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Library Orientation ~ Scheduled through 6th grade Science teachers.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do I use the school library?	Library Orientation	Follow library rules and procedures. Identify and locate important areas of the library.	Fiction Non fiction Dewey Decimal Number Reference OPAC Circulation	Orientation Discovery sheet responses		Orientation PowerPoint Orientation Discovery Sheet	3.1.4-SKILLS ~ Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
Research Process ~	This is an ongoing unit to be implemented as content area teachers schedule library collaboration for their research units.						

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What is research? What is inquiry?	Research Process	With guidance, use a critical-thinking process that involves asking questions, investigating the answers, and developing new understandings for personal or academic independent learning activities.	Inquiry Process Investigate Research				1.1.1-SKILLS ~ Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.
What do I need to know?	Task Definition - preparing for research	Read background information to develop a basic understanding of the problem or question. With guidance, generate a list of key words for an inquiry-based project.	Background Information			World Book Online	1.1.2-SKILLS ~ Use prior and background knowledge as context for new learning.

What do I want to learn?		Identify and use appropriate sources to acquire background information.	Reference Sources	Print Reference Resources
What sources will help me develop background knowledge?			Key words	Keyword graphic organizer
			Synomyms	
			Broader Topic	
			Narrower Topic	
How do I determine what types of questions will focus my research?	Define the Task	Formulate questions about the topic with guidance.	Questioning Process	1.1.3-SKILLS ~ Develop and refine a range of questions to frame the search for new understanding.
What do I need to know?	Develop a Working Thesis Statement	Determine with guidance what information is needed to support the investigation and answer the questions	Research Questions	
What do I already know?		With guidance refine questions depending on the type of information needed (e.g., overview, big-idea, specific detail, cause and effect, comparison).	Factual Questions	
Is my topic researchable? How does a working thesis statement help me focus my research?		With guidance develop a working thesis.	Interpretive Questions	
			Working Thesis	
How do I narrow or broaden a topic?				
				1.1.4-SKILLS ~ Find, evaluate, and

Which resources are best to answer my questions?	Identifying Sources	Locate appropriate non-fiction resources utilizing the library's OPAC and classification scheme.	Nonfiction	OPAC	select appropriate sources to answer questions.
Where are these resources located?	Information Seeking Strategies	Select and use appropriate sources, including specialized reference source, databases, and NetTrekker websites to answer questions.	General Encyclopedia	NetTrekker	
How do I determine which source is relvant to my needs?		With guidance evaluate sources based on criteria such as copyright date, authority of author or publisher, comprehensiveness, readability, and alignment with research needs.	Specialized Reference Sources	World Book (print and online)	
			Online Catalog (OPAC)	EBSCO databases	
			Search Engine (NetTrekker)	Power Library databases	
			Subscription Database	Print books and magazines	
			Periodical (magazine, journal, newspaper)		
What is relevant information?	Information Seeking Strategies	Skim/scan to locate information that is appropriate to age and ability level.	RADCAB	RADCAB	1.1.5-SKILLS ~ Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
Why is the author/publisher important?		Identify facts and details that support main ideas.	Relevancy		
Why did the author write this?		Evaluate facts for accuracy.	Appropriateness		

Essential Questions		Skills	Vocabulary	Resources	Standards
How do I determine if a source is up to date?		Distinguish between fact and opinion (bias).	Details		
		Interpret information taken from maps, graphs, charts and other visuals.	Currency		
		Select information to answer questions or solve a problem.	Authority		
			Bias		
	Extracting information			NoodleTools subscription	1.1.6-SKILLS ~ Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
How do I gather and record information found in various sources?		With guidance evaluate, paraphrase, and summarize information in various formats.	NoodleTools		1.1.8-SKILLS ~ Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
How do I summarize relevant information for my topic?		With guidance use both facts and opinions responsibly by identifying and verifying them.	Notecard		
What is a direct quote?		With guidance use software or online tools to record and organize information(Noodle Tools)	Direct Quote		
How do I paraphrase?			Paraphrase		
How do I organize my research notes?			Summarize		
What information do I need to create a bibliographic citation?			My Ideas/Reflection		
			Piles Outline		

How do I determine which information is factual and which is based on point of view or bias?	Use of information			1.1.7-SKILLS ~ Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias
		With guidance identify Bias With guidance seek more than one point of view by using diverse sources.	Bias Point of View	
		With guidance explain the effect of different perspectives (points of view) on the information.	Fact	
			Opinion	
	Location and Access			1.1.8-SKILLS ~ Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
What is a search strategy?		With guidance use technology resources such as online encyclopedias, online databases, and Web subject directories, to locate information.	Electronic Resources	
What is a subject search?		With guidance implement key word search strategies.	Database	
What is a keyword search?		With guidance select and use grade-level appropriate electronic reference materials and teacher-selected Internet sites to answer questions.	Website	
How do I locate information in a database?		With guidance use a variety of search engines to do advanced searching. (NetTrekker, Google, Databases)	Search Strategy	
How do I locate information in a website?			Keyword Search	
			Subject Search	
			Phrase Search Truncation Search Engines	

Question	Category	Skill Description	Vocabulary	Resources	Standard
			Subject Directory		
	Analyze and Sythesize				2.1.1-SKILLS ~ Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
How do I draw conclusions when there are differing points of view?		With guidance assess the importance of ideas by comparing their treatment across texts.	Points of View		
How do I make sense of the way information is treated in different sources?		With guidance identify main ideas and find supporting examples, definitions, and details.	Discrepancy		
		With guidance analyze different points of view discovered in different sources.	Bias		
How do I organize my information effectively and efficiently?	Use of information	With guidance organize notes and ideas to form responses to questions.	NoodleTools	NoodleTools subscription	2.1.2-SKILLS ~ Organize knowledge so that it is useful.
	Synthesis of information	With guidance use common organizational patterns to make sense of information (chronological order, main idea with supporting ideas).	Notecards		
		With guidance combine and categorize information by using an outline to find connections among ideas.	Piles		
			Tags		
			Outline		
How do I determine which is the most important information for my purpose?	Synthesis		Thesis		2.1.3-SKILLS ~ Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.
		With guidance review ideas held at beginning of inquiry and reflections captured during note-taking.			
		With guidance draw a conclusion about the main idea.			

		With guidance form opinions and judgments backed up by supporting evidence.			
		With guidance compare information found to working thesis. Revise thesis as appropriate.			
What electronic tools will help me to organize and see patterns in my information?	Synthesis				2.1.4-SKILLS ~ Use technology and other information tools to analyze and organize information.
		With guidance identify and apply common productivity software and features such as menus and toolbars to plan, create, and edit word processing documents, spreadsheets, and presentations.	Patterns of Information	NoodleTools subscription	
		With guidance use interactive Web 2.0 tools to participate as a group in analyzing and organizing information.	Collaboration	Google Docs	
How do I cite sources correctly?	Ethical Use	With guidance cite all sources used according to model provided by teacher or librarian.	Modern Language Association (MLA) format	MLA Rules for formating citations	2.1.6-SKILLS ~ Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.
	Evaluation				3.1.1-SKILLS ~ Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.
How do I effectively communicate new understandings?		Present information clearly so that main points are evident.	Self Evaluation		
What forms of measurement do I use to assess what I have leaned though this research experience?		Identify own strengths and set goals for improvement.	Reflection		
			Research Process		
					3.1.2-SKILLS ~ Participate and

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What strategies will help me be an effective member of a learning team?	Collaboration	With guidance show respect for and respond to ideas of others.	Collaboration				collaborate as members of a social and intellectual network of learners.
		With guidance develop a product with peers. With guidance respect the guidelines for responsible and ethical use of information resources.	Teamwork				
How can I show responsibility in finding and using information in an ethical way?	Ethical Use	Answer research questions with words and phrases from sources, but not by copying whole sentences.	Ethical				3.1.6-SKILLS ~ Use information and technology ethically and responsibly.
		With guidance understand the concept of plagiarism. Understand that authors and illustrators own their writings and art and it is against the law to copy their work.	Plagiarism				
		With guidance credit all sources properly with title, author, and page number. Follow school guidelines related to use of technology.					
O Research Process ~	See September for the complete research process curriculum. Individual components will be implemented throughout the school year with library/ content area integrated units.						

October

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November

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December

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March

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April

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May

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June

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