



SPRING GROVE AREA SCHOOL DISTRICT

PLANNED COURSE OVERVIEW



Course Title: Library Grade Level(s): 6 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
<i>Course Description</i>	
<p>Students continue to develop search strategies to locate information for the pursuit of recreational reading, as well as research. The use of efficient search strategies on the Online Public Access Catalog (OPAC) is emphasized. Literature appreciation and interpretation selections include a representation of genre and recognized authors from a variety of media sources.</p>	
<i>Instructional Strategies, Learning Practices, Activities, and Experiences</i>	
Anticipatory Sets Bell Ringers Class Discussions Closure Critical Thinking	Paper and Pencil Activities Objectives Online and Print Research Teacher Demonstrations Technology Integration
	Wait-time Wait-time Extended Graphic Organizers Interaction Sequence Video Clips
<i>Assessments</i>	
Oral Responses	Student Research Projects
	Teacher-made Worksheets
<i>Materials/Resources</i>	
Library Books BookFlix Video Clips Unitedstreaming Video Clips	Internet Teacher-made Games and Resources Online Public Access Catalog (Basic/Text)
	Online and Print Dictionaries and Encyclopedias

Adopted: 4/20/88

Revised: 9/3/91; 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.1.2.6.A - Determine two or more main or central ideas of a text and how they are conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Key Ideas and Details – Text Analysis	CC.1.2.6.B - Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. CC.1.2.6.C - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
Craft and Structure – Point of View	CC.1.2.6.D - Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
Craft and Structure – Text Structure	CC.1.2.6.E - Analyze the author’s structure through the use of paragraphs, chapters, or sections.
Craft and Structure – Vocabulary	CC.1.2.6.F - Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context.
Integration of Knowledge and Ideas – Diverse Media	CC.1.2.6.G - Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
Integration of Knowledge and Ideas – Evaluating Arguments	CC.1.2.6.H - Evaluate an author’s argument by examining claims and determining if they are supported by evidence.
Integration of Knowledge and Ideas – Analysis Across Texts	CC.1.2.6.I - Examine how two authors present similar information in different types of text.

1.3 Reading Literature Students read and respond to works of literature – 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 – Theme	CC.1.3.6.A - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Key Ideas and Details – Text Analysis	CC.1.3.6.B - Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
Key Ideas and Details – Literary Elements	CC.1.3.6.C - Describe how a particular story or drama’s plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.
Craft and Structure – Point of View	CC.1.3.6.D - Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
Craft and Structure – Vocabulary	CC.1.3.6.F - Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context.
Integration of Knowledge and Ideas – Sources of Information	CC.1.3.6.G - Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is “seen” and “heard” when reading the text to what is perceived when listening or watching.
Integration of Knowledge and Ideas – Text Analysis	CC.1.3.6.H - Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.

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
<p>Conducting Research</p> <p>Credibility, Reliability, and Validity of Sources</p>	<p>CC.1.4.6.V - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>CC.1.4.6.W - Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>

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	CONTENT/KEY CONCEPTS
Comprehension and Collaboration / Collaborative Discussion	CC.1.5.6.A - Engage effectively in a range of collaborative discussions, on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.
Comprehension and Collaboration / Critical Listening	CC.1.5.6.B - Delineate a speaker's argument and specific claims by identifying specific reasons and evidence, and recognize arguments or claims not supported by factual evidence.
Comprehension and Collaboration / Evaluating Information	CC.1.5.6.C - Interpret information presented in diverse media and formats (e.g. visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.
Presentation of Knowledge and Ideas / Purpose, Audience, and Task	CC.1.5.6.D - Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
Integration of Knowledge and Ideas / Multimedia	CC.1.5.6.F - Include multimedia components and visual displays in presentations to clarify information.

5.2 Rights and Responsibilities of Citizenship	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Rights and Responsibilities of Citizenship	5.2.6.A - Compare and contrast rights and responsibilities of citizenship in the community, state, and nation.

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 Collaboration / Productivity *International Society for Technology in Education	ISTE 5.A - Advocate and practice safe, legal, and responsible use of information and technology. ISTE 5.B - Exhibit a positive attitude toward using technology that supports collaboration learning, and productivity.