



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: Library Skills Grade Level(s): 2 Units of Credit: N/A Classification: Required	Length of Course: 30 cycles Periods Per Cycle: 1 Length of Period: 40 minutes Total Instructional Time: 20 hours
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Course Description

The second grade program begins with a general library orientation which includes book care, citizenship and circulation procedures. The differences between fiction and nonfiction books are emphasized as students learn to identify call numbers. Students are introduced to the online library catalog and subject searching using visual icons. Reference sources are introduced through the use of age-appropriate print and online encyclopedias. The basic parts of a book are reviewed and students identify and recognize title page information. Literature appreciation is reinforced through the introduction of authors, illustrators, folklore, and magazines.

Instructional Strategies, Learning Practices, Activities, and Experiences

Anticipatory Sets	Paper and Pencil Activities	Wait-time
Bell Ringers	Objectives	Wait-time Extended
Class Discussions	Quizzes	Technology Integration
Closure	Research	Video Clips
Critical Thinking	Teacher Demonstrations	Interaction Sequence
Graphic Organizers	Teacher-made Tests	

Assessments

Oral responses	Teacher-made tests, quizzes, worksheets
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Materials/Resources

Library Books	Internet	Online Public Access Catalog (Visual Follett Destiny)
BookFlix Video Clips	Teacher-made Games and Resources	
Unitedstreaming Video Clips	Print and Online Encyclopedias	

Adopted: 4/20/88

Revised: 9/3/91; 3/17/99; 1/16/02; 8/20/07; 5/16/16

1.2 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Key Ideas and Details – Main Idea	CC.1.2.2.A - Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.
Key Ideas and Details – Text Analysis	CC.1.2.2.B - Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Craft and Structure – Text Structure	CC.1.2.2.C - Describe the connection between a series of events, concepts, or steps in a procedure within a text.
Craft and Structure – Vocabulary	CC.1.2.2.E - Use various text features and search tools to locate key facts or information in a text efficiently.
Integration of Knowledge and Ideas – Diverse Media	CC.1.2.2.F - Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.
Integration of Knowledge and Ideas – Evaluating Arguments	CC.1.2.2.G - Explain how graphic representations contribute to and clarify a text. CC.1.2.2.H - Describe how reasons support specific points the author makes in a text.
Integration of Knowledge and Ideas – Analysis Across Texts	CC.1.2.2.I - Compare and contrast the most important points presented by two texts on the same topic.
Vocabulary Acquisition and Use	CC.1.3.2.J - Acquire and use grade-appropriate conversational, general academic, and domain specific words and phrases.

1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Informative/Explanatory Organization	CC.1.4.2.D - Group information and provide a concluding statement or section.
Opinion/Argumentative	CC.1.4.2.G - Write opinion pieces on familiar topics or texts.
Conducting Research	CC.1.4.2.V - Participate in individual or shared research and writing projects.
Credibility, Reliability, and Validity of Sources	CC.1.4.2.W - Recall information from experiences or gather information from provided sources to answer a question.

1.5 Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Comprehension and Collaboration / Collaborative Discussion	CC.1.5.2.A - Participate in collaborative conversations with peers and adults in small and larger groups.
Comprehension and Collaboration / Critical Listening	CC.1.5.2.B - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
Comprehension and Collaboration / Evaluating Information	CC.1.5.2.C - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Presentation of Knowledge and Ideas / Purpose, Audience, and Task	CC.1.5.2.D - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
Presentation of Knowledge and Ideas / Context	CC.1.5.2.E - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Integration of Knowledge and Ideas / Multimedia	CC.1.5.2.F - Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.
Conventions of Standard English	CC.1.5.2.G - Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.

ISTE* 5 Digital Citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Safety	ISTE 5.A - Advocate and practice safe, legal, and responsible use of information and technology.
Collaboration / Productivity	ISTE 5.B - Exhibit a positive attitude toward using technology that supports collaboration learning, and productivity.
*International Society for Technology in Education	

5.2 Rights and Responsibilities of Citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Civil Rights and Responsibilities	5.2.4.A - Identify individual rights and needs and the rights and needs of others in the classroom, school, and community.