



# **LIBRARY – GRADE 3**

CURRICULUM

CARLISLE AREA SCHOOL DISTRICT

DATE OF BOARD APPROVAL: DECEMBER 14, 2023

## COURSE OVERVIEW

<b>Title:</b>	Elementary Library
<b>Grade Level:</b>	Grade 3
<b>Level:</b>	N/A
<b>Length:</b>	45 minutes
<b>Duration:</b>	29 cycles
<b>Frequency:</b>	Once every 6-day cycle
<b>Pre-Requisites:</b>	None
<b>Credit:</b>	N/A
<b>Description:</b>	Students will learn to independently read and evaluate texts in a variety of formats for learning, personal growth, and enjoyment. Third grade students are introduced to how the Dewey Decimal Classification System works for the first time. They continue to focus on basic research skills with an introduction to online databases and a greater focus on online safety. Students will create, apply, and share knowledge effectively using a variety of media formats in an ethical manner.

## COURSE TIMELINE

UNIT	TITLE	KEY CONCEPTS	DURATION (DAYS)
1	Library Citizenship	<ul style="list-style-type: none"><li>• Book care</li><li>• Check-out procedures</li><li>• Library expectations</li></ul>	3 Days
2	Location and Access	<ul style="list-style-type: none"><li>• Sections of the library</li><li>• Online public access catalog</li><li>• Dewey Decimal Classification System</li></ul>	9 Days
3	Digital Citizenship	<ul style="list-style-type: none"><li>• Online safety</li><li>• Online etiquette</li></ul>	3 Days
4	Electronic Resources	<ul style="list-style-type: none"><li>• Electronic databases</li></ul>	2 Days
5	Research Process	<ul style="list-style-type: none"><li>• Steps of the research process – Super 3</li><li>• Research application</li></ul>	7 Days
6	Literature Appreciation	<ul style="list-style-type: none"><li>• Identification of genres</li><li>• Literary awards</li></ul>	5 Days

## DISCIPLINARY SKILLS and PRACTICES

DISCIPLINARY SKILLS/PRACTICE	DESCRIPTION
Inquire	Learners build new knowledge by inquiring, reading, thinking critically, identifying problems, and developing strategies for solving problems.
Include	Learners demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.
Explore	Learners work effectively with others to broaden perspectives and work toward common goals.
Collaborate	Learners make meaning for themselves and others by collecting, organizing, and sharing resources of personal relevance.
Curate	Learners read, discover, and innovate with a growth mindset developed through experience and reflection.
Engage	Learners demonstrate safe, legal, and ethical creation and sharing of knowledge while engaging in a community and an interconnected world.

## UNIT 1

<b>Unit Title</b>	Library Citizenship		
<b>Unit Description</b>	Students will understand the expectations and procedures of using a library and participate ethically and productively as members of a library community.		
<b>Unit Assessment</b>	Common Unit Assessments		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
How do I select and borrow library materials?  <b>2 Days</b>	<input type="checkbox"/> Select nonfiction and fiction texts.	<b>Vocabulary:</b> circulation desk, renew	AASL V.A Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth.
How do I care for library materials?  <b>1 Day</b>	<input type="checkbox"/> Behave as a responsible library citizen. <input type="checkbox"/> Practice safe, ethical behavior.	<b>Content:</b> -prevent book damage and demonstrate responsibility for materials	AASL III.D.2 Learners actively participate with others in learning situations by recognizing learning as a social responsibility.

## UNIT 2

<b>Unit Title</b>	Location and Access		
<b>Unit Description</b>	Students will apply knowledge of the skills, resources, and tools to locate and access library materials.		
<b>Unit Assessment</b>	Common Unit Assessments		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
How are the sections of the library organized?  <b>1 Day</b>	<input type="checkbox"/> Identify sections of the library and their arrangement.	<b>Content:</b> -sections of the library: Biography, Everyone/Easy Fiction, Everyone/Easy Nonfiction, Fiction, Magazines, Nonfiction, Reference	AASL V.A Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth.
What is a call number and how does it help me locate books?  <b>1 Day</b>	<input type="checkbox"/> Locate and understand the call number on a book. <input type="checkbox"/> Arrange books in alphabetical order according to their call number.	<b>Content:</b> -Books are arranged in alphabetical order by call number. The call number is located on the spine of the book.  <b>Vocabulary:</b> call number	AASL IV.B.4 Learners gather information appropriate to the task by organizing information by priority, topic, or other systematic scheme.

<p>What is the Dewey Decimal Classification System and how is it used to organize books?</p> <p><b>3 Days</b></p>	<p><input type="checkbox"/> Understand who Melvil Dewey was and his contribution to libraries.</p> <p><input type="checkbox"/> Identify the ten broad categories of the Dewey Decimal System.</p> <p><input type="checkbox"/> Recognize where various nonfiction titles would be located in the library based on their Dewey number.</p>	<p><b>Content:</b> -Melvil Dewey, Dewey Decimal Classification System by 100s</p>	<p>AASL IV.B.4 Learners gather information appropriate to the task by organizing information by priority, topic, or other systematic scheme.</p>
<p>What are the ways I can search for a book in the library catalog?</p> <p><b>4 Days</b></p>	<p><input type="checkbox"/> Search the catalog by title, author, and subject.</p> <p><input type="checkbox"/> Locate the call number in the catalog.</p> <p><input type="checkbox"/> Locate the book on the library shelves.</p>	<p><b>Content</b> -structure of the online public access catalog</p> <p><b>Vocabulary:</b> OPAC (Online Public Access Catalog)</p>	<p>AASL I.B.2 Learners engage with new knowledge by following a process that includes devising and implementing a plan to fill knowledge gaps.</p>

## UNIT 3

<b>Unit Title</b>	Digital Citizenship		
<b>Unit Description</b>	Students will practice positive digital citizenship by making responsible, safe and respectful choices.		
<b>Unit Assessment</b>	Common Unit Assessments		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
What are ways I can stay safe online?  <b>1 Day</b>	<input type="checkbox"/> Demonstrate online etiquette and safety.	<b>Content:</b> -protection of personal information, communication with people unknown in real life, communication with a trusted adult about online activity	AASL VI.A.2 Learners follow ethical and legal guidelines for gathering and using information by understanding the ethical use of information, technology, and media.
How do I use online information responsibly?  <b>2 Days</b>	<input type="checkbox"/> Understand how to be a good digital citizen.	<b>Content:</b> -balance time online, respect self and others  <b>Vocabulary:</b> digital citizenship	AASL VI.A.1 Learners follow ethical and legal guidelines for gathering and using information by responsibly applying information, technology, and media to learning.



## UNIT 4

<b>Unit Title</b>	Electronic Resources		
<b>Unit Description</b>	Students will use various electronic resources to seek, gather, and evaluate new information.		
<b>Unit Assessment</b>	Common Unit Assessments		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
How do I navigate an electronic database to find information?  <b>2 Days</b>	<input type="checkbox"/> Locate information from various digital sources to answer questions or solve problems.	<b>Content:</b> -basic search functions, features of the database taught	AASL IV.B Learners gather information appropriate to the task by: 1. Seeking a variety of sources. 2. Collecting information representing diverse perspectives. 3. Systematically questioning and assessing the validity and accuracy of information. 4. Organizing information by priority, topic, or other systematic scheme.

## UNIT 5

<b>Unit Title</b>	Research Process		
<b>Unit Description</b>	Students will learn and practice the basic steps to the research process, which can be applied across the elementary curriculum. Students will formulate a question, select appropriate sources, gather the necessary information, create their written product, cite their sources, and evaluate their work.		
<b>Unit Assessment</b>	Common Unit Assessments		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
<p>What is the Super 3 and how do I use it for a research project?</p> <p><b>6 Days</b></p>	<input type="checkbox"/> Choose aspects of a topic to research. <input type="checkbox"/> Gather information using text features and search tools from various print and digital sources. <input type="checkbox"/> Organize information by sorting into provided categories. <input type="checkbox"/> List the source(s) used.	<p><b>Vocabulary:</b> Super 3</p> <p><b>Content:</b> Plan: how to select a topic and resources to use, Do: note-taking strategies and creating a product, Review: presentation of information and self-reflection</p>	<p>AASL I.A.1 Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.</p> <p>AASL I.B.3 Learners engage with new knowledge by following a process that includes generating products that illustrate learning.</p>
<p>What are nonfiction text features and how are they helpful to readers?</p> <p><b>1 Day</b></p>	<input type="checkbox"/> Identify various text features within print and electronic resources.	<p><b>Vocabulary:</b> table of contents, index, headings, glossary, bold text, captions, photographs, graphs</p>	<p>AASL I.B.2 Learners engage with new knowledge by following a process that includes devising and implementing a plan to fill knowledge gaps.</p>

## UNIT 6

<b>Unit Title</b>	Literature Appreciation		
<b>Unit Description</b>	Students pursue personal growth and enjoyment of reading.		
<b>Unit Assessment</b>			
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
<p>What are the various genres and which ones are interesting to me?</p> <p><b>2 Days</b></p>	<input type="checkbox"/> Know the major genres of literature. <input type="checkbox"/> Self-select favorite genres in the library.	<p><b>Vocabulary:</b> genre</p>	<p>AASL V.A Learners develop and satisfy personal curiosity by:</p> <ol style="list-style-type: none"> <li>1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.</li> <li>2. Reflecting and questioning assumptions and possible misconceptions.</li> <li>3. Engaging in inquiry-based processes for personal growth.</li> </ol>

<p>Who are some authors and illustrators I should know?</p> <p><b>2 Days (ongoing)</b></p>	<p><input type="checkbox"/> Know popular and award-winning authors, illustrators, and books.</p> <p><input type="checkbox"/> Evaluate books based on interest.</p>	<p><b>Vocabulary:</b> PA Young Reader’s Choice Award, Newbery</p>	<p>AASL V.A Learners develop and satisfy personal curiosity by:</p> <ol style="list-style-type: none"> <li>1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.</li> <li>2. Reflecting and questioning assumptions and possible misconceptions.</li> <li>3. Engaging in inquiry-based processes for personal growth.</li> </ol>
<p>How do I grow as a reader over the summer?</p> <p><b>1 Day</b></p>	<p><input type="checkbox"/> Know how to access and check out books over the summer.</p>		<p>AASL V.A Learners develop and satisfy personal curiosity by:</p> <ol style="list-style-type: none"> <li>1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.</li> <li>2. Reflecting and questioning assumptions and possible misconceptions.</li> <li>3. Engaging in inquiry-based processes for personal growth.</li> </ol>

## **ACCOMMODATIONS AND MODIFICATIONS**

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

### **INSTRUCTION CONTENT**

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

### **SETTING**

- Preferential seating

### **METHODS**

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

### **MATERIALS**

- Supplemental texts and materials
- Large print and/or audio materials
- Outlines and/or study sheets
- Manipulative learning materials
- Alternatives to writing (voice to text/calculator)