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.

1st GRADE

SCOPE AND SEQUENCE					
Unit	PRIORITY STANDARDS	SUPPORTING STANDARDS	ASSESSMENT	MATERIALS	TIMEFRAME
Library Orientation First Week Letter Checkout Procedures Shelf Markers	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
Parts of a Book Identify Characters, plot, setting Make predictions	CC.1.2.K.E Identify parts of a book (title, author)	AASL D.3. Learners actively participate with	Recall/Show Parts of a Book	Fictional library books on grade level	September

	and parts of a text (beginning, end, details).	others in learning situations by: 1. Actively contributing to group discussions. 2. Recognizing learning as a social responsibility.			
Identify Location of Fiction/NonFIction Alpha Order Practice	CC.15.3.2.L Identify role models in various contexts (real vs. fiction).	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	Put a set group of books in ABC order.	Non-fiction library books on grade level	October

		audience.			
Identify differences between Fiction/NonFiction Alpha Order Practice	CC. 15.3.2.L Identify role models in various contexts (real vs. fiction).	AASL A.3 Learners identify collaborative opportunities by: 1. Demonstrating their desire to broaden and deepen understandings. 2. Developing new understandings through engagement in a learning group.	Recall the differences between F and NF	Fiction and non-fiction library books on grade level	November
Review Library Skills Holidays Around The World	CC. 5.1.K.F Identify significant American holidays and their symbols	AASL D.1. Learners participate in an ongoing inquiry-based process by: 1. Continually seeking knowledge. 2. Engaging in sustained inquiry. 3. Enacting new	Review Recall	Holiday-themed non-fiction library books on grade level	December

		understanding through real-world connections.			
Biographies Award Winning Book Medals Main Idea of a Story	CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text.	AASL A.3 Learners identify collaborative opportunities by: 1. Demonstrating their desire to broaden and deepen understandings. 2. Developing new understandings through engagement in a learning group.	Recall the Award Books and Reason	Biographical library books on grade level	January

Main Idea Sequence Using Illustrations as clues to story events	CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text.	AASL C.1 Learners adapt, communicate, and exchange learning products with others in a cycle that includes:	Use an Illustrated book to tell a story.	Fiction and non-fiction library books on grade level	February

		1. Interacting with content presented by others. 2. Providing constructive feedback. 3. Acting on feedback to improve. 4. Sharing products with an authentic audience.			
Read Across America Fairy Tales Folk Tales Poetry	CC.1.3.K.A With prompting and support, retell familiar stories including key details.	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.	Reading Challenge Recite a poem as a group. Practice Rhyming.	Poetry library books on grade level	March
Answer Questions from NonFiction Text	Standard	AASL A.3	Use a basic map	Non-fiction	April

Basic Map Skills	-CC. 7.1.K.A Interpret a simple map of a known environment.	Learners identify collaborative opportunities by: 1. Demonstrating their desire to broaden and deepen understandings. 2. Developing new understandings through engagement in a learning group.	to find the state of PA.	books on grade level Non-fiction books about Pennsylvania, including maps	
Review of Skills	CC.AL.2.1.E 1 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 library books on grade level	May