

CURRICULUM MAP

Subject: Library

Grade Level: 5

rev 11/07

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p>TITLE</p> <ul style="list-style-type: none"> • Library Introduction • Orientation • Expectations • Rules • Location of materials • Physical plant • Computer center • Library proper • on line catalog • fiction and non-fiction • other materials • labels for direction <p>CURRICULUM</p> <ul style="list-style-type: none"> • Genre focused (mysteries, science fiction, fantasy, etc.) • Group directed • Problem solving centered • Performance enriched • Mysteries • Introduction • Read at least one book in this genre • Classics in the genre • Parts of a mystery: who, what, where, when, why, and how • The Detective • Table top mysteries: select clues, create a mystery on the table • Teacher chosen groups to write, gather clues and perform a mystery • Written review of mysteries 	<p>TITLE</p> <p>Science Fiction/Fantasy</p> <p>Introduction</p> <p>Watch the old “War of the Worlds”</p> <p>Teacher reads from <u>Inkheart</u>, etc.</p> <p>Teacher reads short story: “There will come soft rains” and ask questions to be answered aloud</p> <p>Computer work: space vehicles and alternative universes</p> <p>Non-fiction tie-in: planets/space stations, robots, space creatures, etc.</p> <p>Small groups write a science fiction piece with props and perform it.</p> <p>TIME emphasized in journal record.</p> <p>Why do people travel in space?</p> <p>Other questions.</p> <p>Teacher reads from <u>Einstein’s Dreams</u></p> <p>Read a fantasy or a fantasy series.</p> <p>What is the difference between science fiction and fantasy.</p> <p>Individual projects: create your own fantasy (a model and written piece.)</p> <p>Classics:</p> <p>Introduction: <u>Little Women</u>, <u>Pinocchio</u>, <u>Alice in Wonderland</u>, <u>Robin Hood</u>, etc. Groups adapt the</p>	<p>TITLE</p> <p>Classics (working in small groups of both boys and girls) to be read or performed by the group.</p> <p>Teacher will read from <u>Alice in Wonderland</u>, <u>The Wind in the Willows</u>, and <u>The Hobbit</u> and ask the class to draw comparisons, contrast themes, and determine what makes a classic.</p> <p>Design a book.</p> <p>As an outside project, student will be encouraged to look at books as objects. Why do we judge a book by its cover? Create a book, a book of the future, an alternative book, etc.</p> <p>Folklore:</p> <p>Introduction</p> <p>Read Aesop, Just-so-stories Read from a book of folktales Write a fable</p> <p>Make a mask and perform a fable or just-so-story in pairs</p> <p>Fairy tales: read, adapt in play form</p> <p>Folk heroes: Robin Hood, etc. are important, why? Make a modern hero. (individually)</p>	<p>TITLE</p> <p>Mythology</p> <p>Teacher reads myths.</p> <p>Students choose a character from Greek myth and research it.</p> <p>Students prepare to tell about their character in 2 minutes with no notes at a feast and dressed in costume in keeping with the character, eg Medusa, Zeus, etc.</p> <p>Nonfiction</p> <p>The class will do exercises with the nonfiction collection culminating in a research project in an area of interest. Song writing, origami, skateboarding, seeing eye dogs cooking are just a few ideas.</p> <p>This project takes a month</p> <p>Reference Collection is examined with the Nonfiction project.</p> <p>Computers are used at this time.</p> <p>Reading is emphasized in all genre areas. Students are encouraged to read for pleasure and should always have a book “going.”</p>

CURRICULUM MAP

Subject: Library

Grade Level: 6, 7, 8

rev 11/07

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p>TITLE Grades 6-8 Orientation to the Library collection and the on-line catalog Expectations Rules, etiquette, behavior Ability to locate books which fulfill class assignments and individual needs (communicates those needs)</p> <p><u>Grade 6:</u> Read in various genre: Mysteries, Science Fiction, Fantasy, Historical Fiction, general fiction, non fiction Read 25 titles Book reports, reviews, projects</p> <p><u>Grade 7:</u> Read fiction for bi-monthly book reports. Subjects will follow curriculum, eg. historical fiction Read biographies</p> <p><u>Grade 8:</u> Read recreationally both fiction and non fiction The library has a large selection of magazines which 8th graders read. The computer lab is in constant use for various projects.</p>	<p>TITLE</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Title</p> <p>Ongoing Projects on Ancient Greece and Rome</p> <p>Ongoing</p> <p>Research project (in conjunction with the English Department) which combines historical fiction with social history and biography is done both in the library and outside. Research is also done in the computer lab for at least three additional sources (for one month)</p>	<p>TITLE</p> <p>Ongoing</p> <p>Ongoing</p> <p>Holocaust: students have a Holocaust program with visiting Holocaust survivors. They are encouraged to read from the library's collection which has been expanded for this purpose.</p>