Course Description
As a result of instruction in the Park Hill K-5 Library Media program students will become life-long readers for both pleasure and knowledge. Students will become independent users of the Library Media Center while accessing multimedia information resources to enhance research skills.

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<th>Timeframe</th>
<th>Unit</th>
<th>Scope And Sequence</th>
<th>Instructional Topics</th>
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<td>Ongoing</td>
<td>Literature Appreciation</td>
<td>1. Genre</td>
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<td>2. Award Books</td>
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<td>3. Author and Illustrator</td>
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<tr>
<td>Ongoing</td>
<td>Information Literacy</td>
<td>1. Research Skills</td>
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Course Rationale
The Park Hill K-5 Library Media program was developed collaboratively and built on both state and national standards. The K-5 Library Media program provides students with a continuum of essential knowledge and skills incrementally increasing in depth and rigor. Students will develop knowledge and skills related to an appreciation of literature, safe use of technology and multimedia information resources, and research with interdisciplinary connections.

Enduring Understandings
- Reading is a valuable lifelong skill to enjoy.
- The Library Media Center is a place to independently access information and create new knowledge.

Board Approval Date
July 28, 2011

Unit: Literature Appreciation  

Unit Overview
Students will enjoy visiting the library while learning about books and how to find them.

Enduring Understandings
- Books are organized into different genres.
- Books can be located and selected using the Online Public Access Catalog (OPAC).

Essential Questions
- How do you identify different genres?
- How are materials in the Library Media Center arranged?
- How can the OPAC be used to find a specific book?

Example Assessment Items
- During instruction, a student can list the characteristics of a folktale. (originally told orally, characters all good or bad, teaches a lesson, retold many versions, set in vague historical past, housed in 398.2s, impossible things ex. animals talking)
- During check-out, a student can locate the folktale/fairytale section.
- Given a call number, a student is able to successfully locate a title on the shelf.
- Student is able to successfully login to Destiny and perform a search (keyword, title, author, subject) and locate a desired title. Student can determine if the title is available and locate the title on the shelf.

Academic Vocabulary
- author search
- Caldecott award
- Destiny
genre
- fable
- fairytale
- folktale
- keyword search
- OPAC (Online Public Access Catalog)
- subject search
title search

Topic: Genre  

Learning Targets
- The student will identify a variety of genres.
- emphasis on fables and folktales/fairytales
- The student will learn to select books based on purpose, enjoyment, and readability.
- utilization of the OPAC;
- This learning target is addressed throughout the curriculum, but not formally assessed.
**2nd Grade Library Media**

**Library Media**

**Grade(s) 2nd**

**Required Course**

<table>
<thead>
<tr>
<th>Topic: Award Books</th>
<th>Duration: Ongoing</th>
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</thead>
<tbody>
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<td><strong>Description</strong></td>
<td>This topic is addressed throughout the curriculum, but not formally assessed.</td>
</tr>
<tr>
<td><strong>Learning Targets</strong></td>
<td>The student will appreciate a variety of state and national award books.</td>
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<td>Show Me Reader; Caldecott</td>
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<tr>
<th>Topic: Author and Illustrator</th>
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**Unit: Information Literacy**

**Unit Overview**

Students will explore research skills through the Super 3 model using various research formats.

**Enduring Understandings**

Student research should include a variety of print and digital information.  
A researcher needs a plan to gather the best information. (Super 3)  
Key facts or information can be found by utilizing various text features.

**Essential Questions**

How do you locate print and digital information in the library?  
How do you find information to answer questions and solve problems?  
How do you use certain text features to help you navigate your resource?

**Example Assessment Items**

Given a topic, the student can locate print and digital information to answer related research questions.  
Given multiple sources, the student selects the source best suited to meet their research needs.  
The student will list the steps of the Super 3 and follow the steps to locate the best information for an assigned topic.  
The student can locate their assigned topic and corresponding information in a print or electronic encyclopedia.  
The student will use a table of contents or index to find a specific topic in a non-fiction print resource.

**Academic Vocabulary**

- bold print
- index
- subheading

**Topic: Research Skills**

**Description**

Super 3: Plan, Do, Review

**Learning Targets**

The student will understand a variety of digital tools used to produce and publish writing.  
including collaboration with peers

The student will participate in shared research and writing projects.  
read a number of books on a single topic to produce a report; Super 3

The student will recall information from experiences or gather information from provided sources to answer a question.  
Super 3 research model; make text connections to answer questions; (example: Who was Thomas Jefferson? What is your favorite Show Me Reader book?)

The student will know and use various text features to locate key facts or information.  
captions, bold print, subheadings, glossaries, indexes, table of contents (electronic menus), icons, pictures, charts, diagrams, and other organizational features of a resource

The student will utilize a variety of reference resources in print and digital formats.  
dictionary, encyclopedia

The student will give credit for the work of others.  
The student will create a basic citation, with guidance and support from adults.