Unit 3: Citation and MLA Format

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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

LIBRARY/MEDIA, 8TH GRADE

UNIT 3 CITATION AND MLA FORMAT

Belleville Board of Education

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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:

- What is the 8th edition of Modern Language Association (MLA) style of citing sources?
- How do I cite a book, website, database, etc.?
- What is a Works Cited page?
- What are the basics of a work cited page?

- What online tools will help me cite my sources?

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?

What elements must you have to create a proper works cited page?

Exit Skills

By the end of Grade 8, Library Media Unit 3, the student should be able to:

- Explain why we must cite other people's work
- Locate the information need to create a citation
- Describe what online tools exist to help them
- Use an online tool and create a MLA citation
- Create a basic MLA works cited page

New Jersey Student Learning Standards (NJSLS-S)

N.J. Student Learning Standards and American Association of School Librarians (AASL-2017) applicable to Unit 3 include:

LA.W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
VI.B.1	Ethically using and reproducing others work.
VI.B.2	Acknowledging authorship and demonstrating respect for the intellectual property of others.
VI.C.1	Sharing information resources in accordance with modification, reuse, and remix policies.
VI.D.1	Personalizing their use of information and information technologies.
VI.D.2	Reflecting on the process of ethical generation of knowledge.
VI.D.3	Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.

Interdisciplinary Connections

Interdisciplinary Connections used in Unit 3 include:

- **Science**
- **Social Studies**
- **World Language**
- **Technology**
- **21st Century Skills**

WL.7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
WL.7.1.IM.C.1	Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia - rich presentation on targeted themes to be shared virtually with a target language audience.
WL.7.1.IM.C.4	Synthesize information found in age - and level - appropriate culturally authentic materials.
WL.7.1.IM.C.5	Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.
WL.7.1.IM.C.C.3	Due to globalization and advances in technology, the products and practices of a culture

	change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)
WL.7.1.IM.C.C.8	Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)
6-8.MS-ESS2-5.3.1	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
6-8.MS-ESS3-1.6	Constructing Explanations and Designing Solutions
6-8.MS-ESS1-4.6	Constructing explanations and designing solutions in 6– 8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.
6-8.MS-ESS2-2.6	Constructing Explanations and Designing Solutions
6-8.MS-ESS2-2.6.1	Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe nature operate today as they did in the past and will continue to do so in the future.
6-8.MS-ESS1-4.6.1	Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
6-8.MS-ESS3-1.6.1	Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
6-8.MS-PS1-3	Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.
SOC.5-8.1	What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?
SOC.5-8.1.2.1	Select and use various geographic representations to compare information about people, places, regions, and environments.
SOC.5-8.1.2.2	Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
SOC.5-8.1.3.2	Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.
SOC.5-8.1.3.3	Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).
SOC.5-8.1.4.1	Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.
SOC.5-8.1.4.2	Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).

Learning Objectives

By the end of Unit 3 the student will be able to:

- Explain, formulate and produce an MLA citation

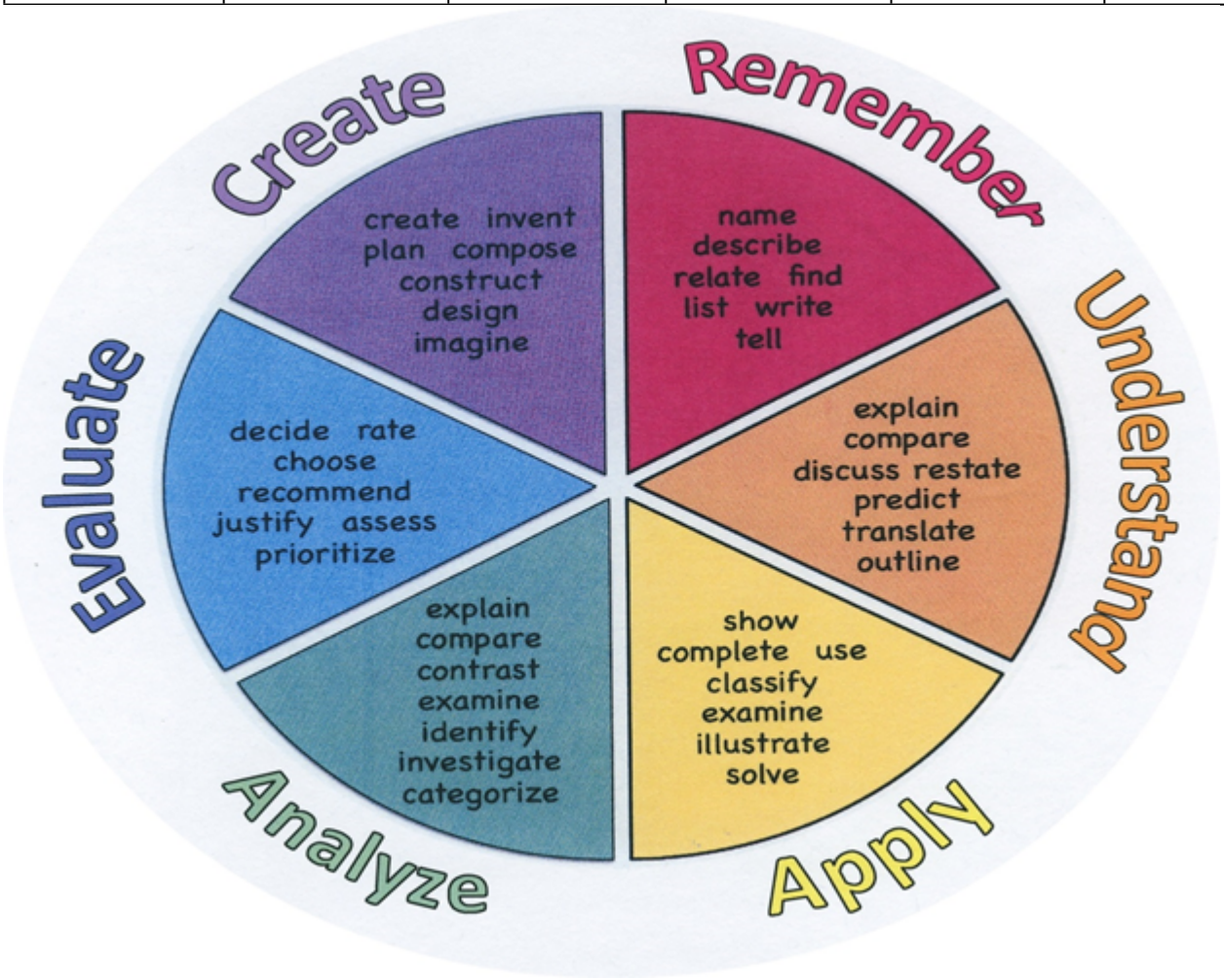
- Formulate and make an MLA citations from one of the Databases

- Arrange and Produce an MLA Works Cited page in Google Docs

- Formulate how providing an MLA in-text citations and Works Cited page in Google Docs helps avoid plagiarism

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 Extrapolate Generalize Predict	Operate Subtract			



Suggested Activities & Best Practices

Inform BMS Staff/Students of the importance of Academic Integrity in all produced projects and research papers.

Insist on students using in-text citation whenever possible and appropriate

Provide students with the most up-to-date information on stylistic format-(MLA Eighth edition currently being used)

needed for citations and have them put it in the correct order or look at a citation and find what is missing or wrong

Assessment Evidence - Checking for Understanding (CFU)

Assessment Evidence/Checking for Understanding specifically used in Unit 3 will include:

- Question Stems that are framed around Bloom's Taxonomy will be utilized throughout Unit 3 (formative assessment)
- Learning Center Activities on MLA Citation Format-Teacher Observation Checklist (formative assessment)
- Kahoot MLA Practice (alternative assessment)
- MLA Style Unit Assessment -Putting MLA Citation to Practice (Google Forms or Paper Test) (summative 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

District-provided Primary Resources & Materials and/or those outside it that that are accessed with district resources include:

MLA cheat sheet (WPU Cheng Library)

Writing Research Reports by McDougal Littell (a Houghton Mifflin Company)-

- Stage 3-Finding and Recording Your Sources (Pgs. 22-26)
- Stage 8-Documenting Your Sources (Pgs. 53-60)
- Forms for Working Bibliography and Works Cited Entries (Pgs. 72-81)

Brain pop video

Online resources:

- **To explain creating MLA (Modern Language Association) in-text citations and Works Cited use Bibme - http://www.bibme.org/mla**
- **To create MLA (Modern Language Association) citations - Citation Machine http://www.citationmachine.net/mla**
- **To create MLA (Modern Language Association) citations Easy Bib http://www.easybib.com/**

Ancillary Resources

Teacher created handouts

Teacher created activity

- **To explain creating MLA (Modern Language Association) in-text citations and Works Cited use Bibme - http://www.bibme.org/mla**
- **To create MLA (Modern Language Association) citations - Citation Machine http://www.citationmachine.net/mla**
- **To create MLA (Modern Language Association) citations Easy Bib http://www.easybib.com/**
- **Google Extension ScribleEDU https://www.scrible.com/ to help with citing sources will utilized**

Technology Infusion

Purdue OWL

Easy Bib/Citation Machine

ScribleEDU https://www.scrible.com/

MLA website

Brain Pop

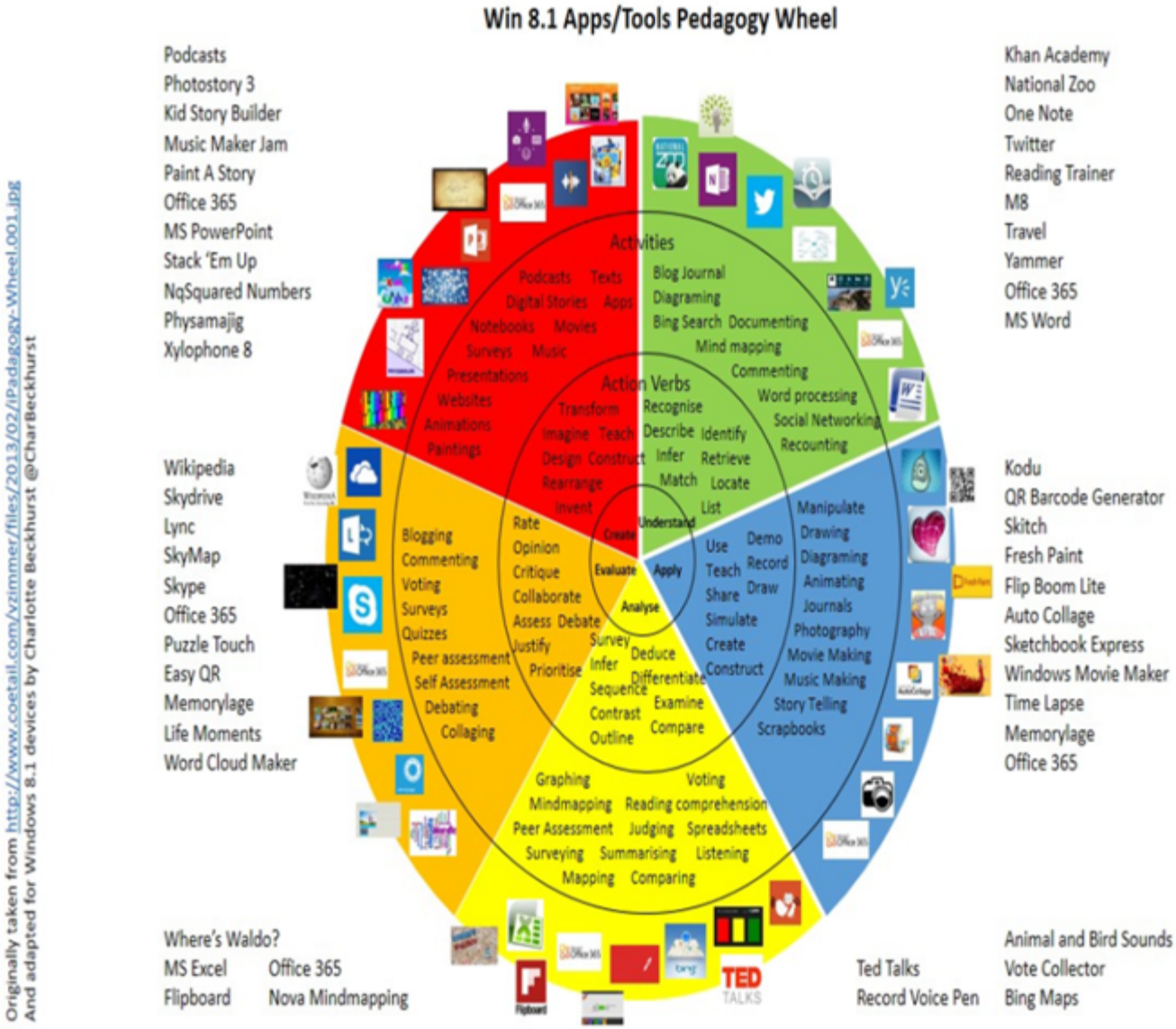
Chromebooks

Databases

Smart TV/Smartboard

Google Slides Presentation: MLA Style Research Paper & Works Cited

Kahoot MLA Style Review Game



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.CRP7	Employ valid and reliable research strategies.
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.
PFL.9.1.8.B.10	Justify safeguarding personal information when using credit cards, banking electronically, or filing forms.
PFL.9.1.8.E.7	Evaluate how fraudulent activities impact consumers, and justify the creation of consumer protection laws.
PFL.9.1.8.F.2	Examine the implications of legal and ethical behaviors when making financial decisions.
CAEP.9.2.8.B.1	Research careers within the 16 Career Clusters ® and determine attributes of career success.
CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.8.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
TECH.8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
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.
TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.8.D.CS3	Exhibit leadership for digital citizenship.
TECH.8.1.8.E.CS1	Plan strategies to guide inquiry.
TECH.8.1.8.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.2.8.B.6	Compare and contrast the different types of intellectual property including copyrights, patents and trademarks.

21st Century Skills/Interdisciplinary Themes

The **21st Century/Interdisciplinary Themes** that will be incorporated into this unit include:

- Communication and Collaboration
- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy
- Life and Career Skills

- 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 presented in Unit 3 include:

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

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

Differentiation

Effective educational Differentiation used within Unit 3 include:

- The student will be provided visual/auditory presentations during Unit 3 material and will have varied supplemental materials (Google Slides websites, instructional youtube videos, etc.) and assistive technology (Google voice)when necessary.
- 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 using the Smart TV/Smartboard.
- Students will be given extra time to complete the task on the presented materials.
- Previewing the vocabulary and a providing an MLA Cheat Sheet (William Paterson's Cheng Library) will be provided.
- Small Group, Center-Based, multi-sensory approach and instruction that include Tiered Activities/Assignments and extra time to complete assignments will be used during Unit 3-Citation and MLA Format
- A Kahoot game will be used to review the MLA Format information.
- Allowing open-book (study guide)during testing
- A Breakout EDU activity will be used as a culminating 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 3 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.
- Use of the Chromebook and Google extension ScribleEDU (https://www.scrible.com/) will be utilized
- Use of printed copy of notes/study guide on the Citation and MLA Style Format will be provided
- Center-Based and multi-sensory instruction will be used when learning about Citations and MLA Style Format
- For completing Activities in the Citations and MLA Style Format unit the student will work side by side 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 3 include:

- Use of instructional videos, Google Translate, illustrations, pictures, and drawings will be used to explain or clarify material in Unit 3.
- Teaching the key aspects and eliminating the nonessential information when introducing the students to Unit 3 -Citation and MLA Format.
- Asking peer tutors to assist the English Language Learner with filling in the notes/Study Guides for Unit 3 or when they are required to complete a task.
- Allowing open-book (notes/study guide) to be used during testing
- Students may provide an alternative product in place of the test to demonstrate their learning (i.e. project, poster boards, slide show, models, etc.)

- 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 "At Risk" intervention strategies that will be employed in Unit 3 include:

- Use of instructional videos, illustrations, pictures, and drawings will be used to explain or clarify material in Unit 3.
- Teaching the key aspects and eliminating the nonessential information when introducing the students to concepts about Academic Integrity-Plagiarism
- Asking peer tutors to assist the "At Risk" Learner when they are required to complete a task.
- Allowing open-book (notes/study guide) to be used 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.
- Students may provide an alternative product in place of the test to demonstrate their learning (i.e. project, poster boards, slide show, models, etc.)

- 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 3 include:

- Teacher selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities. Students could create a Citation and MLA Format Game to be played by group members
- Play and attempt to breakout of a Breakout EDU game on MLA Format/Citation
- Utilize project-based learning task for greater depth of knowledge utilizing a higher order, critical & creative thinking skills, and discovery and present completed activities to the class.
- Create a plan to use only one Citation Format and present it to the class.
- Research why it is important to use MLA Style Citation and create a nonfiction report and/or create a multimedia presentation for the class to view on why it is important.

- 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:

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 be given a database scavenger hunt where they must locate certain articles and find the MLA citation for them which they will then have to make a work cited page from and then craft a paragraph in which they must show how to insert an in text citation,

Student Assessment/CFU's:

see above

Materials:

Chromebooks

Smart TV/Smartboard

handouts

21st Century Themes and Skills:

see above

Differentiation/Modifications:

see above

Integration of Technology:

Chromebooks

brain pop

databases

Smart TV/Smartboard