



LINCOLN-WOODSTOCK COOPERATIVE SCHOOL DISTRICT

COURSE SYLLABUS

Course Name: K-2 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 **Kindergarten, First, and Second 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.3 Generating products that illustrate learning.

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.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.C.1 Soliciting and responding to feedback from others.

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.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.

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.

V. EXPLORE

5.A.1 Reading widely and deeply in multiple formats and 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.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.1 Ethically using and reproducing others' work.

6.B.2 Acknowledging authorship and demonstrating respect for the intellectual property of others.



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6.D.1 Personalizing their use of information and information technologies.

6.D.2 Reflecting on the process of ethical generation of knowledge.

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 provides the practical research, media literacy, and technology skills that allow students to meet those 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	Students will use inquiry and design thinking to build understanding and create new knowledge.

engaging in problem-solving.	
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.
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.



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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.