

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



9-12 Library

February 2019

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Revision/Draft

New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Revision/Draft

Course Title

Library Media Curriculum

Grade Levels

9-12

A brief description of the course..

The NMPS Library Curriculum focuses on the Shared Foundations and Key Commitments of the National School Library Standards, newly written in 2018, put forth by the American Association of School Librarians. The 6 Standards Frameworks consist of I. Inquire, II. Include, III. Collaborate, IV. Curate, V. Explore, and VI. Engage. Four domains within the 6 Shared Foundations move students through levels of A. Think, B. Create, C. Share, and D. Grow. The NMPS Library Curriculum is structured via these 6 Shared Foundations and 4 Domains. Rather than teaching units, the 6 standards are used as our basis for curriculum. Our K-12 curriculum and the lessons taught, depending upon grade level, can encompass just one of the shared foundations, as might be the case with the K-2 levels, or most/all of the shared foundations within a lesson, as might be the case with a higher level 9-12 class. Grades 3-5 and 6-8 fall in between and build on increasingly used library skills. As support to classroom teachers, the 6-12 lessons may dovetail using a classroom teacher's content, assignment, and assessment through which we scaffold library skills. Library skills in the K-12 curriculum are taught through the lens of classroom content and not in isolation.*

**National School Library Standards for Learners, School Librarians, and School Libraries. ALA Editions, an Imprint of the American Library*

Association, 2018.

Pacing Guide

9-12

Unit/Standard	Lessons and possible length of lessons
Unit I: Inquire	<p>Example 9-12 lessons: Freshman orientation, 1 English class length, 18-20 classes, one visit each World Lit research, Multiple classes both semesters Journalism research, Multiple classes both semesters Diverse Voices research, Multiple classes both semesters Patent research in Engineering classes, 1 Engineering class, beginning of year, introduction to databases Landmark Court Cases in Forensic research, 1 class each semester Electromagnetic issues research in Physics, 3 class visits per each Physics class, end of year Additional flexibly scheduled classes as requested by classroom teachers, varies each year</p>
Unit II: Include	<p>Example 9-12 lessons: Freshman Orientation, 1 English class length, 18-20 classes, one visit each World Lit, Multiple classes both semesters Journalism, Multiple classes both semesters Diverse Voices, Multiple classes both semesters Global Studies units, 4 classes each year, per # of Global classes, one per marking period Creative Writing, Multiple classes both semesters Additional flexibly scheduled classes as requested by classroom teachers, varies each year</p>
Unit III. Collaborate	<p>Sample 9-12 lessons: Freshman Orientation, 1 English class length, 18-20 classes, one visit each Diverse Voices discussions, Multiple classes both semesters Global Studies Units, 4 classes each year, per # of Global classes, one per marking period Journalism interviews, 1 class per semester Hartford Circus Fire presentation sharing, 5 class periods each for 4 classes of Freshman English students Additional flexibly scheduled classes as requested by classroom teachers, varies each year</p>
Unit IV: Curate	<p>Sample 9-12 lessons:</p>

	<p>Freshman Orientation, 1 English class length, 18-20 classes one visit each Hartford Circus Fire research, 5 class periods each for 4 classes of Freshman English students World Lit, Multiple classes both semesters Journalism, Multiple classes both semesters Diverse Voices, Multiple classes both semesters Creative Writing research, Multiple classes both semesters Am. History research, Multiple class periods for multiple classes, end of year research APUSH Biography research, Multiple class periods for multiple classes, end of year research Landmark Court Cases in Forensics, 1 class each semester Electromagnetic sources/issues in Physics, 3 classes each Physics class, end of year Additional flexibly scheduled classes as requested by classroom teachers, varies each year</p>
Unit V: Explore	<p>Sample 9-12 lessons Speed dating with books in English classes, 2 class visits per class, one for book selection, one for speed dating/sharing book Book Selection in Science Fiction, Multiple classes both semesters Monthly posting of latest new books on Website, Monthly online Summer Reading Incentives, Annually beginning in spring through summer Science Fiction book choice/research, Multiple classes both semesters AP Language free reading book choice, Multiple classes both semesters Banned Books lesson reading choice, Multiple classes both semesters Graphic Novels lesson reading choice, Multiple classes both semesters 3TR free reading choice, Multiple classes both semesters Additional flexibly scheduled classes as requested by classroom teachers, varies each year</p>
Unit VI: Engage	<p>9-12 lessons This ethical use standard applies to all lessons, all classes, and all final products school-wide.</p>

Unit 1 - Inquire - Stage 1 Desired Results

ESTABLISHED GOALS

AASL I: INQUIRE
Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Transfer

Students will be able to independently use their learning to display curiosity and initiative, engage with new knowledge, adapt, communicate and exchange learning products and participate through an ongoing inquiry-based process.

Meaning

UNDERSTANDINGS

Students will understand that...

- formulating questions through curiosity about an interest or topic and recalling prior knowledge contributes to new meaning.
- using evidence to devise and implement a plan fills knowledge gaps and generates products that illustrate learning.
- sharing products with an authentic audience, providing feedback, and then acting on the feedback will improve shared product.
- continually seeking knowledge, enacts new understanding through real-world connections, and uses reflection to guide informed decisions.

ESSENTIAL QUESTIONS

Students will keep considering...

- How does what you already know lead to more questions? How does questioning help you to learn?
- What role does evidence play in your overall plan?
- Why is constructive feedback so important when presenting to an authentic audience?
- How does new understanding of real world situations guide your learning? Why is sustained inquiry so important?

Acquisition

Students will know...

- New learning occurs when following an inquiry process.
- Background knowledge is essential to all new learning.
- How to continually question

Students will be skilled at...

- Questioning
- Recall
- Using evidence
- Planning
- Generating and sharing products
- Providing and acting on feedback
- Reflecting

Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>9-12</p> <ul style="list-style-type: none"> ● Determine initial knowledge through oral discussion and response ● Students develop additional key questions ● Utilize online catalog/database to locate resources ● Utilize appropriate keywords ● shared online documents that meet the requirements of the task ● Exit tickets show new knowledge. 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>9-12</p> <ul style="list-style-type: none"> ● evidence of effective library usage and value of research as a lifelong skill ● using inquiry to establish prior knowledge ● using engaging questions to drive their plan to continually acquire new knowledge ● oral explanation and demonstration of proficient library usage and research skills ● the value of sharing with an authentic audience utilizing insightful feedback <p><u>Goal</u> - Efficiently and effectively use curiosity and inquiry to guide research <u>Role</u> - A researcher <u>Audience</u> - Peers, teacher, LMS, parents <u>Situation</u> - Authentic research is a real world skill <u>Products</u> - Products (from research) driven by classroom teacher, shared online documents of compiled research gathered <u>Standards</u> -Rubric</p>

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
T, M, A	<p>9-12 Oral inquiry and modeling of questioning by LMS of previous student knowledge including library usage, destiny, state databases, student understanding of classroom research expectation.</p>	
	<p>Summary of Key Learning Events and Instruction</p> <p>9-12 These learning events and this instruction reflects the inquiry component leading to quality research through keywords, questioning, and constantly reevaluating and further questioning your research to develop a quality final product.</p> <ul style="list-style-type: none"> ● Students will be reintroduced to accessing the online catalogue for print sources ● Students will be reintroduced to and gain practice in accessing online state/local/public library databases ● Students will use keywords appropriate to their essential research question per classroom assignment ● Students will develop additional questions and keywords leading to answering their essential assignment question ● Students will share resources with classroom teacher, LMS, and peers via online document as researching progresses ● LMS will demonstrate and have students practice navigation skills in online catalog and online databases(R, T) ● LMS will illustrate how questions can lead to greater questioning and further research ● LMS challenges students to increase their knowledge through inquiry by modeling increased 	<p>Progress Monitoring</p> <p>9-12</p> <ul style="list-style-type: none"> ● LMS determines through initial discussion and observation student understanding of the assignment and observes ability of students to locate a print book through the online catalog ● LMS determines through discussion and observation ability of students to locate key sources via online databases utilizing keyword and inquiry ● LMS monitors students involving diverse perspectives in their own inquiry process and provides specific feedback to promote curiosity. Students self monitor their increasingly developing keyword list <p>Example 9-12 lessons: Freshman orientation World Lit research Journalism research Diverse Voices research Patent research in Engineering classes</p>

	<p>inquiry</p> <ul style="list-style-type: none">• LMS will model developing essential questions, and encourage the students to do so as well. Also modeling how more questions develop from new information/research found, increasing their knowledge, and which also leads to even further questioning. <p>Suggested resources: Print books via Destiny Catalog Online sources via Research (F C) databases Locally purchased databases Shared google docs</p>	<p>Landmark Court Cases in Forensic research Electromagnetic issues research in Physics Additional flexibly scheduled classes as requested by classroom teachers, varies each year</p>
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Revision/Draft

Unit 2 Include - Stage 1 Desired Results

ESTABLISHED GOALS

AASL II: INCLUDE
 Demonstrate an understanding and commitment to inclusiveness and respect for diversity in the learning community.

<i>Transfer</i>	
Students will be able to independently use their learning to demonstrate empathy and equity, and a tolerance for diverse ideas.	
<i>Meaning</i>	
<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Differing perspectives and points of view contribute to a diverse learning community. • Empathy increases when other perspectives are acknowledged. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • How can multiple perspectives lead to diverse learning situations? • How do diverse perspectives add value? • What is empathy and how does it affect perspectives?
<i>Acquisition</i>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • that others have differing points of view • that interactions with others leads to deeper understanding of diverse communities 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • contributing their point of view • debate • interacting with others • recognizing and developing perspectives having an understanding of empathy

Revision/Draft

Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>9-12</p> <ul style="list-style-type: none"> ● Locate and evaluate sources with a variety of perspectives ● Contributing personal point of view and engages in a debate ● Respects and/or has tolerance for other points of view and perspectives 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>9-12</p> <ul style="list-style-type: none"> ● Groups compare research sources found ● Groups discuss variety of research found and develop a consensus for oral presentation ● Discussion includes the variety of backgrounds, knowledge, and diversity within the classroom population <p>Goal-to discover the relevancy of persistence, diversity, empathy, hero's journey, are all relevant themes today</p> <p>Role-student researcher</p> <p>Audience-peers, teacher, LMS</p> <p>Situation-literary travel discovering present day survival skills inherent in literature</p> <p>Products-group research, sharing, group discussion</p> <p>S-Students utilize the "P" criteria in the C.R.A.P. test (point of view and perspective)</p> <p>[The C.R.A.P. test components consist of checking research for Currency, Reliability, Authority, Point of View/Perspective to produce a well-researched final product.]</p>

Revision/Draft

Revision Draft

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Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	9-12 How can researching diverse perspectives help develop the traits and skills needed for high school success?	
T, M, A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>9-12</p> <ul style="list-style-type: none"> ● Students will research diverse perspective responding to essential question seeking current relevance. ● Students will utilize print and online sources to obtain diverse opinions ● Students navigate through the Library Learning Commons and locate specific areas/items 	<p>Progress Monitoring</p> <p>9-12</p> <ul style="list-style-type: none"> ● Students receive feedback from teacher, LMS and peers throughout discourse ● One on one or small group discussion with teacher and LMS during independent or small group activities ● Self assess and reflect on the task at hand ● Peer/whole class discussions ● Work completion on various topics and exit tickets

Revision/Draft

Example 9-12 lessons:
Global Studies Units
Creative Writing
Freshman orientation
World Lit research
Journalism research
Diverse Voices research
Additional flexibly scheduled classes as requested
by classroom teachers, varies each year

Unit 3 - Collaborate - Stage 1 Desired Results

<p>ESTABLISHED GOALS</p> <p>AASL III: COLLABORATE Work effectively with others to broaden perspectives and work toward common goals.</p>	<i>Transfer</i>	
	<p>Students will be able to independently use their learning to identify collaborative opportunities and participate and work productively with others.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • They can develop new understanding and solve problems by group interaction. • Using communication tools establishing connections with other learners to create new knowledge. • Learning is a social responsibility. 	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • How can group interaction contribute to new understanding and solve problems? • How can communication tools make connections? • What is my social responsibility as a learner?
	<i>Acquisition</i>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Soliciting and responding to feedback from others solves problems. • Working collaboratively with communication tools develops new understanding. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • solving problems in a group • using communication tools • contributing to group discussions • recognizing learning as a social responsibility 	

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence

<p>T, M, A</p>	<p>9-12</p> <ul style="list-style-type: none"> • Students solve problems more effectively when working together • Students use a variety of communication tools to share articulated thoughts and develop meaning • Students think more flexibly when using a discerning stance to seek diverse perspectives 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>9-12</p> <ul style="list-style-type: none"> • How working in groups pushes for broader and deeper understandings to solve problems • Strengthening communication skills • Seeking and responding to feedback from others • Being active in group discussions • Recognizing learning as a social responsibility <p>Goal-Deeper learning through shared problem solving Role-Active communicator Audience-Peers, teacher, LMS Situation- You are trying to persuade your classmates/teacher/LMS how a classic novel is relevant in the current society. Products- A presentation promoting your group’s perspective Standards-Presentations were made collaboratively and address the opinions of peers</p> <p>Real life context for example: Students here for Freshman Orientation solve the research question of “How is the Odyssey relevant for today’s society?” Not is it?, we know it is, we still teach it, but rather how? Students after doing research on the Odyssey and Odysseus come to realize the hero’s journey, the travel from home, through different situations, and back home again, mirrors their 4 years through high school. Through discussion that I lead after their research, they realize that Odysseus met people of all different types, nationalities, traps, had to make decisions, used resilience, strength, learned about diversity, learned new skills, persistence. Our 9th graders will have a variety of experiences from their first year till their senior year. As they have experienced through this lesson, an odyssey in the library of introduction/review, collaborative research, google survey, complete with scavenger hunt, and circled closure.</p>
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Revision/Draft

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	<p>9-12 Students will share thoughts from past cooperative group experiences highlighting what worked well and what didn't work well.</p>	
T, M, A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>9-12</p> <ul style="list-style-type: none"> ● LMS leads class discussion focusing on pertinent topic to lesson ● Students collaborate to determine discussion points and then determine how to present their findings. ● Students take responsibility for playing an active part in the group effort ● LMS challenges students to share a variety of differing research finding out information that others may not have heard of before 	<p>Progress Monitoring</p> <p>9-12</p> <ul style="list-style-type: none"> ● LMS, Teacher observations ● LMS monitors whole and small group discussions and group presentations ● LMS checks for participation from all within the group <p>Sample 9-12 lessons: Freshman Orientation Diverse Voices discussions Global Studies Units Journalism interviews Hartford Circus Fire presentation sharing Additional flexibly scheduled classes as requested by classroom teachers, varies each year</p>

Unit 4 - Curate - Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>AASL IV: CURATE Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.</p>	<p>Students will be able to independently use their learning to select, gather, organize, and exchange appropriate information within and beyond their learning community for a variety of audiences.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Acting on information means identifying and making critical choices about resources. ● When gathering information it should be from a variety of sources representing diverse perspectives. ● Students learn and exchange information ethically via collaboratively constructed information sites (i.e. Google docs) ● Analysis and reflection ensures quality curated resources. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> ● What makes a source valuable? ● How does ongoing analysis and reflection ensure quality curated resources?
	<i>Acquisition</i>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● How to gather, identify and choose information sources. ● How to evaluate information for validity and accuracy. ● How to organize and share information. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Identifying a variety of sources ● Choosing, collecting, organizing, and assessing the validity and accuracy of information 	

REVISION DRAFT

Code	Evaluative Criteria	Assessment Evidence
T, M, A	9-12 <ul style="list-style-type: none"> ● Determine need for fiction or nonfiction, print or digital resources ● Utilize a strong keyword list ● Accurately curate found sources ● Evaluate validity of sources (ie. via C.R.A.P. test; currency, relevancy, authority, point of view/perspective) ● Share curated sources with your audience of peers, classroom teacher, LMS, family, globally 	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i> 9-12 <ul style="list-style-type: none"> ● After compiling fiction/non-fiction information needs/research, students evaluate sources for finalizing a product ● Students reevaluate product to finalize quality information that answers the essential question of the assignment <p>Goal-efficiently and effectively collect, organize, and share resources</p> <p>Role-being a critical researcher</p> <p>Audience-peers, teachers,LMS, family, globally</p> <p>Situation-curating valid critical sources</p> <p>Products/Process - critical classroom research</p> <p>Standards-C.R.A.P. Test/assignment criteria</p> <p>[The C.R.A.P. test components consist of checking research for Currency, Reliability, Authority, Point of View/Perspective to produce a well-researched final product.]</p>

Revision/Draft

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	9-12 Oral inquiry by LMS of previous student knowledge regarding their ability to use library resources.	
T, M, A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>9-12</p> <ul style="list-style-type: none"> • Through print and non-print sources, student search and collect a number of critical resources to meet the needs of the assignment • Students evaluate via the C.R.A.P. test by evaluating for the currency, reliability, authority, and point of view or perspective of their resources • Students utilize an extensive keyword list/index to locate best information • Students use TOC, index, glossary, graphs, charts in print sources to improve information gathering • Students use keywords, questioning, C.R.A.P. test in online databases to curate critical online sources • Students demonstrate, perform, present, share curated product with their audience per classroom assignment • LMS demonstrates and evaluates for students sample gathering of print and non-print sources for students to view 	<p>Progress Monitoring</p> <p>9-12</p> <ul style="list-style-type: none"> • Completion of C.R.A.P. test • LMS monitors progress and confers with each student providing specific feedback as needed • LMS monitors students ability to stay on task with original essential question of the assignment • Students self or peer evaluate based on classroom criteria for success

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		<p>Sample 9-12 lessons: Freshman Orientation Hartford Circus Fire research World Lit Journalism Diverse Voices Creative Writing research Am. History research APUSH Biography research Landmark Court Cases in Forensics Electromagnetic sources/issues in Physics Additional flexibly scheduled classes as requested by classroom teachers, varies each year</p>
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Unit 5 - Explore - Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
AASL V. EXPLORE Discover and innovate in a growth mindset developed through experience and reflection.	Students will be able to independently use their learning to develop and satisfy curiosity, construct new knowledge, and reflect on their learning.	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Reading widely and deeply for pleasure in multiple formats results in lifelong learning. • Persistence and a growth mindset in problem solving and self-directed learning promotes creativity. • Curiosity about a topic of personal interest leads to greater curiosity. 	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • How does reading for pleasure lead to lifelong learning? • How does a growth mindset promote new learning? • How does curiosity fuel persistence?
<i>Acquisition</i>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Lifelong learners are persistent and curious readers. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Building curiosity • Developing stamina/persistence • Employing a growth mindset

Revision Draft

Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>9-12</p> <ul style="list-style-type: none"> • Students pursue reading growth through a variety of genres independently • Students choose to read books that are personally relevant 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>9-12</p> <ul style="list-style-type: none"> • independently locating materials by genre for personal reading growth • reading widely for pleasure and/or to identify, investigate, and solve authentic problems • self assessment and applying feedback • developing persistence in reading • increasing growth mindset • using high school and public libraries <p><u>Goal</u>-Create a book review on a self-selected text that supports an English unit <u>Role</u>- Book Critic <u>Situation</u>- “ Book tasting” or “Speed Dating” <u>Audience</u>- Classmates <u>Product</u>- A publishable book review <u>Standards</u>- <i>Rubric that includes elements of a book review</i></p>

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
T, M, A	<p>9-12 Establish how widely read a student may be through surveying personal reading interests.</p> <p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>9-12</p> <ul style="list-style-type: none"> • LMS promotes school-wide, class-wide free reading through incentives, promotions, invitations throughout the year, summer reading • Students read and share titles, viewpoints on a variety of books through discussion, speed dating with books, reflections, videos, presentations, book recommendations, book trailers • Celebration of ALA sponsored events; i.e. Teen Read Week, Banned Books Week, School Library Week, etc. 	<p>Progress Monitoring</p> <p>9-12</p> <ul style="list-style-type: none"> • Student ratings of books • Student participation in pleasure reading initiatives • Student participation in tracking their reading or sharing their own perspective of a book i.e. Goodreads, Hoopla, Destiny or other online listings. • peer discourse • Observations of student plans for future reading <p>Sample 9-12 lessons</p> <p>Speed dating with books in English classes</p> <p>Book Selection in Science Fiction</p> <p>Monthly posting of latest new books on Website</p> <p>Summer Reading Incentives</p> <p>Science Fiction book choice/research</p> <p>AP Language free reading book choice</p>

		Banned Books lesson reading choice Graphic Novels lesson reading choice 3TR free reading choice Additional flexibly scheduled classes as requested by classroom teachers, varies each year
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UbD Template 2.0

Revision Draft

Unit 6 - Engage - Stage 1 Desired Results

Unit 6 - Engage - Stage 1 Desired Results		
ESTABLISHED GOALS	<i>Transfer</i>	
AASL VI: ENGAGE Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.	Students will be able to independently use their learning to responsibly, ethically, and legally gather, use and share information.	
	<i>Meaning</i>	
	UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> The ethical use of information, technology, and media demonstrates respect for the intellectual property of others. Plagiarism is a serious offense and illegal. Being a member of a learning community involves inspiring others to engage in safe, responsible, ethical, and legal information behaviors. 	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> <p>Why must we respect the intellectual property of others? What is plagiarism and how does one maintain accordance with modification, reuse, and remix policies?</p> <ul style="list-style-type: none"> How do your safe and responsible behaviors influence others to be ethical, and legal?
	<i>Acquisition</i>	
<i>Students will know...</i> <ul style="list-style-type: none"> The importance of taking care of all media resources the prerequisites of being a responsible digital citizen 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> caring for materials protecting copyright 	

	<ul style="list-style-type: none"> • how to avoid plagiarism and prevent breaking copyright laws. 	<ul style="list-style-type: none"> • recognizing censorship • citing sources • digital citizenship
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	9-12 <ul style="list-style-type: none"> • Students maintain a critical stance when searching for, using, and citing resources • Students communicate new learning while citing and respecting intellectual property rights • Students practice respect and awareness of local and global ideas • Information, technology, and media are used responsibly 	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i> 9-12 <ul style="list-style-type: none"> • Respect for intellectual property/technology is maintained • Students ethically exercise positive digital citizenship • MLA, APA citations are gathered and published in final products <p>Goal-To responsibly, ethically, and legally use information and technology to complete an ELA or SS research project</p> <p>Role- Digital citizen, researcher</p> <p>Situation- Perform research that is aligned with curricular expectations while respecting intellectual property and technology</p> <p>Audience- Classmates and teacher</p> <p>Product- Properly cited research project</p> <p>Standards - Latest formats of resource citations (i.e., MLA, APA, etc.)</p>

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	9-12 LMS will survey student knowledge of digital citizenship responsibilities and avoiding plagiarism	
T, M, A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>9-12</p> <ul style="list-style-type: none"> ● Students practice safe logon/logoff, password policies ● Students access, use, and cite resources appropriately ● Students respect a variety of local and global viewpoints in research ● students treat school equipment and school resources respectfully 	<p>Progress Monitoring</p> <p>9-12</p> <ul style="list-style-type: none"> ● Students submit work to classroom teacher (via i.e turnitin.com) ● Students successfully logon/logoff of technology and use digital citizenship expectations appropriately ● Students access tools and accurately cite sources ● Observations of students respecting others with safe, responsible, and ethical behaviors <p>Sample 9-12 lessons This ethical use standard applies to all lessons, all classes, and all final products school-wide.</p>

*National School Library Standards for Learners, School Librarians, and School Libraries. ALA Editions, an Imprint of the American Library Association, 2018.

*The term teacher in lower grades refers to the teacher present who is a certified library media specialist; in 6-8 and 9-12 the classroom teacher is referred to as teacher and the teacher who is a certified Library Media Specialist is referred to as LMS.

Revision/Draft