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

3RD GRADE

SCOPE AND SEQUENCE					
Unit	PRIORITY STANDARDS	SUPPORTING STANDARDS	ASSESSMENT	MATERIALS	TIMEFRAME
Library Orientation First Week Letter Checkout Procedures Dewey and Call Numbers	Standard -CC. 15.2.5.M Explain the importance of adhering to expectations defined in the home, school, and community. Reference Career Education and Work 13.3.5.A - B	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	Check out a book properly, Use a basic dewey number to find a book that the para has written down.	Fiction and non-fiction library books on grade level	August
Destiny Online Non-FIction Practice Locating Books	CC.1.2.3.L Read and comprehend literary	AASL D.1	Use Destiny Online to find a book in the stacks.	Non-fiction library books on grade level	September

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	non-fiction and informational text on grade level, reading independently and proficiently.	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.		Computers for access to Destiny online	
Author's Purpose Genres Instant Stories	CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	AASL D.3 Learners actively participate with others in learning situations by: 1. Actively contributing to group discussions.	Use different book titles to try and determine a genre OR where a book would be placed based on the summary.	Fiction library books on grade level	October
Native American Folktales Thanksgiving	Standard -CC. 5.1.3.F Identify state symbols, national	AASL C.1 Learners adapt, communicate, and exchange	Find books that deal with different traditions and holidays using	Fictionalized and non-fiction Native American library books on grade	November

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	symbols, and national holidays.	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.	Destiny Online.	level	
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 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.	Review/Recall	Fictionalized and non-fiction Holiday-themed library books on grade level	December
LIterary Elements Story Sequencing Genres	CC.1.3.3.K Read and comprehend literary	AASL D.3.	Create a story using story sequencing with a	Fiction library books on grade level	January

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	fiction on grade-level, reading independently and proficiently.	Learners actively participate with others in learning situations by: 1. Actively contributing to group discussions. 2. Recognizing learning as a social responsibility.	buddy and then share with the class.		

Compare and Contrast NonFIction Text Features	CC.1.2.3.E Use text features and search tools to locate and interpret information.	AASL A. 3 Learners contribute a balanced perspective when participating in a learning community by: 1. Articulating an awareness of the contributions of a range of learners. 2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.	Recall Text Features and Using a large board, determine where they go in a large text.	Non-fiction library books on grade level	February

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		3. Describing their understanding of cultural relevancy and placement within the global learning community			
Read Across America Fairy Tales Folk Tales Poetry	Standard -CC. 9.2.3.K Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).	AASL A.2. Learners contribute a balanced perspective when participating in a learning community by: 1. Articulating an awareness of the contributions of a range of learners. 2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products. 3. Describing their understanding of cultural relevancy and placement	Reading Challenge	Fiction & Folk tale library books on grade level	March

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		within the global learning community			
Identify Sources of Information Online Databases Using the Internet (Basic)	CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.		Using the school databases to look up a set list of information/find the answers.	Computers for access to our online databases Non-fiction library books	April
Review of Skills	CC.AL.2.3.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 library books on grade level Computers for access to Destiny and our online databases	May

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