

ES Library Media - 1st Grade

Huntingdon Area School District

UNITS (4/4 SELECTED)

SUGGESTED DURATION

 Unit 1: Introduction to Library	<i>4 lessons</i>
 Unit 2: Digital Citizenship	<i>3 lessons</i>
 Unit 3: Book Awards	<i>15 lessons</i>
 Unit 4: STEM/Hour of Code	<i>7 lessons</i>

Unit 1: Introduction to Library

ES Library Media - 1st Grade

UNIT OVERVIEW

Students in 1st grade will learn library procedures, such as classroom rules, entering/exiting the library, check in/out procedures, and book care.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 1 - English Language Arts ELA

CC.1.2.1.L

CC.1.3.1.K

CC.1.1.1.B

BIG IDEAS

Big Ideas

- We care for our library books so that others can read them when we are done with them.
- We scan our library books in and out of the library so we know who has each booked checked out.
- We keep our library books in an order so that everyone can find a specific book they want.
- We identify the parts of the book to navigate the library

ESSENTIAL QUESTIONS

Essential Questions

- Why are library procedures important.
- What is the purpose of a library?
- How do you use a library?
- How do the parts of book help identify books?
- How do we care for library books?

Unit 1: Introduction to Library

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LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
the rules of the library.	Take care of a library book
how to check in/out a book	place books in the correct area when they bring it back to the library
How To use a shelf marker and it's purpose	How to use a shelf marker to select a book from the library shelves
The parts of a book	Identify the parts of a book

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Book Care	summative and formative	As students exit and enter the library, observe for correct book care; informal questioning about book care
Library Procedures	summative	observation as students are in the library
Parts of Book	Summative	Students will identify parts of book.

Unit 2: Digital Citizenship

ES Library Media - 1st Grade

UNIT OVERVIEW

Students will learn how to be safe, responsible, and respectful online while visiting websites or apps, as well as the importance of listening to their feelings when using technology.

STANDARDS/EXPECTATIONS

American Association of School Librarians (AASL) - Grade K-5 - Library Digital Citizenship

I.A.2

I.B.2

I.C.1

I.C.4

I.D.1

I.D.3

I.D.4

II.B.1

II.B.2

II.B.3

II.C.1

II.C.2

II.D.1

II.D.2

II.D.3

III.A.1

III.A.2

III.A.3

III.B.1

III.B.2

III.D.1

V.A.1

VI.A.1

VI.C.2

VI.D.1

BIG IDEAS

Big Ideas

- We find balance in our digital lives.
- We care about everyone's privacy.
- We define who we are.
- We know the power of words and actions.
- We are kind and courageous.
- We are critical thinkers and creators.

ESSENTIAL QUESTIONS

Essential Questions

- How can we be safe, responsible, and respectful online?
- Why is it important to listen to your feelings when using technology?
- How do you stay safe when visiting a website or app?

Unit 2: Digital Citizenship

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LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
The importance of being safe, responsible, and respectful online.	do the "Pause & Think" song to remember basic digital citizenship concepts.
What to do when they don't have a good feeling when using technology.	recognize the different kind of feelings they can have when using technology.
that being safe online is similar to staying safe in real life.	Identify websites and apps that are "just right" and "not right" for them. Get help from an adult if they are unsure about a website.

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Pause & Think Moment worksheet activity	Summative	Worksheet where students and draw or write to answer the essential question of the lesson.

Unit 3: Book Awards

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UNIT OVERVIEW

Students will participate in read-alouds and various comprehension activities involving books nominated for awards (ex. Pennsylvania Young Readers' Choice Award). The variety of books includes various genres that expose students to different content. Students are then asked to vote on their top book choice.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 1 - English Language Arts ELA

CC.1.1.1.B

CC.1.2.1.A

CC.1.2.1.B

CC.1.2.1.C

CC.1.2.1.E

CC.1.2.1.F

CC.1.2.1.G

CC.1.2.1.H

CC.1.2.1.I

CC.1.2.1.J

CC.1.2.1.K

CC.1.2.1.L

CC.1.3.1.A

CC.1.3.1.B

CC.1.3.1.C

CC.1.3.1.D

CC.1.3.1.E

CC.1.3.1.F

CC.1.3.1.G

CC.1.3.1.H

CC.1.3.1.I

CC.1.3.1.J

CC.1.4.1.B

CC.1.4.1.E

CC.1.4.1.F

CC.1.4.1.H

CC.1.4.1.I

CC.1.4.1.L

CC.1.4.1.U

CC.1.4.1.W

CC.1.5.1.A

CC.1.5.1.B

CC.1.5.1.D

CC.1.5.1.E

CC.1.5.1.F

CC.1.5.1.G

BIG IDEAS

Big Ideas

- Elements of genres
- Comprehension

ESSENTIAL QUESTIONS

Essential Questions

Essential questions will vary based on nominated titles each year.

Unit 3: Book Awards

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LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Vocabulary development	apply vocabulary in context
Elements of genres	apply to independent reading and features of genre

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Book voting	formative	Students will recall stories read throughout the unit and vote for their favorite one

Unit 4: STEM/Hour of Code

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UNIT OVERVIEW

Students will develop critical thinking and computer programming skills.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 5 - Science, Technology & Engineering, And Environmental Literacy & Sustainability Standards (STEELS) (2023)

3.5.3-5.C

3.5.3-5.G

3.5.3-5.J

3.5.3-5.K

3.5.3-5.N

3.5.3-5.O

3.5.3-5.P

3.5.3-5.Q

3.5.3-5.S

3.5.3-5.U

3.5.3-5.Y

3.5.3-5.Z

3.5.3-5.BB

BIG IDEAS

Big Ideas

- **We can develop, design and explain simple codes**
- **We can develop, design and explain hands-on projects**
- **We can work collaboratively with others**
- **We can use the design process**
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ESSENTIAL QUESTIONS

Essential Questions

- How can we develop, design and create code?
- Why is it important to learn how to code?
- Why is it important to learn how to work together?
- How do we use the design process?

Unit 4: STEM/Hour of Code

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LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
How to code.	They can develop, design, and create code.
Why it is important to learn how to code.	Students will create their own code.
How to work together.	Students can work on projects collaboratively.
How to use the design process	Students can design and create, reflect, and test

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Hour of Code	Project-based	Design code
STEM	Project-based	Challenge cards/centers to complete tasks.