Unit 1: Orientation to the Library Media Center
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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

LIBRARY MEDIA, 9/10 GRADES

ORIENTATION TO THE LIBRARY MEDIA CENTER

Belleville Board of Education

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Unit Overview

The library is a place that promotes a love of reading and supports students in their personal reading and research needs. Students acquire critical thinking and independent learning skills that will foster life-long learners. Additionally, the library plays a role in guiding student's knowledge and insight to an array of different topics and genres. Unit 1 will provide a basic introduction to the Library Media Center and the various databases. Instructional strategies will ensure that students master the critical skills for locating, analyzing, evaluating, and utilizing complex literary and informational resources. The learner will learn and understand the expected library behavior, library procedures, and the organization of the Library Media Center and will demonstrate effective use of libraries as places of learning.

Enduring Understanding

Enduring understandings are:

- **Understand the expected behavior and rules of the Library Media Center.**
- **Responsible users of the library, respect library materials and the rights of others to use them.**
- **Define and understand the characteristics of digital citizenship and how it is displayed in their own lives.**
- **Understand how the library organization helps them to locate the necessary materials.**
- Technology changes the way we locate, analyze, and share information.
- Understand their roles as responsible information consumers and creators.
- **Information can be accessed through electronic sources.**
- **Locate and sign into each digital tool**
- **Identify where the basic search and topic features are**
- **Successfully locate and identify what is a Database and its purpose it obtaining information.**
- **What Google Drive is and how to use the variety of tools located in it.**
- **Learning as a social context.**
- **Recognize the Library Media Specialist as a teacher and resource person.**
- **School libraries are essential to the development of learning**

Essential Questions

Essential Questions are:

- **What is the importance of the Library Media Center?**
- **What are the rules of the Library?**
- **What are my behavior expectations when using the library media center?**
- **How can I become an effective user of the library?**

- **How does my understanding of library organization affect how I assess, evaluate, and use information?**
- **How will knowledge of the library's organization impact my ability to use the library indepently?**
- **How can the library impact my personal reading and research growth?**
- **How is technology changing the way we locate, analyze, and share information?**
- **What is my role and responsibility in the evolving information landscape?**
- **How does information literacy help me become an independent, lifelong learner?**
- **What is the role of the Library Media Specialist?**
- **How do I seek help from the Library Media Specialist?**
- **What databases are available to use?**
- **What is a Database, why do we use them, and how do I get access to it?**
- **Who do I ask for the login information?**
- **How do I access my Google Drive?**
- **What is the difference between an Internet search and a Database?**

Exit Skills

By the end of Library/Media Unit 1, the student should be able to:

- **Explain how the Library Media Center is used for their personal growth.**
- **Demonstrate appropriate library etiquette.**
- **Follow established library procedures.**
- **How to conduct author, title, and subject searches using the OPALS OPAC system.**
- **Check out materials and return them in a timely manner.**
- **Locate and be able to sign into all library tools.**
- **Explain what a Database is and why we use them.**
- **Locate topics in the Databases**
- **Demonstrate a simple Boolean search**

New Jersey Student Learning Standards (NJSLS-S)

N.J. Student Learning Standards and American Association of School Librarians (AASL-2017) applicable to Unit 1 include:

LA.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.
LA.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.
LA.W.9-10.9	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
II.B.2	Evaluating a variety of perspectives during learning activities.
II.B.3	Representing diverse perspectives during learning activities.
II.D.3	Reflecting on their own place within the global learning community.
III.A.3	Deciding to solve problems informed by group interaction.
III.D.2	Recognizing learning as a social responsibility.

Interdisciplinary Connections

Interdisciplinary Connections used in Unit 1:

- Social Studies
- Science
- Technology

LA.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.
LA.WHST.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.
LA.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.
LA.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
SOC.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical events.
SOC.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
SOC.9-12.1.3.3	Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.
9-12.HS-ESS2-5.3	Planning and Carrying Out Investigations
9-12.HS-ESS3-1.6	Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific knowledge, principles, and theories.

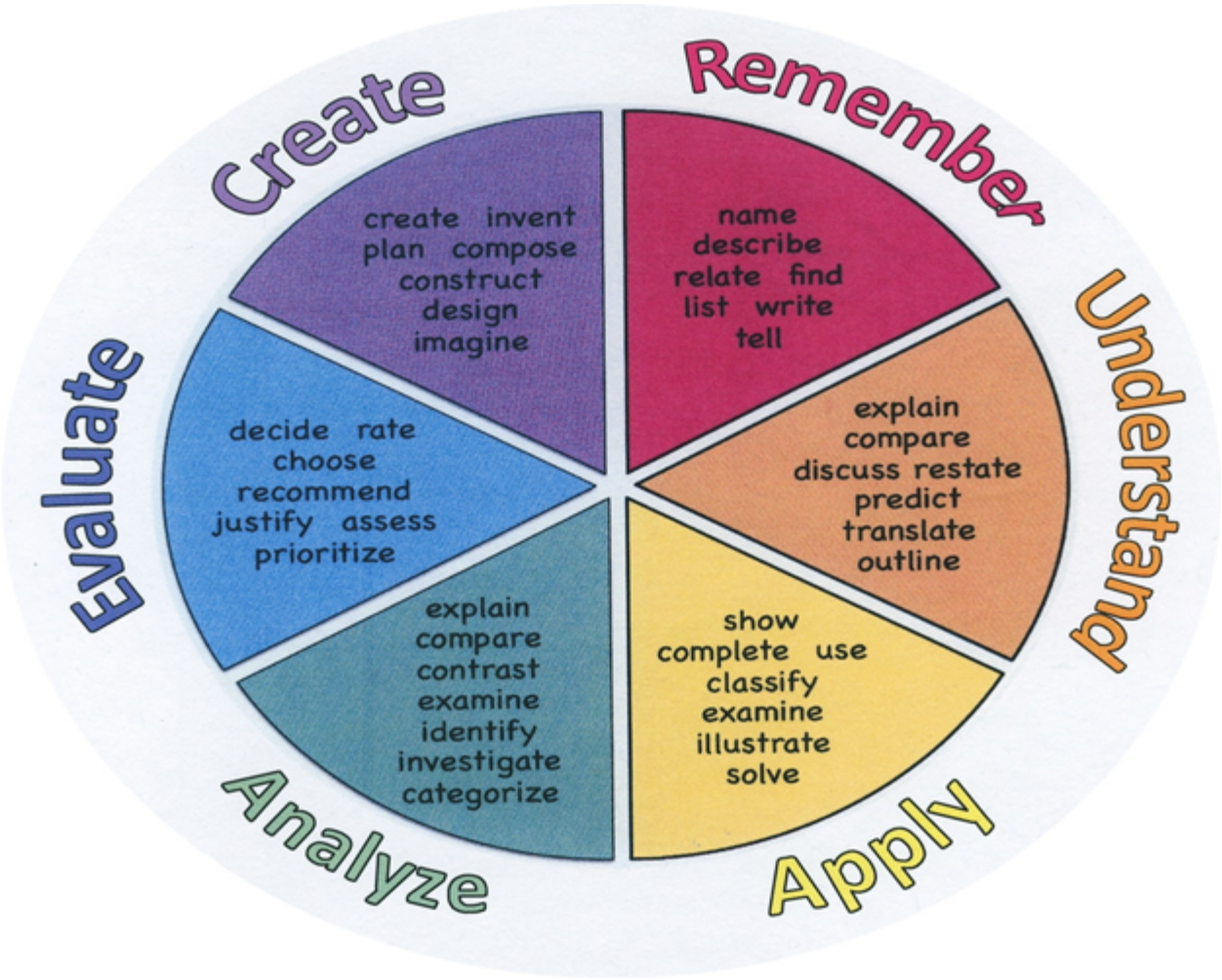
Learning Objectives

After completing Unit 1-Orientation to the Library Media Center, students will be able to:

- **Formulate** and **conclude** the importance of utilizing the Library Media Center to satisfy the learners research needs.
- **Develop** and **produce** behavior expectation of the Library Media Center.
- **Identify**, locate, self-select, and access material (OPALS-OPAC system,Databases) based on resource needs.
- **Examine, arrange**, and **summarize** gathered information
- **Determine** and **utilize** the Library Media Specialist as a resource person.

Remember	Understand	Apply	Analyze	Evaluate	Create

Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

Suggested Activities:

- Brainstorm, Create a chart, and discuss appropriate Library Media Center behavior.
- Follow established library procedures with attentive and purposeful listening and viewing skills.
- Using a Breakout EDU challenge, students will learn the different areas of the Library Media Center.
- BreakoutEDU activity **CHROMEBOOK TO THE RESCUE TOPIC: G SUITE, CHROMEBOOKS**
- Introduce the use of the databases by providing a fact quest online scavenger hunt for students to complete.
- Walk students through each aspect of the database and have them complete one questions for each aspect reviewed.

Assessment Evidence - Checking for Understanding (CFU)

- A Teacher observation checklist will be used to check for student's adherence to the proper behavior, procedures, and rules of the library.
- Question Stems that are framed around Bloom's Taxonomy will be utilized throughout Unit 1- Orientation to the Library Media Center to check for understanding
- Learning Center Activities (i.e. OPAC automation searches, Research Tools, Databases etc.) will be assessed using Google forms.
- Exit tickets will be used at the conclusion of some lessons to check if the objective for the lesson has been met.-formative assessment
- Students will be evaluated and self assessed (i.e. Google docs, Note taking, Outlines etc.) and kept in Google classroom.-alternate assessment
- Unit test-summative assessment
- Create a Multimedia poster-benchmark assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration

- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

- Credo Reference Videos and Tutorials
- Teacher created materials (Google slides, Google Docs, etc.)
- Teacher created assignment sheet
- Databases
- Printables from database company
- Database Instructions and login sheet
- Breakout EDU boxes

Ancillary Resources

Ancillary Resources include:

- Smart TV/Smartboard
- Chromebooks
- Handouts

Technology Infusion

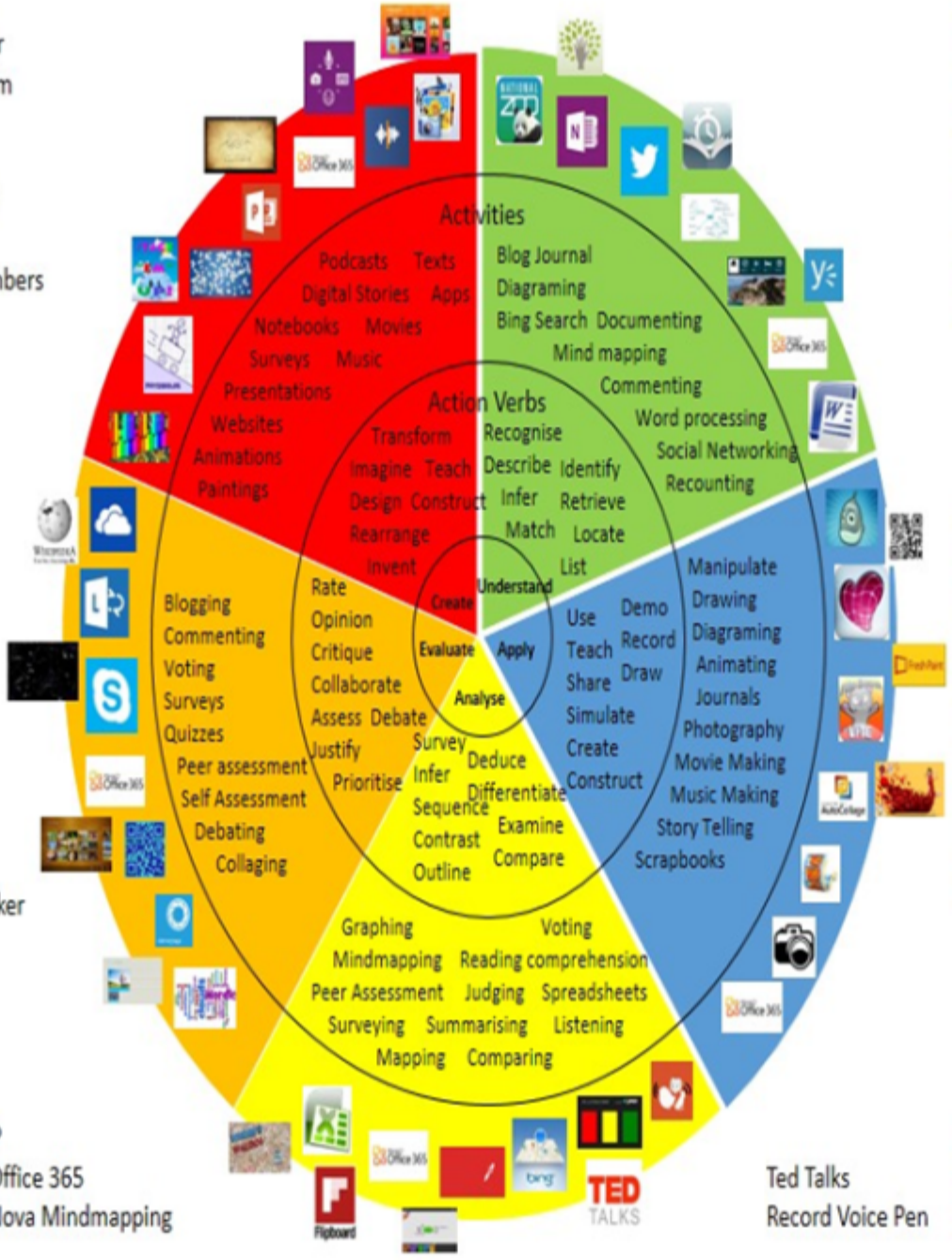
Technology Infusion and/or strategies that are integrated into this unit to enhance learning include:

- Chromebooks
- G Suite products (Google Docs, Google Slides, Google Forms, Google Keep, etc.)
- Online Databases (Worldbook Advance Online, EBSCO Host, Issues & Controversies)
- Credo Reference Videos and Tutorials
- Digital Escape Rooms or Breakout EDU boxes (Internet Searches)

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.D.CS3	Exhibit leadership for digital citizenship.
TECH.8.2.12.A	The Nature of Technology: Creativity and Innovation: Technology systems impact every aspect of the world in which we live.
TECH.8.2.12.A.CS1	The characteristics and scope of technology.

21st Century Skills/Interdisciplinary Themes

21st Century/Interdisciplinary Themes incorporated into this unit include:

- Communication and Collaboration
- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy
- Critical Thinking and Problem Solving

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

21st Century Skills that will be incorporated into Unit 1 include:

- Global Awareness
- Civic Literacy

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Effective educational Differentiation used within Unit 1 include:

- The student will be provided visual/auditory presentations during Unit 1 material and will have varied supplemental materials (websites, youtube videos, etc.).
- Students will be provided with simple, specific directions as to what the student is required to do and will pair these instructions with a visual.
- Students will be given extra time to complete the task on the presented materials.
- Tiered Activities will be utilized for assignments
- Problem based learning (Breakout EDU activity)

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time

- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

The **Special Education Learning** adaptations that will be utilized in Unit 1 include:

- Provide modifications as dictated in the student's own IEP/504 plan.
- Preferential seating will be utilized.
- Secure attention of the student before giving instructions/directions and having the student repeat the directions back in order to check for understanding.
- Modification and shortening of the student's assignments and test length will be utilized when appropriate.
- Center-Based and multi-sensory instruction (Problem based learning -Breakout EDU activity) will be used when learning about research and reference materials.
- For completing library assignments the students will work with an assigned partner.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary

- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

The **English Language** Learning adaptations that will be employed in Unit 1 include:

- When presenting the Introduction to the Library lessons, the use of videos, illustrations, pictures, and drawings will be used to explain or clarify material.
- Teaching the key aspects and eliminating the nonessential information when introducing the students to the Library will be used.
- Asking peer tutors to assist the English Language Learner when they are required to complete a task.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

The Intervention Strategies for the "at risk" students for Unit 1 are listed below:

- When presenting the Introduction to the Library lessons, the use of videos, illustrations, pictures, and drawings to explain or clarify material will be used.
- Students will be provided Study Guides of material.
- Teaching the key aspects and eliminating the nonessential information when introducing the students to the Library.
- Asking peer tutors to assist the "at risk" student and decreasing the amount of work required when they need to complete a task.
- Using authentic assessment with real-life problem-solving/Problem Based Learning (BreakoutEDU activities)

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

The **Talented and Gifted** adaptations that will be employed in Unit 1 include:

- Teacher selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities. Students can read additional fiction books.
- Create a plan to solve a local or global issue and present it to the class. They could achieve this by writing a story about a world with no rules. What would that look like?
- Utilize project-based learning for greater depth of knowledge (BreakoutEDU activities). Explore other types of problems at home, school, or in the community.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Introductory Lesson on Plagiarism

NJSLS:

LA.W.9-10.8 - [*Progress Indicator*] - 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).
LA.W.9-10.5 - [*Progress Indicator*] - 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.
TECH.8.1.2.E.CS3 - [Content Statement] - Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.1.2.E.1 - [Cumulative Progress Indicator] - Use digital tools and online resources to explore a problem or issue.
LA.W.9-10.9 - [*Progress Indicator*] - Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

CRP.K-12.CRP7.1 - Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP4.1 - Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master

conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP11.1 - Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks
CRP.K-12.CRP2.1 - Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP1.1 - Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

LA.W.9-10.7 - [*Progress Indicator*] - 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.

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LA.W.9-10.6 - [*Progress Indicator*] - 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.
SOC.9-12.1.3.2 - Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
SOC.9-12.1.3.3 - Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.
TECH.8.1.2.E.CS1 - [Content Statement] - Plan strategies to guide inquiry
TECH.8.1.2.E.CS2 - [Content Statement] - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

Interdisciplinary Connection: Research skills across the core coursework in Science, English, History, and other general education courses.

Statement of Objective: After reviewing and giving real world examples of plagiarism, the learner will be able to understand the basic principles of plagiarism, determine what constitutes plagiarism, select and utilize the various strategies to avoid plagiarizing while writing their Senior Research Papers, and will score at least 80% accuracy on the "Think You Know How to Identify Plagiarism Like a Pro?"

Anticipatory Set/Do Now: Quick video and Google Slide presentation that introduces students to the various forms of plagiarism that we have seen in our society (i.e. music, gaming, news, politics, etc.)

Learning Activity:

- Discuss the definition of plagiarism and where it came from
- View the Google Slide presentation on Plagiarism
- Discuss whether or not they think the various songs, speeches, chart, and dance are examples of Plagiarism.
- Take the Google Form "Think You Know How to Identify Plagiarism Like a Pro?" assessment.
- Provide Plagiarism packet for teacher and Research Tools for students.

Student Assessment/CFU's: Assessment throughout the lesson will be observed through discussion and completing a 10 question Google Form/EasyBib Plagiarism test called "Think You Know How to Identify Plagiarism Like a Pro?" with a passing score of 80% or higher.

Materials: Google Classroom-Plagiarism Google Slides presentation, and Google Form Questions

21st Century Themes and Skills:

- Communication and Collaboration
- Critical Thinking and Problem Solving
- Information Literacy
- Media Literacy

CRP.K-12.CRP7.1 - Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP4.1 - Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP11.1 - Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks
CRP.K-12.CRP2.1 - Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP1.1 - Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them.

They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Differentiation/Modifications:

- Multisensory approach
- Visual Presentation
- Auditory presentation
- computer or elecctronic devices utilized
- use of study sheets, notes, open bobok

Differentiation of the lesson will be achieved by providing a visual and auditory presentation, discussion on whether or not they think something was plagiarized and the computer will be utilized to complete the Google Form “Think You Know How to Identify Plagiarism Like a Pro?” assessment. I will provide additional Plagiarism packet that the teacher can extend the learning.

Integration of Technology:

- Utilization of the Smart TV to view video clips of examples of plagiarism; shown through music, speeches by famous people, governmental charts, and most recently dances on video games. Additionally, the Google Slide will contain some useful tips on how to avoid plagiarizing in their research projects across the Curriculum.