

Information and Communication Literacies (ICL) Integration
Washington International Primary School
David Carpenter

Sample Integration Proposals for Grades K-5

My practice was to review the PYP units of inquiry drawing information from the curriculum mapping tool to then add a few ideas back into the mapping platform for teachers to review and possibly use during their planning meetings. I developed proposals for each of the grade level units of inquiry. It was optimal when I could attend the meetings to better understand and collaborate with teachers to design the units. Note: I often refer to a “Sue” in my proposals. Sue is the librarian who I partnered with to integrate our [ICL learning outcomes](#).

Kindergarten:

|Processing Products|

2014-15 ICL: A few ICL ideas for the unit this year...

Note: If there are any field trips with this unit, please let David know as the iPads can be used to document and create artifacts from the trip. Students can use the media and other resources to create projects to communicate their learning from the trip.

Content> Sue and David can look for digital resources that offer multimedia content including apps.

Process>

- Mind Mapping: Use Kidspiration on laptops to gather and group items with similar properties.
- iPad Draw Free App: Students could either draw a picture of a finished product or be taught how to download from ImageQuest. The next step could be to draw the steps taken to produce the product.
- iPad Screencast: The Educreations app could be used to have the students do the the same process as with the Draw Free app but with the addition of speaking and explaining their thinking.

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The three strategies listed in Process could be done early in the unit for formative assessment

and again at the end of the unit for summative assessment.

[Let's Use Our Imagination]

2014-15 ICL: A few ICL ideas for the unit this year...

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Content>

Sue and David can look for digital resources that offer multimedia content including apps. The library has several sites on the [Creating page](#) that are art and music specific. A couple sites in particular offer multiple ways for students to manipulate objects to be creative. Students will need extra instruction but they can handle these sites. They are in English but the creation of art and music is not language-based. [NGAKIDS Art Zone](#) from the National Gallery | [Tate Kids](#) from the Tate Museum | [SFKids](#) from the San Francisco Orchestra

iPads- There are several art and music apps the students can use to be creative. GarageBand definitely could be used by the students.

Process>

- Da Vinci's Digital Sketchbook: Da Vinci's sketchbook could be presented to students with the reasons why he kept it. They could be challenged to do the same for the duration of the unit. They could use Educreations or Book Creator on the iPads to draw, manipulate images and then record their thinking as "brain pops" come to their minds.
- Zoom In Thinking Routine or other like Colors-Shapes-Lines that can be used with art samples. Laura could provide art terms and techniques to reinforce in class as teachers zoom in on art samples on their projector screen. A possible transfer task could be to have students after the lesson(s) use their Digital Sketchbook to use the routine with a downloaded piece of art or one that they created.

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The Process activities can be used for formative and/or summative assessment.

Field Trip Documentation: Here are a couple approaches:

-After viewing specific pieces of art on their trips, we could download images of the works into Educreations. Students could then use the draw tool and record their voice doing a See-Think-Wonder or Colors-Shapes-Lines or other routine.

-Documentation of Museum Visit by a Group: David possibly with a few parents could support students working in groups to use iPads to take photos and videos of art during their field trips. David could then work with student groups to prepare a presentation to share with their class that communicates their learning.

-Documentation of Museum Visit by Individuals: Students could use their Digital Sketchbook to draw images of paintings that they saw on the field trips. They could then annotate them visually and orally.

Grade 1:

|Animal Planet|

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Content> Sue and David can look for digital resources that offer multimedia content including apps.

Process>

- Inquiry: This unit is ripe for research using the print and digital collections. We could design a graphic organizer to then use print and digital resources for students to learn from and take notes into the organizer.
- Mind Maps: Students working individually or in groups could build out mind maps with Kidspiration during the unit using images and text to classify animals in groups. The ImageQuest library of images could be helpful.

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- Screencasting: The students could create mini-documentaries using photos and images they draw to tell the story of the animal they research.
- eBook Creation: The students could use images from ImageQuest, photos they take from books and their own drawings along with their recorded narration to communicate their research.

- The mind map could be used formatively as students progress through the unit. The final version could be used as a summative assessment.
- Documentation of Museum/Zoo Visits by a Group: David possibly with a few parents could support students working in groups to use iPads to take photos and videos of animals and exhibits during their field trips. David could then work with student groups to prepare a presentation to share with their class that communicates their learning. Students could create a mini-documentary using Educreations or possibly learn how to use Keynote to give a basic slide presentation.
- Transfer Task for Museum/Zoo Visit by Individuals or groups: Students could create their own museum exhibit or zoo exhibit using digital tools applying what they learned from the field trips.

Grade 2:

[Character Connections]

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Content>

The library has several databases for students to research individuals if there is an inquiry research aspect to this unit. Some of the databases offer the adaptive technology of reading the text to the student thus offering some differentiation. Along the same lines, some of the resources have images and/or video also supporting multimodal learning.

Process>

- In preparation for the Admire Summative Assessment, students could use a voice recording app to record practice sessions to help them process and reflect about what they will put into their summative assessment project. The students also could use a mind mapping app on the iPad or use Inspiration on the laptops to brainstorm and then organize their thinking.
- The Google Art Institute [Art Project](#) site could be used to take virtual tours of French or Spanish art museums to possibly help students get a feel for how museums are organized. One might be able to find some portraits to use as examples for what the students will see and one can get images from the [Portrait Gallery](#).

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Someone I Admire Summative Assessment-

Students respond to the prompt: I admire this person and I hope to be like him or her when I grow up. Students describe the individual using three learner profile traits with evidence.

ICL option to support this assessment- 1) Students use iPads and screencasting app to draw and/or import images to then voice record their reasons for admiring the individual. 2) Glogster Digital Poster Web 2 Tool- Online multimedia posters - with text, photos, videos, graphics, sounds, drawings, data attachments and more. ([Glogster Website](#))

Our [Presentation Tool Matrix](#) is a good place to review if you are thinking of having your students create a presentation to communicate their understanding. David is ready to come to your class to co-teach lessons around presentation tools to help your students demonstrate their attainment of the learning goals for your assessments. He is also ready to help add develop a rubric that includes a section on using effective design and presentation skills. Our [Multimedia Rubric](#) template along with the [Rubistar online rubric creator](#) can be helpful in this process.

Grade 3:

|Migration|

2014-15 ICL: A few ICL ideas for the unit this year...

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Content> You have a great many digital resources listed in MB but if you want more, Sue and David can help find other resources.

Process>

- The causal concept in this unit can be supported through mind mapping software like Inspiration and/or web-based mind maps (eg. Mindmeister). Mindmeister allows for a few charts with a free account but we would need to pay for teacher accounts to have students share their maps for teachers to view. In time we might have students prepared to start using Chrome charting apps like Lucid Chart and/or Gliffy.

- There is mention of using WebQuests for information gathering. We could create our own WebQuest with teachers telling David what they want in it and his creating it to better meet the learning needs of the students.

Sue and David are ready to support research efforts.

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Letter Writing to Multimedia Essay Creation: An extension could be to have students create multimedia stories/letters using their letters to do the storyboard to then find and draw images to represent their points. They still write their letters but they either create their own images or find them in Image Quest to produce a digital story around their letter. They match sections of their letters to supporting images using the Explain Everything screencasting or iMovie apps. The screencast/video can then be uploaded to Drive or the web.

If you were to have students create flowcharts, they could be used as a summative assessment.

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Grade 4:

[Who's the Boss?]

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Process>

- Letter Writing for Perspective: This activity could be differentiated by modality and choice. Students can choose from a few multimedia creation tools to communicate the content of their role and perspective.
- WebQuest: We could design and create a WebQuest to support inquiry and research for American colonial times.
- Screencast Animation: A “junior version” of the [RSAnimate](#) videos might be one choice for some students to answer the question “What type of organized governments exist?”. This could be expanded to have students create video animations that explain that main type of governments working to answer the question “why live together?”.

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WebQuest: WebQuests include projects that the student teams in their assigned roles usually present to an audience. The presentation could be done in person or in blended fashion with a digital online project shared for students to view at home. This can be a time saver especially if the projects include questions and online discussion places.

The process activities also could be used as summative assessments.

Grade 5:

[Civilizations]

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Content>

Sue and David can look for digital resources that offer multimedia content including apps. A helpful construct for studying civilization is [ESPRAT+G](#). It could be used to help students have scaffolding and terminology to better understand the component parts of society.

Process>

- A potential product and transfer task could be to have students take their knowledge learned from this unit to create their own fictional civilization. The process of idea creation, planning,

research and “building” of the civilization could be documented and shared by students through individual blogs. Teachers could assess student progress and give feedback via the comment tool. Students could support one another and offer ideas also by using the comment tool.

- If research takes place, a WebQuest could be created to guide the process. This also can support blended learning.

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A new civilization: Each student or groups of students create and then present their civilization. This transfer task could be done in person using presentation tools drawing from our [Presentation Tool Matrix](#). A blended approach would be to have students use online presentation tools so that they can view one another’s civilizations outside of school. With provided questions and a rubric, they could analyze the civilizations to then use class time to share their findings and have further discussions.