CURRICULUM MAP

Subject: Library **Grade Level: Kindergarten** **rev. 02/08**

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
CREATING LIFELONG LEARNERS • Library citizenship; library etiquette and care and handling of books, including the circulation process. • Pursues information and literature appreciation related to classroom teaching. • Pursues information and literature appreciation related to literacy genres; e.g. nursery rhymes, and folktales, theme related books to classroom curriculum. • Chooses fiction and nonfiction materials at appropriate interest and reading levels. • Recognizes and appreciates the artistic components of a work. **LOCATION & ACCESS** • Finds information within sources: • Locates and is able to locate parts of a book; title, author, illustrator. • Locates and is able to use types of print materials-books and magazines.	• Ongoing	• Ongoing	• Ongoing

CURRICULUM MAP

Subject: Library   **Grade Level: 1st**   *rev 02/08*

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER

CREATING LIFELONG LEARNERS
• Library citizenship; library etiquette and care and handling of books, including the circulation process.
• Pursues information and literature appreciation related to classroom teaching.
  • Theme based resource teaching.
LOCATION & ACCESS
• Locate sources:
  o Understands arrangement of easy book section and circulation procedure.
• Locates and is able to use:
  o Parts of a book
  o Fiction versus non fiction
  o Books
• Chooses fiction and nonfiction materials at appropriate interest and reading levels.
• Recognizes the value of and guidance provided by literacy awards and reviews including: Caldecott award for illustrators.
• Recognizes and introduces the artistic components of a work e.g. illustrative style.
 	
INFORMATION PROBLEM SOLVING TASK DEFINITION
• Recognizes the need for information.
	• Ongoing	• Ongoing	• Ongoing

CURRICULUM MAP

Subject: Library   **Grade Level: 2nd**   **rev 02/08**

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER

CREATING LIFELONG LEARNERS
• Chooses fiction and nonfiction materials at appropriate interest and reading levels.
• Recognizes the value of and guidance provided by literacy awards and reviews including: Caldecott award for illustrators.
• Recognizes and appreciates the artistic components of a work and their relationship to: its usefulness and appeal and illustrative styles.
• Compares and contrasts the print and non-print versions of a piece of literature e.g. United Streaming.
LOCATION & ACCESS
• Understands book arrangement beyond easy section.
• Understands Classification
• Systems (Dewey/Call #'s)
• Locates and is able to use:
  o Parts of a book
• Locates and is able to use:
  o Fiction versus non-fiction
  o Books
  o Magazines
  o Reference materials
    ■ Dictionary
    ■ Encyclopedia in collaboration with classroom projects.
INFORMATION PROBLEM SOLVING TASK DEFINITION
• Recognizes the need for information.
• * Is able to explain what information is needed.
	• Ongoing	• Ongoing
		
		* Beginning (Primary level) benchmark project: Biographies or Endangered animals (WAES)
			• Ongoing

CURRICULUM MAP

Subject: Library   **Grade Level: 3rd**   **rev 02/08**

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER

CREATING LIFELONG LEARNERS
● Chooses fiction and nonfiction materials at appropriate interest and reading levels.
● Recognizes the value of and guidance provided by literacy awards and reviews including: the Caldecott award for illustrators and the Newberry award for authors.
• Recognizes and appreciates the artistic components of a work and their relationship to: its usefulness, appeal, illustrative styles, and type face.
• Compares and contrasts the print and non-print versions of a piece of literature e.g. United Streaming.
LOCATION & ACCESS
• Understands different arrangement of easy, fiction, and nonfiction.
• Locates a variety of sources of information.
• Uses key words & topic headings
• Locates and is able to use:
  o Parts of a book
  o Fiction versus non-fiction
  o Books
  o Magazines
  o Reference materials
    ■ Atlas
    ■ Dictionary
    ■ Encyclopedia
    ■ Biographical information
	• Ongoing	• Ongoing	• Ongoing

CURRICULUM MAP

Subject: Library (con't)   **Grade Level: 3rd**   **rev 02/08**

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
INFORMATION PROBLEM SOLVING TASK DEFINITION * ● Recognizes the need for information. ● Identify the information needed. ● Is able to explain what information is needed. ● Analyzes assignment: restates the question to show understanding. ● Formulate questions based on information needs. **SYNTHESIS *** • Organize and group information from multiple sources by using various techniques. • Present information: • Understands concept of copyright for all information formats	• Ongoing	• Ongoing * Benchmark Project: Family trees and Countries studies-coordinated with Cornwall Public Library (WAES)	• Ongoing * Benchmark project presentations (WAES)

CURRICULUM MAP

Subject: Library (con't)   **Grade Level: 3rd**   **rev 02/08**

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER

• Adheres to copyright and avoids plagiarism.
• Appropriately cites resources using prescribed formats.
• Compiles bibliography using prescribed format.
 	
EVALUATION
• Strives for excellence in information seeking and knowledge generation.
• Process-Judge the result (efficiency):
  o Knows when additional sources are needed.
  o Explains the most difficult parts of the assignment.
	• Ongoing	• Ongoing	• Ongoing

CURRICULUM MAP

Subject: Library   **Grade Level: 4th**   **rev 02/08**

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
CREATING LIFELONG LEARNERS • Chooses fiction and nonfiction materials at appropriate interest and reading levels • Recognizes the value of and guidance provided by literacy awards and reviews including: Caldecott award for illustrators and Newberry award for authors. • Recognizes and appreciates the artistic components of a work and their relationship to: its usefulness, appeal, and illustrative styles. • Compares and contrasts the print and non-print versions of a piece of literature • Compare and contrast the print and non print versions of an information source	• Ongoing	• Ongoing	• Ongoing

Subject: Library (con't)   **Grade Level: 4ᵗʰ**

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
LOCATION & ACCESS • Understands different arrangement of easy, fiction, and non-fiction books. • Investigates and understands the Dewey Decimal System for non fiction books. • Locates a variety of sources of information. • Uses key words & topic headings • Locates and is able to use: 　o Parts of a book 　o Fiction versus non-fiction 　o Books 　o Magazines 　o Reference materials 　　-Atlas 　　-Almanacs 　　-Dictionary 　　-Encyclopedia 　　-Biographical information 　　-Educationally sound websites. • Locate and is able to use: 　o Catalog systems 　　OPAC/IPAC (used in our public and school libraries). **INFORMATION PROBLEM SOLVING TASK DEFINITION *** • Define the problem • Recognizes the need for information • Recognize that information is the basis for intelligent decision making • Identify the information needed. • Is able to explain what information is needed	• Ongoing	• Ongoing *Discoverers BenchmarkProject: Introduction and research (WAES)	• Ongoing

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
• Analyzes assignment: restates the question to show understanding • Formulate questions based on information needs. • Selects appropriate presentation mode • Judges the quantity of information needed to satisfy project requirements. **SYNTHESIS*** • Organize and group information from multiple sources.			*Discoverers Benchmark Project: Research Synthesis (WAES) • Group Presentations

CURRICULUM MAP

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER

○ Using a variety of techniques.
 • * Present information:
   ○ Visual
   ○ Understands concept of copyright for all information formats
   ○ Adheres to copyright and avoids plagiarism
   ○ Appropriately cites resources using prescribed formats
   ○ Compiles bibliography using prescribed format
 	
 EVALUATION *
 • Strives for excellence in information seeking and knowledge generation
 • Knows when additional sources are needed
 • Identifies the most difficult parts of the assignment how to improve the process for more effective information gathering.
	• Ongoing	• Ongoing	• Ongoing
			 * Preparation of Benchmark presentations (WAES)
			
			 *Benchmark project :
			 Reflective piece for presentations (WAES)