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A Kindergarten Through Fifth Grade Information Literacy, Library, and Technology Curriculum Delivered on a Fixed Schedule for Library and Computer Facility Access

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A Kindergarten Through Fifth Grade Information Literacy, Library, and Technology Curriculum Delivered on a Fixed Schedule for Library and Computer Facility Access

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Abstract

The purpose of the project was to develop a Kindergarten through fifth grade information literacy, library and technology curriculum for the South Tama School District. There was little research available to direct creation of this type of curriculum. However, the Iowa Core Information Literacy Standards and the American Association of School Librarians Standards for the 21st-Century Learner provided guidance for this project. The Mankato Public School District Curriculum, the Iowa City Public School Technology Plan, and the Iowa City Public School Library Curriculum were consulted for additional information. The South Tama K-5 Information Literacy, Library and Technology Curriculum was designed on the Mid-Iowa School Improvement Consortium Curriculum Manager (MISIC) website.

A KINDERGARTEN THROUGH FIFTH GRADE INFORMATION LITERACY,
LIBRARY, AND TECHNOLOGY CURRICULUM
DELIVERED ON A FIXED SCHEDULE
FOR LIBRARY AND COMPUTER FACILITY ACCESS

A Graduate Research Project
Submitted to the
Division of School Library Studies
Department of Curriculum and Instruction
In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts
UNIVERSITY OF NORTHERN IOWA

by
Brenda Husak
July 2011

This Research Project by: Brenda L. Husak

Titled: A Kindergarten Through Fifth Grade Information Literacy, Library, and Technology Curriculum Delivered on a Fixed Schedule for Library and Computer Facility Access

has been approved as meeting the research requirement for the Degree of Master of Arts.

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ABSTRACT

The purpose of the project was to develop a Kindergarten through fifth grade information literacy, library and technology curriculum for the South Tama School District. There was little research available to direct creation of this type of curriculum. However, the Iowa Core Information Literacy Standards and the American Association of School Librarians Standards for the 21st-Century Learner provided guidance for this project. The Mankato Public School District Curriculum, the Iowa City Public School Technology Plan, and the Iowa City Public School Library Curriculum were consulted for additional information. The South Tama K-5 Information Literacy, Library and Technology Curriculum was designed on the Mid-Iowa School Improvement Consortium Curriculum Manager (MISIC) website.

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CHAPTER 1

INTRODUCTION

The State Library of Iowa and the Iowa Department of Education (2007) developed program guidelines for libraries, literacy, and learning for the 21st century. Each school district is required to establish a sequential Kindergarten through 12th grade curriculum that includes information literacy and technology. Currently, South Tama School District has a 6th through 12th grade technology plan that addresses keyboarding, technology project creation, Internet access, and research. The purpose of this project is to write a Kindergarten through fifth grade library curriculum, which will include information literacy, library, and technology skills to meet the *Standards for the 21st Century Learner* (AASL, 2009b) vertically aligning to the 6th through 12th grade information literacy and technology curriculum.

The South Tama Elementary library has operated without a curriculum or teacher librarian for the past 20 years with a library associate supervising book checkouts. Teachers accompanied their classes to the library for a 30-minute checkout period. This left considerable time throughout the day for teachers to bring their classes to the library for research or projects. However, this time was not well utilized. Classroom teachers instructed students about encyclopedia use in the classroom, but there was no instruction given for information literacy and technology skills. The computer lab was used for drill and practice software only; this activity was supervised by another associate.

Three years ago, the South Tama School District created a certified elementary teacher librarian position. The teacher librarian was hired to teach six daily, 45-minute technology skills classes in the computer lab on a 6-day cycle with a fixed schedule,

while a library associate had 45-minute time blocks for library checkout during the same time periods. This type of schedule does not allow for non-scheduled access to the library or computer lab until 2:30 in the afternoon or before school. This type of schedule allows common planning time for grade level teachers.

Numerous studies support the American Association of School Librarians' (AASL) position advocating for a flexible library schedule. For example, Scholastic Library Publishing released *School Libraries Work* (2008). This publication summarized research regarding the relationship between school libraries and academic achievement. Included are abstracts of work by Keith Curry Lance and his associates who have conducted research in many states to demonstrate that there is a correlation between student achievement and flexible library schedules with teacher and teacher librarian collaboration.

The preface of the *Empowering Learners; Guidelines for School Library Media Program* (AASL, 2009a) states "Guiding principles for school library media programs [must] focus on building a flexible learning environment with the goal of producing successful learners skilled in multiple literacies" (p. 5).

The Iowa School Library Program Guidelines: Libraries, Literacy and Learning for the 21st Century (State Library of Iowa & Iowa Department of Education, 2007) recommends, "The teacher librarian's schedule is fully flexible so that s/he can meet with teachers and classes whenever needed," a statement from the best practice category under program component I.2 (p. 8). The American Library Association (1991) issued a position statement advocating flexible scheduling in school libraries over 16 years ago. It states,

The integrated library media program philosophy requires that an open schedule must be maintained. Classes cannot be scheduled in the library media center to provide teacher release or preparation time. Students and teachers must be able to come to the center throughout the day to use information sources, to read for pleasure, and to meet and work with other students and teachers” (Creighton, 2007, p. 10).

Thus, research, library associations, national, and state guidelines stress that flexible scheduling with collaboration is the best way to teach library, inquiry-based, and technology skills.

Johnson (2001) agreed that as a profession, teacher librarians should be working toward best practice status. However, he acknowledged disadvantages in flexible scheduling as well as benefits in fixed scheduling. Johnson suggested that under flexible scheduling, a teacher librarian cannot collaborate with every building teacher and the result is inequity of instruction. In contrast, he asserted that a fixed schedule offers equitable access and information literacy instruction for all students. The reality is that school districts are using library and computer times for teacher preparation time. To quote Johnson, “All good professionals play the best game they can with the cards they’ve been dealt” (p. 39).

Justification

Information literacy and technology skills instruction are important for all students. Standards and guidelines have been established by national and state organizations to promote education in these areas.

Iowa Code clearly justifies the need for a Kindergarten through 12th grade library and technology curriculum. Iowa Administrative Code, Rule 281-12.2(256) defines a “*Library program*” as

...an articulated, sequential Kindergarten through grade 12 library or media

program that enhances student achievement and is integral to the school district's curricula and instructional program. Library programs are planned and implemented by a qualified teacher librarian working collaboratively with the district's administration and instructional staff. The library program services provided to students and staff shall include support of the overall school curricula, collaborative planning and teaching, promotion of reading and literacy, information literacy instruction, access to a diverse and appropriate school library collection, and learning enhancement through technologies. (State Library of Iowa & Iowa Department of Education, 2007)

The American Association of School Librarians (AASL) and the International Society for Technology in Education (ISTE) have developed sets of standards that support students' needs for becoming productive citizens of today's society. The AASL (2009b) published *Standards for the 21st-Century Learner in Action* to demonstrate how to implement these standards. ISTE (2007) describes its standards as "the roadmap to teaching effectively and growing professionally in an increasingly digital world. Technology literacy is a crucial component of modern society" (para. 1). Both sets of standards guide library and technology curriculum development. Students need to have these skills to understand and live in this ever-changing information and technology driven society.

Deficiencies

The research data heavily support flexible scheduling, and little qualitative research was found on administering a library and technology curriculum on a fixed schedule. The research results provided in the document, *School Libraries Work!* (Scholastic Library Publishing, 2008) noted flexible scheduling as a factor influencing higher student achievement on state tests. The AASL (1991) uses the powerful word "must" in their position statement leaving no doubt that operating on a flexible schedule is the best option for operating a school library. In spite of this, many school libraries operate on a

fixed schedule. According to surveys conducted by the National Center for Education Statistics (NCES), 57% of public elementary school libraries in 1993-1994 and 51% in 1999-2000 operated on a fixed schedule (Creighton, 2007).

Teacher librarians and technology coordinators who must operate on a fixed schedule need examples of Kindergarten through fifth grade information literacy, library, and technology curricula that provide creative collaboration opportunities with maximized use of the library and technology facilities. Creative collaboration occurs when classroom teachers and the teacher librarian can plan together face-to-face; however, time constraints make such collaboration difficult or impossible in many situations. A Kindergarten through fifth grade information literacy, library, and technology curriculum will also enlighten administrators, classroom teachers and the public to what is being taught and why it is important to students.

Technology education is a relatively new area for curricula; accountability has yet to be determined. Integration of technology instruction is defined in the *ISTE National Educational Technology Standards for Students* as well as the *AASL Standards for 21st Century Learners*. At the local level, these standards need to be operationalized into an articulated curriculum.

Significance

A library information and technology curriculum is necessary to improve the quality of education at South Tama Elementary. Students need the skills, concepts, and processes to meet the standards of the 21st century learner as prescribed by the American Association of School Librarians (AASL, 2009b). South Tama School District needs this curriculum to adhere to the Iowa Administrative Code. This curriculum project will not only benefit students but also inform the administration and community of library

information and technology skills, concepts, and processes being taught at South Tama Elementary School. This curriculum project will also provide a model to other elementary teacher librarians on a fixed schedule for teaching to national standards.

Problem Statement

According to Iowa Administrative Code Rule 281—12.2(256), every school district in Iowa is required to have a sequential Kindergarten through 12th grade library program. South Tama Elementary School does not have a Kindergarten through fifth grade library and technology curriculum (i.e. library program).

Purpose

The purpose of this project was to write a kindergarten through fifth grade library and technology curriculum that articulates information research, knowledge organization, knowledge gained, knowledge sharing, and personal growth. It will be delivered on a fixed schedule with creative collaboration opportunities while maximizing access to the library and technology facilities. The curriculum project followed the MISIC (Mid-Iowa School Improvement Consortium) format adopted for curriculum development in the South Tama School District. (Appendix A).

Research Questions

The following questions guided the development of this curriculum project:

1. What library and technology concepts, skills, and processes should be taught at the Kindergarten through fifth grade levels?
2. Which information literacy essential questions relate to the concepts, skills, and processes included in the curriculum?
3. What units, projects, or activities should be used for library and technology

instruction at the Kindergarten through fifth grade levels?

4. In what ways does this curriculum support the school district curricular goals?
5. In what ways might these skills support collaboration in a building where library and technology classes are taught on a fixed schedule?

Definitions

Information literacy: “Skill set needed to find, retrieve, analyze, and use information”

(American Association of School Librarians, 2009b, p. 119).

Technology literacy: “ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the twenty-first century” (American Association of School Librarians, 2009b, p. 119).

Assumptions

An assumption underpinning this project is that the curriculum will be taught and edited in subsequent years as students’ needs change based on the emerging use of new technologies. A second assumption is that the South Tama School District administration and school board will approve the Kindergarten through fifth grade library and technology curriculum.

Limitations

This curriculum is limited to development for one Iowa elementary school where the MISIC (Mid-Iowa School Improvement Consortium) database provides the standard format for curriculum mapping.

CHAPTER 2

REVIEW OF LITERATURE

The purpose of this project was to write a Kindergarten through fifth grade Information literacy, library, and technology curriculum delivered on a fixed schedule with creative collaboration opportunities while maximizing access to the library and technology facilities. The following review of literature focuses on established Kindergarten through fifth grade curricula of Midwest school districts, research of best practices for library programs, and collaboration between classroom teachers and the teacher librarian.

The Mankato School District (MN) Kindergarten through Fifth Grade Curricula (revised May 6, 2003) is a web-based document. The writers of the Mankato Information Literacy Curriculum examined the National Educational Technology Standards (NETS), American Association of School Librarians (AASL) guidelines, the 1997 Mankato Area Public Schools (2010) K-8 Agatha Benchmarks for Technology and Information Literacy, and representative samples of technology benchmarks from several individual school districts. The following areas categorize the information literacy curriculum benchmarks:

- Research and Inquiry Skills
- Location
- Communication
- Evaluation
- Life-long Reading
- Technology Skills
- Appropriate Use of Resources

A review of the district site, specifically the elementary schools' media center web pages, revealed that the elementary media centers operated on fixed schedules and

media specialists were shared between buildings. The 50-minute classes included 25 minutes in the computer lab for skill instruction and 25 minutes in the library for book checkout and library skill instruction. Library assistants were available in some of the elementary schools. “Our elementary libraries are available throughout the school day for both classes and drop-ins. Even if the librarian has a class, there is a library clerk (6 hours per day while kids are in school) available to help others,” according to Doug Johnson (personal communication, November 22, 2010).

The Iowa City Community School District (IA) curriculum can also be accessed online at the district website (<http://www.iowa-city.k12.ia.us/library/Index.htm>). In contrast to the Mankato Elementary schools fixed-schedule library programs, the Iowa City Elementary schools operate on a flexible schedule with collaboration between the media specialists and classroom teachers to develop activities that incorporate information literacy skills. The Iowa City Community School District Library states,

Research and best practices today indicate that integration of information literacy skills, collaboration with classroom teachers, and flexible scheduling in the library program are critical components in the effective delivery of the information literacy curriculum. Collaboration and the integration of information problem solving skills is most productive when flexible scheduling is in place and when time is provided for teachers and the teacher librarian to mutually plan. (Iowa City School District Curriculum Document, 2010)

The Iowa City School District kindergarten through fifth grade library curriculum focuses on library and literacy skills. The Computer Skills Menu of Options offered this list of technology skills that are to be addressed within content area instruction with cooperation of the teacher librarian.

- Keyboarding
- Word Processing
- Computer Network
- Evaluating Online Sources

Computer Skills Assessment (this page was under construction at the time of this review)
Online Safety

The Iowa City Community School District's Technology Plan (2003-2004 revised) encouraged "cooperative planning between teachers and media specialists to develop activities that incorporate technology benchmarks"(p.4).

Both of these school districts strive to meet the AASL standards that ensure students are able to "1) inquire, think critically, and gain knowledge, 2) draw conclusions, make informed decisions, apply knowledge to new situation, and create new knowledge, 3) share knowledge and participate ethically and productively as members of our democratic society, and 4) pursue personal and aesthetic growth" (p. 7). The school districts have different courses of action to achieve this goal.

Research of Best Practices for School Library Programs

The Iowa City Community School District Library web page alluded to the data and research that support flexible scheduling as a means of improving student achievement. A considerable body of research suggests that having a flexible library schedule is associated with higher scores on state achievement tests. The current and most cited research to date was conducted by Keith Curry Lance, Ph.D., director of the Library Research Service, a unit of the Colorado State Library and the Colorado Department of Education operated in partnership with the Library and Information Science Program of the College of Education of the University of Denver. Lance and his colleagues performed studies in several states including Illinois (Lance, Rodney, & Hamilton-Pennel, 2005). The purpose of this study was to identify what relationships, if any, existed between high-quality school library programs and academic achievement. A voluntary survey was sent to 657 Illinois K-12 schools during the fall of 2003. The

questions focused on hours of operation, staff and their activities, library collection and educational technology, total library expenditures, and types of library usage. The statistical analysis compared these data to academic achievement indicators on the 5th and 8th grade ISAT (Illinois Standards Achievement Test) reading and writing scores, 11th grade PSAE (Prairie State Achievement Examination) reading scores, and 11th grade ACT (American College Testing) scores. The results of this review of elementary library programs indicated that students achieved higher test scores when students could access the library when needed, either individually or with a group; when librarians spent time collaborating with classroom teachers; and when libraries had flexible hours.

Lance and his colleagues completed a similar study in Alaska where the purpose was to find out if there was a correlation between the data regarding school libraries and achievement levels of students on a standardized test (Lance, Rodney, & Hamilton-Pennel, 1999). The survey was given to media center specialists in 211 Alaska public schools asking for information about staffing levels, hours of operation, staff activities, usage, technology, policies, and cooperation with public libraries. These data included the percentage of students scoring below the proficient, and above proficient on Version 5 of the California Achievement Tests of reading, language arts, and mathematics. The results of this research indicated that test scores tended to be higher when there was a full-time librarian, higher student usage, longer operating hours, library/informational literacy instruction provided by the media center specialists, collaboration with classroom teachers for planning instructional units, and in-service training to staff.

Collaboration Between Classroom Teachers and Teacher Librarians

Donham van Deusen and Tallman (1994) conducted a study of the impact of scheduling on curriculum consultation and information skills instruction. The purpose of

the study was to identify how collaboration between classroom teachers and media specialists, including teaching of information skills lessons associated with classroom instructional units, was different when using a fixed or flexible library schedule.

Donham van Deusen and Tallman (1994) asked if library media specialists operating on a flexible schedule were able to complete more consultative tasks than those library media specialists operating on a fixed schedule. They also asked if the instructional planning atmosphere of a school calls for the curriculum involvement of the library media program. They also asked if more information-skills were taught in connection to the content area curriculum on a flexible schedule than on a fixed schedule and whether the library media specialists were involved with assessment more when they operated on a flexible schedule rather than a fixed schedule.

A survey was developed for media specialists in school districts that met certain criteria. Surveys were sent to 1,500 schools that had third and fourth grades. The media specialists accumulated the data for the survey over a six-week period. The questions pertained to the media specialists identifying their involvement with curriculum consultation in the areas of gathering materials for a classroom unit, collaborating with a classroom teacher for the designing of an instructional unit including objectives and activities, and team teaching and assessment of the unit. There were also questions about principal expectations, the school's planning atmosphere, certification, and contractual factors that might effect scheduling. Usable data came from 381 returned surveys. The results of a statistical ANOVA test were used to aggregate the data.

Analysis of data indicated that if library programs operated on a flexible schedule, media specialists were able to collaborate with classroom teachers to develop

instructional units with objectives, activities, team-teaching, and assessments. Media specialists taught more information skills lessons on the flexible schedule when infused into the classroom instructional units developed by both teachers. Media specialists' assessment involvement occurred more often on a flexible schedule than a fixed schedule.

Baughman and Eldringhoff (2000) prepared a statewide survey of public school libraries in 1999 and named it the Simmons Study. The purpose of this survey was to provide baseline data for Massachusetts's public school libraries concerning the relationship between library programs and student achievement on the Massachusetts Comprehensive Assessment System (MCAS). The questions asked about student demographics, expenditures, staffing levels, hours of operation, library instruction, usage, technology, policies, and curriculum alignment. The target population included 1,241 elementary schools, 266 middle/junior high schools, and 311 high schools; 519 surveys were returned. The results pertaining to this review indicated that elementary students scored higher on the MCAS tests when given library skills instruction and when the library collection was aligned with the state curriculum frameworks.

Hughes-Hassell and Hanson-Baldauf (2007) completed a research study involving information and communication technology used by North Carolina School Library Media Specialists. The purpose of this research was to examine media specialists' levels of competency, integration of technology instruction, and barriers to integration of technology. The questions they sought to answer were

How do School Library Media Specialists (SLMS) in North Carolina perceive their level of Information and Communication Technology (ICT) competency?
 How are they integrating ICTs into their instruction?
 How prepared do they feel to do this?

What barriers do they perceive exist to the integration of technology into their instruction? (p. 2)

A survey and accompanying letter were given to each media specialist attending the 2007 North Carolina School Library Media Association Conference. The survey questions covered knowledge, understanding, and the curricular integration of technology tools and applications in the areas of communication, collaboration, production, design, virtual modeling, file sharing, and social networking technologies. The quantitative data of 420 media specialists were analyzed using SPSS descriptive analysis capabilities and SPSS nonparametric, cross-comparison analysis capabilities (Mann-Whitney Test). Qualitative data were analyzed using NVivo software. The perceived competence results indicated that the media specialists were most competent using and teaching of communication and production technologies. However, they felt the least competent with virtual modeling, file sharing, and social networking technologies. The area of instructional use of information and communication technologies by media specialists revealed that presentation tools, digital cameras, and e-mail were used the most during instruction. School districts offered classes for integrating technology into their instruction according to 55% of reporting media specialists. Lack of time (including collaboration time) and resources were the largest barriers for technology integration into instruction. Other barriers included elementary schools with fixed library schedules, emphasis on end-of-year testing, lack of technical support, school districts' internet policies and filters.

Lundh and Limberg (2008) examined information practices in elementary schools. The purpose of this project is to contribute to the understanding of information practices in elementary schools. The researchers asked, "How do teachers describe and

organize information-seeking activities in elementary school and what do these descriptions and ways of organizing teaching imply for what it means to be an information literate pupil in elementary school?" (p. 93). The research took place in Sweden involving students from six to sixteen years old. They used focus group interviews, individual semi-structured interviews, and spontaneous interviews with teachers and students. Observations of elementary classrooms when students were working independently offered more data for this research. Analysis of the data demonstrated that there is a division between literacy and information literacy. Teachers and the librarian focus on literacy, which is teaching students to read and write. Information literacy skills included word processing skills, web searching, and evaluating web information. The majority of organized lessons revolved around literacy skills with little information literacy skills being taught. Students' research questions were of little value to the adults or research process with more emphasis placed on copying factual text from books and the Web for students to read.

Arnone and Reynolds (2009) chose to study the integration of dispositions in action and multiple literacies into the American Association of School Librarians' (AASL, 2009b) standards for the 21st century learner. The purpose of the study was to investigate how reading for enjoyment, curiosity, and perceived competence contribute to information and digital literacy.

The researchers were seeking verification of potential relationship between students' digital information literacy and their curiosity; their perceived competence in reading; their enjoyment of reading, and the relationship between information literacy and digital literacy.

The method for data collection was a survey to 1,272 (parent permission granted) eighth grade students in forty-seven schools in twenty states three times during an eight-week period. Forty-six school library media specialists also participated in the survey. A five-point Likert scale with choices ranging from “not at all true” to “very true” was used. Students were given a researcher made version of the TRAILS test and a digital literacy test based on the 2005 ISTE and NETS standards. The data analysis indicated:

Their results showed a stronger correlation between reading variables and information literacy than between reading variable and digital literacy. Further, they found significant correlations between curiosity and information literacy as well as curiosity and digital literacy.

Summary

Baughman and Eldringhoff (2000) gathered survey data to determine if a connection between the library program and student achievement existed. The results indicated that elementary students scored higher on state tests when given library skills instruction and when the library collection is aligned with the state curriculum frameworks.

School Libraries Work (2008) compiled results of state studies conducted by Lance et al. that describe library program factors such as flexible scheduling, timely access to the collection, on-staff qualified teacher librarian, collaboration opportunities, and the instruction of library information and technology skills as they correlate with student achievement measures. While these factors supported the need for qualified teacher librarians and flexible library scheduling from elementary to high schools, the fact remains that over 50% of elementary schools operated on a fixed schedule (Creighton, 2007). Johnson (2001) addressed the advantages to a fixed schedule and some disadvantages to a flexible schedule. van Deusen and Tallman (1994) addressed the issue

of collaboration between classroom teachers and a teacher librarian operating on a flexible or fixed schedule. Their data indicated that teacher librarians operating on flexible schedules collaborated with classroom teachers to develop instructional units with objectives, activities, team-teaching, and assessment more often than those on a fixed schedule.

Hughes-Hassell and Hanson-Bandauf (2007) studied the integration of technology instruction by examining the media specialists' levels of competency and naming barriers to the integration of technology. The results indicated media specialists were most competent when using presentation tools, digital cameras, and email. The researchers listed the main barriers to integrating technology into instruction as lack of time and resources. It was also noted that fixed library schedules, emphasis on end-of-year testing, lack of technical support, school districts' internet policies and filters impeded integration of technology.

Arnone and Reynolds (2009) developed ten hypotheses centering on how a student's curiosity, perceived competence, and disposition to read for enjoyment effects digital literacy and information literacy tests scores. The data suggested that the reading variable influenced information literacy models more than digital literacy models. Also curiosity strongly correlated with perceived competences in information skills and digital technology skills.

The Iowa City Community School District's and the Mankato Public School District's elementary school libraries operate on different types of schedules. Iowa City Community Schools District maintains flexible library programs in kindergarten through 12th grades. Mankato Public School District's elementary schools' library programs

operate on a fixed schedule. While these districts were striving for similar outcomes for their students, each chose different avenues for success.

This project considered the development and subsequent implementation of a kindergarten-fifth grade curriculum in the context of a fixed schedule since fixed scheduling is a current reality in the profession for many schools, including the Tama Elementary School. The curriculum will incorporate the national standards published by the American Association of School Librarians (2009b) and the International Society for Technology in Education (2007).

CHAPTER 3

PROCEDURES

South Tama Elementary School did not have an information literacy, library, and technology skills curriculum for grades kindergarten through fifth grade. The purpose of this project was to write a Kindergarten through fifth grade curriculum, to include information literacy, library, and technology skills to meet the *Standards of the 21st Century Learner* (AASL, 2009b) vertically aligning to the sixth through 12th grade technology plan. This project adheres to Iowa Law Administrative Code, Rule 281-12.2(256) stating that every school district must have a sequential kindergarten through twelfth grade library program.

Project Design

The project was a Kindergarten through fifth grade information literacy, library, and technology curriculum. South Tama School District has joined MISIC (Mid-Iowa School Improvement Consortium) that provides a web-based curriculum management system. Iowa Core Standards in the area of technology are provided in the MISIC design. Other standards can be added for the areas of information literacy and library skills acquisition. The MISIC format (See Appendix B) includes development of essential questions, vocabulary, strategies, assessments, and resources. Developing this project meets the requirements of Iowa Administrative Code, Rule 281-12.2(256) stating that all school districts will have an articulated, sequential Kindergarten through grade 12th library or media program.

Project Parameters

The curriculum has information literacy, library, and technology standards. The Iowa School Library Program Guidelines: Libraries, Literacy and Learning for the 21st

Century (2007) were consulted to define the South Tama Elementary Library. These guidelines described best practices for developing school library programs. The American Association of School Librarians (AASL) developed “Standards for the 21st – Century Learner” in 2007 to describe skills, dispositions, responsibilities, and self-assessment strategies that students will need to function in today’s society and in the future. The International Technology Education has developed National Education Technology Standards (NETS) for students. The Mankato Public School District’s elementary libraries operate on a fixed schedule, which is similar to the South Tama Elementary fixed schedule. The Iowa City Community School District’s information literacy curriculum was studied to integrate information literacy skills into core curricula. This curriculum appears on the school district website and has also been published in a text entitled *Developing an Information Literacy Program K-12*.

Project Format

Appendix B is an example of the MISIC (Mid-Iowa School Improvement Consortium) web-based program that was used as the template for this project. Iowa Core Standards were provided with opportunities to write benchmarks, essential questions, vocabulary, strategies, resources, and assessments.

Procedures

The first question for this project was, “What information literacy, library, and technology concepts, skills, and processes should South Tama Elementary students demonstrate at the end of fifth grade?” The researcher consulted the South Tama School District Board Policy Manual to locate the district mission statement and the South Tama Elementary mission statement. The South Tama Curriculum Director, Elementary Principal, and Elementary Vice-Principal were notified of the impending curriculum

project.

The researcher met with the middle school and high school teacher librarians during scheduled professional development opportunities provided by the South Tama School district during the 2010-1011 school year. Questions during these meetings included:

- What library information and technology literacy skills should South Tama students possess as they graduate?
- What library information and technology literacy skills should have been taught by the end of eighth grade at South Tama Middle School?
- What information and technology literacy skills should South Tama fifth grade students should have been taught before going to middle school?
- Will South Tama employ a middle school teacher librarian for the 2011-2011 school year?

During the first meeting, the group collaborated to complete a spreadsheet that listed all the skills currently taught and those taught in the past. The list was categorized by grade levels. In the middle school, every student receives keyboarding instruction and practice. The middle school teacher librarian had few opportunities to collaborate with content classroom teachers; however, spreadsheet and graphing skills were addressed in a collaborated social studies unit. The group continually refocused on what South Tama students need to graduate and be confident in their abilities for the 21st century. It is the responsibility of the administration and South Tama board of education to determine how needs will be met.

The researcher created a spreadsheet establishing what skills had been taught in Kindergarten through second grades and what skills had been taught in third through

fifth grades (Appendix A). The Iowa Core Technology Literacy standards (2007), Mankato Public School District online Technology Curriculum (2010), and the Iowa City Community Schools Information Literacy curriculum (2010) and other districts' school library and technology curricula were consulted for more information about when to introduce other skills that needed to be incorporated into the new curriculum. The researcher examined the AASL and ISTE standards and identified benchmarks appropriate for each grade level. Once these were identified, then the researcher used the MISIC template to create the K-5 library information and technology literacy maps.

South Tama School District joined the Mid-Iowa School Improvement Consortium (MISIC) in 2010. Teachers are responsible to place their content area or grade level curricula on this website. The Iowa Core Standards and benchmarks are given. The teachers add unit titles, essential questions, vocabulary, teaching strategies, resources, assessments, standards and benchmarks (Appendix B). The MISIC program can generate many reports based on the parameters entered. For example, this program can produce curriculum maps for each teacher as well as a district curriculum. It can show vertical alignment and the Iowa Core Standards and benchmarks that are not being addressed in the curriculum.

The researcher was able to add units of study into the web-accessible MISIC database that addressed the Iowa Core Technology Literacy standards and benchmarks. Essential questions aligned with AASL standards, vocabulary, teaching strategies, resources, and assessments were added to each unit. The researcher submitted a request to the MISIC programming team to add the American Association of School Librarians (AASL) Standards for the 21st Century. The four (AASL) standards were added to the

South Tama MISIC template and the list of skills were labeled as benchmarks. Once these were uploaded to the MISIC site, more units of study were created to address library information literacy. Each unit was aligned with following essential questions developed from the AASL Standards document (Donham, 2010):

- In what ways is reading a window to the world and in what ways is it a mirror?
- In what ways does the inquiry process lead us to new understandings and insights?
- Who owns information?
- How can technology enhance understanding?
- Why is information important for citizenship in a democracy?
- How is information organized?
- How do we know what information sources to trust?
- How can knowledge be shared?
- What is the value of a library? (p. 17)

Another spreadsheet was created listing specific skills and grade levels for introduction or review (Appendix C). This document guided the addition of units to the MISIC website in the areas of information literacy and technology. Each titled unit included a time frame, grades (K-2 or 3-5), standard, benchmarks, essential questions, vocabulary, teaching strategies, resources, and assessment.

The final curriculum was presented to the South Tama Curriculum Director for approval and/or recommendations. The final product will be presented to the South Tama School Board for adoption. The digital format of the kindergarten through fifth grade information literacy, library, and technology skills curriculum will be placed on the South Tama School District's website, MISIC website, and the South Tama Elementary library home page. The printed format is located in the South Tama Elementary library.

CHAPTER 4

See the separately bound project entitled South Tama K-5 Information Literacy, Library and Technology Curriculum.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

Copies of the South Tama K-5 Information Literacy, Library and Technology Curriculum have been sent to the district superintendent, curriculum director, elementary principal and vice-principal. The document was shown to the Iowa Department of Education District Review Team in April of 2011.

Currently, the South Tama Elementary operates on a five-day fixed schedule with the teacher librarian conducting classes in the library or computer lab based on the skills being taught. The library associate is responsible for library checkouts, reshelving books, and supporting students in either the library or computer lab. A weekly email is sent out describing the teacher librarian's scheduled use of areas. Teachers can request the use of either the library or computer lab based on the schedule. This schedule has increased opportunities for individuals, small groups, entire classrooms, and staff to use the library or computer lab.

During the 2011-12 school year, pending district approval, the researcher will implement the curriculum. The South Tama MISIC database has provided a way to organize a district curriculum that addresses the Iowa Core Standards and Benchmarks. Another value of the MISIC format is that the fields in the database provide the opportunity for connecting the library information and technology curriculum with subject area curricula.

This project is guided by five research questions. The first two questions related the content of the curriculum:

- What library and technology concepts, skills, and processes should be taught at the Kindergarten through fifth grade levels was the first research question that guided this study?
- Which information literacy essential questions relate to the concepts, skills, and processes included in the curriculum?

The process of content development for this curriculum was a synthesis of AASL standards, essential questions, Iowa City, and Mankato school district's curricula. In addition, the professional South Tama technology and library staff identified outcomes for 12th, 8th, and 5th grade students. This strategy of designing down from graduation provided a format for future curriculum development at middle and high school levels.

The third question guiding was to decide what projects, or activities should be used for library and technology instruction at the Kindergarten through fifth grade levels. The MISIC format provided a field called "teaching strategies" into which the researcher entered specific teacher created activities for each unit. In addition, the researcher developed assessments for each unit of learning.

In what ways does this curriculum support the school district curricular goals was the fourth question. The South Tama County school district has adopted the MISIC model for curriculum mapping. This library and technology curriculum is among the first to be comprehensively developed in the district. In addition, this curriculum is in compliance with the state guidelines.

The final question was, "In what ways might these skills support collaboration in a building where library and technology classes are taught on a fixed schedule was the last question to address for this project?" By mapping all curricula into one database, the

district has created a tool to facilitate connections across disciplines. The teacher librarian is unable to meet with grade level teachers during their planning time. Their students are having class with the teacher librarian. The curriculum map provides a way to collaborate and integrate library and technology skills based on what is being taught in the classroom, even on a fixed schedule. While the end product, MISIC database is of great value, the process provided an analysis of what students should learn and the creation of learning activities and assessments. The MISIC format is editable therefore, it remains living document to evolve based on new technologies and student needs.

This product constitutes the South Tama School District K-5 Library, Information Literacy, and Technology Curriculum to be implemented during the 2011-2012 school year. The Tools for Real-time Assessment of Information Literacy Skills (TRAILS) Grade Six online assessment will be used to assess student learning and identify strengths and weaknesses of the curriculum. The assessment will be administered in the spring of 2012 during 5th grade scheduled classes in the school library.

TRAILS (www.trails-9.org) is a free online assessment with multiple-choice items measuring a variety of information literacy skills. Since its inception TRAILS has been used by over 8,900 librarians and administered to more than 288,000 students. The assessment items are based on Ohio Academic Content Standards and the American Association of School Librarians *Standards for the 21st Century Learner (2009b)*. Given this alignment, the assessment is appropriate for the South Tama program since it too is aligned with the American Association of School Librarians *Standards for the 21st Century Learner*. Developers of TRAILS recommend the class report be used to identify areas of strength and weakness in a curriculum. Results are reported for each item by

number and percentage of students choosing each possible response, with correct responses highlighted. This item analysis will indicate curricular areas that are well addressed in the South Tama Curriculum and those that need attention. TRAILS assessment items are classified into these categories:

1. Develop topic
2. Identify potential sources
3. Develop, use, and revise search strategies
4. Evaluate sources and information
5. Recognize how to use information responsibly, ethically, and legally

In the class report it is possible to determine the categories in which students excelled or those where they fell short. This more general view will also inform areas of the curriculum that either need revision in K-5 or need to be addressed in the development of the 6-12 curricula. Implementing this assessment tool will provide feedback and insight into the next iteration of the K-5 curriculum as well as the development of the 6-12 curriculum for the South Tama School District. Results of assessments will be shared with administrative and curriculum leadership in the district to inform priorities for instructional time and staff, as well as integration of application of these skills across the curriculum. Finally, implementing a cycle of assessment and revision will afford the district a data-based decision-making model on the area of Library, Information Literacy, and Technology.

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APPENDIX A
SKILL LIST

Kindergarten-2nd Grade	3rd Grade-5th Grade
Use and care of library materials	Dewey Decimal 100's
Quietly listening to a story (library and computer lab expectations)	Intro. Alexandria Researcher
Intro. Author and Illustrator	Intro. Newbery Award
Intro. Caldecott Award	Intro. Keyboarding Skills
Intro. Call Labels	Intro. To additional AEA Resources
Easy Books, Fiction Books, Nonfiction Books Location	Inserting text, cliopart, and photos
Intro. Computer parts	Intro. Digital citizenship (plagiarism)
Intro. Basic Computer Keys	Intro. Copyright, fair use, public domain
Intro. making bookmark folders	Intro. Citations
Intro. To typing website addresses	Intro. Search engines
Intro. Pop up windows and advertisements	Intro. Research process
Intro. Drawing program	Intro. Powerpoint
Intro. Word document	
Intro. AEA Resource- World Book Web	
Intro. Biographies	

APPENDIX B MISIC TEMPLATE

MISIC Curriculum Map
Current as of January 20, 2011 at 20:59:12

 [Return to Course](#) | [Show Edit View](#)

Library Information and Technology Literacy

Teacher Course:	Grade:	Subject(s):	Unit/Concept:	Month(s):	Unit Time Duration:
Library Information and Technology Literacy	K-12	Information Technology	appendix	Ongoing	
Benchmarks:					
<i>There are no benchmarks entered for this unit</i>					
MISIC Benchmarks:					
<i>There are no MISIC Benchmarks entered for this unit</i>					
Essential Questions					
Vocabulary			Prior Knowledge (Strategies)		
Teaching Strategies					
Assessments			Resources		
Other 1			Other 2		

 [Return to Course](#) | [Show Edit View](#)

APPENDIX C
K-5 SCOPE AND SEQUENCE


Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Library Expectations -sitting appropriately - listening -raising hand -keeping body parts to self	Library Expectations -sitting appropriately - listening -raising hand -keeping body parts to self -read to self	Library Expectations -sitting appropriately - listening -raising hand -keeping body parts to self -read to self	Library Expectations -sitting appropriately - listening -raising hand -keeping body parts to self -read to self	Library Expectations -sitting appropriately - listening -raising hand -keeping body parts to self -read to self	Library Expectations -sitting appropriately - listening -raising hand -keeping body parts to self -read to self
Introduce author and illustrator	Introduce Everybody books	Review Everybody books	Review sections of the library		
Introduce the fall season	Introduce Book Care		Introduce Dewey Decimal System	Review Dewey Decimal System	
Introduce Dr. Seuss	Introduce library book checkout system	Review library book checkout system	Review call labels and how to locate books	Review call labels and how to locate books	Review call labels and how to locate books
Introduce Snowflake Bentley	Review author and illustrator	Review author and illustrator	Introduce copyright and plagiarism	Review copyright & plagiarism Introduce Fair Use	Review copyright & plagiarism Introduce Fair Use
Introduce Not a Stick	Introduce call labels	Review call labels	Introduce writing citations	Review writing citations	Review writing citations
Introduce Chalk	Introduce how to locate Everybody books	Review how to locate Everybody and fiction books	Introduce writing essential questions	Review writing essential questions	Review writing essential questions
Introduce Halloween	Introduce Fiction books and locations	Introduce New Caldecott and Newbery Awards and books	Introduce Inspiration software		
Introduce no text books			Introduce answering essential questions with own words	Review answering essential questions with own words	Review answering essential questions with own words

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Introduce Olivia			Introduce Digital Citizenship	Review Digital Citizenship	Review Digital Citizenship
Introduce nonfiction books	Introduce Caldecott and Newbery Awards and books	Review Nonfiction or fact book location	Introduce how to compose new information to share with others	Review how to compose new information to share with others	Review how to compose new information to share with others
Introduce Curious George	Introduce Nonfiction or fact book location				
Introduce the winter season	Computer Lab Expectations -enter class quietly -wait for directions -listen to directions -follow directions -stay on-task -respect teacher and others -do your best	Computer Lab Expectations -enter class quietly -wait for directions -listen to directions -follow directions -stay on-task -respect teacher and others -do your best	Introduce Keyboarding skills using computer base software. (Traveling cart of laptops w/o internet access) Adult travels s/cart class to class monitoring correct fingering for 30 min./daily/5-6 weeks		
Introduce Clifford	Introduce computer parts and care	Review how to: -make folders -add URLs	Introduce how to use STC Elem. online card catalog	Introduce how to use local public library online card catalog	Review how to use online library card catalogs

South Tama Elementary

Kindergarten-5th Grade
Information Literacy, Library,
and Technology Curriculum

July 2011

 [Return to Main Reports Page](#)

(Brenda Husak) Course: K-2 Library Information and Technology Literacy

Unit	Content	Assessment	Resources	Covered IA State Standards	Covered Benchmarks	MISIC Benchmarks	DesCartes Continuum
Ongoing	Introduce computer drawing program	<ul style="list-style-type: none"> Students will use a computer drawing program's tools to illustrate understanding of a book or concept. 	<ul style="list-style-type: none"> Kidspix Drawing Program <i>Where the Wild Things Are</i> Nonfiction books about bears Butterfly life cycle <i>There was an Old Woman Who Swallowed a Fly</i> 	<ul style="list-style-type: none"> CS_K-02.TL.01 - 21st Century Skills 		<ul style="list-style-type: none"> TL_K-02.01.02 - Technology Literacy 	
Introduce internet access		<ul style="list-style-type: none"> Teacher will check Bookmark bar and students' bookmark folders for appropriate websites 	<ul style="list-style-type: none"> funbrain.com coolmath.com pbskids.org stclem.wikispaces.com knowledgeadventure.com 	<ul style="list-style-type: none"> CS_K-02.TL.03 - 21st Century Skills 		<ul style="list-style-type: none"> TL_K-02.03.01 - Technology Literacy 	
Introduce website navigation		<ul style="list-style-type: none"> Teacher will use a checklist for understanding of advertisements, arrow location, pointer finger, links 	<ul style="list-style-type: none"> www.funbrain.com 	<ul style="list-style-type: none"> CS_K-02.TL.03 - 21st Century Skills 		<ul style="list-style-type: none"> TL_K-02.03.03 - Technology Literacy 	
Introduce AEA educational resource World Book Web		<ul style="list-style-type: none"> Student will search for a given topic within World Book Web to demonstrate their understanding of topic location. Students will choose a topic and share new knowledge with the class. 	<ul style="list-style-type: none"> Area Education Agency 267 	<ul style="list-style-type: none"> CS_K-02.TL.03 - 21st Century Skills 		<ul style="list-style-type: none"> TL_K-02.03.02 - Technology Literacy TL_K-02.03.03 - Technology Literacy 	
Author/Illustrator studies		<ul style="list-style-type: none"> When given a sheet with call labels, students will locate each book by the call label, write down the author and title of the book. 	<ul style="list-style-type: none"> Caldecott Award poster Newbery Award poster blank bingo cards 		<ul style="list-style-type: none"> HL.4.1.01 - Information Literacy HL.4.1.02 - Information Literacy HL.4.1.05 - Information Literacy HL.4.1.11 - Information Literacy 		
August							
September	Library Introduction, checkout system, and book care						
Introduce Everybody books and location		<ul style="list-style-type: none"> Demonstrate using a shelf marker, checking out a book using lunch number, bring book back on assigned day 	<ul style="list-style-type: none"> Shelf markers 		<ul style="list-style-type: none"> HL.4.1.01 - Information Literacy HL.4.1.02 - Information Literacy HL.4.1.03 - Information Literacy HL.4.1.04 - Information Literacy HL.4.1.05 - Information Literacy HL.4.1.11 - Information Literacy 		
		<ul style="list-style-type: none"> When given a list of Everybody call labels, students will locate a book, write the author's first and last name with the label 			<ul style="list-style-type: none"> HL.4.1.01 - Information Literacy HL.4.1.02 - Information Literacy HL.4.1.03 - Information Literacy HL.4.1.04 - Information Literacy HL.4.1.05 - Information Literacy HL.4.1.10 - Information Literacy HL.4.1.11 - Information Literacy 		
October							
Fiction book identification and location		<ul style="list-style-type: none"> When given a list of Fiction call labels, students will locate a book, write the title of the book, author's first and last name. 			<ul style="list-style-type: none"> HL.4.1.01 - Information Literacy HL.4.1.02 - Information Literacy HL.4.1.03 - Information Literacy HL.4.1.04 - Information Literacy HL.4.1.05 - Information Literacy HL.4.1.11 - Information Literacy 		
Nonfiction book identification and location							

· When given a list of nonfiction call labels with numerals, students will locate a book, write the title of the book, author's first and last name.

· HL.4.1.01 - Information Literacy
 · HL.4.1.02 - Information Literacy
 · HL.4.1.03 - Information Literacy
 · HL.4.1.04 - Information Literacy
 · HL.4.1.05 - Information Literacy
 · HL.4.1.10 - Information Literacy

introduce basic computer operations

· Students will demonstrate understanding by logging in and logging out of the computer without assistance.
 · Students will match label to picture on a given paper

· laptop computer
 · LCD projector
 · overhead projector

· CS_K-02.TL.06 - 21st Century Skills

· TL_K-02.06.01 - Technology Literacy

November
 December
 January
 February

introduce biographies and library location

· When given a list of Biography call labels, students will locate a book, write the person's (who the book is about) first and last name with the label

· HL.4.1.01 - Information Literacy
 · HL.4.1.02 - Information Literacy
 · HL.4.1.03 - Information Literacy
 · HL.4.1.04 - Information Literacy
 · HL.4.1.10 - Information Literacy

March

introduce word processing

· Students will be given a matching sheet for key identification and its use

· Microsoft word

· CS_K-02.TL.01 - 21st Century Skills

· HL.3.1.03 - Information Literacy
 · HL.3.1.04 - Information Literacy
 · HL.3.1.06 - Information Literacy
 · HL.3.1.10 - Information Literacy

· TL_K-02.01.01 - Technology Literacy
 · TL_K-02.01.02 - Technology Literacy

April
 May
 June
 July

(Brenda Husak) Course: 3-5 Library Information and Technology Literacy

Unit	Content	Assessment	Resources	Covered IA State Standards	Covered Benchmarks	MISIC Benchmarks	DesCartes Continuum
Ongoing	Developing internet access skills	· Teacher will check Bookmark bar and students' bookmark folders for appropriate websites		· CS.03-05.TL.03 - 21st Century Skills		· TL.03-05.03.03 - Technology Literacy	
	Developing website navigation skills		· www.knowledgeadventure.com · www.coolmath.com	· CS.03-05.TL.03 - 21st Century Skills		· TL.03-05.03.01 - Technology Literacy · TL.03-05.03.03 - Technology Literacy	
	introduce AEA educational resources AccuWeather and AP Images	· Student will answer weather questions about the community they live in as well as teacher given places around the world.	· Area Education Agency 267	· CS_K-02.TL.03 - 21st Century Skills		· TL_K-02.03.02 - Technology Literacy · TL_K-02.03.03 - Technology Literacy	
	Developing word processing skills	· Student will write an acronym about a given topic using complete sentences and their choice of font and size. Students will add clipart to each sentence and print.	· Microsoft Word application · AEA online iclipart	· CS_K-02.TL.01 - 21st Century Skills		· TL_K-02.01.01 - Technology Literacy · TL_K-02.01.02 - Technology Literacy	
	introduce keyboarding	· Keyboard software mastery criteria	· keyboarding	· CS.03-05.TL.06 - 21st Century Skills		· TL.03-05.06.01 - Technology Literacy	
	introduce organizing software	· Teacher will use a checklist to acknowledge steps in the research process	· Inspiration program	· CS.03-05.TL.03 - 21st Century Skills	· HL.1.1.01 - Information Literacy · HL.1.1.02 - Information Literacy · HL.1.1.03 - Information Literacy · HL.1.1.05 - Information Literacy · HL.1.1.06 - Information Literacy	· TL.03-05.03.01 - Technology Literacy · TL.03-05.03.02 - Technology Literacy · TL.03-05.03.04 - Technology Literacy	
	introduce digital citizenship						

Introduce Research Process

	Power Point slide show	CS.03-05.TL.05 - 21st Century Skills		TL.03-05.05.01 - Technology Literacy TL.03-05.05.02 - Technology Literacy TL.03-05.05.03 - Technology Literacy
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Introduce multimedia tools

Students will share new knowledge via a power point presentation		CS.03-05.TL.02 - 21st Century Skills CS.03-05.TL.03 - 21st Century Skills CS.03-05.TL.04 - 21st Century Skills	L.1.1.01 - Information Literacy L.1.1.02 - Information Literacy L.1.1.03 - Information Literacy L.1.1.04 - Information Literacy L.1.1.05 - Information Literacy L.1.1.06 - Information Literacy L.1.1.10 - Information Literacy L.1.1.12 - Information Literacy L.1.1.13 - Information Literacy L.1.1.14 - Information Literacy	TL.03-05.02.01 - Technology Literacy TL.03-05.02.04 - Technology Literacy TL.03-05.03.01 - Technology Literacy TL.03-05.03.02 - Technology Literacy TL.03-05.03.03 - Technology Literacy TL.03-05.03.04 - Technology Literacy TL.03-05.04.02 - Technology Literacy
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Dewey Decimal System

Individual research project	Power Point	CS.03-05.TL.01 - 21st Century Skills CS.03-05.TL.02 - 21st Century Skills	L.3.1.01 - Information Literacy L.3.1.03 - Information Literacy L.3.1.04 - Information Literacy L.3.1.06 - Information Literacy	TL.03-05.01.01 - Technology Literacy TL.03-05.01.02 - Technology Literacy TL.03-05.02.01 - Technology Literacy TL.03-05.02.02 - Technology Literacy TL.03-05.02.04 - Technology Literacy
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Introduce Alexandria Researcher and other online library catalogs

Matching Dewey Decimal Classifications to number representations	Power Point Dewey Decimal Rap you tube		L.1.1.04 - Information Literacy L.1.1.05 - Information Literacy L.1.1.06 - Information Literacy	
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Introduction to databases

Student will locate print sources on a topic of their choice	South Tama Elementary online catalog www.10.1.20.50.com Tama Public Library online catalog www.tama.lib.ia.us Toledo Public Library online catalog www.toledo.lib.ia.us	CS.03-05.TL.03 - 21st Century Skills	L.1.1.01 - Information Literacy L.1.1.04 - Information Literacy L.1.1.08 - Information Literacy L.1.1.14 - Information Literacy	TL.03-05.03.02 - Technology Literacy TL.03-05.03.03 - Technology Literacy
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Developing Nonfiction book identification and location

Student will present written list and/or show bookmarked items for teacher critique	www.iowaonline.org AEA databases	CS.03-05.TL.03 - 21st Century Skills		TL.03-05.03.02 - Technology Literacy TL.03-05.03.03 - Technology Literacy
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Author/illustrator studies

Students will work alone to write the title and author when given labels to locate			L.1.1.04 - Information Literacy L.1.1.05 - Information Literacy L.1.1.09 - Information Literacy	
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Developing AEA online resources

	Jerry Spinelli Joseph Bruchac Judy Blume Matt Christopher David Weisner current author or illustrator that the students are interested in learning more about		L.4.1.01 - Information Literacy L.4.1.02 - Information Literacy L.4.1.03 - Information Literacy L.4.1.05 - Information Literacy L.4.1.08 - Information Literacy L.4.1.10 - Information Literacy L.4.1.11 - Information Literacy	
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Students will write a report that includes an introduction, answers to essential questions, a conclusion, and bibliography	AEA online resources	CS.03-05.TL.03 - 21st Century Skills	L.1.1.01 - Information Literacy L.1.1.02 - Information Literacy L.1.1.03 - Information Literacy L.1.1.04 - Information Literacy L.1.1.05 - Information Literacy L.1.1.06 - Information Literacy L.1.1.07 - Information Literacy L.1.1.08 - Information Literacy L.1.1.10 - Information Literacy L.1.1.12 - Information Literacy L.1.1.14 - Information Literacy	TL.03-05.03.01 - Technology Literacy TL.03-05.03.02 - Technology Literacy TL.03-05.03.03 - Technology Literacy TL.03-05.03.04 - Technology Literacy
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test

August
September
October


Introduce AEA educational
resource clipart

· Student will use Word application and clipart to create an original document	· AEA online resource:clipart for Schools · Microsoft Word	· CS 03-05.TL.02 - 21st Century Skills
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· TL 03-05.02.01 - Technology Literacy · TL 03-05.02.02 - Technology Literacy
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November
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K-2 Library Information and Technology Literacy

Teacher Course: K-2 Library Information and Technology Literacy	Grade: K-2	Subject(s): Information Technology	Unit/Concept: Introduce computer drawing program	Month(s): Ongoing	Unit Time Duration:
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Benchmarks:

There are no benchmarks entered for this unit

MISIC Benchmarks:

- TL_K-02.01.02 **Benchmark:** Create original work as a means of personal or group expression.
Description: Use technology to illustrate and communicate original ideas related to curriculum content. Create multimedia products with support from teachers, family members, and/or student partners for the purpose of display, publication, and/or performance.

Essential Questions


- How can technology enhance understanding?


Vocabulary	Prior Knowledge (Strategies)
<ul style="list-style-type: none"> · drawing tools · text tools · color palette · painting tools · paint bucket · stamps · stickers · background · mixer 	

Teaching Strategies

- Demonstrate and model software tools' uses

Assessments	Resources
<ul style="list-style-type: none"> · (Project) Students will use a computer drawing program's tools to illustrate understanding of a book or concept. 	<ul style="list-style-type: none"> · (Software) Kidspix Drawing Program · (Book) <i>Where the Wild Things Are</i> · (Book) Nonfiction books about bears · (Book) Butterfly life cycle · (Book) <i>There was an Old Woman Who Swallowed a Fly</i>
Other 1	Other 2

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K-2 Library Information and Technology Literacy

Teacher Course: K-2 Library Information and Technology Literacy	Grade: K-2	Subject(s): Information Technology	Unit/Concept: Introduce internet access	Month(s): Ongoing	Unit Time Duration:
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Benchmarks:

There are no benchmarks entered for this unit

MISIC Benchmarks:

· TL_K-02.03.01 **Benchmark:** Follow a plan of action to guide inquiry by using predetermined digital resources.

Description: Follow a process which establishes criteria for selecting digital tools and resources to use for in-depth investigation of a real-world task and justify the selection based on efficiency and effectiveness.

Essential Questions

How can technology enhance understanding?

Vocabulary

web browser

Prior Knowledge (Strategies)

Teaching Strategies

- Introduce web browser icon location on dock
- Introduce Bookmarks bar
- Introduce Bookmarks menu
- Introduce Wikispaces

Demonstrate and model

- how to make a bookmark folder labeled with student's name
- how to type a web address and add the address to student's folder
- Students will add a given list of websites to Bookmarks bar or students' bookmark folders, including teacher's wikispace

Assessments

· (Other) Teacher will check Bookmark bar and students' bookmark folders for appropriate websites


Other 1

Resources

- (Website) funbrain.com
- coolmath.com
- pbskids.org
- stcelem.wikispaces.com
- knowledgeadventure.com

Other 2

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2 Library Information and Technology Literacy

Teacher Course: K-2 Library Information and Technology Literacy	Grade: K-2	Subject(s): Information Technology	Unit/Concept: Introduce website navigation	Month(s): Ongoing	Unit Time Duration:
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Benchmarks:
 There are no benchmarks entered for this unit


MISIC Benchmarks:
 TL_K-02.03.03 **Benchmark:** Review provided resources, explain why they are or are not useful, and use information appropriately.
Description: Access information efficiently and effectively, evaluate information critically and competently, and use digital information and tools accurately and creatively for the issue or problem at hand.

Essential Questions

How can technology enhance understanding?

Vocabulary	Prior Knowledge (Strategies)
<ul style="list-style-type: none"> · advertisements · back and forward arrows · pointer finger · links 	
Teaching Strategies	
<ul style="list-style-type: none"> · Demonstrate and model navigation on a website 	
Assessments	Resources
<ul style="list-style-type: none"> · (Other) Teacher will use a checklist for understanding of advertisements, arrow location, pointer finger, links 	<ul style="list-style-type: none"> · (Website) www.funbrain.com
Other 1	Other 2

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K-2 Library Information and Technology Literacy

Teacher Course: K-2 Library Information and Technology Literacy	Grade: K-2	Subject(s): Information Technology	Unit/Concept: Introduce website navigation	Month(s): Ongoing	Unit Time Duration:
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Benchmarks:

There are no benchmarks entered for this unit


MISIC Benchmarks:


· TL_K-02.03.03 **Benchmark:** Review provided resources, explain why they are or are not useful, and use information appropriately.
Description: Access information efficiently and effectively, evaluate information critically and competently, and use digital information and tools accurately and creatively for the issue or problem at hand.

Essential Questions

How can technology enhance understanding?

Vocabulary	Prior Knowledge (Strategies)
· advertisements back and forward arrows pointer finger links	
Teaching Strategies	
· Demonstrate and model navigation on a website	
Assessments	Resources
· (Other) Teacher will use a checklist for understanding of advertisements, arrow location, pointer finger, links	· (Website) www.funbrain.com
Other 1	Other 2

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K-2 Library Information and Technology Literacy

Teacher Course: K-2 Library Information and Technology Literacy	Grade: K-2	Subject(s): Information Technology	Unit/Concept: Introduce AEA educational resource World Book Web	Month(s): Ongoing	Unit Time Duration: 3 class periods
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Benchmarks:

There are no benchmarks entered for this unit

MISIC Benchmarks:

- TL_K-02.03.02 **Benchmark:** Locate and organize information from a variety of sources and media.
Description: Model legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing resources for research, information analysis, problem solving, and decision making in content learning.
- TL_K-02.03.03 **Benchmark:** Review provided resources, explain why they are or are not useful, and use information appropriately.
Description: Access information efficiently and effectively, evaluate information critically and competently, and use digital information and tools accurately and creatively for the issue or problem at hand.

Essential Questions

How is information organized?

Vocabulary

- Area Education Agency (AEA 267)
- User name
- Password
- Search box
- topic
- keyword

Prior Knowledge (Strategies)

Teaching Strategies

- Review how to add a website to Bookmarks bar using the AEA 267 online URL.
- Demonstrate how to access the AEA online resources and enter user name and password.
- Demonstrate how to use the different levels and encyclopedias of World Book Web.
- Demonstrate how to use the search box.
- Demonstrate how to use the "hear text read aloud" and Spanish translation choices.
- Students will type a topic of their choice in the search box of *World Book for Kids*. Teacher will support spelling effort. They will listen to the article.

Assessments


- (Activity) Student will search for a given topics within World Book Web to demonstrate their understanding of topic location.
- (Activity) Students will choose a topic and share new knowledge with the class.


Other 1

Resources

- (Website) Area Education Agency 267

Other 2

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K-2 Library Information and Technology Literacy

Teacher Course: K-2 Library Information and Technology Literacy	Grade: K-2	Subject(s): Information Technology	Unit/Concept: Author/Illustrator studies	Month(s): Ongoing	Unit Time Duration:
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Benchmarks:

- I-L.4.1.01 Read, view, and listen for pleasure and personal growth.
- I-L.4.1.02 Read widely and fluently to make connections with own self, the world, and previous reading.
- I-L.4.1.05 Connect ideas to own interests and previous knowledge and experience.
- I-L.4.1.11 Seek opportunities for pursuing personal and aesthetic growth.


MISIC Benchmarks:

There are no MISIC Benchmarks entered for this unit

Essential Questions

- In what ways is reading a window to the world and in what ways is it a mirror?

Vocabulary	Prior Knowledge (Strategies)
<ul style="list-style-type: none"> · author · illustrator · Caldecott medal · Newbery medal 	
Teaching Strategies	
<ul style="list-style-type: none"> · Introduce students to authors and illustrators using the Caldecott and Newbery posters. · Demonstrate how to locate these books on the shelves by label identification. 	
Assessments	Resources
<ul style="list-style-type: none"> · (Activity) When given a sheet with call labels, students will locate each book by the call label, write down the author and title of the book. 	<ul style="list-style-type: none"> · (Other) Caldecott Award poster · (Other) Newbery Award poster · (Other) blank bingo cards
Other 1	Other 2

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K-2 Library Information and Technology Literacy

Teacher Course: K-2 Library Information and Technology Literacy	Grade: K-2	Subject(s): Information Technology	Unit/Concept: Library Introduction, checkout system, and book care	Month(s): September	Unit Time Duration:
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Benchmarks:

- I-L.4.1.01 Read, view, and listen for pleasure and personal growth.
- I-L.4.1.02 Read widely and fluently to make connections with own self, the world, and previous reading.
- I-L.4.1.03 Respond to literature and creative expressions of ideas in various formats and genres.
- I-L.4.1.04 Seek information for personal learning in a variety of formats and genres.
- I-L.4.1.05 Connect ideas to own interests and previous knowledge and experience.
- I-L.4.1.11 Seek opportunities for pursuing personal and aesthetic growth.

MISIC Benchmarks:

There are no MISIC Benchmarks entered for this unit

Essential Questions

What is the value of a library?

Vocabulary

Prior Knowledge (Strategies)

Teaching Strategies

· Class 1: Place grade appropriate books in a wooden box and call it a treasure chest. Ask the students to describe what a "treasure" is. Open the treasure chest and explain that the library books are our school's treasures. Lead a discussion about book care. Demonstrate how to use shelf markers. Students will practice taking books on and off the shelves. Practice this at the next class.

· Class 2: Review books are treasures, practice using shelf markers with supervision. Demonstrate and model how to check out books using lunch numbers. Students will check out books. Discuss where to keep books at home.

· Class 3: Students will check in books. Discuss what happens when you don't bring a your book back. (write down lunch number, get a magazine to read, take a reminder home)

Assessments


· (Activity) Demonstrate using a shelf marker, checking out a book using lunch number, bring book back on assigned day


Other 1

Resources

· (Other) Shelf markers


Other 2


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K-2 Library Information and Technology Literacy

Teacher Course: K-2 Library Information and Technology Literacy	Grade: K-2	Subject(s): Information Technology	Unit/Concept: Introduce Everybody books and location	Month(s): September	Unit Time Duration: 3 class periods
Benchmarks:					
<ul style="list-style-type: none"> · I-L.4.1.01 Read, view, and listen for pleasure and personal growth. · I-L.4.1.02 Read widely and fluently to make connections with own self, the world, and previous reading. · I-L.4.1.03 Respond to literature and creative expressions of ideas in various formats and genres. · I-L.4.1.04 Seek information for personal learning in a variety of formats and genres. · I-L.4.1.05 Connect ideas to own interests and previous knowledge and experience. · I-L.4.1.10 Recognize that resources are created for a variety of purposes. · I-L.4.1.11 Seek opportunities for pursuing personal and aesthetic growth. 					
MISIC Benchmarks:					
There are no MISIC Benchmarks entered for this unit					
Essential Questions					
· How is information organized?					
Vocabulary			Prior Knowledge (Strategies)		
<ul style="list-style-type: none"> · E is for Everybody section alphabetical order call label spine spine stickers (humor, mystery, holidays, etc.) 					
Teaching Strategies					
<ul style="list-style-type: none"> · Introduce call labels on books E on call label stands for Everybody books First 3 letters stand for the author's last name Everybody section organized in alphabetical order Practice putting call labels in alphabetical order sheet Practice locating Everybody books with a partner 					
Assessments			Resources		
<ul style="list-style-type: none"> · (Activity) When given a list of Everybody call labels, students will locate a book, write the author's first and last name with the label 					
Other 1			Other 2		

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K-2 Library Information and Technology Literacy

Teacher Course: K-2 Library Information and Technology Literacy	Grade: K-2	Subject(s): Information Technology	Unit/Concept: Fiction book identification and location	Month(s): October	Unit Time Duration:
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Benchmarks:

- I-L.4.1.01 Read, view, and listen for pleasure and personal growth.
- I-L.4.1.02 Read widely and fluently to make connections with own self, the world, and previous reading.
- I-L.4.1.03 Respond to literature and creative expressions of ideas in various formats and genres.
- I-L.4.1.04 Seek information for personal learning in a variety of formats and genres.
- I-L.4.1.05 Connect ideas to own interests and previous knowledge and experience.
- I-L.4.1.11 Seek opportunities for pursuing personal and aesthetic growth.

MISIC Benchmarks:

There are no MISIC Benchmarks entered for this unit

Essential Questions

How is information organized?

Vocabulary

Fiction
F or Fic is for Fiction section
 alphabetical order

Prior Knowledge (Strategies)

Teaching Strategies

Review call labels on books
F or FIC on call label stands for Fiction books
 First 3 letters stand for the author's last name
 Fiction section organized in alphabetical order
 Practice putting call labels in alphabetical order sheet
 Practice locating Fiction books with a partner


Assessments


(Activity) When given a list of Fiction call labels, students will locate a book, write the title of the book, author's first and last name.

Other 1

Resources

Other 2


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K-2 Library Information and Technology Literacy


Teacher Course: K-2 Library Information and Technology Literacy	Grade: K-2	Subject(s): Information Technology	Unit/Concept: Nonfiction book identification and location	Month(s): October	Unit Time Duration:
Benchmarks:					
· I-L.4.1.01 Read, view, and listen for pleasure and personal growth.					
· I-L.4.1.02 Read widely and fluently to make connections with own self, the world, and previous reading.					
· I-L.4.1.03 Respond to literature and creative expressions of ideas in various formats and genres.					
· I-L.4.1.04 Seek information for personal learning in a variety of formats and genres.					
· I-L.4.1.05 Connect ideas to own interests and previous knowledge and experience.					
· I-L.4.1.10 Recognize that resources are created for a variety of purposes.					
MISIC Benchmarks:					
<i>There are no MISIC Benchmarks entered for this unit</i>					
Essential Questions					
How is information organized?					
Vocabulary			Prior Knowledge (Strategies)		
· Nonfiction Call labels organized by numbers (Dewey Decimal System) first 3 letters of author's last name					
Teaching Strategies					
· Review call labels on books Nonfiction section organized by numbers (Dewey Decimal System) First 3 letters stand for the author's last name Practice putting call labels in numerical order sheet Practice locating nonfiction books with a partner					
Assessments			Resources		
· (Activity) When given a list of nonfiction call labels with numerals, students will locate a book, write the title of the book, author's first and last name.					
Other 1			Other 2		


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K-2 Library Information and Technology Literacy


Teacher Course: K-2 Library Information and Technology Literacy	Grade: K-2	Subject(s): Information Technology	Unit/Concept: Introduce basic computer operations	Month(s): October	Unit Time Duration:
Benchmarks: <i>There are no benchmarks entered for this unit</i>					
MISIC Benchmarks: - TL_K-02.06.01 Benchmark: Select and use applications effectively and productively. Description: Choose the most appropriate technology tool for a given task.					
Essential Questions					
How can technology enhance understanding?					
Vocabulary			Prior Knowledge (Strategies)		
<ul style="list-style-type: none"> · on button · log in · log out · blue apple · dock · quit · icon · monitor 					
Teaching Strategies					
<ul style="list-style-type: none"> · vocabulary bingo · modeling 					
Assessments			Resources		
<ul style="list-style-type: none"> · (Activity) Students will demonstrate understanding by logging in and logging out of the computer without assistance. · (Test) Students will match label to picture on a given paper 			<ul style="list-style-type: none"> · (Digital) laptop computer · LCD projector · overhead projector 		
Other 1			Other 2		


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K-2 Library Information and Technology Literacy

Teacher Course: K-2 Library Information and Technology Literacy	Grade: K-2	Subject(s): Information Technology	Unit/Concept: Introduce biographies and library location	Month(s): February	Unit Time Duration:
Benchmarks:					
· IL.4.1.01 Read, view, and listen for pleasure and personal growth.					
· IL.4.1.02 Read widely and fluently to make connections with own self, the world, and previous reading.					
· IL.4.1.03 Respond to literature and creative expressions of ideas in various formats and genres.					
· IL.4.1.04 Seek information for personal learning in a variety of formats and genres.					
· IL.4.1.10 Recognize that resources are created for a variety of purposes.					
MISIC Benchmarks:					
<i>There are no MISIC Benchmarks entered for this unit</i>					
Essential Questions					
How is information organized?					
Vocabulary			Prior Knowledge (Strategies)		
· biography autobiography call label B or Bio					
Teaching Strategies					
· Introduce call labels on books B on BIO on call label stands for Biography books First 3 letters stand for the topic (person) that the book is about Biography section organized in alphabetical order Practice putting call labels in alphabetical order sheet Practice locating biography books with a partner					
· Students will write an auto-bio following a given template					
Assessments			Resources		
· (Activity) When given a list of Biography call labels, students will locate a book, write the person's (who the book is about) first and last name with the label					
Other 1			Other 2		

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K-2 Library Information and Technology Literacy

Teacher Course: K-2 Library Information and Technology Literacy	Grade: K-2	Subject(s): Information Technology	Unit/Concept: Introduce word processing	Month(s): March	Unit Time Duration:
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Benchmarks:

- IL.3.1.03 Use writing and speaking skills to communicate new understandings effectively.
- IL.3.1.04 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
- IL.3.1.06 Use information and technology ethically and responsibly.
- IL.3.1.10 Create products that apply to authentic, real-world contexts.

MISIC Benchmarks:

- TL_K-02.01.01 **Benchmark:** Apply existing knowledge to generate new ideas, products, or processes.
Description: Use a variety of digital tools and media-rich resources to create projects.
- TL_K-02.01.02 **Benchmark:** Create original work as a means of personal or group expression.
Description: Use technology to illustrate and communicate original ideas related to curriculum content. Create multimedia products with support from teachers, family members, and/or student partners for the purpose of display, publication, and/or performance.

Essential Questions

- How can knowledge be shared?

Vocabulary

- word processing
- keyboard
- key
- shift
- caps lock
- punctuation keys

Prior Knowledge (Strategies)

Teaching Strategies

- Teacher will model and demonstrate where keys are located and their use
- Teacher will give specific directions for students to follow using the keys

Assessments


- (Quiz) Students will be given a matching sheet for key identification and its use

Other 1

Resources

- (Software) Microsoft word


Other 2


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3-5 Library Information and Technology Literacy

Teacher Course: 3-5 Library Information and Technology Literacy	Grade: 3-5	Subject(s): Information Technology	Unit/Concept: Developing internet access skills	Month(s): Ongoing	Unit Time Duration:
Benchmarks: <i>There are no benchmarks entered for this unit</i>					
MISIC Benchmarks: TL.03-05.03.03 Benchmark: Access information for specific purposes, and assess the validity of the information source. Description: Access information efficiently and effectively, evaluate information critically and competently, and use digital information and tools accurately and creatively for the issue or problem at hand.					
Essential Questions					
How can technology enhance understanding?					
Vocabulary			Prior Knowledge (Strategies)		
web browser bookmarks bar bookmarks menu web address folder					
Teaching Strategies					
Introduce web browser icon location on dock Introduce Bookmarks bar Introduce Bookmarks menu Demonstrate and model -how to make a bookmark folder labeled with student's name -how to type a web address and add the address to student's folder Students will add a given list of websites to Bookmarks bar or students' bookmark folders					
Assessments			Resources		
(Other) Teacher will check Bookmark bar and students' bookmark folders for appropriate websites					
Other 1			Other 2		


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3-5 Library Information and Technology Literacy

Teacher Course: 3-5 Library Information and Technology Literacy	Grade: 3-5	Subject(s): Information Technology	Unit/Concept: Developing website navigation skills	Month(s): Ongoing	Unit Time Duration:
Benchmarks: <i>There are no benchmarks entered for this unit</i>					
MISIC Benchmarks:					
TL.03-05.03.01	Benchmark: Create a plan or process that utilizes digital tools and resources to investigate and answer issues, questions, or problems. Description: Design a process which establishes criteria for selecting digital tools and resources to use for in-depth investigation of a real-world task and justify the selection based on efficiency and effectiveness.				
TL.03-05.03.03	Benchmark: Access information for specific purposes, and assess the validity of the information source. Description: Access information efficiently and effectively, evaluate information critically and competently, and use digital information and tools accurately and creatively for the issue or problem at hand.				
Essential Questions					
· How can technology enhance understanding?					
Vocabulary			Prior Knowledge (Strategies)		
· advertisements back and forward arrows pointer finger links					
Teaching Strategies					
· Demonstrate navigation on a website					
Assessments			Resources		
· (Rubric)			· (Website) www.knowledgeadventure.com · (Website) www.coolmath.com		
Other 1			Other 2		

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3-5 Library Information and Technology Literacy

Teacher Course: 3-5 Library Information and Technology Literacy	Grade: 3-5	Subject(s): Information Technology	Unit/Concept: Introduce AEA educational resources AccuWeather and AP Images	Month(s): Ongoing	Unit Time Duration:
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Benchmarks:

There are no benchmarks entered for this unit

MISIC Benchmarks:

- TL_K-02.03.02 **Benchmark:** Locate and organize information from a variety of sources and media.
Description: Model legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing resources for research, information analysis, problem solving, and decision making in content learning.
- TL_K-02.03.03 **Benchmark:** Review provided resources, explain why they are or are not useful, and use information appropriately.
Description: Access information efficiently and effectively, evaluate information critically and competently, and use digital information and tools accurately and creatively for the issue or problem at hand.

Essential Questions

How is information organized?

Vocabulary

- Area Education Agency (AEA 267)
- User name
- Password
- Search box

Prior Knowledge (Strategies)

Teaching Strategies

- Review how to add a website to Bookmarks bar using the AEA 267 online URL.
- Demonstrate how to access the teacher given resources and enter user name and password.
- Demonstrate how to use AccuWeather and AP Images.

Assessments

- (Activity) Student will answer weather questions about the community they live in as well as teacher given places around the world.


Resources

- (Website) Area Education Agency 267

Other 1


Other 2


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3-5 Library Information and Technology Literacy


Teacher Course: 3-5 Library Information and Technology Literacy	Grade: 3-5	Subject(s): Information Technology	Unit/Concept: Developing word processing skills	Month(s): Ongoing	Unit Time Duration: 3 class periods
Benchmarks: <i>There are no benchmarks entered for this unit</i>					
MISIC Benchmarks:					
<ul style="list-style-type: none"> · TL_K-02.01.01 Benchmark: Apply existing knowledge to generate new ideas, products, or processes. Description: Use a variety of digital tools and media-rich resources to create projects. · TL_K-02.01.02 Benchmark: Create original work as a means of personal or group expression. Description: Use technology to illustrate and communicate original ideas related to curriculum content. Create multimedia products with support from teachers, family members, and/or student partners for the purpose of display, publication, and/or performance. 					
Essential Questions					
· How can knowledge be shared?					
Vocabulary			Prior Knowledge (Strategies)		
<ul style="list-style-type: none"> · Microsoft Word application Save as font and size download click and drag back arrow document folder user name and password 					
Teaching Strategies					
<ul style="list-style-type: none"> · Demonstrate how to access the icon for a word document on the dock. Introduce the formatting palette location and uses of the tools. Students will write sentences about themselves using capitals, punctuation, their choice of font, size and color. Demonstrate how to access AEA iclipart online, typing user name and password. Review how to use the search box. Demonstrate how to download clipart and drag to a document. Demonstrate how to resize, undo, and use the backarrow 					
Assessments			Resources		
<ul style="list-style-type: none"> · (Project) Student will write an acrostic about a given topic using complete sentences and their choice of font and size. Students will add clipart to each sentence and print. 			<ul style="list-style-type: none"> · (Other) Microsoft Word application AEA online iclipart 		
Other 1			Other 2		

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3-5 Library Information and Technology Literacy


Teacher Course: 3-5 Library Information and Technology Literacy	Grade: 3-5	Subject(s): Information Technology	Unit/Concept: Introduce keyboarding	Month(s): Ongoing	Unit Time Duration:
Benchmarks: <i>There are no benchmarks entered for this unit</i>					
MISIC Benchmarks: · TL.03-05.06.01 Benchmark: Understand and use technology systems. Description: Use everyday technology processes, hardware, and software.					
Essential Questions					
· How can knowledge be shared?					
Vocabulary			Prior Knowledge (Strategies)		
· home row · fingering · keys keyboard					
Teaching Strategies					
Students will open keyboarding software. Students will be introduced to home row and the correct finger placement. Students will proceed based on the keyboarding software criteria. An adult will supervise keyboarding class noting correct finger placement.					
Assessments			Resources		
· (Test) Keyboard software mastery criteria			· (Software) keyboarding		
Other 1			Other 2		

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3-5 Library Information and Technology Literacy

Teacher Course: 3-5 Library Information and Technology Literacy	Grade: 3-5	Subject(s): Information Technology	Unit/Concept: Introduce organizing software	Month(s): Ongoing	Unit Time Duration:
Benchmarks:					
· IL.1.1.01	Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.				
· IL.1.1.02	Use prior and background knowledge as context for new learning.				
· IL.1.1.03	Develop and refine a range of questions to frame search for new understanding.				
· IL.1.1.05	Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.				
· IL.1.1.06	Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.				
MISIC Benchmarks:					
TL.03-05.03.01	Benchmark: Create a plan or process that utilizes digital tools and resources to investigate and answer issues, questions, or problems.				
	Description: Design a process which establishes criteria for selecting digital tools and resources to use for in-depth investigation of a real-world task and justify the selection based on efficiency and effectiveness.				
TL.03-05.03.02	Benchmark: Locate, organize, and ethically use information from a variety of sources and media.				
	Description: Model legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing resources for research, information analysis, problem solving, and decision making in content learning.				
TL.03-05.03.04	Benchmark: Process data and report results.				
	Description: Identify, select, and organize data. Discuss and describe the results.				
Essential Questions					
· How can technology enhance understanding?					
Vocabulary			Prior Knowledge (Strategies)		
· writing web · main idea · essential questions · outline					
Teaching Strategies					
· Demonstrate and model: -how to create a web using a main idea and essential questions -add links -how to change the web to an outline and add answers to essential questions -how to write answers in a report form using an introduction sentence and conclusion sentence					
Assessments			Resources		
· (Project) Teacher will use a checklist to acknowledge steps in the research process			· (Software) Inspiration program		
Other 1			Other 2		

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3-5 Library Information and Technology Literacy

Teacher Course: 3-5 Library Information and Technology Literacy	Grade: 3-5	Subject(s): Information Technology	Unit/Concept: Introduce digital citizenship	Month(s): Ongoing	Unit Time Duration:
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Benchmarks:

There are no benchmarks entered for this unit

MISIC Benchmarks:

TL.03-05.05.01	<p>Benchmark: Advocate and practice safe, legal, and responsible use of information and technology at an age-appropriate level.</p> <p>Description: Demonstrate awareness of the dangers of sharing personal information with others. Demonstrate an understanding of what electronic theft and plagiarism are and why they are harmful.</p>
TL.03-05.05.02	<p>Benchmark: Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.</p> <p>Description: Identify the positive values of using technology to accomplish tasks.</p>
TL.03-05.05.03	<p>Benchmark: Demonstrate personal responsibility for lifelong learning.</p> <p>Description: Use technology to explore and pursue personal interests. Show others how to use new technologies, and use technology in a way that assists, rather than prevents, others from learning.</p>

Essential Questions

Who owns information?

Vocabulary

creator
 author
 copyrights
 plagiarism
 fair use
 public domain

Prior Knowledge (Strategies)

Teaching Strategies

Students will create a written or drawn piece of art.
 Teacher will gather pieces for personal gain.
 Discussion: fairness, stealing
 Power Point presentation: copyright, legalities, plagiarism, fair use, public domain, citations

Assessments


(Test)

Other 1

Resources

(Presentation) Power Point slide show

Other 2

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3-5 Library Information and Technology Literacy

Teacher Course: 3-5 Library Information and Technology Literacy	Grade: 3-5	Subject(s): Information Technology	Unit/Concept: Introduce Research Process	Month(s): Ongoing	Unit Time Duration:
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Benchmarks:

- I-L.1.1.01 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.
- I-L.1.1.02 Use prior and background knowledge as context for new learning.
- I-L.1.1.03 Develop and refine a range of questions to frame search for new understanding.
- I-L.1.1.10 Respect copyright/intellectual property rights of creators and producers.
- I-L.1.1.04 Find, evaluate, and select appropriate sources to answer questions.
- I-L.1.1.05 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.
- I-L.1.1.06 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
- I-L.1.1.12 Follow ethical and legal guidelines in gathering and using information.
- I-L.1.1.13 Contribute to the exchange of ideas within the learning community.
- I-L.1.1.14 Use information technology responsibly.

MISIC Benchmarks:

- TL.03-05.02.01 **Benchmark:** Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
Description: Use a variety of technology tools to work collaboratively with others inside and outside the classroom.
- TL.03-05.02.04 **Benchmark:** Appropriately contribute to project teams to produce original works or solve problems using technology.
Description: Share knowledge and skills with local or distant teams of peers, experts, or others using technology tools and resources to create group works and/or innovative solutions.
- TL.03-05.03.01 **Benchmark:** Create a plan or process that utilizes digital tools and resources to investigate and answer issues, questions, or problems.
Description: Design a process which establishes criteria for selecting digital tools and resources to use for in-depth investigation of a real-world task and justify the selection based on efficiency and effectiveness.
- TL.03-05.03.02 **Benchmark:** Locate, organize, and ethically use information from a variety of sources and media.
Description: Model legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing resources for research, information analysis, problem solving, and decision making in content learning.
- TL.03-05.03.03 **Benchmark:** Access information for specific purposes, and assess the validity of the information source.
Description: Access information efficiently and effectively, evaluate information critically and competently, and use digital information and tools accurately and creatively for the issue or problem at hand.
- TL.03-05.03.04 **Benchmark:** Process data and report results.
Description: Identify, select, and organize data. Discuss and describe the results.
- TL.03-05.04.02 **Benchmark:** Use technological resources to conduct research and complete a project.
Description: Effectively use multiple technological resources to develop a systematic plan for conducting research. Develop possible solutions or a complete product to demonstrate knowledge and skills.

Essential Questions

StartFragment

In what ways does the inquiry process lead us to new understandings and insights?

EndFragment

Vocabulary	Prior Knowledge (Strategies)
<ul style="list-style-type: none"> · research topic online STC elementary catalog online public library catalog print materials digital materials essential questions 	

new knowledge

Teaching Strategies

Students will identify 3 topics of their choice and proceed with research.
Students will individually conference with teacher librarian and indicate their research topic.
TL will review how to write essential questions.


Assessments

Resources


(Project) Students will share new knowledge via a power point presentation.

Other 1

Other 2

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3-5 Library Information and Technology Literacy

Teacher Course: 3-5 Library Information and Technology Literacy	Grade: 3-5	Subject(s): Information Technology	Unit/Concept: Introduce multimedia tools	Month(s): Ongoing	Unit Time Duration:
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Benchmarks:

- I-L.3.1.01 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.
- I-L.3.1.03 Use writing and speaking skills to communicate new understandings effectively.
- I-L.3.1.04 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
- I-L.3.1.06 Use information and technology ethically and responsibly.


MISIC Benchmarks:


- TL.03-05.01.01 **Benchmark:** Apply existing knowledge to generate new ideas, products, or processes.
Description: Demonstrate creative thinking to generate new ideas and products using a variety of technology tools and resources.
- TL.03-05.01.02 **Benchmark:** Create original work as a means of personal or group expression.
Description: Create and share new ideas, products, and processes related to curriculum content. Work individually and collaboratively to create, display, publish, or perform media-rich products.
- TL.03-05.02.01 **Benchmark:** Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
Description: Use a variety of technology tools to work collaboratively with others inside and outside the classroom.
- TL.03-05.02.02 **Benchmark:** Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
Description: Use telecommunication tools efficiently to communicate information and ideas to multiple audiences. Access remote information using technology.
- TL.03-05.02.04 **Benchmark:** Appropriately contribute to project teams to produce original works or solve problems using technology.
Description: Share knowledge and skills with local or distant teams of peers, experts, or others using technology tools and resources to create group works and/or innovative solutions.

Essential Questions

How can knowledge be shared?

Vocabulary		Prior Knowledge (Strategies)	
Power Point slide background theme text box clipart photos			
Teaching Strategies			
Demonstrated and model Power Point tools			
Assessments		Resources	
(Rubric) Individual research project		(Software) Power Point	
Other 1		Other 2	


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3-5 Library Information and Technology Literacy

Teacher Course: 3-5 Library Information and Technology Literacy	Grade: 3-5	Subject(s): Information Technology	Unit/Concept: Dewey Decimal System	Month(s): Ongoing	Unit Time Duration:
Benchmarks:					
· I-L.1.1.04 Find, evaluate, and select appropriate sources to answer questions.					
· I-L.1.1.05 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.					
· I-L.1.1.06 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.					
MISIC Benchmarks:					
<i>There are no MISIC Benchmarks entered for this unit</i>					
Essential Questions					
· How is information organized?					
Vocabulary			Prior Knowledge (Strategies)		
· Nonfiction Dewey Decimal System 000 General Knowledge 100 Philosophy and Psychology 200 Religion 300 Social Sciences 400 Language 500 Science 600 Technology and Applied Science 700 Arts and Recreation 800 Literature 900 History, geography, and Biography					
Teaching Strategies					
· Introduce nonfiction call labels Present Dewey Decimal System Power Point presentation Present Dewey Decimal System youtube rap Present titles and students match to one of Dewey Decimal System classifications					
Assessments			Resources		
· (Other) Matching Dewey Decimal Classifications to number representations			· (Presentation) Power Point · (Website) Dewey Decimal Rap you tube		
Other 1			Other 2		

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3-5 Library Information and Technology Literacy

Teacher Course: 3-5 Library Information and Technology Literacy	Grade: 3-5	Subject(s): Information Technology	Unit/Concept: Introduce Alexandria Researcher and other online library catalogs	Month(s): Ongoing	Unit Time Duration:
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Benchmarks:

- I-L.1.1.01 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.
- I-L.1.1.04 Find, evaluate, and select appropriate sources to answer questions.
- I-L.1.1.08 Demonstrate mastery of technology tools to access information and pursue inquiry.
- I-L.1.1.14 Use information technology responsibly.


MISIC Benchmarks:


- TL.03-05.03.02 **Benchmark:** Locate, organize, and ethically use information from a variety of sources and media.
Description: Model legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing resources for research, information analysis, problem solving, and decision making in content learning.
- TL.03-05.03.03 **Benchmark:** Access information for specific purposes, and assess the validity of the information source.
Description: Access information efficiently and effectively, evaluate information critically and competently, and use digital information and tools accurately and creatively for the issue or problem at hand.

Essential Questions

How is information organized?

Vocabulary	Prior Knowledge (Strategies)
<ul style="list-style-type: none"> · simple search boolean search key search words 	
Teaching Strategies	
<ul style="list-style-type: none"> · Students will add the STC Elementary Library online catalog to the bookmark bar on their Students will add the public libraries' online catalogs to their research folders. Teacher will demonstrate and model how to use online library card catalogs. 	
Assessments	Resources
<ul style="list-style-type: none"> · (Project) Student will locate print sources on a topic of their choice 	<ul style="list-style-type: none"> · (Website) South Tama Elementary online catalog www.10.1.20.50.com Tama Public Library online catalog www.tama.lib.ia.us Toledo Public Library online catalog www.toledo.lib.ia.us
Other 1	Other 2

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3-5 Library Information and Technology Literacy

Teacher Course: 3-5 Library Information and Technology Literacy	Grade: 3-5	Subject(s): Information Technology	Unit/Concept: Introduction to databases	Month(s): Ongoing	Unit Time Duration:
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Benchmarks:

There are no benchmarks entered for this unit

MISIC Benchmarks:

- TL.03-05.03.02 **Benchmark:** Locate, organize, and ethically use information from a variety of sources and media.
Description: Model legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing resources for research, information analysis, problem solving, and decision making in content learning.
- TL.03-05.03.03 **Benchmark:** Access information for specific purposes, and assess the validity of the information source.
Description: Access information efficiently and effectively, evaluate information critically and competently, and use digital information and tools accurately and creatively for the issue or problem at hand.

Essential Questions

· How is information organized?

Vocabulary

- database
- primary source
- simple search
- boolean search
- key search words
- narrow the search

Prior Knowledge (Strategies)

Teaching Strategies

- Demonstrate and model how to use AEA databases
- Student will choose 3 topics that they would like to research
- Student will identify keywords to use in searches of those topics
- Students will list and bookmark possible items to use for Individualized Research Projects

Assessments

· (Activity) Student will present written list and/or show bookmarked items for teacher critique.


Resources

- (Website) www.iowaeeaonline.org
- (Digital) AEA databases

Other 1

Other 2

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3-5 Library Information and Technology Literacy

Teacher Course: 3-5 Library Information and Technology Literacy	Grade: 3-5	Subject(s): Information Technology	Unit/Concept: Developing Nonfiction book identification and location	Month(s): Ongoing	Unit Time Duration:
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Benchmarks:

- I-L.1.1.04 Find, evaluate, and select appropriate sources to answer questions.
- I-L.1.1.05 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.
- I-L.1.1.09 Collaborate with others to broaden and deepen understanding.

MISIC Benchmarks:

There are no MISIC Benchmarks entered for this unit

Essential Questions

· How is information organized?

Vocabulary

· Dewey Decimal System
 call labels organization
 Classification titles

Prior Knowledge (Strategies)

Teaching Strategies

· Teacher demonstrate and model how to locate nonfiction books by Dewey Decimal categories and call labels.

Paired students will write the title and author when given call labels to locate.


Assessments

· (Activity) Students will work alone to write the title and author when given labels to locate

Resources

Other 1


Other 2

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3-5 Library Information and Technology Literacy

Teacher Course: 3-5 Library Information and Technology Literacy	Grade: 3-5	Subject(s): Information Technology	Unit/Concept: Author/Illustrator studies	Month(s): Ongoing	Unit Time Duration:
Benchmarks:					
-L.4.1.01		Read, view, and listen for pleasure and personal growth.			
-L.4.1.02		Read widely and fluently to make connections with own self, the world, and previous reading.			
-L.4.1.03		Respond to literature and creative expressions of ideas in various formats and genres.			
-L.4.1.05		Connect ideas to own interests and previous knowledge and experience.			
-L.4.1.08		Use creative and artistic formats to express personal learning.			
-L.4.1.10		Recognize that resources are created for a variety of purposes.			
-L.4.1.11		Seek opportunities for pursuing personal and aesthetic growth.			
MISIC Benchmarks:					
<i>There are no MISIC Benchmarks entered for this unit</i>					
Essential Questions					
· In what ways is reading a window to the world and in what ways is it a mirror?					
Vocabulary			Prior Knowledge (Strategies)		
author illustrator Caldecott award Newbery award publisher publishing company illustrator media choices					
Teaching Strategies					
· Teacher will introduce an author or illustrator for discussion.					
Assessments			Resources		
(Project)			· (Book) Jerry Spinelli Joseph Bruchac Judy Blume Matt Christopher David Weisner current author or illustrator that the students are interested in learning more about		
Other 1			Other 2		

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3-5 Library Information and Technology Literacy

Teacher Course: 3-5 Library Information and Technology Literacy	Grade: 3-5	Subject(s): Information Technology	Unit/Concept: Developing AEA online resources	Month(s): Ongoing	Unit Time Duration:
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Benchmarks:

- I-L.1.1.01 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.
- I-L.1.1.02 Use prior and background knowledge as context for new learning.
- I-L.1.1.03 Develop and refine a range of questions to frame search for new understanding.
- I-L.1.1.10 Respect copyright/intellectual property rights of creators and producers.
- I-L.1.1.04 Find, evaluate, and select appropriate sources to answer questions.
- I-L.1.1.05 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.
- I-L.1.1.06 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
- I-L.1.1.07 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
- I-L.1.1.08 Demonstrate mastery of technology tools to access information and pursue inquiry.
- I-L.1.1.12 Follow ethical and legal guidelines in gathering and using information.
- I-L.1.1.14 Use information technology responsibly.

MISIC Benchmarks:

- TL.03-05.03.01 **Benchmark:** Create a plan or process that utilizes digital tools and resources to investigate and answer issues, questions, or problems.
Description: Design a process which establishes criteria for selecting digital tools and resources to use for in-depth investigation of a real-world task and justify the selection based on efficiency and effectiveness.
- TL.03-05.03.02 **Benchmark:** Locate, organize, and ethically use information from a variety of sources and media.
Description: Model legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing resources for research, information analysis, problem solving, and decision making in content learning.
- TL.03-05.03.03 **Benchmark:** Access information for specific purposes, and assess the validity of the information source.
Description: Access information efficiently and effectively, evaluate information critically and competently, and use digital information and tools accurately and creatively for the issue or problem at hand.
- TL.03-05.03.04 **Benchmark:** Process data and report results.
Description: Identify, select, and organize data. Discuss and describe the results.

Essential Questions

- In what ways does the inquiry process lead us to new understandings and insights?

Vocabulary

Prior Knowledge (Strategies)

Teaching Strategies

- Students will choose a topic of research
- Students will list essential questions for answers
- Teacher will model and demonstrate AEA online resources for locating answers.

Assessments


Resources


- (Rubric) Students will write a report that includes an introduction, answers to essential questions, a conclusion, and bibliography

- (Website) AEA online resources

Other 1


Other 2

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3-5 Library Information and Technology Literacy

Teacher Course: 3-5 Library Information and Technology Literacy	Grade: 3-5	Subject(s): Information Technology	Unit/Concept: Introduce AEA educational resource Iclipart	Month(s): October	Unit Time Duration:
Benchmarks: <i>There are no benchmarks entered for this unit</i>					
MISIC Benchmarks:					
TL.03-05.02.01	Benchmark: Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.				
	Description: Use a variety of technology tools to work collaboratively with others inside and outside the classroom.				
TL.03-05.02.02	Benchmark: Communicate information and ideas effectively to multiple audiences using a variety of media and formats.				
	Description: Use telecommunication tools efficiently to communicate information and ideas to multiple audiences. Access remote information using technology.				
Essential Questions					
How can technology enhance understanding?					
Vocabulary			Prior Knowledge (Strategies)		
Iclipart keyword searches clipart photos animation pixels/size					
Teaching Strategies					
Demonstrate how to access AEA Iclipart online, typing user name and password. Review how to use the search box. Demonstrate how to download clipart and drag to a document. Demonstrate how to resize, undo, and use the backarrow					
Assessments			Resources		
(Rubric) Student will use Word application and Iclipart to create an original document			(Website) AEA online resource: Iclipart for Schools (Digital) Microsoft Word		
Other 1			Other 2		

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