6th Grade Library Media Curriculum

Course Description: The middle school library media curriculum is totally integrated with other curriculum subject areas. Middle school media specialists collaborate with classroom teachers to provide relevant instruction to support identified standards in a flexible schedule that aligns with timeframes outlined in the curriculum subject areas.

Scope and Sequence:

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Unit</th>
<th>Instructional Topics</th>
</tr>
</thead>
</table>
| 1 quarter                        | Orientation     | Topic 1: Navigate the Library/Destiny Review  
|                                  |                 | Topic 2: Review OverDrive                                                      |
|                                  |                 | Topic 3: Navigate the Virtual LMC Website                                             |
| Ongoing                          | Literature Appreciation | Topic 1: Promoting Independent Reading  |
| Integrate with curriculum subject areas | Research Skills | Topic 1: Databases vs. Search Engines  
|                                  |                 | Topic 2: Databases in Review                                                      |
|                                  |                 | Topic 3: Navigating the Media Minefield                                              |
|                                  |                 | Topic 4: Website Evaluation                                                          |
|                                  |                 | Topic 5: Copyright                                                                  |
|                                  |                 | Topic 6: Bibliographic Citations                                                    |
Unit 1. Orientation

**Subject:** Library Media

**Grade:** 6th

**Name of Unit:** Library Orientation

**Length of Unit:** 2 visits

**Overview of Unit:** In this unit students will review basic library procedures, familiarize themselves with their middle school library media center and review access of resources using the virtual Library Media Center website.

**Priority Standards for unit:**
- AASL II.B. - The school library represents all members and their place in a global learning community by: 1. Establishing and maintaining a collection of reading and information materials in formats that support the diverse developmental, cultural, social, and linguistic needs of the range of learners and their communities. 2. Organizing facilities to enhance the use of and ensure equitable access to information resources and services for all learners.
- AASL V.B. - The school library facilitates construction of new knowledge by: 2. Ensuring that multiple learning activities can occur in both physical and virtual spaces.

**Supporting Standards for unit:**
- AASL V.C. - School librarians prepare learners to engage with the learning community by: 1. Providing strategies for acting on curiosity about a topic of personal interest or curricular relevance.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>To independently navigate and use the library to access materials to satisfy personal curiosity or interest and which extend learning.</td>
<td>Use</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>To independently access and use the digital resources available on the library media center’s website to satisfy personal curiosity or interest and which extend learning.</td>
<td>Use</td>
<td>Apply</td>
<td>2</td>
</tr>
</tbody>
</table>

**Essential Questions:**
- 1. Why is it essential to be able to navigate and use a library independently?
- 2. How can an OPAC (Destiny) be useful to locate resources to meet your needs?
**Enduring Understanding/Big Ideas:**

1. Information can be accessed in multiple places.
2. Reading materials are available in a variety of formats.
3. The library is a place to learn, discover and enjoy.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audiobook</td>
<td>Material format</td>
</tr>
<tr>
<td>Call Number</td>
<td>Library use</td>
</tr>
<tr>
<td>Check In</td>
<td>Library use</td>
</tr>
<tr>
<td>Check Out</td>
<td>Library use</td>
</tr>
<tr>
<td>Circulation Desk</td>
<td>Library use</td>
</tr>
<tr>
<td>eBook</td>
<td>Material format</td>
</tr>
<tr>
<td>Fiction</td>
<td>Literary type</td>
</tr>
<tr>
<td>Hold</td>
<td>Library use</td>
</tr>
<tr>
<td>Nonfiction</td>
<td>Literary type</td>
</tr>
<tr>
<td>OPAC (Destiny)</td>
<td>Library use</td>
</tr>
<tr>
<td>Renew</td>
<td>Library use</td>
</tr>
</tbody>
</table>

**Curriculum Connections:**

- AASL II.B. - The school library represents all members and their place in a global learning community by: 1. Establishing and maintaining a collection of reading and information materials in formats that support the diverse developmental, cultural, social, and linguistic needs of the range of learners and their communities. 2. Organizing facilities to enhance the use of and ensure equitable access to information resources and services for all learners.

**Lesson/Resource Bank**
Engaging Experience 1
Title: Navigating the Library & Review of Destiny (OPAC)
Suggested Length of Time: 1-2 visits (Ongoing)
Standards Addressed:

Priority:
- AASL II.B. - The school library represents all members and their place in a global learning community by: 1. Establishing and maintaining a collection of reading and information materials in formats that support the diverse developmental, cultural, social, and linguistic needs of the range of learners and their communities. 2. Organizing facilities to enhance the use of and ensure equitable access to information resources and services for all learners.

Detailed Description/Instructions:
- Cover in a series of mini-lessons:
  - Navigating the library
  - Review the use of Destiny (OPAC)
  - Demonstrate understanding: scavenger hunt, Kahoot, PearDeck, break-out or other interactive activities

Bloom’s Levels: Apply
Webb’s DOK: 2
Topic 2: Using eBooks & OverDrive Review

Engaging Experience 2
Title: Using eBooks: Review of OverDrive
Suggested Length of Time: 1 visit (Ongoing)
Standards Addressed:

Priority:
- AASL II.B. - The school library represents all members and their place in a global learning community by: 1. Establishing and maintaining a collection of reading and information materials in formats that support the diverse developmental, cultural, social, and linguistic needs of the range of learners and their communities.
- AASL V.A. - Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.

Detailed Description/Instructions:
- Cover in a mini-lesson:
  - Review the use of OverDrive.
  - Demonstrate understanding: scavenger hunt, Kahoot, PearDeck, break-out or other interactive activities.

Bloom’s Levels: Apply
Webb’s DOK: 2
Engaging Experience 3
Title: Navigating the Virtual Library Media Center (website)
Suggested Length of Time: 1 visit (Ongoing)
Standards Addressed:
  Priority:
    ● AASL V.B. - The school library facilitates construction of new knowledge by: 2. Ensuring that multiple learning activities can occur in both physical and virtual spaces.

Detailed Description/Instructions:
  ● Cover in a mini-lesson:
    ○ Review how to access the Virtual LMC website (portal and bookmark)
    ○ Demonstrate understanding: scavenger hunt, Kahoot, PearDeck, break-out or other interactive activities

Bloom’s Levels: Apply
Webb’s DOK: 2
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
</table>
| 1 - Navigating the Library & Review of Destiny | Navigating the Library & Review of Destiny (online library catalog) | Cover in a series of mini-lessons:  
- Navigating the library.  
- Review the use of Destiny, the online library catalog.  
- Demonstrate understanding: scavenger hunt, Kahoot, PearDeck, break-out or other interactive activities. | 1-2 visits |
| 2 - Using eBooks: Review of OverDrive | Using eBooks: Review of OverDrive | Cover in a mini-lesson:  
- Review the use of OverDrive.  
- Demonstrate understanding: scavenger hunt, Kahoot, PearDeck, break-out or other interactive activities. | 1 visit |
| 3 - Navigating the Virtual Library Media Center | Navigating the Virtual Library Media Center (website) | Cover in a mini-lesson:  
- Review how to access the Virtual LMC website.  
- Demonstrate understanding: scavenger hunt, Kahoot, PearDeck, break-out or other interactive activities. | 1 visit |
### Unit 2. Literature Appreciation

**Subject:** Library Media  
**Grade:** 6th  
**Name of Unit:** Literature Appreciation  
**Length of Unit:** Ongoing throughout school year  
**Overview of Unit:** Throughout the school year the library media specialist will provide book talks and book tastings exposing students to a variety of literature genres in multiple formats. Where possible, genre selections will support genres being used in classroom instruction. Students will also be encouraged to continue to develop their reading life using both print and digital materials.

**Priority Standards for unit:**  
- AASL V.A. - Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.

**Supporting Standards for unit:**  
- AASL II.B. - The school library represents all members and their place in a global learning community by: 1. Establishing and maintaining a collection of reading and information materials in formats that support the diverse developmental, cultural, social, and linguistic needs of the range of learners and their communities.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop and satisfy personal curiosity by reading widely in multiple formats.</td>
<td>Use</td>
<td>Apply</td>
<td>2</td>
</tr>
</tbody>
</table>

**Essential Questions:**  
1. Why should students continue to build their reading lives to build lifelong reading habits?  
2. How can diverse literature help students promote respect and empathy for all types of people?

**Enduring Understanding/Big Ideas:**  
1. Reading materials are available in a variety of formats.  
2. Readers need to be exposed to diverse literature to explore diverse cultures and perspectives, providing the mirrors and windows in which students see themselves and others who are not like them.  
3. The library is a place to learn, discover and enjoy.
**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific -</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Review</td>
<td>Literature - reader’s advisory</td>
</tr>
<tr>
<td>Book Talk</td>
<td>Literature - reader’s advisory</td>
</tr>
<tr>
<td>Book Tasting</td>
<td>Literature - reader’s advisory</td>
</tr>
<tr>
<td>Book Trailer</td>
<td>Literature - reader’s advisory</td>
</tr>
<tr>
<td>Genre</td>
<td>Literary type</td>
</tr>
</tbody>
</table>

**Curriculum Connections:**

6.RL.3.A Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the same text, noting how a performance impacts personal interpretation. (Unit 3: Literary Elements in Literature)

6.RL.3.B Compare and contrast texts in different genres that address similar themes or topics. (Unit 3: Literary Elements in Literature)

6.RL.3.D Read and comprehends literature, including stories, dramas, and poems, independently and proficiently. (Unit 1: Close Reading with Literature, Unit 2: Deeper Reading with Informational Text, Unit 3: Literary Elements in Literature)

6.RI.3.A. Compare and contrast the experience of reading a text to listening to or viewing an audio or video version of the same text, noting how a performance impacts personal interpretation. (Unit 4: Analyzing Informational Text for Point of View or Purpose)

6.RI.3.D. Read and comprehend informational text independently and proficiently. (Unit 4: Analyzing Informational Text for Point of View or Purpose)

**Lesson/Resource Bank**
Topic 1: Promoting Independent Reading

Engaging Experience 1

Title: Promoting Independent Reading

Suggested Length of Time: Ongoing

Standards Addressed:

Priority:

- AASL V.A. - Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.

Supporting:

- AASL II.B. - The school library represents all members and their place in a global learning community by: 1. Establishing and maintaining a collection of reading and information materials in formats that support the diverse developmental, cultural, social, and linguistic needs of the range of learners and their communities.
- AASL V.C. - School librarians prepare learners to engage with the learning community by: 1. Providing strategies for acting on curiosity about a topic of personal interest or curricular relevance.
- ISTE STUDENTS: CREATIVE COMMUNICATOR - 6d. Students publish or present content that customizes the message and medium for their intended audiences.

Detailed Description/Instructions:

- Cover in a series of mini-lessons:
  - Reading Interest Inventory.
  - Book Talks & Book Trailers.
  - Book Tastings.
  - Readers Advisory to share reading life.
  - Review the use of Destiny & library displays.
  - Demonstrate understanding: scavenger hunt, Kahoot, PearDeck, break-out or other interactive activities.

Bloom’s Levels: Apply, Create

Webb’s DOK: 2, 3
Engaging Experience 2
Title: Award Nominees
Suggested Length of Time: 1-2 visits (Ongoing)
Standards Addressed:

Priority:
  ● AASL V.A. - Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.
  ● AASL II.B. - The school library represents all members and their place in a global learning community by: 1. Establishing and maintaining a collection of reading and information materials in formats that support the diverse developmental, cultural, social, and linguistic needs of the range of learners and their communities.

Detailed Description/Instructions:
  ● Cover in a series of mini-lessons:
    ○ Promote Missouri state reading awards and other notable literary awards.

Bloom’s Levels: Remember
Webb’s DOK: 1

Engaging Experience 3
Title: Genres (Informational, Short Stories, Poems & Drama)
Suggested Length of Time: Ongoing (Align with time frames used in ELA-Reading)
Standards Addressed:

Priority:
  ● AASL V.A. - Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.

Detailed Description/Instructions:
  ● Cover in a series of mini-lessons:
    ○ Book Talks & Displays.
    ○ Student access of curated collections in Destiny to align with subject area projects.
    ○ Demonstrate understanding: scavenger hunt, Kahoot, PearDeck, break-out or other interactive activities.

Bloom’s Levels: Remember, Analyze
Webb’s DOK: 1, 3
Engaging Experience 4
Title: Summer Reading
Suggested Length of Time: 1 visit
Standards Addressed:

**Priority:**
- AASL V.A. - Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.

**Detailed Description/Instructions:**
- Cover in a mini-lesson:
  - Promote MCPL and other summer reading programming.
  - Review OverDrive access and use.

**Bloom’s Levels:** Remember
**Webb’s DOK:** 1
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Titles</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
</table>
| 1 - Promoting Independent Reading | Promoting Independent Reading; Genres; Award Nominees; Summer Reading | Cover in a series of mini-lessons:  
- Reading Interest Inventory.  
- Book Trailers.  
- Book Tastings.  
- Readers Advisory to share reading life.  
- Review the use of Destiny & library displays.  
- Promote Missouri state reading awards and other notable literary awards.  
- Book Talks & Displays.  
- Develop curated collections in Destiny; student access.  
- MCPL and other summer reading programming.  
- Review OverDrive access and use.  
- Demonstrate understanding: scavenger hunt, Kahoot, PearDeck, break-out or other interactive activities. | Ongoing |
Unit 3. Research Skills

Subject: Library Media
Grade: 6th
Name of Unit: Research Skills
Length of Unit: Ongoing throughout school year

Overview of Unit: In this unit, students will build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems. Students will also make meaning for oneself and others by analyzing, collecting, organizing, and sharing resources while demonstrating safe, legal and ethical use of information.

Priority Standards for unit:

- ISTE FOR STUDENTS: KNOWLEDGE CONSTRUCTOR - 3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or create pursuits. 3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. 3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- AASL VI.A. - Learners follow ethical and legal guidelines for gathering and using information by: 1. Responsibly applying information, technology, and media to learning. 2. Understanding the ethical use of information, technology, and media. 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.
- AASL VI.C. - Learners responsibly, ethically, and legally share new information with a global community by: 1. Sharing information resources in accordance with modification, reuse, and remix policies. 2. Disseminating new knowledge through means appropriate for the intended audience.
- ISTE FOR STUDENTS: DIGITAL CITIZEN - 2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

Supporting Standards for unit:

- AASL I.B. - The school library enables generation of new knowledge by: 1. Providing experiences with and access to resources, information, ideas, and technology for all learners in the school community. 2. Supporting flexible scheduling to provide learner and educator access to staff and resources at the point of need.
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>To identify and use resources for a specific task</td>
<td>Select</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>To evaluate resources and information</td>
<td>Assess</td>
<td>Analyze</td>
<td>4</td>
</tr>
<tr>
<td>To properly credit the use of ideas and information created by others</td>
<td>Attribute</td>
<td>Apply</td>
<td>2</td>
</tr>
</tbody>
</table>

**Essential Questions:**
1. How do you decide which resources are best for a task?
2. Why does information need to be evaluated?
3. How do you give proper credit to ideas and information created by others?

**Enduring Understanding/Big Ideas:**
1. Information can be obtained and shared using a variety of formats.
2. All resources need to be evaluated to determine their currency, relevance, authority, accuracy, and purpose.
3. There are distinct advantages to using databases instead of search engines when conducting academic research.
4. There are limitations when using ideas and information created by others.
5. Effective search strategies apply whether conducting academic research or for personal curiosity.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy</td>
<td>Evaluating Information</td>
</tr>
<tr>
<td>Advanced Search</td>
<td>Strategy for Effective Research</td>
</tr>
<tr>
<td>Attribution</td>
<td>Ethical Use of Information</td>
</tr>
<tr>
<td>Authority</td>
<td>Evaluating Information</td>
</tr>
<tr>
<td>Bias</td>
<td>Evaluating Information</td>
</tr>
<tr>
<td>Blog</td>
<td>Research Resource</td>
</tr>
<tr>
<td>Citation</td>
<td>Ethical Use of Information</td>
</tr>
<tr>
<td>Copyright</td>
<td>Legal Use of Information</td>
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<tr>
<td>--------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Credit</td>
<td>Ethical Use of Information</td>
</tr>
<tr>
<td>Currency</td>
<td>Evaluating Information</td>
</tr>
<tr>
<td>Database</td>
<td>Research Resource</td>
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<tr>
<td>Google</td>
<td>Research Resource</td>
</tr>
<tr>
<td>Hyperbole</td>
<td>Evaluating Information</td>
</tr>
<tr>
<td>Keyword Search</td>
<td>Strategy for Effective Research</td>
</tr>
<tr>
<td>Paraphrase</td>
<td>Ethical Use of Information</td>
</tr>
<tr>
<td>Plagiarism</td>
<td>Ethical Use of Information</td>
</tr>
<tr>
<td>Podcast</td>
<td>Research Resource</td>
</tr>
<tr>
<td>Purpose</td>
<td>Evaluating Information</td>
</tr>
<tr>
<td>Relevance</td>
<td>Evaluating Information</td>
</tr>
<tr>
<td>Satire</td>
<td>Evaluating Information</td>
</tr>
<tr>
<td>Search Engine</td>
<td>Research Resource</td>
</tr>
<tr>
<td>Vlog</td>
<td>Research Resource</td>
</tr>
<tr>
<td>Wiki</td>
<td>Research Resource</td>
</tr>
<tr>
<td>Wikipedia</td>
<td>Research Resource</td>
</tr>
</tbody>
</table>

**Curriculum Connections:**

- **6.W.1.A** - Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system. Gather relevant information from multiple print and digital sources, assess the credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (Multiple opportunities across content areas)
- **6.RI.2.D** Identify an author's argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not. (ELA- Unit 2: Intro to Writer’s Workshop & Informational/Expository Structures)
- **SS.6-8.5.3.A** - Explain the significance of art, mythology, literature and philosophy to the culture and social order of classical civilizations. (Unit 2: Classical Civilizations - Topic)
2 Greece) (Provide Destiny curated collections for each unit)

- 6-8.LS2.C.1 Construct an argument supported by empirical evidence that explains how changes to physical or biological components of an ecosystem affect populations. (Unit 1: MS Life Bundle 3- Interdependent Relationships in Ecosystems) (Provide Destiny curated collections for each unit)

Lesson/Resource Bank
Engaging Experience 1
Title: Databases vs. Search Engines
Suggested Length of Time: Ongoing
Standards Addressed:

  Priority:
  ● ISTE FOR STUDENTS: KNOWLEDGE CONSTRUCTOR - 3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
  ● AASL VI.A. - Learners follow ethical and legal guidelines for gathering and using information by: 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.

Detailed Description/Instructions:
  ● Cover in a mini-lesson:
    ○ Databases vs. Search Engines.
    ○ Demonstrate understanding: scavenger hunt, Kahoot, PearDeck, break-out or other interactive activities.

Bloom’s Levels: Analyze
Webb’s DOK: 3
Engaging Experience 2

Title: Databases in Review

Suggested Length of Time: Ongoing (align to projects in all subject areas)

Standards Addressed:

Priority:

- ISTE FOR STUDENTS: KNOWLEDGE CONSTRUCTOR - 3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

Detailed Description/Instructions:

- Cover in a series of mini-lessons:
  - Access and use databases: MCPL (Homework Help for Teens; drill down by content area and audience) & MOREnet; focus on use of basic databases/encyclopedias. (CultureGrams, Explora for Teens, SIRS Researcher, World Book or Britannica)
  - Developing effective search strategies (keyword searches; filters for usage rights-Google).
  - Demonstrate understanding: scavenger hunt, Kahoot, PearDeck, break-out or other interactive activities.

Bloom’s Levels: Analyze

Webb’s DOK: 3
Engaging Experience 3

Title: Navigating the Media Minefield

Suggested Length of Time: 1-2 visits (Ongoing)

Standards Addressed:

Priority:
- ISTE FOR STUDENTS: KNOWLEDGE CONSTRUCTOR - 3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

Detailed Description/Instructions:
- Cover in a series of mini-lessons:
  - Navigating the Media Minefield: Helping Students Identify Trustworthy Sources Online (Part 2: Satire & Hyperbole).
  - Demonstrate understanding: PearDeck interactive activities.

Bloom’s Levels: Analyze, Evaluate

Webb’s DOK: 3, 4
Topic 4: Website Evaluation

**Engaging Experience 4**

**Title:** Website Evaluation

**Suggested Length of Time:** 1 visit (Ongoing)

**Standards Addressed:**

*Priority:*

- ISTE FOR STUDENTS: KNOWLEDGE CONSTRUCTOR - 3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

**Detailed Description/Instructions:**

- Cover in a mini-lesson:
  - Introduce the CRAAP (Currency, Relevance, Accuracy, Authority, and Purpose) method of website evaluation.
  - Demonstrate understanding: scavenger hunt, Kahoot, PearDeck, break-out or other interactive activities.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 4
Topic 5: Copyright

Engaging Experience 5
Title: Copyright
Suggested Length of Time: 1 visit (Ongoing)

Standards Addressed:

Priority:

- AASL VI.A. - Learners follow ethical and legal guidelines for gathering and using information by: 2. Understanding the ethical use of information, technology, and media.
- ISTE FOR STUDENTS: DIGITAL CITIZEN - 2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

Detailed Description/Instructions:

- Cover in a mini-lesson:
  - Review limitations of copyright and fair-use in education and misconceptions
  - Demonstrate understanding: scavenger hunt, Kahoot, PearDeck, break-out or other interactive activities.

Bloom’s Levels: Analyze
Webb’s DOK: 2
**Engaging Experience 6**

**Title:** Bibliographic Citations

**Suggested Length of Time:** Ongoing (align to projects in all subject areas)

**Standards Addressed:**

*Priority:*

- AASL VI.A. - Learners follow ethical and legal guidelines for gathering and using information by: 2. Understanding the ethical use of information, technology, and media.

- ISTE FOR STUDENTS: DIGITAL CITIZEN - 2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

**Detailed Description/Instructions:**

- Cover in a series of mini-lessons:
  - Review the need to follow ethical and legal guidelines for use of information created by others.
  - Introduce students to tools to digital tools to create bibliographic citations (from a database and created using MyBib Chrome website or extension).
  - Demonstrate understanding: scavenger hunt, Kahoot, PearDeck, break-out or other interactive activities.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 2
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
</table>
| 1 - Databases vs. Search Engines | Databases vs. Search Engines     | Cover in a mini-lesson:  
  - Databases vs. Search Engines.  
  - Demonstrate understanding: scavenger hunt, Kahoot, PearDeck, break-out or other interactive activities.                                                                                                           | 1 visit                  |
| 2 - Databases in Review       | Databases in Review              | Cover in a series of mini-lessons:  
  - Access and use databases: MCPL (Homework Help for Teens; drill down by content area and audience) & MOREnet; focus on use of basic. databases/encyclopedias (Explora for Teens, World Book or Britannica).  
  - Developing effective search strategies (keyword searches; filters for usage rights-Google).  
  - Demonstrate understanding: scavenger hunt, Kahoot, PearDeck, break-out or other interactive activities.                                                                 | 1-2 visits Ongoing       |
| 3 - Navigating the Media Minefield | Navigating the Media Minefield   | Cover in a series of mini-lessons:  
  - Navigating the Media Minefield: Helping Students Identify Trustworthy Sources Online (Part 2: Satire & Hyperbole).  
  - Demonstrate understanding: PearDeck interactive activities.                                                                                                                        | 1-2 visits Ongoing       |
| 4 - Website Evaluation | Cover in a series of mini-lessons:  
- Introduce the CRAAP (Currency, Relevance, Accuracy, Authority, and Purpose) method of website evaluation.  
- Demonstrate understanding: scavenger hunt, Kahoot, PearDeck, break-out or other interactive activities. | 1 visit  
Ongoing |
|---|---|---|
| 5 - Copyright | Cover in a mini-lesson:  
- Review limitations of copyright and fair-use in education and misconceptions.  
- Demonstrate understanding: scavenger hunt, Kahoot, PearDeck, break-out or other interactive activities. | 1 visit  
Ongoing |
| 6 - Bibliographic Citations | Cover in a mini-lesson:  
- Review the need to follow ethical and legal guidelines for use of information created by others.  
- Introduce students to tools to digital tools to create bibliographic citations (from a database and created using MyBib website or Chrome extension).  
- Demonstrate understanding: scavenger hunt, Kahoot, PearDeck, break-out or other interactive activities. | 1 visit  
Ongoing |
Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

Symbols:

This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.

This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.