

Kindergarten Library Curriculum

By the end of **Kindergarten**, students will:

NJ CCCS	Objective/Skills	Materials/ Resources/Strategies
<p>Comprehensive Health & Physical Education</p>	<p>STANDARD 2.2 (Integrated Skills) All students will use health-enhancing personal, interpersonal, and life skills to support a health active lifestyle.</p> <p>A. Communication</p> <ol style="list-style-type: none"> 1. Identify sources of health information. 2. Express ideas and opinions about wellness issues. 3. Demonstrate effective communication and listening skills. 	<ul style="list-style-type: none"> • Teach students to locate books or online sources for health issues.
<p>Language Arts Literacy</p>	<p>STANDARD 3.1 (Reading) 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.</p> <p>H. Inquiry and Research</p> <ol style="list-style-type: none"> 1. Locate and know the purposes for various literacy areas of the classroom and the library/media center. 2. Choose books related to topics of interest. 	<ul style="list-style-type: none"> • Describe library policies and procedures • Develop and maintain a collection of Fiction, Non-Fiction Texts • Maintain an up-to-date research collection (print and electronic) that permits students to investigate current issues • Introduce the Dewey Decimal system • Lead students to print and electronic sources • Help students develop research strategies • Provide classroom teachers with appropriate materials • Teach students how to search the available

Kindergarten Library Curriculum

		<p>resources (e.g., books, periodical databases, internet...)</p> <ul style="list-style-type: none"> • 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. • Collaborate with teachers in the development of research projects with frequent opportunities to engage in research related to content area subjects. • Teach students responsible use of information (e.g., how to prepare bibliographies, how to properly credit copied, quoted or paraphrased information...)
	<p>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.</p> <p>D. Writing Forms, Audiences, and Purposes (exploring a variety of writing)</p> <ol style="list-style-type: none"> 1. Communicate personal response to literature through drawing, telling, or writing. 2. Show and talk about favorite work samples (drawing or writing) with teacher and family. 	<ul style="list-style-type: none"> • Students respond to stories read aloud
	<p>STANDARD 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.</p>	

Kindergarten Library Curriculum

	<p>A. Discussion</p> <ol style="list-style-type: none"> 1. Share experiences and express ideas. 2. Participate in conversations with peers and adults. 3. React to stories, poems, and songs. <p>B. Questioning (Inquiry) and Contributing</p> <ol style="list-style-type: none"> 1. Share in conversations with others. 2. Use oral language to extend learning. 	<ul style="list-style-type: none"> • Purchase and maintain a variety of genres when selecting books. • Discussions following a reading of a story • Book Talk
	<p>STANDARD 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.</p> <p>B. Listening Comprehension</p> <ol style="list-style-type: none"> 1. Listen attentively to books teacher reads to class. 2. Answer questions correctly about books read aloud. 	<ul style="list-style-type: none"> • Read Aloud a variety of genres • Discussion after the reading of a story • Book Talk
	<p>STANDARD 3.5 (Viewing and media literacy) All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.</p> <p>A. Constructing Meaning</p> <ol style="list-style-type: none"> 1. Make predictions about visual information (e.g., pictures in books). 2. Discuss favorite characters from books, film, and television. <p>B. Visual and Verbal Messages</p> <ol style="list-style-type: none"> 1. Begin to sequence a series of pictures or images to tell a story. 2. Show understanding of 	<ul style="list-style-type: none"> • Predictions • Discussions after the reading of a story • Book Talk

Kindergarten Library Curriculum

	purpose for pictures in books.	
Mathematics	<p>STANDARD 4.5 (Mathematical Processes) All students will use mathematical processes of problem solving, communication, connections, reasoning, representations, and technology to solve problems and communicate mathematical ideas.</p> <p>C. Connections</p> <ol style="list-style-type: none"> 1. Recognize that mathematics is used in a variety of contexts outside of mathematics. 2. Apply mathematics in practical situations and in other disciplines. 3. Trace the development of mathematical concepts over time and across cultures (cf. world languages and social studies standards). 	<ul style="list-style-type: none"> • Teach students to locate, evaluate and use sources of information on mathematicians, mathematical concepts, and possible demonstration lessons for classmates.
Science	<p>STANDARD 5.2 (Science & 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.</p> <p>A. Cultural Contributions</p> <ol style="list-style-type: none"> 1. Describe how people in different cultures have made and continue to make contributions to science and technology. <p>B. Historical Perspectives</p> <ol style="list-style-type: none"> 1. Hear, read, write, and talk about scientists and inventors 	<ul style="list-style-type: none"> • Introduce through book talks, bibliographies of scientists from different cultures and historical periods. • Review library layout and classification system for biographies. • Review search strategies for catalog searching. • Instruct students in the location, evaluation, use

Kindergarten Library Curriculum

	in historical context	and crediting of science and history reference materials and electronic sources.
Social Studies	<p>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 economics.</p> <p>A. Social Studies Skills</p> <ol style="list-style-type: none"> 1. Apply terms related to time including past, present, and future. 2. Identify sources of information on local, national, and international events (e.g., books, newspaper, TV, radio, Internet). 3. Retell events or stories with accuracy and appropriate sequencing. 	<ul style="list-style-type: none"> • Teach students how to evaluate information using criteria such as authority, accuracy, currency, purpose/objectivity, and comprehensiveness. • Develop and maintain a collection of biographical literature about historical figures and people who shaped history • Develop and maintain a collection of video (or DVD) information about historical figures and people who shaped history.
World Language	<p>STANDARD 7.2 (Culture) All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.</p> <p>A. Interpretive Mode (understanding and interpretation of spoken or written communication)</p> <ol style="list-style-type: none"> 1. Identify aspects of the target culture(s) presented in photographs, children's books, and plays. 	<ul style="list-style-type: none"> • Teach students how to locate book and online sources of information about various countries. • Assist students to locate and use appropriate sources of information

Kindergarten Library Curriculum

<p>Technological Literacy</p>	<p>STANDARD 8.1 (Computer & Information Literacy) All students will use computer applications to gather and organize information and to solve problems.</p> <p>B. Application of Productivity Tools</p> <p>Social Aspects</p> <ol style="list-style-type: none"> 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"> ▪ Internet access ▪ Copyrighted materials ▪ On-line library resources ▪ Personal security and safety issues 2. Recognize the ethical and legal implications of plagiarism of copyrighted materials. <p>Information Access and Research</p> <ol style="list-style-type: none"> 5. Recognize the need for accessing and using information. 6. Identify and use web browsers, search engines, and directories to obtain information to solve real world problems. 7. Locate specific information by searching a database. 	<ul style="list-style-type: none"> • Teach and assist students to: <ul style="list-style-type: none"> ○ Solve problems individually and/or collaboratively using computer applications. ○ Use computer applications to modify information independently modify information independently and/or collaboratively to solve problems. ○ Create and manipulate information independently and/or collaboratively to solve problems, to design and to develop products. • Teach and assist students to respect and uphold copyright standards and ethics. • Teach and assist students to recognize quality web sites as well as various search tools such as web browsers, search engines, and directories. • Teach and assist students
--------------------------------------	--	---

Kindergarten Library Curriculum

		to recognize accuracy and/or bias of information.
--	--	---