

Big Idea I – Inquire

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

Concepts: Constructing Questions for Research and Inquiry, Using Information in Research and Inquiry Process, Drawing Evidence from Nonfiction Literature and Nonfiction, Applying Strategies to Create Meaning in Literary Fiction, Integrating Diverse Media

Curriculum Standards

| ELA Standards 1. . . (Grade Band) | BCIT Standards 15. . . (Band) |
|--------------------------------------|----------------------------------|
| 1.3.K | 15.3.C |
| 1.4.S | 15.3.E |
| 1.4.V | 15.4.L |
| 1.4.W | |
| 1.5.F | |

| Learner Competencies | Essential Questions | Assessment | Resources / Materials |
|--|--|---|---|
| Develop a self-generated, focused research question and sub-questions about a topic. | <ul style="list-style-type: none"> How do learners display curiosity and initiative? How do learners engage with and create meaning from information and text? How do learners participate in an inquiry-based process? | <ul style="list-style-type: none"> Observation Discussion | <ul style="list-style-type: none"> Resources within school library collection Online Databases iPad productivity tools |
| Use specific textual evidence from primary and secondary sources and analyze the relationship between these sources. | | | |
| Use information to answer research questions and sub-questions about topic. | | | |
| Draw supporting evidence from literature on 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. | | | |
| Add multimedia components and visual displays to presentations to clarify information. | | | |

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, Engaging in a Learning Community, Communicating to Establish and Sustain Relationships

Curriculum Standards

| ELA Standards 1. . (Band) | BCIT Standards 15. . (Band) |
|------------------------------|--------------------------------|
| 1.2.D | 15.3.E |
| 1.4.I | 15.4.L |
| 1.4.S | |

| Learner Competencies | Essential Questions | Assessment | Resources / Materials |
|--|--|---|--|
| Identify alternate or opposing claims. Determine the author’s point of view or purpose in a text. | <ul style="list-style-type: none"> How do learners become informed and committed to the concept of diversity? How do learners gain perspective, recognize, and represent diverse points of view? How do learners reflect on their own range of perspectives and develop awareness, inclusion of, and empathy of others? | <ul style="list-style-type: none"> Observation Discussion | <ul style="list-style-type: none"> Resources within school library collection Online Databases |
| Identify and use texts and resources that represent a broad range of cultures and identities, with help and support. | | | |
| Interact with others demonstrating respect, cooperation, and acceptance. | | | |
| Identify conflict resolution skills to deescalate, diffuse, and resolve differences. | | | |
| Analyze various perspectives on a situation. | | | |

Big Idea III - Collaborate

Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

Concepts: Evaluating, Analyzing & Integrating Information

Curriculum Standards

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

| Learner Competencies | Essential Questions | Assessment | Resources / Materials |
|--|---|---|---|
| Use a variety of different communication tools and resources to connect with others to build prior knowledge and create new knowledge. | <ul style="list-style-type: none"> • How do learners adapt, communicate, and exchange knowledge and ideas with others? • How do learners collaborate productively with others to create? • How do learners actively participate in communication networks? | <ul style="list-style-type: none"> • Observation • Discussion | <ul style="list-style-type: none"> • iPad productivity tools • Online databases |
| Explain how empathy and perspective taking foster relationship building. | | | |
| Explain how expressive communication strategies can affect others. | | | |

Big Idea IV – Curate

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

Concepts: Using Sources of Information, Evaluating Information Sources, Selecting Information for Use in Research and Inquiry Processes, Using and Synthesizing Information

Curriculum Standards

| ELA Standards 1. . . (Band) | BCIT Standards 15. . . (Band) |
|--|----------------------------------|
| 1.2.D 1.2.G 1.4.I 1.4.S 1.4.W 1.5.C | 15.3.E 15.4.L |

| Learner Competencies | Essential Questions | Assessment | Resources / Materials |
|---|---|---|---|
| Independently, use various print and digital reference sources. Gather information that pertains to topic from various print and digital sources. Conduct a search using proper search terms. Evaluate a source for authority, bias, accuracy, relevancy, and currency of information. Analyze information in different media formats, including main ideas and supporting details. Interpret information presented in different media formats. Select information from informational texts to support, analysis, reflection, and research. | <ul style="list-style-type: none"> How do learners act on an information need? How do learners gather information appropriate to the task? How do learners determine an author’s purpose? How do learners systematically question and assess the authority, bias, | <ul style="list-style-type: none"> Observation Discussion | <ul style="list-style-type: none"> Resources within school library collection AccessIt Library Catalog Online databases iPad productivity tools |

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| Integrate information from various mediums to understand a topic or issue. | accuracy, relevancy, and currency of information? • How do learners select and organize information for a variety of audiences? | | |
| Evaluate the advantages and disadvantages of how information is presented in different mediums. | | | |
| Summarize, paraphrase, and quote from resources. | | | |

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 |
|---|--|---|---|
| Locate and select independently literary nonfiction and informational texts on grade level. | <ul style="list-style-type: none"> How do learners develop and satisfy personal curiosity? How do learners read widely and deeply in multiple formats and create for a variety of purposes? How do learners persevere to solve problems through | <ul style="list-style-type: none"> Observation Discussion | <ul style="list-style-type: none"> Accelerated Reader Program Resources within school library collection AccessIt Library Catalog Online databases iPad productivity tools |
| Select and read independently grade level-appropriate literary fiction in a variety of genres and formats. | | | |
| Integrate information presented in different media formats to demonstrate understanding. | | | |
| Identify formal and informal lifelong learning opportunities that support career retention and advancement. | | | |

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| Explain to others one’s own strengths, needs, and preferences specific to a context. | inquiry, implementation, and reflection? | | |
| Identify and select coping skills relevant to adverse situations. | | | |

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.S | 15.3.M |
| 1.4.U | 15.3.T |
| 1.4.W | 15.3.W |
| | 15.4.B |

| Learner Competencies | Essential Questions | Assessment | Resources / Materials |
|--|---|---|---|
| Cite specific textual evidence from primary and secondary sources. | <ul style="list-style-type: none"> How do learners follow ethical, responsible, safe, and legal guidelines for gathering, creating and sharing information, technology, and media? How do you learn ears use valid information and reasoned conclusions to make ethical decisions and creating new knowledge? | <ul style="list-style-type: none"> Observation Discussion Student-created projects | <ul style="list-style-type: none"> Resources within school library collection AccessIt Library Catalog Online databases iPad productivity tools |
| Cite sources using standard bibliographic citation format. | | | |
| Select and utilize multimedia to create digital media appropriate to audience. | | | |
| Use technology ethically to produce and publish as well as interact and collaborate with others. | | | |
| Demonstrate proper etiquette when networking either face-to-face or online. | | | |

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| <p>Apply intellectual property principles (e.g., public domain, Creative Commons, educational fair use, copyright).</p> | <ul style="list-style-type: none"> • How do you learner's personalize their use of information and information technologies? • How do you learners engage with information to extend their personal learning? | | |
| <p>Practice safe, legal, and responsible use of information and technology.</p> | | | |
| <p>Explain how expressive communication strategies can affect others.</p> | | | |