I. LIBRARY ORIENTATION
Students will demonstrate effective use of libraries as places of learning.

OBJECTIVES:
Building upon the knowledge and skills gained in the previous grades students will

- Apply basic search strategies (electronic).
- Differentiate among kinds of print library resources, e.g., Almanac, Atlas, Biography, Dictionaries, Encyclopedias, Fiction, Nonfiction and Reference.
- Have a working knowledge of how the electronic catalog (Destiny) works.
- Identify the subject for the search, including narrowing or broadening the subject.
- Understand the implications of the ECS Acceptable Use Policy
- Use all of the ECS electronic resources ethically and with responsibility

COMMON CORE CURRICULUM:
5.R.L.10

AASL STANDARDS FOR THE 21ST CENTURY LEARNER:
1.1.4; 1.1.8; 2.1.1; 2.1.2; 3.1.6; 4.1.1; 4.1.4; 4.1.5; 4.1.7

VOCABULARY:
- Almanac
- Atlas
- Biography
- Dictionary
- eBooks
- Encyclopedia
- Fiction
- Nonfiction
- Reference
- Author Search
- Series Search
- Subject Search
- Title Search
SUGGESTED RESOURCES:
- Computers
- Destiny Quest
- Destiny
- iPads

ESSENTIAL QUESTIONS:
- Why is it important to have a school library media center and library media specialist?
- How is this ECS library the same as or different from other libraries that I have used?
- When is the ECS library available for student use?
- How can I locate/borrow library materials and find information in the ECS library?
- Can I access the electronic catalog (Destiny) from my home computer?

BENCHMARK:
By the end of the first marking period, students complete a treasure hunt and locate a variety of resources in the LMC.

II. AWARENESS OF AND INTERACTION WITH LITERATURE
Students will practice good reading behaviors, including use of metacognitive strategies, to pursue personal and aesthetic growth

OBJECTIVES:
Building upon the knowledge and skills gained in the previous grades students will
- Listen to and read a variety of literature to enhance selection.
- Define and use a variety of evaluative criteria when selecting materials, e.g., interest, readability, relevance, currency, accuracy.
- Distinguish among and read a variety of literary formats, e.g., periodicals, multimedia, short stories.
- Listen to, read, and distinguish among works of literary quality, e.g., award books, classics, “notable” or “best” books, works of distinguished authors and illustrators.
- Recognize, as readers, how literature offers a wide variety of life experiences and perspectives.
- Recognize how reading can inform, delight, and enrich.
- Share insights from and connections to fictional characters, people, and cultures from the past and present.
- Develop empathy and perspective through interaction with a story’s characters, setting, plot, or theme.
COMMON CORE STANDARDS:
5.R.L.1; 5.R.L.2; 5.R.L.10; 5.W.1

AASL STANDARDS FOR THE 21ST CENTURY LEARNER:
2.1.2; 2.1.3; 3.1.3; 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.2, 4.3.3, 4.4.1, 4.4.6

VOCABULARY:
- eBooks
- Destiny
- Text-to-Text
- Text-to-Self
- Text-to-World

SUGGESTED RESOURCES:
Electronic Database Destiny

ESSENTIAL QUESTIONS:
- Besides printed books, what other formats are there for good literature?
- What should I read next?
- Where can I find more to read by this author (or in this series, or on this topic)?
- How can I find recommendations or make recommendations for what to read next?

BENCHMARK:
By the end of the first marking period student will have completed a review of a book in the Mount Holly Library Media Center and posted in Destiny Quest.

By the end of the second marking period, the Library Media Specialist will observe students using the electronic catalog to search for award winning books in the LMC.

III. INFORMATION LITERACY
Students will use an information literacy model to inquire, think critically and gain knowledge.

OBJECTIVES:
Building upon the knowledge and skills gained in the previous grades, students will
- Become critical users of information, develop high standards for their work, and create quality projects communicating what they learned.
- Use guiding questions like the following, to focus their research:
  - Define the task, by asking, “What needs to be done”?
  - Use information seeking strategies, by asking themselves “which resources I will use?”
  - Locate and Access information, beginning with asking themselves, “Where can I find these resources?”
Use the information after asking themselves, “Which information should I use from these resources?”

Synthesize information after considering, “How can I share what I learned?”

Evaluate their work by asking themselves, “How will I know I did my job well?”

**COMMON CORE STANDARDS:**
5.R.I.7; 5.R.I.9; 5.R.I.10; 5.W.7; 5.W.9

**AASL STANDARDS FOR THE 21ST CENTURY LEARNER:**
1.1.1, 1.1.3, 1.1.4, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.3.1, 1.4.2, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.2.1; 2.3.1, 2.4.1, 2.4.2, 3.1.1, 3.1.2, 4.4.2 3.1.5.

**VOCABULARY:**
- Bibliography
- Databases
- Web Pages
- Vetted
- Internet Search
- Search engines
- Closed search engines
- Cite

**SUGGESTED RESOURCES**
- Online Catalog – *Destiny*
- Reference material and non-fiction resources located in the LMC
- Databases
- Websites

**ESSENTIAL QUESTIONS:**
- What do I need to do?
- Which resources can I use?
- Where can I find these resources?
- Which information should I use from these resources?
- How do I share what I learned?
- How will I know I did my job well?
- Why is it wrong to “cut and paste”, or copy what is in the book or on the web?

**BENCHMARK:**
Performance based tasks (classroom teacher assigned projects, *e.g.* Language Arts and Social Studies research).