

## Big Idea I - Inquire

Learners build new knowledge by inquiring, reading, thinking critically, identifying problems, and developing strategies for solving problems.

### Concepts:

### Curriculum Standards

ELA Standards 1. . (Band)	BCIT Standards 15. . (Band)
1.3.K	15.3.C
1.4.I	15.3.E
1.4.S	15.3.I
1.4.V	
1.4.W	
1.5.B	

Learner Competencies	Essential Questions	Assessment	Resources / Materials
Choose aspects of a topic to investigate.	<ul style="list-style-type: none"> <li>How do learners display curiosity and initiative?</li> <li>How do learners engage with and create meaning from information and text?</li> <li>How do you learners participate in an inquiry based process?</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Books within school library collection</li> <li>Online Databases</li> <li>iPad productivity tools</li> </ul>
Develop questions to be answered about a topic for short research projects.			
Recall information from past experiences.			
Draw supporting evidence from literature or nonfiction to make a point, express a personal opinion, or meet an information need.			
Apply strategies to create meaning from literary fiction by questioning, reflecting, responding, and evaluating.			
Summarize main points from text read aloud or presented orally or in other media formats.			
Add multimedia components and visual displays to presentations to enhance the development of main ideas or themes.			

## Big Idea II - Include

Learners demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

**Concepts:** Examining Perspectives and Points of View, Developing Social Problem-Solving Skills,

### Curriculum Standards

ELA Standards 1. . (Band)	BCIT Standards 15. . (Band)

Learner Competencies	Essential Questions	Assessment	Resources / Materials
Compare and contrast accounts of the same event told from different points of view.	<ul style="list-style-type: none"> <li>How do learners become informed and committed to the concept of diversity?</li> <li>How do you learners gain perspective, recognize, and represent diverse points of view?</li> <li>How do you learners reflect on their own range of perspectives and develop awareness, inclusion of, and empathy of others?</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Books within school library collection</li> <li>Online Databases</li> </ul>
Identify and use texts and resources that represent a broad range of cultures and identities.			
Demonstrate respect for the uniqueness of others.			
Identify multiple ways to solve conflicts and practice solving problems.			
Respond to others given a sense of the others' point of view.			

## Big Idea III - Collaborate

Learners work effectively with others to broaden perspectives and work toward common goals.

**Concepts:** Engaging in a Learning Community, Using Digital Tools for Collaboration, Communicating to Establish and Sustain Relationships

### Curriculum Standards

ELA Standards 1. . (Band)	BCIT Standards 15. . (Band)
1.4.U	

Learner Competencies	Essential Questions	Assessment	Resources / Materials
Develop new understandings through engagement in a learning group.	<ul style="list-style-type: none"> <li>How do learners adapt, communicate, and exchange knowledge and ideas with others?</li> <li>How do you learners collaborate productively with others to create?</li> <li>How do you learners actively participate in communication networks?</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>iPad productivity tools</li> <li>Keyboarding Without Tears</li> </ul>
Solicit and respond to the feedback of others.			
Contribute actively to group discussions.			
Use technology and keyboarding skills to interact and collaborate with others, with guidance and support.			
Explain ways to establish relationships that are positive and supportive of others.			
Select and utilize expressive communication strategies (e.g., tone, body language, facial expressions) with an understanding of its effect			

on others.			
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## Big Idea IV - Curate

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

**Concepts:** Selecting and Reading Literary Fiction, Nonfiction, and Informational Texts, Using and Presenting Information in Different Media Formats, Personalizing Lifelong Learning, Developing Self-Awareness and Self-Management

### Curriculum Standards

ELA Standards 1. . (Band)	BCIT Standards 15. . (Band)
1.2.G	15.3.E
1.2.L	15.3.I
1.4.I	15.4.L
1.4.S	
1.4.V	
1.4.W	

Learner Competencies	Essential Questions	Assessment	Resources / Materials
Use various print and digital reference sources independently.	<ul style="list-style-type: none"> <li>How do learners act on an information need?</li> <li>How do you learners gather information appropriate to the task?</li> <li>How do you learners determine an author's purpose?</li> <li>How do you learners</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Books within school library collection</li> <li>Online databases</li> <li>AccessIt Library Catalog</li> <li>iPad productivity tools</li> </ul>
Discuss and apply criteria for evaluating a resource: authority, bias, accuracy, relevancy, readability, and currency of information.			
Locate information from sources including both print and digital, to answer a question or solve a problem.			
Organize answers to questions by sorting information into provided categories.			

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Use grade-level-appropriate note taking skills including paraphrasing and/or summarizing.	systematically question and assess the authority, bias, accuracy, relevancy, and currency of information? <ul style="list-style-type: none"> <li>• How do learners select and organize information for a variety of audiences?</li> </ul>		
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### Big Idea V - Explore

Learners read, discover and innovate with a growth mindset developed through experience and reflection.

**Concepts:** Selecting and Reading Literary Fiction, Nonfiction, and Informational Texts, Using and Presenting Information in Different Media Formats, Personalizing Lifelong Learning, Developing Self-Awareness and Self-Management

#### Curriculum Standards

ELA Standards 1. . (Band)	BCIT Standards 15. . (Band)
1.2.G 1.2.L 1.3.K	

Learner Competencies	Essential Questions	Assessment	Resources / Materials
Select and read independently grade-level-appropriate literary fiction in a variety of genres and formats.	<ul style="list-style-type: none"> <li>• How do learners develop and satisfy personal curiosity?</li> <li>• how do learners read widely and deeply in multiple formats and create for a variety of purposes?</li> <li>• How do learners persevere to solve problems through</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Books within school library collection</li> <li>• Accelerated Reader program</li> <li>• AccessIt Library Catalog</li> </ul>
Select and read grade-level-appropriate literary fiction in a variety of genres and formats with support.			
Select and read independently literary nonfiction and informational texts on grade level.			
Use information from text to demonstrate			

understanding.	inquiry, implementation, and reflection?		
Describe how personal interests and abilities impact lifelong learning. Identify one's own strengths, needs, and preferences.			
Select coping skills strategies response to adverse situations (e.g., positive self-talk, talking to others, taking a break, taking care of oneself, avoiding negative self-talk).			

### Big Idea VI - Engage

Learners demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

**Concepts:** Attributing Information Sources, Creating Multimedia to Demonstrate Learning, Developing Digital Skills, Demonstrating Etiquette in Using Technology, Applying Principles of Intellectual Property, Using Information and Technology Safely and Responsibly, Communicating Effectively to Establish and Sustain Relationships

### Curriculum Standards

ELA Standards 1. . (Band)	BCIT Standards 15. . (Band)
1.4.U 1.4.W	15.3.E 15.3.I 15.3.M 15.3.T 15.4.B 15.4.G 15.4.K

Learners Competencies	Essential Questions	Assessment	Resources / Materials
Identify bibliographic information to create a list of sources used.	<ul style="list-style-type: none"> <li>How do learners follow ethical, responsible, safe, and</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Books within school library collection</li> </ul>

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<p>Select and utilize multimedia to create digital media appropriate to audience.</p>	<p>legal guidelines for gathering, creating and sharing information, technology, and media?</p> <ul style="list-style-type: none"> <li>• How do you learners use valid information and reasoned conclusions to make ethical decisions and creating new knowledge?</li> <li>• How do learners personalize their use of information and information technologies?</li> <li>• How do learners engage with information to extend their personal learning?</li> </ul>		<ul style="list-style-type: none"> <li>• iPad productivity tools</li> <li>• Keyboarding Without Tears</li> </ul>
<p>Use technology and keyboarding skills to produce and publish a product, with guidance and support.</p>			
<p>Apply proper etiquette when using technology.</p>			
<p>Apply intellectual property principles (e.g., public domain, Creative Commons, educational fair use, copyright).</p>			
<p>Explain the importance of safe, legal and responsible use of technology.</p>			
<p>Select and utilize expressive communication strategies (e.g., tone, body language, facial expressions) with an understanding of its effect on others.</p>			