**Georgia Heathcock-RMS**

**6th and 7th Grade Library Media Timeframe for unit: 3rd 9 Weeks**

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| **Stage 1 - Desired Results** |
| **IL.1.6.1/IL.1.7.1**  Utilize knowledge of the SLMC organization to locate resources by referring to: major sections (e.g., fiction, nonfiction, reference, digital resources, periodicals*,*  special collections), statement of responsibility (e.g. author, editor, illustrator), Dewey Decimal Classification System  **IL.1.6.2/IL.1.6.2**  Utilize OPAC to locate appropriate resources, with guidance advance search strategies (e.g., author, title, subject, keyword, subtopic, cross-reference, Boolean operators )  **IL.1.6.3/IL.1.6.3**  Recognize that there are other types of libraries, which may be organized differently from the SLMC (e.g., public library)  **IL.1.6.4/IL.1.6.4**  Utilize parts of a book to locate information for a specific purpose: afterword*,* appendix, author, bibliography, copyright, dedication page, glossary, illustrator, index, physical features (e.g., back cover, front cover, spine), preface, synopsis/blurb*,* table of contents, title, title page  **IL.1.6.5/IL.1.6.5**  Utilize text features to locate information for a specific purpose (e.g., headings, bold print, illustrations, italics, electronic menus, icons*,* subheadings, diagrams, key words, sidebars, hyperlinks, captions, tabs, maps, photographs, boxed text*,* drop-down menus, charts, graphs, timelines, animations, interactive elements on Web pages, topic sentences)  **IL.1.6.6/IL.1.6.6**  Examine an information need by generating complex questions using keywords to develop & refine a topic, prior to locating information or accessing resources, with guidance (e.g., graphic organizers)  **IL.1.6.7/IL.1.6.7**  Select and interpret various types of information on a topic using a variety of print/non-print/ digital resources(e.g., atlases, audiobooks, books,databases, dictionaries, eBooks*,* globes, maps, encyclopedias, videos, websites, periodicals, thesauri, almanacs, photographs, charts, graphs, diagrams, timelines, animations, interactive elements, primary sources, secondary sources, paintings)  **IL.1.6.8/IL.1.6.8**  Recognize advanced search techniques (e.g., tabs, toolbars, keywords, filters)  **IL.1.6.9/IL.1.6.9**  Utilize sources of information outside the SLMC (e.g., people, public libraries, digital resources*,* museums, virtual tours*,* special libraries)  **IL.2.6.1/IL.2.6.1**  Apply organizational strategies to record information using available resources (e.g., graphic organizers, digital tools*,* notecards, note taking, summarizing, paraphrasing)  **IL2.6.2/IL2.6.2**  Manage information from a variety of resources (e.g., order, group/categorize, outline, notes) based on relevance and credibility.  **IL.3.6.1/IL.3.6.1**  Critique and revise a completed task using established criteria, with guidance  **IL.3.6.2/IL.3.6.2**  Select appropriate information resources using established criteria (e.g., usefulness, relevance, clarity of organization, currency, validity, authority, domains, scope, bias*,* readability, accuracy)  **IL.3.6.3/IL.3.6.3**  This SLE has been mastered in Grade 5; however, students will continue to analyze resources for fact, opinion, and for point of view and bias in curriculum content tasks  **IL.3.6.4/IL.3.7.4**  Identify and explain attributes of a primary source and a secondary source  **SR.4.6.1/SR.4.7.1**  Demonstrate understanding of AUPand library policies and procedures in the SLMC  **SR.4.6.2/SR.4.7.2**  Demonstrate knowledge of digital citizenship(e.g., cyberbullying, personal information, reporting inappropriate communication, AUP*,* posting*,* global awareness, terms of usage, engaging in social media*)*  **SR.4.6.3/SR.4.7.3**  Respect and follow copyright laws(e.g., © symbol, plagiarism, copyrighted works, intellectual property rights, Creative Commons)  **SR.4.6.4/SR.4.7.4**  Create citations and bibliographies using a standard format for all resources, with guidance  **SR.5.6.1/SR.5.7.1**  Employ interpersonal skills when communicating formally and informally  (e.g., listen attentively, respond respectfully, seek a variety of viewpoints)  **SR.5.6.2/SR.5.7.2**  Interpret, convey, and analyze information clearly using a variety of formats  **SR.5.6.3/SR.5.7.3**  Interact and collaborate with others to create a mutual goal and contribute to the achievement of that goal  **SR.5.6.4/SR.5.7.4**  Utilize the collaborative processeffectively and efficiently  **PG.6.6.1/PG.6.7.1**  Read for pleasure and personal learning  **PG.6.6.2/PG.6.7.2**  Read from or listen to a variety of increasingly complex texts: informational texts, literary texts, multicultural texts  **PG.6.6.3/PG.6.7.3**  Utilizereading strategies to interpret language and discuss how authors use *literary devices*  **PG.6.6.4/PG.6.7.4**  This SLE has been mastered in Grade 5; students will continue to evaluate story elements  **PG.6.6.5/PG.6.7.5**  This SLE has been mastered in Grade 5; students will continue to examine author’s purpose.  **PG.6.6.6/PG.6.7.6**  This SLE has been mastered in Grade 5; however, students will continue reading for comprehension and/or for exploration of award winning authors.  (e.g., Caldecott, Coretta Scott King, Pura Belpre, Charlie May Simon, Newbery)  **PG.7.6.1/PG.7.7.1**  Synthesize new knowledge individually and collaboratively (e.g., discussions, presentations)  **PG.7.6.2/PG.7.7.2**  Apply information literacy skills to meet individual needs and enrich lifelong learning  **PG.8.6.1/PG.8.7.1**  Demonstrate knowledge gained from reading self-selected informational texts, literary texts, multicultural texts(e.g., book talks, report outs, narrative writings, exit slips, graphic organizers, digital works)  **PG.8.6.2/PG.8.7.2**  Utilize information from various resources in a variety of ways using digital tools when appropriate  **PG.8.6.3/PG.8.7.3**  Demonstrate respect for diverse viewpoints and multicultural perspectives  **PG.9.6.1/PG.9.7.1**  Utilize self-assessment tools for revision (e.g., checklists, peer reviews, rubrics, self-generated assessments)  **PG.9.6.2/PG.9.7.2**  Discuss how ideas change with more information and/or feedback  **PG.9.6.3/PG.9.7.3**  Identify individual strengths and weaknesses in the learning process and set goals for improvement (e.g., varied roles, leadership, respect for the points of view of others) |
| **Transfer Goals: Students will be able to independently use their learning to…..**   * Effectively use research databases and search engines to collect reliable information. * Correctly cite print and digital sources. * Discuss literature that was read for personal pleasure. |
| **Understandings: Students will understand that…**   * Using reliable search techniques will lead to collecting reliable information. * They must give proper credit when borrowing the words or works of another person. * Literature can be experienced for personal entertainment and self-learning. |
| **Essential Questions: Students will keep considering these thought provoking questions:**   * What makes a source trustworthy? * What are the guidelines of borrowing someone else’s work? * What makes a story interesting? |
| **Acquisition: Students will know…**   * They must evaluate the credibility of an internet source before believing it to be true. * They must correctly cite sources they borrow in order to give proper credit to the author. * Listening to others’ book recommendations can help them find new books they may enjoy themselves. |
| **Acquisition: Students will be skilled at…**   * Evaluating the accuracy and reliability of internet sources. * Correctly citing sources in bibliographies * Speaking confidently and listening respectfully. |
| **Stage 2 - Evidence** |
| **Performance Task(s): Students will show they really can meet your transfer goal by evidence of….**   * Search engine practice and website reliability activity * Sample bibliography/Works Cited pages * Book Talks * Primary vs. Secondary sort activity |
| **Stage 3- Learning Plan** |
| **Learning Events: Summary of Key Learning Events & Instruction - List a description, student objective, & essential question for each of your events:**  **January 5-15-Researching with Reliable Sources**  **Description:** In small groups, students will discuss how they conduct research and how they determine a source to be reliable. After discussing answers out loud, students will be introduced to research databases including EBSCO, Arkansas Traveler Database, and Google Scholar. Students will practice using these search engines to research a topic of their choice. They will then, in groups, evaluate the credibility of provided sources.  **Objective:** Utilize search engines and databases to conduct research from reliable sources.  **Essential Questions:**   * How can I tell if information is trustworthy? * How is research best conducted?   **January 19-29-Creating citations and bibliographies**  **Description:** Students will discuss the essential questions in their small groups, then as a whole class. They will watch a short video about creating MLA in-text citations and bibliographies. Students will be introduced to Easybib.com, and they will practice citing sources in-text and on a bibliography with a hands-on activity.  **Objectives:** Create citations to correctly credit sources. Respect and follow copyright laws.  **Essential Questions:**   * What are the guidelines of borrowing someone else’s work?   **February 1-11-Book Fair**  **Description:** Students will watch a video previewing the books in the Book Fair. They will then get a chance to shop the Book Fair and make purchases.  **Objectives:** Discuss literature in the Book Fair and select books based on personal preference.  **Essential Questions:** N/A  **February 16-26-Book Talks/Coffee Shop**  **Description:** Students will give Book Talks (oral summaries of a book’s highlights) to their classmates with the goal of interesting their friends to read the book they are summarizing. Students will listen as their classmates share.  **Objectives:** Orally summarize a story to build others’ interest. Listen attentively and respond respectfully as others summarize literary texts.  **Essential Questions:** What makes a story interesting?  **February 29-March 11-Primary vs Secondary Sources**  **Description:** In small groups, students will access prior knowledge and write down what they remember about primary and secondary resources. After learning the correct answers and viewing examples of each, each table will sort a selection of nonfiction texts as primary versus secondary sources.  **Objectives:** Distinguish between primary and secondary sources.  **Essential Questions:** What purpose do primary and secondary sources serve in research? |
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