Teacher: CORE Library9	Year: 2017-18
Course: Library9	Month: All Months

S Orientation ~ | Schedule through English or Social Studies classes.

	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
e								
p	How is the library organized?	Library Orientation	Recognize the organization and use of special sections in the library (e.g., reference, reserve books, paperbacks).		Library Scavenger Hunt		Scavenger Hunt questions. Orientation Power Point	
t								
e	Research Process ~	This is an ongoing unit as classes sign up to use the library for research projects.						

	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
m								
b	What is research?	Research Process	1.1.1. With guidance, use an inquiry-based process for expanding content knowledge, connecting academic learning with the real world and pursuing personal interests.	Inquiry	Research Process		Variety of Research Process handouts	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.
e								
r	What is inquiry?							
				Process Investigate Research				
	How does personal knowledge enhance learning?	Task Definition/Pre-Research	1.1.2	Keywords	Worksheet		Graphic Organizers	1.1.2-SKILLS ~ Use prior and background knowledge as context for new learning.
							Keywords	
			Read background information to discover the key components of the problem or question.	Synonyms				
	What do I need to know?			Concept Map				

Essential Question	Task Definition	Skills / Benchmark	Vocabulary	Assessment	Technology	Standards
		Identify key words or synonyms to use in further research.	Background Information			
What do I want to learn?		Read background information to discover the key components of the problem or question.	Encyclopedia			
What are the most appropriate sources for background information?		With guidance develop a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest.				
How do I determine what types of questions will focus my research?	Task Definition/ Developing a Working Thesis Statement	1.1.3	Research Questions	Thesis statement worksheet	Thesis Statement Generator	1.1.3-SKILLS ~ Develop and refine a range of questions to frame the search for new understanding.
					Power Point	
Is my topic researchable?		Write questions independently based on key ideas or areas of focus.	Factual Questions			
What do I need to know?		Determine what information is needed to support the investigation and answer the questions.	Interpretive Questions			
		Develop and refine the topic, problem, or question independently to arrive at a worthy and manageable topic. With guidance, design questions that collect the needed				

Essential Questions	Strategy	Skills	Vocabulary	Activity	Resources	Standards
What do I already know about my topic?		information and systematically test a hypothesis or validate a thesis statement. Analyze what is already known or what is observed or	Questioning process			
How does a thesis statement help me to define and write about a topic?		experienced to predict answers to inquiry questions	Hypothesis			
		Refine questions to provide a framework for the inquiry and to fulfill the purpose of the research.				
How do I narrow a broad topic?			Thesis			
What resources can I use?	Information Seeking Strategies	Locate appropriate non-fiction resources utilizing the library's classification scheme.	Nonfiction	Identiying Sources Activity	Promethean Flipchart Characteristics of Resources	1.1.4-SKILLS ~ Find, evaluate, and select appropriate sources to answer questions.
			Specialized Reference sources			
		Identify and prioritize possible sources of information based on specific information needs and strengths of different information formats.	General Encyclopedia		Resource Checklist	
		Use specialized reference materials to find specific and in-depth information.	Online catalog/OPAC			
Which resources will best answer my questions?	Identifying sources	Use both primary and secondary sources.	Periodical: Magazines, Newspapers, Journals			
		Evaluate sources based on criteria such as copyright date, authority of author or publisher,	Subscription database			
		depth of coverage, and relevance to research questions.	Website			
			Primary source			
Where are these resources located?			Secondary source			

Essential Questions	Strategies	Benchmarks	Vocabulary	Assessment	Resources	Standards
Which are the most appropriate sources for primary or secondary information?			Web Page World Wide Web Call Number Online Catalog			
			OPAC Anthology Index Cumulative index Guide words Shelf Guides/Labels			
How do I determine if a source is up to date? What is relevant information?	Information Seeking Strategies	Recognize that information has a social or cultural context based on currency, accuracy, authority, and point of view. Begin to recognize that knowledge can be organized into disciplines that influence the way information is presented and use this understanding to effectively access information.	Currency Authority	Website Evaluation Worksheet	Evaluation checklists	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 authority of the author/publisher important?		Evaluate information from a variety of social or cultural contexts, based on currency, accuracy, authority, and point of view.	Fact			
Why did the author write this?			Opinion	Website Evaluation WebQuest		

How do I determine if a source is relevant or appropriate for my information need?			Reliability		
			Validity Relevancy Accuracy Bias Coverage Fiction Nonfiction Perspective		
How do I gather and record information found within various formats of sources?	Extracting Information	Take notes using one or more note-taking strategies, including reflecting on the information (e.g., graphic organizers, two-column notes).	Noodle Tools	NoodleTools notecards	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 summarize relevant information for my topic?		Categorize information; add new categories as necessary.	Direct Quote	Noodle Tools Sub Notetaking Templates	
What is a direct quote?		With guidance, interpret information presented in various formats.	Paraphrase		
How do I paraphrase relevant information for my topic?			Summarize		
How do I take notes on a topic?			Graphic Organizers		
How do I organize our notes?			My Ideas/ Reflection		

			Citation Issue Number/ Volume Number			
			MLA Style Skimming			
When do I only want to use factual, authoritative information?	Use of Information	Identify presence of bias and explain the effect on the information presented.	Point of view	Website Evaluation Worksheet		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
When is it appropriate to use biased or unsubstantiated information and how do I record and note that it is biased.		Explain the effect of different perspectives (points of view) on the information.	Bias			
How do I consider divergent and global perspectives?		Counter the effect of bias on the accuracy and reliability of information by actively pursuing a	Perspective			
How do I resolve conflicting information?		balanced perspective.	Fact			
			Opinion Fiction Nonfiction		Evaluating Websites WebQuest	
What are search strategies?	Location and Access	Use a range of electronic resources efficiently, effectively, and safely by applying a variety of search and evaluation strategies.	Electronic resources	Completed worksheet	Graphic Organizers	1.1.8-SKILLS ~ Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
What are advanced search strategies?		Implement key word search strategies.	Search strategies			

How do I use advanced search strategies to make my searching more effective and efficient?	Select and use grade-level appropriate electronic reference materials and teacher-selected Internet sites to answer questions.	Keyword search	Boolean search strategies worksheet
How is a database structured?	Use a variety of search engines to do advanced searching.	Subject search	
What is a subject search?		Boolean	
What is a keyword search?		Search engine	
Why is it important to use different search tools and various commands when searching?		Subject directory	
		Database Internet Phrase searching Truncation Date searching	
		Boolean Logic Boolean Operators Directory Field Field limiting Full text database Keyword Meta search Natural language search Subject headings	

Essential Questions		Skills	Vocabulary	Assessment	Resources	Standard
How do I resolve conflicting information? How do I draw conclusions when there are conflicting views? How do I make sense of relationships and patterns among ideas?	Analyze and Synthesize	Analyze different points of view discovered in different sources. Determine patterns and discrepancies by comparing and combining information available in different sources. Begin to critically examine and analyze relevant information from a variety of sources to discover relationships and patterns among ideas. If discrepancy in points of view is discovered, continue research until it is resolved.	Points of view Discrepancy Patterns Relationships Compare Bias	Teacher comments on NoodleTools	Noodle Tools Notecards Research Questions	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 organize my information effectively?	Use of Information and Synthesis	Use different organizational patterns as appropriate for point of view and conclusions (cause and effect, hierarchy, chronology, compare/contrast). Begin to experiment with devising own organizational structure. Noodle Tools	Noodle Tools Piles Tags Outline	Outline	Noodle Tools Tutorials Noodle Tools Outline	2.1.2-SKILLS ~ Organize knowledge so that it is useful.
How do I determine which is the most important information to use for my purpose?	Synthesis	Compare information found to tentative thesis or hypothesis; revisit or revise hypothesis as appropriate.	Hypothesis	Notecards with titles	Noodle Tools Notecards	2.1.3-SKILLS ~ Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.

How do I determine if I am addressing the information solving process while working to produce a suitable end product?		Identify when information does not support tentative thesis or hypothesis; gather additional information or revise thesis/hypothesis.	Thesis		
What electronic tools will help me to organize and see patterns in my information?	Synthesis	Form opinions and judgments backed up by supporting evidence. Use technology tools (including Web 2.0 tools) to create the most appropriate organizational pattern to express connections and patterns. Noodle Tools	Noodle Tools	Note Cards	Noodle Tools Tutorials	2.1.4-SKILLS ~ Use technology and other information tools to analyze and organize information.
How do I organize my information effectively?					
How do I cite sources correctly?	Ethical Use	Cite all sources used according to style formats.	Modern Language Association (MLA)	Bibliography	Noodle Tools Subscription	2.1.6-SKILLS ~ Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.
Why is it necessary to cite all my sources?		Evaluate the product and process throughout the work and make revisions when necessary.	Bibliographic Citation		
How do I evaluate myself through the research process?			Citation		
			Copyright Ethical behavior Fair Use Intellectual Property Rights Plagiarism		

How do I effectively communicate new understandings?	Evaluation	Present conclusions and supporting facts in a variety of ways.	Information Process	My Ideas section of Note Cards on NoodleTools	Reflection Notes	3.1.1-SKILLS ~ Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.
How do I determine if I am addressing the information solving process while working to produce a suitable end product?		With guidance, follow own research plan and evaluate effectiveness of inquiry process.	Reflection			
What forms of measurement do I use to assess my product or assignment?		Reflect at the end of an inquiry process to identify additional areas of personal interest for	Evaluate			
How do I know when to revise the effectiveness of my research plan?		pursuit in the future.				
How can I show responsibility in finding and using information in an ethical way	Ethical Use	Practice responsible and ethical use of information resources, both in own library and in other institutions.	Ethical Use	Teacher Observation	Overdue Notices	3.1.2-SKILLS ~ Participate and collaborate as members of a social and intellectual network of learners.
		Seek alternative sources of information and respect the guidelines for access in all environments (public libraries, museums, cultural institutions, agencies).	Equitable Access			
		Recognize that equitable access to information depends on student responsibility			Date Due Stamps	

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How can I show responsibility in finding and using information in an ethical way?	Ethical Use	Abide by Acceptable Use Policy by accessing only appropriate information	Acceptable Use	Publlic Service Announcement		Noodle Tools Subscription	3.1.6-SKILLS ~ Use information and technology ethically and responsibly.
		Recognize issues related to acceptable and responsible use of information and communication technology (e.g., privacy, security, copyright, file sharing, plagiarism).	Ethical			Plagiarism WebQuest	
		Use programs and Internet sites responsibly and ethically.	Plagiarism				
		Express opinions in an appropriate manner; respect ideas of others.	Fair Use				
		Understand what constitutes plagiarism and refrain from representing work attributable to others as their own.	Intellectual freedom				
		Give credit for all quotes, citing them properly in notes and bibliography.					
		Extend respect for intellectual property rights and copyright by giving credit for ideas as well as directly quoted material.					
		Legally obtain, store, and disseminate text, data, images, or sounds.					
		Either put all information in own words or select short segments to quote.					
		Demonstrate awareness and understanding of fair use guidelines for educational purposes.					
Information Literacy ~	See September for the Library/Information Literacy Curriculum						

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N Information Literacy ~ | See September for the Library/Information Literacy Curriculum

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D Information Literacy ~ | See September for the Library/Information Literacy Curriculum

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J Information Literacy ~ | See September for the Library/Information Literacy Curriculum

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