Wilson Area School District
Planned Course Guide

Title of Planned Course: 5th Grade Information Literacy

Subject Area: Library

Grade Level: 5th Grade

Course Description:
This course is designed to provide students with activities and experiences to help lead them toward information literacy, i.e. the ability to collect, evaluate, process and appropriately utilize information of all sorts throughout their lives; to help them become familiar with the library and its many functions; and to develop a love of reading.

Time/Credit for this Course: Year long/1 day per week

Curriculum Writing Committee:

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Curriculum Map

August: Orientation and Library Procedures

September: Encourage Reading and a Love of Literature (ongoing throughout the year)
Preview new books to the library collection
Internet Safety (ongoing with each computer use)

October: Library Organization and Accessing Information

November:

December:

January: Identify and Evaluate Resources

February:

March: Research Process and Searching Information

April:

May:

June:

Wilson Area School District
Planned Course Materials

Course Title: 5th Grade Library Curriculum

Textbook: N/A

Supplemental Books:

Teacher Resources:

American Association of School Librarians. *Standards for the 21st Century
 Learner.* American Library Association, 2007. Web. 27 July 2010.
 <http://www.ala.org/ala/mgrps/divs/aasll/guidelinesandstandards/learning
 Standards/AASL_Learning_Standards_2007.pdf>.

*"Information Literacy for Life – Long Learning." Pitsburgh Public Schools
 Library Services K – 12 Scope and Sequence. Pittsburgh Public
 Schools.2009.http://www.pps.k12.pa.us/1431103231238332603/lib/143110323123
 832603/Scope_Sequence/PPS-LibraryServices-ScopeAnd Sequence-July2009.pdf.*

Curriculum Scope & Sequence

Planned Course: 5th Grade Library

Unit: Orienting Students to Use the Library and its Resources

Time frame: 3 classes

State Standards: 6.5B, 5.1J, 5.2B, 5.2F, 1.1A, 1.1F, 1.8C
AASL Standards: 1.1.2, 1.3.4

Essential content/objectives: At end of the unit, students will be able to:
- Identify the purposes and functions of a library
- Demonstrate appropriate behavior: follow rules and procedures; select, borrow, and return materials; demonstrate the appropriate care and handling of materials
- Understand plagiarism and ways to avoid plagiarizing
- Locate, identify and utilize the sections/resources of the library
    - Circulation desk
    - OPAC (Spectrum)
    - Computers/computer lab
    - Fiction collection
    - Non-fiction collection
    - Reference collection
    - Lower Level Books…Yellow stars
    - Young Adult books… Pink stripes
    - Magazines
    - Biography
    - Library Webpage and its resources

Core Activities: Students will complete/participate in the following:
- Review library procedures
- Library scavenger hunt
- Guided practice using OPAC to review keyword, subject, author, title searches…

Remediation:
- Review
- Model
- Practice

Instructional Methods:
- Discussion
- Review
- Model
- Group instruction and activities

<u>Materials & Resources:</u>
- Library
- Computers
- Scavenger Hunt sheets

<u>Assessments:</u>
- Teacher observation
- Student responses and discussion
- Activity sheets

Curriculum Scope & Sequence

Planned Course: 5th Grade Library

Unit: Internet Applications and Safety

Time frame: 2 classes

State Standards PDE: 3.7.4E
AASL: 1.3.5; 3.1.6; 4.3.4

Essential content/objectives: At end of the unit, students will be able to:
- Demonstrate knowledge of basic Copyright laws
- Understand the Acceptable Use Policy and how it relates to copyright issues
- Understand how to handle cyber bullying and manage actions in cyberspace

Core Activities: Students will complete/participate in the following:
- Review with the class the rules for acceptable use, net etiquette and copyright laws.
- Cyber bullying

Instructional Methods:
- Class discussion
- Student activities

Materials & Resources:
- Computer lab
- Anti bulling activities
- Character building activities

Assessments:
- Teacher observation
- Student responses to discussion
- Completed student research

Curriculum Scope & Sequence

Planned Course: 5th Grade Library

Unit: Organization and Accessing Information

Time frame: 4 classes

State Standards: 1.5B, 1.8B, 9.3, 3.7E
AASL: 1.1.1, 1.1.2, 1.1.4, 1.1.8,1.2.2

Essential content/objectives: At end of the unit, students will be able to:
- Utilize the sections/resources available in the school library
- Recognize & review the library classification systems (Dewey Decimal classification system)
- Use the OPAC to find specific titles, authors and/or subjects
- Locate relevant materials within the library utilizing the OPAC
- Understand and explain how one item can be available in multiple formats (print, books on tape, eBooks, or other media)
- Locate relevant data and information utilizing databases
- Understand the difference between search engines and databases
- Conduct a search using PA POWER Library and other school databases

Core Activities: Students will complete/participate in the following:
- Games and scavenger hunts to review library sections/Dewey Decimal System/OPAC/locating resources
- Practice gathering the specific information needed to locate books on a shelf
- Print activities to review library organization and finding resources in the library
- Review and practice using OPAC – teacher guided
- Use OPAC for individual, independent search
- Group instruction on POWER Library
- Independent exploration of POWER Library
- Use of databases like Sirs discoverer and online almanacs
- Create lists of relevant resources given specific topic to search
- Note taking on a given topic using PA POWER library, and other library resources
- Generate a list of relevant resources

Extensions:
- Collaborate with classroom teacher on subject areas and themes to reinforce classroom learning and library skills taught
- Author studies using library, OPAC, and internet resources

<u>Remediation:</u>
- Modify assessments or tasks
- Modify teacher or student assistances to complete task
- Differentiated instruction
- Group work

<u>Instructional Methods:</u>
- Direct group instruction and discussion
- Print activities
- Independent practice and activities
- Model and practice
- Videos
- Cooperative learning

<u>Materials & Resources:</u>
- Selected books related to theme or concept
- Activity sheets
- Computer lab

<u>Assessments:</u>
- Teacher observation
- Student responses to discussion
- Completion of activity sheets
- Note taking skills

Curriculum Scope & Sequence

Planned Course: 5th Grade Library

Unit: Identify & Evaluate Resources

Time frame: 3 classes

State Standards: 1.1A,D; 1.2A,B,D; 1.8A,B; 1.9.A,B
AASL: 1.1.1,2,4,5,6,7; 1.2.4; 2.1.3,4,5

Essential content/objectives: At end of the unit, students will be able to:
- Review reference materials as resources to gather information
  - Atlas
  - Encyclopedia
  - Thesaurus
  - Dictionary
  - Almanac
- Review parts of nonfiction and reference books to gather and evaluate appropriate resources
  - Title page
  - Table of contents
  - Index
  - Glossary
  - Spine (call number/title)
    - Copyright page
- Introduce parts of a non-fiction and reference book
  - Appendix
  - Bibliography
  - Outlines

- Utilize the following parts of the text
  - Outlines
  - Charts
  - Text boxes
  - Picture captions
- Compare and contrast sources of information to select appropriate resources for specific informational needs
- Evaluate a website or other resource for accuracy, authenticity, relevancy, and if it is current
- Understand origin of URL's (.com, .gov, .edu…)

Core Activities: Students will complete/participate in the following:
- Games
- Hands-on use of resources to determine appropriate use of resource
- Explore specific web sites (Such as tree octopus, Wikipedia and included links) and determine authenticity
- Compare and Contrast different URL sites
- Navigate through web site or data base on teacher direction and independently

Extensions:
Collaborate with classroom teacher on subject areas and themes to reinforce classroom learning and library skills taught

Remediation:
- Review and practice
- Modify teacher or student assistance to complete task
- Differentiate instruction and examples
- Modify activity/assessment
- Review

Instructional Methods:
- Direct group instruction
- Small group completion of print activities
- Discussion
- Model navigation strategies
- Independent completion of computer activities

Materials & Resources:
- Selected reference and nonfiction books
- Activity sheets
- Computer lab
- Specific web sites for browsing and/or navigation
- URL examples

Assessments:
- Teacher observation
- Student responses to discussion
- Completion of activity sheets
- Computer activities

Curriculum Scope & Sequence

Planned Course: 5th Grade Library

Unit: Research Process and Searching for Information

Time frame: 10 weeks

State Standards: 1.5A; 1.8A,B,C,D; 8.1
AASL 1.1.1,2,3,4,5,7,8,9; 1.2.2,3,4,5; 1.3.1,35; 2.1.1,2,4,5,6; 3.1.1,3,4

Essential content/objectives: At end of the unit, students will be able to:
- Define, develop and refine a research question– determine key phrases/words
- Identify appropriate resources (OPAC, reference materials, search engines, data bases) to answer a research question
- Conduct searches that differentiate among author, title, keyword and subject searches
- Locate and explore resources by utilizing skimming and scanning
- Extract and compile information from resources by utilizing note-taking skills
- Organize notes, data and information
- Properly cite resources used for research by recording data needed for the Works Cited page
- Define and demonstrate respect for the concept of intellectual property
- Demonstrate understanding of plagiarism by giving appropriate credit for works used in research process
- Present a research product to peers

Core Activities: Students will complete/participate in the following:
- Complete a research project of the stuent's choosing while completing the following:
  - Choose a suitable topic to research
  - Research a topic using available library resources: reference books, nonfiction books, data bases, internet resources
  - Complete a graphic organizer to compile information
  - Present the research project using Power Point, Movie Maker, Newpaper in Publisher including text, graphics and Works Cited page
  - Present the project to the class
- Review concept of intellectual property / plagiarism
- Review bibliographies, practice writing and include bibliography of works used in research project

Remediation:
- Modify assignment/graphic organizer
- Teacher assistance with student on one or multiple tasks
- Assign partners for project

<u>Instructional Methods:</u>
- Teacher read
- Direct instruction
- Discussion
- Model and group practice
- Independent practice
- Cooperative learning

<u>Materials & Resources:</u>
- Selected books related to theme or concept
- Works Cited Examples and power point graphic organizer
- Computer lab
- Data bases – Power Library, Sirs discoverer

<u>Assessments:</u>
- Teacher observation
- Student responses to discussion
- Completion of graphic organizer
- Presentation of project using rubric
- Self-evaluation using rubric

Curriculum Scope & Sequence

Planned Course: 5th grade Library

Unit: Encouraging Reading and the Love of Literature

Time frame: 13 classes completed throughout the year

State Standards: 1.1A,B,D,G; 1.3A,B,F; 1.4A,B; 1.6B,D
AASL: 4.1.1, 4.1.2, 4.1.3, 4.1.5

Essential content/objectives: At end of the unit, students will be able to:
- Apply and integrate comprehension skills to answer questions related to previously reviewed library skills
- Select appropriate fiction and nonfiction books for recreational and personal enjoyment
- Select appropriate fiction and nonfiction books for informational needs
- Locate and read award winning titles in the library (Newbery)
- Understand format and layout of magazines for enjoyment and as a source of information
- Identify the story elements (e.g. characters, setting, and story sequence), and be able to retell the story
- Respond to a story by writing or drawing
- Connect ideas in books to students' interests, previous knowledge, and experiences
- Identify and read age/level appropriate series and authors
- Understand the concept of intellectual property (plagiarism – giving credit for others pictures, words, ideas)
- Select, listen to and/or view, and read literature for enjoyment

Core Activities: Students will complete/participate in the following:
- Listen and respond to stories/books
- Introduce and book talk books of all types and genres (new books, books in a series, fantasy, mystery, historical fiction…)
- Predict actions of character/outcomes of stories
- Discuss/compare/contrast story elements of books (characters, setting, plot)
- Discuss social responsibility – giving credit for creator of words and pictures (review concept of plagiarism)
- Explore, listen to, select award winning books, showing understanding of why books received the award
- Write reviews of books read
- Check out books of own choosing, based on interests

Extensions:
- Collaborate with classroom teacher on subject areas and themed units to reinforce library skills, and reading and research skills,
- Author studies
- Genre studies

Remediation:
- Teacher assistance for book selection
- Modify activity to meet student needs/level

Instructional Methods:
- Teacher read
- Discussion
- Activities related to book selection/theme
- Kids book talk
- Modeling

Materials & Resources:
- Selected books related to /genre/theme/concept/season
- See appendix

Assessments:
- Teacher observation
- Student responses to discussion
- Book talk