Library Media Center, Grade 1

Content Area: **Library/Media**
Course(s): **Library/Media Gr. 1**
Time Period: **Sept-June**
Length: **180 Days**
Status: **Published**

Belleville Public Schools

Department of Curriculum and Instruction

Library Media Center, Grade 1: Curriculum Guide

Prepared by Karen Franciosa, Colleen Fennelly, and Stephanie Bermudez

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Mr. Joe Lepo, Director of Secondary Education

Mrs. Nicole Shanklin, Director of Elementary Education

Mr. Andrew Coban, Supervisor of Elementary Education

Approved by the Belleville Board of Education on August 16, 2021

Grade 1 / Library Media Center

The library is a place that promotes a love of reading, research, and technology. Students acquire critical thinking skills that help build life-long learners.

Grade 1 students will visit the library media center every week and participate in teacher-planned lessons and activities. Programs of participation include Read Across America, Author Visits, and the Summer Reading Challenge.

Grade 1	Scope & Sequence	Pacing
Unit 1	Introduction to the Library Media Center	2 Sessions / 15 Days
Unit 2	Literature Appreciation	5 Sessions / 35 Days
Unit 3	MAKER Challenge (Ozobots): How to Trap a Turkey!	7 Sessions / 50 Days
Unit 4	Introduction to Computers	5 Sessions / 35 Days
Unit 5	Concepts about Print / Nonprint Resources	4 Sessions / 30 Days
Unit 6	Information Literacy	2 Sessions / 15 Days

Grade 1, Unit 1: Introduction to the Library Media Center

Unit 1 Standards:

- AASL
  - III.D.1 Seeking interactions with a range of learners.
  - III.C.1 Soliciting and responding to feedback from others.
  - LA.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- Career Ready Practices
  - CRP1. Act as a responsible and contributing citizen and employee.
- 21st Century Themes & Skills
  - Collaboration
  - Communication
- NJSLS Technology
  - 8.1.2.A.1
  - 8.1.2.A.6
- Interdisciplinary Connections
  - SOC.6.1.4.A.1

Essential Questions:

- How does my understanding of library/media organization affect how I assess, evaluate, and use information?
- How does information and digital literacy help me become an independent, lifelong learner?
- How can I utilize the Books Without Boundaries initiative?
- How do I select a "just right" book?

Enduring Understandings:

- Understanding of library/media organization empowers me to locate necessary materials sought.

Instructional Targets & Objectives:

- Demonstrate the importance of using the Library Media Center to satisfy the learners' research needs.

Suggested Activities:

- Consider read-alouds that introduce learners to the library (e.g. Wild About Books, Goldie Socks and the Three Libearians, Library Mouse, The Boy Who Was Raised by Librarians)
- Brainstorm, discuss, and stamp/create an anchor chart around how to best utilize the Library Media Center (consider The Library Lion)
- Practice/positively reinforce established library media/book care procedures
- Consider read-alouds that explain proper book care: Mr. Wiggle, What Happened to Marion's Book?, The Shelf Elf

Assessments:

- Formative
  - Teacher Observation Data, Teacher-created (Quizzes, Rubrics), Graphic Organizers, Exit Tickets, Maker Projects
- Summative/Benchmark
  - Teacher-created Tests, Maker Projects
- Alternative
  - Oral Presentations, Slideshow Presentations, Research Reports, Student Portfolios, Comic Strips, Timelines, Student Podcasts, Green Screen Newscasts

Differentiation:

- Students with Special Needs/504 Plans
    - Allow errors
    - Rephrase questions, directions, and explanations
    - Provide extended time to complete tasks
    - Accept even minimal participation
    - Consult with Case Managers and implement IEP/504 plans
    - Consult with classroom teacher(s)/Guidance Counselor
    - Provide rewards as necessary
- English language learners
    - Assign a buddy
    - Allow errors in speaking
    - Rephrase questions, directions, and explanations
    - Provide extended time to complete tasks
    - Accept even minimal participation
- At-risk
    - Provide extended time to complete tasks
    - Consult with classroom teacher(s)/Guidance Counselor
    - Implement appropriate modifications/accommodations per IEP, if applicable
    - Provide rewards as necessary
- Gifted & Talented
    - Access to high-level reading area
    - Provide extension activities

Core Instructional and Supplemental Materials/Technology Integration:

- Teacher-created content aligned to lesson activities
- Chromebooks, SMART TV, Google Apps
- Makerspace materials
- eBook software: Mackin, Hoopla
- OPALs circulation software
- District-funded databases

Grade 1, Unit 2: Literature Appreciation
Unit 2 Standards:

- AASL
    - II.D.2 Demonstrating interest in other perspectives during learning activities.
    - LA.RL.K.10 Actively engage in group reading activities with purpose and understanding.
    - LA.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
    - V.C.1 Expressing curiosity about a topic of personal interest or curricular relevance
- Career Ready Practices
    - CRP2. Apply appropriate academic and technical skills.
- 21st Century Themes & Skills

- Critical Thinking

- NJSLS Technology
  - 8.1.2.A.2

- Interdisciplinary Connections

  - WL.7.1.NM.A.C.1 - Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large.

    SOC.6.1.4.D.CS3 - Personal, family, and community history is a source of information for individuals about
    the people and places around them.

Essential Questions:

- How can literature help me to understand my place in the world?
- How does literature affect my personal growth?

Enduring Understandings:

- Reading for pleasure or information has life-long applications.
- Reading is a process by which we construct meaning about the information being communicated by an author.
- Understanding of text features, structures, and characteristics facilitate the learners' meaning of text.
- The Library Media Center provides access to many different kinds of literature at all reading levels.

Instructional Targets & Objectives:

- Identify the characteristics of fiction and nonfiction
- Differentiate between various genres
- Distinguish and detect books by the same author/illustrator

Suggested Activities:

- Listen to stories with attentive and purposeful listening and viewing skills
- Identify the title, author, illustrator, and publisher
- Identify and classify fiction and nonfiction books using characteristics of each
- Identify the characters, setting, and events of the story
- Identify the various artistic styles used in creating illustrations for Caldecott Medal winning books.
- Recognize books of favorite authors and illustrators and listen to short video clips of favorite authors and illustrators.

Assessments:

- Formative
  - Teacher Observation Data, Teacher-created (Quizzes, Rubrics), Graphic Organizers, Exit Tickets, Maker Projects
- Summative/Benchmark

    - Teacher-created Tests, Maker Projects
- Alternative
    - Oral Presentations, Slideshow Presentations, Research Reports, Student Portfolios, Comic Strips, Timelines, Student Podcasts, Green Screen Newscasts

Differentiation:

- Students with Special Needs/504 Plans
    - Allow errors
    - Rephrase questions, directions, and explanations
    - Provide extended time to complete tasks
    - Accept even minimal participation
    - Consult with Case Managers and implement IEP/504 plans
    - Consult with classroom teacher(s)/Guidance Counselor
    - Provide rewards as necessary
- English language learners
    - Assign a buddy
    - Allow errors in speaking
    - Rephrase questions, directions, and explanations
    - Provide extended time to complete tasks
    - Accept even minimal participation
- At-risk
    - Provide extended time to complete tasks
    - Consult with classroom teacher(s)/Guidance Counselor
    - Implement appropriate modifications/accommodations per IEP, if applicable
    - Provide rewards as necessary
- Gifted & Talented
    - Access to high-level reading area
    - Provide extension activities

Core Instructional and Supplemental Materials/Technology Integration:

- Teacher-created content aligned to lesson activities
- Chromebooks, SMART TV, Google Apps
- Makerspace materials
- eBook software: Mackin, Hoopla
- OPALs circulation software
- District-funded databases

Grade 1, Unit 3: MAKER Challenge (Ozobots): How to Trap a Turkey!

Summary:
After reading, "How to Catch a Turkey" by Adam Wallace, students will program a turkey (Ozobot) to travel down a path leading to the trap.

Unit 3 Standards:

- AASL
  - I.B.3
  - I.D.1
- Career Ready Practices
  - 9.1.5.CAP
- 21st Century Themes & Skills
  - 8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
  - 8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes.
- NJSLS Technology
  - CSTA. 1B-DA-O6 Organize and present collected data visually to highlight relationships and support a claim.
  - CSTA. Create programs that include sequence, events, loops and conditionals.
  - ISTE. 6.c Students communicate complex ideas clearly and effectively by creating or using a variety of digital object such as visualizations, models or simulations.
- Interdisciplinary Connections
  - ELA
  - Social Studies
  - Art

Essential Questions:

- How does programming affect our daily lives?

Enduring Understandings:

- Understand that coding can be used to demonstrate loops and conditionals.

Instructional Scope & Sequence				Assessment Strategy	
Session #	Design Process Steps:	Teacher Moves:	Student Moves:	Performance Expectation	Rubric for Measuring Achievement
1	ASK (Identify Problem) *Prior Ozobot knowledge and practice	• Read the book "How to Catch a Turkey" by Adam Wallace illustrated by Andy	• Students will identify the problem.	X	

	is required. Link to the Lesson / YouTube video	Elkerton. • Provide background information and video on camouflage. • Explain to the students that they will create their own turkey trap. A good trap should be camouflaged so that the turkey (Ozobot) doesn't run away. • Students will create a camouflaged trap, decorate their Ozobot to look like a turkey and create a path into the trap.			
2	IMAGINE (Brainstorm Solutions)	• Have students apply knowledge on camouflage and brainstorm how they will create a camouflage trap and how the Ozobot will move along a path to get to the camouflage trap.	• Students will apply prior knowledge on camouflage and brainstorm how they will complete a path that leads to their Ozoturkey to the camouflage trap.	X	
3	PLAN (Select/Plan	• Explain that today they	• Students will plan and	X	

	Solution)	will trap a turkey. Not a real turkey, an Ozoturkey. • First, they will need to turn their Ozobot into a turkey. • Now they will create a trap to catch the turkey. • Watch Ozobot Turkey Trap video to help them plan their solution.	sketch out their path and trap on paper. It must include a path and camouflage trap.		
4	CREATE (Prototype Solution)	• Watch Ozobot Turkey Trap video to help them plan their solution	• Students will create a path for the Ozoturkey and their turkey trap.	X	
5-6	IMPROVE (Test Solution)	• Tell students: Now that you have created a trap, try it out, I hope you can catch a turkey!	• Students will place their Ozoturkey on the start of the path and let it travel down the path to the "trap". • Students will improve their path if their Ozoturkey does not reach the trap. • Students will explain why their Ozoturkey	X	

			did not reach the trap.		

Assessments:

- Formative
    - Teacher Observation Data
- Summative/Benchmark
    - Maker Project
- Alternative
    - Oral Presentations, Student Podcasts

Differentiation:

- Students with Special Needs/504 Plans
    - Allow errors
    - Rephrase questions, directions, and explanations
    - Provide extended time to complete tasks
    - Accept even minimal participation
    - Consult with Case Managers and implement IEP/504 plans
    - Consult with classroom teacher(s)/Guidance Counselor
    - Provide rewards as necessary
- English language learners
    - Assign a buddy
    - Allow errors in speaking
    - Rephrase questions, directions, and explanations
    - Provide extended time to complete tasks
    - Accept even minimal participation
- At-risk
    - Provide extended time to complete tasks
    - Consult with classroom teacher(s)/Guidance Counselor
    - Implement appropriate modifications/accommodations per IEP, if applicable
    - Provide rewards as necessary
- Gifted & Talented
    - Access to high-level reading area
    - Provide extension activities

Core Instructional and Supplemental Materials/Technology Integration:

- Teacher-created content aligned to lesson activities

Grade 1, Unit 4: Introduction to Computers
Unit 4 Standards:

- AASL
  - VI.A.2 Understanding the ethical use of information, technology, and media.
  - LA.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
  - VI.A.1 Responsibly applying information, technology, and media to learning.

- Career Ready Practices
  - CRP11. Use technology to enhance productivity

- 21st Century Themes & Skills
  - Technology Literacy

- NJSLS Technology
  - 8.1.P.C.1
  - 8.1.2.C.1

- Interdisciplinary Connections
  - SOC.6.3.4.CS4 Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.

Essential Questions:

- How can the use of technology enhance understanding?
- In what ways can technology enhance expression and communication? In what ways might technology hinder it?
- What do you have to remember vs. what you can just look up?
- What makes information "true"?
- Is some information better than other information on the same topic? How do we judge?
- How can key words affect the number of results you get in a search?
- How do I use technology properly?
- How do I choose which technological tools to use and when it is appropriate to use them?
- What are my responsibilities as a user of information?
- In a world of constant technological changes, what skills should we learn?
- We must determine that not all information found in a book or online is accurate information
- How can the computer be used as a tool?
- How and when can technology enhance problem solving?

Enduring Understandings:

- Technology may be used to enhance the acquisition of information.
- Technology enables students to solve real-world problems.

Instructional Targets & Objectives:

- Distinguish and construct safe, ethical, and responsible use of technological resources.
- Formulate an understanding of digital citizenship, safety on the Internet, the evaluation of digital information, cyberbullying, online privacy, etc.
- Investigate that Digital Citizens responsibly locate, evaluate, and ethically use information from

a variety of digital sources.

Suggested Activities:

- Enlighten students through discussion about the Computer Rules, Responsibilities, and Internet Safety through a variety of videos, e-books, etc. at http://www.netsmartzkids.org
- Students will be able to identify and use components of the computer:
- Read If You Give a Mouse a Cookie, by Laura Numeroff and discuss the difference between the mouse in the story and both a computer mouse and laptop mouse pad. Demonstrate the various computer mouse.
- To acquaint the student with using a computer Mouse/Mouse pad; the following websites are helpful in learning these skills: http://mrststechnologyemporium.weebly.com/mouse-practice.html, http://tvokids.com/preschool/games/bees-and-honey
- To familiarize the learner with navigating through a website the learner will practice using http://www.starfall.com or abcya.com
- Introduce the student to the computer keyboard's letters and numbers by navigating several virtual environments
- Participate in The Hour of Code during Computer Science Education Week(First week in December)
- https://code.org/educate/curriculum/elementary-school

Assessments:

- Formative
    - Teacher Observation Data, Teacher-created (Quizzes, Rubrics), Graphic Organizers, Exit Tickets, Maker Projects
- Summative/Benchmark
    - Teacher-created Tests, Maker Projects
- Alternative
    - Oral Presentations, Slideshow Presentations, Research Reports, Student Portfolios, Comic Strips, Timelines, Student Podcasts, Green Screen Newscasts

Differentiation:

- Students with Special Needs/504 Plans
    - Allow errors
    - Rephrase questions, directions, and explanations
    - Provide extended time to complete tasks
    - Accept even minimal participation
    - Consult with Case Managers and implement IEP/504 plans
    - Consult with classroom teacher(s)/Guidance Counselor
    - Provide rewards as necessary
- English language learners
    - Assign a buddy
    - Allow errors in speaking
    - Rephrase questions, directions, and explanations
    - Provide extended time to complete tasks
    - Accept even minimal participation
- At-risk
    - Provide extended time to complete tasks
    - Consult with classroom teacher(s)/Guidance Counselor
    - Implement appropriate modifications/accommodations per IEP, if applicable
    - Provide rewards as necessary
- Gifted & Talented

- Access to high-level reading area
- Provide extension activities

Core Instructional and Supplemental Materials/Technology Integration:

- Teacher-created content aligned to lesson activities
- Chromebooks, SMART TV, Google Apps
- Makerspace materials
- eBook software: Mackin, Hoopla
- OPALs circulation software
- District-funded databases

Grade 1, Unit 5: Concepts about Print / Nonprint Resources

Unit 5 Standards:

- AASL
  - IV.A.2 Identifying possible sources of information.
  - LA.RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- Career Ready Practices
  - CRP4. Communicate clearly and effectively and with reason.
- 21st Century Themes & Skills
  - Information Literacy
- NJSLS Technology
  - 8.1.5.A.1
- Interdisciplinary Connections
  - ELA

Essential Questions:

- How do you recognize parts of a book?
  - Why is it important to understand how to use the resources in a book and online?
  - What features of a book help you decide if you would like to read it or if it has the information you are seeking?
  - Who is responsible for producing a book?
  - What are some of the reasons for choosing to read a fiction book?

 What are some of the reasons for choosing to read a nonfiction book?
 How can you determine which sources have the best information for your specific needs?
 How can you use the organizational structure of a source to access information?
Exit

Enduring Understandings:

- Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.
  Designing and creating from the appropriate types of media for a specific purpose enhances learning.
  Acquisition, evaluation, and use of materials should meet a specific need.
  Skills learned and mastered at the school library can be used at the public library.
  Exploring a variety of print material will help students learn how the physical features of books
  and other resources contribute to meaning.

Instructional Targets & Objectives:

- Identify and Utilize the parts of a book (cover, title page, spine, spine label, table of contents and publisher).
  Develop and Produce the work of an author and illustrator.
  Compare and Select Print and Nonprint resources.

Suggested Activities:

- Introduce and continually review Parts of a Book when reading a story or nonfiction book.
- Students complete Parts of a Book activities to reinforce instruction.
- Familiarize the learner with the roles of the author/illustrator.
- Practice writing a story using Scholastic Story Starters website http://www.scholastic.com/teachers/story-starters/
- Students view popular author/illustrator video clips on the process of writing/illustrating a book.
- Students practice being an author/illustrator with completion of
- Acquaint the learner with Print/Nonprint Resources (Dictionaries and Atlases) available in the school library/public library and online.
- Suggest various factors readers use when choosing a book for their research needs.

Assessments:

- Formative
  - Teacher Observation Data, Teacher-created (Quizzes, Rubrics), Graphic Organizers, Exit Tickets, Maker Projects
- Summative/Benchmark
  - Teacher-created Tests, Maker Projects
- Alternative
  - Oral Presentations, Slideshow Presentations, Research Reports, Student Portfolios, Comic Strips, Timelines, Student Podcasts, Green Screen Newscasts

Differentiation:

- Students with Special Needs/504 Plans
    - Allow errors
    - Rephrase questions, directions, and explanations
    - Provide extended time to complete tasks
    - Accept even minimal participation
    - Consult with Case Managers and implement IEP/504 plans
    - Consult with classroom teacher(s)/Guidance Counselor
    - Provide rewards as necessary
- English language learners
    - Assign a buddy
    - Allow errors in speaking
    - Rephrase questions, directions, and explanations
    - Provide extended time to complete tasks
    - Accept even minimal participation
- At-risk
    - Provide extended time to complete tasks
    - Consult with classroom teacher(s)/Guidance Counselor
    - Implement appropriate modifications/accommodations per IEP, if applicable
    - Provide rewards as necessary
- Gifted & Talented
    - Access to high-level reading area
    - Provide extension activities

Core Instructional and Supplemental Materials/Technology Integration:

- Teacher-created content aligned to lesson activities
- Chromebooks, SMART TV, Google Apps
- Makerspace materials
- eBook software: Mackin, Hoopla
- OPALs circulation software
- District-funded databases

Grade 1, Unit 6: Information Literacy
Unit 6 Standards:

- AASL
    - IV.A.2 Identifying possible sources of information.
    - V.A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes
    - IV.C.1 Accessing and evaluating collaboratively constructed information sites.
    - I.D.2 Engaging in sustained inquiry.
    - LA.RI.1.1 Ask and answer questions about key details in a text.
    - IV.D.1 Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.
    - I.D.1 Continually seeking knowledge.
    - LA.RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

- LA.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

- Career Ready Practices
  - CRP7. Employ valid and reliable research strategies.
  - CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

- 21st Century Themes & Skills
  - Information Literacy
  - Media Literacy

- NJSLS Technology
  - 8.1.5.A.3

- Interdisciplinary Connections
  - ELA
  - Social Studies
  - Science

Essential Questions:

- What are the learning skills and strategies that students need to successfully find information?
  - Where can students find relevant and authoritative information?
  - What is the research process?
  - How does the research process differ depending on my need (personal vs. school)?
  - What is the information and understanding needed to successfully and independently locate a specific resource, in an elementary school library media center, using the public library's OPAC (Online Public Access Catalog)?
  - How can the skills you use to search the OPAC be used to search other databases?
  - Where is information that I plan to use located?
  - How do I find books related to my personal interests and curriculum?
  - How does my understanding of library organization affect how I access, evaluate, and use information?
  - How do I find information in the library?
  - How does understanding a text's structure help me better understand its meaning?

Enduring Understandings:

- Reading for information has lifelong applications.
  - Information from various resources must be analyzed and applied appropriately.
  - Library materials are arranged in a logical manner and may be retrieved using knowledge of that arrangement.
  - Researchers gather and critique information on a topic from a variety of sources for specific purposes.
  - Researchers synthesize information from a variety of sources to answer a question.
  - Understanding a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.
  - Acquisition, evaluation, and use of materials should meet a specific need.

Instructional Targets & Objectives:

- Compare and Select Print and Nonprint resources.
  - Select a nonfiction book and illustrate some facts.

 Develop an awareness of nonprint nonfiction materials as another way to gather facts.
 Arrange and Justify alphabetizing an author's last name.
 Select appropriate resources based on age, reading level, and personal interest.
 Determine reference materials and research skills to support their classroom units of study.
 Identify features of a nonfiction book.
 Recognize the purpose of a dictionary and begin to learn dictionary skills.
 Recognize that websites can provide information for research.

Suggested Activities:

- Demonstrate use of a dictionary and beginning dictionary skills (alphabetical order).
  Display how to alphabetize author's last names and show how to use that information to find fiction
  books on a library shelf by author's last name.
  Utilize knowledge of Parts of a Book to find and locate information in a nonfiction book (Title, Table
  of Contents, Glossary, Index, etc.)
  Model fact finding searches (Using Table of Contents, Headings, index etc.) in a nonfiction book and
  an online resource.
  Student will choose and locate a nonfiction book about an animal. Students will select and illustrate at
  least 2 facts for their animal report.
  After viewing a nonprint resource (website or video clip) on their animal, students will gather additional facts for their animal report.
  Demonstrate use of print/nonprint resources (Encyclopedia, Atlases, etc.) to gather information for
  classroom projects.
  Reveal use of Belleville's Public Library -OPAC (Online Public Access Catalog) system to locate
  books of interest based on student's needs.

Assessments:

- Formative
  - Teacher Observation Data, Teacher-created (Quizzes, Rubrics), Graphic Organizers, Exit Tickets, Maker Projects
- Summative/Benchmark
  - Teacher-created Tests, Maker Projects
- Alternative
  - Oral Presentations, Slideshow Presentations, Research Reports, Student Portfolios, Comic Strips, Timelines, Student Podcasts, Green Screen Newscasts

Differentiation:

- Students with Special Needs/504 Plans
  - Allow errors
  - Rephrase questions, directions, and explanations
  - Provide extended time to complete tasks
  - Accept even minimal participation
  - Consult with Case Managers and implement IEP/504 plans
  - Consult with classroom teacher(s)/Guidance Counselor
  - Provide rewards as necessary

- English language learners
    - Assign a buddy
    - Allow errors in speaking
    - Rephrase questions, directions, and explanations
    - Provide extended time to complete tasks
    - Accept even minimal participation
- At-risk
    - Provide extended time to complete tasks
    - Consult with classroom teacher(s)/Guidance Counselor
    - Implement appropriate modifications/accommodations per IEP, if applicable
    - Provide rewards as necessary
- Gifted & Talented
    - Access to high-level reading area
    - Provide extension activities

Core Instructional and Supplemental Materials/Technology Integration:

- Teacher-created content aligned to lesson activities
- Chromebooks, SMART TV, Google Apps
- Makerspace materials
- eBook software: Mackin, Hoopla
- OPALs circulation software
- District-funded databases