

Curriculum Map: 2nd Grade Library

Course: Library2 Sub-topic: General

Grade(s): 2

Course

Description:

In this course, students will learn the basic, foundational skills necessary in order to properly navigate the library, the internet, and other essential materials. Students will learn the significance and importance of diversity, as well as display elements of collaboration, teamwork, and respect for others throughout the school year. In this course, students will help to create a student-centered environment, where there is a balance of small group, independent, and one-on-one learning taking place. Students will deepen their understanding of literature, research, and technology, as well as advance their collaboration skills with the help of their classmates.

Unit: Unit 1: Library Rules/Book Care

Timeline: Week 1 to 3

Unit

Description:

In this unit, students will be able to demonstrate the importance of teamwork, diversity, and collaboration in a library setting, all while developing the necessary skills to utilize materials appropriate, help to maintain a safe learning environment for all, and create a space that is both respectful and empathetic to each child's unique/diverse needs. Students will help to create the expectations of the library's learning environment, as well as master the skills need to independently locate and utilize materials safely in the classroom. Ultimately, this unit will create the foundation for the expectations and rules to be followed throughout the entirety of the school year.

Unit Essential Questions:

How Do Learners...

become informed and committed to the concept of diversity?

gain perspective, recognize, and represent diverse points of view?

reflect on their own range of perspectives and develop awareness, inclusion of, and empathy for others?

Unit Big Ideas: II. Include: Learners demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

Unit Materials:

Google Slides Presentation

Google Classroom

Google Docs/Paper Worksheets

Chromebooks

Library System (Follett Software)

Books

Unit

Assignments:

Complete a Diversity Activity

Complete a Worksheet on Rules/Expectations/Proper Etiquette in the Library

Formulate Teams/Complete Team Building Exercises

Establish a Library Community Name

Display Understanding of Location of Books by Making Independent Selections

Unit Key**Terminology & Definitions:**

Developing Self-Awareness and Self-Management

Developing Social Problem-Solving Skills

Engaging in a Learning Community

Communicating to Establish & Sustain Relationships

Selecting and Reading Literary Fiction, Nonfiction, & Informational Texts

Topic: Unit 1 - Lesson 1: Library Rules

Minutes for Topic: 45

Topic: Unit 1 - Lesson 2: Caring for Library Books/Location of Books

Minutes for Topic: 45

Topic: Unit 1 - Lesson 3: Selecting Books in the "Big" Library

Minutes for Topic: 45

Unit: Unit 2: Computer Safety/Google Classroom Introduction

Timeline: Week 4 to 6

Unit

In this unit, students will learn computer safety. Students will learn how to responsibly navigate the internet and online tools. Students will sign up for Google Classroom and learn how to navigate Google Classroom. Students will demonstrate appropriate computer use.

Description:**Unit Essential Questions:**

How do students...

follow ethical, responsible, safe, and legal guidelines for gathering, creating and sharing information, technology, and media?

use valid information and reasoned conclusions to make ethical decisions in creating new knowledge?

personalize their use of information and information technology?

Unit Big Ideas: VI. Engage: Learners demonstrate safe, legal, and ethical creation and sharing of knowledge while engaging in a community and an interconnected world.

Unit Materials: Chromebooks

Projector Screen

Google Classroom

Google Slides Presentation

Unit Assignments: Google Classroom sign-up
Turning in an assignment
Opening Google Docs

Unit Key Terminology & Definitions: Using Information & Technology Safely & Responsibly
Demonstrating Etiquette in Using Technology
Google Classroom

Topic: Unit 2 - Lesson 1: Computer Safety/Appropriateness
Minutes for Topic: 45

Topic: Unit 2 - Lesson 2: Google Classroom Sign-up/How To's
Minutes for Topic: 90

Unit: Unit 3: Fiction in Depth

Timeline: Week 6 to 12

Unit Description: In this unit, students will explore multiple types of fiction. Students will explore plot in depth: exposition, rising action, climax, falling action, and resolution. Students will "draw" the story of Mr. Hatman, demonstrate their knowledge of plot through an activity sheet, and learn how to analyze characters in fiction through the SALT method.

Unit Essential Questions: How do learners...
gather information appropriate to the task?
determine an author's purpose?
identify elements of plot in a fictional text?
analyze characters in a fictional text?

Unit Big Ideas: I. Inquire: Learners build new knowledge by inquiring, reading, thinking critically, identifying problems, and developing strategies for solving problems.

Unit Materials: Whiteboard
Poster papers
markers/crayons
Google Slides Presentation
Plot Video
Character SALT Google Doc

Unit Assignments: Mr. Hatman Plot Poster
Character Analysis Google Doc

Unit Key Terminology & Definitions: Identifying Elements of a Story
Summarizing Main Ideas & Details
Drawing Evidence from Literature & Nonfiction

Topic: Unit 3 - Lesson 1: Identifying Plot Elements (Mr. Hatman)

Minutes for Topic: 90

Topic: Unit 3 - Lesson 2: Creating a Plot for a Story

Minutes for Topic: 90

Topic: Unit 3 - Lesson 3: Character Analysis Review (SALT)

Minutes for Topic: 45

Topic: Unit 3 - Lesson 4: Reading Strategies in Fiction

Minutes for Topic: 45

Topic: Unit 3 - Lesson 5: Types of Fiction

Minutes for Topic: 45

Unit: Unit 4: Non-fiction (Christmas Research)

Timeline: Week 15 to 18

Unit Description: In this unit, students will study diverse Christmas traditions around the world. Students will collaborate in order to complete a class, Christmas traditions book. Students will learn the foundations of research and practice safe internet use. Students will be able to demonstrate keyboarding skills.

Unit Essential Questions: How do learners...

follow ethical, responsible, safe, and legal guidelines for gathering, creating and sharing information, technology, and media?

use valid information and reasoned conclusions to make ethical decisions in creating new knowledge?

personalize their use of information and information technologies?

engage with information to extend their personal learning?

Unit Big Ideas: VI. Engage: Learners demonstrate safe, legal, and ethical creation and sharing of knowledge while engaging in a community and an interconnected world.

Unit Materials: Chromebooks

Google Websites

Google Docs - Christmas Research Activity Sheet

Unit Assignments: Class Christmas Traditions Book

Christmas Activity Sheet on Google Docs

Unit Key Terminology & Definitions: Developing Digital Skills

Using Information & Technology Safely & Responsibly

Using Information in Research & Inquiry Processes

Using Sources of Information

Research

Topic: Unit 4 - Lesson 1: Researching Christmas Traditions around the World

Minutes for Topic: 90

Topic: Unit 4 - Lesson 2: Presenting with a Google Doc

Minutes for Topic: 90

Unit: Unit 5: Author's Viewpoint

Timeline: Week 19 to 22

Unit Description: In this unit, students will study point of view in relation to the author. Students will be able to understand their own point of view and visit past experiences/formulate opinions in order to show their points of view. Students will be able to understand an author's intentions and motivations in both fictional and informational texts.

Unit Essential Questions: How do learners...
determine an author's purpose?
determine an author's point of view?
determine their own points of view?

Unit Big Ideas: V. Explore: Learners read, discover and innovate with a growth mindset developed through experience and reflection.

Unit Materials: Google Slides Presentation
Google Docs
Google Classroom
Point of View Activity Sheet

Unit Assignments: Point of View Activity Sheet - Google Docs

Unit Key Terminology & Definitions: Selecting and Reading Literary Fiction, Nonfiction, & Informational Texts
Examining Perspectives and Points of View

Topic: Unit 5 - Lesson 1: Facts vs. Opinions Review
Minutes for Topic: 45

Topic: Unit 5 - Lesson 2: Author's Viewpoint
Minutes for Topic: 45

Topic: Unit 5 - Lesson 3: Collecting Facts to Support Author's View
Minutes for Topic: 90

Unit: Unit 6: Fiction Writing using Comic Strips
Timeline: Week 28 to 31

Unit Description: In this unit, students will utilize previous knowledge of plot in order to develop their own, short story. Students will demonstrate the importance of pictures in relation to text by adding their own illustrations to their stories. Students will work independently and collaboratively throughout the writing process.

Unit Essential Questions: How do learners...
develop a story plot with previous knowledge and experiences?
display curiosity and initiative?
express the importance of illustrations with text?

Unit Big Ideas: III. Collaborate: Learners work effectively with others to broaden perspectives and work toward common goals.
IV. Curate: Learners make meaning for themselves and others by collecting, organizing, and sharing resources of personal relevance.

Unit Materials: Plot Outline -- Google Docs
Google Classroom

Markers/Crayons

Story Plot Examples

Google Slides Presentation (How to Create a Story Plot)

Unit Google Docs -- Final Draft of Story

Assignments:

Plot Outline -- Google Docs

Handmade Illustrations for story

Unit Key Identifying Elements of a Story

Terminology &

Definitions: Engaging in a Learning Community

Story Outline

Plot

Setting

Characters

Peer Review

Topic: Unit 6 - Lesson 1: Developing a Story Plot

Minutes for Topic: 90

Topic: Unit 6 - Lesson 2: Applying Illustrations to Move Story Plot Forward

Minutes for Topic: 90

Unit: Unit 7: Dr. Seuss Research using Google Slides

Timeline: Week 33 to 38

Unit

Description:

In this unit, students will use their knowledge of research in order to create a Google Slides presentation on Dr. Seuss. Students will utilize multiple sources of information to collect facts and details of the life of Dr. Seuss in order to apply to their presentations. Students will develop skills in adding pictures, changing fonts, adding backgrounds, and utilizing other tools in Google Slides.

Unit Essential

Questions:

How do learners...

follow ethical, responsible, safe, and legal guidelines for gathering, creating and sharing information, technology, and media?

use valid information and reasoned conclusions to make ethical decisions in creating new knowledge?

personalize their use of information and information technologies?

select and organize information for a variety of audiences?

gather information appropriate to the task?

Unit Big Ideas: VI. Engage: Learners demonstrate safe, legal, and ethical creation and sharing of knowledge while engaging in a community and an interconnected world.

IV. Curate: Learners make meaning for themselves and others by collecting, organizing, and sharing resources of personal relevance.

Unit Materials: Google Slides (How To Video)

Google Slides

Chromebooks

Dr. Seuss books, websites, biographies, and articles

Google Doc - Dr. Seuss Research Questions

Unit Assignments: Google Doc -- Dr. Seuss Research Questions
Google Slides Presentation (Facts about Dr. Seuss)

Unit Key Terminology & Definitions: Using Information & Technology Safely & Responsibly
Using & Synthesizing Information
Selecting Information for Use in Research and Inquiry Processes
Using & Presenting Information in Different Media Formats

Topic: Unit 7 - Lesson 1: Dr. Seuss Research using Multiple Sources
Minutes for Topic: 90

Topic: Unit 7 - Lesson 2: Google Slides How To
Minutes for Topic: 45

Topic: Unit 7 - Lesson 3: Creating/Presenting a Google Slides Presentation
Minutes for Topic: 120

Unit: Unit 8: Types of Poems

Timeline: Week 40 to 44

Unit Description: In this unit, students will study various forms of poetry in order to gain knowledge to write/publish their own. Students will publish their poems in a digital format and present them aloud to their classmates in order to practice their public speaking skills.

Unit Essential Questions: How do learners...
follow ethical, responsible, safe, and legal guidelines for gathering, creating and sharing information, technology, and media?
use valid information and reasoned conclusions to make ethical decisions in creating new knowledge?
personalize their use of information and information technologies?
create poetry from personal experiences, emotions, and thoughts?
create a culture of respect in a diverse learning environment?

Unit Big Ideas: VI. Engage: Learners demonstrate safe, legal, and ethical creation and sharing of knowledge while engaging in a community and an interconnected world.
II. Include: Learners demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

Unit Materials: Various poems (digital and paper)
Poem Activity Book (Google Docs)
Chromebooks
Google Classroom
Projector Screen

Unit Poetry Activity Book - Google Docs

Assignments: Final Poem (Published Digitally)

Unit Key Using Information & Technology Safely & Responsibly

Terminology & Definitions: Communicating Effectively to Establish & Sustain Relationships

Applying Principles of Intellectual Property

Examining Perspectives and Points of View

Topic: Unit 8 - Lesson 1: Haiku Poems

Minutes for Topic: 45

Topic: Unit 8 - Lesson 2: Cinquain Poems

Minutes for Topic: 45

Topic: Unit 8 - Lesson 3: Couplet Poems

Minutes for Topic: 45

Topic: Unit 8 - Lesson 4: Write/Publish Your Own Poem!

Minutes for Topic: 90