

Library Mission:

The Hitch School Library seeks to inspire a passion for knowledge, appreciation for literature, and a love of reading. The library seeks to put its students on the path to college and career readiness by developing the informational literacy skills they need to be successful in the 21st century.

This mission is accomplished by:

- **Healthy Reading Habits:** By stimulating interest in reading both for pleasure and information
- **Integrating Technology:** Enabling students to acquire the necessary skills, relevant to the real world, which will fully prepare them to navigate in a global society in the 21st century.
- **Teacher Collaboration:** Enriching and supporting the educational objectives of the school curriculum through a variety of resources and strategies
- **Collection:** Providing quality resources in a variety of formats and media to assist students in exploring possibilities, broadening their perspective, and making informed skillful choices.
- **Heart:** Promoting the use of the media center by students and faculty and to be an integral part of Hitch Elementary School and its surrounding community.

Course Description - Library:

This course seeks to increase knowledge and awareness of information literacy and 21st century learner skills. Students will utilize their time in library to research topics, appreciate literature, and create products utilizing chromebooks, iPads, and other technologies to create products showcasing their learning.

Course Description - Computer Science

As students explore Computer Science at Hitch, they will not only learn the key skills needed to interact with computers, but also they will focus on critical and design thinking to utilize those skills.

Course Component - Coding: [Code.org](https://code.org) and Scratch Encore

This course seeks to teach students the skills needed to communicate with computers. With a focus on problem solving and critical thinking, students will develop a mindset of how to logically develop solutions and translate those solutions into a language that computers can understand.

Course Component - Digital Intelligence

Digital intelligence or “DQ” is the set of social, emotional and cognitive abilities that enable individuals to face the challenges and adapt to the demands of digital life. These abilities can broadly be broken down into eight interconnected areas:

Digital identity: The ability to create and manage one’s online identity and reputation. This includes an awareness of one's online persona and management of the short-term and long-term impact of one's online presence.

Digital use: The ability to use digital devices and media, including the mastery of control in order to achieve a healthy balance between life online and offline.

Digital safety: The ability to manage risks online (e.g. cyberbullying, grooming, radicalization) as well as problematic content (e.g. violence and obscenity), and to avoid and limit these risks.

Digital security: The ability to detect cyber threats (e.g. hacking, scams, malware), to understand best practices and to use suitable security tools for data protection.

Digital emotional intelligence: The ability to be empathetic and build good relationships with others online.

Digital communication: The ability to communicate and collaborate with others using digital technologies and media.

Digital literacy: The ability to find, evaluate, utilize, share and create content as well as competency in computational thinking.

Digital rights: The ability to understand and uphold personal and legal rights, including the rights to privacy, intellectual property, freedom of speech and protection from hate speech.

Course Component - Typing Skills

Typing faster is not the primary objective of keyboarding; rather it is a desired side effect. Once your students are able to type with all ten fingers without needing to look down at the keyboard, their overall productivity when using a computer will improve dramatically.

When typing with two fingers, the visual and frontal cortices of the brain are forced to focus on where individual keys are located. Keyboarding removes this burden, enabling students to work on things like sentence structure and grammar while they type. To help students in the classroom, the best thing you can do is to make sure students are not looking at the keyboard.

Library and Technology Class Expectations

Students' Responsibilities:

Follow established rules for proper behavior in the classroom

Return library books on time and in good condition

Treat all technology with care and return components back to their proper place when not in use.

Actively participate in all lessons and projects

Frequency

Students meet for Computer Science classes once a week for 60 minutes.

Grade Breakdown

- 1. Participation (50%)**
 - a. Following Rules and expectations
 - b. Being prepared for class
- 2. Assessment (30%)**

- a. Final Project - Rubric
 - b. Completing Benchmark in code.org
 - c. Typing Test
 - d. Work Check-in
 - e. Exit Slip
- 3. Assignments (20%)**
- a. Stage Goal Completion
 - b. Scratch Assignments
 - c. Classroom Assignments

Standards

Library Science Standards - The purpose of the Illinois Standards Aligned Instruction for Libraries (I-SAIL) standards is to empower, educate, and encourage students in learning information literacy skills in lessons and thereby provide college and career readiness for students.

Computer Science Standards - The CSTA K–12 Computer Science Standards delineate a core set of learning objectives designed to provide the foundation for a complete computer science curriculum and its implementation at the K–12 level.

Missing/Late Assignments

Work is due on the posted due date. Late work will be marked down one letter grade for each subsequent week that it is late. Most assignments will be submitted through Google Classroom. No work will be accepted the last week of the quarter. This allows time to ensure grades are accurate.

Communication

Hitch Happenings

Be sure to check out the Computer Science section in the Hitch Happenings. Important dates will be available on the Calendar.

Hitch Website

Check Mr. Currie's page on the Hitch website: hitchschool.org

Contact Me

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