DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Library and Information Literacy

Grade Level: 5

Date of Board Approval: _____2019_____

Planned Instruction

Title of Planned Instruction: Library and Information Literacy

Subject Area: Library Skills   **Grade(s):** 5th Grade

Course Description: This course is designed to ensure that students become information literate. Instruction is provided to foster competence in finding, evaluating, and using information in a variety of formats. This program also seeks to stimulate an interest in reading for both pleasure and information.

Time/Credit for the Course: 18 class periods (9 Hrs)

Curriculum Writing Committee: Rachel Goldstein & Heather Haupt

Curriculum Map

1. **Marking Period One -Overview with time range in days:**
   Evaluating Diverse Media – 1 day
   Evaluating Sources – 1 day
   Selecting Informational Texts and Literary Non-Fiction – 1 day
   Selecting Literary Fiction – 1 day
   Preparing Multimedia Presentations – 4 days
   <mark>Introductory Coding/Programming (Hour of Code) – 1 day</mark>

   Marking Period One –Goals:
   Understanding of:
   - Locating information from various print and digital sources
   - Website and reference evaluation
   - Selecting literary non-fiction and information text
   - Various print and digital reference sources
   - Selecting literary fiction in a variety of genres
   - Creating meaning from literary fiction
   - Literary fiction to gain meaning, by questions, reflecting, responding and evaluating
   - Presentations to enhance development of main ideas or themes
   - Basic programming/coding skills

2. **Marking Period Two -Overview with time range in days:**
   Demonstrating Technology Etiquette and Safety – 1 day
   Behaving as a Digital Citizen – 1 day
   Research Process – 2 days
   Evaluating Sources – 1 day
   Using Digital Media – 1 day
   Producing and Publishing with Technology – 3 days

   Marking Period Two -Goals:
   Understanding of:
   - Choosing a topic to research and questions to be answered
   - Note taking skills
   - Conducting research projects
   - Readability of a source
   - Grade-level-appropriate research process
   - Proper technology etiquette
   - Importance of safe, legal and responsible use of technology

DELAWARE VALLEY SCHOOL DISTRICT

- Ethical and safe online behavior
- Consequences of unethical, unsafe and inappropriate behavior
- Digital media to enhance content-specific product
- Digital media copyright
- Producing and publishing a two page written product
- Website evaluations
- Plagiarism

DELAWARE VALLEY SCHOOL DISTRICT

UNIT: Effective Readers

Big Idea # 1: Effective readers use appropriate strategies to construct meaning.

Essential Questions:
- How do strategic readers create meaning from informational and literary text?
- What is this text really about?
- How do readers know what to believe?
- How does what readers read influence how they should read it?
- How does a reader's purpose influence how text should be read?

Concepts:
- Evaluating diverse media
- Selecting informational text and literary non-fiction
- Selecting literary fiction

Competencies:
- Locate information from various print and digital sources to answer question or solve problem.
- Independently, locate and select literary non-fiction and informational texts on grade level.
- Independently, use various print and digital reference sources.
- Independently, select grade-level-appropriate literary fiction in a variety to genres.
- Apply strategies to create meaning from literary fiction.
- Read self-selected literary fiction presented in any format to gain meaning by questioning, reflecting, responding and evaluating.

Big Idea # 2: Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Essential Questions:
- How do readers know what to believe in what they read, hear, and view?
- How does interaction with text provoke thinking and response?

Concepts:
- Evaluating Sources

Competencies:
- Discuss criteria for evaluating a website: credibility, relevance, bias, accuracy and currency.
- Evaluate sources for credibility and currency.
- Identify facts and details that support reasons**.**

Big Idea # 3: Effective speakers prepare ad communicate messages to address the audience and purpose.

> **Essential Questions:**
> - How do task, purpose, and audience influence how speakers craft and deliver a message?
> - How do speakers employ language and utilize resources to effectively communicate a message?
>
> **Concepts:**
> - Preparing multimedia presentations
>
> **Competencies:**
> - Add multimedia components and visual displays to presentations to clarify claims and research findings and point out important points in information.

UNIT: Responsible Citizen Behaviors

Big Idea # 1: Responsible citizens use information ethically and productively in a global society.

> **Essential Questions:**
> - How do responsible citizens use information ethically?
> - How do responsible citizens use information productively in a global society?
> - How can students be producers of technology, not merely consumers?
>
> **Concepts:**
> - Demonstrating technology etiquette and safety
> - Behaving as a digital citizen
> - Using digital media
> - Introductory computing practice and programming
>
> **Competencies:**
> - Apply proper etiquette when using technology.
> - Explain importance of safe, legal and responsible use of technology.
> - Identify and practice ethical and safe online behavior.
> - Identify potential consequences of unethical, unsafe and inappropriate behavior.
> - Select and utilize an appropriate digital media to enhance a content-specific product.
> - Use digital media legally and ethically, practicing Educational Fair Use.
> - Computational thinking and logic

UNIT: Research Process

Big Idea # 1: Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Essential Questions:
- How do readers know what to believe in what they read, hear, and view?
- How does interaction with text provoke thinking and response?

Concepts:
- Research process
- Evaluating Sources

Competencies:
- Discuss criteria for evaluating a website: credibility, relevance, bias, accuracy and currency.
- Evaluate sources for credibility and currency.
- Identify facts and details that support reasons.
- As part of grade-level-appropriate research process, choose aspects of topic to research.
- As part of grade-level-appropriate research process, with guidance, develop questions to be answered about topic.
- Draw evidence from text to answer an information need using grade-level-appropriate note-talking skills.

Big Idea # 2: Effective research requires the use of varied resources to gain or expand knowledge.

Essential Questions:
- What does a reader look for and how can s/he find it?
- How does a reader know a source can be trusted?
- How does one organize and synthesize information from various sources?
- How does one best present findings?

Concepts:
- Research process
- Drawing evidence from text

Competencies:
- Identify reference sources and information texts that are appropriate to grade level.
- Conduct short research projects.
- Use literacy strategies to determine readability of source
- Make conclusions about information in sources.
- As part of a grade-level-appropriate research process:
    - Recall information from past experiences.

o Gather information from sources, including both print and digital to answer research questions.
o Record and organize answer (s) to question(s) in note-taking format by sorting information into provided categories.
o Paraphrase information found, so that it is not copied exactly from source.
o Summarize information from notes into final project.
o Quote effectively and give appropriate credit.
o Identify bibliographic information.
o Create list of sources used using online citation tool.

Curriculum Plan

Unit: **Effective Readers**   **Time Range in Days:** 9 class periods

Standard(s):
PA Common Core Standards for English Language Arts
PA Business, Computer and Information Technology Standards

Standards Addressed:
CC.1.2.5.G, CC.1.2.5.L, CC.1.3.5.K
15.6.5.L, 15.4.5.K, 15.4.5.A

Anchor(s):
E05.E.1.1, E05.B-C.2, E05.E.1.1, E05.A-C.3.1

Overview: Effective readers use a variety of strategies to construct meaning of various literary texts.

Focus Question(s):
1. What is the purpose of the Dewey Decimal System?
2. What makes a reference source valid?
3. What sources are appropriate for my research needs?

Goals: Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.

Objectives:
1. Students will be able to tell how to locate nonfiction reference sources. (DOK 1)
2. Students will be able to assess and use information found in multiple sources and mediums to interpret a question or solve a problem. (DOK Levels 1,2,3)
3. Students will be able to use various print and digital reference sources. (DOK 1)
4. Students will create a digital product using Windows MovieMaker, PhotoStory, Google Slides, Publisher, or any other approved multimedia program. (DOK 4)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction how to locate nonfiction reference sources (both print and digital).

2. Direct instruction on the Dewey Decimal System.

3. Direct instruction on evaluation and the use of different print and non-print reference sources. Librarian will discuss the criteria that deem a reference source authentic.
   a. authority/expertise of author or sponsor
   b. currency (age of information presented on the site) and updates
   c. purpose (to inform, persuade, entertain, sell a product, or other)
   d. accuracy
   e. spelling and grammar

4. Direct instruction on Windows MovieMaker, PhotoStory, Google Slides, Publisher, or any other approved multimedia program.

5. Students create media project.

Assessments:

Diagnostic: Discussion and questioning about other multimedia programs they have used.

Formative: Observation of/assistance with projects, teacher observation during class discussions.

Summative: Evaluation/presentation of reports.

Extensions: Students use digital cameras or other digital content devices to import their original content into their projects.

Correctives:

1. Peer assistance with troubleshooting,
2. small group re-teaching

Materials and Resources: computers, databases, reference books, multimedia presentation tools and programs

Curriculum Plan

Unit: **Responsible Citizen Behaviors**   **Time Range in Days:** 3 class periods

Standard(s):
PA Academic Standards for Science and Technology and Engineering Education
PA Business, Computer and Information Technology Standards
CSTA K-12 Computer Science Standards (2017)

Standards Addressed:
3.4.5.B
15.4.5.B

Overview: Responsible citizens use information ethically and productively in a global society.

Focus Question(s):
1. What are the dangers of sharing personal information online?
2. What is plagiarism? How can I avoid committing plagiarism?
3. What is cyber bullying?
4. Why is it important to maintain a balance between my online activities and other aspects of my life?
5. How can students use coding/programming skills to produce new computer programs?

Goals:
1. Demonstrate technology etiquette and safety.
2. Behave as a digital citizen.
3. Find a balance between real life and online activities.
4. To complete basic programming activities using Hour of Code.

Objectives:
1. Students will be able to recognize the law regarding the use of information found on the internet. (DOK 1)
2. Students will be able to distinguish the difference and avoid committing plagiarism verses using their own words. (DOK 2)
3. Students will be able to define and draw conclusions about plagiarism. (DOK 1 and DOK 3)
4. Students will be able to analyses how the internet makes copying others work easy and identify conditions that make copying acceptable. (DOK 1 and DOK 4)

5. Students will be able to analyze potential pitfalls and problems that may result from spending too much time online. (DOK 4)
6. <mark>Students will design or create a solution to a programming problem/challenge. (DOK 4)</mark>

Core Activities and Corresponding Instructional Methods:

1. Librarian will lead discussion of risks regarding internet safety.
2. Direct instruction on internet safety (video resources and online lesson plans)
3. Discussion of plagiarism and fair use.
4. Examine school district policy on plagiarism.
5. <mark>Completion of Hour of Code activities.</mark>

Assessments:

Diagnostic: Discussion of copyright and plagiarism. Students can track how much time they spend online and time spent on other activities (reading, sports, family time, etc.)

Formative: Student responses to oral and written questions.

Summative: Observation of students writing in their own words.

Extensions: Students will research legal ramifications of plagiarism and cyber bullying. School resource officer or principal led discussion of school disciplinary actions of plagiarism and cyber bullying.

Correctives: Peer question and answer discussion for clarification.

Materials and Resources: computers, cyberbullying lesson
www.cybersmartcurriculum.org/mannersbullyingthics/lessons/4-5/whose_is_it_anyway/
www.ikeepsafe.org

Digital Passport - https://www.digitalpassport.org/

NetSmartz Teens "Choices and Cheaters" -
https://www.nsteens.org/Comics/ChoicesAndCheaters

<mark>Hour of Code: https://hourofcode.com/us</mark>

Curriculum Plan

<u>**Unit:**</u>   **Research Process**   <u>**Time Range in Days:**</u> **6 days**

Standard(s):
PA Common Core Standards for English Language Arts
PA Business, Computer, and Information Technology Standards

Standards Addressed:
CC.1.4.5.S, CC.1.4.5.V, CC.1.4.5.W
15.4.5.G, 15.4.5.K

Overview: Effective researchers use appropriate skills to efficiently locate and report information needed.

Focus Question(s):
1. How do you cite sources?
2. What is the purpose of citing sources?
3. What kinds of resources are available for research?

Goals: To correctly use research skills and the research process to formulate a written or multimedia report on a given topic.

Objectives:
1. Students will be able to apply concepts of resources and technologies they have learned to date. (DOK 4)
2. Students will be able to use and show research skills. (DOK 1 and DOK 2)
3. Students will be able to cite evidence by use of a bibliography. (DOK 3)
4. Students will be able to create a written or multimedia research report. (DOK 4)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction of resources available to students in the library and online.

2. Direct instruction on note taking and outlining information in a research project.

3. Direct instruction on how to cite sources.

4. Direct instruction on plagiarism and paraphrasing ideas.

5. Students create report/project.

Assessments:

Diagnostic: Discussion and questioning during library class about classroom reports and research they have completed.

Formative: Teacher observation during research process.

Summative: Completed reports/slideshows and bibliographies

Extensions: Cross-curriculum research topic/co-teaching with classroom teacher

Correctives:

1. Use of notetaking form or chart
2. Bibilography worksheet
3. Work with a partner and/or accommodate for special needs

Materials and Resources: computers, databases, reference books, multimedia presentation tools and programs, Microsoft Word, Destiny, PowerLibrary, print resources, notetaking chart, bibliography worksheet and examples, online citation tools (EasyBib, BibMe, etc.)

Appendix

DELAWARE VALLEY SCHOOL DISTRICT

Checklist to Complete and Submit with Curriculum:

_____ **A hard copy of the curriculum using The template entitled "Planned Instruction," available on the district website**

_____ **Hard copies of all supplemental resources not available electronically**

_____ **The primary textbook form(s)**

_____ **The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document**

_____ **A USB/Flash Drive containing a single file that will print the curriculum in its intended sequence from beginning to end and all supplemental resources that are available in electronic format.**

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name_____

First Reader/Reviewer Signature_____ Date_____

Second Reader/Reviewer Printed Name_____

Second Reader/Reviewer Signature _____ Date_____