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:
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.


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, 1.6F, 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

<table>
<thead>
<tr>
<th>Curriculum Objectives</th>
<th>Common Core</th>
<th>PA Standard</th>
<th>AASL Standards</th>
<th>Category</th>
<th>Essential Questions</th>
<th>Assessment</th>
<th>Resources &amp; Materials Needed</th>
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</thead>
<tbody>
<tr>
<td>ISS2. Evaluate and select most appropriate resources</td>
<td>As directed, Independently</td>
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<td>ISS3. Identify key words related to the topic</td>
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<td>ISS4. Discuss the copyright date to determine how current the information is</td>
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<td>ISS6. Use keyword searching to find information</td>
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</table>
### 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 format**

<table>
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<tr>
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<th>in writing one of the main ideas</th>
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<tr>
<td></td>
<td>• Write a paragraph (rough draft) using one main idea</td>
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</table>

### 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).

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<th>2.1.2</th>
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<td>2.1.4</td>
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<td>3.1.4</td>
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### 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?
<table>
<thead>
<tr>
<th>Basic Knowledge to be learned in context</th>
<th>URL and date of use/access</th>
<th>Why should I read this book?</th>
<th>How to use.....</th>
</tr>
</thead>
<tbody>
<tr>
<td>BK7. Establish a purpose for reading by reading widely and fluently to make connections with own self, the world, and previous reading.</td>
<td></td>
<td>Why should I read this book?</td>
<td>Reference works in print</td>
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<td>How to use.....</td>
<td>Encyclopedia (General)</td>
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<td>How to use reference works</td>
<td>Atlases/Dictionaries</td>
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<td>electronically</td>
<td>Subscription Services</td>
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<td>Identify the location of the</td>
<td>World Book On-line.</td>
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<td>Web page that contains the</td>
<td>World Book On-line.</td>
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<td>subscription services</td>
<td>World Book On-line.</td>
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<td>supported by the school</td>
<td>World Book On-line.</td>
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<td>district.</td>
<td>World Book On-line.</td>
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<td>Location skills – books</td>
<td>World Book On-line.</td>
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<td>Used library management</td>
<td>World Book On-line.</td>
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<td>software (OPAC) to search for</td>
<td>World Book On-line.</td>
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<td>books.</td>
<td>World Book On-line.</td>
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<td>Keyword</td>
<td>World Book On-line.</td>
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<td>Subject</td>
<td>World Book On-line.</td>
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<td>Author</td>
<td>World Book On-line.</td>
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<td>Title</td>
<td>World Book On-line.</td>
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<td>What resources can I use?</td>
<td>World Book On-line.</td>
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</tbody>
</table>

| IS11. | | 4.1.2 |
|-------||-----|
| Almanacs | | D |

<table>
<thead>
<tr>
<th>What resources can I use?</th>
<th>D</th>
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<tr>
<th>Participate in everyday conversation.</th>
<th>I</th>
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<tr>
<th>Participate in small and large group discussions and presentations.</th>
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</table>
## Information Literacy Sequence of Planned Instruction

**Grade: 4th grade**

<table>
<thead>
<tr>
<th>Time frame</th>
<th>PA Standard</th>
<th>Category</th>
<th>Assessment</th>
<th>Resources &amp; Materials Needed</th>
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</thead>
<tbody>
<tr>
<td><strong>1st semester</strong></td>
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<tr>
<td>1.1 Learning to Read Independently</td>
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<td>1.2 Reading Critically in all content areas</td>
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<td>1.3 Reading, Analyzing and Interpreting Literature</td>
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<tr>
<td>A. Read and understand works of literature</td>
<td>R4.A.1 Understand fiction appropriate to grade level</td>
<td>R</td>
<td>Observation</td>
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<td>R4.B.1 Understand components within and between texts</td>
<td>D</td>
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<td><strong>Orientation to the LMC</strong></td>
<td><strong>Library citizenship</strong></td>
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<td><strong>Literature Appreciation</strong></td>
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<td><strong>Biography/autobiography</strong></td>
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<td><strong>On-line catalog</strong></td>
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<td><strong>2nd Semester</strong></td>
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<td>1.8 B Research</td>
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<tr>
<td>1.8 B Locate information using appropriate sources and strategies</td>
<td>R4.A2 Understand nonfiction appropriate to grade level</td>
<td>D</td>
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<tr>
<td></td>
<td>R4.B.3 Understand concepts and organization of nonfiction texts</td>
<td>D</td>
<td></td>
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<tr>
<td><strong>3.7. Technological Devices</strong></td>
<td><strong>Dictionary</strong></td>
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<tr>
<td>A. Identify basic computer operations and concepts.</td>
<td><strong>Thesaurus</strong></td>
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<td><strong>Kid's World Almanac</strong></td>
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<td><strong>Power Library-as needed with classroom integration</strong></td>
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</table>

- 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 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)