

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



6-8 Library Media  
February 2019



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## **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.

## Course Title

### Library Media Curriculum

## Grade Levels

6-8

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

Unit I: Inquire	<p>Example 6-8 Lessons:            Research projects:            6th grade nonfiction research 3 periods for each of 15 classes (Great Pacific GP)            7th grade science GMO's 3 periods for each of 15 classes            8th grade social studies Civil War 3 periods for each of 15 classes            8th grade debate research            7th/8th grade Health class research            to include navigating databases such as Discovery Ed, Encyclopedia Britannica, Culturegrams, Teen Health and Wellness, etc</p>
Unit II: Include	<p>Example 6-8 Lessons:            Orientation to LMC- to include procedures, policies, expectations, locations, digital content, Destiny features- one session for all 45 classes and ongoing as requested.</p>
Unit III. Collaborate	<p>Example 6-8 Lessons:            Group activities to include-            Library orientations-market your Dewey section- one session per nonfiction reading unit            Primary and secondary source analysis-7th grade 3 periods for each of 15 classes            Scavenger hunts-as requested            Speed dating for Books and book recommendations-ongoing</p>
Unit IV: Curate	<p>Example 6-8 Lessons:            All research units- book locating, digital content location, website evaluation occurs throughout the year</p>
Unit V: Explore	<p>Example 6-8 Lessons/activities:            Battle of the Books-Book Trailers- all students 1 period            Destiny Lessons for self recommendation of books, recommendations for peers and book reviews-ongoing            Speed dating for books-ongoing            Author Visits</p>
Unit Vi: Engage	<p>Example 6-8 Lessons:            All research units- bibliographic citations, ethical ways to use media in school projects</p>

**Unit 1 - Inquire - Stage 1 Desired Results**

ESTABLISHED GOALS	<i>Transfer</i>	
<p><b>AASL I: INQUIRE</b>                  Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.</p>	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.	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● formulating questions through curiosity about an interest or topic and recalling prior knowledge contributes to new meaning.</li> <li>● using evidence to devise and implement a plan fills knowledge gaps and generates products that illustrate learning.</li> <li>● sharing products with an authentic audience, providing feedback, and then acting on the feedback will improve shared product.</li> <li>● continually seeking knowledge, enacts new understanding through real-world connections, and uses reflection to guide informed decisions.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>● How does what you already know lead to more questions? How does questioning help you to learn?</li> <li>● What role does evidence play in your overall plan?</li> <li>● Why is constructive feedback so important when presenting to an authentic audience?</li> <li>● How does new understanding of real world situations guide your learning? Why is sustained inquiry so important?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● New learning occurs when following an inquiry process.</li> <li>● Background knowledge is essential to all new learning.</li> <li>● How to continually question</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Questioning</li> <li>● Recall</li> <li>● Using evidence</li> <li>● Planning</li> <li>● Generating and sharing products</li> <li>● Providing and acting on feedback</li> <li>● Reflecting</li> </ul>	



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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>6-8</p> <ul style="list-style-type: none"> <li>● have focused discussions to gauge prior knowledge</li> <li>● formulate key words and questions of personal interest related to a topic to guide research</li> <li>● strive for in-depth questioning</li> <li>● recognize knowledge gaps</li> <li>● follow steps of an Inquire/research process</li> <li>● locate relevant information within a source</li> </ul>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>6-8            Goal- develop guiding questions and key terms            Role- researcher            Audience- peers, teachers            Situation-contribute to notes related to project to guide planning            Products- planning document or graphic organizer            Standards-classroom teacher research rubric</p> <p>An example of a planning document to create an essential question and or guiding questions could include:</p> <ul style="list-style-type: none"> <li>● What are the effect(s) of ?? on ???</li> <li>● What is the future of ??for ???</li> <li>● What are the advantages (or disadvantages) of using ?? for ???</li> <li>● How will the dependence of ?? on ?? effect the future?</li> </ul> <p>another example is using Cornell notes or T-charts for note taking</p>
		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p>



### Stage 3 – Learning Plan

<p><b>Code</b></p>	<p><i>Pre-Assessment</i></p> <p>6-8 Ask students “How does your prior knowledge and curiosity shape your research?”</p>	
<p>T, M, A</p>	<p>Summary of Key Learning Events and Instruction</p> <p>6-8 The instruction and learning events reflect the inquiry component to quality research:</p> <ul style="list-style-type: none"> <li>● Students formulate an evolving list of questions and keywords related to a topic of choice or as assigned.</li> <li>● Students will select materials from the library using an online catalog to refine their questions.</li> <li>● Students will find materials appropriate for their topic and level.</li> <li>● LMS demonstrates accessing databases.</li> <li>● Students will use databases to seek and save sources for possible use.(ex: Discovery Ed, Encyclopedia Britannica, CultureGrams, researchitct.org)</li> <li>● Students will log-on to statewide databases via the public library to seek and save sources. (researchitct.org)</li> </ul>	<p>Progress Monitoring</p> <p>6-8</p> <ul style="list-style-type: none"> <li>● LMS previews list of questions and keywords created by students</li> <li>● LMS supports students as they search for books by call numbers.</li> <li>● LMS observes appropriate database use.</li> <li>● LMS assists students to refine keywords for searching.</li> <li>● LMS prompts students as they plan.</li> </ul>



**Unit 2 Include - Stage 1 Desired Results**

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

## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>6-8</p> <ul style="list-style-type: none"> <li>● Recognize that all sources have a point of view</li> <li>● Consider how different sources report the same event</li> <li>● Back up opinions with cited evidence</li> <li>● Identify when a source is using one perspective</li> <li>● Recognize the need to seek multiple opinions and points of view</li> <li>● Actively include diverse learners</li> <li>● Know the rules of polite conversation and debate</li> </ul>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>6-8 Goal- to present findings when considering more than one point of view Role- student historian Audience- peers, classroom teacher and LMS. Situation- students will analyze two primary sources from different points of view to formulate an opinion. Product-essay Standard- classroom teacher’s rubric</p> <p>Here is an example of a classroom rubric that includes student choices for analyzing sources for demonstrating new knowledge:</p> <p><a href="https://docs.google.com/document/d/1-r4AqjBjk2ceJTyxWrZFvs6aV4xon6tyf-f2ADWPzww/edit?usp=sharing">https://docs.google.com/document/d/1-r4AqjBjk2ceJTyxWrZFvs6aV4xon6tyf-f2ADWPzww/edit?usp=sharing</a></p>
		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p>

### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	6-8 Discuss, for example, “How would the wolf’s account of Little Red’s story make us feel empathy?”	
T, M, A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>6-8</p> <ul style="list-style-type: none"> <li>● LMS provides primary source to model “think aloud” questions.</li> <li>● Student responses listed on a reflection chart.</li> <li>● Students choose two opposing point of view sources to analyze and complete essay</li> <li>● LMS demonstrates accessing primary source sites.</li> <li>● LMS demonstrates citing primary sources</li> </ul>	<p>Progress Monitoring</p> <p>6-8</p> <ul style="list-style-type: none"> <li>● LMS and classroom teacher monitor students accessing primary sources</li> <li>● Students complete primary source analysis worksheet</li> <li>● Teacher provides essay rubric</li> </ul>

**Unit 3 - Collaborate - Stage 1 Desired Results**

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



## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>6-8</p> <ul style="list-style-type: none"> <li>● Students work cooperatively to develop a library marketing plan</li> <li>● Work with group members cooperatively, respecting communication styles.</li> <li>● Use polite conversation norms.</li> </ul>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>6-8            Goal- group project that communicates the specifics of a section of the library.            Role- student marketer            Audience- library users            Situation - marketing sections of the library            Product-group choice-radio commercial, podcast, news report, magazine ad, library display, etc. This group product will convey to their peers what is housed in the section of the library that they are marketing. For example, if the group is assigned to the 200's Dewey Decimal section of the library, they might make a news report with the newscaster talking about the Greek gods in the library or write a poem about Greek mythology.</p> <p>Standard- success is determined if this new awareness of the section of the library promotes book borrowing from the group's assigned section.</p>
		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p>

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## Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	<p>6-8 Students complete a 3-2-1 entry ticket-3 things they like about group work, 2 challenges of group work, 1 favorite way to present information.</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>6-8</p> <ul style="list-style-type: none"> <li>● LMS welcomes students to library orientation and explains expectations and procedures</li> <li>● LMS assigns each team a section of the library to market.</li> <li>● Student teams collaboratively create a product to market their section of the library.</li> <li>● Students present/market their section of the LMC</li> </ul>	<p>Progress Monitoring</p> <p>6-8</p> <ul style="list-style-type: none"> <li>● Group presentation rubric includes all members</li> <li>● LMS and classroom teacher check for understanding of genre and Dewey classification.</li> <li>● Students borrow a book from a section they were “sold” on.</li> </ul>

**Unit 4 - Curate - Stage 1 Desired Results**

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

## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>6-8</p> <ul style="list-style-type: none"> <li>● Accurately use online catalog to gather relevant sources</li> <li>● Know which sources are available</li> <li>● Organize information</li> <li>● Understand that every source has to be evaluated.</li> <li>● Know that as inquiry questions change, so do resources.</li> <li>● determine the usefulness of a source by:               <ul style="list-style-type: none"> <li>○ currency</li> <li>○ relevancy</li> <li>○ authority</li> <li>○ point of view/perspective</li> </ul> </li> </ul>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p>6-8</p> <p>Goal-gather relevant materials for assigned or chosen topic            Role- curator of library sources            Audience- classroom teacher, LMS            Situation-In order to validate research with factual content, students will need to locate and curate the best sources available to them.            Products-a selection of appropriate sources to use            Standards- A rubric to test to evaluate sources that include reference to the source's currency, relevancy, authority and author's purpose or point of view.</p>

		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>.</p>
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**Stage 3 – Learning Plan**

<b>Code</b>	<p style="text-align: center;"><i>Pre-Assessment</i></p> <p>6-8 Students will engage in small group discussion by addressing the following phrase: There are 15,000 sources in this library. How do you find the best ones for this project?</p>
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<p>T, M, A</p>	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>6-8</p> <ul style="list-style-type: none"> <li>● Students will know the difference between the domains (i.e., .com, .edu)</li> <li>● Use Destiny to locate print materials in the LMC</li> <li>● Use digital sources to locate information.</li> <li>● LMS will model using evaluation tool to determine quality and usefulness of resources.</li> <li>● Students will use evaluation tool to curate print and digital sources.</li> </ul>	<p>Progress Monitoring</p> <p>6-8</p> <ul style="list-style-type: none"> <li>● Exit ticket for domain identification</li> <li>● Rubric for the evaluation of sources</li> </ul>

**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 <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Reading widely and deeply for pleasure in multiple formats results in lifelong learning.</li> <li>● Persistence and a growth mindset in problem solving and self-directed learning promotes creativity.</li> <li>● Curiosity about a topic of personal interest leads to greater curiosity.</li> </ul>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>● How does reading for pleasure lead to lifelong learning?</li> <li>● How does a growth mindset promote new learning?</li> <li>● How does curiosity fuel persistence?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Lifelong learners are persistent and curious readers.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Building curiosity</li> <li>● Developing stamina/persistence</li> <li>● Employing a growth mindset</li> </ul>	



## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>6-8</p> <ul style="list-style-type: none"> <li>● Students seek out a variety of formats and genre for pleasure reading.</li> <li>● Students broaden growth mindset by expressing interest in varied topics.</li> <li>● Students share knowledge of pleasure reading by recommending titles to others</li> </ul>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>6-8            Goal- self select, review and recommend books            Role- borrower and reader of books            Audience- self and peers            Situation- to continue reading for pleasure, students need to have ideas of what to read next. Self seeking next reads and recommending titles encourages sharing knowledge about books            Product- a self generated title to read next, a recommendation of a title for a friend and a book review within Destiny, our circulation software.            Standard- students explore and read a variety of genres</p> <p>An example of self recommending a book is to use the component within our circulation software called Destiny which allows students to look up a title that they have previously read and drop down to the Explore area which links to books with similar subject headings. Students can then select a book of interest from this list.</p> <p>Students can also recommend a book from our collection within Destiny, our circulation software, to any other student on campus. This recommendation can be a brief statement or two sent electronically through their Destiny account.</p> <p>Students also have the ability to review books for others to see within our circulation software, Destiny. They can assign stars and write a few statements of their opinion to share in Destiny.</p>

		<b>OTHER EVIDENCE:</b> <i>Students will show they have achieved Stage 1 goals by...</i>

## Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
T, M, A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>6-8</p> <ul style="list-style-type: none"> <li>● LMS schedules classes for reading challenge (Battle of the books, or Nutmeg books) orientation.</li> <li>● LMS demonstrates book self recommendations using Destiny.</li> <li>● Students self recommend a book.</li> <li>● LMS demonstrates the book recommendation feature in Destiny.</li> <li>● Students recommend a book to a friend using Destiny.</li> <li>● LMS demonstrates how to access the audio and ebooks within Destiny.</li> <li>● LMS displays books for growth mindset and trends in reading.</li> </ul>	<p>Progress Monitoring</p> <p>6-8</p> <ul style="list-style-type: none"> <li>● LMS monitors students' recommendations to each other and self in Destiny.</li> <li>● LMS approves recommendations written by students and submitted in Destiny.</li> </ul>

**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>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● The ethical use of information, technology, and media demonstrates respect for the intellectual property of others.</li> <li>● Plagiarism is a serious offense and illegal.</li> <li>● Being a member of a learning community involves inspiring others to engage in safe, responsible, ethical, and legal information behaviors.</li> </ul>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>● Why must we respect the intellectual property of others?</li> <li>● What is plagiarism and how does one maintain accordance with modification, reuse, and remix policies?</li> <li>● How do your safe and responsible behaviors influence others to be ethical, and legal?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● The importance of taking care of all media resources</li> <li>● the prerequisites of being a responsible digital citizen</li> <li>● how to avoid plagiarism and prevent breaking copyright laws.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● caring for materials</li> <li>● protecting copyright</li> <li>● recognizing censorship</li> <li>● citing sources</li> <li>● digital citizenship</li> </ul>	

## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>6-8</p> <ul style="list-style-type: none"> <li>● Recognize that there is a correct way to share information.</li> <li>● Know the difference between using information and copying information.</li> <li>● Know the proper way to credit others' work.</li> <li>● Know the difference between copyright, fair use, and public domain.</li> <li>● Is aware of the consequences of their digital footprint.</li> <li>● Is proactive with protecting identity online.</li> </ul>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p>6-8</p> <ul style="list-style-type: none"> <li>● Goal- to be responsible/respected digital citizens</li> <li>● Role- consumer and producer of media</li> <li>● Audience- themselves, peers, global community</li> <li>● Situation- Sharing and consuming media is used for social and educational purposes. To be legal and ethical, students need to be aware of consequences of their online behaviors.</li> <li>● Product-formal documentation of citations as a works cited page</li> <li>● Standard- current citation templates for print and digital media (i.e. easybib, citation maker, hand-written templates).</li> </ul>

		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p>
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<b>Stage 3 – Learning Plan</b>		
<b>Code</b>	<p style="text-align: center;"><i>Pre-Assessment</i></p> <p>6-8 In groups, students respond to, “What does it mean to be a good digital citizen?”</p>	
<p>T, M, A</p>	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>6-8</p> <ul style="list-style-type: none"> <li>● LMS leads class discussion on ethical and legal ways to use media in school projects</li> <li>● LMS reminds students of importance of protecting passwords and login status.</li> <li>● LMS leads students through discussion about digital footprint, fair use, copyright, public domain, etc.</li> <li>● Students react to a self-search of their digital footprint</li> <li>● In pairs, students explore digital footprints.</li> <li>● LMS demonstrates proper citations.</li> <li>● Student create citations.</li> </ul>	<p>Progress Monitoring</p> <p>6-8</p> <ul style="list-style-type: none"> <li>● LMS monitors students digital footprint searches</li> <li>● LMS monitors students using formal citations</li> </ul>

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\*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.

[Supplemental: In-depth Look at the 2018 AASL Standards](#)