



LINCOLN-WOODSTOCK COOPERATIVE SCHOOL DISTRICT COURSE SYLLABUS

Course Name: 3-5 Library/Technology

Semester: Full year

Teacher: Mrs. Duris

Course Description:

This course is designed to foster a love of reading, develop essential information literacy skills, and introduce fundamental technology concepts for students in **Third, Fourth, and Fifth Grade**. Students will learn to be effective and responsible users of both print and digital resources, preparing them for success in the 21st century. The curriculum is developmentally appropriate, focusing on exploration, discovery, and hands-on learning.

Competencies or Standards Assessed:

American Association for School Librarians (AASL) Standards

International Society for Technology in Education (ISTE) Standards

I. INQUIRE

1.A.1 Formulating questions about a personal interest or a curricular topic.

1.A.2 Recalling prior and background knowledge as context for new meaning.

1.B.1 Using evidence to investigate questions

1.B.3 Generating products that illustrate learning.

1.D.1 Continually seeking knowledge.

1.D.2 Engaging in sustained inquiry.

1.D.3 Enacting new understanding through real-world connections.

ISTE 3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or create pursuits.

ISTE 3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.

ISTE 6c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.

II. INCLUDE

2.A.2 Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.

2.A.3 Describing their understanding of cultural relevance and placement within the global learning community.

2.C.1 Engaging in informed conversation and active debate.

2.C.2 Contributing to discussions in which multiple viewpoints on a topic are expressed.

2.B.1 Interacting with learners who reflect a range of perspectives.

2.B.3 Representing diverse perspectives during learning activities.

2.C.2 Contributing to discussions in which multiple viewpoints on a topic are expressed.

- 2.D.2 Demonstrating interest in other perspectives during learning activities.
- 2.D. 3 Reflecting on their own place within the global learning community.

ISTE 1b. Students build networks and customize their learning environments in ways that support the learning process.

III. COLLABORATE

- 3.A.1 Demonstrating their desire to broaden and deepen understandings.
- 3.A.2 Developing new understandings through engagement in a learning group.
- 3.A.3 Deciding to solve problems informed by group interaction.
- 3.B.1 Using a variety of communication tools and resources.
- 3.C.1 Soliciting and responding to feedback from others.
- 3.C.2 Involving diverse perspectives in their own inquiry processes.
- 3.D1 Actively contributing to group discussions.

ISTE 7a. Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

ISTE 1c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

ISTE 6a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

ISTE 6b. Students create original works or responsibly repurpose or remix digital resources into new creations.

IV. CURATE

- 4.A.1 Determining the need to gather information.
- 4.A.2 Identifying possible sources of information.
- 4.A.3 Making critical choices about information sources to use.
- 4.B.1 Seeking a variety of sources.
- 4.B.2 Collecting information representing diverse perspectives.
- 4.B.3 Systematically questioning and assessing the validity and accuracy of information.
- 4.B.4 Organizing information by priority, topic, or other systematic scheme.
- 4.C.1 Accessing and evaluating collaboratively constructed information sites.
- 4.C.2 Contributing to collaboratively constructed information sites by ethically using and reproducing others' work.
- 4.C.3 Joining with others to compare and contrast information derived from collaboratively constructed information sites.
- 4.D.1 Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.
- 4.D.2 Integrating and depicting in a conceptual knowledge network their understanding gained from resources.
- 4.D.3 Openly communicating curation processes for others to use, interpret, and validate.

ISTE 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.



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V. EXPLORE

- 5.A.1 Reading widely and deeply in multiple formats; write and create for a variety of purposes.
- 5.A.2 Reflecting and questioning assumptions and possible misconceptions.
- 5.A.3 Engaging in inquiry-based processes for personal growth.
- 5.B.1 Problem-solving through cycles of design, implementation, and reflection.
- 5.B.2 Persisting through self-directed pursuits by tinkering and making.
- 5.C.1 Expressing curiosity about a topic of personal interest or curricular relevance.
- 5.C.2 Co-constructing innovative means of investigation.
- 5.D.1 Iteratively responding to challenges.
- 5.D.2 Recognizing capabilities and skills that can be developed, improved, and expanded.
- 5.D.3 Open-mindedly accepting feedback for positive and constructive growth.

ISTE

- 1c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- 3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.

VI. ENGAGE

- 6.A.1 Responsibly applying information, technology, and media to learning.
- 6.B.2 Understanding the ethical use of information, technology, and media.
- 6.B.3 Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.
- 6.B.1 Ethically using and reproducing others' work.
- 6.B.2 Acknowledging authorship and demonstrating respect for the intellectual property of others.
- 6.B.3 Including elements in personal-knowledge products that allow others to credit content appropriately.
- 6.C.1 Sharing information resources in accordance with modification, reuse,
- 6.C. 2 Disseminating new knowledge through means appropriate for the intended audience
- 6.D.1 Personalizing their use of information and information technologies.
- 6.D.2 Reflecting on the process of ethical generation of knowledge.
- 6.D.3 Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.

ISTE 2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

ISTE 2a. Cultivate and manage their digital identity and reputation, and are aware of the permanence of their actions in the digital world.

ISTE 2b. Engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.

ISTE 2d. Students manage their personal data to maintain digital privacy and security, and are aware of data-collection technology used to track their navigation online.

Anchor Texts or Major Curriculum: The library/technology curriculum may change annually, because it exists in a state of constant evolution and, most crucially, attempts to be aligned with the elementary classrooms. It is a flexible, service-oriented framework, chasing a moving target of new tools, and attempting to stay a step ahead to support the evolving academic needs of the entire school. Key considerations:

1. **Alignment with Classroom Curriculum Shifts:** The library's core function is to support classroom learning; therefore, shifts will be made as necessary.
2. **Technology Changes:** New hardware, software, platforms, and AI tools emerge constantly. The curriculum must adapt to teach students skills relevant to the current tools they'll encounter for research, communication, and creation.
3. **Media Literacy Changes:** The sheer volume and complexity of information online demand a renewed focus on critical digital literacy. The curriculum must address the year's most prevalent information challenges.
4. **Changing Educational Standards:** The library curriculum equips students with practical research, media literacy, and technology skills, enabling them to meet high-level classroom expectations across all subjects.

Course Outline (major units of study):

Unit Title	Essential Question or Overarching Understanding
Inquiry and Design Thinking 💡 This unit focuses on the initial steps of the research and creation process, building essential skills for gathering information and engaging in problem-solving.	Students will use inquiry and design thinking to build understanding and create new knowledge.
Multiple Literacies and Creative Expression 📖💻 This unit centers on consuming and creating content, emphasizing reading widely, expressing ideas, and utilizing digital tools responsibly for creative communication	Students will use multiple literacies to explore, learn, and express ideas.



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Digital Citizenship and Collaborative Learning 🤝🌐 This unit focuses on social responsibility, respect for diverse viewpoints, ethical use of information, and working effectively with others in both physical and digital spaces.	Students will demonstrate civic responsibility, respect for diverse perspectives, collaboration, and digital citizenship.
Personal Agency and Reflective Growth 🌱 This unit addresses the development of self-awareness, curiosity, persistence, and the management of one's digital presence and privacy.	Students will engage in personal exploration, social and emotional growth, independent reading, and learning and personal agency.

Portrait of a Learner

Independent Learner

I make thoughtful plans and do my best to reach personal goals using feedback to work through challenges.

Responsible Collaborator

I work with others to achieve shared goals by listening actively, contributing ideas, and managing conflict.

Critical Thinker

I analyze information, ask thoughtful questions, and apply reasoning skills to solve problems and make decisions.

Effective Communicator

I express ideas clearly, adapting strategies based on the audience, setting, and/or purpose.

Global Citizen

I show that I care and take responsibility by helping in my community and the world around me.

Additional Classroom Expectations:

- All assignments are formative.
- Students will follow the Code of Conduct outlined in the elementary portion of the parent-student handbook.