

ES Library Media - 2nd Grade

Huntingdon Area School District

UNITS (4/4 SELECTED)

- Unit 1: Introduction to Library
- Unit 2: Digital Citizenship
- Unit 3: Book Awards
- Unit 4: STEM/Hour of Code

SUGGESTED DURATION

3 lessons

7 lessons

15 lessons

7 lessons

Unit 1: Introduction to Library

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UNIT OVERVIEW

Students will discuss library expectations, review library procedures and learn the "five finger rule."

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 2 - English Language Arts ELA

CC.1.3.2.K

CC.1.2.2.L

CC.1.2.2.E

BIG IDEAS

Big Ideas

- **Library procedures**
- **How to select appropriate grade level book**
-

ESSENTIAL QUESTIONS

Essential Questions

- Why are library procedures important?
- How do you select appropriate grade level text?

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)
Library procedures/cycle	Return library books and check new ones out
How to select appropriate grade level text	Use the five finger rule to select text

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Five Finger Rule	Formative	Observation of student during check out/book selecting

Unit 2: Digital Citizenship

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UNIT OVERVIEW

Students will be good digital citizens and part of an online community by having device-free moments, keeping private information to themselves on the internet, learning what information is OK to have in a digital footprint, knowing what to do if someone is mean online, and giving credit for other people's work.

STANDARDS/EXPECTATIONS

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

- I.A.2
- I.B.3
- I.C.1
- I.C.4
- I.D.1
- I.D.3
- 1.D.4
- II.B.1
- II.B.2
- II.C.2
- II.C.1
- II.D.1
- II.D.2
- II.D.3
- II.B.3
- III.A.1
- III.A.2
- III.A.3
- III.B.1
- III.B.2
- III.C.2
- III.D.1
- V.C.3
- VI.A.1
- VI.A.2
- 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 good digital citizens?
- Why is it important that we have device-free moments in our lives?
- What kinds of information should I keep to myself when I use the internet?
- What information is OK to have in your digital footprint?
- How are we all part of an online community?
- How can you give credit for other people's work?

Unit 2: Digital Citizenship

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LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
that being a good digital citizen means being safe and responsible online	Take a pledge to be a good digital citizen.
Recognize the ways in which digital devices can be distracting.	Identify how they feel when others are distracted by their devices. Identify ideal device-free moments for themselves and others.
that they should never give out private information online.	Recognize the kind of information that is private.
The information they share online leaves a digital footprint or "trail"	Discuss what information is OK to be shared online
how people can connect on the internet	Compare and contrast how they are connected to different people and places, in person and on the internet
what online meanness can look like and how it can make people feel	Identify ways to respond to mean words online, using the acronym S-T-O-P

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
how giving credit is a sign of respect for people's work	give credit in their schoolwork for content they use from the internet

Unit 2: Digital Citizenship

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Knowledge	Skills

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Pause & Think 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 2 - English Language Arts ELA

CC.1.2.2.A

CC.1.2.2.B

CC.1.2.2.C

CC.1.2.2.F

CC.1.2.2.H

CC.1.2.2.K

CC.1.2.2.L

CC.1.3.2.B

CC.1.3.2.A

CC.1.3.2.C

CC.1.3.2.D

CC.1.3.2.E

CC.1.3.2.F

CC.1.3.2.G

CC.1.3.2.I

CC.1.4.2.A

CC.1.4.2.H

CC.1.4.2.I

CC.1.2.2.I

CC.1.4.2.O

CC.1.4.2.W

CC.1.5.2.A

CC.1.5.2.B

CC.1.5.2.D

BIG IDEAS

Big Ideas

- Elements of genres
- Comprehension
-

ESSENTIAL QUESTIONS

Essential Questions

- These 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	Students can apply vocabulary in context
Elements of genres	Apply to independent reading and identify genres and a features of genres

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Worksheets	Summative	will vary depending on nominated books
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 2 - Science, Technology & Engineering, And Environmental Literacy & Sustainability Standards (STEELS) (2023)

3.5.K-2.C

3.5.K-2.E

3.5.K-2.F

3.5.K-2.G

3.5.K-2.I

3.5.K-2.J

3.5.K-2.L

3.5.K-2.M

3.5.K-2.N

3.5.K-2.O

3.5.K-2.Q

3.5.K-2.S

3.5.K-2.T

3.5.K-2.U

3.5.K-2.W

3.5.K-2.X

3.5.K-2.AA

3.5.K-2.Z

3.5.K-2.DD

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

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 can 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 design, develop, 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