

Stratford Public Schools  
Library Media Curriculum  
Instructional Technology Unit  
Grade 5

Unit Name:

Instructional Technology

Synopsis:

Students will begin to understand how to choose the best technology tool to meet their needs, continue to master the use of Google Docs, Slides and Classroom, as well as continue to learn technology skills to prepare them to effectively use 21st century skills as learning tools and for personal enrichment.

Enduring Understandings:

- Using technology properly can make work more efficient and productive.
- Choosing the appropriate technology tool can make work more efficient and productive.
- Knowledge of core technology skills can be transferred to emerging technologies.

Essential Questions:

- How can I use technology more efficiently?
- How can technology help me share information?
- How can I choose the technology tool that best fits my needs?
- How can I transfer what I know about current technology to new technology?

Assessment Plan:

- Work in small groups or pairs
- Work with students individually
- Modify assignments
- Demonstrate proper use of technology
- Demonstrate proper finger placement
- Typing Pal reports

Learning Objectives:

- Recognize when an application or device is not working properly and troubleshoot problem
- Communicate about technology using appropriate terminology

- Access and explore preselected websites independently
- Navigate websites using menu choices and toolbar
- Use and navigate multiple tabs
- Work independently on the computer or with a partner
- Demonstrate proper care of equipment
- Continue to improve keyboarding skills
- Use Google Docs to share work
- Manipulate text and images in Google Docs
- Use Google Slides to share work
- Manipulate text and images in Google Slides
- Used advanced formatting techniques in Google Docs and Google Slides
- Locate and organize saved documents in Google Drive
- Access, navigate and use Google Classroom
- Determine appropriate application for task

#### Content/Topics:

- Access, navigate and use Google Docs, Google Slides and Google Classroom to share work
- Manipulate text and images in Google Docs and Google Slides
- Efficiently use appropriate technology to effectively communicate ideas and work
- Transfer knowledge of core technology skills to emerging technologies

#### Differentiation Strategies:

- Collaborate in small groups or pairs
- Work with students individually
- Modify assignments
- Model proper finger placement
- Model proper use of technology

#### Key Vocabulary:

- Tabs
- Toolbar
- Menu
- Text
- Image
- Font
- Website address
- Home row
- Google Docs
- Google Slides

- Google Classroom
- Google Drive
- Application
- URL
- Search engine
- Database

### Learning Plan Components (Resources)

#### Core:

- Chromebooks
- Google Docs
- Google Slides
- Google Classroom
- Typing Pal

#### Choice:

- Nearpod - Technology Applications - S3L9 - Introduction to Google Suite
- Nearpod - Technology Applications - S3L6 - Computer Vocabulary
- Google Drawings
- Google Sheets
- Google Forms
- Microsoft Office
- Desktop computers
- SmartBoard
- Document camera

### 21st Century Skills:

- Develop proficiency with the tools of technology
- Work independently and collaboratively to solve complex problems
- Clearly and effectively communicate information using a variety of tools
- Think and work creatively in both digital and nondigital environments to develop unique and useful solutions

### Common Core Standards:

- W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

- SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Information Literacy and Technology Standards:

- ISTE-1d Students 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.

Stratford Public Schools  
Library Media Curriculum  
Lifelong Reading Unit  
Grade 5

Unit Name:  
Lifelong Reading

Synopsis:  
Students will gain knowledge of and have access to a variety of genres and reading levels to foster an appreciation of literature and promote lifelong reading for pleasure and information.

Enduring Understandings:

- Reading is a lifetime skill that enhances your understanding of the world, other people and yourself.
- People read fiction and nonfiction for learning and interest.
- Reading can be used to pursue personal interests.
- Exploring and understanding different genres can help develop new interests.

Essential Questions:

- How can I find library books I will enjoy?
- How does exploring different genres benefit a reader?
- How can I listen to and understand fiction and nonfiction books?
- How can reading help me better understand the world, people and myself?

Assessment Plan:

- Destiny circulation statistics
- Teacher observation of students locating and checking out books
- Book talks
- Discussion of books among students and teacher

Learning Objectives:

- Select books according to interests and reading level
- Locate fiction and nonfiction books in the library
- Locate books of interest in the library
- Understand different genres
- Develop a deeper understanding of a story
- Understand nonfiction text can be used to pursue personal interests

- Develop reading independence and stamina
- Select and evaluate age-appropriate literature
- Share information about age-appropriate literature
- Understand connection between reading and personal interests
- Demonstrate a respect for library space and materials

Content/Topics:

- Select books to gain information, support classroom work and for personal interests
- Read for information and personal interest to foster lifelong learning
- Explore and learn about different genres

Differentiation Strategies:

- Work with students individually
- Work with classroom teacher
- Model thinking aloud when reading
- Model correct use of Destiny

Key Vocabulary:

- Destiny
- Destiny Quest
- Call number
- Fiction
- Nonfiction
- Genre
- Biography
- Fantasy
- Historical fiction
- Realistic fiction
- Mystery
- Humor
- Science fiction
- Comic book
- Graphic novel
- Renew
- Overdue

### Learning Plan Components (Resources)

#### Core:

- Destiny
- Destiny Quest
- Fiction books
- Nonfiction books
- Books of various genres

#### Choice:

- SmartBoard
- Document camera
- Read aloud stories
- Books to book talk
- Nutmeg books
- MyOn

### 21st Century Skills:

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)

### Common Core Standards:

- RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.
- RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

- RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Information Literacy and Technology Standards:

- AASL-5a.1 Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.
- AASL-5c.1 Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.

Stratford Public Schools  
Library Media Curriculum  
Information Literacy Unit  
Grade 5

Unit Name:  
Information Literacy

Synopsis:  
Students will analyze resources to determine the best resources for their task, using keywords, filters and nonfiction components to efficiently locate and evaluate information.

Enduring Understandings:

- Information can be found in many different print and digital sources.
- Critical thinking skills can help determine if information is useful and accurate.
- Knowledge is gained by seeking information from a variety of sources.
- Using components of fiction and nonfiction books can help the reader better understand the information.
- Information can be found efficiently with the use of filters and keywords.

Essential Questions:

- How do I locate information sources?
- How can I efficiently locate information within sources?
- How can I determine if information is useful and accurate?
- How can I use technology to efficiently find information ?
- What are keywords and filters and why are they important when searching for information?

Assessment Plan:

- Teacher review of student work
- Classroom discussions
- Demonstrate locating print and digital sources
- Demonstrate evaluating print and digital sources

Learning Objectives:

- Understand the purpose of Stratford's online catalog Destiny
- Use different search strategies to locate books using Destiny
- Identify and use the components of nonfiction text

- Use the table of contents and index of nonfiction text
- Locate nonfiction information in multiple sources
- Identify author, title, illustrator, publisher and copyright date
- Recognize information can be found in books and on the computer
- Use keyword searching to locate information in databases
- Use keyword searching to locate information using age-appropriate search engines
- Use WebPath Express to locate age-appropriate websites, using filters to refine the search
- Understand plagiarism and how to avoid it
- Use critical thinking skills to choose appropriate resources for problem solving
- Use critical thinking skills to understand not all information is useful or accurate
- Understand process to locate high quality, age-appropriate information
- Identify and use the components of fiction text
- Work collaboratively to locate and share information

#### Content/Topics:

- Efficiently locate information in a variety of print and digital sources, using filters and keywords as well as the components of nonfiction texts
- Critically evaluate information for authority, accuracy, currency, bias and usefulness
- Use critical thinking skills to determine what information is needed and where to best locate it
- Understand that not all information is useful and accurate and not all sources of information are reliable

#### Differentiation Strategies:

- Collaborate in small groups or pairs
- Work with students individually
- Modify assignments
- Model evaluating information

#### Key Vocabulary:

- Evaluate
- Authority
- Accuracy
- Currency
- Bias
- Plagiarism

- Keyword
- Source
- Database
- Search engine
- WebPath Express
- Destiny
- Destiny Quest
- filters
- Table of contents
- Index
- Glossary

### Learning Plan Components (Resources)

#### Core:

- Destiny
- Destiny Quest
- WebPath Express
- Britannica Online
- Nonfiction books
- Websites for evaluating

#### Choice:

- SmartBoard
- Document camera
- MyOn
- Iconn
- Destiny Discover
- Nearpod - Common Sense Lesson - 1.4 The Key to Keywords
- Nearpod - S1:U2:L4 - How to Cite a Site
- Nearpod - S1:U1:L5 - Whose is it Anyway?

### 21st Century Skills:

- Manage, analyze, and synthesize multiple streams of simultaneously presented information
- Develop proficiency with the tools of technology
- Create, critique, analyze, and evaluate multimedia texts
- Design and share information for global communities that have a variety of purposes

### Common Core Standards:

- RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

- RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

#### Information Literacy and Technology Standards:

- ISTE-3a Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- ISTE-3b Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
- AASL-4b.1 Learners gather information appropriate to the task by seeking a variety of sources.
- AASL-4b.2 Learners gather information appropriate to the task by collecting information representing diverse perspectives.
- AASL-4b.3 Learners gather information appropriate to the task by systematically questioning and assessing the validity and accuracy of information.

Stratford Public Schools  
Library Media Curriculum  
Digital Citizenship Unit  
Grade 5

Unit Name:  
Digital Citizenship

Synopsis:  
Students will understand how to protect their identity, how to identify and deal with cyberbullying and how to appropriately use other people's ideas while avoiding plagiarizing.

Enduring Understandings:

- Sharing some types of information can increase the risk of identity theft.
- There is a difference between private and personal information.
- There are key similarities between in-person bullying and cyberbullying.
- There are strategies for dealing with cyberbullying.
- It is important to give credit when using other people's ideas.

Essential Questions:

- How can I protect myself from online identity theft?
- What is cyberbullying and how should I deal with it?
- What information is safe to share online?
- How can I show respect for other people's work?

Assessment Plan:

- Classroom and individual discussions
- Teacher review of student work
- Nearpod quizzes and reports

Learning Objectives:

- Recognize and follow school technology rules
- Demonstrate appropriate actions when using technology
- Use critical thinking skills to understand:
  - the importance of privacy when using the Internet
  - concerns and issues that require adult intervention
  - the importance of protecting your identity online
  - how to protect your identity online
  - effects and consequences of cyberbullying

- good digital citizens are responsible and respectful
- basic principles of ownership of ideas
- the concept of misinformation on the Internet

#### Content/Topics:

- Use critical thinking skills to understand how to protect your identity
- Understand the importance of being responsible and respectful online and how to handle cyberbullying
- Understand that the Internet contains misinformation
- Demonstrate ethical use of information

#### Differentiation Strategies:

- Collaborate in small groups or pairs
- Work with students individually
- Modify assignments

#### Key Vocabulary:

- Register
- Optional
- Required
- Personal information
- Private information
- Cyberbullying
- Target
- Empathy
- Responsible
- Respectful
- Plagiarism
- Ethical

#### Learning Plan Components (Resources)

##### Core:

- Nearpod - Common Sense Lesson 1-2 - Private and Personal Information
- Nearpod - Common Sense Lesson 3-4 - What's Cyberbullying?

##### Choice:

- Nearpod - S1:U2:L2 - Digital Citizenship Pledge
- Nearpod - Common Sense Lesson 1.5 - Whose is it, Anyways?
- SmartBoard
- Document camera

### 21st Century Skills:

- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media.
- Understand how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behavior

### Common Core Standards:

- W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### Information Literacy and Technology Standards:

- ISTE-2b Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
- ISTE-2c Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- ISTE-2d Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.