SUBJECT: Library	**GRADE: 1**
Unit Title: Selecting and caring for books	
UNIT OVERVIEW	
In this unit, students will learn about and practice the rules/procedures of the library, proper book care, and selecting “just right” books.	
LRG	**AASL STANDARDS**
Honesty, Integrity, & Responsibility: Principles **Critical Thinking & Problem-Solving:** Analyzing Information **Honesty, Integrity, & Responsibility:** Principles **Digital Management**	**Learners engage with new knowledge by following a process that includes:** **1.B.1:** Using evidence to investigate questions. **Learners develop and satisfy personal curiosity by:** **5.A.1:** Reading widely and deeply in multiple formats and write and create for a variety of purposes.
COMPETENCIES	**LEARNING TARGETS**
Personal Literacy	**Personal Resource Choice:** I can choose books that match my reading level, needs, and/or interests.

SUBJECT: Library	**GRADE: 1**
Unit Title: Story elements and structures	
UNIT OVERVIEW	
In this unit, students will learn about and practice skills such as story sequencing, problem and solution, retelling, character traits, comparing and contrasting, and poetry through a variety of books.	
LRG	**AASL STANDARDS**
Critical Thinking & Problem-Solving: Gathering Information + Analyzing Information **Creativity & Innovation:** Techniques	**Learners engage with new knowledge by following a process that includes:** **1.B.1:** Using evidence to investigate questions. **Learners display curiosity and initiative by:** **1.A.2:** Recalling prior and background knowledge as context for new meaning. **Learners identify collaborative opportunities by:** **3.A.2**: Developing new understandings through engagement in a learning group.
COMPETENCIES	**LEARNING TARGETS**
Personal Literacy	**Supporting Evidence:** I can support my answers with words and pictures.
	Prior Knowledge Connection: I can think about what I already know and connect it to new information I learn.
	Connection with Information: I can make connections to information shared by others.

SUBJECT: Library	**GRADE: 1**
Unit Title: Developing an appreciation of various cultures through literature	
UNIT OVERVIEW	
In this unit, students will develop an understanding and appreciation of various holidays and celebrations of different cultures through literature. Some examples are Asian American, Native Hawaiian, and Pacific Islander Heritage Month, Christmas, and Thanksgiving.	
LRG	**AASL STANDARDS**
Creativity & Innovation: Original Ideas **Communication & Empathy:** Clear Purpose **Collaboration & Teamwork:** Accountability **Resilience & Grit:** Dedication **Digital Creation**	**Learners participate in an ongoing inquiry-based process by:** **1.D.3:** Enacting new understanding through real-world connections. **Learners actively participate with others in learning situations by:** **3.D.1:** Actively contributing to group discussion. **Learners follow ethical and legal guidelines for gathering and using information by:** **6.A.1:** Responsibly applying information, technology, and media to learning. **Learners adjust their awareness of the global learning community by:** **2.B.2:** Evaluating a variety of perspectives during learning activities. **2.B.3:** Representing diverse perspectives during learning activities.
COMPETENCIES	**LEARNING TARGETS**
Personal Literacy	**Prior Knowledge Connection:** I can think about what I already know and connect it to new information I learn.
	Connection with Information: I can make connections to information shared by others
Digital Literacy	**Digital Literacy Skills:** I can demonstrate digital literacy skills as I create and share knowledge online.

SUBJECT: Library	**GRADE: 1**
Unit Title: Caldecott Award	
UNIT OVERVIEW	
In this unit, students will learn about, analyze, and share information on the Caldecott award.	
LRG	**AASL STANDARDS**
Communication & Empathy: Active Listening **Critical Thinking & Problem-Solving:** Analyzing Information **Collaboration & Teamwork:** Collaboration + Active Listening	**Learners display curiosity and initiative by:** **1.A.2:** Recalling prior and background knowledge as context for new meaning. **Learners engage with new knowledge by following a process that includes:** **1.B.1.:** Using evidence to investigate questions. **Learners follow ethical and legal guidelines for gathering and using information by:** **6.A.1:** Responsibly applying information, technology, and media to learning. **Learners identify collaborative opportunities by:** **3.A.2.:** Developing new understandings through engagement in a learning group.
COMPETENCIES	**LEARNING TARGETS**
Personal Literacy	**Prior Knowledge Connection:** I can think about what I already know and connect it to new information I learn.
	Supporting Evidence: I can support my answers with words and pictures.
	Connection with Information: I can make connections to information shared by others.
Digital Literacy	**Digital Literacy Skills:** I can demonstrate digital literacy skills as I create and share knowledge online.

SUBJECT: Library	**GRADE: 1**
Unit Title: Animal research	
UNIT OVERVIEW	
In this unit, students will learn the basic concepts of research using the topic animals. They will also review and apply the difference between fiction and nonfiction text as it relates to research.	
LRG	**AASL STANDARDS**
Communication & Empathy: Meaningful Inquiry **Collaboration & Teamwork:** Collaboration **Digital Creation** **Digital Citizen** **Digital Consumer**	**Learners engage with the learning community by:** **5.C.1:** Expressing curiosity about a topic of personal interest or curricular relevance. **Learners develop and satisfy personal curiosity by:** **5.A.3:** Engaging in inquiry-based processes for personal growth. **Learners follow ethical and legal guidelines for gathering and using information by:** **6.A.1:** Responsibly applying information, technology, and media to learning. **Learners engage with new knowledge by following a process that includes:** **1.B.1.:** Using evidence to investigate questions.
COMPETENCIES	**LEARNING TARGETS**
Personal Literacy	**Fiction and Nonfiction:** I can describe the difference between fiction and nonfiction text.
	Personal Resource Choice: I can choose books that match my reading level, needs, and/or interests.
Digital Literacy	**Digital Creating and Sharing:** I can demonstrate digital literacy skills as I create and share knowledge online.
Information Literacy	**Supporting Evidence:** I can support my answers with words and pictures.