

Kelvin Grove LRC Curriculum Map - Grades 5		
LRC Goal The KG LRC focus is to implement excitement & collaboration & inclusion as a full school & district reading COMMUNITY. The Kelvin Grove LRC student goal is to foster continued & increased individual reading appreciation, JOY & comprehension by experiencing a wide variety of literature & non-fiction texts supportive of (AND ALIGNED WITH) District 91 curriculum & Illinois Learning Standards; to engage students using S.T.R.E.A.M. concepts, increase proficiency & materials selection with digital access, library/research skills & strengthen digital citizenry through experiential activities from the LRC & CyberLibrary; & to be creative & have FUN while meeting this goal!		
Characteristics of Successful Learners <ul style="list-style-type: none">• Transfers knowledge to new situations• Thinks flexibly• Is a self-directed learner• Thinks reflectively• Listens actively• Demonstrates perseverance• Strives for personal best• Takes responsible risks• Acts responsibly• Responds effectively• Maintains focus• Thinks interdependently• Self-advocates	21st Century Student Outcomes 4Cs <ul style="list-style-type: none">• Critical Thinking• Communication• Collaboration• Creativity	Best Practices in Technology, Library Media Education Best instructional practices in the classrooms should: <ul style="list-style-type: none">• Support and provide reliable, secure, and sustainable access to resources that promote student learning• Adapt to advancing educational technology resources• Select appropriate technology tools and content for personalized learning• Integrate appropriate technologies to achieve instructional objectives• Collaborate to explore and share new tools and learning approaches• Develop critical thinking skills and promote information literacy• Empower students with opportunities to explore creative solutions• Instill the practices of responsible digital citizenship• Encourage a love of reading• Develop effective consumers of technology, information, and ideas• Foster students who are effective producers of information

<p>ISTE Standards</p> <p>Standard 1: EMPOWERED LEARNER</p> <p>Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:</p> <ul style="list-style-type: none">a. Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.b. Build networks and customize their learning environments in ways that support the learning process.c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.d. Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies. <p>Standard 2: DIGITAL CITIZEN</p> <p>Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:</p> <ul style="list-style-type: none">a. Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.b. Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.d. Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online. <p>Standard 3: KNOWLEDGE CONSTRUCTOR</p> <p>Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:</p> <ul style="list-style-type: none">a. Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.b. Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.c. Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.d. Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. <p>Standard 4: INNOVATIVE DESIGNER</p> <p>Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students:</p> <ul style="list-style-type: none">a. Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.b. Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.c. Develop, test and refine prototypes as part of a cyclical design process.d. Exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems. <p>Standard 5: COMPUTATIONAL THINKER</p> <p>Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Students:</p> <ul style="list-style-type: none">a. Formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.b. Collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.c. Break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.d. Understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions. <p>Standard 6: CREATIVE COMMUNICATOR</p> <p>Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students:</p> <ul style="list-style-type: none">a. Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.b. Create original works or responsibly repurpose or remix digital resources into new creations.c. Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.d. Publish or present content that customizes the message and medium for their intended audiences. <p>Standard 7: GLOBAL COLLABORATOR</p> <p>Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students:</p> <ul style="list-style-type: none">a. Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.b. Use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.c. Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.d. Explore local and global issues and use collaborative technologies to work with others to investigate solutions.	
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<p>ISAIL Standards</p> <p>Standard 1:</p> <p>Students access information efficiently and effectively to inquire, think critically, and gain knowledge. Students:</p> <ul style="list-style-type: none">·Recognize the need for information·Formulate questions based on information needs·Identify various potential sources of information·Develop and use successful strategies for locating information·Seek information from diverse sources <p>Standard 2:</p> <p>Students evaluate information critically and competently. Students:</p> <ul style="list-style-type: none">·Determine accuracy, relevance, and comprehensiveness of information·Distinguish among fact, point of view, and opinion·Identify inaccurate and misleading information <p>Standard 3:</p> <p>Student use information accurately, creatively, and ethically to share knowledge and to participate collaboratively and productively as a member of a democratic society. Students:</p> <ul style="list-style-type: none">·Organize information for practical application·Integrate new information into own schema·Produce and communicate information and ideas in appropriate formats·Use problem-solving techniques to devise strategies for improving process or product·Practice ethical behavior when using print and digital resources (including freedom of speech, intellectual freedom, copyright, and plagiarism) <p>Standard 4:</p> <p>Students appreciate literature and other creative expressions of thoughts and ideas and pursue knowledge related to personal interests and aesthetic growth. Students:</p> <ul style="list-style-type: none">·Cultivate a love of reading and become a self-motivated reader·Develop a knowledge of genres and literary elements·Derive meaning from informational texts in various formats <p>Standard 5:</p> <p>Students understand and practice Internet safety when using any electronic media for educational, social, or recreational purposes. Students:</p> <ul style="list-style-type: none">·Practice strategies that promote personal safety and protect online and offline reputation·Recognize that networked environments are public places governed by codes of ethical behavior·Practice positive digital citizenship·Distinguish website authority, validity, and purpose·Understand the need for protecting personal privacy when using public access to digital sources·Protect personal information and electronic devices in an online environment	
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Mrs. Bruemmer, LRC Coordinator FY23

<p>Kelvin Grove LRC Curriculum Map - Grades 5</p>
<p>Students will use the Learning Resource Center efficiently. (ISAIL 1, 2)</p> <ul style="list-style-type: none">• Increase fluent understanding of organizational pattern of library• Locate specific collections utilizing technology support tools (Follett Destiny, Follett Collections, eReadIllinois, Databases• Follow library procedures• Select appropriate books and resources in various formats (ex: topic, reading level appropriate, interests)• Construct appropriate questions to research and locate• Identify resources available for research at the library• Problem solve creatively <p>Students will access sources of information. (ISAIL 1)</p> <ul style="list-style-type: none">• Identify bibliographic components for print and online materials• Identify nonfiction text features to find information (ex: maps, timelines, diagrams, bold print, headings, and hyperlinks)• Arrange and locate books in call number order• Use Dewey Decimal System and understand call numbers• Use a variety of information sources with guidance (ex: websites, online sources, books, and databases, primary and secondary sources)• Search the Follett Destiny, Follett Collections, eReadIllinois and OPAC by author, title, and/or subject (keyword), series, availability, and call number to locate materials• Recognize and use reference sources (atlas, almanac dictionary – any non-fiction source)

<ul style="list-style-type: none">Identify & utilize online vocabulary (ex: browser, search engine, URL, keyword search, weblog, hyperlinks) <p>Students will critically evaluate information. (ISAIL 2)</p> <ul style="list-style-type: none">Research a topic using various resources (Independent Investigation Method: IIM)<ul style="list-style-type: none">Paraphrase relevant information to create a note fact with guidanceIdentify nonfiction text features to find information (ex: maps, timelines, diagrams, bold print, headings, hyperlinks)Use nonfiction text features to evaluate relevance to a topicEvaluate the results of an information search with guidanceEvaluate appropriateness of information sources with guidanceMake meaning from a variety of information sources (Use books, pictures, and objects to locate facts to answer questions; visual literacy and primary sources) <p>Students will collaborate to use information accurately and creatively. (ISAIL 3)</p> <ul style="list-style-type: none">Present, perform, share, and evaluate the results of research and centers in a variety of waysConnect literature to real world problems via centers & makerspace (ex: novel engineering, problem solving, 4Cs)Understand, acknowledge, recognize different points of view, opinion vs. fact, and bias <p>Students will use information ethically. (ISAIL 3)</p> <ul style="list-style-type: none">Cite sources appropriately for research (ex: title, author, publisher, copyright, and URL)Demonstrate understanding of plagiarism, factual and credible resources <p>Students will appreciate literature. (ISAIL 4)</p> <ul style="list-style-type: none">Engage in literature (ex: biographies, multicultural, author studies, award-winning books, various genres)Read for pleasure and to find answers to questionsListen to or read a wide variety of genre and various types and formats of fiction and nonfiction and respond appropriatelyIdentify literary elements (including characterization)
Digital Citizenship
<p>Students will act in a safe and responsible manner. (ISTE 2)</p> <p>Students will practice Internet safety (ISAIL 5)</p>