

**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.

**5TH GRADE**

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

| SCOPE AND SEQUENCE | | | | | |
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| Unit | PRIORITY STANDARDS | SUPPORTING STANDARDS | ASSESSMENT | MATERIALS | TIMEFRAME |
| Library Orientation Expectations Destiny Library Fiction/NonFiction | CC.15.2.5.M Explain the importance of adhering to expectations defined in the home, school, and community. | AASL A.3 Learners identify collaborative opportunities by: 1. Demonstrating their desire to broaden and deepen understandings. | Scavenger Hunt through the library to understand where books are located and how they are separated. | Fiction and non-fiction library books on grade level | August |
| Library Orientation Expectations Destiny Library Fiction/NonFiction | CC.1.2.5.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. | AASL D.1 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. | Scavenger Hunt through the library to understand where books are located and how they are separated. | Non-fiction library books on grade level<br><br>Computers for access to Destiny online | September |

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| | | 4. Using reflection to guide informed decisions. | | | |
| Genres Reading Strategies & Comprehension | CC.1.3.5.H Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements. | AASL A. 4 Learners act on an information need by:<br>1. Determining the need to gather information.<br>2. Identifying possible sources of information. | Genre Scavenger hunt through the nonfiction, both online and in person to understand how the fiction section is separated and organized. | Non-fiction library books on grade level | October |
| Award Winning Books Native American Folktales/Thanksgivin g | CC.1.3.5.G Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). | AASL D.3. Learners actively participate with others in learning situations by:<br>1. Actively contributing to group discussions.<br>2. Recognizing learning as a social responsibility. | Learn about the founding people of the North American Continent and how they lived and worked. Use local tribes as examples of how this area is named and shows honor to those communities. | Fictionalized and non-fiction Native American library books on grade level | November |
| Review Library Skills Holidays Around The | Standard -CC. | AASL C.1 | Review Holidays | Fictionalized and | December |

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| World | 5.1.5.F<br>Explain the significance of state symbols, national symbols, and national holidays. | Learners adapt, communicate, and exchange learning products with others in a cycle that includes:<br>1. Interacting with content presented by others.<br>2. Providing constructive feedback.<br>3. Acting on feedback to improve.<br>4. Sharing products with an authentic audience. | around the world in the month of December and use writing skills to write about a new holiday you would create. | non-fiction Holiday-themed library books on grade level | |
| Paraphrasing<br>Summarizing<br>Reading/Skimming to find Information | CC.1.4.5.W<br>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. | | Use a real lesson in a predetermined core class as an example for learning to summarize and skim information in a text. | Core Text Example<br>Worksheet<br>Class Discussion | January |

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| Reference Sources | CC.1.4.5.W<br>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. | AASL A.6<br>Learners follow ethical and legal guidelines for gathering and using information by:<br>1. Responsibly applying information, technology, and media to learning.<br>2. Understanding the ethical use of information, technology, and media. | Complete a reference online and print scavenger hunt to allow students to explore different ways to find credible information outside the internet. | Completed Scavenger Hunt<br><br>Worksheet<br>Class Discussion | February |
| Read Across America<br>Research Skills<br>Databases Research Questions | CC.1.4.5.B<br>Identify and introduce the topic clearly. | AASL A.6<br>Learners follow ethical and legal guidelines for gathering and using information by:<br>1. Responsibly applying information, technology, and | Complete a reference online and print scavenger hunt to allow students to explore different ways to find credible information outside the internet. | Completed Scavenger Hunt<br><br>Worksheet<br>Class Discussion | March |

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| | | media to learning.<br>2. Understanding the ethical use of information, technology, and media. | | | |
| Research Questions<br>Note-taking Relevant Information based on topic<br>Bibliography/Plagiarism | CC.1.4.5.D<br>Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension. | AASL A.6<br>3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need. | Use a book report to help students understand how to take notes and effectively put them into a summarized 1-2 page report while creating a bibliography through google docs. | Worksheet<br>Class Discussion | April |
| Review of Skills | CC.AL.2.4.E1<br>Retain and recall information presented over a short period of tim | AASL A.1<br>Learners display curiosity and initiative by:<br>1. Formulating questions about a personal interest or a curricular topic.<br>2. Recalling prior | Online or Paper Test that can be done with one other person or independently. | Worksheet<br>Class Discussion | May |

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| | | and background knowledge as context for new meaning. | | | |

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