

# Grade Two Library Curriculum

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 2**, students will:

Standards	Objective/Skills	Materials/ Resources/Strategies
<p><b>Comprehensive Health &amp; Physical Education</b></p>	<p><b>STANDARD 2.2 (Integrated Skills)</b>  <b>All students will use health-enhancing personal, interpersonal, and life skills to support a health active lifestyle.</b></p> <p><b>A. Communication</b></p> <ol style="list-style-type: none"> <li>1. Identify sources of health information.</li> <li>2. Express ideas and opinions about wellness issues.</li> <li>3. Demonstrate effective communication and listening skills.</li> </ol>	<ul style="list-style-type: none"> <li>• Teach students to locate books or online sources for health issues.</li> </ul>
<p><b>Literacy Language Arts</b></p>	<p><b>STANDARD 3.1 (Reading)</b> <b>All students will apply the knowledge of sounds, letters and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.</b></p> <p><b>H. Inquiry and Research</b></p> <ol style="list-style-type: none"> <li>1. Locate information using alphabetical order.</li> <li>2. Read a variety of nonfiction and fiction books and produce evidence of reading.</li> </ol>	<ul style="list-style-type: none"> <li>• Describe library policies and procedures</li> <li>• Develop and maintain a collection of Fiction, Non-Fiction Texts</li> <li>• Maintain an up-to-date research collection (print and electronic) that permits students to investigate current issues</li> <li>• Introduce the Dewey Decimal system</li> <li>• Lead students to print and electronic sources</li> <li>• Help students develop research strategies</li> <li>• Provide classroom teachers with appropriate materials</li> </ul>

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		<ul style="list-style-type: none"> <li>• Teach students how to search the available resources (e.g., books, periodical databases, internet...)</li> <li>• Collaborate with teachers to develop specific projects that will allow students to develop skills in planning, locating, using, evaluating, and communicating information to solve problems.</li> <li>• Collaborate with teachers in the development of research projects with frequent opportunities to engage in research related to content area subjects.</li> <li>• Teach students responsible use of information (e.g., how to prepare bibliographies, how to properly credit copied, quoted or paraphrased information...)</li> </ul>
	<p><b>STANDARD 3.2 (Writing) All students will write in a clear, concise, organized language that varies in content and form for different audiences and purposes.</b></p> <p><b>D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)</b></p> <ol style="list-style-type: none"> <li>1. Use reading and technology to support writing.</li> <li>2. Write in a variety of simple genres to satisfy personal, academic, and social needs, such as letters, plays, procedures, biographies, or simple reports.</li> </ol>	<ul style="list-style-type: none"> <li>• Purchase and maintain a variety of genres when selecting books.</li> <li>• Book Talks</li> <li>• Discussions following a story read.</li> </ul>
	<p><b>STANDARD 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.</b></p>	

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	<p><b>A. Discussion (small group and whole class)</b></p> <ol style="list-style-type: none"> <li>1. Elaborate on experiences and ideas.</li> <li>2. Begin to stay focused on a topic of discussion.</li> <li>3. Offer personal opinions related to topics of discussion.</li> <li>4. Wait their turn to speak.</li> </ol> <p><b>B. Questioning (Inquiry) and Contributing</b></p> <ol style="list-style-type: none"> <li>1. Respond to ideas posed by others.</li> <li>2. Identify a problem and simple steps for solving the problem.</li> </ol> <p><b>C. Word Choice</b></p> <ol style="list-style-type: none"> <li>1. Use new vocabulary learned from literature and classroom experiences.</li> <li>2. Recognize and discuss how authors use words to create vivid images.</li> </ol>	
	<p><b>Standard 3.5 (Viewing and media literacy) All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.</b></p> <p><b>A. Constructing Meaning</b></p> <ol style="list-style-type: none"> <li>1. Speculate about characters, events, and settings in books, film, and television.</li> <li>2. Recognize that media messages are created for a specific purpose (e.g., to inform, entertain, persuade).</li> <li>3. Recognize the work of a favorite illustrator.</li> <li>4. Compare and contrast media characters.</li> </ol>	<ul style="list-style-type: none"> <li>• Purchase and maintain fiction and non-fiction texts from different genres and authors.</li> </ul>
<p><b>Mathematics</b></p>	<p><b>STANDARD 4.5 (Mathematical Processes) All students will use mathematical processes of problem solving, communication, connections, reasoning, representations, and technology to</b></p>	

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	<p><b>solve problems and communicate mathematical ideas.</b></p> <p><b>C. Connections</b></p> <ol style="list-style-type: none"> <li>1. Recognize that mathematics is used in a variety of contexts outside of mathematics.</li> <li>2. Apply mathematics in practical situations and in other disciplines.</li> <li>3. Trace the development of mathematical concepts over time and across cultures (cf. world languages and social studies standards).</li> </ol>	<ul style="list-style-type: none"> <li>• Teach students to locate, evaluate and use sources of information on mathematicians, mathematical concepts, and possible demonstration lessons for classmates.</li> </ul>
<p><b>Science</b></p>	<p><b>STANDARD 5.2 (Science &amp; Society) All students will develop and understanding of how people of various cultures have contributed to the advancement of science and technology, and how major discoveries and events have advanced science and technology.</b></p> <p><b>A. Cultural Contributions</b></p> <ol style="list-style-type: none"> <li>1. Describe how people in different cultures have made and continue to make contributions to science and technology.</li> </ol> <p><b>B. Historical Perspectives</b></p> <ol style="list-style-type: none"> <li>1. Hear, read, write, and talk about scientists and inventors in historical context</li> </ol>	<ul style="list-style-type: none"> <li>• Introduce through booktalks, bibliographies of scientists from different cultures and historical periods.</li> <li>• Review library layout and classification system for biographies.</li> <li>• Review search strategies for catalog searching.</li> <li>• Instruct students in the location, evaluation, use and crediting of science and history reference materials and electronic sources.</li> </ul>
<p><b>Social Studies</b></p>	<p><b>STANDARD 6.1 (Social Studies Skills) All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civic, history, geography and</b></p>	

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	<p><b>economics.</b></p> <p><b>A. Social Studies Skills</b></p> <ol style="list-style-type: none"> <li>1. Identify sources of information on local, national, and international events (e.g., books, newspaper, TV, radio, Internet).</li> <li>2. Retell events or stories with accuracy and appropriate sequencing.</li> </ol>	<ul style="list-style-type: none"> <li>• Teach students how to evaluate information using criteria such as authority, accuracy, currency, purpose/objectivity, and comprehensiveness.</li> <li>• Develop and maintain a collection of biographical literature about historical figures and people who shaped history</li> <li>• Develop and maintain a collection of video (or DVD) information about historical figures and people who shaped history.</li> </ul>
<p><b>World Language</b></p>	<p><b>STANDARD 7.2 (Culture) All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.</b></p> <p style="text-align: center;"><b>A. Interpretive Mode (understanding and interpretation of spoken or written communication)</b></p> <ol style="list-style-type: none"> <li>1. Identify aspects of the target culture(s) presented in photographs, children's books, and plays.</li> </ol>	<ul style="list-style-type: none"> <li>• Teach students how to locate book and online sources of information about of various countries.</li> <li>• Assist students to locate and use appropriate sources of information</li> </ul>
<p><b>Technological Literacy</b></p>	<p><b>STANDARD 8.1 (Computer &amp; Information Literacy) All students will use computer applications to gather and organize information and to solve problems.</b></p> <p><b>B. Application of Productivity Tools</b></p>	

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	<p><b>Social Aspects</b></p> <ol style="list-style-type: none"><li>1. Recognize and practice responsible social and ethical behaviors when using technology, and understand the consequences of inappropriate use including:<ul style="list-style-type: none"><li>▪ Internet access</li><li>▪ Copyrighted materials</li><li>▪ On-line library resources</li><li>▪ Personal security and safety issues</li></ul></li><li>2. Recognize the ethical and legal implications of plagiarism of copyrighted materials.</li></ol> <p><b>Information Access and Research</b></p> <ol style="list-style-type: none"><li>5. Recognize the need for accessing and using information.</li><li>6. Identify and use web browsers, search engines, and directories to obtain information to solve real world problems.</li><li>5. Locate specific information by searching a database.</li></ol>	<ul style="list-style-type: none"><li>• Teach and assist students to:<ul style="list-style-type: none"><li>○ Solve problems individually and/or collaboratively using computer applications.</li><li>○ Use computer applications to modify information independently modify information independently and/or collaboratively to solve problems.</li><li>○ Create and manipulate information independently and/or collaboratively to solve problems, to design and to develop products.</li></ul></li><li>• Teach and assist students to respect and uphold copyright standards and ethics.</li><li>• Teach and assist students to recognize quality web sites as well as various search tools such as web browsers, search engines, and directories.</li><li>• Teach and assist students to recognize accuracy and/or bias of information.</li></ul>
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