Washington Township School District

> **The mission of the Washington Township Public Schools** is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	**Library Media Studies**

Grade Level(s):	**Grade 2**

Duration:	*Full Year:*	Once a week	*Semester:*		*Marking Period:*	

Course Description:	The Library Media Studies were developed and based on current research, the Common Core State Standards, and the AASL (American Association of School Librarians) National School Library Standards. The mission of the school library program is to ensure that students and staff are effective users of ideas and information; students are empowered to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information. The school library program promotes: • Collaboration among members of the learning community, and encourages learners to be independent lifelong users and producers of ideas and information. • Reading as a foundational skill for learning, personal growth, and enjoyment. • Instruction that addresses multiple literacies, including information literacy, media literacy, visual literacy, and technology literacy. An inquiry-based approach to learning and the information-search process.
Grading Procedures:	Students will receive grades 2nd and 4th marking periods. Grading is as follows: C- Consistently, U- Usually, S- Sometimes, N- Never
Primary Resources:	Destiny, PebbleGo, TumbleBooks

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

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Revised:

BOE Approval:

Unit Title: LIBRARY ORGANIZATION AND PROCEDURES

Unit Description:

Students will recognize library rules and procedures. They will review checkout procedures, book care, and shelf marker use. Students will understand the layout of the library and know where to locate different types of books. Students will be introduced to the online catalog, Destiny, to search for and find books of interest.

Unit Duration: Marking Period 1

Desired Results

Standard(s):
- I- Inquire
- III- Collaborate
- IV- Curate
- V- Explore

Indicators:
- I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.
- I.A.2- Learners display curiosity and initiative by recalling prior and background knowledge as context for new learning.
- I.C.1- Learners adapt, communicate, and exchange learning products with others in a cycle that includes interacting with content presented by others.
- III.A.2- Learners identify collaborative opportunities by developing new understandings through engagement in a learning group.
- III.D.2- Learners actively participate with others in learning situations by recognizing learning as a social responsibility.
- IV.A.3- Learners act on an information need by making critical choices about information sources to use.
- V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats.

Understandings:
- *Students will understand that there are specific rules and procedures in the library.*
- *Students will understand the procedures for library checkout.*
- *Students will understand proper shelf marker use.*
- *Students will understand the importance of proper book care.*
- *Students will understand the layout of the library and how to locate materials.*
- *Students will understand the differences between fiction and nonfiction books.*
- *Students will understand how to recognize call numbers.*
- *Students will understand how to properly use technology in the library.*
- *Student will understand how to log into technology using the library account.*

Essential Questions:
- What behaviors are expected in the library?
- What is the checkout procedure?
- What is the proper procedure for taking care of library books?
- Where are resources located in the library?
- What is the purpose of a shelf marker?
- What is the difference between a fiction or nonfiction book?
- What is a call number?
- What is the proper use of technology in the library?
- What is the login procedure for the library computers?
- What is OPAC (Destiny)?

- *Students will understand how use to the OPAC (Destiny) to search for library resources.*

Assessment Evidence

Performance Tasks:
- Students follow library rules and procedures.
- Students locate, choose, and check out books.
- Students practice using shelf markers correctly.
- Students use technology hardware responsibly.
- Students log in and access software programs.
- Students search for books on Destiny.

Other Evidence:
- Observation and student participation
- Written results from activity sheets

Benchmarks:
- ❏ Follow library rules and procedures
- ❏ Demonstrate proper care of books
- ❏ Locate fiction and nonfiction books
- ❏ Demonstrate proper use of a shelf marker
- ❏ Recognize a call number and locate it on the book spine
- ❏ Use technology hardware responsibly

Learning Plan

Lesson and Duration	Activities	Supplemental Materials
Lesson 1: Rules and Procedures Standard: I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic. V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats. Objective: *SWBAT identify good behavior in the library.* Duration: 2 classes	- Present library rules and procedures - Introduce centers - Review shelf marker use - Introduce library website	- PowerPoints - Videos - Book suggestion- *Manners in the Library, The Librarian From the Black Lagoon, Officer Buckle and Gloria, My Mouth is a Volcano (Cook), What if Everybody Did That? (Javernick)* - Shelf markers
Lesson 2: Book Care Standard:	- Read aloud a book care story - Show video	- Suggested books- *What Happened to Marion's Book, The Shelf Elf* - Shelf Elf Video

I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic. III.D.2- Learners actively participate with others in learning situations by recognizing learning as a social responsibility. V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats. Objective: *SWBAT demonstrate proper book care.* Duration: 3 classes	● Show samples of damaged books ● Review book care ●	● [How to Take Care of Your Library Books](#) ● Tic Tac Toe game ● *Walter's Magic Wand* by Eric Houghton ● *Library Lion* by Michelle Knudsen ● *No Pirates Allowed said Library Lou* by Rhonda Gowler Greene ● *A Library Book for Bear* by Bonnie Becker
Lesson 3: Organization of the Library Standard: I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic. V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats. Objective: *SWBAT understand the layout of the library and how to locate materials.* *SWBAT recognize call numbers.* *SWBAT differentiate between fiction and nonfiction books.* Duration: 2 classes	● Review fiction vs. nonfiction and call numbers ● Introduce layout of library- library field trip ● Sort books by easy, fiction, nonfiction, and biography ● Participate in an Easy/Fiction Book Hunt ● Show fiction vs. nonfiction video ● Explain call numbers	● [Harry Kindergarten- Fiction vs. Nonfiction](#) ● Let's Learn About Call Numbers PowerPoint ● Call Number Library Skills ● Call Number PowerPoint
Lesson 4: Technology Care Standard: III.D.2- Learners actively participate with others in learning situations by recognizing learning as a social responsibility. Objective: *SWBAT properly use technology in the library.*	● Model how to take and return laptop/iPad from cart ● Describe how to log into library account ● Demonstrate how to handle and walk with technology	● iPad Care Video https://www.youtube.com/watch?v=30X2a2C7kM4 ● Laptop Care Video https://www.youtube.com/watch?v=g8LuN8GGVaw

SWBAT login to technology using the library account. Duration: 1 class		
Lesson 5: Introduction to Destiny Standard: I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic. I.A.2- Learners display curiosity and initiative by recalling prior and background knowledge as context for new learning. I.C.1- Learners adapt, communicate, and exchange learning products with others in a cycle that includes interacting with content presented by others. IV.A.3 - Learners act on an information need by making critical choices about information sources to use. V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats. Objective: *SWBAT explore the OPAC (Destiny) to search for library resources.* Duration: 4 classes	● Preview the features of Destiny ● Read the entry – title, call number, author, and availability ● Practice locating books found in Destiny	● Destiny

Unit Modifications for Special Population Students	
Advanced Learners	Encourage students to explore possible scenarios to locate various places and items in the library
Struggling Learners	Use charts and pictures when necessary
English Language Learners	Use nonverbal cues, gestures, and tangible objects. Speak slowly and make eye contact. Categorize or sequence oral information using pictures and objects. Retell stories or events. Work with a partner.
Special Needs Learners	Limit distractions and watch voice inflection when speaking to this learner. Provide opportunities for success.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:
LA.2.RL- Reading Literature Text
LA.2.RI- Reading Informational Text
LA.2.RF- Reading Foundation Skills
LA.2.W- Writing
LA.2.SL- Speaking and Listening
LA.2.L- Language

Integration of 21st Century Skills

Indicators:
TECH.8.1.2.D- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Unit Title: LITERATURE APPRECIATION

Unit Description:

Student will listen, read, and respond to various types of literature and different media formats.

Unit Duration: Ongoing

Desired Results

Standard(s):
- I- Inquire
- III- Collaborate
- V- Explore

Indicators:
- I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.
- I.A.2- Learners display curiosity and initiative by recalling prior and background knowledge as context for new learning.
- III.D.1- Learners actively participate with others in learning situations by actively contributing to group discussions.
- V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.
- V.C.1- Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.

Understandings:
- *Students will understand the responsibilities of the author and the illustrator.*
- *Students will understand the purpose of a book fair.*
- *Students will understand the various parts of a book.*
- *Students will understand the following story elements: character, setting, and plot.*
- *Students will understand what the Caldecott Award is.*

Essential Questions:
- What are the responsibilities of the author and illustrator?
- What is the purpose of the book fair?
- What are the parts of a book?
- What are the story elements of a fiction book?
- What is the Caldecott Award?

Assessment Evidence

Performance Tasks:
- Students can orally retell and visually show the parts of the book and story elements.
- Students can tell the difference between fiction and nonfiction.

Other Evidence:
- Observation and student participation
- Written results from activity sheets

Benchmarks:
- ❏ Locate basic parts of a book: cover, spine, title page, and barcode
- ❏ Identify title, author, and illustrator
- ❏ Listen to stories
- ❏ Identify story elements: character, setting, and plot
- ❏ Recognize Caldecott Medal on books

Learning Plan		
Lesson and Duration	**Activities**	**Supplemental Materials**
Lesson 1: Parts of a Book Standard: III.D.1- Learners actively participate with others in learning situations by actively contributing to group discussions. V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes. V.C.1- Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance. Objective: *SWBAT to identify the various parts of a book.* Duration: Ongoing	● Locate and identify parts of a book 　○ Title page, author and illustrator 　○ Glossary 　○ Table of contents 　○ Index 　○ Text features (labels, captions, bold print)	● Various fiction and nonfiction titles ● Global Read Aloud ● Read Across America ● PowerPoints ● Videos ● Activities
Lesson 2: Story Elements Standard: I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic. I.A.2- Learners display curiosity and initiative by recalling prior and background knowledge as context for new learning. III.D.1- Learners actively participate with others in learning situations by actively contributing to group discussions. V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes. V.C.1- Learners engage with the	● Define and identify story elements 　○ Characters 　○ Setting 　○ Plot	● Various fiction and nonfiction titles ● PowerPoints ● Videos ● Activities

learning community by expressing curiosity about a topic of personal interest or curricular relevance. Objective: *SWBAT identify the different story elements: characters, setting and plot.* Duration: Ongoing		
Lesson 3: Literature Exposure Standard: I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic. I.A.2- Learners display curiosity and initiative by recalling prior and background knowledge as context for new learning. III.D.1- Learners actively participate with others in learning situations by actively contributing to group discussions. V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes. V.C.1- Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance. Objective: *SWBAT appreciate different types of books.* Duration: Ongoing	● Listen to book talks ● Complete author/illustrator studies ● Explore cultural celebrations ● Read and discuss different types of books ● Participate in Book Tastings	● Read Across America ● Book Fair ● Author Visit ● Global Read Aloud ● Author websites ● Week of Respect
Lesson 4: Caldecott Awards Standard: I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic. III.D.1- Learners actively participate with others in learning situations by actively contributing to group discussions. V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in	● Introduce the Caldecott Award ● View past Caldecott Award winners ● Create projects related to winning books- create art activities to emulate illustrators ● View videos of authors and illustrators	● Caldecott PowerPoint ● Caldecott Award Powerpoint ● Mock Caldecott ● Book suggestions- *Tuesday, Jumanji, Beekle, Finding Winnie* ● ex.gouache paintings for *Kitten's First Full Moon* ● *Finding Winnie* Author Video

multiple formats and write and create for a variety of purposes. Objective: *SWBAT explain that Caldecott Awards are given out once a year for outstanding illustrations.* Duration: 4 Classes		

Unit Modifications for Special Population Students	
Advanced Learners	Encourage students to choose higher-level reading materials. Encourage creative thinking and problem solving.
Struggling Learners	Ask questions that require students to think. Give them time to respond.
English Language Learners	Use nonverbal cues, gestures,, tangible objects. Speak slowly and make eye contact. Restate facts. Produce drawings, phrases, short sentences, and notes.
Special Needs Learners	Use multi-sensory strategies. Provide opportunities for success.
Learners with a 504	Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans.

Interdisciplinary Connections
Indicators: LA.2.RL- Reading Literature Text LA.2.RI- Reading Informational Text LA.2.RF- Reading Foundation Skills LA.2.W- Writing LA.2.SL- Speaking and Listening LA.2.L- Language

Integration of 21st Century Skills
Indicators: TECH.8.1.2.E- Students apply digital tools to gather, evaluate, and use information.

Unit Title: INFORMATION LITERACY

Unit Description:

Students will be able to understand, analyze, evaluate, and apply ideas and information ethically.

Unit Duration: Ongoing

Desired Results

Standard(s):
- I- Inquire
- II- Include
- III- Collaborate
- IV- Curate
- V- Explore

Indicators:
- I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.
- I.B.1- Learners engage with new knowledge by following a process that includes using evidence to investigate questions.
- II.B.2- Learners adjust their awareness of the global learning community by evaluating a variety of perspectives during learning activities.
- III.D.1- Learners actively participate with others in learning situations by actively contributing to group discussions.
- IV.A.1- Learners act on an information need by determining the need to gather information.
- V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.
- V.C.1- Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.

Understandings:	Essential Questions:
- *Students will understand how to access PebbleGo to locate information.* - *Students will understand how to locate information in print and digital resources.* - *Students will understand what a biography is and locate them in the library.* - *Students will understand how to differentiate between print and digital (online) resources and compare the resources according to their text features.*	- What is PebbleGo? - What is the process of accessing PebbleGo from the library's website? - What are the similarities and differences between print and digital resources? - What is the purpose of databases? - What is the process for finding information in print and digital resources? - What is a biography and where are they located?

Assessment Evidence

Performance Tasks:	Other Evidence:
- Students can use databases correctly. - Students can orally tell and visually show important text features. - Students can define, locate, and examine biographies.	- Observation and student participation - Written results from activity sheets

Benchmarks:

- ❏ Understand how to navigate various databases
- ❏ Use text features to locate information in nonfiction books
- ❏ Compare and contrast media sources in print and digital formats
- ❏ Understand what a biography is and how to find them in the library

Learning Plan		
Lesson and Duration	**Activities**	**Supplemental Materials**
Lesson 1: PebbleGo Standard: I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic. I.B.1- Learners engage with new knowledge by following a process that includes using evidence to investigate questions. II.B.2- Learners adjust their awareness of the global learning community by evaluating a variety of perspectives during learning activities. III.D.1- Learners actively participate with others in learning situations by actively contributing to group discussions. IV.A.1- Learners act on an information need by determining the need to gather information. V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes. V.C.1- Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance. Objective: *SWBAT access PebbleGo to locate information.* *SWBAT locate information in print and digital resources.* Duration: 3 classes, ongoing	● Access PebbleGo ● Practice using PebbleGo to find information	● PebbleGo ● Holidays ● Customs ● Animals ● Famous people
Lesson 2: Comparing Sources Standard: I.A.1- Learners display curiosity and initiative by formulating	● Model how to use the table of contents in a nonfiction book and the tabs on articles in PebbleGo	● Appropriate nonfiction books by subject (holidays with their customs/traditions) ● PebbleGo database

questions about a personal interest or a curricular topic. I.B.1- Learners engage with new knowledge by following a process that includes using evidence to investigate questions. II.B.2- Learners adjust their awareness of the global learning community by evaluating a variety of perspectives during learning activities. III.D.1- Learners actively participate with others in learning situations by actively contributing to group discussions. IV.A.1- Learners act on an information need by determining the need to gather information. V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes. V.C.1- Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance. Objective: *SWBAT differentiate between print and digital (online) resources and compare the resources according to their text features.* Duration: 2 classes, ongoing		
Lesson 3: Biography Standard: I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic. I.B.1- Learners engage with new knowledge by following a process that includes using evidence to investigate questions. II.B.2- Learners adjust their awareness of the global learning community by evaluating a variety of perspectives during learning activities. III.D.1- Learners actively participate with others in learning situations by actively contributing to group discussions.	● Define biography ● Locate biographies in the library ● Explore biographies in PebbleGo ● Show examples of timelines in *Who Was* books ● Create a timeline	● Biography books, *Who Was* ● PebbleGo

| IV.A.1- Learners act on an information need by determining the need to gather information. V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes. V.C.1- Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.

Objective:
SWBAT explain what a biography is and locate them in the library.

Duration: 3 classes		

Unit Modifications for Special Population Students	
Advanced Learners	Encourage students to choose higher-level reading materials. Encourage creative thinking, problem-solving, and collaboration.
Struggling Learners	Slow down pace of work, break down learning into chunks. Teach time management skills. Use audio feature in databases.
English Language Learners	Use nonverval cues, gestures, tangible objects. Speak slowly and make eye contact. Restate facts. Produce drawings, phrases, short sentences and notes. Ue audio feature in databases.
Special Needs Learners	Break down instructions into smaller, manageable tasks. Provide opportunities for success. Use audio feature in databases.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections
Indicators: LA.2.RL- Reading Literature Text LA.2.RI- Reading Informational Text LA.2.RF- Reading Foundation Skills LA.2.W- Writing LA.2.SL- Speaking and Listening LA.2.L- Language

Integration of 21st Century Skills
Indicators: TECH.8.1.2.E- Students apply digital tools to gather, evaluate, and use information. TECH.8.1.2.F- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.