Wallenpaupack Area School District
Planned Course Curriculum Guide

Library

Library: Kindergarten

Course Description:
Our libraries sustain the technology initiative by creating inviting, dynamic, 21st century learning environments and services that support or enhance teaching, information literacy, and life-long learning. Students and staff should experience the power and variety of collective resources to become critical thinkers, enthusiastic readers, skillful researchers, and ethical users and creators of ideas and information in their global learning community. Our mission is to collaborate with all curricular areas so as to provide instruction in competent information usage while promoting interest in and understanding of varied resource formats; ethical idea usage; information literacy skills and processes. Our goal is to create an environment for deeper cognitive development through real, rigorous and relevant learning experiences based in inquiry, project and differentiated teaching and learning environment.

Initial Creation Date (if applicable) and Revision Dates:
Fall 2024

Wallenpaupack Area School District Curriculum	
COURSE: Library	**GRADE/S: Kindergarten**
	TIMEFRAME: 36 weeks

PA COMMON CORE/NATIONAL STANDARDS:
Concept: Identifying and Using Text Features - 1.2.E PK-2
Concept: Identifying Fiction and Nonfiction – 1.3.E PK-1
Concept: Selecting and Reading Literary Fiction, Nonfiction, and Informational Text - 1.3.K PK-2
Concept: Demonstrating Etiquette in Using Technology - 1.1.A PK-2

UNIT OBJECTIVES (SWBATS):
- Identifying parts of a book e.g., title, author, and parts of text e.g. beginning, end details.
- Identify fiction and nonfiction.
- Select grade-level-appropriate literature, with assistance.
- Demonstrate proper book handling skills and correct procedures

INSTRUCTIONAL STRATEGIES/ACTIVITIES:
- Identifying parts of a book e.g., title, author, and parts of text e.g. beginning, end, details.
  - Use of nonfiction text to identify and highlight features
- Identify fiction and nonfiction.
  - Use of fiction and nonfiction text to discuss differences
- Select grade-level-appropriate literature, with assistance.
  - Organize grade appropriate books in areas that are accessible
- Demonstrate proper book handling skills and correct procedures
  - Use of damaged books and printed text to demonstrate skills

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):
Teacher observation
In class performance
Teacher created assessments
Research project
Informal verbal assessment

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):
Adapt curriculum so all students can participate:
- Offer alternate means to complete activities
- Allow talk to text
- Extended Time
- Larger assignments broken down into smaller chunks
- Question for understanding

RESOURCES (Technology Based Resources, Text Resources, etc.):
- PebbleGo

- BookFlix
- POWERLIBRARY
- Epic
- Authentic Texts

KEY VOCABULARY: