

## Curriculum Map: 5th Grade Library

Course: Library5 Sub-topic: General

Grade(s): 5

**Course Description:** In this course, students will learn the basic, foundational skills necessary in order to properly navigate the library, the internet, and other essential materials. Students will learn the significance and importance of diversity, as well as display elements of collaboration, teamwork, and respect for others throughout the school year. In this course, students will help to create a student-centered environment, where there is a balance of small group, independent, and one-on-one learning taking place. Students will deepen their understanding of literature, research, and technology, as well as advance their collaboration skills with the help of their classmates.

### Unit: Unit 1: Library Rules/Book Care

Timeline: Week 1 to 3

#### Unit

**Description:** In this unit, students will be able to demonstrate the importance of teamwork, diversity, and collaboration in a library setting, all while developing the necessary skills to utilize materials appropriate, help to maintain a safe learning environment for all, and create a space that is both respectful and empathetic to each child's unique/diverse needs. Students will help to create the expectations of the library's learning environment, as well as master the skills need to independently locate and utilize materials safely in the classroom. Ultimately, this unit will create the foundation for the expectations and rules to be followed throughout the entirety of the school year.

#### Unit Essential Questions:

How Do Learners...

become informed and committed to the concept of diversity?

gain perspective, recognize, and represent diverse points of view?

reflect on their own range of perspectives and develop awareness, inclusion of, and empathy for others?

**Unit Big Ideas:** II. Include: Learners demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

#### Unit Materials:

Google Slides Presentation

Google Classroom

Google Docs/Paper Worksheets

Chromebooks

Library System (Follett Software)

Books

## Unit

### Assignments:

Complete a Diversity Activity

Complete a Worksheet on Rules/Expectations/Proper Etiquette in the Library

Formulate Teams/Complete Team Building Exercises

Establish a Library Community Name

Display Understanding of Location of Books by Making Independent Selections

## Unit Key

### Terminology & Definitions:

Developing Self-Awareness and Self-Management

Developing Social Problem-Solving Skills

Engaging in a Learning Community

Communicating to Establish & Sustain Relationships

Selecting and Reading Literary Fiction, Nonfiction, & Informational Texts

### Topic: Unit 1 - Lesson 1: Library Rules/Expectations Review

Minutes for Topic: 45

### Topic: Unit 1 - Lesson 2: Diversity 101

Minutes for Topic: 45

### Topic: Unit 1 - Lesson 3: System Review/Book Selection

Minutes for Topic: 45

## Unit: Unit 2: Internet Safety/Research/Identifying Sources

Timeline: Week 4 to 6

### Unit

In this unit, students will review internet safety by demonstrating appropriate internet use.

### Description:

Students will review internet dangers. Students will be instructed on plagiarism and giving credit to authors through bibliographies and creating citations.

### Unit Essential

How do learners...

### Questions:

follow ethical, responsible, safe, and legal guidelines for gathering, creating and sharing information, technology, and media?

use valid information and reasoned conclusions to make ethical decisions in creating new knowledge?

personalize their use of information and information technologies?

demonstrate their knowledge of appropriate websites?

give authors credit through the creation of citations and a bibliography?

**Unit Big Ideas:** VI. Engage: Learners demonstrate safe, legal, and ethical creation and sharing of knowledge while engaging in a community and an interconnected world.

**Unit Materials:** Chromebooks

Google Docs

Google Slides Presentation -- Creating Citations/Internet Safety

Google Classroom

Easybib.com

**Unit Assignments:** Citation Practice Activity Sheet  
Internet Safety/Appropriate Websites Quiz

**Unit Key Terminology & Definitions:** Demonstrating Etiquette in Using Technology  
Citations  
Bibliography  
Plagiarism  
Using Information & Technology Safely & Responsibly

**Topic: Unit 2 - Lesson 1: Computer Safety/Appropriateness**

Minutes for Topic: 45

**Topic: Unit 2 - Lesson 2: Giving Credit to the Authors when Researching**

Minutes for Topic: 45

**Topic: Unit 2 - Lesson 3: Developing Research Questions**

Minutes for Topic: 45

**Unit: Unit 3: Self-Directed Research**

Timeline: Week 8 to 15

**Unit Description:** In this unit, students will develop a research topic entirely on their own in a collaborative group. Students, in their group, will create their own research questions for their topic and research collaboratively in order to answer their research questions. Students will create a group project in order to present their research findings.

**Unit Essential Questions:** How do learners...  
create research topics and questions collaboratively in a group?  
work with others in order to present information?  
use computers appropriately, as well as websites on the internet?

**Unit Big Ideas:** III. Collaborate: Learners work effectively with others to broaden perspectives and work toward common goals.

VI. Engage: Learners demonstrate safe, legal, and ethical creation and sharing of knowledge while engaging in a community and an interconnected world.

I. Inquire: Learners build new knowledge by inquiring, reading, thinking critically, identifying problems, and developing strategies for solving problems.

**Unit Materials:** Google Classroom

Google Docs

Google Slides Presentation -- Creating a research topic and questions

Creating a research topic SafeTube video for kids

Posters, markers, crayons, etc. For students' projects

**Unit** Google Doc -- Creating a research topic/questions and answering the questions  
**Assignments:** Creating a group project in order to present research information found

**Unit Key Terminology & Definitions:** Using Information & Technology Safely & Responsibly  
Selecting Information for Use in Research and Inquiry Processes  
Using & Presenting Information in Different Media Formats  
Developing Social Problem-Solving Skills  
Group Collaboration/Assigning Group Roles

**Topic: Unit 3 - Lesson 1: Developing Research Questions**

Minutes for Topic: 45

**Topic: Unit 3 - Lesson 2: Developing a Presentation Project for Research**

Minutes for Topic: 45

**Topic: Unit 3 - Lesson 3: Self-Directed Research Time/Project Time**

Minutes for Topic: 225

**Topic: Unit 3 - Lesson 4: Project Presentations**

Minutes for Topic: 45

**Unit: Unit 4: Using Multiple Digital and Informational Resources to Understand a Topic**

Timeline: Week 28 to 31

**Unit Description:** In this unit, students will study resources available to them in order to produce information and research in relation to a topic. Students will demonstrate their understanding of these materials by utilizing them to find facts and information. Students will break down informational texts in order to determine supporting details in arguments. Students will identify main ideas in informational texts.

**Unit Essential Questions:** How do learners...

Use informational sources to break down arguments and identify supporting details?

follow ethical, responsible, safe, and legal guidelines for gathering, creating and sharing information, technology, and media?

use valid information and reasoned conclusions to make ethical decisions in creating new knowledge?

personalize their use of information and information technologies?

**Unit Big Ideas:** IV. Curate: Learners make meaning for themselves and others by collecting, organizing, and sharing resources of personal relevance.

VI. Engage: Learners demonstrate safe, legal, and ethical creation and sharing of knowledge while engaging in a community and an interconnected world.

**Unit Materials:** Google Slides

Google Docs

Chromebooks

Internet

**Unit Assignments:** Quiz  
Google Docs -- Supporting Details Activity Sheet

**Unit Key Terminology & Definitions:** Using Information & Technology Safely & Responsibly  
Developing Social Problem-Solving Skills  
Demonstrating Etiquette in Using Technology  
Developing Digital Skills

**Topic: Unit 4 - Lesson 1: Digital Resources**  
Minutes for Topic: 45

**Topic: Unit 4 - Lesson 2: Print Resources**  
Minutes for Topic: 45

**Topic: Unit 4 - Lesson 3: Evaluating Author's Purpose/Point of View**  
Minutes for Topic: 45

**Topic: Unit 4 - Lesson 4: Using Supporting Details in Texts to Support an Opinion**  
Minutes for Topic: 45

**Unit: Unit 5: Blackout Poetry**

Timeline: Week 33 to 39

**Unit Description:** In this unit, students will study blackout poems in order to demonstrate and support a personal argument. Students will look at various examples of blackout poems before creating their own, as well as figurative language examples. Students will create and support their argument through their final blackout poem.

**Unit Essential Questions:** How do learners...  
support an argument through blackout poetry?  
express their emotions, feelings, and personal experiences through poetry?

**Unit Big Ideas:** II. Include: Learners demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.  
V. Explore: Learners read, discover and innovate with a growth mindset developed through experience and reflection.

**Unit Materials:** Blackout Poem Examples  
Google Docs  
Google Classroom

**Unit Assignments:** Argument Outline  
Final Blackout Poem  
Blackout Poem Presentation

**Unit Key Terminology & Definitions:** Developing SelfAwareness and SelfManagement  
Examine perspectives and points of view  
Developing and supporting an argument

**Topic: Unit 5 - Lesson 1: What is Blackout Poetry?**

Minutes for Topic: 45

**Topic: Unit 5 - Lesson 2: Supporting Opinions through Blackout Poems**

Minutes for Topic: 45

**Topic: Unit 5 - Lesson 3: Using Figurative Language in Blackout Poems**

Minutes for Topic: 45

**Topic: Unit 5 - Lesson 4: Creating Blackout Poems**

Minutes for Topic: 90

**Topic: Unit 5 - Lesson 5: Publishing/Presenting Blackout Poems**

Minutes for Topic: 90

**Unit: Unit 6: Diversity**

Timeline: Week 40 to 45

**Unit**

**Description:** In this unit, students will support one side of an argument to be used later in a class discussion/Socratic Seminar format. Students will research cultures in order to support an argument. Students will practice their public speaking/presentation skills through a Socratic Seminar.

**Unit Essential Questions:** How do learners...

Develop a sense of cultural awareness through research?

Support an argument through research?

Participate in a Socratic Seminar in order to express an argument, support an argument, and present information?

**Unit Big Ideas:** II. Include: Learners demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

VI. Engage: Learners demonstrate safe, legal, and ethical creation and sharing of knowledge while engaging in a community and an interconnected world.

**Unit Materials:** Google Docs

Google Slides

Google Classroom

**Unit Assignments:** Socratic Seminar Questions/Evidence Sheet-- Google Docs

Socratic Seminar -- Whole Class Discussion

**Unit Key Terminology & Definitions:** Developing SelfAwareness and SelfManagement

Using Information & Technology Safely & Responsibly

Using Information in Research & Inquiry Processes

Socratic Seminar

Cultural Awareness

Diversity

**Topic: Unit 6 - Lesson 1: Cultural Awareness Research**

Minutes for Topic: 45

**Topic: Unit 6 - Lesson 2: Socratic Seminar Research**

Minutes for Topic: 180

**Topic: Unit 6 - Lesson 3: Socratic Seminar Presentation**

Minutes for Topic: 90