



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	Information Literacy
----------------------	-----------------------------

Grade Level(s):	9-12
------------------------	-------------

Duration:	<i>Full Year:</i>	X	<i>Semester:</i>		<i>Marking Period:</i>	
------------------	-------------------	----------	------------------	--	------------------------	--

Course Description:	The library media center is an essential party of the education of students at WTHS. The mission of the Washington Township Media Center is to enable students to pursue academic, career, and personal interests, and success. The school library is a 21 st century learning center where students have access to global information sources and technology tools to enhance student learning and support teaching. Information literacy and technology are closely integrated with curricular objectives of the school's academic departments. The library curriculum includes: accessing and using information sources, evaluation of sources, literature appreciation, research skills, and digital citizenship.
----------------------------	--

Grading Procedures:	
----------------------------	--

Primary Resources:	Online databases, Destiny, the online catalog, interlibrary loan, Jersey CAT, MLA Style Guide, iPad stations, Videos from Common Sense and Discovery Education, National School Library Standards
---------------------------	---

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by:	Ann Hill, High School Teacher-Librarian
---------------------	---

Under the Direction of:	Gretchen Gerber, Director of Elementary Education
--------------------------------	---

Written: _____

Revised: _____

BOE Approval: _____

Unit Title: 1 The IMC as a Learning Space	
Unit Description: Students will gain an understanding of the library as a learning space with organizational procedures and as a tool where they can access resources, technology, and knowledgeable staff.	
Unit Duration: 2-3 days for all 9th grade Social Studies classes	
Desired Results	
Essential Anchor Standards <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	
Indicators: <p>RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</p> <p>RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p> <p>W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p> <p>Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p>	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> • The IMC supports students success by providing multiple sources of information. • Librarians provide support students research needs. • All libraries have procedures to enable their efficient and proper use. • Information on the Internet needs to be evaluated for accuracy, reliabilily, and bias. 	Essential Questions: <ul style="list-style-type: none"> • What resources are available in the IMC? • How do you utilize the expertise of the librarians as a learning resource? • What are examples of library procedures and why are they important? • What are questions that I should ask when using a website as an informational source?
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> • Students use the online catalog to access print and electronic books and then locate the print books on the shelves. • Students use a log to document their ability to navigate the IMC home page and locate resources. • IMC Scavenger Hunt to locate areas of the IMC 	Other Evidence: <ul style="list-style-type: none"> • Exit pass • Teacher Observation • Class Participation
Benchmarks: <ul style="list-style-type: none"> • Students build on their prior knowledge and apply that by following a specific library policy or procedure. • Students identify books by type, genre, and call number using the online catalog. • Students gain experience using the IMC home page to locate information sources. • Students identify sources of assistance. • Students can apply criteria to determining the quality of a web site. 	

Learning Plan

Learning Activities:

- Introduction to the IMC
 - IMC procedures
 - Meet the staff
 - Technology available
- The IMC Home Page
 - Show students how to access the IMC home page
 - Demonstrate how to locate resources
 - Accessing the IMC databases from home and school
 - Logging into and using the online catalog
 - Readers’s Advisory
- Tour of the IMC
 - Resource available in each section of the IMC
- Scavenger Hunt – Looking for books, music, magazine, databases
- Web Evaluation
 - Criteria to use to evaluate web sites
 - Comparison of information found on the web vs. IMC databases

Resources: IMC Movie, Powerpoint, IMC Brochures, Web Evaluation iPad Work Stations
Handouts: Scavenger Hunt Worksheet, Learning Log, Exit Pass

Unit Modifications for Special Population Students

Advanced Learners	Work independently
Struggling Learners	Students work in pairs to complete the tasks Allow extra time Use of differentiated instructional strategies The librarian and teacher provides support as needed
English Language Learners	Model and gestures Pair ESL students with English speaking student Simplify complex questions ESL teacher and librarian provides support Dynamic seating arrangements to meet IEL requirements and enhance teacher to student interaction and instruction.
Special Needs Learners	Fewer items on a worksheet Fewer tasks to perform Use visual worksheets to indicate specific information Allow extra time and frequent breaks Provide individual assistance Dynamic seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.

Interdisciplinary Connections

Indicators:

New Jersey Student Learning Technology Standards

New Jersey Student Learning Technology Standards

8.1.12.C.1 Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others by contributing to project teams to produce original works or solve problems.

8.1.12.D.1 Advocate and practice safe, legal, and responsible use of information and technology.

8.1.12.D.2 Demonstrate personal responsibility for lifelong learning.

8.1.12.F.1 Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

IndicatorsSocial Studies

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

Indicators for Science

RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Indicators National Association of School Librarians

I.B.1-2 Learners engage with new knowledge by following a process that includes: using evidence to investigate questions; devising and implementing a plan to fill knowledge gaps; generating products that illustrate learning.

II.C.1-2 Learners demonstrate empathy and equity in knowledge building within the global learning community by Seeking interactions with a range of learners.

II.D. 1-3Learners participate in personal, social, and intellectual networks by using a variety of communication tools and resources and establishing connections with other learners to build on their own prior knowledge and create new III.B.1-

2 Learners participate in personal, social, and intellectual networks by using a variety of communication tools and resources.

III.C. 1-2 Learners work productively with others to solve problems by soliciting and responding to feedback from others and involving diverse perspectives in their own inquiry processes.

IV.B. 1-4Learners gather information appropriate to the task by:

- seeking a variety of sources.
- collecting information representing diverse perspectives
- systematically questioning and assessing the validity and accuracy of information
- organizing information by priority, topic, or other systematic scheme

VI.A.1-3 Learners responsibly, ethically, and legally share new information with a global community by

- sharing information resources in accordance with modification, reuse, and remix policies
- disseminating new knowledge through means appropriate for the intended audience

VI.C.1-2 Learners responsibly, ethically, and legally share new information with a global community by: sharing information resources in accordance with modification, reuse, and remix policies; disseminating new knowledge through means appropriate for the intended audience.

Integration of 21st Century Skills

Indicators:

New Jersey Learning Standards for 21st Century Life and Career:

CRP1. Act as a responsible and contributing citizen and employee

9.1.12.B.9 Research the types and characteristics of various financial organizations in the community (e.g., banks, credit unions, check-cashing stores, et. al.).

9.1.12.D.12 Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.

CRP2. Apply appropriate academic and technical skills.

9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

CRP3. Attend to personal health and financial well-being. 9.3.12.AR-PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.

9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

P21 Framework Definitions

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

Unit Title:2 Accessing, Searching, and Evaluating Resources

Unit Description:

Students live in a global, information rich world where information grows exponentially everyday, therefore, its is essential that students acquire information literacy skills. This unit's focus is on the acquisition of skills that will enable students to identify, retrieve, and evaluate information.

Unit Duration: Ongoing throughout the year.

Desired Results

NJ State Learning Standard(s):

Anchor Standards for Reading

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Anchor Standards for Writing

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W.7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Anchor Standards for Speaking and Listening

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and organization, development, and style are appropriate to task, purpose, and audience

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations

Indicators:

Reading Informational Text

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.11-12.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

Writing

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Speaking and Listening

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

Presentation of Knowledge and Ideas

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Understandings:

Students will understand that...

- That it is essential to identify and prioritize sources of information based on specific information needs and strengths of different information formats
- The importance of evaluating information sources
- Search strategies vary depending on the format on the information
- A research question guides the research process

Essential Questions:

- How to determine the best resource for a specific information need?
- What criteria can be used to evaluate information sources?
- What are search strategies that can be used to access information?
- How do I write a research paper?

Assessment Evidence

Performance Tasks:

- Student complete a worksheet where they identify and evaluate the appropriateness of specific IMC databases, the online catalog and Internet to answer a specific research questions
- Working in pairs, students choose one web site from a list and evaluate it based on specific criteria and present their findings to the class.
- Students complete a research log demonstrating the search strategies used to locate a periodical and video
- Students use the IMC database to locate information on a specific topic

Other Evidence:

- KWL chart
- Exit pass
- Teacher observation
- Class participation
- Presentation

Benchmarks:

- Students build on their prior knowledge and apply that to their search strategies
- Students identify and explain the criteria used in evaluating information sources
- Students using a research question are able to identify the value and differences among potential resources in a variety of formats
- Students formulate a clear, feasible, and significant research question

Learning Plan

Learning Activities:

- The IMC's Online Resources
 - Differences between an online database and the web
 - Academic journals and other periodicals
 - Primary and secondary sources
- Choosing a Research Questions
 - Problem or interest for research
 - Hypothesis or question
 - Characteristics of a question
 - Writing the research question
- Determining the Best Information Sources
 - Criteria to use in evaluating resources
 - Star Search
 - Subject, resources, location, help
 - Checklist of resources based on topic
- Search strategies
 - Browsing and keyword searching
 - Boolean operators
 - Phrase searching
 - Limiters and advanced searching
 - Searching within a database or website

Resources: PowerPoint on Search Strategies, IMC interactive web page on web evaluation

Handouts: 5Ws of Web searching, Star Search, Learning Log, KWL chart, Exit Pass, Fact Tree

Unit Modifications for Special Population Students

Advanced Learners	Works independently
Struggling Learners	Students work in cooperative learning groups to complete the tasks Allow extra time Use of differentiated instruction strategies The librarian and teacher provides support as needed.
English Language Learners	Model and gesture Pair ESL students with English speaking student Simplify complex questions ESL teacher and librarian provides support Dynamic seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction
Special Needs Learners	Fewer items on a worksheet Fewer tasks to perform Use visual worksheets to indicate specific information Allow extra time and frequent breaks Provide individual assistance Dynamic seating arrangements to meet IEP requirements and enhance teacher to students interaction and instruction. Follow IEP/504 requirements

Interdisciplinary Connections

Indicators:

New Jersey Student Learning Technology Standards

8.1.12.C.1 Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others by contributing to project teams to produce original works or solve problems.

8.1.12.F.1 Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Indicators Social Studies

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

Indicators for Science

RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Indicators National Association of School Librarians

I.A.1-2 Learners display curiosity and initiative by: 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as con

I.B.1-2 Learners engage with new knowledge by following a process that includes: using evidence to investigate questions; devising and implementing a plan to fill knowledge gaps; generating products that illustrate learning.

II.C.1-2 Learners demonstrate empathy and equity in knowledge building within the global learning community by Seeking interactions with a range of learners.

II.D. 1-3Learners participate in personal, social, and intellectual networks by using a variety of communication tools and resources and establishing connections with other learners to build on their own prior knowledge and create new III.B.1-

2 Learners participate in personal, social, and intellectual networks by using a variety of communication tools and resources.

III.C. 1-2 Learners work productively with others to solve problems by soliciting and responding to feedback from others and involving diverse perspectives in their own inquiry processes.

IV.B. 1-4Learners gather information appropriate to the task by:

- seeking a variety of sources.
- collecting information representing diverse perspectives
- systematically questioning and assessing the validity and accuracy of information
- organizing information by priority, topic, or other systematic scheme

VI.A.1-3 Learners responsibly, ethically, and legally share new information with a global community by

- sharing information resources in accordance with modification, reuse, and remix policies
- disseminating new knowledge through means appropriate for the intended audience

VI.C.1-2 Learners responsibly, ethically, and legally share new information with a global community by: sharing information resources in accordance with modification, reuse, and remix policies; disseminating new knowledge through means appropriate for the intended audience.

Integration of 21st Century Skills

Indicators:

New Jersey Learning Standards for 21st Century Life and Career:

CRP1. Act as a responsible and contributing citizen and employee

9.1.12.B.9 Research the types and characteristics of various financial organizations in the community (e.g., banks, credit unions, check-cashing stores, et. al.).

9.1.12.D.12 Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.

CRP2. Apply appropriate academic and technical skills.

9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

CRP3. Attend to personal health and financial well-being.

9.3.12.AR-PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.

9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

P21 Framework Definitions

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

Unit Title: 3 The Research Process

Unit Description:

The research process allows students to explore a topic guided by their own questions, interests, and curiosities; it makes their learning more relevant, encouraging them to become critical thinkers and to create new understandings and new knowledge. This unit's focus is on the elements of the research process.

Unit Duration: Ongoing 4-6 weeks with 11th grade English class; varies at other grade levels depending on the teacher and the teacher librarian collaboratively planning the research lesson.

Desired Results

Standard(s): NJSLSELA

NJ State Learning Standard(s):

Anchor Standards for Reading

NJLSLA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJLSLA R.7 Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.

Anchor Standards for Writing

NJLSLA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJLSLA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJLSLA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJLSLA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJLSLA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Anchor Standards for Language

NJLSLA.W.7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJLSLA.W.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Standards for Speaking and Listening

NJLSLA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJLSLA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and organization, development, and style are appropriate to task, purpose, and audience.

Anchor Standards for Language

NJLSLA.R6. Assess how point of view or purpose shapes the content and style of a text.

Indicators

Reading Informational Texts

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively, etc.) and analyze how they differ and complement each other.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

Writing

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge.

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

Speaking and Listening

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Understandings:

Students will understand that...

- That research involves formulating questions about a personal interest or curricular topic
- The importance of critically examining and analyzing relevant information from a variety of sources
- Research involves reading, evaluating, and making decisions about the text
- The proper acknowledgement of intellectual property is the foundation of all research
- Decisions are made regarding the organization and presentation of the research

Essential Questions:

- What do they already know or think on this topic?
- What do they want to learn? Chart to
- What are the best sources of information to answer the research question?
- Where are the sources and how can I locate the information within the source?
- Why is it important to gather information in an organized manner?
- What is the format of properly citing information?

Assessment Evidence

Performance Tasks:

- Students complete KWL chart to determine a topic
- Students will complete a worksheet developing their essential questions for their research
- Student complete a thesis statement worksheet
- Students complete electronic notecards and use these to organize their research.
- Students complete a works cited using correct citations and formatting
- Student will complete a standards-based assessment to measure acquisition of skills and knowledge
- Students complete a literary analysis reflection for each scholarly article read
- Students write a research paper or create a presentation as their product

Other Evidence:

- Exit pass
- Teacher Observation
- Class Participation
- Conferences with Teacher and Librarian

Benchmarks:

- Students gather information and read to cite strong and thorough textual evidence and make connections to support their analysis.
- Integrate the information from sources while avoiding plagiarism.
- Students use electronic notecards to organize information.
- Students using a research question are able to identify the value and differences among potential resources in a variety of formats.
- Students show their research either as a paper or a multimedia presentation.

Learning Plan

Learning Activities:

- Introduction to the Research Process
- Identifying, locating, and using literary criticism
 - Definition of literary criticism
 - Accessing criticism using IMC databases and online catalog
 - Analyzing the text for information
- Electronic Notecards
 - Review note taking
 - Components of a notecard
- Documenting Sources
 - MLA Style Guide
 - Types of Sources
 - Primary and Secondary
 - Components of a Source Citation
 - Parenthetical Citation
 - Purpose
 - Format
 - Works Cited
- Thesis Statement
 - Review the components
- Topic Sentence
 - Purpose and writing
- Formatting the Paper
- Avoiding Plagiarism

Resources: PowerPoints: The Research Process, Literary Analysis, Analysis of text using Short Stories for Students, IMC home page, IMC databases and online catalog, ILL catalog

Handouts: Database worksheet, Literary Analysis Worksheet, Academic Integrity, IMC MLA Style Guides

Unit Modifications for Special Population Students

Advanced Learners	Work independently
Struggling Learners	Student work in cooperative learning groups to complete the tasks Allow extra time Frequent conferences Use of multiple intelligences assignments Use of differentiated instructional strategies The librarian and teacher provides support as needed
English Language Learners	Model and gesture Pair ESL students with English speaking student Simplify complex questions Use of multiple intelligences assignments ESL teacher and librarian provides support Dynamic seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction Differentiate learning through multiple
Special Needs Learners	Fewer items on a worksheet Fewer tasks to perform Use of multiple intelligences assignments Use visual worksheets to indicate specific information Allow extra time and frequent breaks Provide individual assistance Dynamic seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction Follow IEP/504 requirements

Interdisciplinary Connections

Indicators:

New Jersey Student Learning Technology Standards

8.1.12.A.1 Understand and use technology systems

8.1.12.A.2 Select and use applications effectively and productively.

8.1.12.C.1 Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others by contributing to project teams to produce original works or solve problems.

8.1.12.F.1 Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Indicators Social Studies

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

Indicators for Science

RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Indicators National Association of School Librarians

I.A.1-2 Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic; recalling prior and background knowledge

I.B.1-2 Learners engage with new knowledge by following a process that includes: using evidence to investigate questions; devising and implementing a plan to fill knowledge gaps; generating products that illustrate learning.

II.C.1-2 Learners demonstrate empathy and equity in knowledge building within the global learning community by Seeking interactions with a range of learners.

II.D. 1-3 Learners participate in personal, social, and intellectual networks by using a variety of communication tools and resources and establishing connections with other learners to build on their own prior knowledge and create new

III.B.1-2 Learners participate in personal, social, and intellectual networks by using a variety of communication tools and resources.

III.C. 1-2 Learners work productively with others to solve problems by soliciting and responding to feedback from others and involving diverse perspectives in their own inquiry processes.

IV.B. 1-4Learners gather information appropriate to the task by:

- seeking a variety of sources.
- collecting information representing diverse perspectives
- systematically questioning and assessing the validity and accuracy of information
- organizing information by priority, topic, or other systematic scheme

VI.A.1-3 Learners responsibly, ethically, and legally share new information with a global community by

- sharing information resources in accordance with modification, reuse, and remix policies
- disseminating new knowledge through means appropriate for the intended audience

VI.C.1-2 Learners responsibly, ethically, and legally share new information with a global community by: sharing information resources in accordance with modification, reuse, and remix policies; disseminating new knowledge through means appropriate for the intended audience.

Integration of 21st Century Skills

Indicators:

New Jersey Learning Standards for 21st Century Life and Career:

CRP1. Act as a responsible and contributing citizen and employee

9.1.12.B.9 Research the types and characteristics of various financial organizations in the community (e.g., banks, credit unions, check-cashing stores, et. al.).

9.1.12.D.12 Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.

CRP2. Apply appropriate academic and technical skills.

9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

CRP3. Attend to personal health and financial well-being. 9.3.12.AR-PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.

9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

P21 Framework Definitions

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

Indicators:

Unit Title: 4 Digital Citizenship

Unit Description:

Students are going to be living much of their lives on the Internet, interacting with others using social media, searching for information, collaborating, or streaming video and music. Digital citizenship provides students with the skills needed to use technology appropriately and responsibly. It includes Internet safety, privacy, digital footprints, and copyright.

Unit Duration: ongoing throughout the year

Desired Results

Standard(s): NJSLSELA

Reading

NJSLSA R.7 Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.

Indicators:

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

Anchor Standards for Writing

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Indicators

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Anchor Standards for Language

NJSLSA.W.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Standards for Speaking and Listening

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Indicators

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Understandings:*Students will understand that...*

- The legal and ethical considerations involved in using the creative work of others
- That information posted on the internet can affect their future
- How and why companies collect information about visitors to their websites and use privacy policies to protect their online footprint
- That news is a text that must be evaluated to determine the author's purpose or point of view
- The ways to identify, respond to, and limit the negative impact of cyberbullying and other unethical or harmful online behaviors

Essential Questions:

- How can I make responsible choices when I use other people's creative work?
- How can I make responsible choices when I use other people's creative work?
- What choices do I need to make to protect the privacy of myself and others online?
- How do websites collect your personal information, and what can you do to protect your privacy?
- How can I determine if a newspaper article is accurate or if it is fake news?
- How can I protect myself and others from cyberbullying?

Assessment Evidence**Performance Tasks:**

- Students use the Mad Men Student handout, where they apply copyright to a simulation activity in which they act as advertising executives who have to choose a photo for an ad campaign
- Students brainstorm questions they should ask themselves before posting and tagging photos, videos, or any information about others online, and create a decision tree to guide them through future choices.
- Students complete a "What's the Bid Deal About Privacy" worksheet and share their responses with the class.
- Students use a Facebook profile and determine three things that should no be included in the profile and then discuss the reasons
- Students use the fact checking site Snopes and Fake News Checklist to determine whether two news stories are fake news.
- Students create diagrams on their Dial It Down Student Handout to show how onine cruelty can either escalate or de-escalate and compare and contrast their result during a class discussion.

Other Evidence:

- Exit pass
- Teacher Cobservation
- Class Discussions
- Class Participation
- Conferences with Teacher and Librarians

Benchmarks:

- Students integrate the information from sources while avoiding plagiarism and violations of copyright law
- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior
- Students can describe and evaluate the argument and specific claims in a text
- Students share information resources in accordance with modification, reuse, and remix policies.

Learning Plan

Learning Activities:

- Digital Media
 - Define and give examples
 - Statistics on use of digital media
 - Advantages and disadvantages
- Copyright
- Introduction
 - Common sense video Copyright and Fair Use Animation
 - Basic foundation of legal principles and vocabulary related to copyright by using copyright stations.
 - Copyright, public domain, fair use
- Privacy and Your Digital Footprint
 - Definition of privacy
 - Consequences
 - Using Social Media
 - Facebook, Instagram, Snapchat
 - Privacy Protection
 - Setting privacy levels
 - Posting pictures and videos
 - Read the disclaimers
 - Check computer privacy settings
- Fake News
- Introduction
 - Definition and examples
 - News Literary
 - Strategies for Identifying and dealing with fake news
 - Consequences of sharing fake news
 - Evaluating news stories
 - Criteria to use
 - Fact checkers
- Cyberbullying
- Introduction
 - Define cyber bullying
 - Identify the technologies used in cyber bullying
 - Identify cyber bullying situations
- Impact of cyberbullying
 - Identify the effects of cyber bullying on the child who is bullied, the bystanders, and the child(ren) who bully.
 - Identify how to use technology in a positive way
- Causes of cyberbullying
- Prevention of cyberbullying

Resources: Common Sense Education’s video “Abba’s Story – Pride in Your Digital Footprint,” and “Copyright and Fair Use Animation.” iPad workstations with examples of copyright laws, PowerPoint of key points of online privacy protection.

NPR Podcast “Stanford Study Finds Most Students Vulnerable to Fake News” Common Sence Education’s videos on cyberbullying

Handouts: Mad Man activity sheet, Decision Tree, Facebook profile, Retouching Reality worksheet, Fake News Checklist, Online Behavior – What do you Think? Dial it Down

Unit Modifications for Special Population Students

Advanced Learners	Work independently
Struggling Learners	Students work in cooperative learning groups to complete the tasks Allow extra time Frequent conferences Use of multiple intelligences assignments

	Use of differentiated instructional strategies The librarian and teacher provides support as needed
English Language Learners	Model and gesture Pair ESL students with English speaking student Simplify complex questions Use of multiple intelligences assignments ESL teacher and librarian provides support Dynamic seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction Differentiate learning through multiple activities
Special Needs Learners	Fewer items on a worksheet Fewer tasks to perform Use of multiple intelligences assignments Use visual worksheets to indicate specific information Allow extra time and frequent breaks Provide individual assistance Dynamic seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction Follow IEP/504 requirements

Interdisciplinary Connections

Indicators:

New Jersey Student Learning Technology Standards

- 8.1.12.A.2 Select and use applications effectively and productively.
- 8.1.12.C.1 Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others by contributing to project teams to produce original works or solve problems.
- 8.1.12.D.1 Advocate and practice safe, legal, and responsible use of information and technology.
- 8.1.12.D.2 Demonstrate personal responsibility for lifelong learning.
- 8.1.12.D.3 Exhibit leadership for digital citizenship.

New Jersey Student Learning Social Studies Standards

Anchor Standards

- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Indicators

- RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
- RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
- RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

New Jersey Learning Science Standards

Indicators

RST.9-10.8. Determine if the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

RST.9-10.6. Determine the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

RST.11-12.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST.11-12.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

Writing History and Science

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

National School Library Standards

Indicators:

II.C.1-2 Learners demonstrate empathy and equity in knowledge building within the global learning community by Seeking interactions with a range of learners.

II.D. 1-3 Learners participate in personal, social, and intellectual networks by using a variety of communication tools and resources and establishing connections with other learners to build on their own prior knowledge and create new

III.B.1-2 Learners participate in personal, social, and intellectual networks by using a variety of communication tools and resources.

III.C. 1-2 Learners work productively with others to solve problems by soliciting and responding to feedback from others and involving diverse perspectives in their own inquiry processes.

VI.A.1-3 Learners responsibly, ethically, and legally share new information with a global community by

- sharing information resources in accordance with modification, reuse, and remix policies
- disseminating new knowledge through means appropriate for the intended audience

VI.C.1-2 Learners responsibly, ethically, and legally share new information with a global community by: sharing information resources in accordance with modification, reuse, and remix policies; disseminating new knowledge through means appropriate for the intended audience.

Integration of 21st Century Skills

Indicators:

New Jersey Learning Standards for 21st Century Life and Career:

CRP1. Act as a responsible and contributing citizen and employee

9.1.12.B.9 Research the types and characteristics of various financial organizations in the community (e.g., banks, credit unions, check-cashing stores, et. al.).

9.1.12.D.12 Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.

CRP2. Apply appropriate academic and technical skills.

9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

CRP3. Attend to personal health and financial well-being. 9.3.12.AR - PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.

9.3.12.AR - PRF.7 Describe how technology and technical support enhance performing arts productions.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Unit Title: 5 An Appreciation of Literature and Other Forms of Creative Expression

Unit Description:

Reading has the power to transform lives and is critical to success in the 21st century. The focus of this unit is to enable students to locate books for leisure reading, personal interests, research, and career choices. This unit also emphasizes the importance of reading for making personal connections and for developing new understandings.

Unit Duration: ongoing throughout the year

Desired Results

Standard(s):

NJSLSELA

AASL Standards

Anchor Standards for Reading

- NJLSA.R.8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJLSA.R.10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- Anchor Standards for Language
- NJLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrase sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknowns term important to comprehension or expression.
- NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Indicators:

Reading Literature

- RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text
- RL.9-10.3. Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors
- RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time to create specific effects.
- RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Reading Informational Text

- RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RI.9-10.9. Analyze and reflect on documents of historical and literary significance, including how they relate in terms of themes and significant concepts.
- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history
- RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
- RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

Understandings:

Students will understand that...

- That the appreciation of literature and other creative expressions lead to aesthetic growth and the development of personal interests.
- Books can be read for both pleasure and for information
- Books can be accessed and acquired in a variety of formats, genres, and places using online catalogs
- Reading goes beyond decoding and comprehension to interpretation and development of new understandings

Essential Questions:

- Why should I care about reading?
- How do I locate, access, and choose information resources in the library?
- How do my reading choices help me to make a connection with myself, the world, and with my prior learning?

Performance Tasks:

- Students, working with in teams of two, compare genres to determine future book choices
- Students use the online catalog to read information about books and then locate that book in the IMC, local library, or through interlibrary loan.
- Students navigate the IMC home page to locate Readers' Advisory resources
- Students use online tool, Jersey Cat, to locate audiobooks
- Students create Virtual Book tours and brochures
- Student Book Club meets monthly for book discussions

Other Evidence:

- Students locate and check out books for leisure reading or personal information
- Student book reviews posted online
- An increase in standardized test scores
- An increase in student book club membership
- Completed round robin activities
- Increase in IMC circulation statistics.

Benchmarks:

- Students can locate books using online catalogs from school, other libraries, and interlibrary loan
- Students relate reading to prior knowledge and experience and make connections to related information
- Students can describe and evaluate the argument and specific claims in a text.
- Read age appropriate material with fluency and accuracy
- Use questions and predictions to guide reading.

Learning Plan

Learning Activities:

- Demonstration of online catalogs
 - Use the online catalog to locate a fiction book
 - Use the online catalog to locate a nonfiction book
- Locating a book from another library using interlibrary loan
- Types of print and e-books
 - Fiction and genres
 - Non fiction
 - Reference books
- Book Censorship
- History of Banned books
- Book talking for reluctant readers
- Locating IMC's fiction books by genre using QR codes
- Demonstration of Readers' Advisory resources on the IMC home page

Resources: IMC Online Catalog Destiny, Intrlibrary loan catalog, QR codes, IMC Readers' Advisory, Book Displays, Bulletin Board displays

Handouts: Round Robin – Rate the Book, Using Interlibrary loan

Unit Modifications for Special Population Students

Advanced Learners	Work independently
Struggling Learners	Students work in cooperative learning groups to complete the tasks Allow extra time Frequent conferences Use of multiple intelligences assignments Use of differentiated instructional strategies The librarian and teacher provides support as needed
English Language Learners	Model and gesture Pair ESL students with English speaking students Simplify complex questions Use of multiple intelligences assignments ESL teacher and librarian provides support Dynamic seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction Differentiate learning through multiple activities
Special Needs Learners	Fewer items on a worksheet Fewer tasks to perform Use of multiple intelligences assignments Use of visual worksheets to indicate specific information Allow extra time and frequent breaks Provide individual assistance Dynamic seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction Behavioral management plan, assistive technology, large print, printed notes Follow IEP/504/IRT requirements

Interdisciplinary Connections

Indicators:

New Jersey Student Learning Technology Standards

8.1.12.A.1 Understand and use technology.

Indicators Social Studies

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

Indicators for Science

RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Indicators National Association of School Librarians

I.A.1 Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.

I.B.1-2 Learners engage with new knowledge by following a process that includes: using evidence to investigate questions; devising and implementing a plan to fill knowledge gaps; generating products that illustrate learning.

I.D.1 Learners participate in an ongoing inquiry-based process by continually seeking knowledge.

II.C.1-2 Learners demonstrate empathy and equity in knowledge building within the global learning community by seeking interactions with a range of learners.

V.A. 1-2 Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes; reflecting and questioning assumptions and possible misconceptions.

Integration of 21st Century Skills

Indicators:

New Jersey Learning Standards for 21st Century Life and Career:

CRP1. Act as a responsible and contributing citizen and employee

9.1.12.B.9 Research the types and characteristics of various financial organizations in the community (e.g., banks, credit unions, check-cashing stores, et. al.).

9.1.12.D.12 Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.

CRP2. Apply appropriate academic and technical skills.

9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

CRP3. Attend to personal health and financial well-being. 9.3.12.AR - PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.

9.3.12.AR - PRF.7 Describe how technology and technical support enhance performing arts productions.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Unit Title: 6 Creating, Collaborating, and Sharing**Unit Description:**

The focus of this unit is selecting technology tools to promote creativity, teamwork and collaboration, and linking students to classrooms locally, nationally, and globally.

Unit Duration: ongoing throughout the year

Desired Results

Standard(s): NJSLSELA

NJ State Learning Standard(s):

Anchor Standards for Reading

- NJLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJLSA R.7 Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.

Indicators:

- RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain
- RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain
- RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Anchor Standards for Writing

- NJLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Indicators

- W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Anchor Standards for Language

- NJLSA.W.7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJLSA.W.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Standards for Speaking and Listening
- NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Indicators

- SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
- SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

<p>Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Information must be organized for practical application • That a creative products must be clearly express the ideas of the research assignment • The choice of technology tool is based on the objectives of the assignment • That new understandings are best developed through engagement with a learning group • Sharing information with a global audience results in increased knowledge • There are educational apps that visually enhance the quality of the learning experience 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Should I use a formal outline or storyboard to organize my information? • How do I synthesize the information to best convey the purpose of my research? • What is the most efficient organizational method when working in a learning group? • How do I choose the best technology tool for my presentations? • What is the most efficient method of sharing information globally, nationally, or locally? • Are there apps for my classes that enhance the learning experience?
--	---

Assessment Evidence

<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Students determine learning groups and the responsibilities for each member of the group • Students use a storyboard to organize their information • Students determine the most appropriate presentation and sharing tool and then use the tools to display their work. • Students use Windows movie maker to produce a movie as their research presentation tool. • Students use a Green Screen and Do Ink app to create graphics, pictures, and movies. • Students learn and use a Virtual Reality app as a presentation tool. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Exit passes • Frequent task checks • Teacher and librarian observations • Conferencing with students • Multimedia rubrics
---	---

<p>Benchmarks:</p> <ul style="list-style-type: none"> • Learn and utilize technology tools and apps to create multimedia presentation • Use sync space app to collaborate and brainstorm ideas for a project • Download music and video files from the Internet and organize them for use in a presentation • Successfully design and create and share a web page using Google sites • Upload videos to YouTube and other sites • Learn and use a VR app as a presentation tool
--

Learning Plan

Learning Activities:

- Demonstration of specific multimedia tools
 - Making a movie using Windows Movie Make, iMovie, and web video editors
 - Green Screen and Do Ink App
- Locating and using multimedia in a presentation
 - Using the internet for music and videos
 - Demonstration of using the IMC music and video sites
 - Downloading and saving the files
 - Uploading music and video files on presentations and on social media
 - Fair use and copyrighted rules
- Locating and using web page creators
 - Google sites
 - Other free web site makers
- Demonstration of collaboratgive tools and group management tools
- Demonstration of tools for information sharing
- Demonstration of downloading and using videos and music in presentations
- Educational Apps: Science and Social Studies

Resources: IMC iPads, Smart TV, music and video databases, headphones

Apps: Movie Maker, do ink, VR, and iMovie

Handouts: Storyboards, How to brochures, rubrics

Unit Modifications for Special Population Students

Advanced Learners	Work independently
Struggling Learners	Students work in cooperative learning groups to complete the tasks Allow extra time Frequent conferences Use of multiple intelligences assignments Use of differentiated instructional strategies The librarian and teacher provides support as needed
English Language Learners	Model and gesture Pair ESL students with English speaking students Simplify complex questions Use of multiple intelligences assignments ESL teacher and librarian provides support Dynamic seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction Differentiate learning through multiple activities
Special Needs Learners	Fewer items on a worksheet Fewer tasks to perform Use of multiple intelligences assignments Use of visual worksheets to indicate specific information Allow extra time and frequent breaks Provide individual assistance Dynamic seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction Behavioral management plan, assistive technology, large print, printed notes Follow IEP/504/IRT requirements

Interdisciplinary Connections

Indicators:

New Jersey Student Learning Technology Standards

8.1.12.A.1 Understand and use technology systems

8.1.12.A.2 Select and use applications effectively and productively.

8.1.12.C.1 Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others by contributing to project teams to produce original works or solve problems.

8.1.12.F.1 Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

[NJ Students Learning Standards Technology](#)

Indicators Social Studies

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

Indicators for Science

RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Indicators National Association of School Librarians

I.B.1-2 Learners engage with new knowledge by following a process that includes: using evidence to investigate questions; devising and implementing a plan to fill knowledge gaps; generating products that illustrate learning.

II.C.1-2 Learners demonstrate empathy and equity in knowledge building within the global learning community by Seeking interactions with a range of learners.

II.D. 1-3Learners participate in personal, social, and intellectual networks by using a variety of communication tools and resources and establishing connections with other learners to build on their own prior knowledge and create new

III.B.1-2 Learners participate in personal, social, and intellectual networks by using a variety of communication tools and resources.

III.C. 1-2 Learners work productively with others to solve problems by soliciting and responding to feedback from others and involving diverse perspectives in their own inquiry processes.

IV.B. 1-4 Learners gather information appropriate to the task by:

- seeking a variety of sources.
- collecting information representing diverse perspectives
- systematically questioning and assessing the validity and accuracy of information
- organizing information by priority, topic, or other systematic scheme.

Learners exchange information resources within and beyond their learning community by: 1. Accessing and evaluating collaboratively constructed information sites. 2. Contributing to collaboratively constructed information sites by ethically using and reproducing others' work. 3. Joining with others to compare and contrast information derived from collabora

VI.A.1-3 Learners responsibly, ethically, and legally share new information with a global community by

- sharing information resources in accordance with modification, reuse, and remix policies
- disseminating new knowledge through means appropriate for the intended audience

VI.C.1-2 Learners responsibly, ethically, and legally share new information with a global community by: sharing information resources in accordance with modification, reuse, and remix policies; disseminating new knowledge through means appropriate for the intended audience.

Integration of 21st Century Skills

Indicators:

New Jersey Learning Standards for 21st Century Life and Career:

CRP1. Act as a responsible and contributing citizen and employee

9.1.12.B.9 Research the types and characteristics of various financial organizations in the community (e.g., banks, credit unions, check-cashing stores, et. al.).

9.1.12.D.12 Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.

CRP2. Apply appropriate academic and technical skills.

9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

CRP3. Attend to personal health and financial well-being. 9.3.12.AR - PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.

9.3.12.AR - PRF.7 Describe how technology and technical support enhance performing arts productions.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

P21 Framework Definitions

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf