organized, and how to access and utilize them. They will realize the value of reading literature, how to use computers to enhance learning, and how to use other library resources.

Further, students will be able to formulate queries and use library resources to find the answers they seek, and to know how to use the internet responsibly. Online research tools will be introduced to find high quality information, and thus prepare our young people to use technology to present information in meaningful ways.
Course Description

In the fifth grade, students are encouraged to read what interests them, no matter the format. For middle-grade students, it is important to continue reading for pleasure, since it keeps the mind lively and helps measurably with academic reading.

Fifth graders can continue to expect guidance and encouragement from their librarian in regard to research and reading choices. RAS students are fortunate to have a great selection of titles available in print form as well as on Kindles.

As for computer skills, mastery is demonstrated throughout the year. Students continue to appreciate the art of research, for use in the classroom, and in life. With the use of the library’s rich print and electronic resources, the students take significant steps forward during this year to begin to grasp their role as learners in our sophisticated world.

In this grade our students are challenged to think about the role that mass media plays in their lives, and in American society. The students develop critical thinking skills about their own media use, and how it affects their academic and personal behavior.

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Unit 1 – RAS Library Procedures and Layout/Reinforcement

Approximate number of weeks: 2 weeks

Essential Questions:
- What are the behavior expectations in library?
- How are things arranged in the library?
- How do I find a book I want?
- What are the rules for checking out books?

Upon completion of this unit students will be able to:
- List the rules for library behavior (Standard 3.4)
- Identify the major areas of the library (Standard 3.4)
- Locate book titles using 'Alexandria' library catalog (Standard 3.5)
- State the policy/procedure for book checkout (Standard 3.5)

Interdisciplinary Standards:
- Standard 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.
- Standard 3.5 (Viewing and Media Literacy) All students will access, view, evaluate, and respond to, print, non-print, and electronic texts and resources.

Activities:
- Brief lecture
- Tour of library
- Look for and check out books

Enrichment:
- Find RAS library website, demonstrate catalog search
- Experienced searchers may demonstrate and tutor

Assessment/Evaluation:
- Thumbs up or down
- Observation
- Open-ended questions
- Rhetorical questions

Resources:
- Library materials such as books, Kindles, computers
Unit 2 – Books in print and Books on Kindles

Approximate number of weeks: 3 weeks

Essential Questions:
● How do books and Kindles differ?
● What are the advantages of each?
● How can I make good use of the Kindles?
● What are the benefits of portable devices in school?

Upon completion of this unit students will be able to:
● Identify the differences between the book/Kindle (Standards 3.4, 3.5, 8.2)
● State a coherent opinion about each format (Standards 3.4, 3.5, 8.2)

Interdisciplinary Standards:
● Standard 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.
● Standard 3.5 (Viewing and Media Literacy) All students will access, view, evaluate, and respond to, print, non-print, and electronic texts and resources.
● Standard 8.2 (Technology Education) All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

Activities:
● Touch and explore Kindles and Kindle Fire, discuss proper use
● Notice new titles from previous year
● Look for and check out books

Enrichment:
● Go to www.historyofinformation.com Click on Expanded View; See Computer/Internet Culture; pick one essay and create 3 questions

Assessment/Evaluation:
● Observation
● Open-ended questions
● Rhetorical questions
Resources:
- Library materials
- Books
- Kindles, Kindle Fire
- Computers
Unit 3 – Computer Skills and Using the Internet

Approximate number of weeks: 3 weeks

Essential Questions:
- What is the login and password?
- What programs are available on the desktop?
- What websites do you use for your subject areas?
- What are some advanced printing techniques?
- What/where is the cloud?
- How do we use the Google accounts for school?

Upon completion of this unit students will be able to:
- Turn the computer on and off properly, using the library login (Standards 3.4, 8.1)
- Locate and identify the shortcuts on the desktop (Standards 3.4, 8.2)
- Define the advantages of using the Google accounts (Standards 3.4, 8.2)
- Locate and define the use of Google Docs (Standards 3.4, 8.2)
- Locate and define the use of Google Slides (Standards 3.4, 8.2)
- Describe how Google Classroom is being used for subject areas (Standards 3.4, 8.2)

Interdisciplinary Standards:
- Standard 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.
- Standard 3.5 (Viewing and Media Literacy) All students will access, view, evaluate, and respond to, print, non-print, and electronic texts and resources.
- Standard 8.1 (Computer and Information Literacy) All students will use computer applications to gather and organize information and to solve problems.
- Standard 8.2 (Technology Education) All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

Activities:
- Demonstrate hands-on use of library computers and personal devices
- Describe advanced printing procedures
- Practice using Google Classroom by logging into LMS Google Classroom
- Discuss responsible use of both personal and school devices
Enrichment:
- Students more experienced with computers may act as helpers/tutors

Assessment/Evaluation:
- Observation
- Open-ended questions
- Rhetorical questions

Resources:
- Desktop computers, personal devices
- Printers
Unit 4 – Media Literacy

Approximate number of weeks: 10 weeks

Essential Questions:
● How is mass media defined?
● Where does mass media appear in our lives?
● What does it mean to be a consumer? Of products? Of information?
● How does advertising affect young people? Adults?
● What are the typical techniques used in advertising?
● What are the skills needed to understand the messages?
● Have there been changes in mass media over the last several decades?
● What does the current research say about screen time for young people?

Upon completion of this unit students will be able to:
● Define the term ‘mass media’ (Standard 3.3)
● Complete media exercises on the PBSKIDS website (Standard 8.1)
● Explain what it means to be a consumer (Standard 9.1.4.A.4-6)
● Name at least 3 techniques that are used in mass media
● Navigate around the EBSCOHOST website for articles on screen time (Standard 8.2)
● Pick a product and sell it using typical advertising techniques (Standards 3.5, 8.2)

Interdisciplinary Standards:
● Standard 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.
● Standard 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.
● Standard 3.5 (Viewing and Media Literacy) All students will access, view, evaluate, and respond to, print, non-print, and electronic texts and resources.
● Standard 8.1 (Computer and Information Literacy) All students will use computer applications to gather and organize information and to solve problems.
● Standard 8.2 (Technology Education) All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.
● Standard 9.1.4.A.6 (Personal Financial Literacy) All students will develop an understanding of how income affects our spending decisions.
● Standard 9.1.8.A.4 (Personal Financial Literacy) All students will develop an understanding of how to relate earning power to quality of life across cultures.
Activities:
- Brief lectures, slide presentations, and class discussions
- Briefly examine print materials
- Write essays in Google Classroom about media topics
- Log on to medialiteracy.org and pbskids.org and complete interactive exercises
- Searches with EBSCOHOST while discussing the articles
- Create a commercial of a fictitious product using common advertising techniques

Enrichment:
- Look in EBSCOhost (subscription periodical database) and find an article on mass media

Assessment/Evaluation:
- Observation
- Open-ended questions
- Rhetorical questions
- Presentation of commercials

Resources:
- Websites, materials for commercials
Unit 5 - Write a short mystery

Approximate number of weeks: 4

Essential Questions:
- What are the elements of a mystery?
- What are the characteristics of a short story?
- In what ways does The mysteries of Harris Burdick create tension?
- How does illustrator Chris Van Allsburg set a mood with his drawings?
- Which drawing inspires me to create a one-page mystery?
- Do picture books have the same impact as plain text?

Upon completion of this unit students will be able to:
- Define the mystery genre (Standard 3.3)
- Sequence back the purpose of illustrations in a book (Standard 8.1)
- Explain how a short story differs from a novel (Standard 8.1)
- Name at least 3 illustrators that create impactful books (Standard 8.1)

Interdisciplinary Standards:
- Standard 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.
- Standard 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.
- Standard 3.5 (Viewing and Media Literacy) All students will access, view, evaluate, and respond to, print, non-print, and electronic texts and resources.
- Standard 8.1 (Computer and Information Literacy) All students will use computer applications to gather and organize information and to solve problems.

Activities:
- Brief lectures, slide presentations, and class discussions
- Briefly examine print materials
- Write stories in Google Classroom

Enrichment:
- Create one or more mystery stories based on the aforementioned drawings
Assessment/Evaluation:
- Observation
- Open-ended questions
- Rhetorical questions
- One-page stories
- Presentation of stories

Resources:
- Google Classroom, Chris Van Allsburg print books
Unit 6 – Literature Appreciation

Approximate number of weeks: 8 weeks

Essential Questions:
- Who are some really great and fun authors?
- What are their best-known works?
- What is it like to hear a great book read aloud?
- Does my favorite author have a website?
- Will I be able to email my favorite author?
- What are the major literary genres?

Upon completion of this unit students will be able to:
- Name some of the best authors of children’s fiction and non-fiction (Standard 3.3)
- List some great titles by these great authors (Standard 3.3)
- Hear and enjoy beautifully-written literature (Standards 3.1, 3.4, 3.5)
- Locate author websites and email addresses (Standards 8.1, 8.2)
- Name/define the major literary genres such as fantasy, mystery, historical fiction, etc.

Interdisciplinary Standards:
- Standard 3.1 (Reading) All students will understand and 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.
- Standard 3.2 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.
- Standard 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.
- Standard 3.5 (Viewing and Media Literacy) All students will access, view, evaluate, and respond to, print, non-print, and electronic texts and resources.
- Standard 8.1 (Computer and Information Literacy) All students will use computer applications to gather and organize information and to solve problems.
- Standard 8.2 (Technology Education) All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.
Activities:
- Extensive book talks and promotion of reading
- Discussion of book plots and the lives of the authors
- Use web to find author sites
- Discuss literary genres and give examples of titles

Enrichment:
- Students may explore some advanced selections at the recommendation of the librarian

Assessment/Evaluation:
- Observation
- Open-ended questions
- Rhetorical questions

Resources:
- Library materials, books, Kindles
STEAM:

Fifth grade students conduct research as an integral part of their coursework, and the RAS Library Media program reinforces and supports their efforts to locate information in organized and efficient methods. Research is done primarily on computers since almost all print reference books are available on the World Wide Web. (Technology) Many fifth graders are using their own devices for schoolwork.

The RAS Library is also a resource for teachers as they plan and execute lessons in various subject areas. The library furnishes bulk loans to teachers for in-class projects, and the librarian downloads titles to the Kindles. (Technology) Teachers often use the library during prep time for research, computer use and printing. (Technology)

The library provides space for STEAM projects to be displayed for all to view and appreciate.

Interest in literature is cultivated by daily book checkout and periodic booktalks given by the librarian. (Arts)