



Pine Grove Area

SCHOOL DISTRICT

Library Science - Kindergarten

Library Science and Information Literacy

November 19, 2009

I. PHILOSOPHY

The Library Science course of the Pine Grove Area School District has been structured to provide opportunities for students to attain information literacy skills and to foster a lifelong interest in acquiring knowledge. The school library must be a gateway to traditional and state-of-the-art information resources, which will stimulate intellectual curiosity and foster the development of critical thinking, problem solving, and decision making. The school librarian, working collaboratively, with teachers, administrators, and others, assumes a pivotal role in the learning community and directs the student-centered program.

II. CORE CONCEPTS

1. Information literacy: find, evaluate, and use information.
 - a. Identify the parts of a book
 - b. Using a shelf marker to find a book that is appropriate and of interest
2. Technology: utilize current technology to provide efficient access to and effective communication of information.
 - a. Identify circulation desk
 - b. Check in and check out procedure
3. Resource utilization: provide students with skills to properly access appropriate, accurate, and current resources in all formats.
 - a. Characteristics of fiction works
 - b. Characteristics of nonfiction works
 - c. Recognizing the purposes of both fiction and non fiction works
4. Literature: exposure to and appreciation of appropriate literature for both personal interest and learning purposes. (Author Studies)
 - a. Reading works by different authors and illustrators
 - b. Recognizing events and influences in the lives of authors and illustrators
 - c. Distinguishing features that makes the style of individual authors and illustrators unique
5. Independent learning skills: derive meaning from information presented creatively in a variety of formats
 - a. Identify what a library is and its purpose
 - b. Social responsibility regarding the care and borrowing of books

III. COURSE OF STUDY

A. Course Name: Kindergarten Library Science

B. Grade Level: Kindergarten

C. Length of Course: *One year*

D. Academic Level: Kindergarten

E. Credits: n/a

F. Prerequisites: None

G. Course Description: *Will introduce concepts and ideas and expose students to concepts of Information Literacy, Technology, Resource Utilization, Literature Appreciation, and Independent Learning. Emphasis will be placed on meeting students' academic abilities and learning styles.*

IV. CONTENT: Kindergarten Library Science

CORE CONCEPT 1: Information literacy

MAJOR OBJECTIVE: Find, evaluate, and use information in the library setting.

CURRICULUM STANARD:

Literacy Standard/State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>Information Literacy Standards Standard 1: The student who is information literate accesses information efficiently and effectively. Indicator 5. Develops and uses successful strategies for locating information</p> <p>PA Standard 1.8.3.A Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"> Locate resources for a particular task (e.g., newspapers, dictionary). <p>Use traditional and electronic search tools.</p>	<p>Teacher will guide students to:</p> <p>Locate, and use specific areas of the library appropriately such as the student tables, story area, and reading corner,</p> <p>Locate age and reading level appropriate reading materials by choosing books from the “Easy Fiction” section of the library.</p> <p>Follow procedures for finding materials including using shelf markers and replacing unwanted materials back on the shelf correctly.</p> <p>Identify and describe parts of the book including the front and back covers, spine, title, author, illustrator, call number, and title page.</p>	<p>Teacher evaluation of:</p> <p>Students during whole class activity</p> <p>Observation during checkout</p> <p>Observation during book selection time</p> <p>Oral Quiz</p>	<p>Student tables, story area, reading corner</p> <p>“Easy Fiction” section of the library comprised of grade and reading level appropriate materials</p> <p>Shelf markers, reading materials</p> <p>Large demonstration book with Velcro labels for each part, individual student library books</p>

CONTENT: Kindergarten Library Science

CORE CONCEPT 2: Technology

MAJOR OBJECTIVE: Utilize current technology to provide efficient access to and effective communication of information

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>Information Literacy Standards Standard 1: The student who is information literate accesses information efficiently and effectively. Indicator 5. Develops and uses successful strategies for locating Information PA Standard 1.8.3.A Locate information using appropriate sources and strategies. Locate resources for a particular task (e.g., newspapers, dictionary). Use traditional and electronic search tools.</p>	<p>Teacher will guide students to: Locate and identify circulation desk and student library card Demonstrate an understanding of the circulation procedure including, scanning library cards and books, stamping books, returning books to the correct location at the circulation desk, and placing renewals at the appropriate location of the circulation desk</p>	<p>Teacher evaluation of: Students during whole class demonstration of process Students while utilizing checkout system Students identifying their name and/ or ID number on their library card</p>	<p>Circulation Software Student Library Cards Library Books Circulation Desk Computer/Scanner</p>

CONTENT: Kindergarten Library Science

CORE CONCEPT 3: Resource utilization

MAJOR OBJECTIVE: Provide students with skills to properly access appropriate, accurate, and current resources in all formats

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>Information Literacy Standard 2 The student who is information literate evaluates information critically and competently. Indicator 2. Distinguishes among fact, point of view, and opinion</p> <p>PA Standard 1.2.3 A Read and understand essential content of informational texts and documents in all academic areas.</p> <p>Differentiate fact from opinion within text.</p>	<p>Teacher will guide students to:</p> <p>Recognize characteristics of fiction works: make believe characters and places, animals acting as humans or performing impossible actions</p> <p>Recognize characteristics of nonfiction works: true, researched facts, use of photographs, realistic drawings, and captions</p> <p>Recognize the purpose of fiction works is for entertainment</p> <p>Recognize the purpose of nonfiction works is to inform</p>	<p>Teacher evaluation of:</p> <p>Participation in class discussion</p> <p>Oral Quiz</p> <p>Class survey (Raise you hand if you think that is make believe)</p> <p>Teacher made worksheet</p>	<p>Fiction Literature</p> <ul style="list-style-type: none">-“Henrietta Circus Star” by Syd Hoff-“The Three Little Pigs” by James Marshall-“It’s So Nice to Have a Wolf Around the House” by Harry Allard <p>Nonfiction literature</p> <ul style="list-style-type: none">-“Chickens” by Rachel Bell-“Pigs Have Piglets” by Lynn Stone-“Wolves: Life in the Pack” by Lola Schaefer

CONTENT: Kindergarten Library Science

CORE CONCEPT 4: Literature

MAJOR OBJECTIVE: Exposure to and appreciation of appropriate literature for both personal interest and learning purposes

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>Information Literacy Standard 5 The student who is an independent learner is information literate and appreciates literature and other creative expressions of information. Indicator 2. Derives meaning from information presented creatively in a variety of formats</p> <p>PA Standard 1.6.3 B Listen to a selection of literature (fiction and/or nonfiction). Relate it to similar experiences. Predict what will happen next.</p>	<p>Teacher will guide students to:</p> <p>Listen to works by different authors</p> <p>Describe the events and influences in an author's life</p> <p>Distinguish features that make an author's style unique</p> <p>Compare and contrast the work of different authors</p>	<p>Teacher evaluation of:</p> <p>Participation in class discussion</p> <p>Retelling story but putting picture cards in order of story's events</p> <p>Venn Diagram</p> <p>Student illustration of a scene from a story</p>	<p>Age Appropriate literature by various authors -Selected titles by Laura Numeroff -Selected titles by Cynthia Rylant -Selected titles by Robert Munsch</p> <p>Retelling cards</p> <p>Puppets or stuffed animals of story characters</p>

CONTENT: Kindergarten Library Science

CORE CONCEPT 5: Independent learning skills

MAJOR OBJECTIVE: Derive meaning from information presented creatively in a variety of formats

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>Information Literacy Standard 7 The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.</p> <p>Indicator 2. Respects the principle of equitable access to Information</p> <p>PA Standard 1.6.3 C Contribute to discussions.</p> <p>Ask relevant questions.</p> <p>Respond with appropriate information or opinions to questions asked.</p> <p>Listen to and acknowledge the contributions of others.</p> <p>Display appropriate turn-taking behaviors.</p>	<p>Teacher will guide students to:</p> <p>Remember necessary items for library class including library books</p> <p>Properly care for books including storing, carrying, and using them appropriately.</p>	<p>Teacher evaluation of:</p> <p>Participation in class discussion</p> <p>Weekly checklist tracking students returning books</p> <p>Student demonstration of how to hold and walk with a book</p> <p>Teacher created worksheets</p>	<p>Student Library Books</p> <p>Examples of mistreated books</p> <p>“The Shelf Elf” by Jackie Mims Hopkins and accompanying book care posters</p> <p>Leo the Library Mouse coloring book</p> <p>Teacher created worksheets on book care</p>

CONTENT: Kindergarten Library Science

CORE CONCEPT 5: Independent learning skills

MAJOR OBJECTIVE: Derive meaning from information presented creatively in a variety of formats

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>Information Literacy Standard 9 The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.</p> <p>Indicator 2. Respects others' ideas and backgrounds and acknowledges their contributions</p> <p>State Standard 1.6.3 A Participate in small and large group discussions and presentations.</p> <p>Participate in everyday conversation.</p> <p>Give simple directions and explanations.</p> <p>Report an emergency.</p>	<p>Teacher will guide students to:</p> <p>Demonstrate an awareness of the rules for student conduct and citizenship.</p>	<p>Teacher evaluation of:</p> <p>Weekly participation checklist</p> <p>Participation in class discussion about what student conduct and citizenship looks like</p> <p>Oral Quiz</p>	<p>Classroom rules poster</p> <p>Mind your Library Manners poster</p> <p>“How do Dinosaurs Go to School?” by Jane Yolen</p>

V. EXPECTED LEVELS OF ACHIEVEMENT

A. Students are expected to reach the proficient level of achievement in library. These skills include all of those noted in the specific content area of this curriculum.

B. Grading system this course is as follows:

Grading Scale	
S	Satisfactory
N	Needs Improvement
O	Outstanding

C. A student's grade will be determined at the conclusion of each marking period. Progress reports will be sent home at the mid-point of each marking period for those students achieving below 70%.