



# **Pine Grove Area**

SCHOOL DISTRICT

**Library Science – Grade Three**

## **Library Science and Information Literacy**

**November 19, 2009**

### **I. PHILOSOPHY**

The Library Science course of the Pine Grove Area School District has been structured to provide opportunities for students to attain information literacy skills and to foster a lifelong interest in acquiring knowledge. The school library must be a gateway to traditional and state-of-the-art information resources, which will stimulate intellectual curiosity and foster the development of critical thinking, problem solving, and decision making. The school librarian, working collaboratively, with teachers, administrators, and others, assumes a pivotal role in the learning community and directs the student-centered program.

## II. CORE CONCEPTS

1. Information literacy: find, evaluate, and use information.
  - a. Identify and use the “Easy Fiction” Fiction and NonFiction sections of the library
2. Technology: utilize current technology to provide efficient access to and effective communication of information.
  - a. Identify circulation desk
  - b. Check in and check out procedure
  - c. Renewal procedure
  - d. Use OPAC and utilize Keyword, Title, and Author searches
3. Resource utilization: provide students with skills to properly access appropriate, accurate, and current resources in all formats.
  - a. Dictionaries
  - b. Print encyclopedias
4. Literature: exposure to and appreciation of appropriate literature for both personal interest and learning purposes.
  - a. Reading works by different authors and illustrators
  - b. Caldecott and Newberry award
5. Independent learning skills: derive meaning from information presented creatively in a variety of formats
  - a. Identify what a library is and its purpose
  - b. Social responsibility regarding the care and borrowing of books
  - c. ABC Order
  - d. Dewey
  - e.

### **III. COURSE OF STUDY**

- A. Course Name: 3<sup>rd</sup> Grade Library Science
- B. Grade Level: 3<sup>rd</sup> Grade
- C. Length of Course: One year
- D. Academic Level: 3<sup>rd</sup> Grade
- E. Credits: n/a
- F. Prerequisites: None
- G. Course Description: Will introduce concepts and ideas and expose students to concepts of Information Literacy, Technology, Resource Utilization, Literature Appreciation, and Independent Learning. Emphasis will be placed on meeting students' academic abilities and learning styles.

**IV. CONTENT:** 3<sup>rd</sup> Grade Library Science

**CORE CONCEPT 1:** Information literacy

**MAJOR OBJECTIVE:** Find, evaluate, and use information in the library setting.

<b>CURRICULUM STANARD:</b>			
Literacy Standard/State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>Information Literacy Standards</b>  <b>Standard 1:</b> The student who is information literate accesses information efficiently and effectively.  <b>Indicator 5.</b> Develops and uses successful strategies for locating information</p> <p><b>PA Standard 1.8.3.A</b></p> <ul style="list-style-type: none"> <li>• Locate information using appropriate sources and strategies.</li> <li>• Locate resources for a particular task (e.g., newspapers, dictionary).</li> <li>• Use traditional and electronic search tools.</li> </ul>	<p>Teacher will guide students to:</p> <p>Describe what types of materials are found in each section of the library: Easy Fiction, Fiction, and Nonfiction.</p> <p>Locate age and reading level appropriate reading materials from throughout the library by using knowledge of the sections of the library and the “Five Finger Test.”</p>	<p>Teacher evaluation of:</p> <p>Students during whole class activity</p> <p>Observation during checkout</p> <p>Observation during book selection time</p> <p>Oral Quiz</p>	<p>Student tables, story area, reading corner</p> <p>Easy Fiction, Fiction and Nonfiction sections of the library comprised of grade and reading level appropriate materials</p> <p>Five Finger Test Poster</p>

**CONTENT:** 3<sup>rd</sup> Grade Library Science

**CORE CONCEPT 2:** Technology

**MAJOR OBJECTIVE:** Utilize current technology to provide efficient access to and effective communication of information

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.8.3.A</b></p> <ul style="list-style-type: none"><li>• Locate information using appropriate sources and strategies.<ul style="list-style-type: none"><li>• Locate resources for a particular task (e.g., newspapers, dictionary).</li></ul></li></ul> <p>Use traditional and electronic search tools.</p> <p><b>PA Standard 1.6.3.A</b></p> <ul style="list-style-type: none"><li>• Listen to others.<ul style="list-style-type: none"><li>• Ask questions as an aid to understanding.</li></ul></li></ul>	<p>Teacher will guide students to:</p> <p>Demonstrate an understanding of the circulation procedure including, scanning library cards and books, stamping books, returning books to the correct location at the circulation desk, and placing renewals at the appropriate location of the circulation desk</p>	<p>Teacher evaluation of:</p> <p>Students during whole class demonstration of process</p> <p>Students while utilizing checkout system</p> <p>Students identifying their name and/ or ID number on their library card</p>	<p>Circulation Software</p> <p>Student Library Cards</p> <p>Library Books</p> <p>Circulation Desk</p> <p>Computer/Scanner</p>

**CONTENT:** 3<sup>rd</sup> Grade Library Science

**CORE CONCEPT 2:** Technology

**MAJOR OBJECTIVE:** Utilize current technology to provide efficient access to and effective communication of information

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>Information Literacy Standards</b>  <b>Standard 1:</b> The student who is information literate accesses information efficiently and effectively.  <b>Indicator 5.</b> Develops and uses successful strategies for locating Information    <b>PA Standard 1.8.3 B</b></p> <ul style="list-style-type: none"> <li>• Locate information using appropriate sources and strategies.               <ul style="list-style-type: none"> <li>• Locate resources for a particular task (e.g., newspapers, dictionary).</li> <li>• Use traditional and electronic search tools.</li> </ul> </li> </ul>	<p>Teacher will guide students to:</p> <p>Utilize the Online Public Access Catalog (OPAC) to locate books in the library.</p> <p>Recognize the differences between keyword, title, and author searches while using the OPAC and demonstrate the use of them.</p> <p>Recognize the functions of an online encyclopedia and be able to find information on a given topic using it.</p>	<p>Teacher evaluation of:</p> <p>Graded Research Notes</p> <p>Students during whole class demonstration of process</p> <p>Students while utilizing OPAC system</p> <p>Teacher created worksheets</p> <p>Teacher created quiz</p>	<p>Library Books</p> <p>OPAC Software</p> <p>Student Computers</p> <p>Online Encyclopedia</p>

**CONTENT:** Grade 3 Library Science

**CORE CONCEPT 3:** Resource utilization

**MAJOR OBJECTIVE:** Provide students with skills to properly access appropriate, accurate, and current resources in all formats

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>Standard 2</b> The student who is information literate evaluates information critically and competently.</p> <p><b>Indicator 4.</b> Selects information appropriate to the problem or question at hand</p> <p><b>PA Standard 1.8.3 B</b></p> <ul style="list-style-type: none"><li>• Locate information using appropriate sources and strategies.<ul style="list-style-type: none"><li>• Locate resources for a particular task (e.g., newspapers, dictionary).</li></ul></li><li>• Select sources (e.g., dictionaries, encyclopedias, interviews to write a family history, observations, electronic media).</li><li>• Use tables of contents, key words and guide words.</li><li>• Use traditional and electronic search tools.</li></ul>	<p>Teacher will guide students to:</p> <p>Describe the functions of a dictionary and be able to find meanings of words, pronunciations of words, and spellings of words.</p> <p>Describe the functions and arrangement of a print encyclopedia and be able to find information on a given topic using one.</p>	<p>Teacher evaluation of:</p> <p>Students during whole class demonstration of process</p> <p>Students while utilizing OPAC system</p> <p>Teacher created worksheets</p> <p>Teacher created quiz</p> <p>Graded research notes</p>	<p>Dictionaries</p> <p>Print Encyclopedias</p> <p>Teacher created worksheets</p>

**CONTENT:** Grade 3 Library Science

**CORE CONCEPT 3:** Resource utilization

**MAJOR OBJECTIVE:** Provide students with skills to properly access appropriate, accurate, and current resources in all formats

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>Standard 8</b> The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.</p> <p><b>Indicator 2.</b> Respects intellectual property rights</p> <p><b>PA Standard 1.8.3 C</b></p> <ul style="list-style-type: none"><li>Organize and present the main ideas from research.</li><li>Credit sources using a structured format (e.g., author, title).</li></ul>	<p>Teacher will guide students to:</p> <p>Describe the purpose of a bibliography and write one using MLA Style</p>	<p>Teacher evaluation of:</p> <p>Students during whole class demonstration of process</p> <p>Graded bibliography</p> <p>Teacher created worksheets</p>	<p>Print encyclopedia</p> <p>Teacher created worksheets</p> <p>Online bibliography generators -easybib.com -citationmachine.com</p>

**CONTENT:** 3<sup>rd</sup> Grade Library Science

**CORE CONCEPT 4:** Literature

**MAJOR OBJECTIVE:** Exposure to and appreciation of appropriate literature for both personal interest and learning purposes

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>Standard 5</b> The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.</p> <p><b>Indicator 1.</b> Is a competent and self-motivated reader</p> <p><b>PA Standard 1.3.3 C</b></p> <ul style="list-style-type: none"><li>• Read and understand works of literature.</li></ul>	<p>Teacher will guide students to:</p> <p>Read and listen to works by different authors</p> <p>Distinguish features that make an author's or illustrator's style unique</p> <p>Compare and contrast the work of different authors and illustrators</p>	<p>Teacher evaluation of:</p> <p>Participation in class discussion</p> <p>AR quizzes</p> <p>Venn Diagram</p>	<p>AR labeled literature and software</p> <p>Age appropriate literature by various authors</p> <ul style="list-style-type: none"><li>-“A-Z Mysteries” by Ron Roy</li><li>-“Amber Brown” series by Paula Danzinger</li><li>-Selected titles by Matt Christopher</li></ul>

**CONTENT:** 3<sup>rd</sup> Grade Library Science

**CORE CONCEPT 4:** Literature

**MAJOR OBJECTIVE:** Exposure to and appreciation of appropriate literature for both personal interest and learning purposes

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>Information Literacy Standard 5</b> The student who is an independent learner is information literate and appreciates literature and other creative expressions of information. <b>Indicator 2.</b> Derives meaning from information presented creatively in a variety of formats</p> <p><b>PA Standard 1.6.3 D</b></p> <ul style="list-style-type: none"><li>• Contribute to discussions.</li><li>• Ask relevant questions.</li><li>• Respond with appropriate information or opinions to questions asked.</li><li>• Listen to and acknowledge the contributions of others.</li><li>• Display appropriate turn-taking behaviors.</li></ul>	<p>Teacher will guide students to:</p> <p>Recognize the Caldecott Medal and describe what it is given for.</p> <p>Recognize the Newberry Award And describe what it is given for.</p>	<p>Teacher evaluation of:</p> <p>Teacher created worksheets</p> <p>Scavenger Hunt</p> <p>Literature centers activity</p>	<p>Caldecott winning literature</p> <p>-“Tuesday” and “Flotsam” By David Weisner</p> <p>-“Mirette on the Highwire” by Emily McCully</p> <p>-“Ox Cart Man” by Donald Hall</p> <p>-Newberry winning literature</p> <p>-“The Whipping Boy” by Sid Fleishman</p> <p>-Selected titles by Kate DiCamillo</p>

**CONTENT:** Grade 3 Library Science

**CORE CONCEPT 5:** Independent learning skills

**MAJOR OBJECTIVE:** Derive meaning from information presented creatively in a variety of formats

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>Information Literacy Standard 7</b> The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society. <b>Indicator 2.</b> Respects the principle of equitable access to Information</p> <p><b>State Standard 1.6.3 C</b></p> <ul style="list-style-type: none"> <li>• Contribute to discussions.</li> <li>• Ask relevant questions.</li> <li>• Respond with appropriate information or opinions to questions asked.</li> <li>• Listen to and acknowledge the contributions of others.</li> <li>• Display appropriate turn-taking behaviors.</li> </ul>	<p>Teacher will guide students to:</p> <p>Remember necessary items for library class including library books</p> <p>Properly care for books including storing, carrying, and using them appropriately.</p>	<p>Teacher evaluation of:</p> <p>Participation in class discussion</p> <p>Weekly checklist tracking students returning books</p> <p>CARDS chart</p> <p>Student demonstration of how to hold and walk with a book</p> <p>Teacher created worksheets</p>	<p>Examples of mistreated books</p> <p>“The Shelf Elf” by Jackie Mims Hopkins and accompanying book care posters</p> <p>Teacher created worksheets on book care</p> <p>“The Librarian From the Black Lagoon” by Mike Thaler</p> <p>Bookmarks</p>

**CONTENT:** Grade 3 Library Science

**CORE CONCEPT 5:** Independent learning skills

**MAJOR OBJECTIVE:** Derive meaning from information presented creatively in a variety of formats

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>Information Literacy Standard 9</b> The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.</p> <p><b>Indicator 2.</b> Respects others' ideas and backgrounds and acknowledges their contributions</p> <p><b>PA Standard 1.6.3 A</b></p> <ul style="list-style-type: none"><li>• Participate in small and large group discussions and presentations.</li><li>• Participate in everyday conversation.</li><li>• Give simple directions and explanations.</li><li>• Report an emergency.</li></ul>	<p>Teacher will guide students to:</p> <p>Demonstrate an awareness of the rules for student conduct and citizenship.</p>	<p>Teacher evaluation of:</p> <p>Weekly participation checklist</p> <p>Participation in class discussion about what student conduct and citizenship looks like</p> <p>Oral Quiz</p>	<p>Classroom Rules Poster</p> <p>Mind your Library Manners poster</p> <p>“Sideways Stories from Wayside School” by Louis Sachar</p>

**CONTENT:** Grade 3 Library Science

**CORE CONCEPT 5:** Independent learning skills

**MAJOR OBJECTIVE:** Derive meaning from information presented creatively in a variety of formats

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>Information Literacy Standards</b> <b>Standard 1:</b> The student who is information literate accesses information efficiently and effectively. <b>Indicator 5.</b> Develops and uses successful strategies for locating Information</p> <p><b>PA Standard 1.8.3.A</b></p> <ul style="list-style-type: none"><li>• Locate information using appropriate sources and strategies.</li><li>• Locate resources for a particular task (e.g., newspapers, dictionary).</li><li>• Use traditional and electronic search tools.</li></ul>	<p>Teacher will guide students to:</p> <p>Describe what the Dewey Decimal system is and use it to assist in finding nonfiction materials.</p>	<p>Teacher evaluation of:</p> <p>Participation in class discussion</p> <p>Teacher created worksheets</p> <p>Scavenger Hunt</p> <p>Quiz</p>	<p>Websites about the Dewey Decimal system <a href="http://library.thinkquest.org/5002/">http://library.thinkquest.org/5002/</a></p> <p>Numbers to Know posters</p> <p>Teacher created worksheets Dewey Match Game</p>

**V. EXPECTED LEVELS OF ACHIEVEMENT**

A. Students are expected to reach the proficient level of achievement in library. These skills include all of those noted in the specific content area of this curriculum.

B. Grading system this course is as follows:

<b>Grading Scale</b>	
S	Satisfactory
N	Needs Improvement
O	Outstanding

C. A student's grade will be determined at the conclusion of each marking period. Progress reports will be sent home at the mid-point of each marking period for those students achieving below 70%.