

# Mount Pleasant Central School District

## Kindergarten, Library Media



*We believe students should have a rich, well-balanced technology environment to maximize their learning. Our vision is to provide students with real-world opportunities in technology. We are committed to developing creative thinkers, effective communicators, collaborators, problem solvers and students who can critically evaluate information and media.*

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
Library Orientation & Circulation	September	<ul style="list-style-type: none"> <li>-Learn library routines and expectations.</li> <li>-Practice check-out, book return, and shelf organization (using shelf markers/baskets).</li> <li>-Learn proper book care.</li> </ul>	<ul style="list-style-type: none"> <li>• due dates</li> <li>• returns</li> <li>• renew</li> <li>• read aloud</li> <li>• barcode</li> <li>• check-in</li> <li>• check-out</li> <li>• circulation desk</li> <li>• spine label</li> <li>• shelf marker</li> <li>• spine</li> </ul>	<p>AASL I.A.1, I.A.2 I.B.3 I.D.1, I.D.2., I.D.3,I.D.4. III.D.1, III.D.2, III.D.3  IV.A.1, V.A.1, III.D.1.</p>	<ul style="list-style-type: none"> <li>- Exhibit appropriate library behavior</li> <li>-Utilize circulation procedures efficiently</li> <li>-Use the librarian as a resource to access materials.</li> <li>-Take proper care of library materials</li> <li>-Use various library materials to access literature and information</li> <li>-Follow agreed upon rules for discussions</li> </ul>	<p>-The library is a valuable, shared community resource that thrives on respect and responsibility. Our ability to care for materials, follow collaboration norms, and utilize procedures efficiently ensures that all learners can safely access the resources needed to satisfy their curiosity and grow.</p>	<p>Performance Based:</p> <p>Learners will consistently demonstrate behavior, responsible care for library materials, and efficient use of circulation procedures (check-out and return) during library time.</p> <p>Learners will successfully use the librarian as a resource to articulate an information need, locate materials, and select a variety of resources based on</p>

*Educating Each Student Today for Endless Possibilities Tomorrow*

# Mount Pleasant Central School District

## Kindergarten, Library Media



*We believe students should have a rich, well-balanced technology environment to maximize their learning. Our vision is to provide students with real-world opportunities in technology. We are committed to developing creative thinkers, effective communicators, collaborators, problem solvers and students who can critically evaluate information and media.*

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
							<p>their interest or specified purpose.</p> <p>Learners will be observed following agreed-upon rules for discussions, including respectful listening and taking turns, when engaging with literature and information.</p>
<b>Book Anatomy, Care and Value</b>	October	<p>-Locate and identify the physical parts of a book: cover, title page, and spine.</p> <p>-Understand why the spine is important for</p>	<ul style="list-style-type: none"> <li>• Cover</li> <li>• Title page</li> <li>• Spine</li> <li>• Spine label</li> <li>• Barcode</li> <li>• Publisher</li> <li>• Window</li> </ul>	<p>AASL</p> <p>I.A.1, I.A.2</p> <p>I.B.3</p> <p>I.D.1, I.D.2., I.D.3,I.D.4.</p> <p>III.D.1, III.D.2, III.D.3</p>	<p>-Differentiate between the cover and the title page.</p> <p>-Explain the proper way to hold and turn pages of a book.</p>	<p>-The parts of a book are necessary for finding its location in the library.</p> <p>-Care is essential for shared library books.</p>	<p>-Learners can correctly point to and name the cover, title page, and spine.</p> <p>-Learners demonstrate safe</p>

*Educating Each Student Today for Endless Possibilities Tomorrow*

# Mount Pleasant Central School District

## Kindergarten, Library Media



*We believe students should have a rich, well-balanced technology environment to maximize their learning. Our vision is to provide students with real-world opportunities in technology. We are committed to developing creative thinkers, effective communicators, collaborators, problem solvers and students who can critically evaluate information and media.*

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
		shelving and organization.  -Reinforce the connection between book care and community resource sharing.  -Books are valuable tools that act as “windows, mirrors and doors”	<ul style="list-style-type: none"> <li>• Mirror</li> <li>• Door</li> </ul>		-Match a book to its shelf marker/basket based on the spine.  -identify the value and purpose of a book	-Books and stories foster lifelong learning	handling of the book during checkout and use in the library and at home.  -Learners will differentiate between the diverse purposes of books and select resources based on their personal interests and needs
<b>Fiction vs. Nonfiction</b>	November	-Understand that books can be either real (nonfiction) or pretend (fiction)  -Begin to identify	<ul style="list-style-type: none"> <li>• Fact</li> <li>• Opinion</li> <li>• Fiction</li> <li>• Nonfiction</li> <li>• Story</li> <li>• Real</li> </ul>	AASL IV.A.1, IV.A.2, IV.A.3, IV.A.4 IV.D.1, IV.D.2, IV.D.3	-Identify fiction or nonfiction when given a prompt  -Sort a collection of picture books into	You can learn new things by reading nonfiction texts.  Choosing books is connected with	Learners will correctly categorize a collection of books into “real/fact” (non-fiction) and “pretend/story”

*Educating Each Student Today for Endless Possibilities Tomorrow*

# Mount Pleasant Central School District

## Kindergarten, Library Media



*We believe students should have a rich, well-balanced technology environment to maximize their learning. Our vision is to provide students with real-world opportunities in technology. We are committed to developing creative thinkers, effective communicators, collaborators, problem solvers and students who can critically evaluate information and media.*

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
		specific characteristics of each type (e.g., nonfiction teaches facts, fiction tells a story)	<ul style="list-style-type: none"> <li>Pretend</li> </ul>		<p>“real” and “pretend” piles with justification</p> <p>-Ask basic questions about a nonfiction topic</p>	purpose (learning vs. enjoyment)	<p>(fiction) piles and provide a clear, simple justification for their sorting choices.</p> <p>Learners will formulate and articulate one or more basic, focused questions about a non-fiction topic of personal interest, demonstrating the first step in the research process.</p>
<b>Story Elements &amp; Sequencing</b>	December	-Identify the main elements of a simple narrative (character, setting, beginning,	<ul style="list-style-type: none"> <li>Character</li> <li>Setting</li> <li>Beginning</li> <li>Middle</li> </ul>	AASL I.B.3., I.D.1, I.D.2, I.D.3, I.D.4 V.A.1, V.C.1	<p>-Name the main character and setting of a story</p> <p>-Use a visual organizer</p>	Telling a story in order helps others understand my thinking.	-Learners will use a visual organizer to identify and sequence the main character,

*Educating Each Student Today for Endless Possibilities Tomorrow*

# Mount Pleasant Central School District

## Kindergarten, Library Media



*We believe students should have a rich, well-balanced technology environment to maximize their learning. Our vision is to provide students with real-world opportunities in technology. We are committed to developing creative thinkers, effective communicators, collaborators, problem solvers and students who can critically evaluate information and media.*

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
		middle, end) -Sequence the events of a story heard in a read-aloud	<ul style="list-style-type: none"> <li>• End</li> <li>• Sequence</li> <li>• Event</li> </ul>		to retell the main events in order -Predict what might happen next in a story		setting, and sequence the main character, setting, and three key events from a read-aloud selection.  -Learners will apply their prior knowledge and textual evidence to orally generate a logical prediction about the next event or conclusion of a story when prompted.
<b>Awareness/Interaction with Literature</b>	January	- Understand the benefits of reading,  -Select diverse formats/genres.	<ul style="list-style-type: none"> <li>• Author</li> <li>• Illustrator</li> <li>• Barcode</li> <li>• Contents</li> <li>• Fiction</li> </ul>	AASL I.A.1, I.A.2, II.A.1, II.A.2., II.A.3., IV.B.1, IV.B.2., IV.B.3., IV.B.4.	- Students will listen to and discuss read-alouds - Select literature based on interest,	The library has different kinds of books. Promote appreciation of literature for lifelong	Performance Based  Students will practice good reading behaviors (e.g.,

*Educating Each Student Today for Endless Possibilities Tomorrow*

# Mount Pleasant Central School District

## Kindergarten, Library Media



*We believe students should have a rich, well-balanced technology environment to maximize their learning. Our vision is to provide students with real-world opportunities in technology. We are committed to developing creative thinkers, effective communicators, collaborators, problem solvers and students who can critically evaluate information and media.*

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
		<ul style="list-style-type: none"> <li>-Cultivate a personal reading identity.</li> <li>-Read to understand perspectives outside of one's own.</li> </ul>	<ul style="list-style-type: none"> <li>• Nonfiction</li> <li>• Index</li> <li>• genre</li> </ul>		<ul style="list-style-type: none"> <li>need and appropriateness</li> <li>-Begin to explore favorite authors/subjects.</li> <li>-Use schema to aid understanding.</li> </ul>	learning and developing empathy.	reading/listening, selecting resources based on interest).
<b>Inquiry: Wonder &amp; Connect</b>	February	<ul style="list-style-type: none"> <li>Wonder and connect</li> <li>-Learners will generate questions and connect new concepts to prior knowledge.</li> <li>-Use the library as a source of curiosity and wonder.</li> </ul>	<ul style="list-style-type: none"> <li>• Question</li> <li>• Answer</li> <li>• Schema</li> <li>• Wonder</li> <li>• Topic</li> <li>• Curiosity</li> </ul>	<ul style="list-style-type: none"> <li>AASL</li> <li>I.A.1., I.A.2, I.B.1., I.B.2., I.B.3.,</li> <li>I.C.1.</li> <li>I.D.1., I.D.2., I.D.3., I.D.4.</li> </ul>	<ul style="list-style-type: none"> <li>-Ask and answer “who”, “what”, and “where” questions about a topic.</li> <li>-Brainstorm a personal connection (schema) before a read aloud</li> <li>-Select a nonfiction book based on personal wonder/interest</li> </ul>	<ul style="list-style-type: none"> <li>Research starts with a question.</li> <li>My prior knowledge helps me learn new things and ask better questions.</li> </ul>	<ul style="list-style-type: none"> <li>Performance based: Learners generate at least one “I wonder” question about a curricular topic.</li> </ul>

*Educating Each Student Today for Endless Possibilities Tomorrow*

# Mount Pleasant Central School District

## Kindergarten, Library Media



*We believe students should have a rich, well-balanced technology environment to maximize their learning. Our vision is to provide students with real-world opportunities in technology. We are committed to developing creative thinkers, effective communicators, collaborators, problem solvers and students who can critically evaluate information and media.*

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
<b>Digital Literacy</b>	March	<ul style="list-style-type: none"> <li>- Understand how search engines help find information.</li> <li>-Demonstrate care for technology and responsible online behavior (safety, privacy). Find a balance between online and offline activities.</li> </ul>	<ul style="list-style-type: none"> <li>• online,</li> <li>• offline</li> <li>• protect</li> <li>• respect</li> <li>• safety</li> <li>• search engine</li> </ul>	AASL I.A.2, I.C.1, I.D.1 I.D.3, I.D.4 V.C.1	<ul style="list-style-type: none"> <li>- Use digital resources appropriately.</li> <li>-Act responsibly in a digital environment.</li> <li>-Articulate the importance of online/offline balance and staying safe online.</li> </ul>	<ul style="list-style-type: none"> <li>-How to go places online safely.</li> <li>-Understanding privacy and the purpose of a search engine.</li> <li>-Finding a happy balance between online and offline activities.</li> </ul>	Students will be able to use the online library catalog (with some assistance) and be able to articulate why it's important to have a balance of online/offline activities as well as how to stay safe online.
<b>Information Literacy- Inquire, Research, Explore</b>	April	<ul style="list-style-type: none"> <li>-Use an information literacy model to inquire, think critically, and gain knowledge.</li> <li>-Plan book checkout by identifying the kind</li> </ul>	<ul style="list-style-type: none"> <li>• Author</li> <li>• Illustrator</li> <li>• Barcode</li> <li>• Spine</li> <li>• Spine label</li> <li>• Title page</li> <li>• Copyright</li> </ul>	AASL I.A.1., I.A.2, I.B.1., I.B.2., I.B.3., I.C.1. I.D.1., I.D.2., I.D.3., I.D.4.	<ul style="list-style-type: none"> <li>- Students will use an information literacy model to inquire, think critically and gain knowledge.</li> <li>-Identify information</li> </ul>	Research starts with a question. The library has resources to spark interest, curiosity, and wonder.	Performance Based <ul style="list-style-type: none"> <li>-Identify fiction or non- fiction books when given a prompt.</li> <li>-Identify information</li> </ul>

*Educating Each Student Today for Endless Possibilities Tomorrow*

# Mount Pleasant Central School District

## Kindergarten, Library Media



*We believe students should have a rich, well-balanced technology environment to maximize their learning. Our vision is to provide students with real-world opportunities in technology. We are committed to developing creative thinkers, effective communicators, collaborators, problem solvers and students who can critically evaluate information and media.*

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
		of book they want.  -Browse shelves and locate books.  -Ask questions to seek help or clarify.	<ul style="list-style-type: none"> <li>• Cover</li> <li>• Contents</li> </ul>	V.A.1., V.C.1., V.C.2., V.C.3.	need by describing the book they want (author, title, or subject).  -Use the librarian as a resource.		need by describing the book they want by author, title or subject.  -Use the librarian as a resource to find materials.
<b>Media Literacy- Evaluating Sources and Author's Message</b>	May	- Understand the difference between fact and opinion.  -Understand who is telling the story and their point of view  -Understand the author's message/intent.	<ul style="list-style-type: none"> <li>• Fact</li> <li>• Opinion</li> <li>• Create</li> <li>• Share</li> <li>• Message</li> <li>• point of view</li> <li>• purpose</li> </ul>	AASL  IV.A.1., IV.A.2., IV.A.3 IV.B.1., IV.B.2., IV.B.3., IV.B.4.	Critical Thinking  - Analyze, evaluate, and communicate using a variety of sources--print, audio, visual, digital -Articulate the difference between fact and opinion	-How to know if something you see or hear is true.  -How to use media thoughtfully and share responsibly.  -What is the author trying to tell me?	Performance Based  Present, perform or share information and ideas successfully and appropriately.

*Educating Each Student Today for Endless Possibilities Tomorrow*

# Mount Pleasant Central School District

## Kindergarten, Library Media



*We believe students should have a rich, well-balanced technology environment to maximize their learning. Our vision is to provide students with real-world opportunities in technology. We are committed to developing creative thinkers, effective communicators, collaborators, problem solvers and students who can critically evaluate information and media.*

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
		-Use media thoughtfully and share responsibly.					
<b>Library Celebration &amp; Summer Reading Launch</b>	June	<p>-Review favorite books and topics from the year. Participate in a culminating project (e.g., book review, reading parade, or other end of year activity).</p> <p>-Introduce the local public library and its summer reading program.</p> <p>-Understand the importance of reading</p>	<ul style="list-style-type: none"> <li>• public library</li> <li>• summer reading</li> <li>• book review</li> <li>• reading challenge</li> <li>• program</li> <li>• loan</li> </ul>	AASL I.C.4. III.A.1., III.B.2., III.D.2	<p>- Share a personal book recommendation with a peer or the class.</p> <p>-Articulate one goal for summer reading.</p> <p>-Identify the local public library as a resource for summer.</p>	Reading is a lifelong activity that continues outside of school. The public library is a community resource for summer learning and fun.	<p>Performance Based: Present one final book share (verbal, drawing, or simple review).</p> <p>Anecdotal: Identify the local public library.</p>

*Educating Each Student Today for Endless Possibilities Tomorrow*

# Mount Pleasant Central School District

## Kindergarten, Library Media



*We believe students should have a rich, well-balanced technology environment to maximize their learning. Our vision is to provide students with real-world opportunities in technology. We are committed to developing creative thinkers, effective communicators, collaborators, problem solvers and students who can critically evaluate information and media.*

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
		over the summer break.					
		-	-		-		
		-	-		-		
		-	-		-		
		-	-		-		
		-	-		-		