



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:	Library Media Studies					
Grade Level(s):	Grade 4					
Duration:	<i>Full Year:</i>	Once a week	<i>Semester:</i>		<i>Marking Period:</i>	
Course Description:	<p>The Library Media Studies were developed and based on current research, the Common Core State Standards, and the AASL (American Association of School Librarians) National School Library Standards.</p> <p>The mission of the school library program is to ensure that students and staff are effective users of ideas and information; students are empowered to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information.</p> <p>The school library program promotes:</p> <ul style="list-style-type: none">• Collaboration among members of the learning community, and encourages learners to be independent lifelong users and producers of ideas and information.• Reading as a foundational skill for learning, personal growth, and enjoyment.• Instruction that addresses multiple literacies, including information literacy, media literacy, visual literacy, and technology literacy.• An inquiry-based approach to learning and the information-search process.					
Grading Procedures:	Students will receive grades 2 nd and 4 th marking periods. Grading is as follows: E- Excellent, VG- Very Good, S- Satisfactory, N- Needs Improvement and U- Unsatisfactory					
Primary Resources:	Destiny, Britannica School, PebbleGo, TumbleBooks, TrueFlix					

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

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BOE Approval: _____

Unit Title: LIBRARY ORGANIZATION AND PROCEDURES

Unit Description:

Students will recognize library rules and procedures. They will review checkout procedures, book care, and shelf marker use. Students will understand the layout of the library and become familiar with the Dewey Decimal Classification System. Students will use the online catalog, Destiny, to search for and locate books of interest on their appropriate reading level.

Unit Duration: Marking Period 1

Desired Results

Standard(s):

- I- Inquire
- III- Collaborate
- IV- Curate
- V- Explore

Indicators:

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

I.A.2- Learners display curiosity and initiative by recalling prior and background knowledge as context for new learning.

III.D.2- Learners actively participate with others in learning situations by recognizing learning as a social responsibility.

IV.A.1- Learners act on an information need by determining a need to gather information.

IV.A.2- Learners act on an information need by identifying possible sources of information.

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

Understandings:

- *Students will understand the specific rules and procedures in the library.*
- *Students will understand the procedures for library checkout.*
- *Students will understand proper shelf marker use.*
- *Students will understand the importance of proper book care.*
- *Students will understand the layout of the library and how to locate materials.*
- *Students will understand how to recognize call numbers.*
- *Students will understand how to differentiate between fiction and nonfiction books.*
- *Students will understand how to properly use technology in the library.*
- *Student will understand how to log into technology using the library account.*
- *Students will understand that nonfiction books are organized by the Dewey Decimal Classification System and fiction books are organized alphabetically by the author's last name.*

Essential Questions:

- What behaviors are expected in the library?
- What is the checkout procedure?
- What is the proper procedure for taking care of library books?
- Where are resources located in the library?
- What is the proper use of technology in the library?
- What is the login procedure for the library computers?
- What is the Dewey Decimal System?
- What is the process for finding books using the OPAC (Destiny)?

<ul style="list-style-type: none"> Students will understand how to use the advanced features of the OPAC (Destiny) to search for, organize, and share library resources. 		
Assessment Evidence		
Performance Tasks: <ul style="list-style-type: none"> Students follow library rules and procedures. Students locate, choose, and check out books. Students take proper care of library books. Students use technology hardware responsibly. Students log in and access software programs. Students search for books on Destiny. Students practice putting books in order according to the Dewey Decimal System. 	Other Evidence: <ul style="list-style-type: none"> Observation and student participation Written results from activity sheets Results from online computer activities 	
Benchmarks: <ul style="list-style-type: none"> <input type="checkbox"/> Follow library rules and procedures <input type="checkbox"/> Demonstrate proper book care <input type="checkbox"/> Understand the layout of the library and locate materials <input type="checkbox"/> Use technology hardware responsibly <input type="checkbox"/> Use advanced features of the OPAC (Destiny) to search for, organize, and share library materials <input type="checkbox"/> Understand that nonfiction books are organized by the categories of the Dewey Decimal System <input type="checkbox"/> Understand that fiction books are arranged in alphabetical order according to the author's last name 		
Learning Plan		
Lesson and Duration	Activities	Supplemental Materials
<p>Lesson 1: Rules and Procedures</p> <p>Standard: I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic. V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats.</p> <p>Objective: <i>SWBAT identify good behavior in the library.</i></p> <p>Duration: 2 classes</p>	<ul style="list-style-type: none"> Explain library rules and procedures Introduce centers Review shelf marker use Review library website 	<ul style="list-style-type: none"> PowerPoints Videos Shelf markers Books- <i>Do Unto Otters</i> (Keller), <i>Dude That's Rude</i> (Espeland)
<p>Lesson 2: Book Care</p> <p>Standard: I.A.1- Learners display curiosity and initiative by formulating questions about a</p>	<ul style="list-style-type: none"> Read aloud a book care story Explain ways to take good care of books 	<ul style="list-style-type: none"> Book Suggestions -Library Lil, Stella Louella's Runaway Book

<p>personal interest or a curricular topic.</p> <p>V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats.</p> <p>Objective: <i>SWBAT demonstrate proper book care.</i></p> <p>Duration: 1 class</p>		
<p>Lesson 3: Organization of the Library</p> <p>Standard: I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.</p> <p>V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats.</p> <p>Objective: <i>SWBAT understand the layout of the library and how to locate materials.</i> <i>SWBAT recognize call numbers.</i> <i>SWBAT differentiate between fiction and nonfiction books.</i></p> <p>Duration: 1 class</p>	<ul style="list-style-type: none"> • Review fiction vs. nonfiction and call numbers • Review layout of library 	<ul style="list-style-type: none"> • Mrs. Lodges' Library • Order in the Library
<p>Lesson 4: Technology Care</p> <p>Standard: III.D.2- Learners actively participate with others in learning situations by recognizing learning as a social responsibility.</p> <p>Objective: <i>SWBAT properly use technology in the library.</i> <i>SWBAT log into technology using the library account.</i></p> <p>Duration: 1 class</p>	<ul style="list-style-type: none"> • Model how to take and return laptop/iPad from cart • Describe how to log into library account • Demonstrate how to handle and walk with technology 	
<p>Lesson 5: Destiny Advanced Features</p> <p>Standard:</p>	<ul style="list-style-type: none"> • Review the features of Destiny • Read the entry- title, call number, author, and availability 	<ul style="list-style-type: none"> • Destiny • Computers

<p>IV.A.1- Learners act on an information need by determining a need to gather information.</p> <p>IV.A.2- Learners act on an information need by identifying possible sources of information.</p> <p>Objective: <i>SWBAT use the advanced features of the OPAC (Destiny) to search for, organize, and share library resources.</i></p> <p>Duration: 4 classes</p>	<ul style="list-style-type: none"> • Model how to log in to place book on hold, add books to list, and write a review 	
<p>Lesson 6: Dewey Decimal Classification System</p> <p>Standard: I.A.2- Learners display curiosity and initiative by recalling prior and background knowledge as context for new learning.</p> <p>Objective: <i>SWBAT explain that nonfiction books are organized by the Dewey Decimal Classification System and fiction books are organized alphabetically by the author's last name.</i></p> <p>Duration: 5 classes</p>	<ul style="list-style-type: none"> • Review Dewey categories • Put numbers in order to the decimal numbers • Participate in Dewey Scavenger Hunt 	<ul style="list-style-type: none"> • Video- Dewey Dilemma in Safari Montage • Dewey Bingo/Library Jingo • Scoot • Dewey Rap • Dewey Relay • Mrs. Lodge's Library • Quia Rags to Riches

Unit Modifications for Special Population Students	
Advanced Learners	Encourage students to explore possible scenarios to locate various places and items in the library.
Struggling Learners	Use charts and pictures qhen necessary.
English Language Learners	Use nonverbal cues, gestures, and tangible objects. Speak slowly and make eye contact. Categorize or sequence oral information using pictures and objects. Retell stories or events. Work with a partner.
Special Needs Learners	Limit distractions and watch voice inflection when speaking to learner. Provide opportunities for success.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

LA.4.RL- Reading Literature Text

LA.4.RI- Reading Informational Text

LA.4.RF- Reading Foundation Skills

LA.4.W- Writing

LA.4.SL- Speaking and Listening

LA.4.L- Language

Integration of 21st Century Skills

Indicators:

TECH.8.1.5.D- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Unit Title: LITERATURE APPRECIATION	
Unit Description: Students will listen, read, and respond to various types of literature and different media formats.	
Unit Duration: Ongoing	
Desired Results	
Standard(s): <ul style="list-style-type: none"> I- Inquire III- Collaborate V- Explore 	
Indicators: <ul style="list-style-type: none"> I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic. I.A.2- Learners display curiosity and initiative by recalling prior and background knowledge as context for new learning. III.D.1- Learners actively participate with others in learning situations by actively contributing to group discussions. V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes. V.C.1- Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance. 	
Understandings: <ul style="list-style-type: none"> <i>Students will understand the responsibilities of the author, illustrator, and publisher.</i> <i>Students will understand the purpose of a book fair.</i> <i>Students will understand how to identify and use the various parts of a book.</i> <i>Students will understand how to recognize the following story elements: character, setting, plot, and theme.</i> <i>Students will understand the characteristics of various fiction genres.</i> 	Essential Questions: <ul style="list-style-type: none"> What are the responsibilities of the author, illustrator, and publisher? What is the purpose of the book fair? What are the parts of a book? What are the story elements of a fiction book? What are the different genres?
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> Students can orally retell and visually show the parts of the book and story elements. Students can tell the difference between fiction and nonfiction. Students can identify the characteristics of different genres. 	Other Evidence: <ul style="list-style-type: none"> Observation and student participation Written results from activity sheets
Benchmarks: <ul style="list-style-type: none"> <input type="checkbox"/> Differentiate between the various parts of a book: title page, author, illustrator, table of contents, index, glossary, and other text features <input type="checkbox"/> Identify story elements: characters, setting, plot, and theme <input type="checkbox"/> Identify fiction genres through their characteristics 	

Learning Plan		
Lesson and Duration	Activities	Supplemental Materials
<p>Lesson 1: Parts of a Book</p> <p>Standard: III.D.1- Learners actively participate with others in learning situations by actively contributing to group discussions. V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes. V.C.1- Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.</p> <p>Objective: <i>SWBAT to identify the various parts of a book.</i> <i>SWBAT identify the author, illustrator, and publishing information.</i></p> <p>Duration: Ongoing</p>	<ul style="list-style-type: none"> • Locate and identify parts of the book <ul style="list-style-type: none"> – Title page, author, illustrator, and publishing information – Table of contents – Index – Glossary – Text features <ul style="list-style-type: none"> ▪ labels, captions, bold print, pictures 	<ul style="list-style-type: none"> • Various fiction and nonfiction titles • Global Read Aloud • Read Across America • PowerPoints • Videos • Activities
<p>Lesson 2: Story Elements</p> <p>Standard: I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic. I.A.2- Learners display curiosity and initiative by recalling prior and background knowledge as context for new learning. III.D.1- Learners actively participate with others in learning situations by actively contributing to group discussions. V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes. V.C.1- Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.</p> <p>Objective:</p>	<ul style="list-style-type: none"> • Listen to book talks • Complete author/illustrator studies • Explore cultural celebrations • Read and discuss different types of books • Participate in Book Tastings 	<ul style="list-style-type: none"> • Various fiction and nonfiction titles • PowerPoints • Videos • Activities

<p><i>SWBAT identify the different story elements: characters, setting, plot, and theme.</i></p> <p>Duration: Ongoing</p>		
<p>Lesson 3: Literature Exposure</p> <p>Standard: I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic. I.A.2- Learners display curiosity and initiative by recalling prior and background knowledge as context for new learning. III.D.1- Learners actively participate with others in learning situations by actively contributing to group discussions. V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes. V.C.1- Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.</p> <p>Objective: <i>SWBAT appreciate different types of books.</i></p> <p>Duration: Ongoing</p>	<ul style="list-style-type: none"> • Listen to book talks • Complete author/illustrator studies • Explore cultural celebrations • Read and discuss different types of books • Participate in Book Tastings 	<ul style="list-style-type: none"> • Read Across America • Book Fair • Author Visit • Week of Respect • Global Read Aloud • Author websites • Book suggestions – <i>The Widow's Broom</i>
<p>Lesson 4: Genres</p> <p>Standard: I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic. I.A.2- Learners display curiosity and initiative by recalling prior and background knowledge as context for new learning. III.D.1- Learners actively participate with others in learning situations by actively contributing to group discussions. V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in</p>	<ul style="list-style-type: none"> • Describe and identify the characteristics of various genres <ul style="list-style-type: none"> – Realistic fiction – Graphic novels – Mysteries – Historical fiction – Fantasy – Legends – Holidays/traditions and customs 	<ul style="list-style-type: none"> • Various fiction and nonfiction titles • PowerPoints • Videos

<p>multiple formats and write and create for a variety of purposes. V.C.1- Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.</p> <p>Objective: <i>SWBAT recognize the characteristics of various fiction genres.</i></p> <p>Duration: Ongoing</p>		
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Unit Modifications for Special Population Students

Advanced Learners	Encourage students to choose higher level reading materials. Encourage creative thinking and problem solving.
Struggling Learners	Ask questions that require students to think. Give students time to respond. Modify amount of work. Work with a partner. Use audio feature in databases.
English Language Learners	Use nonverbal cues, gestures, pictures, and tangible objects. Speak slowly and make eye contact. Retell stories or events. Work with a partner. Use audio feature in databases.
Special Needs Learners	Use multi-sensory strategies. Provide opportunities for success. Work with a partner. Use audio feature in databases.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

LA.4.RL- Reading Literature Text
 LA.4.RI- Reading Informational Text
 LA.4.RF- Reading Foundation Skills
 LA.4.W- Writing
 LA.4.SL- Speaking and Listening
 LA.4.L- Language

Integration of 21st Century Skills

Indicators:

TECH.8.1.5.A- Students demonstrate a sound understanding of technology concepts, systems and operations.
 TECH.8.1.5.B- Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
 TECH.8.1.5.E- Students apply digital tools to gather, evaluate, and use information.
 TECH.8.1.5.F- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Unit Title: INFORMATION LITERACY	
Unit Description: Students will be able to understand, analyze, evaluate, and apply ideas and information ethically.	
Unit Duration: Ongoing	
Desired Results	
Standard(s): <ul style="list-style-type: none"> • - Inquire • IV- Curate • V- Explore • VI- Engage 	
Indicators: <ul style="list-style-type: none"> • I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic. • I.A.2- Learners display curiosity and initiative by recalling prior and background knowledge as context for new meaning. • I.B.3- Learners engage with new knowledge by following a process that includes Generating products that illustrate learning. • IV.A.2- Learners act on an information need by identifying possible sources of information. • IV.A.3- Learners act on information need by making critical choices about information sources to use. • IV.B.1- Learners gather information appropriate to the task by collecting information representing diverse perspectives. • IV.B.3- Learners gather information appropriate to the task by systematically questioning and assessing the validity and accuracy of information. • IV.B.4- Learners gather information appropriate to the task by organizing information by priority, topic, or other systematic scheme. • V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes. • VI.A.1- Learners follow ethical and legal guidelines for gathering and using information by responsibly applying information, technology, and media to learning. • VI.A.2- Learners follow ethical and legal guideline for gathering and using information by understanding the ethical use of information, technology, and media. • VI.A.3- Learners follow ethical and legal guidelines for gathering and using information by evaluating information for accuracy, validity, social and cultural context, and appropriateness for need. • VI.B.1- Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by ethically using and reproducing others' work. • VI.B.2- Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by acknowledging authorship and demonstrating respect for the intellectual property of others. 	
Understandings: <ul style="list-style-type: none"> • <i>Students will understand how to use guide words effectively.</i> • <i>Students will understand the purpose of a thesaurus.</i> • <i>Students will understand how to navigate a thesaurus in print and online formats.</i> • <i>Students will understand how to navigate databases.</i> • <i>Students will understand how to evaluate websites.</i> 	Essential Questions: <ul style="list-style-type: none"> • How are guide words used to locate information? • What is the purpose of a thesaurus? • Why are databases important when researching? • What is plagiarism? • Why is paraphrasing important? • What are the proper paraphrasing techniques? • What are the steps for evaluating websites? • What is a bibliography?

<ul style="list-style-type: none">• <i>Students will understand how to paraphrase.</i>• <i>Students will understand how to ethically use information.</i>• <i>Students will understand how to prevent plagiarism.</i>• <i>Students will understand how to create a bibliography/works cited.</i>	<ul style="list-style-type: none">• How can information be used ethically?	
Assessment Evidence		
Performance Tasks: <ul style="list-style-type: none">• Students can tell the difference between reliable and unreliable websites.• Students can use databases correctly.• Students can identify synonyms.• Students can use their own words when taking notes.• Students can properly give credit to the sources they use.	Other Evidence: <ul style="list-style-type: none">• Observation and student participation• Written results from activity sheets• Results from online computer activities	
Benchmarks: <ul style="list-style-type: none"><input type="checkbox"/> Utilize guide words in a reference source<input type="checkbox"/> Utilize a thesaurus in both online and print formats<input type="checkbox"/> Access and use Britannica School online to find information<input type="checkbox"/> Utilize databases to find information<input type="checkbox"/> Define plagiarism<input type="checkbox"/> Paraphrase to avoid plagiarism<input type="checkbox"/> Create a works cited/bibliography to avoid plagiarism		
Learning Plan		
Lesson and Duration	Activities	Supplemental Materials
Lesson 1: Evaluating Websites Standard: IV.B.3- Learners gather information appropriate to the task by systematically questioning and assessing the validity and accuracy of information. VI.A.3- Learners follow ethical and legal guidelines for gathering and using information by evaluating information for accuracy, validity, social, and cultural context and appropriateness for need. Objective: <i>SWBAT evaluate websites.</i> Duration: 3 classes	<ul style="list-style-type: none">• Use the 5 W's to evaluate websites	<ul style="list-style-type: none">• All About Explorers• 5 W's PowerPoint• Evaluating Websites and Citing Your Sources• 5 W's Handout• Website Evaluation• Website Evaluation Notebook
Lesson 2: Using Databases Standard: IV.B.1- Learners gather information appropriate to the task by seeking a variety of sources.	<ul style="list-style-type: none">• Access and use different databases for research and enjoyment<ul style="list-style-type: none">– PebbleGo– Britannica School Online– TrueFlix	

<p>IV.B.3- Learners gather information appropriate to the task by systematically questioning and assessing the validity and accuracy of information.</p> <p>IV.B.4- Learners gather information appropriate to the task by organizing information priority, topic, or other systematic scheme.</p> <p>V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create a for a variety of purposes.</p> <p>Objective: <i>SWBAT use databases to find information.</i></p> <p>Duration: Ongoing</p>	<p>– TumbleBooks</p>	
<p>Lesson 3: Thesaurus Skills</p> <p>Standard: I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic. I.A.2- Learners display curiosity and initiative by recalling prior and background knowledge as context for new learning. I.B.3- Learners engage with new knowledge by following a process that includes generating products that illustrate learning.</p> <p>Objective: <i>SWBAT use guide words effectively.</i> <i>SWBAT navigate and understand the purpose of a thesaurus in both online and print formats.</i></p> <p>Duration: 2 classes</p>	<ul style="list-style-type: none"> • Explain what guide words are and use them correctly • Define what synonyms are 	<ul style="list-style-type: none"> • Thesaurus • www.wordcentral.com • Book – <i>The Right Word</i>
<p>Lesson 4: Plagiarism</p> <p>Standard: VI.A.1- Learners follow ethical and legal guidelines for gathering and using information by responsibly applying information, technology, and media to learning. VI.A.2- Learners follow ethical and legal guidelines for gathering and</p>	<ul style="list-style-type: none"> • Access Blendspace from library's website 	<ul style="list-style-type: none"> • Plagiarism Blendspace

<p>using information by understanding the ethical use of information, technology, and media.</p> <p>VI.B.1- Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by ethically using and reproducing others' work.</p> <p>VI.B.2- Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by acknowledging authorship and demonstrating respect for the intellectual property of others.</p> <p>Objective: <i>SWBAT define plagiarism.</i> <i>SWBAT choose ways to avoid plagiarism.</i></p> <p>Duration: 3 classes, ongoing</p>		
<p>Lesson 5: Paraphrasing</p> <p>Standard: VI.B.1- Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by ethically using and reproducing others' work.</p> <p>Objective: <i>SWBAT paraphrase information to avoid plagiarism.</i></p> <p>Duration: 3 classes</p>	<ul style="list-style-type: none"> • View 3 R PowerPoint • Play Task Card game 	<ul style="list-style-type: none"> • Paraphrasing PowerPoint • Task Cards • Advanced Task Cards
<p>Lesson 6: Works Cited/Bibliography</p> <p>Standard: VI.B.2- Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by acknowledging authorship and demonstrating respect for the intellectual property of others.</p> <p>Objective:</p>	<ul style="list-style-type: none"> • View Bibliography PowerPoint • Access Credit is Due Blendspace 	<ul style="list-style-type: none"> • Works Cited/Bibliography PowerPoint

<p><i>SWBAT create a works cited/bibliography to avoid plagiarism.</i></p> <p>Duration: 4 classes</p>		
<p>Lesson 7: Research Activity</p> <p>Standard: IV.A.2- Learners act on an information need by identifying possible sources of information. IV.A.3- Learners act on an information need by making critical choices about information sources to use. IV.B.3- Learners gather information appropriate to the task by systematically questioning and assessing the validity and accuracy of information. VI.A.1- Learners follow ethical and legal guidelines for gathering and using information by responsibly applying information, technology, and media to learning. VI.A.2- Learners follow ethical and legal guidelines for gathering and using information by responsibly applying information, technology, and media to learning.</p> <p>Objective: <i>SWBAT gather information appropriate for their topic.</i></p> <p>Duration: 6 classes</p>	<ul style="list-style-type: none"> • Super 3 Research Model • Research Activity 	<ul style="list-style-type: none"> • PebbleGo • Britannica School • TrueFlix • Preselected websites • Print materials • Super 3 Video

Unit Modifications for Special Population Students	
Advanced Learners	Encourage creative problem solving ideas and share with other students.
Struggling Learners	Slow down pace of work and break down learning into chunks. Teach time management skills. Use audio feature in databases. Work with a partner.
English Language Learners	Use nonverbal cues, gestures, pictures, and tangible objects. Speak slowly and make eye contact. Retell stories or events. Use audio feature in databases. Work with a partner.
Special Needs Learners	Break down instructions into small manageable tasks. Provide opportunities for success. Use audio feature in databases. Work with a partner.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

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Integration of 21st Century Skills

Indicators:

TECH.8.1.5.A- Students demonstrate a sound understanding of technology concepts, systems, and operations.
TECH.8.1.5.B- Students demonstrate creative thinking, construct knowledge, and develop innovative products and process using technology.
TECH.8.1.5.E- Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.5.F- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.