

# ES Library Media - 3rd Grade

Huntingdon Area School District

UNITS (4/4 SELECTED)

SUGGESTED DURATION

 Unit 1: Introduction to Library	<i>2 lessons</i>
 Unit 2: Digital Citizenship	<i>6 lessons</i>
 Unit 3: Book Awards	<i>15 lessons</i>
 Unit 4: STEM/Hour of Code	<i>7 lessons</i>

# Unit 1: Introduction to Library

## ES Library Media - 3rd Grade

### UNIT OVERVIEW

Students in 3rd grade will learn library procedures, such as classroom rules, entering/exiting the library, check in/out procedures, book care, and the library's online catalog.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grade 3 - English Language Arts ELA

CC.1.2.3.L

CC.1.3.3.K

### BIG IDEAS

#### Big Ideas

- We care for our library books so that others can read them when we are done with them.
- We scan our library books in and out of the library so we know who has each book checked out.
- We keep our library books in an order so that everyone can find a specific book they want.
- We use the library's online catalog to search for books available in the library.

### ESSENTIAL QUESTIONS

#### Essential Questions

- What are library procedures important?
- Why do we need to check/in out books in a library?
- How do shelf markers help to keep the library books in order?
- How can I use the library's online catalog to independently choose a book?

# Unit 1: Introduction to Library

## ES Library Media - 3rd Grade

### LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . . (Acquired Skill)</b>
The rules of the library	take care of a library book
How to check in/out a book	place books in the correct area when they bring it back to the library
	log in to the online catalog and search for a book

### EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Book care	formative	as students exit and enter the library, observe for correct book care
Library procedures	formative	observation as students are in the library
Online catalog	formative	all students will log in to the library's online catalog and show the screen to the teacher

## Unit 2: Digital Citizenship

ES Library Media - 3rd Grade

### UNIT OVERVIEW

Students will learn about the rings of responsibility, passwords, online identity, a strong online community, the power of words and how people can alter pictures online.

### STANDARDS/EXPECTATIONS

#### American Association of School Librarians (AASL) - National School Library Standards for Learners

II.A.1.

II.A.2.

V.A.1.

V.A.2.

V.A.3.

I.B.3.

II.B.1.

II.B.2.

III.B.1.

I.C.1.

I.C.4.

II.C.1.

II.C.2.

I.D.1.

I.D.2.

I.D.3.

I.D.4.

II.D.1.

II.D.2.

III.D.1.

VI.D.3.

II.B.3.

### BIG IDEAS

#### Big Ideas

- **We find balance in our digital lives**
- **We care about everyone's privacy**
- **We define who we are**
- **We know the power of words and actions**
- **We are kind and courageous**
- **We are critical thinkers and creators**

### ESSENTIAL QUESTIONS

#### Essential Questions

- How do good digital citizens take responsibility for themselves, their communities, and their world?
- How can a strong password help protect your privacy?
- How does what I post online affect my identity?
- What makes a strong online community?
- What should you do when someone uses mean or hurtful language on the internet?
- Why do people alter digital photos and videos?

## Unit 2: Digital Citizenship

### ES Library Media - 3rd Grade

#### LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . (Acquired Skill)</b>
Examine both in-person and online responsibilities.	Describe the Rings of Responsibility as a way to think about how our behavior affects ourselves and others.  Identify examples of online responsibilities to others.
Understand why a strong password is important.	Practice creating a memorable and strong password.  Define the term "password" and describe a password's purpose.
Understand how posting selfies or other images will lead others to make assumptions about them.	Identify ways they can post online to best reflect who they are.  Reflect on the most important parts of their unique identity.
Students will know how to adhere to shared norms for being in an online community.	Define what a community is, both in person and online.  Explain how having norms helps people in a community achieve their goals.
Understand that it's important to think about the words we use, because everyone interprets things differently.	Identify ways to respond to mean words online, using S-T-O-P.  Decide what kinds of statements are OK to say online and which are not.

## Unit 2: Digital Citizenship

ES Library Media - 3rd Grade

Knowledge	Skills
<p>Recognize that photos and videos can be altered digitally.</p>	<p>Identify different reasons why someone might alter a photo or video.</p> <p>Analyze altered photos and videos to try to determine why.</p>

### EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Pause and Think Worksheet Activity	Summative	Worksheet where students and draw or write to answer the essential question of the lesson.
Quiz	Summative	Worksheet or online short quiz with questions based on the lesson.

# Unit 3: Book Awards

## ES Library Media - 3rd Grade

### UNIT OVERVIEW

Students will participate in read-alouds and various comprehension activities involving books nominated for the Pennsylvania Young Readers' Choice Award. The variety of books includes various genres that expose students to different content. Students are then asked to vote on their top book choice.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grade 3 - English Language Arts ELA

CC.1.2.3.A

CC.1.2.3.B

CC.1.2.3.C

CC.1.2.3.D

CC.1.2.3.E

CC.1.2.3.F

CC.1.2.3.G

CC.1.2.3.H

CC.1.2.3.I

CC.1.2.3.J

CC.1.2.3.K

CC.1.3.3.A

CC.1.3.3.B

CC.1.3.3.C

CC.1.3.3.D

CC.1.3.3.E

CC.1.3.3.F

CC.1.3.3.G

CC.1.3.3.H

CC.1.3.3.I

CC.1.3.3.J

CC.1.4.3.C

CC.1.4.3.E

CC.1.4.3.F

CC.1.4.3.H

CC.1.4.3.I

CC.1.4.3.K

CC.1.4.3.L

CC.1.4.3.Q

CC.1.4.3.R

CC.1.4.3.S

CC.1.4.3.U

CC.1.5.3.A

CC.1.5.3.B

CC.1.5.3.C

CC.1.5.3.D

CC.1.5.3.E

CC.1.5.3.F

CC.1.5.3.G

### BIG IDEAS

#### Big Ideas

- **Elements of genres**
- **Comprehension**

### ESSENTIAL QUESTIONS

#### Essential Questions

Essential questions will vary based on nominated titles each year.

# Unit 3: Book Awards

ES Library Media - 3rd Grade

## LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . . (Acquired Skill)</b>
Vocabulary development	apply vocabulary in context
Elements of genres	apply to independent reading and features of genres

## EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
worksheets	summative	will vary based on books nominated
Book voting	formative	Students will recall stories read throughout the unit and vote for their favorite one

# Unit 4: STEM/Hour of Code

ES Library Media - 3rd Grade

## UNIT OVERVIEW

Students will develop critical thinking and computer programming skills.

## STANDARDS/EXPECTATIONS

**Pennsylvania - Grade 3 - Science, Technology & Engineering, And Environmental Literacy & Sustainability Standards (STEELS) (2023)**

3.5.3-5.D

3.5.3-5.F

3.5.3-5.G

3.5.3-5.J

3.5.3-5.K

3.5.3-5.L

3.5.3-5.O

3.5.3-5.P

3.5.3-5.Q

3.5.3-5.S

3.5.3-5.Z

3.5.3-5.GG

## BIG IDEAS

### Big Ideas

- **We can develop, design and explain simple codes**
- **We can develop, design and explain hands-on projects**
- **We can work collaboratively with others**
- **We can use the design process**

## ESSENTIAL QUESTIONS

### Essential Questions

- How can we develop, design and create code?
- Why is it important to learn how to code?
- Why is it important to learn how to work together?
- How can we use the design process?

# Unit 4: STEM/Hour of Code

ES Library Media - 3rd Grade

## LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . . (Acquired Skill)</b>
How to code	They can develop, design, and create code.
Why it is important to learn how to code.	Students will create their own code.
How to work together.	Students can work on projects collaboratively.
How to use the design process	Students can design, create, test and reflect

## EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Hour of Code	Project-based	design code
STEM	Project based	challenge cards/centers to complete tasks