

Unit 3 Citation and MLA

Content Area: **Library/Media**
Course(s):
Time Period: **DecJan**
Length: **Grade 6**
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Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Library Media, Grade 6

Citation and MLA Format

Belleville Board of Education

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Board Approved: August 30, 2017

Unit Overview

To correctly format their research papers and projects students must understand how to put use MLA format and the importance of citing thoughts and ideas that are not their own. Students will leave this unit with a base knowledge of how to cite and use MLA format.

Enduring Understanding

By the end of this unit students will understand:

- The importance of citing their work.
- The basics of MLA format
- The basics of MLA citation
- How to locate the online tools to help them

Essential Questions

Why do we need to cite other people's thoughts and ideas?

What is MLA format?

What tools are available online to help me?

Exit Skills

By the end of Grade 6, Library Media Unit 3, the student should be able to:

- Create a basic MLA citation
- Explain why we must cite other people's work
- Describe what online tools exist to help them

New Jersey Student Learning Standards (NJSLS-S)

| | |
|------------------|---|
| LA.RH.6-8.1 | Cite specific textual evidence to support analysis of primary and secondary sources. |
| LA.RL.6.1 | Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| LA.RI.6.1 | Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| LA.RST.6-8.1 | Cite specific textual evidence to support analysis of science and technical texts. |
| LA.W.6.8 | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| LA.SL.6.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| TECH.8.1.8.B.CS1 | Apply existing knowledge to generate new ideas, products, or processes. |
| TECH.8.1.8.D.3 | Demonstrate an understanding of fair use and Creative Commons to intellectual property. |
| TECH.8.1.8.D.4 | Assess the credibility and accuracy of digital content. |

Interdisciplinary Connections

| | |
|-----------------|---|
| AAAA.K-12.1.1.4 | Find, evaluate, and select appropriate sources to answer questions. |
| AAAA.K-12.1.3.1 | Respect copyright/intellectual property rights of creators and producers. |
| AAAA.K-12.1.3.3 | Follow ethical and legal guidelines in gathering and using information. |
| AAAA.K-12.1.3.5 | Use information technology responsibly. |
| AAAA.K-12.3.1.6 | Use information and technology ethically and responsibly. |
| AAAA.K-12.3.3.7 | Respect the principles of intellectual freedom. |

Learning Objectives

By the end of Unit 3 SWDAT:

- Explain what citation is
- Locate the pre-made MLA citations in the databases
- Produce a basic work cited page
- Connect how citations help to avoid plagiarism

Suggested Activities & Best Practices

Require students to provide citations for every project

Have students cite textual evidence when completing in class writing assignments using the textbook, primary sources, and SCOPE

Evidence of Student Learning - Checking for Understanding (CFU)

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

By identifying the **Evidence of Student Learning with Checking for Understanding (CFU)** techniques used during the lesson and/or for Closure (Madeline Hunter), please list the variety of means used to assess students' learning.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining

- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources & Materials

MLA cheat sheet

MLA foldable book for student notebook

Brain pop video

Ancillary Resources

Teacher created handouts

Teacher created activity

Technology Infusion

Purdue OWL

MLA website

Brain Pop

Laptops

Databases

Smartboard

Google Slides/ PowerPoint Presentation

Alignment to 21st Century Skills & Technology

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.

21st Century Skills/Interdisciplinary Themes

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- 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

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century Skills** that will be incorporated into this unit.

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

Differentiation

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please remember: Effective educational **Differentiation** in a lesson lies within content, process, and/or product.

Please identify the ones that will be employed in this unit.

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

Intervention Strategies

Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

- 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 work presented 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

Special Education Learning

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

- 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
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- 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)

Please identify the **English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- 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 work presented 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

Sample Lesson

Unit Name:

Introduction to MLA and Citation

NJSLS:

See above

AASL:

See Above

Interdisciplinary Connection:

English, Social Studies, Science

Statement of Objective:

SWDAT:

Locate MLA citation in database article

Create a basic MLA citation

Explain why need to cite our work

Anticipatory Set/Do Now:

Students will answer the questions: How does citing our work help us avoid Plagiarism?

Learning Activity:

After discussing the do now question. The LMS and students will review the need for citation and MLA format when doing research after that they will watch a video from Brain Pop on why we must cite our sources. Students will then work together using the making a map tool to make sure they understand the importance of citing sources. Should time allowed students will also be given a database scavenger hunt where they must locate certain articles and find the MLA citation for them.

Student Assessment/CFU's:

see above

Materials:

laptops

smartboard

handouts

21st Century Themes and Skills:

see above

Differentiation/Modifications:

see above

Integration of Technology:

laptops

brain pop

databases

smartboard