COURSE DESCRIPTION

Course Title: Library Information Literacy – Grade 1

Suggested Grade Level: 1st grade
Length of Course: __X___Two Semesters

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:
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 projector, smartboard with internet accessible computer
Circulation computer with appropriate software
OPAC
Classroom set of picture dictionaries

BOARD APPROVAL:

Date Written: Revised 11/16/10

Date Approved: April 11, 2011

Implementation Year: 2010-2011
Course Standards

**PA Academic Standards:** (List by Number and Description)

1.1 Learning to read independently
1.3 Reading, analyzing and interpreting literature
1.6 Speaking and listening

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

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

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

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.

4.1 Skills – Read, view and listen for pleasure and personal growth.

4.2 Dispositions in Action – Display curiosity by pursuing interests thoroughly multiple resources.

4.3 Responsibilities – Participate in the social exchange of ideas, both electronically and in person.

4.4 Self-Assessment Strategies – Identify own areas of interest.

**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: 1st grade

<table>
<thead>
<tr>
<th>Curriculum Objectives</th>
<th>Common Core</th>
<th>PA Standard</th>
<th>AASL Standards</th>
<th>Category</th>
<th>Assessment</th>
<th>Resources &amp; Materials Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of Kindergarten</td>
<td>CC.1.R.L.1</td>
<td>1.1 Learning to read independently</td>
<td>Orientation to the Library Media Center</td>
<td></td>
<td>I</td>
<td>Signs labeling part of LMC</td>
</tr>
<tr>
<td>ISS: Biographical</td>
<td>CC.1.R.L.2</td>
<td>A. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.</td>
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<td>Library card for each student</td>
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<tr>
<td>Resources Multi-media</td>
<td>CC.1.R.L.3</td>
<td>• Retell or summarize the major ideas, themes or procedures of the text.</td>
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<td>Age appropriate comfortable furnishings for all learning activities (story time, movement, students created responses)</td>
</tr>
<tr>
<td>sources</td>
<td>CC.1.R.L.5</td>
<td>• Connect the new information or ideas in the text to known information.</td>
<td></td>
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<td></td>
<td>Collection of interest/reading level appropriate circulation materials of various types</td>
</tr>
<tr>
<td>Information use:</td>
<td>CC.1.R.L.7</td>
<td>1.1.6</td>
<td>Location of materials</td>
<td></td>
<td></td>
<td>Age appropriate shelving for the collection</td>
</tr>
<tr>
<td>Distinguish between</td>
<td>CC.1.R.I.1</td>
<td>1.1.5</td>
<td>Fiction nonfiction books</td>
<td></td>
<td></td>
<td>Scope and sequence of classroom teachers for lesson collaboration</td>
</tr>
<tr>
<td>essential and</td>
<td>CC.1.R.I.2</td>
<td>1.1.5</td>
<td>ABC order</td>
<td></td>
<td></td>
<td>Mounted smartboard projector with Internet accessible computer and screen</td>
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<tr>
<td>information imprint</td>
<td>CC.1.R.L.9</td>
<td>• Demonstrate Concepts of Print. Identify text organization and use content to derive meaning from text.</td>
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<tr>
<td>and digital resources.</td>
<td>CC.1.R.L.10</td>
<td>• R5.B.3.2</td>
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<tr>
<td>Evaluate text</td>
<td>CC.1.R.I.3</td>
<td>• R5.A.1</td>
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<tr>
<td>organization and</td>
<td>CC.1.R.I.4</td>
<td>• R5.A.2</td>
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</tr>
<tr>
<td>content to determine</td>
<td>CC.1.R.I.5</td>
<td>1.2 Reading, Analyzing, and Interpreting Text F. Read and respond to</td>
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</tr>
<tr>
<td>-authors</td>
<td>CC.1.R.I.6</td>
<td>Why did the author write this?</td>
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<tr>
<td>-validity and</td>
<td>CC.1.R.I.7</td>
<td>Book parts</td>
<td></td>
<td></td>
<td></td>
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<td>accuracy</td>
<td>CC.1.R.I.8</td>
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<tr>
<td>-perspective</td>
<td>CC.1.R.I.9</td>
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</tr>
<tr>
<td>Information use:</td>
<td>CC.1.R.I.F.1</td>
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<tr>
<td>Collaborate with others to</td>
<td>CC.1.R.I.10</td>
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<td></td>
<td>CC.1.R.I.F.1.a</td>
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<tr>
<td></td>
<td>CC.1.R.I.10</td>
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</tbody>
</table>
broaden and deepen understanding and respect differing viewpoints.

Synthesis: Collaboratively shares information to express new meaning and exchange ideas.

Evaluation: Connect understanding to the real world and use valid information and reasoned conclusions to make ethical decisions.

Assess own ability to work with others in a group.


nonfiction and fiction including poetry and drama.

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 similar experiences.
   • Predict what will happen next.
   • Retell a story in chronological order.
B. 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.

1.1.9  3.3.1  3.3.2  3.3.6  3.3.7  1.3.4  1.4.2  2.1.5  2.4.3  3.1.2  3.2.3  3.2.2  3.3.5  2.3.1  2.3.3  3.1.5  4.2.3  3.4.3

• Cover
• Spine
• Title
• Author
• Illustrator
• Call number

How do I work effectively with others?

Reinforcement of all of the above and literature appreciation

How does what I learned change my thinking and behavior?

How well do I work in a group?
<table>
<thead>
<tr>
<th>Basic knowledge</th>
<th>• Display appropriate turn-taking behaviors.</th>
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<tbody>
<tr>
<td></td>
<td>C. Participate in small and large group discussions and presentations.</td>
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<td></td>
<td>Participate in everyday conversation.</td>
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<tr>
<td>1.9 Information, Communication and Technology literacy.</td>
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<td></td>
<td>• 1.9.A Use media and technology resources for directed learning activities.</td>
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<td></td>
<td>• 1.9.B Identify different types of media and what purposes they may serve.</td>
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<td></td>
<td>1.3.5</td>
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</tbody>
</table>
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 _____ No

District-wide Final Examination Required: _____ Yes ___x__ No

Course Challenge Assessment (Describe):

WRITING TEAM:
Emily Derr, 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)_____________