



PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Library & Information Literacy

Curriculum Writing Committee:

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Grade Level: 5

Date of Board Approval: June 2026

Curriculum Map

Overview: 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:

- 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:

- 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: Learners Curate & Explore

Big Idea # 1: 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 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:

- 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:

- 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: Learners Engage

Big Idea # 1: Learners demonstrate safe, legal and ethical creation and sharing of knowledge while engaging in a community and an interconnected world.

Essential Questions:

- 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:

- 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:

- 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.

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/courseee-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: **Learners Curate & Explore** Time Range in Days: 9 class periods

- **Standards:**

PA Academic Standards - English Language Arts/Career Education & Work

AASL Standards for Learners

ISTE Standards for Students

- **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.

Objectives:

1. 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 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:** Exit slips, think-pair-share, polls, Kahoots
- **Summative:** Final digital products and students' effective use of library resources /online tools
- **Correctives:** Modification of content, peer assistance
- **Extensions:** Self-reflection, advanced use of digital tools within final product

Curriculum Plan

Unit 2: Learners Engage

Time Range in Days: 9 class periods

Standard(s):

PA Academic Standards - English/Language Arts/Career Education & Work

AASL Standards for Learners

ISTE Standards for Students

Standards Addressed:

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.

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 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 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: Exit slips, polls, Kahoots, whole-group discussion

Summative: Digital citizenship “quiz”; completion of coding and typing lessons/activities

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

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