

Course Title: Information Literacy MS

Board Approval Date: 12/5/12

Credit / Hours: NA

Course Description:

This course focuses on developing a deeper understanding of the AASL Standards for the 21st Century Learner. As students progress through this course they will continue to work on the development of reading skills, begin exploration of the research process and focus on the ethical use of information. ***This course also complies with the Protecting Children Act which requires that schools must be “Educating minors about appropriate online behavior.”***

Learning Activities / Modes of Assessment:

Large Group Instruction	Teacher Observation
Small Group Instruction	Checklists
Demonstration/Guided Instruction	Projects with Rubrics
Graphic Organizers	Surveys

Instructional Resources:

Library Databases
Library Circulation Software
Citation Generator
Web 2.0 Tools
Accelerated Reader and STAR Enterprise
Microsoft Office Programs
District Purchased Software
Educational Videos
Educational Websites

Course Pacing Guide

Course: **Information Literacy MS**

Course Unit (Topic)

Length of Instruction (Days/Periods)

1. Information Literacy

180 days

DAYS TOTAL

180 Days

Topic: CCMS Information Literacy

Days: 180

Subject(s): Other

Grade(s): 5th, 6th, 7th, 8th

Know:	Understand:	Do:
<p>1. Information Process Model</p> <ul style="list-style-type: none"> • The Big6 <p>2. Layout of the Library</p> <ul style="list-style-type: none"> • Fiction • Nonfiction • Biography • Poetry • Circulation Desk • Cyber Cafe • Laptops • Computer Lab(s) <p>3. Catalog Search Strategies (Destiny)</p> <ul style="list-style-type: none"> • Basic • Accelerated Reader • District Search <p>4. Databases such as:</p> <ul style="list-style-type: none"> • Biography in Context • CultureGrams • World Book Online • POWER Library <p>5. Websites</p> <ul style="list-style-type: none"> • WebPath Express • Search Engines <p>6. Evaluation Strategies</p> <ul style="list-style-type: none"> • Authority • Accuracy • Currency • Objectivity • Coverage 	<p>I must be able to access high-quality information, make sense of it to draw my own conclusions or create new knowledge, and share my knowledge with others.</p>	<p>15.3.8.E – Unranked Choose appropriate print and electronic resources to meet project need. Reference English Language Arts CC.1.4.8.U</p> <p>15.3.8.I. – Unranked Distinguish between relevant and nonrelevant information for note taking, questioning, or decision making. Reference English Language Arts CC. 1.5.9-10.C</p> <p>15.3.5.E – Unranked Distinguish between age appropriate and inappropriate print and electronic resources used for introductory research. Reference English Language Arts CC.1.4.5.U</p> <p>15.3.5.I. – Unranked Demonstrate note taking and questioning skills. Reference English Language Arts CC.1.5.2.C</p> <p>15.4.5.L. – Unranked Discuss the characteristics of a credible website.</p> <p>15.4.8.L. – Unranked Evaluate the accuracy and bias of online sources of information; appropriately cite online resources.</p> <p>AASL Standards for the 21st-Century Learner</p> <p>1.0 Inquire, think critically, and gain knowledge</p> <p>2.0 Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge</p> <p>3.0 Share knowledge and participate ethically and productively as members of our democratic society</p> <p>4.0 Pursue personal and aesthetic growth</p> <p>1a. Identify the steps of The Big6</p> <p>1b. Use The Big6 Research Process Model</p> <p>2. Locate &utilize a variety of resources in the</p>

Topic: CCMS Information Literacy
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Know:	Understand:	Do:
<p>7. Policies & Procedures</p> <ul style="list-style-type: none"> • Circulation • A.R. Procedures • Computer Usage (including CIPA requirements) <p>8. Citations & Copyright</p> <ul style="list-style-type: none"> • NoodleTools • MLA Format <p>9. Reading Requirements</p> <ul style="list-style-type: none"> • Accelerated Reader • Strive for 25 • S.T.A.R. (ZPD) <p>10. Genres</p> <p>11. Appropriate Book Selection</p> <ul style="list-style-type: none"> • Reading Level • Labels/Signage • Annotations • Subject Headings 		<p>library</p> <p>3. Use Destiny to search for information in the library</p> <p>4. Use databases to find appropriate information</p> <p>5. Use websites to find appropriate information</p> <p>6. Evaluate sources for readability, validity and reliability</p> <p>7. Follow library policies and procedures</p> <p>8a. Apply parameters of MLA format</p> <p>8b. Use NoodleTools to record and organize information</p> <p>8c. Paraphrase and quote appropriately</p> <p>9. Set personal reading goals</p> <p>10. Read a variety of genres</p> <p>11. Choose books based on level and need</p>

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Which standards are students learning in this unit?

15.3.8.E – Unranked

Choose appropriate print and electronic resources to meet project need. Reference English Language Arts CC.1.4.8.U

15.3.8.I. – Unranked

Distinguish between relevant and nonrelevant information for note taking, questioning, or decision making. Reference English Language Arts CC.1.5.9-10.C

15.3.5.E – Unranked

Distinguish between age appropriate and inappropriate print and electronic resources used for introductory research. Reference English Language Arts CC.1.4.5.U

15.3.5.I. – Unranked

Demonstrate note taking and questioning skills. Reference English Language Arts CC.1.5.2.C

15.4.5.L. – Unranked

Discuss the characteristics of a credible website.

15.4.8.L. – Unranked

Evaluate the accuracy and bias of online sources of information; appropriately cite online resources.

AASL Standards for the 21st-Century Learner 1.0, 2.0, 3.0, 4.0