

ES Library Media - 5th Grade

Huntingdon Area School District

UNITS (4/4 SELECTED)

SUGGESTED DURATION

 Unit 1: Introduction to Library	<i>3 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

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UNIT OVERVIEW

Students will review the library policies and procedures. Students will be able to use the library website. Students will be able to navigate the nonfiction and fiction sections.

1. CC.1.2.L Independently locate and select literary non-fiction on grade level
2. CC.1.3. K Independently, select grade-level-appropriate literature in a variety of genres.

STANDARDS/EXPECTATIONS

BIG IDEAS

Big Ideas

- **Library procedures**
- **Library website**
- **Library collection**

ESSENTIAL QUESTIONS

Essential Questions

- Why are library procedures important?
- How do you access the library website?
- How is the library organized?
- Why is the library organized?
- How does the library space meet your needs?

Unit 1: Introduction to Library

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LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Check in/check out/library cycle	Return library books and check new ones out
How to access the library website	Students can find and use the library website
How/why the library is organized	Students can select fiction and non-fiction books

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Find Library Website	Formative/summative	Questions will be asked throughout the lesson and asked to show that they can access the website at the end of the lesson.
Navigate Library	Formative	Students will locate fiction and non-fiction books

Unit 2: Digital Citizenship

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UNIT OVERVIEW

Students will learn how to find media balance, what clickbait is, online gender stereotypes, digital friendships, cyberbullying and important parts of news articles.

STANDARDS/EXPECTATIONS

American Association of School Librarians (AASL) - Grade K-5 - Library Digital Citizenship

I.A.1

I.A.2

III.A.2

III.A.3

V.A.1

V.A.2

V.A.3

I.B.2

I.B.3

II.B.1

II.B.2

IV.B.1

IV.B.2

V.B.1

V.B.2

I.C.1

I.C.2

I.C.3

I.C.4

II.C.1

II.C.2

I.D.1

I.D.2

I.D.3

1.D.4

II.D.1

II.D.2

V.D.1

V.D.2

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

- What does media balance mean for me?
- What is clickbait, and how can you avoid it?
- How do gender stereotypes shape our experiences online?
- How do you keep online friendships safe?
- What is cyberbullying, and what can you do to stop it?
- What are the important parts of an online news article?

Unit 2: Digital Citizenship

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LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
How balanced they are in their daily lives. What "media balance" means.	Create a personalized plan for healthy and balanced media use.
How clickbait uses the curiosity gap to get your attention.	Use strategies for avoiding clickbait. Define "the curiosity gap."
Know what "gender stereotypes" are and describe how they can be present online.	Describe how gender stereotypes can lead to unfairness or bias. Create an avatar and a poem that show how gender stereotypes impact who they are.
They will know the different kinds of online-only friendships.	Describe the benefits and risks of online-only friendships. Describe how to respond to an online-only friend if the friend asks something that makes them uncomfortable.

Unit 2: Digital Citizenship

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Knowledge	Skills
<p>They will know the similarities and differences between in-person bullying, cyberbullying, and being mean.</p>	<p>Empathize with the targets of cyberbullying.</p> <p>Identify strategies for dealing with cyberbullying and ways they can be an upstander for those being bullied.</p>
<p>Learn about things to watch out for when reading online news pages, such as sponsored content and advertisements.</p>	<p>Identify the parts and structure of an online news article.</p>

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Pause and Think Worksheet	Summative	Asks questions to demonstrate understanding of learning targets and essential questions.
Quiz	Summative	Questions to demonstrate knowledge of learning targets and essential questions.

Unit 3: Book Awards

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UNIT OVERVIEW

Students will participate in read-alouds and various comprehension activities involving books nominated for awards (ex. 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 5 - English Language Arts ELA

CC.1.2.5.A

CC.1.2.5.B

CC.1.2.5.C

CC.1.2.5.D

CC.1.2.5.E

CC.1.2.5.F

CC.1.2.5.H

CC.1.2.5.I

CC.1.2.5.K

CC.1.2.5.L

CC.1.3.5.A

CC.1.3.5.B

CC.1.3.5.C

CC.1.3.5.D

CC.1.3.5.E

CC.1.3.5.F

CC.1.3.5.G

CC.1.3.5.H

CC.1.3.5.I

CC.1.3.5.K

CC.1.4.5.A

CC.1.4.5.I

CC.1.4.5.P

CC.1.5.5.D

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

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LEARNING TARGETS: KNOWLEDGE & SKILLS

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

EVIDENCE OF LEARNING & ASSESSMENT

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

Unit 4: STEM/Hour of Code

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UNIT OVERVIEW

Students will develop critical thinking and computer programming skills.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 5 - Science, Technology & Engineering, And Environmental Literacy & Sustainability Standards (STEELS) (2023)

3.5.3-5.C

3.5.3-5.J

3.5.3-5.K

3.5.3-5.L

3.5.3-5.M

3.5.3-5.N

3.5.3-5.O

3.5.3-5.Q

3.5.3-5.P

3.5.3-5.R

3.5.3-5.S

3.5.3-5.U

3.5.3-5.Y

3.5.3-5.Z

3.5.3-5.BB

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?
- Why is it important to learn how to code?
- Why is the design process important?
- Why is it important to learn how to work together?

Unit 4: STEM/Hour of Code

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LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
How to code	They will develop, design, and create code.
Why is it important to learn the design process?	Students will engineer.
How to work together	Students can work on projects collaboratively.
How to use the design process	Design, create, reflect and test

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 create tasks