COURSE DESCRIPTION

Course Title: Library Information Literacy

Suggested Grade Level: 4th grade

Length of Course: One Semester

Units of Credit: _____None_____ (Insert ***NONE*** if appropriate.)

PDE *Certification and Staffing Policies and Guidelines (CSPG)* Required Teacher Certification(s) Library Science #48. Instructional area code #6420 **BS, Library Science Certification**

Certification verified by WCSD Human Resources Department:
__x__Yes   ____No

Board Approved Textbooks, Software, Materials:
Access to sufficient internet accessible student computers based on the size of the classes
POWER Library, Access PA, Grolier Online, Web Opac, Noodletools
Signs labeling parts of LMC
Library card for each student
Age appropriate furnishings for all activities
Collection of interest/reading level appropriate circulation materials of various types meeting Pennsylvania Guidelines
Age appropriate shelving
Warren County School District Scope and Sequence in all curriculum areas for collaboration, classroom support and collection development
Mounted power point projector, Smartboard screen with internet accessible computer
Circulation computer with appropriate software
OPAC
Procedures clearly defined and posted
WCSD Internet policy
Class set of Dictionaries, Thesauri, Kid's World Almanacs, Atlases and World Book Encyclopedia

BOARD APPROVAL:

Date Written: 11/16/11

Date Approved: April 11, 2011; Revised July 29, 2019

Implementation Year: 2011-2012

Course Standards

PA Academic Standards: (List by Number and Description)
1.1   Learning to read independently
1.2   Reading Critically in all Content Areas
1.3   Reading, analyzing and interpreting literature
1.6   Speaking and listening
1.8   Research

WCSD Academic Standards: (List or **None**)

Information Power, written by the American Library Association, outlines what
is considered to be the national standard for Information Literacy
Instruction. These standards are in addition to the Pennsylvania
Academic Standards.

American Association of School Librarians, and Association for Educational Communications
and Technology. Information Power: Building Partnerships for Learning. Chicago:
American Library Association, 1998.

Information Power Standards

Information Literacy
Standard 1: The student who is information literate accesses information
efficiently and effectively. Correlates with PA STANDARD 1.1A, 1.2, 1.6F, 1.8
Standard 2: The student who is information literate evaluates
information critically and competently. Correlates with PA STANDARD 1.1G,
1.2, 1.6F, 1.8
Standard 3: The student who is information literate uses information
accurately and creatively. Correlates with PA STANDARD 1.1G, 1.2, 1.3, 1.4,
1.5, 1.6B, 1.6 F, 1.8

Independent Learning
Standard 4: The student who is an independent learner is information
literate and pursues information related to personal interests. Correlates with
PA STANDARD 1.B, 1.2C, 1.8
Standard 5: The student who is an independent learner is information
literate and appreciates literature and other creative expressions of
information. Correlates with PA STANDARD 1.2, 1.3F, 1.4, 1.6F, 1.8
Standard 6: The student who is an independent learner is information
literate and strives for excellence in information seeking and knowledge
generation. Correlates with PA STANDARD 1.2B, 1.5E, 1.5G, 1.8B

Social Responsibility

Standard 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society. Correlates with PA STANDARD 1.2A, 1.2B, 1.6F, 1.8

Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology. Correlates with PA STANDARD 1.8C

Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information. Correlates with PA STANDARD 1.6

National Educational and Technology Standards

Written by the International Society for Technology in Education, the National Educational and Technology Standards were written to facilitate the educational uses of technology across the curriculum. These standards are in addition to the Pennsylvania Academic Standards.

1   Basic operations and concepts
   - Students demonstrate a sound understanding of the nature and operation of technology systems.
   - Students are proficient in the use of technology.

2   Social, ethical, and human issues
   - Students understand the ethical, cultural, and societal issues related to technology.
   - Students practice responsible use of technology systems, information, and software.
   - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

3   Technology productivity tools
   - Students use technology tools to enhance learning, increase productivity, and promote creativity.
   - Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

4   Technology communications tools
   - Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
   - Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

5   Technology research tools
   - Students use technology to locate, evaluate, and collect information from a variety of sources.
   - Students use technology tools to process data and report results.

- Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

6 Technology problem-solving and decision-making tools
- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world

AASL (American Association of School Librarians) **Standards**

1.1 Skills – Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in.

1.3 Responsibilities – Respect copyright/intellectual property rights of creators and producers.

1.4 Self-Assessment Strategies – Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.

2.1 Skills – Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.4 Self-Assessment Strategies – Determine how to act on information (accept, reject, modify).

3.1 Skills – Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.

3.2 Dispositions in Action – Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.

3.3 Responsibilities – Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.

WCSD EXPECTATIONS

WCSD K-12 Expectations for instruction in writing, reading, mathematics and, technology have been developed and revised annually. The teacher will integrate all WCSD Expectations into this planned instruction

SPECIAL EDUCATION AND GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (I.E.P.) or Gifted Individual Education Plan (G.I.E.P.).

Warren County School District
Information Literacy Sequence of Planned Instruction

Grade: 4th grade

Curriculum Objectives	Common Core	PA Standard • Eligible Content • Anchor Assessment	AASL Standards	Category • Skills • Essential Questions	I = Introduced D= Developed R = Reinforced	Assessment	Resources & Materials Needed

Information Seeking Strategies
 	
ISS1. identify possible types of information resources, including:
 	
• General Encyclopedias
• Specialized reference sources
• Atlases and other geographical sources
• General dictionary
 	
ISS2. Evaluate and select most appropriate resources
• As directed
• Independently
 	
ISS3. Identify key words related to the topic
ISS4. Discuss the copyright date to determine how current the information is
ISS6. Use keyword searching to find information
	4.R.L.1
	4.R.L.2
	4.R.L.3
	4.R.L.4
	4.R.L.5
	4.R.L.6
	4.R.L.7
	4.R.L.8
	4.R.L.9
	4.R.L.10
	
	4.R.I.1
	4.R.I.2
	4.R.I.3
	4.R.I.4
	4.R.I.5
	4.R.I.6
	4.R.I.7
	4.R.I.8
	4.R.I.9
	4.R.I.10
	
	4.W.1.a
	4.W.1.b
	4.W.1.c
	4.W.1.d
		1.3 Reading, Analyzing and Interpreting Literature
		  B. Read and respond to nonfiction and fiction including poetry and drama. Know that information technologies involve encoding, transmitting, receiving, storing, retrieving and decoding.
		  • Identify electronic communication methods that exist in the community (e.g., digital cameras, telephone, internet, television, fiber optics).
		1.8 B Research
		. Organize and present some main ideas from the research
		  • Summarize orally and
			1.1.4
			1.2.2
			
			1.1.5
			
			1.1.7
			1.2.4
			4.1.7
			4.3.1
			4.3.4
				Literature Appreciation
				Picture books
				Mystery
				Chapter Books
				
				Which resources will best answer my question?
				
				What keywords are relevant to my topic?
				What is a copyright date?
				Why are copyright dates important?
				What is keyword searching?
				
				Pre-research activities
				Know parts of a book
				  • **Cover**
				  • **Spine**
					R
					
					D
					
					D
					
					R
						Observation
						
						Projects and assignments in collaboration with the classroom teacher
							• Signs labeling part of LMC
							• Library card for each student
							• Age appropriate comfortable furnishings for all learning activities (story time, movement, students created responses)
							• Collection of interest/reading level appropriate circulation materials of various types
							• Age appropriate shelving for the collection
							• Scope and sequence of classroom teachers for lesson collaboration
							• Mounted

Information Use
 	
IU3. Differentiate fact from opinion in text
IU4. Use social networks and information tools to gather and share information.
IU8. Take notes from sources using a structured format
IU10. use technology and other information tools to analyze and organize information (graphic organizers, Kidspiration)
 	
Synthesis
S2. Make inferences and draw conclusions from any format (textual, visual, media, and digital) based on evidence found
S4. Combine information from print and electronic resources
S5. Organize information by subtopics from multiple sources (print, electronic)
S8. Adapt research as needed to achieve success
  • Pose additional questions beyond a collection of facts
  • Change inquiry focus, questions, resources, or strategies as needed
  • Persist in information searching despite challenges
S9. Properly cite information resources using a structured
	4.SL.1
	4.SL.1a
	4.SL.2
	4.SL.3
	4.SL.4
		in writing one of the main ideas
		  • Write a paragraph (rough draft) using one main idea
		3.7.Technological Devices
		A. Identify basic computer operations and concepts.
		  • Identify the major parts necessary for a computer to input and output data.
		  • Explain and demonstrate the basic use of input and output devices (e.g., keyboard, monitor, printer, and mouse).
		  • Explain and demonstrate the use of external and internal storage devices (e.g., disk drive, CD drive).
		
		1.6 Speaking and Listening
		A. Listen to others.
		  • Ask questions as an aid to understanding.
		B. Listen to a selection of literature (fiction and/or nonfiction).
		  • Relate it to
			2.1.2
			
			2.1.4
			3.1.4
			
			1.1.6
			2.1.3
			2.2.3
			2.4.1
			
			2.1.2
			2.1.4
			2.1.2
			2.1.4
			
			1.2.1
			1.2.5
			1.2.6
			1.2.7
			1.4.1
			2.2.1
			
			1.3.1
			1.3.3
			3.1.6
				• **Body/text**
				  • **Title location**
				  • **Author location**
				  • **Illustration as part of content**
				  • **Table of contents**
				  • **Publisher**
				  • **Copyright date**
				  • **Call number**
				  • **Glossary**
				  • **Place of publication**
				  • **Introduction**
				Ethical use of resources
				Difference between fiction and non-fiction
				Copyright and fair use
				
				What is fact?
				What is an opinion?
				What is the difference?
				What is social network?
				What is social etiquette?
				
				How do I select text and print only the information I need?
				After organizing my information visually, what else do I need to know?
				
				What is an inference?
				What is a conclusion?
				How do I organize my information?
				How do I organize my information?
				What other questions could I ask?
				What is a citation?
				Why do you use a citation?
					D
					
					D
					
					I
					D
							projector, smartboard with internet accessible computer and screen
							• Circulation computer
							• Procedures clearly defined and posted
							• Caldecott books and resources
							• WCSD Internet policy
							• Internet accessible computers for each student
							• Classroom sets of Dictionaries, Atlases, Almanacs and Thesauri

format, to include: • Copyright or publication date • Article title (encyc. or periodical) • URL and date of use/access Basic Knowledge to be learned in context BK7. Establish a purpose for reading by reading widely and fluently to make connections with own self, the world, and previous reading. ISS1. • Almanacs		similar experiences. • Predict what will happen next. • Retell a story in chronological order. A. Speak using skills appropriate to formal speech situations. • Use appropriate volume. • Pronounce most words accurately. • Pace speech so that is understandable C .Contribute to discussions. • Ask relevant questions. • Respond with appropriate information or opinions to questions asked. • Listen to and acknowledge the contributions of others. • Display appropriate turn-taking behaviors. B. Participate in small and large group discussions and presentations. Participate in everyday conversation.	4.1.2	Why should I read this book? How to use….. Reference works in print Encyclopedia (General) Atlases/Dictionaries How to use reference works electronically Subscription Services Identify the location of the Web page that contains the subscription services supported by the school district. World Book On-line. Location skills – books Used library management software (OPAC) to search for books. Keyword Subject Author Title Identify information fields on OPAC. What resources can I use?	D D D D I		

Warren County School District
Information Literacy Sequence of Planned Instruction

Grade: 4th grade

Time frame	PA Standard	Assessment Anchor	**Category** • Skills	I = Introduced D= Developed R = Reinforced	Assessment	Resources & Materials Needed
1st semester	1.1 Learning to Read Independently 1.2 Reading Critically in all content areas 1.3 Reading, Analyzing and Interpreting Literature A. Read and understand works of literature	R4.A.1 Understand fiction appropriate to grade level R4.B.1 Understand components within and between texts	**Orientation to the LMC** Library citizenship Literature Appreciation Biography/autobiography On-line catalog OPAC	R D D	Observation	• Signs labeling part of LMC • Library card for each student • Age appropriate comfortable furnishings for all learning activities (story time, movement, students created responses) • Collection of interest/reading level appropriate circulation materials of various types • Age appropriate shelving for the collection • Scope and sequence of classroom teachers for lesson collaboration
2nd Semester	1.8 B Research . Locate information using appropriate sources and strategies **3.7. Technological Devices** A. Identify basic computer operations and concepts. 1.2.5A Read and understand essential content of informational texts and documents in all academic areas 1.8.5 B Locate information using appropriate sources and strategies	R4.A2 Understand nonfiction appropriate to grade level R4.B.3 Understand concepts and organization of nonfiction texts	Dictionary Thesaurus Kid's World Almanac Power Library-as needed with classroom integration	D D D		• Mounted power point projector with internet accessible computer and screen • Circulation computer • Procedures clearly defined and posted • WCSD Internet policy • Internet accessible computers for each student

ASSESSMENTS

PSSA Assessment Anchors Addressed: The teacher must be knowledgeable of the PDE Assessment Anchors and/or Eligible Content and incorporate them into this planned instruction. Current assessment anchors can be found at pde@state.pa.us.

Formative Assessments: The teacher will develop and use standards-based assessments throughout the course.

Portfolio Assessment: ____ Yes   __X__ No

District-wide Final Examination Required: ____ Yes   __x__ No

Course Challenge Assessment (Describe):

WRITING TEAM:

Joni Brown

Dixie Gurdak

Alexis McAvoy

WCSD STUDENT DATA SYSTEM INFORMATION

1. Is there a required final examination?   ____ Yes   __x__ No
2. Does this course issue a mark/grade for the report card?
      ____ Yes__x__ No
3. Does this course issue a Pass/Fail mark?   ____ Yes   __x__ No
4. Is the course mark/grade part of the GPA calculation?
      ____ Yes   __x_ No
5. Is the course eligible for Honor Roll calculation?____ Yes   __x__ No
6. What is the academic weight of the course?
      __x_ No weight/Non credit   ____ Standard weight
      ____ Enhanced weight   (Describe)_____