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

4TH GRADE

SCOPE AND SEQUENCE					
Unit	PRIORITY STANDARDS	SUPPORTING STANDARDS	ASSESSMENT	MATERIALS	TIMEFRAME
Library Orientation Expectations Dewey and Call Numbers Fiction/NonFiction	Standard -CC. 15.2.4.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	Dewey Scavenger Hunt with a friend through the library.	Fiction and non-fiction library books on grade level	August
Dewey Decimal System (whole) Practice Locating Books	CC.1.3.4.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on	AASL D.1 Learners participate in an ongoing inquiry-based process by:	Dewey Scavenger Hunt with a friend through the library.	Fiction and non-fiction library books on grade level Computers for access to Destiny	September

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	grade-level reading and content, choosing flexibly from a range of strategies and tools	1. Continually seeking knowledge. 2. Engaging in sustained inquiry. 3. Enacting new understanding through real-world connections. 4. Using reflection to guide informed decisions.			
Author's Purpose Genres Instant Stories	CC.1.3.4.C Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text.	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 as a class and after the story is complete, create illustrations and put the entire work together to show off.	Fiction library books on grade level	October

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Native American Folktales Thanksgiving	Standard -CC. 5.1.4.F Identify state symbols, national symbols, and national holidays.	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.	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 World	Standard -CC. 5.1.4.F Identify state symbols, national symbols, and national holidays.	AASL C.3 Learners work productively with others to solve problems by: 1. Soliciting and responding to feedback from others. 2. Involving diverse perspectives in their own inquiry processes.	Read about how other children celebrate holidays around the world and have an open discussion about celebrations.	Fictionalized and non-fiction Holiday-themed library books on grade level	December
Reference Sources Print Resources	CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to	AASL A.4 Learners act on an information need by: 1. Determining the need to gather	Do an online and print scavenger hunt through the library databases.	Computers for access to our databases Non-fiction library books on grade	January

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	support responses.	information. 2. Identifying possible sources of information. 3. Making critical choices about information sources to use.		level	

Reading to find information Compare and Contrast NonFiction	CC.1.2.4.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	Learners act on an information need by: 1. Determining the need to gather information. 2. Identifying possible sources of information. 3. Making critical choices about information sources to use.	Use examples of fiction vs nonfiction to compare and contrast for understanding.	Fiction and non-fiction library books on grade level	February
Read Across America Fairy Tales Folk Tales Poetry Multicultural Literature	CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade-level text,	AASL D.3. Learners actively participate with others in learning situations by:	Have students read and review different types of storytelling (poetry, folktales, etc).	Fiction & Folk tale library books on grade level	March

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	including figurative language.	1. Actively contributing to group discussions. 2. Recognizing learning as a social responsibility.			
Poetry Figurative Language	CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.	AASL A.5 Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes	Create a Haiku as a class or small groups to display in the library during Poetry month.	Poetry library books on grade level	April
Review of Skills	CC.AL.2.4.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	Class Discussion Small Group Quiz Or Small Group Scavenger Hunt	Fiction and non-fiction library books on grade level	May

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		knowledge as context for new meaning.			

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