

Planned Course:	Course Number:	Department: Library
Unit: Citizenship	Grade Level: 6-8	
Estimated Time:	Level/Track:	Board Approval Date: September 14, 2015

PA Academic Standards	Core Concepts (in question format) • Skills/Knowledge	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)
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<p>Responsible citizens use information ethically and productively in a global society.</p> <p>CC.3.6 G (6-8) CC.8.6 G (6-8)</p>	<p>How do responsible citizens use information ethically?</p> <ul style="list-style-type: none"> • Students will: • Demonstrate an understanding of library organization and procedures. • Identify relationship between library rules and School Wide Positive Behavior framework. • Compare and contrast acceptable behavior in various group situations, as well as school and public library situations. • Advocate and practice safe, legal and responsible use of information and technology in school and personal situations. 	<p>Review library procedures through a power point presentation. (Orientation)</p> <p>Demonstrate technology etiquette skills when communicating online with others. (Watch online etiquette video)</p> <p>Use quotes and paraphrasing in work without plagiarizing. Cite sources by using standard bibliographic citation format.</p>	<ul style="list-style-type: none"> • Identify the rules and regulations for appropriate use of library resources and technology. • Demonstrate an understanding of the organization of the library and its procedures (accurate completion of scavenger hunt). • Demonstrate an understanding of the proper use of a Citation Generator by completing worksheet with a print and website citation. • Teacher observation of responsible participation in an online discussion (Ask Here PA)
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<p>Effective research requires the use of varied resources to gain or expand knowledge.</p> <p>CC.1.4.S (6-8)</p> <p>CC.1.4.6-8V CC.1.4.6-8W CC.3.6.6-8.G CC.8.6.6-8.G</p>	<p>How do effective researchers make use of varied resources to gain or expand knowledge?</p> <ul style="list-style-type: none"> • Students will: • Identify wide range of texts that tell a story to make a point, express personal opinion or provide enjoyable experience as examples of grade-level appropriate literature or literary non-fiction. • Draw evidence from text to answer information need. • Gather information that pertains to topic from various print and digital sources, conduct search using proper search terms, evaluate print and digital sources and information and gather appropriate information from credible sources. • Use quotes and paraphrasing in work without plagiarizing. • Cite sources. 	<p>Use relevant texts to narrow or broaden a topic that meet the informational need, independently generating additional related questions that are focused for further research and investigation.</p> <p>Create projects in conjunction with classroom teacher using available databases.</p> <ul style="list-style-type: none"> • (Librarian/students will introduce/review features of databases. These can include but are not limited to eLibrary, Galenet/InfoTrac, SIRS Discoverer, Popular Science, Geography in the News, and Culturegrams). • (Librarian/students will review features of the online catalog and basic search techniques.) 	<ul style="list-style-type: none"> • Construct a graphic organizer of keywords and subject headings that focus research. • Create a list of resources from both databases and online catalog where information on topic can be found. • Complete Webquest using databases and print sources. • Completed Works Cited page in MLA format • Student self-assessment using a teacher provided rubric. • Project assessment through use of a rubric.
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<p>Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.</p> <p>CC.1.4. I (6-8) CC.3.6. G (6-8) CC.8.6. G (6-8)</p> <p>CC.3.6. H CC.8.5. H</p>	<p>How does a reader know what to believe in what they read, hear, and view?</p> <ul style="list-style-type: none"> Students will: Evaluate sources for usefulness, accuracy, reliability, validity, scholarship and time. Verify information by checking facts in alternate sources. Integrate information from various mediums to understand topic or issue. Evaluate text based on author's claim and relevant evidence. Select material from informational texts that support analysis, reflection and research. Compare and contrast information found in alternate sources (experiment, simulations, video, or multi-media) with information found in text. 	<p>Evaluate a source and text based on the five criteria (Credibility, Currency, Relevancy, Accuracy, Bias) and the author's purpose and medium of access.</p> <ul style="list-style-type: none"> computer website (All About Explorers website) think/pair/share <p>The librarian/students will provide examples between factual, authoritative information and unsubstantiated or biased information, basing examples on subject area or assignment of the class.</p> <p>The librarian/students will discuss the implications of bias information.</p>	<ul style="list-style-type: none"> Using websites, students will draw conclusions on a worksheet about the relevancy and usefulness of a variety of sources by listing any discrepancies from information gathered. Students will compare and contrast information (in chart form) between alternate sources and information in text.
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<p>Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques. CC.1.4.U (6-8)</p>	<p>What makes writing clear and effective and best suited for the intended audience?</p> <ul style="list-style-type: none"> • Students will: • Use technology ethically to produce and publish a written product and to interact and collaborate with others. (Grade 6) • Use technology ethically to produce and publish, link to and cite sources and interact and collaborate with others. (Grade 7) • Use technology ethically to produce and publish writing, present relationships between information and ideas and interact and collaborate with others. (Grade 8) 	<p>Create projects in conjunction with classroom teacher using a variety of multimedia formats including:</p> <ul style="list-style-type: none"> ❖ <u>Grade 6</u>: <ul style="list-style-type: none"> • Written: Blog, essay, proposal, review, editorial • Oral: Conversation, debate, online book discussion • Visual: Website, social media, infographic • <u>Grade 7</u>: <ul style="list-style-type: none"> • Written: Blog, tweet, editorial, newspaper article • Oral: Podcast, radio script • Visual: Infographic, website, video. PowerPoint or Prezi presentation, computer graphic • <u>Grade 8</u>: <ul style="list-style-type: none"> • Create a video preview trailer to promote a book to read 	<ul style="list-style-type: none"> • <u>Grade 6</u>: Project assessment through use of a rubric. • <u>Grade 7</u>: Project assessment through use of a rubric. • <u>Grade 8</u>: Student-created project (Book trailer) that integrates multi-media components and displays into an engaging presentation that clarifies and highlights the suspense of the plot. • Student self-assessment using a teacher provided rubric.
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CC.8.5.6-8. A	<ul style="list-style-type: none"> • Analyze the relationship between a primary and secondary source on the same topic. • Independently locate and select literary non-fiction and informational texts on grade level. • Independently use various print and digital reference sources. • Independently select grade level appropriate literary fiction in a variety of genres. • Apply strategies to create meaning from literary fiction. • Read self-selected literary fiction presented in any format to gain meaning by questioning, reflecting, responding and evaluating. 	Create a list of primary and secondary sources, cite each correctly, and give critical opinion of the relevance of each source.	<ul style="list-style-type: none"> • Student self-assessment using a teacher provided rubric. • Project assessment through use of a rubric. • Graphic organizer must include personal connection to the title, why it best represents the genre, and reviews of each title from authoritative online sources.
CC.8.5.6-8 I			
CC.1.2.6-8. L			
CC.1.3.6-8. K		Create graphic organizer presenting information about titles chosen for hypothetical book club.	

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<p>Effective speakers prepare and communicate messages to address the audience and purpose. CC.1.5.8 F (6-8)</p>	<p>How do speakers employ language and utilize resources to effectively communicate a message?</p> <ul style="list-style-type: none"> • Students will: • Include multimedia components and visual displays in presentations to clarify information. (6th grade) • Add multimedia component and visual displays to presentations to clarify information. (7th grade) • Integrate multimedia components and visual displays into presentations to create an ethical project and to clarify and show evidence of research. (8th grade) 	<p>Create projects in conjunction with classroom teacher using a variety of multimedia formats including:</p> <ul style="list-style-type: none"> ❖ Book trailer (8th grade) ❖ Prezi (6th grade) ❖ PowerPoints (6th grade) ❖ Infographic (7th grade) ❖ Vodcast (7th grade) 	<ul style="list-style-type: none"> • <u>Grade 6</u>: Project assessment through use of a rubric. • <u>Grade 7</u>: Project assessment through use of a rubric. • <u>Grade 8</u>: Student-created project (Book trailer) that integrates multi-media components and displays into an engaging presentation that clarifies and highlights the suspense of the plot. • Student self-assessment using a teacher provided rubric.
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Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.	<p>What are the most appropriate media formats for presenting different types of information?</p> <ul style="list-style-type: none"> Students will: Research and interpret information using different media formats, (e.g., visual, quantitative, oral) Explain how information adds to topic. (Grade 6) Research and analyze information using different media formats, (e.g., visual, quantitative, oral). Identify main ideas and supporting details in diverse media formats. Analyze main idea and supporting details and use to explain topic. (Gr 7) Research and analyze information using different media formats, (e.g., visual, quantitative, oral). Determine why this information would be presented in particular format. Evaluate reasoning for presenting information in a particular format. (Gr 8) 	<p>Create projects in conjunction with classroom teacher using a variety of multimedia formats including:</p> <ul style="list-style-type: none"> <u>Grade 6:</u> <ul style="list-style-type: none"> Written: Letter, proposal, journal, editorial Oral: Radio script, song, poem Visual: Advertisement, infographic, website, Venn diagram, word cloud, or Wordle <u>Grade 7:</u> <ul style="list-style-type: none"> Written: Newspaper article, story, blog Oral: Speech, oral report Visual: Infographic, website, video. PowerPoint or Prezi presentation <u>Grade 8:</u> <ul style="list-style-type: none"> Written: Advertisement, brochure, magazine article, pathfinder Oral: Infomercial, skit, advertisement Visual: Poster, storyboard, Prezi, Glog, video 	<ul style="list-style-type: none"> Formal observation of students using observable indicators. Digital portfolios- collections of student work over time. Student self-assessment using a teacher provided rubric. Project assessment through use of a rubric.
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