PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Library & Information Literacy

Curriculum Writing Committee:

Heather Haupt

Grade Level: 5

Date of Board Approval: _____

Course Weighting: Course Name

Gradebook Category - should reflect PLC agreed upon gradebook categories	% or points

Curriculum Map

Overview: 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.

Our school libraries create inviting, dynamic, 21st century learning environments and services that support information literacy and life-long learning. Students should experience the power and variety of collective resources to become critical thinkers, enthusiastic readers, skillful researchers and ethical users and creators of ideas and information. Our goal is to provide instruction in competent information usage while promoting an interest in and understanding of various resources, ethical usage of ideas and information literacy skills.

Goals:

Marking Period 1 (9 class periods)

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
- Introductory Coding/Programming (Hour of Code) – 1 day
- Exploring the Dewey Decimal System - 2 days
    - Locating information from various print and digital sources
    - Selecting literary nonfiction and information text
- Google Slides & Drawings - 3 days

    - Preparing multimedia presentations
    - Producing and publishing with technology
- Exploring Online Reference Tools - 2 days
    - Locating information from various print and digital sources
- Website Evaluation - 2 days
    - Evaluating diverse media
    - Website and reference evaluation
    - Evaluating sources

Marking Period 2 (9 class periods)

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
- Online Safety/Digital Citizenship/AI - 5 days
    - Identify bibliographic information to create a list of sources used
    - Select and utilize multimedia to create digital media appropriate to audience
    - Apply proper etiquette when using technology
    - Apply intellectual property principles
    - Explain the importance of safe, legal and responsible use of technology
- Coding - 2 days
    - Apply knowledge to create and share original, interactive programs, reinforcing responsible authorship
- Keyboarding - 2 days
    - Use technology and keyboarding skills to produce and publish a product, with guidance and support

Big Ideas:

UNIT: Effective Readers
Learners Curate & Explore

Big Idea # 1: Effective readers use appropriate strategies to construct meaning.
Learners make meaning for themselves and others by collecting, organizing and sharing resources of personal relevance.

Big Idea # 2: Learners read, discover and innovate with a growth mindset developed through experience and reflection.

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?
    - 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, accuracy, relevancy and currency of information?
    - How do learners select and organize information for a variety of audiences?
    - 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 inquiry, implementation and reflection?
    - How do learners organize and synthesize information from various sources?

Concepts:

- Evaluating diverse media
- Selecting informational text and literary non-fiction
- Selecting literary fiction
    - Using sources of information
    - Evaluating information sources
    - Selecting information for use in research and inquiry processes
    - Using and synthesizing information
    - Selecting and reading literary fiction, nonfiction and informational texts
    - Using and presenting information in different media formats

Competencies:

- Locate information from various print and digital sources to answer questions or solve problems.
- 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 of 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.

- Use various print and digital reference sources independently.
- 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.
- Locate, select and read independently literary nonfiction and informational texts on grade level.
- Use information from text to demonstrate understanding.

UNIT: Responsible Citizen Behaviors
Learners Engage

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

Learners demonstrate safe, legal and ethical creation and sharing of knowledge while engaging in a community and an interconnected world.

Essential Questions:

- How do responsible citizens use information ethically?
- How do responsible citizens use information productively in a global society?
- How do learners follow ethical, responsible, safe and legal guidelines for gathering, creating and sharing information, technology and media?
- How do learners use valid information and reasoned conclusions to make ethical decisions in creating new knowledge?
- How do learners personalize their use of information and information technologies?
- How do learners engage with information to extend their personal learning?

Concepts:

- Demonstrating technology etiquette and safety
- Behaving as a digital citizen
- Using digital media
- 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

Competencies:

- Apply proper etiquette when using technology.
- Explain the 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.
- Identify bibliographic information to create a list of sources used.
- Select and utilize multimedia to create digital media appropriate to audience.
- Use technology and keyboarding skills to produce and publish a product, with guidance and support.
- Apply proper etiquette when using technology.
- Apply intellectual property principles (e.g., public domain, Creative Commons, educational fair use, copyright).
- Explain the importance of safe, legal and responsible use of technology.

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 the grade-level-appropriate research process, choose aspects of a topic to research.
- As part of the grade-level-appropriate research process, with guidance, develop questions to be answered about a 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.
  - Gather information from sources, including both print and digital to answer research questions.
  - Record and organize answer (s) to question(s) in note-taking format by sorting information into provided categories.
  - Paraphrase information found, so that it is not copied exactly from the source.
  - Summarize information from notes into the final project.
  - Quote effectively and give appropriate credit.
  - Identify bibliographic information.
  - Create a list of sources used using an online citation tool.

Textbook and Supplemental Resources:

- **Supplemental Resources:**

Unit: Learners Curate & Explore - Access to library collection, digital/multimedia presentation tools (Google Slides, Google Drawings, etc.); Kahoots; website evaluation tools/checklist and video - Evaluating Websites

Unit: Learners Engage - Common Sense Digital Citizenship Curriculum: https://www.commonsense.org/education/digital-citizenship

Common Sense - Remix Responsibly: https://www.commonsense.org/education/digital-literacy/remix-responsibly?check_logged_in=1

Common Sense - What is AI?: https://www.commonsense.org/education/digital-citizenship/lesson/what-is-ai

Code.org - Course E: https://studio.code.org/courses/coursee-2025/units/1

Typing Club: https://www.typingclub.com/

Additional (optional) resources:

ISTE Digital Citizenship Lessons: https://iste.org/digital-citizenship-lessons

Curriculum Plan

Unit 1: Effective Readers **Time Range in Days: 9 class periods**

Learners Curate & Explore

- **Standards:**
  PA Common Core Standards for ELA
  PA Academic Standards for Business, Computer and Information Technology
  PA Academic Standards - English Language Arts/Career Education & Work
  AASL Standards for Learners
  ISTE Standards for Students

  - Standards Addressed: CC 1.2.5.G, CC 1.2.5.L, CC1.3.5.K; 15.6.5.L, 15.4.5.K, 15.4.5.A
  - Standards Addressed:
    PA CC ELA-
    1.2.5.L- Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently
    1.4.5.I-Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
    1.4.5.W-Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
    1.4.5.V-Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
    1.4.5.G-Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
    1.4.5.L-Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

    CEW -
    13.2.5.B Identify and review resources available in researching job opportunities, such as, but not limited to the internet, magazines and newspapers.

    AASL -
    V.A- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and genres.
    I.B.1- Learners engage in inquiry-based processes for personal growth by formulating questions, seeking diverse perspectives, and using evidence to investigate questions.
    V.A.3- Learners make connections between self, world, and literature.
    IV.B.3- Learners organize information by selecting, organizing, and sharing resources of personal relevance

IV.B- Learners act on an information need by organizing knowledge and making meaningful collections of resources.
V.A.1- Learners read widely and deeply in multiple formats and write for a variety of purposes.

ISTE -
3d Students build knowledge by exploring real-world issues and gain experience in applying their learning in authentic settings.
3b Students evaluate the accuracy, validity, bias, origin, and relevance of digital content.
2c Students safeguard their well-being by being intentional about what they do online and how much time they spend online.
3c Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

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)

1. Students will show their understanding of the Dewey Decimal System in independently locating library resources. (DOK 2)
2. Students will effectively utilize multimedia tools independently to create digital products. (DOK 4)
3. Students will evaluate the reliability of the sources used in their research. (DOK 3)
4. Students will use reference tools effectively and independently. (DOK 1)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction on how to locate nonfiction reference sources (both print and digital). Teams of students can use kid-friendly databases to find answers to research questions in a relay race format.
2. Direct instruction on the Dewey Decimal System, followed by a review game, poster project or scavenger hunt
3. Direct instruction on evaluation and the use of different print and non-print reference sources. Librarians will discuss the criteria that deem a reference source or website authentic.
    a. Timeliness
    b. Relevance
    c. Accuracy
    d. Author/sponsor
    e. Purpose (to inform, persuade, entertain, sell a product, or other)

   Students can then evaluate sample websites to determine which are credible and why.
4. Direct instruction on Google Slides, Google Drawings, Publisher, or any other approved multimedia program.
5. Research Mini-Project: Combine all skills—students choose a topic, find sources, evaluate them, and present findings using a multimedia format.

Assessments:

- **Diagnostic:** Discussion and questioning about other multimedia programs they have used
  Discussion of internet use and previous website evaluation strategies. Observation of students' ability to locate library resources. Discussion of students' previous usage of reference sites/tools

- **Formative:** Observation of/assistance with projects; teacher observation during class discussions
  Exit slips, think-pair-share, polls, Kahoots

- **Summative:** Evaluation/presentation of reports
  Final digital products and students' effective use of library resources /online tools

- **Correctives:** Peer assistance with troubleshooting; small group re-teaching
  Modification of content, peer assistance

- **Extensions:** Students use digital cameras or other digital content devices to import their original content into their projects.
  Self-reflection, advanced use of digital tools within final product

Curriculum Plan

Unit 2: Responsible Citizen Behaviors **Time Range in Days: 2 9 class periods**
Learners Engage

Standard(s):
PA Academic Standards for Science and Technology and Engineering Education
PA Business, Computer and Information Technology Standards
PA Academic Standards - English/Language Arts/Career Education & Work
AASL Standards for Learners
ISTE Standards for Students

Standards Addressed:
3.4.5.B
15.4.5.B
PA CC ELA-
1.4.5W - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
1.4.5U - With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

CEW -
13.2.5.B Identify and review resources available in researching job opportunities, such as, but not limited to the internet, magazines and newspapers.

AASL -
VI.A.2 - Understanding the ethical use of information, technology and media.
VI.B.2 -Acknowledging authorship and demonstrating respect for the intellectual property of others.
I.B.3 - Generating products that illustrate learning.
I.C.4 - Sharing products with an authentic audience.
VI.A.1 - Responsibly applying information, technology and media to learning.
VI.C.2 - Disseminating new knowledge through means appropriate for the intended audience.
VI.D.3 - Inspiring others to engage in safe, responsible, ethical and legal information behaviors.

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?

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 analyze 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)

1. Students will assess their media use and develop personalized plans for a healthy balance with offline activities. (DOK 3)
2. Recognize cyberbullying, understand its impact, and learn to be an "upstander" to build positive communities. (DOK 2)
3. Distinguish between news, advertising, and sponsored content. (DOK3)
4. Identify credible sources and understand responsibilities as creators and consumers. (DOK 2)
5. Students will define plagiarism and explain why giving credit matters. (DOK 2)
6. Students will learn to utilize the "remix" method (copy, transform, combine) and practice creating "original" content that builds upon other's ideas legally. (DOK 3)
8. Learn how AI works and consider some of its potential benefits and drawbacks. (DOK 4)
9. Students will complete projects within the activities in Code.org to strengthen foundational concepts. (DOK 4)
10. Students will strengthen their keyboarding skills in order to meet current ELA standards.

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.

1. Librarian will utilize/present digital citizenship/online safety lessons using Common Sense Education, including: "Finding my Media Balance", "You Won't Believe This!", "Is it Cyberbullying?", "Reading News Online", "Remix Responsibly" and "What is AI?". Direct instruction will utilize videos, whole-group/small-group activities, quizzes and follow-up activities to deepen understanding of key concepts.

2. Librarian will introduce students to key concepts in Code.org's Course E - and assist students/guide them through completion of activities, including using sprites, variables and data analysis, functions and conditionals.

3. Librarian will introduce keyboard site(s) such as Typing Club - and assist students/guide them through completion of activities.

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.)

Discussion of students' online habits, including time spent on technology and current use of AI. Activity to see if students can spot unreliable sources online. Typing pre-test to assess current levels/wpm.

Formative: Student responses to oral and written questions.

Exit slips, polls, Kahoots, whole-group discussion

Summative: Observation of students writing in their own words.

Digital citizenship "quiz"; completion of coding and typing lessons/activities

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.

Students can create online safety/digital citizenship infographics to share with younger students; continued work on coding/typing lessons outside of library class

Correctives: Peer question and answer discussion for clarification.

Modification of content; peer assistance; partner work in coding activities

Curriculum Plan

Unit: **Research Process** **Time Range in Days:** **7 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 reports/projects.

Assessments:

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

Formative: Teacher observation during the 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. Bibliography 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.)