

Mount Pleasant Central School District

1st Grade, 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 Independence and Organization	September	<p>Students transition from relying on librarian assistance to independent resource location, focusing on the responsibility of caring for shared community resources.</p> <p>- Plan for book checkout by thinking about the kind of book they want. Browse the shelves and find the books they want and present the book showing the barcode at the checkout desk. Ask and answer questions in order to</p>	<ul style="list-style-type: none"> • Call number • Spine label • Shelf marker • Section • Fiction • Nonfiction • Renew • Organization • Responsibility <p>- Author, Illustrator, Barcode, Spine Spine label, Title page, Copyright, Cover, Contents</p>	<p>AASL Standards for the 21st Century Learner 1.1.6; 1.1.8; 2.1.2; 3.1.2; 3.1.6; 3.2.2; 3.3.5; 4.1.4, 4.1.7</p> <p>1.1.3; 1.1.6; 1.1.7; 1.4.4; 2.1.1; 2.4.1</p>	<p>-Students will independently locate and return library materials to the correct shelf section (fiction/nonfiction). Students will independently use a shelf marker and spine labels for proper location and shelving. Students will identify and follow library care and conduct expectations.</p> <p>- Students will use an information literacy model to inquire, think critically and gain knowledge.</p>	<p>Responsibility for our shared resources requires attention to detail in organization and care. Knowing the library's organization allows for independent access.</p>	<p>Performance-Based</p> <p>Students successfully locate three books by sections/subject and demonstrate proper shelving by placing them in the correct location without assistance.</p> <p>Performance Based</p> <p>Identify fiction or non- fiction books when given a prompt. Identify information need by describing the book they want by author, title or subject.</p>

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		<p>seek help, get information, or clarify something that is not understood.</p> <p>Locate and identify the parts of a book: Cover, title page, and the information contained on each page.</p>					Use the librarian as a resource to find materials. Begin to use the online catalog to search for resources in the LMC.
Nonfiction and Text Feature Navigation	October	Students learn that informational texts are organized to help readers find facts efficiently. Readers use text features as	<ul style="list-style-type: none"> ● Table of contents ● Index ● Glossary ● Heading ● Caption 	AASL I. INQUIRE B. CREATE 1; V. EXPLORE A. THINK 1; I. INQUIRE A. THINK 2	Students will distinguish between narrative fiction and informational nonfiction based on purpose and structure.	Nonfiction texts provide a roadmap for learning. Strategic use of text features saves time and directs us to the information we	<p>Performance-Based</p> <p>Given a nonfiction book, students will use the Table of Contents or Index to locate the</p>

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		tools to guide inquiry.	<ul style="list-style-type: none"> • Fact • Purpose • Informational text • Evidence 		Students will utilize nonfiction text features to locate specific facts. Students will use new information to support a simple conclusion.	need.	answer to a specific question and write down the corresponding page number.
Digital Citizenship: Safety and Privacy	November	Students practice being respectful, responsible, and safe digital citizens. The focus shifts from general safety to understanding what specific information is private and why it is protected.	<ul style="list-style-type: none"> • Private information • Password • Username • Website • Protect • Responsible • Safe • Trustworthy • Online • Offline 	AASL VI. ENGAGE B. CREATE 2; VI. ENGAGE A. THINK 1; II. INCLUDE A. THINK 3 AASL I.A.2, I.C.1, I.D.1, I.D.3, I.D.4, V.C.1	Students will understand and articulate the concept of personal private information (full name, address, passwords) and why it must be protected online. Students will follow agreed upon rules for using library	Being a safe and ethical digital citizen requires guarding personal information and questioning the information sources we encounter online. Understand what it means to be safe/secure online.	Performance-Based Students will identify two examples of private information they should never share online and verbally explain one rule for using technology responsibly.

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		-demonstrate care for technology, behave responsibly online	<ul style="list-style-type: none"> • Protect • Respect • Safety 		<p>technology. Students will begin to evaluate if a website is trustworthy or appropriate.</p> <p>- Use digital resources appropriately, act responsibly in a digital environment</p>	<p>Understand how to be respectful and responsible towards others online. Understand privacy online and what a search engine is for.</p>	-be able to articulate why it's important to have a balance of online/offline activities as well as how to stay safe online.
Reading Exploration and Genre Study	December	Students deepen their understanding of personal reading identity by exploring a wider variety of literary genres. The focus is on analyzing the basic structure of stories.	<ul style="list-style-type: none"> • Genre • Author • Illustrator • Fantasy • Biography • Setting • Character • Problem • Solution 	<p>AASL V. EXPLORE A. THINK 1; I. INQUIRE B. CREATE 3; V. EXPLORE B. CREATE 2</p> <p>1.12; 4.1.1; 4.1.4; 4.1.5; 4.3.2; 4.3.</p>	<p>Students will select literature based on genre and express why they enjoy it. Students will identify key story elements: main character(s), setting, and the problem/solution.</p>	<p>Exploring different genres broadens our understanding of the world and helps us find books that meet our diverse needs and interests.</p>	<p>Performance-Based</p> <p>Students will create a simple graphic organizer to identify the main character, setting, and problem/solution of a librarian chosen</p>

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		<p>- Understand the benefits of reading, select different formats/genres, cultivate a personal reading identity, read to understand perspectives outside of one's own.</p>	<ul style="list-style-type: none"> • Story structure • Preference 		<p>Students will reflect on how different genres can teach us new things or make us feel different emotions.</p> <p>- Students will</p> <ul style="list-style-type: none"> • Listen to and discuss read-aloud selections • Select a variety of literature based on interest, need and appropriateness • Understand that fiction and non-fiction are different kinds of library materials • Begin to explore favorite authors, titles 		<p>picture book.</p>

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					and subjects · Begin to use schema to think about the story · Begin to understand picture clues and how they help with understanding the story.		
The Inquiry Process: Asking Questions	January	Research starts with a question. Students learn that the inquiry process is a structured way to investigate curiosity and build new knowledge.	<ul style="list-style-type: none"> ● Inquiry ● Question ● Research ● Information ● Investigate ● Prior knowledge ● Curiosity ● Topic ● Process 	AASL I. INQUIRE A. THINK 1; I. INQUIRE D. GROW 3; III. COLLABORATE A. THINK 3	Students will formulate simple “I wonder” questions about a topic of interest. Students will follow a basic four step inquiry model: Ask, Find, Use, Share. Students will recall prior knowledge to	The research process is a valuable life skill that helps us turn curiosity into concrete knowledge and solve problems.	Performance-Based Students select a topic and formulate at least one focused “I wonder” question that can be answered using library resources.

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					frame a research question.		
Finding and Using Keywords	February	<p>Students move beyond identifying keywords to actively applying them in search tools. They begin to use and compare information from multiple sources to build understanding.</p> <p>- Understand that search engines help find information,</p>	<ul style="list-style-type: none"> ● Search bar ● Keyword ● Source ● Compare ● Fact ● Digital ● Print ● Locate ● Relevance 	AASL I. INQUIRE B. CREATE 2; IV. CURATE B. CREATE 2; IV. CURATE B. CREATE 4	<p>Students will use simple, defined keywords to search for trusted, age-appropriate content using a filtered search engine or the library catalog. Students will compare information found in two different sources. Students will select and clarify information from a source.</p>	<p>Effective searching requires selecting the most important words (keywords). Comparing sources helps ensure the information we find is accurate.</p>	<p>Performance Based</p> <p>Students will use three different keywords to search the catalog/online database for a chosen topic and identify which keyword provided the most relevant results.</p>

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Introduction to Citation and Authorship/Evaluating Sources (Media Literacy)	March	<p>Students learn that giving credit to creators is a responsible and ethical practice. This builds the foundation for understanding intellectual property.</p> <p>- Understand the difference between fact and opinion. Understand who is telling the story. Understand the author's message/intent.</p>	<ul style="list-style-type: none"> ● Author ● Illustrator ● Publisher ● Copyright ● Audience ● Purpose ● Give credit ● Intellectual property ● Citation <p>- Fact, opinion, create, share, message, point of view, purpose</p>	<p>AASL VI. ENGAGE B. CREATE 1; VI. ENGAGE B. CREATE 2; IV. CURATE A. THINK 3</p> <p>AASL STANDARDS FOR THE 21ST CENTURY LEARNER I.C.1, II.A.1, II.A.2, II.B.2, II.C.2, IV.C.3, V.A.2, VI.A.1,</p>	<p>Students will understand the roles of the author, illustrator, and publisher. Students will acknowledge authorship and demonstrate respect for the intellectual property of others. Students will understand that all published works have intended audience and purpose.</p> <p>- Analyze, evaluate, and communicate using a variety of sources--print, audio,</p>	<p>Giving credit to creators is an ethical responsibility. Every piece of work is created by someone for a specific reason and a specific group of people.</p> <p>How to use media thoughtfully and share it responsibly.</p>	<p>Performance Based</p> <p>When using a fact or image, students verbally state, "This information came from (author's name) in the book, (title)."</p> <p>Performance-Based-</p> <p>Present, perform or share information and ideas successfully and appropriately.</p>

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					visual, digital		
Collaboration and Communication	April	Collaboration enhances learning by incorporating diverse perspectives and skills. Communication clearly and giving thoughtful feedback are essential for group success.	<ul style="list-style-type: none"> Collaborate Group Feedback Active listening Idea Communicate Partner Perspective Improve 	AASL III. COLLABORATE C. SHARE 1; III. COLLABORATE B. CREATE 2; I. INQUIRE C. SHARE 2	Students will work with peers in a defined group setting to achieve a common goal. Students will provide and receive simple, constructive feedback about their work and ideas. Students will practice active listening skills to build on a partner's idea.	Working together involves sharing responsibilities and listening to others to create a stronger product than we could make alone.	Performance Based Students will work in a pair to complete a simple co-created task and provide one piece of positive feedback and one suggestion for improvement to their partner.
Sharing Knowledge and Presentation	May	Sharing knowledge is the final step in the inquiry process and allows students to	<ul style="list-style-type: none"> Presentation Audience Share Product 	AASL I. INQUIRE C. SHARE 4; V. EXPLORE B. CREATE 2; III. COLLABORATE C. SHARE 1	Students will create a simple product (digital or physical) to share their learning from an	Learning is made meaningful when it is shared. We choose the best tools to	Performance Based Students will present a 1-2 minute "show

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		teach others what they have learned. Presentation skills are important for communicating ideas clearly.	<ul style="list-style-type: none"> ● Create ● Reflect ● Design ● Knowledge ● Artifact 		inquiry unit. Students will share their learning product with an authentic audience. Students will demonstrate persistence through self-directed pursuits.	communicate our new knowledge to a specific audience.	and tell” of their research findings using a visual aid to a small group.
Growth and Reflection	June	Reflection allows learners to recognize their capabilities and skills and make informed choices for continued growth. Reading is a year-round activity for personal enjoyment and learning.	<ul style="list-style-type: none"> ● Reflect ● Grow ● Lifelong learner ● Choice ● Interests ● Summer reading ● Capabilities ● Goals 	AASL I. INQUIRE D. GROW 4; V. EXPLORE D. GROW 3; V. EXPLORE A. THINK 2	Students will reflect on their reading and learning growth throughout the year. Students will select library materials for summer reading based on their personal interests and preferred genres. Students will use	Reading for pleasure helps us grow. We use reflection to recognize our progress and set new goals for future learning.	Performance Based Students will complete a “Library Growth” self-assessment, identifying their favorite book/genre of the year and setting one reading goal for the summer.

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					reflection to guide informed decisions about future reading choices.		
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