Danville Area School District
Course Overview and Scope and Sequence

Course Title: Library and Technology
Content Area: Library Literacy
Grade Level: K-7
Date Developed:

COURSE OVERVIEW: **K-5 Library**
The K-5 library class offers a comprehensive and engaging educational journey for young students, fostering a lifelong love for reading and learning. This course is thoughtfully designed to introduce students to the magical world of literature, encouraging them to explore various genres and authors. It emphasizes not only reading skills but also critical thinking, research, and digital literacy (intermediate grades). Throughout the course, students will have access to a diverse range of age-appropriate books and digital resources. They will learn how to navigate libraries effectively, ask questions, and express their thoughts about the stories they encounter. By the end of 5th grade library class, students will have built a solid foundation for academic success and a genuine enthusiasm for the wonderful universe of books.

6th/7th Grade Library & Technology
The 6th and 7th grade library and technology class offers students a dynamic learning experience that combines print and digital resources to shape well-rounded individuals and lifelong learners. This comprehensive course equips students with essential skills for the 21st century. They delve into navigating the Google Suite, enabling them to collaborate efficiently and harness the power of digital tools for both academic and personal pursuits. Understanding bibliographies and guarding against plagiarism becomes second nature, as students learn to ethically reference sources. Research methods are honed, enabling them to delve deep into subjects that pique their curiosity, with access to online databases and authoritative resources. In this course, students even explore cutting-edge topics like machine learning, gaining insights into the technologies that shape our world. Essential skills like keyboarding are also a focus, ensuring students are proficient in the tools that power their digital endeavors. By the end of this class, students emerge as well-rounded individuals who are not only adept at using technology but also responsible digital citizens, equipped with the skills to thrive in an information-rich world and embark on a lifelong journey of learning and discovery.

Standards Used: SAS Common Core Standards in English; Business, Computer, and Information Technology Standards
American Association of School Libraries Framework Standards

2ND GRADE

SCOPE AND SEQUENCE					
Unit	PRIORITY STANDARDS	SUPPORTING STANDARDS	ASSESSMENT	MATERIALS	TIMEFRAME
Library Orientation First Week Letter Checkout Procedures Shelf Markers	Standard -CC. 15.2.5.M Explain the importance of adhering to expectations defined in the home, school, and community.	AASL B.3 Learners participate in personal, social, and intellectual networks by: 1. Using a variety of communication tools and resources. 2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge	Use a shelf marker to hold a book place	Fiction and non-fiction library books on grade level	August
Dewey and Call Numbers Fiction vs	CC.1.4.2.P Organize a short sequence of	AASL D.1	Do a tour of the library to recall where books are by	Fiction and non-fiction library books on grade	September

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Non-Fiction	events, using temporal words to signal event order; provide a sense of closure.	Learners participate in an ongoing inquiry-based process by: 1. Continually seeking knowledge. 2. Engaging in sustained inquiry. 3. Enacting new understanding through real-world connections. 4. Using reflection to guide informed decisions.	a single illustration. Have kids line up in order by their first names	level	
Focus on Fiction/NonFiction Biographies Genres	CC.1.2.2.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	AASL D.3. Learners actively participate with others in learning situations by: 1. Actively contributing to group discussions. 2. Recognizing learning as a social responsibility.	Identify genres by Book titles ready by the Para	Fictionalized and non-fiction biographical library books on grade level	October

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Native American/Thanksgiving Activities	CC.AL.1.K.B1 Demonstrate a willingness to participate in an increasing variety of diverse experiences.	ASL D.3. Learners actively participate with others in learning situations by: 1. Actively contributing to group discussions. 2. Recognizing learning as a social responsibility.	Locate the Holiday	Fictionalized and non-fiction Native American library books on grade level	November
Review Library Skills Holidays Around The World	CC.AL.1.K.B1 Demonstrate a willingness to participate in an increasing variety of diverse experiences.	AASL D.3. Learners actively participate with others in learning situations by: 1. Actively contributing to group discussions. 2. Recognizing learning as a social responsibility.	Review/Recall	Fictionalized and non-fiction Holiday-themed library books on grade level	December
NonFiction Award Winning Book Medals	CC.1.2.2.L Read and comprehend literary	AASL C.3 Learners work productively with	Recall/Discuss differences between F & NF	Non-fiction library books on grade level	January

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	non-fiction and informational text on grade level, reading independently and proficiently.	others to solve problems by: 1. Soliciting and responding to feedback from others. 2. Involving diverse perspectives in their own inquiry processes.			

Story Elements Plot, theme setting, character, title	CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.	AASL C.1 Learners adapt, communicate, and exchange learning products with others in a cycle that includes: 1. Interacting with content presented by others. 2. Providing constructive feedback. 3. Acting on feedback to improve. 4. Sharing products with an authentic audience.	Create a fun story together that brings together all of the story elements.		February

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Read Across America Fairy Tales Folk Tales Poetry	CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.	AASL C.1 Learners adapt, communicate, and exchange learning products with others in a cycle that includes: 1. Interacting with content presented by others. 2. Providing constructive feedback. 3. Acting on feedback to improve. 4. Sharing products with an authentic audience.	Reading Challenge Create a Poem together that rhymes.	Fiction & Folk tale library books on grade level	March
Dictionary Skills Guide Words World Book Online	CC.1.2.2.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	AASL D.3 Learners actively participate with others in learning situations by: 1. Actively contributing to group discussions.	Use a kid dictionary to locate words on a list(race)	Student dictionaries Non-fiction library books on grade level	April

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Review of Skills	CC.AL.2.2.E1 Retain and recall information presented over a short period of time	AASL A.1 Learners display curiosity and initiative by: 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning.	Review/Recall	Fiction and non-fiction books on grade level	May

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