

Library/Media Arts Grade 6

Content Area: **Language Arts**
Course(s): **Language Arts**
Time Period: **Sample Time Period**
Length: **Sample Length**
Status: **Not Published**

Title Page, Table of Contents, Statement of purpose

Sayreville Public Schools

Library Media Arts

Grade Six

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Statement of Purpose:

In collaboration with classroom teachers, the school library program will provide students with the skills and resources they need to be effective and discriminating 21st century learners. The program will also encourage responsible student usage and application of various forms of technology, support and enhance school-wide curricula, provide opportunities for service and connection to the community, promote lifelong learning, and instill a love of reading.

Students will receive instruction from the Media Specialist on a regular two week basis in LAL classes as well as core curricular and special subject areas (Social Studies, Health, STEM, Science) quarterly. Time will be given for reader advisory, independent book selection and reading.

Literacy: Students will expand their knowledge of literary genres, forms, and describe their characteristics, as well as reading and interpreting works of literature both for the curriculum, subject areas and reading for pleasure.

Technology: Students will continue to build on and strengthen digital literacy skills acquired in fifth grade including refining skills with the automated library catalog, website navigation, research databases, and other approved resources. They will identify qualities of a responsible digital citizen with regards to searching, retrieval, accessing information, and creating assignments.

Research: Students will abide by copyright laws and critically evaluate the research process while refining their information literacy skills. Students will learn to identify, access, and improve on a variety of research media into cross curriculum projects and activities.

Unit 1: Library Orientation Grade 6

Content Area: **Language Arts**
Course(s): **Language Arts**
Time Period: **1st Semester**
Length: **4-6 weeks**
Status: **Not Published**

Summary of the Unit

Grade Six

Students will receive instruction from the Media Specialist on a regular two-week basis in LAL classes as well as Science) quarterly.

Time will be given for reader advisory, independent book selection and reading.

Literacy: Students will expand their knowledge of literary genres, forms, and describe their characteristics, as well as subject areas and reading for pleasure.

Technology: Students will continue to build on and strengthen digital literacy skills acquired in fifth grade including research databases, and other approved resources.

Research: Students will abide by copyright laws and critically evaluate the research process while refining their skills to improve on a variety of research media into cross curriculum projects and activities.

The Media Center is a place that promotes a life-long love of reading and supports students with library information problem solving, and independent learning skills that will foster life-long learners. Unit 1 will provide a basic introduction to understand proper library behavior, procedures, safety and rules while demonstrating responsible use and care of library materials.

Enduring Understandings

Reading for pleasure and creating adult readers.

Understand the expected behavior, procedures, safety and rules of the Media Center.

Responsible users of the library, respect library materials and the rights of others to use them.

Understanding the facility organization helps students locate needed materials.

Information can be accessed through electronic sources.

The Dewey Decimal System provides a framework for the organization of nonfiction.

Review of borrowing, returning, renewing, placing holds on materials,

Recognize the Library Media Specialist as a teacher and resource person.

| | |
|-----------------|--|
| AAAA.K-12.1.1.1 | Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life. |
| AAAA.K-12.1.1.9 | Collaborate with others to broaden and deepen understanding. |
| AAAA.K-12.1.2.3 | Demonstrate creativity by using multiple resources and formats. |
| AAAA.K-12.1.3.5 | Use information technology responsibly. |
| AAAA.K-12.1.4.4 | Seek appropriate help when it is needed. |
| AAAA.K-12.2.1.1 | 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. |
| AAAA.K-12.2.1.5 | Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. |
| AAAA.K-12.2.3.1 | Connect understanding to the real world. |
| AAAA.K-12.2.4.1 | Determine how to act on information (accept, reject, modify). |
| AAAA.K-12.3.1.3 | Use writing and speaking skills to communicate new understandings effectively. |
| AAAA.K-12.3.3.3 | Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern. |
| AAAA.K-12.3.3.4 | Create products that apply to authentic, real-world contexts. |
| AAAA.K-12.4.1.1 | Read, view, and listen for pleasure and personal growth. |
| AAAA.K-12.4.1.2 | Read widely and fluently to make connections with self, the world, and previous reading. |
| AAAA.K-12.4.1.3 | Respond to literature and creative expressions of ideas in various formats and genres. |
| AAAA.K-12.4.4.1 | Identify own areas of interest. |
| AAAA.K-12.4.4.4 | Interpret new information based on cultural and social context. |
| AAAA.K-12.4.4.6 | Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs. |

Essential Questions

Essential Questions are:

- What is the importance of the Library Media Center?
- What are the rules and procedures 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 can the library impact my personal reading growth?
- How does my understanding of library organization affect how I assess, evaluate, and use information?
- How will knowledge of the facility's organization impact my ability to use the Media Center on my own?
- How do I seek help from the Library Media Specialist?

Summative Assessment and/or Summative Criteria

Assessment Evidence/Checking for Understanding specifically used in Unit 1 will include:

A Teacher observation checklist will be used to check for student's adherence to the proper behavior, procedures, and rules of the library.

Learning Center Activities will be assessed:

KWL Chart

Spotlight Strategies

Resources

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

- · Follett Destiny Library Catalog <https://sayrevillek12.follettdestiny.com/>
- · SMS LibGuide [Home - Sayreville Middle School Library Media Center - LibGuides at Sayreville Public Schools](#)
- · JLG Digital [iPublishCentral](#)
- Sayreville Public Library Website [Sayreville Public Library – Welcome to the Sayreville Library](#)

[website!](#)

Unit Plan

Unit 1- Orientation (Procedures, Safety, Rules)

| <u>Objectives</u> | <u>Activities</u> | <u>Benchmarks</u> |
|--|---|---|
| SWBAT exhibit proper library behavior | Orientation & Tour of the facility with sixth grade LAL classes. Discussion of rules and behaviors | Librarian/ Teacher observation Exit Ticket |
| Demonstrate responsible use and care of all materials and hardware in the Library Media Center | Orientation Lesson Review of procedures, rules, policies, responsible use of hardware and software Review of borrowing, returning, renewing, placing holds on materials, | Librarian/ Teacher observation borrowing, returning and software and ger given to LAL classro Exit Ticket |

Sample Lesson: Welcome to the Library Media Center

Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

Objective: SWBAT: - locate and identify sources that will assist them in creating their classification poster - critique articles and resources in order to find the best quality sources that will assist them in creating their classification poster

Anticipatory Set/Do Now: Students will come into the library and sign out a chromebook and log on to it.

Learning Activity: The media specialist will instruct the students on the steps they need to follow in order to access the, LibGuide, libraries website, and databases, and the importance of using these sources vs. web search sources. Together the media specialist and the class will work on a scavenger hunt/ Escape Room activity, so students become familiar with the databases and online resources.

The media specialist will lead the students through a PowerPoint/google slides presentation.

Welcome to the Library

https://docs.google.com/presentation/d/195voGWR7XB_B6TgJL9-

[rwQf6PKj6W_k9mzBScomZdk0/edit?usp=sharing](https://docs.google.com/presentation/d/1kIqfvI0FLHEAOW9P8A2cCA3BbZXX9KgLSKDy8vTWnXQ/edit?usp=sharing)

Welcome to the Virtual Library

<https://docs.google.com/presentation/d/1kIqfvI0FLHEAOW9P8A2cCA3BbZXX9KgLSKDy8vTWnXQ/edit?usp=sharing>

Students will then use the discussed websites, LibGuides, and databases to complete the last part of the activity.

Student Assessment: Exit Ticket

Materials:

TV Monitor/SmartBoard

Chromebooks

| | |
|-----------------|--|
| AAAA.K-12.1.1.2 | Use prior and background knowledge as context for new learning. |
| AAAA.K-12.2.1.1 | 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. |
| AAAA.K-12.3.4.1 | Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future. |
| AAAA.K-12.4.1.1 | Read, view, and listen for pleasure and personal growth. |
| AAAA.K-12.4.1.2 | Read widely and fluently to make connections with self, the world, and previous reading. |
| AAAA.K-12.4.3.4 | Practice safe and ethical behaviors in personal electronic communication and interaction. |
| AAAA.K-12.4.4.1 | Identify own areas of interest. |

Suggested Modifications for Special Education, ELL and Gifted Students

Suggested Modifications for Special Education, ELL and Gifted Students

- **The Special Education Learning adaptations that will be utilized in Unit 1 include:**
- Additional time to process information; repeat, clarify, simplify directions, repeat directions.
- Provide modifications as dictated in the student's own IEP/504 plan.
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading and written assignments

- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- create a Makerspace project
- **The ELL 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
- Teaching the key aspects and eliminating the nonessential information when introducing the students to
- Asking peer tutors to assist the English Language Learner when they are required to complete a task.
- Decreasing the amount required to complete a library activity sheet.
- Using videos, illustrations, pictures, and drawings to explain.
- Decreasing the amount of work presented or required.
- Having peers take notes or providing a copy of the teacher's notes
- Reducing or omitting lengthy outside reading assignments.
- Eliminate nonessential information and teaching key aspects of a topic.
- Tutoring by peers.
- **The Gifted adaptations that will be employed in Unit 1 include:**
- Teacher selected instructional strategies that are focused to provide challenge, engagement, and growth
- Students can read additional fiction books, explore creating book talks or book trailers.
- Advanced problem-solving.
- Allow students to work at a faster pace
- Create a blog or social media page about their unit.
- Create a Makerspace project
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Suggested Technological Innovations/Use

Chromebooks

SMS LibGuide

Library Website

Google Classroom

Digital Escape Room

Kahoot

Google Slides

Cross Curricular/21st Century Connections

The core content areas include

Language Arts

Science

Social Studies

Technology

Visual and Performing Arts

21st Century Connections

Communication

Collaboration

Critical Thinking

Problem Solving

Traditional Literacy

Tool Literacy

Information Literacy

Media Literacy

Civic Literacy

Health Literacy

Global Awareness

Environmental Literacy

Standards:

TECH.8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

TECH.8.1.8.A.CS2 Select and use applications effectively and productively.

TECH.8.1.8.A.CS1 Understand and use technology systems.

TECH.8.1.12.B.CS1 - [Content Statement] - Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.12.D.CS1 - [Content Statement] - Advocate and practice safe, legal, and responsible use of information technology.

TECH.8.1.12.E.CS2 - [Content Statement] - Locate, organize, analyze, evaluate, synthesize, and ethically use in

Unit 2: Literature Appreciation Grade 6

Content Area: **Language Arts**
Course(s): **Language Arts**
Time Period: **1st Semester**
Length: **6-8 weeks**
Status: **Not Published**

Summary of the Unit

Grade Six

Students will receive instruction from the Media Specialist on a regular two-week basis in LAL classes as well as core curricular and special subject areas (Social Studies, Health, STEM, Science) quarterly.

Time will be given for reader advisory, independent book selection and reading.

Literacy: Students will expand their knowledge of literary genres, forms, and describe their characteristics, as well as reading and interpreting works of literature both for the curriculum,

subject areas and reading for pleasure.

Technology: Students will continue to build on and strengthen digital literacy skills acquired in fifth grade including refining skills with the automated library catalog, website navigation,

research databases, and other approved resources. They will identify qualities of a responsible digital citizen with regards to searching, retrieval, accessing information, and creating assignments.

Research: Students will abide by copyright laws and critically evaluate the research process while refining their information literacy skills. Students will learn to identify, access, and improve on a variety of research media into cross curriculum projects and activities.

The Library is a place that promotes a love of reading and supports students in their personal reading needs. The library is a place where students can acquire knowledge and gain insight into areas that are of interest to the learner. Literature Appreciation will expose students to both fiction and non-fiction works, diverse genres, multiple material formats, author studies, and compare different types of material. Students will gain an appreciation for novels, authors, non-fiction sections and biographies throughout the year. The goal is to help develop a feeling of comfort and enjoyment within the Library Media Center, an appreciation for literature and foster a love of reading.

Enduring Understandings

- Everyone can develop a love of reading.
- Reading is a process by which we construct meaning about the information being communicated by an author within a print or non-print medium.
- Reading for pleasure or information produces lifelong readers and learners.
- Literature can be fake (fiction) or real (nonfiction). Readers can enjoy and appreciate both
- By exploring different authors and illustrators' readers develop their ideas for thinking, learning, and communication.
- Readers continue to understand the elements of literature and a text's features, structures, and characteristics.
- Readers can determine What makes a good story?
- Readers are comfortable with the selection process when choosing books to acquire information for both personal and academic purposes.

| | |
|-----------------|---|
| AAAA.K-12.1.1.1 | Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life. |
| AAAA.K-12.1.2.1 | Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. |
| AAAA.K-12.1.3.1 | Respect copyright/intellectual property rights of creators and producers. |
| AAAA.K-12.1.4.4 | Seek appropriate help when it is needed. |
| AAAA.K-12.2.1.2 | Organize knowledge so that it is useful. |
| AAAA.K-12.2.1.5 | Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. |
| AAAA.K-12.2.3.1 | Connect understanding to the real world. |
| AAAA.K-12.4.1.1 | Read, view, and listen for pleasure and personal growth. |
| AAAA.K-12.4.1.2 | Read widely and fluently to make connections with self, the world, and previous reading. |
| AAAA.K-12.4.1.3 | Respond to literature and creative expressions of ideas in various formats and genres. |
| AAAA.K-12.4.3.4 | Practice safe and ethical behaviors in personal electronic communication and interaction. |
| AAAA.K-12.4.4.1 | Identify own areas of interest. |

Essential Questions

- What makes a good story?
- Why do people love reading?
- How can stories help me understand the world around me?
- How does a writer develop a well-written product?
- How can I understand and appreciate all types of literature?

Summative Assessment and/or Summative Criteria

Assessment Evidence/Checking for Understanding specifically used in Unit 2 will include:

Learning Center Activities will be assessed by:

- Identify the title, author, illustrator, publisher, and copyright date.
- Select materials based on personal interests.
- Select materials based on classroom work, genre assignments and biography assignments.
- Select and use informational texts for research (classroom) projects
- Gain background knowledge and information from author studies presented.
- Identify and classify fiction and nonfiction books.
- Analyze the characters, setting, and plot of stories to determine genres.
- Recognize books of favorite authors and illustrators.
- Recognize and identify books that received the prestigious ALA Newbery Medal Award and Caldecott Award
- KWL Chart
- Spotlight Strategies
- Flipster Digital Magazine Scavenger Hunt
- Poetry Activities
- Summer Reading

Resources

- District-provided Primary Resources & Materials and/or those outside it that that are accessed with district resources used:
- Follett Destiny Library Catalog <https://sayrevillek12.follettdestiny.com/>
- SMS LibGuide [Home - Sayreville Middle School Library Media Center - LibGuides at Sayreville Public Schools](#)
- JLG Digital [iPublishCentral](#)
- Sayreville Public Library Website [Sayreville Public Library – Welcome to the Sayreville Library website!](#)

- Flipster Digital Magazine- <https://search.ebscohost.com>
- StoryBoard That- <https://www.storyboardthat.com/>
- Imagination Storyline Online- www.storylineonline.net
- American Library Association - Great Literature and Languages Websites for Kids (includes Author/Illustrator's websites) - <http://gws.ala.org/category/literature-languages>
- NEWSELA - <https://newsela.com/>
- Epic! for Educators - <https://www.getepic.com>
- Scholastic Website- <http://www.scholastic.com>
- Various materials from School Library Shelves

Unit Plan

Unit 2- Literature Appreciation

| <u>Objectives</u> | <u>Activities</u> | <u>Benchmarks</u> | <u>Materials</u> |
|---|--|--|---|
| SWBAT View and discuss a variety of literature available in the library | Review book displays of titles related to fiction genre, non-fiction, and reading assignments. | Requests for titles displayed and recommended. | Fiction and non-fiction titles |
| in order to promote reading for pleasure and for information. | Title list of materials appropriate for specific assignments. | | new materials Featured author Genre collections |

| | | | |
|--|---|-------------------------------|-------------------|
| | | | Bibliographies |
| | | | eBooks |
| | | | Digital Magazines |
| Locate, select and retrieve a variety of materials for reading pleasure. | Reader's advisory for individual book selection displays, subject/ genre book displays, biographies | Librarian/Teacher Observation | Bibliographies |
| | | | Book displays |
| | | | Bookmarks |
| | | | Posters |

Sample Lesson: Genre- Taking Traditional Literacy to Digital Literacy

Objectives:

SWBAT be aware that fiction books are written in genres.

SWBAT locate labels on books that define genres.

SWBAT list the genres of fiction.

SWBAT identify literary elements of common genres.

SWBAT experience and develop interest in literature, which includes multicultural, gender, and ethnic diversity.

SWBAT improve their understanding of literary genres by creating a digital storyboard.

Motivation:

Begin the conversation with the students by asking, "What is a genre?" There will be varied responses, genres of music, movies, literature. Discuss common fiction genres: adventure stories, science fiction/fantasy, mystery, horror, romance, realistic fiction, and historical fiction.

One thing to keep in mind while teaching about genres: these categories are not always clear-cut. You can have a crime/mystery story set in the future (science fiction) or in the past (historical fiction).

Lesson#1:

Introduce the genres that the students will be working with. In our case, it is historical fiction, realistic fiction, science fiction, fantasy, horror, classics and mystery. Use the BrainPOP video on Literary Genres for visual/auditory learners and Google Slides: Literary elements of common genres to promote discussion and examples of genre in fiction.

Using different fiction genres, have students work in groups to tell what components are in each genre-looking at character, plot, setting, etc. in different examples. It would be beneficial to use a paper chat as a helpful strategy where students develop communication skills along with patience and respect. Explain to the class what a paper chat.

Then, discuss with the students the major components of the genres. What makes a book fantasy instead of

realistic fiction? What is the difference between horror and mystery? Can a book be more than one genre?

FANTASY: • contains elements that are not realistic, talking animals, magical powers, often set in a medieval universe or possibly involving mythical beings.

HISTORICAL FICTION: • stories centered around the basis of a partially historical situation and a novel set in a historical period.

MYSTERY: a novel involving: strangeness, solving a puzzling event or situation, something unknown, solving a crime or centered around a person who investigates wrongdoing or centered around a person or persons employed to obtain secret information

REALISTIC FICTION: stories that take place in modern times and characters are involved in events that could happen.

SCIENCE FICTION: stories that often talk about science, medicine and technology of the future involving partially true fictions laws or theories of science.

Explain to students that in the next library visit, they will be using StoryboardThat! to create a graphic organizer that uses images to tell a story. Using digital storytelling, students will choose a fiction genre or genres and create a story to help visually reinforce their learning. Provide example from the site Storyboard That.

After watching the video, we will see if their answers match what was stated already.

The media specialist will lead the students through a PowerPoint/google slides presentation.

<https://docs.google.com/presentation/d/1Eu5ZD5Ll6U3SJI48l0KgE1-D1V9nAAI2rSVia5NjrLI/edit?usp=sharing>

Student Assessment: Exit Tickets/ StoryBoardThat! project

Materials:

Chromebooks

TV Monitor

BrainPOP

StoryBoardThat!

21st Century Themes and Skills:

- Communication and Collaboration
- Traditional Literacy

- Digital Literacy
- Tool Literacy
- Critical thinking and Problem-Solving
 - Differentiation/Modifications: Small group assignments.
 - Effective educational Differentiation used within Unit 2 include:
 - Students will be provided visual/auditory presentations during Unit 2 material and will have varied supplemental materials (Storyboard That, audio, video etc.).
 - Various Stories may be used in Literature Circles

| | |
|-----------------|---|
| AAAA.K-12.1.1.1 | Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life. |
| AAAA.K-12.1.4.4 | Seek appropriate help when it is needed. |
| AAAA.K-12.2.3.1 | Connect understanding to the real world. |
| AAAA.K-12.2.3.2 | Consider diverse and global perspectives in drawing conclusions. |
| AAAA.K-12.2.4.4 | Develop directions for future investigations. |
| AAAA.K-12.4.1.1 | Read, view, and listen for pleasure and personal growth. |
| AAAA.K-12.4.1.2 | Read widely and fluently to make connections with self, the world, and previous reading. |
| AAAA.K-12.4.1.3 | Respond to literature and creative expressions of ideas in various formats and genres. |
| AAAA.K-12.4.1.4 | Seek information for personal learning in a variety of formats and genres. |
| AAAA.K-12.4.3.3 | Seek opportunities for pursuing personal and aesthetic growth. |
| AAAA.K-12.4.3.4 | Practice safe and ethical behaviors in personal electronic communication and interaction. |
| AAAA.K-12.4.4.1 | Identify own areas of interest. |

Suggested Modifications for Special Education, ELL and Gifted Students

- **The Special Education Learning adaptations that will be utilized in Unit 2 include:**
- Additional time to process information; repeat, clarify, simplify directions, repeat directions.
- Provide modifications as dictated in the student's own IEP/504 plan.
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading and written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- create a Makerspace project
- **The ELL adaptations that will be employed in Unit 2 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.
- Decreasing the amount required to complete a library activity sheet.
- Using videos, illustrations, pictures, and drawings to explain.
- Decreasing the amount of work presented or required.
- Having peers take notes or providing a copy of the teacher's notes
- Reducing or omitting lengthy outside reading assignments.
- Eliminate nonessential information and teaching key aspects of a topic.
- Tutoring by peers.
- **The Gifted adaptations that will be employed in Unit 2 include:**
- Teacher selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities and design a presentation about the Media Center Rules.
- Students can read additional fiction books, explore creating book talks or book trailers.
- 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?
- Advanced problem-solving.
- Allow students to work at a faster pace
- Create a blog or social media page about their unit.
- Create a Makerspace project

Suggested Technological Innovations/Use

Chromebooks

SMS LibGuide

Library Website

Google Classroom

Storyboard That!

BrainPOP

Kahoot

Google Slides

Cross Curricular/21st Century Connections

The core content areas include

Language Arts

Social Studies

Science

World languages

Technology

Visual and Performing Arts

21st Century Skills Connections

Global Awareness

Communication

Collaboration

Critical Thinking

Problem Solving

Traditional Literacy

Tool Literacy

Information Literacy

Media Literacy

Civic Literacy

Health Literacy

Financial Literacy

Digital Literacy

Environmental Literacy

Standards:

TECH.8.1.8.B Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.8.B.CS2 Create original works as a means of personal or group expression.

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.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.

LA.RI.6.10 By the end of the year read and comprehend literary nonfiction at grade level text[1]complexity or above, with scaffolding as needed.

II.B.2 Evaluating a variety of perspectives during learning activities.

IV.A.2 Identifying possible sources of information.

II.D.2 Demonstrating interest in other perspectives during learning activities.

II.A.3 Describing their understanding of cultural relevancy and placement within the global learning community

VI.D.1 Personalizing their use of information and information technologies.

V.A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes

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.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

LA.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

LA.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

II.A.2 Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.

LA.RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

LA.RL.6.9 Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

II.C.1 Engaging in informed conversation and active debate.

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.

VI.B.2 Acknowledging authorship and demonstrating respect for the intellectual property of others.

VI.A.1 Responsibly applying information, technology, and media to learning.

V.A.2 Reflecting and questioning assumptions and possible misconceptions

V.C.3 Collaboratively identifying innovative solutions to a challenge or problem

IV.A.1 Determining the need to gather information.

I.B.3 Generating products that illustrate learning

VI.A.3 Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.

V.A.3 Engaging in inquiry-based processes for personal growth.

Unit 3: Digital Citizenship Grade 6

Content Area: **Language Arts**
Course(s): **Language Arts**
Time Period: **2nd Semester**
Length: **4-6**
Status: **Not Published**

Summary of the Unit

Grade Six

Students will receive instruction from the Media Specialist on a regular two-week basis in LAL classes as well as core curricular and special subject areas (Social Studies, Health, STEM, Science) quarterly. Time will be given for reader advisory, independent book selection and reading.

Literacy: Students will expand their knowledge of literary genres, forms, and describe their characteristics, as well as reading and interpreting works of literature both for the curriculum, subject areas and reading for pleasure.

Technology: Students will continue to build on and strengthen digital literacy skills acquired in fifth grade including refining skills with the automated library catalog, website navigation, research databases, and other approved resources. They will identify qualities of a responsible digital citizen with regards to searching, retrieval, accessing information, and creating assignments.

Students will learn how to be responsible digital citizens while using the Internet, databases, and other digital resources. During Library Media Center visits learners will understand the importance of digital etiquette, online behavior, and making informed decisions on the internet. The library media specialist will present and build on prior knowledge of internet safety including protecting personal and private information, and what is acceptable and not on social networking sites. Students will be exposed to tool literacy and the global impact of collaborating with others online. The Digital Citizenship unit is meant to build a foundation moving into

High School, higher education, and the job field. Learners can use their digital literacy knowledge for creating presentations, makerspace projects, problem solving, critical thinking skills, and going beyond computer skills in the media center.

Enduring Understandings

- Digital media and technology are powerful tools that must be used responsibly.
- Students who love to read many formats including digitally learn more about the world allowing them to feel more confident to explore diverse, global materials.
- Learners practice ethical behaviors online.

Essential Questions

What is digital etiquette?

What strategies can students use to stay safe online?

Why should students create strong usernames and passwords?

Why should students not share personal or private information?

How can students benefit from social networking sites?

How can digital literacy help me understand the world around me?

In which ways do making informed decisions online impact our future?

How do good digital citizens express themselves?

What is cyberbullying and what can prevent it from happening?

Summative Assessment and/or Summative Criteria

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

A Teacher observation checklist and Learning Center Activities will be assessed by:

Online assessments (BrainPOP)

Digital Literacy Database Assessments

Monitor student progress

Google Slides Project

KWL Chart

Spotlight Strategies

Resources

- District-provided Primary Resources & Materials and/or those outside it that that are accessed with district resources used:
- Follett Destiny Library Catalog <https://sayrevillek12.follettdestiny.com/>
- SMS LibGuide [Home - Sayreville Middle School Library Media Center - LibGuides at Sayreville Public Schools](#)
- JLG Digital [iPublishCentral](#)
- Sayreville Public Library Website [Sayreville Public Library – Welcome to the Sayreville Library website!](#)
- American Library Association - Great Literature and Languages Websites for Kids (includes Author/Illustrator's websites) - <http://gws.ala.org/category/literature-languages>
- Discovery Education- <https://www.discoveryeducation.com>

- StoryBoard That! <https://storyboardthat.com>
- Digital Literacy Database- Rosen Publishing- <https://digitalliteracy.rosendigital.com/>
- Common Sense Media <https://www.commonsensemedia.org/>

Unit Plan

Unit 3- Digital Citizenship

| Objectives | Activities | Benchmarks | Materials |
|--|--|-------------------------------|--|
| | | | Internet |
| | Explore the benefits and risks of online talk, social networks, and digital etiquette | | Automated Library Catalogs/ terminals |
| Students learn about digital literacy | while connecting safely with others online Common Sense Media BrainPOP Digital Literacy Database- Rosen Publishing | Librarian/Teacher observation | Websites Databases LibGuide Discovery Education BrainPOP |
| | Use strategies for managing online information and keeping it secure. | | Internet |
| Students learn concrete skills about managing online security. | Guard against hacking, phishing and keeping property and passwords protected. Explore ethical responsibility to Online Privacy and Digital Footprints. Connecting cultures, | Librarian/Teacher observation | Automated Library Catalogs/ terminals Websites |
| Students reflect on how to behave ethically online. | positive online communities (social networking platforms), while understanding the repercussions of cyberbullying and other online damaging behaviors. Common Sense Media | | Databases LibGuide |

BrainPOP

Sample Lesson: Digital Etiquette

https://docs.google.com/presentation/d/1dhgYbyAyNncBHGtynNkraRehpdQS6MzlVhSh8SyMlb8/edit?usp=s_haring

Beginning Digital Citizenship in the Library Media Center

Lesson #1

Digital Etiquette

Objectives:

SWBAT list a set of rules for how to behave online.

SWBAT recognize what is appropriate and be aware of etiquette on the internet.

SWBAT discuss in small groups rules and scenarios dealing with digital etiquette.

SWBAT to support different online policies or rules when working online together.

Instructional Strategies and Procedures:

Explain the importance of digital etiquette using a google slide presentation, Discovery Education websites, and Brainpop video.

Discuss with students how digital etiquette impacts their everyday life.

Provide scenarios and discuss ideas on digital etiquette.

Activity:

Paper chat Question & Writing Prompt:

What does digital etiquette mean to me?

Suggested Modifications for Special Education, ELL and Gifted Students

- **The Special Education Learning adaptations that will be utilized in Unit 3 include:**
- Additional time to process information; repeat, clarify, simplify directions, repeat directions.
- Provide modifications as dictated in the student's own IEP/504 plan.
- preferential seating
- preview of content, concepts, and vocabulary

- reduced/shortened reading and written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- create a Makerspace project
- **The ELL adaptations that will be employed in Unit 3 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.
- Decreasing the amount required to complete a library activity sheet.
- Using videos, illustrations, pictures, and drawings to explain.
- Decreasing the amount of work presented or required.
- Having peers take notes or providing a copy of the teacher's notes
- Reducing or omitting lengthy outside reading assignments.
- Eliminate nonessential information and teaching key aspects of a topic.
- Tutoring by peers.
- **The Gifted adaptations that will be employed in Unit 3 include:**
- Teacher selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities and design a presentation about the Media Center Rules.
- Students can read additional fiction books, explore creating book talks or book trailers.
- 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?
- Advanced problem-solving.
- Allow students to work at a faster pace
- Create a blog or social media page about their unit.
- Create a Makerspace project

Suggested Technological Innovations/Use

Chromebooks

SMS LibGuide

Library Website

Google Classroom

Kahoot

Google Slides

Cross Curricular/21st Century Connections

The core content areas include

Language Arts

Math

Science

Social Studies

World languages

Technology

Visual and Performing Arts

21st Century Connections

Global Awareness

Communication

Collaboration

Critical Thinking

Problem Solving

Traditional Literacy

Tool Literacy

Information Literacy

Media Literacy

Civic Literacy

Health Literacy

Financial Literacy

Digital Literacy

Environmental Literacy

Standards:

TECH.8.1.8.B Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and process using technology.

TECH.8.1.8.B.CS2 Create original works as a means of personal or group expression.

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.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.

Unit 4: Information Literacy Grade 6

Content Area: **Language Arts**
Course(s): **Language Arts**
Time Period: **2nd Semester**
Length: **4-6 weeks**
Status: **Not Published**

Summary of the Unit

Grade Six

Students will receive instruction from the Media Specialist on a regular two-week basis in LAL classes as well as core curricular and special subject areas (Social Studies, Health, STEM, Science) quarterly. Time will be given for reader advisory, independent book selection and reading.

Literacy: Students will expand their knowledge of literary genres, forms, and describe their characteristics, as well as reading and interpreting works of literature both for the curriculum, subject areas and reading for pleasure.

Technology: Students will continue to build on and strengthen digital literacy skills acquired in fifth grade including refining skills with the automated library catalog, website navigation, research databases, and other approved resources. They will identify qualities of a responsible digital citizen with regards to searching, retrieval, accessing information, and creating assignments.

Research: Students will abide by copyright laws and critically evaluate the research process while refining their information literacy skills. Students will learn to identify, access, and improve on a variety of research media into cross curriculum projects and activities.

Our Library Media Center is the heart of our school where students can seek knowledge and gain insight. The library is a place that promotes life-long readers and learners. Informational literacy has progressed beyond researching in the reference section to searching and evaluating valid information online. Students who are exposed to an Information Literacy unit are more likely to feel confident and comfortable researching on databases and the internet in higher education and the job field. Students will be exposed to different types of materials and tools available for gathering and using information that include award-winning books, nonfiction books that support the curriculum, online resources, dictionaries, encyclopedias, and databases.

Enduring Understandings

- Information from various materials must be analyzed and applied appropriately.
- Learning from and use of materials should meet a specific need.
- Library materials are arranged in a logical manner and may be retrieved using knowledge of that arrangement.
- Researchers gather valid information on a topic from a variety of sources for specific purposes.
- Researchers synthesize information from a variety of sources to answer a question.

- Reading for information has lifelong applications.

| | |
|-----------------|---|
| AAAA.K-12.1.1.8 | Demonstrate mastery of technology tools for accessing information and pursuing inquiry. |
| 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-12.1.4.1 | Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary. |
| AAAA.K-12.1.4.4 | Seek appropriate help when it is needed. |
| AAAA.K-12.2.1.4 | Use technology and other information tools to analyze and organize information. |
| AAAA.K-12.2.3.3 | Use valid information and reasoned conclusions to make ethical decisions. |
| AAAA.K-12.2.4.1 | Determine how to act on information (accept, reject, modify). |
| AAAA.K-12.4.1.1 | Read, view, and listen for pleasure and personal growth. |
| AAAA.K-12.4.1.2 | Read widely and fluently to make connections with self, the world, and previous reading. |
| AAAA.K-12.4.3.1 | Participate in the social exchange of ideas, both electronically and in person. |
| AAAA.K-12.4.4.1 | Identify own areas of interest. |

Essential Questions

- What is the information and understanding needed to use an online library catalog at school or at the public library?
- Why is planning so important to research?
- Where is information that I plan to use located?
- How do I find books related to my personal interests and curriculum?
- How does my understanding of library organization affect how I access, evaluate, and use information?
- How do I find information in the library?
- Why is it necessary to read and view multiple sources?
- Why is it needed to review and evaluate a project, paper, presentation before I turn it in?
- What are the learning skills and strategies that students need to successfully find information?
- Where can students find valid, relevant information?
- What is the Big Six research process?
- How does the research process differ depending on my need (academic or personal)?

Summative Assessment and/or Summative Criteria

Assessment Evidence/Checking for Understanding specifically used in Unit 4 will include:

A Teacher observation checklist for requests of titles displayed and recommended.

Learning Center Activities will be assessed by:

- Selecting appropriate resources based on age and personal interest
- Identifying print and online research materials
- Utilizing the table of contents page, index, and glossary in a nonfiction book
- Finding valid websites for research
- Understanding the need for a bibliography, work cited page and MLA citation
- Understanding the importance of a research process of plan, do, and review
- Developing effective skills using information and tool literacy

KWL Chart

Spotlight Strategies

Outlines will be utilized as an assessment tool in the Research Process.

Resources

- District-provided Primary Resources & Materials and/or those outside it that that are accessed with district resources used:
- Follett Destiny Library Catalog <https://sayrevillek12.follettdestiny.com/>
- SMS LibGuide [Home - Sayreville Middle School Library Media Center - LibGuides at Sayreville Public Schools](#)
- JLG Digital [iPublishCentral](#)
- Sayreville Public Library Website [Sayreville Public Library – Welcome to the Sayreville Library website!](#)
- Flipster Digital Magazine- <https://search.ebscohost.com>
- EBSCOHost-<https://search.ebscohost.com>

- FactCite Database- <https://www.factcite.com>
- World Book Online- <https://www.worldbookonline.com>
- American Library Association - Great Literature and Languages Websites for Kids (includes Author/Illustrator's websites) - <http://gws.ala.org/category/literature-languages>
- NEWSELA - <https://newsela.com/>
- Scholastic Website- <http://www.scholastic.com>
- Various materials from School Library Shelves

Suggested Modifications for Special Education, ELL and Gifted Students

- **The Special Education Learning adaptations that will be utilized in Unit 4 include:**
 - Additional time to process information; repeat, clarify, simplify directions, repeat directions.
 - Provide modifications as dictated in the student's own IEP/504 plan.
 - preferential seating
 - preview of content, concepts, and vocabulary
 - reduced/shortened reading and written assignments
 - secure attention before giving instruction/directions
 - shortened assignments
 - student working with an assigned partner
 - create a Makerspace project
- **The ELL adaptations that will be employed in Unit 4 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.
 - Decreasing the amount required to complete a library activity sheet.
 - Using videos, illustrations, pictures, and drawings to explain.
 - Decreasing the amount of work presented or required.
 - Having peers take notes or providing a copy of the teacher's notes
 - Reducing or omitting lengthy outside reading assignments.

- Eliminate nonessential information and teaching key aspects of a topic.
- Tutoring by peers.
- **The Gifted adaptations that will be employed in Unit 4 include:**
- Students can read additional fiction books, explore creating book talks or book trailers
- Advanced problem-solving.
- Allow students to work at a faster pace
- Create a blog or social media page about their unit.
- Create a Makerspace project

Unit Plan

Unit 4- Information Literacy

| <u>Objectives</u> | <u>Activities</u> | <u>Benchmarks</u> | <u>Materials</u> |
|---|--|--|--|
| Evaluate information and ideas presented in written, oral, and visual formats for relevancy and currency | Use sources of information for an assignment, i.e.: writing assignment or current events to satisfy specific requirements of a classroom assignment | Librarian/Teacher observation Finished project/presentation | Internet Print resources related to the topic Electronic resources Newspaper Periodical Databases Internet |
| SWBAT select biography in either print format or electronic and complete a biography report or presentation | Introduction to different search options and effective strategies to finding materials in print or electronic format. Making informed choices on searching, using search tools and precise keywords to yield the best results | Librarian/Teacher observation Finished project/presentation | Print resources related to the topic Electronic resources Databases |

Sample Lesson: Big Six

Objectives:

- SWBAT gather information on a host of platforms.
- SWBAT demonstrate that they know a valid website.
- SWBAT exhibit tasks such as recognizing fact and opinion.

Think about it!

Not having enough information can be a problem but having too much information can be as much of a problem! It is called Information Overload!

What is the Big Six? The Big6 (critical thinking skills) is a six-stage model to help anyone solve problems or make decisions by using information. Some call it information literacy. It can be broken into three stages Plan, Do and Review.

<https://docs.google.com/presentation/d/1aXsFWy9p-sWTh7HZ9Oz10IKC-u02jgzH54fv4EjwBb4/edit?usp=sharing>

Student Assessment: Exit Tickets

Materials:

Chromebooks

TV Monitor

BrainPOP

21st Century Themes and Skills:

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

Differentiation/Modifications: Small group assignments.

Students will be provided visual/auditory presentations and will have varied supplemental materials (Databases, audio, video etc.).

| | |
|-----------------|---|
| AAAA.K-12.1.1.1 | Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life. |
| AAAA.K-12.1.1.7 | Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. |
| AAAA.K-12.1.2.6 | Display emotional resilience by persisting in information searching despite challenges. |
| AAAA.K-12.1.3.1 | Respect copyright/intellectual property rights of creators and producers. |
| AAAA.K-12.1.4.1 | Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary. |

| | |
|-----------------|--|
| AAAA.K-12.1.4.4 | Seek appropriate help when it is needed. |
| AAAA.K-12.2.1.4 | Use technology and other information tools to analyze and organize information. |
| AAAA.K-12.3.1.1 | Connect understanding to the real world. |
| AAAA.K-12.3.1.6 | Use information and technology ethically and responsibly. |
| AAAA.K-12.4.1.1 | Read, view, and listen for pleasure and personal growth. |
| AAAA.K-12.4.1.2 | Read widely and fluently to make connections with self, the world, and previous reading. |
| AAAA.K-12.4.3.3 | Seek opportunities for pursuing personal and aesthetic growth. |
| AAAA.K-12.4.4.1 | Identify own areas of interest. |

Suggested Technological Innovations/Use

Chromebooks

SMS LibGuide

Library Website

Cross Curricular/21st Century Connections

The core content areas include

Language Arts

Math

Science

Social Studies

World languages

Technology

Visual and Performing Arts

21st Century Skills Connections

Global Awareness

Communication

Collaboration

Critical Thinking

Problem Solving

Traditional Literacy

Tool Literacy

Information Literacy

Media Literacy

Civic Literacy

Health Literacy

Financial Literacy

Digital Literacy

Environmental Literacy

TECH.8.1.8.B Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and dev

PFL.9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions a

TECH.8.1.8.B.CS2 Create original works as a means of personal or group expression.

TECH.8.1.8.C.CS1 Interact, collaborate, and publish with peers, experts, or others by employing a variety of dig

TECH.8.1.8.A.2 Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyer) for usability.

CAEP.9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and glo

CAEP.9.2.8.B.1 Research careers within the 16 Career Clusters ® and determine attributes of career success.

Unit 5: Academic Integrity Grade 6

Content Area: **Language Arts**
Course(s): **Language Arts**
Time Period: **2nd Semester**
Length: **2-4 weeks**
Status: **Not Published**

Summary of the Unit

Students will receive instruction from the Media Specialist on a regular two week basis in LAL classes as well as core curricular and special subject areas (Social Studies, Health, STEM, Science) quarterly. Time will be given for reader advisory, independent book selection and reading.

Literacy: Students will expand their knowledge of literary genres, forms, and describe their characteristics, as well as reading and interpreting works of literature both for the curriculum, subject areas and reading for pleasure.

Technology: Students will continue to build on and strengthen digital literacy skills acquired in sixth grade including refining skills with the automated library catalog, website navigation, research databases, and other approved resources. They will identify qualities of a responsible digital citizen with regards to searching, retrieval, accessing information, and creating assignments.

Research: Students will abide by copyright laws and critically evaluate the research process while refining their information literacy skills. Students will learn to identify, access, and improve on a variety of research media into cross curriculum projects and activities.

21st-century learners who spend time with a certified library media specialist can navigate multiple resources and gain new knowledge from online sources. The library media specialist will model and collaboratively teach these skills and strategies. In Unit 5, Academic Integrity, the library media specialist will provide information and help learners use technology wisely while applying ethical guidelines.

Enduring Understandings

- Respect Copyright Laws
- Avoid poor work habits, copy and paste and plagiarism

Essential Questions

- What is plagiarism?
- Why is it important to understand Copyright Laws?
- What are methods to avoid poor work habits?
- What online tools would be helpful in avoiding plagiarizing one's research project?

Summative Assessment and/or Summative Criteria

By the end of Unit 5, the student should be able to:

Define and identify the best practices for avoiding plagiarism

Learning Center Activities will be assessed by:

- Selecting appropriate resources based on age and personal interest
- Identifying print and online research materials
- Developing effective skills using information, media and tool literacy

KWL Chart

Spotlight Strategies

Resources

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

- Follett Destiny Library Catalog <https://sayrevillek12.follettdestiny.com/>

- SMS LibGuide [Home - Sayreville Middle School Library Media Center - LibGuides at Sayreville Public Schools](#)

- JLG Digital [iPublishCentral](#)

- Sayreville Public Library Website [Sayreville Public Library – Welcome to the Sayreville Library website!](#)

- Flipster Digital Magazine- <https://search.ebscohost.com>

- EBSCOHost- <https://search.ebscohost.com>
- American Library Association - Great Literature and Languages Websites for Kids (includes Author/Illustrator's websites) - <http://gws.ala.org/category/literature-languages>
- Common Sense Media- www.common Sense Media.com
- Various materials from School Library Shelves

Unit Plan

Unit 5- Academic Integrity

| <u>Objectives</u> | <u>Activities</u> | <u>Benchmarks</u> | <u>Materials</u> |
|---|--|--|--|
| Students will: Use information technology responsibly and apply ethical standards and guidelines to the use of resources and materials. | Use appropriate citations and Discuss the need for proper citations in conjunction with classroom assignments Locate information necessary to properly cite sources. | Librarian/Teacher observation Finished project/presentation | Computers Building network Software Library print and electronic resources |
| Ethical Use of Resources and Materials | Properly cited bibliography, work cited page, Introduce a variety of search options and strategies for finding information. Discuss and model responsible and ethical use of technology resources, pictures, music, Internet. Reflect on the ethics of using creative work from others and encouraging their roles as 21st century learners. | Librarian/Teacher observation Finished project/presentation | Current bibliographic citation guidelines Bibliographic citations form |
| Address students' rights and responsibilities while acknowledging intellectual property rights, and applying Fair Use guidelines. | | | |

Sample Lesson: Digital Compass

Objectives:

SWBAT find facts and gather data for making decisions.

SWBAT synthesize information and evaluate options.

SWBAT assess situations in order to make informed judgements.

SWBAT reflect on decisions and make alternative judgements.

SWBAT build interpersonal empathy by role-playing and taking a look at different decision making processes.

SWBAT develop skills through game-based learning.

SWBAT apply learning to real-life situations.

Interactive Story Experience and Modules:

1. Provide students with directions to register for Digital Compass Grades 6-8 at Common Sense Media. Students must create a user name using their six-digit school ID number.
2. Introduce classes to the site, provide background information, useful tips and explain each character and their dilemma.
3. Each character and story is aligned with Common Sense Media's Digital Compass Program. Each story has 9 different endings, 23 decision points, 32 paths and 50 possible combinations. The positive and not so positive twists and turns emphasize the wide range of consequences in a student's daily digital life.
4. Students will choose which character and story they would like to follow. As a student works through the modules, a scorecard records their progress and provides assessment.
5. After completing the interactive experience, encourage students to discuss and reflect on their decisions, choices, attitudes, and behaviors.

Vocabulary

Passive Digital Footprint

Aggressive Digital Footprint

Impact

Appropriate

Avatar

Astray

Grappling

Student Assessment: Exit Tickets

Materials:

Chromebooks

TV Monitor

BrainPOP

Common Sense Media

Differentiation/Modifications: Small group assignments.

Suggested Modifications for Special Education, ELL and Gifted Students

- **The Special Education Learning adaptations that will be utilized in Unit 5 include:**
- Additional time to process information; repeat, clarify, simplify directions, repeat directions.
- Provide modifications as dictated in the student's own IEP/504 plan.
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading and written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- create a Makerspace project
- **The ELL adaptations that will be employed in Unit 5 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.
- Decreasing the amount required to complete a library activity sheet.
- Using videos, illustrations, pictures, and drawings to explain.
- Decreasing the amount of work presented or required.
- Having peers take notes or providing a copy of the teacher's notes
- Reducing or omitting lengthy outside reading assignments.
- Eliminate nonessential information and teaching key aspects of a topic.
- Tutoring by peers.
- **The Gifted adaptations that will be employed in Unit 5 include:**
- Advanced problem-solving.
- Allow students to work at a faster pace
- Create a blog or social media page about their unit.
- Create a Makerspace project

- Higher order, critical & creative thinking skills, and discovery.
- Utilize exploratory connections to higher-grade concepts.
- Utilize project-based learning for greater depth of knowledge

Suggested Technological Innovations/Use

Chromebooks

SMS LibGuide

Library Website

Cross Curricular/21st Century Connections

The core content areas include

Language Arts

Science

Social Studies

World languages

Technology

Visual and Performing Arts

21st Century Connections

- Communication and Collaboration
- Information Literacy
- Media Literacy
- Tool Literacy
- Critical thinking and Problem-Solving

Standards:

TECH.8.1.8.B Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and dev

TECH.8.1.8.B.CS2 Create original works as a means of personal or group expression.

TECH.8.1.8.C.CS1 Interact, collaborate, and publish with peers, experts, or others by employing a variety of dig

TECH.8.1.8.A.2 Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyer) for usability

TECH.8.1.12.B.CS1 - [Content Statement] - Apply existing knowledge to generate new ideas, products, or processes

TECH.8.1.12.D.CS1 - [Content Statement] - Advocate and practice safe, legal, and responsible use of information

TECH.8.1.12.E.CS2 - [Content Statement] - Locate, organize, analyze, evaluate, synthesize, and ethically use in

Library/Media Arts Grade 7

Content Area: **Language Arts**
Course(s): **Language Arts**
Time Period: **Sample Time Period**
Length: **Sample Length**
Status: **Not Published**

Title Page, Table of Contents, Statement of purpose

Library Media Arts

Grade Seven

Created by: Lori Ann Dobrzynski

6/30/2021

Table of Contents

Unit 1- Literature Appreciation

Unit 2- Digital Citizenship

Unit 3- Information/Media Literacy

Unit 4- Academic Integrity

Statement of Purpose:

In collaboration with classroom teachers, the school library program will provide students with the skills and resources they need to be effective and discriminating 21st century learners. The program will also encourage responsible student usage and application of various forms of technology, support and enhance school-wide curricula, provide opportunities for service and connection to the community, promote lifelong learning, and instill a love of reading.

Students will receive instruction from the Media Specialist on a regular two week basis in LAL classes as well as core curricular and special subject areas (Social Studies, Health, STEM, Science) quarterly. Time will be given for reader advisory, independent book selection and reading.

Literacy: Students will expand their knowledge of literary genres, forms, and describe their characteristics, as well as reading and interpreting works of literature both for the curriculum, subject areas and reading for pleasure.

Technology: Students will continue to build on and strengthen digital literacy skills acquired in sixth grade including refining skills with the automated library catalog, website navigation, research databases, and other approved resources. They will identify qualities of a responsible digital citizen with regards to searching, retrieval, accessing information, and creating assignments.

Research: Students will abide by copyright laws and critically evaluate the research process while refining their information and media literacy skills. Students will learn to identify, access, and improve on a variety of research media into cross curriculum projects and activities.

Unit 1: Literature Appreciation Grade 7

Content Area: **Language Arts**
Course(s): **Language Arts**
Time Period: **1st Semester**
Length: **4-6 weeks**
Status: **Not Published**

Summary of the Unit

Grade Seven

Students will receive instruction from the Media Specialist on a regular two week basis in LAL classes as well as core curricular and special subject areas (Social Studies, Health, STEM, Science) quarterly. Time will be given for reader advisory, independent book selection and reading.

Literacy: Students will expand their knowledge of literary genres, forms, and describe their characteristics, as well as reading and interpreting works of literature both for the curriculum, subject areas and reading for pleasure.

Technology: Students will continue to build on and strengthen digital literacy skills acquired in sixth grade including refining skills with the automated library catalog, website navigation, research databases, and other approved resources. They will identify qualities of a responsible digital citizen with regards to searching, retrieval, accessing information, and creating assignments.

Research: Students will abide by copyright laws and critically evaluate the research process while refining their information literacy skills. Students will learn to identify, access, and improve on a variety of research media into cross curriculum projects and activities.

The Library is a place that promotes a love of reading and supports students in their personal reading needs. The library is a place where students can acquire knowledge and gain insight into areas that are of interest to the learner. Literature Appreciation will expose students to both fiction and non-fiction works, diverse genres, multiple material formats, author studies, and compare different types of material. Students will gain an appreciation for novels, authors, non-fiction sections and biographies throughout the year. The goal is to help develop a feeling of comfort and enjoyment within the Library Media Center, an appreciation for literature and foster a love of reading.

Enduring Understandings

- People who love to read are more likely to share ideas, and information with others over non-readers.

- People who love to read many kinds of books learn more about the world allowing them to feel more confident to explore diverse, global materials.
- Understanding different types of genres and literature can influence one's personal growth and development.
- Libraries must contain diverse forms of literature for all reading levels in all types of formats.

Essential Questions

- What makes a good story?
- In which ways does understanding the structure of a text help us to better understand its meaning?
- How do good writers and illustrators express themselves?
- How can literature promote learning and thinking?

Summative Assessment and/or Summative Criteria

Assessment Evidence/Checking for Understanding specifically used in Unit 1 will include:

Learning Center Activities will be assessed by:

- Select materials based on personal interests.
- Select and use informational texts for research (classroom) projects
- Gain background knowledge and information from author studies presented.
- Analyze the characters, setting, and plot of stories to determine genres.
- Recognize books of favorite authors and illustrators.
- Recognize and identify books that received the prestigious ALA Newbery Medal Award and Caldecott Award
- KWL Chart
- Spotlight Strategies
- Blind Date with a Book
- Poetry Activities
- Book Trailers
- Book Cafe
- Flipster Digital Magazine Scavenger Hunt
- Summer Reading

Resources

- District-provided Primary Resources & Materials and/or those outside it that that are accessed with district resources used:
- Follett Destiny Library Catalog <https://sayrevillek12.follettdestiny.com/>
- SMS LibGuide [Home - Sayreville Middle School Library Media Center - LibGuides at Sayreville Public Schools](#)
- JLG Digital [iPublishCentral](#)
- Sayreville Public Library Website [Sayreville Public Library – Welcome to the Sayreville Library website!](#)
- Flipster Digital Magazine- <https://search.ebscohost.com>
- StoryBoard That- <https://www.storyboardthat.com/>
- Imagination Storyline Online- www.storylineonline.net
- American Library Association - Great Literature and Languages Websites for Kids (includes Author/Illustrator's websites) - <http://gws.ala.org/category/literature-languages>
- NEWSELA - <https://newsela.com/>
- Epic! for Educators - <https://www.getepic.com>
- Scholastic Website- <http://www.scholastic.com>
- Various materials from School Library Shelves

Unit Plan

Unit 1. Literature Appreciation

| <u>Objectives</u> | <u>Activities</u> | <u>Benchmarks</u> | <u>Materials</u> |
|---|--|--|--|
| SWBAT View and discuss a variety of literature available in the library in order to promote reading for pleasure and for information. | Review book displays of titles related to fiction genre, non-fiction, and reading assignments. | Requests for titles displayed and recommended. | Fiction and non-fiction titles new materials Featured author |
| SWBAT use and view digital magazines through Flipster for pleasure or academic use. | Title list of materials appropriate for specific assignments. | | Genre collections Bibliographies |
| SWBAT participate in Blind Date with a Book | Author Studies | | eBooks Digital Magazines |
| SWBAT Locate, select and retrieve a variety of materials for reading pleasure. | Reader's advisory for individual book selection Review book displays, subject/ genre book displays, biographies | Librarian/Teacher Observation | Bibliographies Book displays Bookmarks Posters |

Sample Lesson: Jacqueline Woodson Author Study

Grade 7

Objectives:

SWBAT understand the power of stories from the past

SWBAT gain knowledge of Jacqueline Woodson's background, early life and writings.

SWBAT with the help of TED talks and biography sites, identify elements in Woodson's books.

Lesson:

- Set the scene by talking about the stories, novels, poems by Woodson. Assess how much the class already knows, so they'll have an idea of what to expect.

- Provide background information on the author and make real world connections to present day life.
- Introduce the context clues skill by explaining the different types of context clues that appear in literature and provide examples.
- Booktalk Woodson’s novels and review ways to access her writings, eBooks, Curbside Pickup, Library Dash

<https://docs.google.com/presentation/d/1fDY74QjE-eMa-cvscZvQx9ZIk3h9q-EHy0u9zXNcgZo/edit?usp=sharing>

| | |
|-----------------|--|
| AAAA.K-12.1.1.6 | Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. |
| AAAA.K-12.1.3.5 | Use information technology responsibly. |
| AAAA.K-12.1.4.4 | Seek appropriate help when it is needed. |
| AAAA.K-12.4.1.1 | Read, view, and listen for pleasure and personal growth. |
| AAAA.K-12.4.1.2 | Read widely and fluently to make connections with self, the world, and previous reading. |
| AAAA.K-12.4.1.3 | Respond to literature and creative expressions of ideas in various formats and genres. |
| AAAA.K-12.4.1.4 | Seek information for personal learning in a variety of formats and genres. |
| AAAA.K-12.4.1.5 | Connect ideas to own interests and previous knowledge and experience. |
| AAAA.K-12.4.4.1 | Identify own areas of interest. |

Suggested Modifications for Special Education, ELL and Gifted Students

- **The Special Education Learning adaptations that will be utilized in Unit 1 include:**
- Additional time to process information; repeat, clarify, simplify directions, repeat directions.
- Provide modifications as dictated in the student's own IEP/504 plan.
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading and written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- create a Makerspace project
- **The ELL 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.
- Decreasing the amount required to complete a library activity sheet.

- Using videos, illustrations, pictures, and drawings to explain.
- Decreasing the amount of work presented or required.
- Having peers take notes or providing a copy of the teacher's notes
- Reducing or omitting lengthy outside reading assignments.
- Eliminate nonessential information and teaching key aspects of a topic.
- Tutoring by peers.
- **The Gifted adaptations that will be employed in Unit 1 include:**
- Teacher selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities and design a presentation about the Media Center Rules.
- Students can read additional fiction books, explore creating book talks or book trailers.
- 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?
- Advanced problem-solving.
- Allow students to work at a faster pace
- Create a blog or social media page about their unit.
- Create a Makerspace project

Suggested Technological Innovations/Use

Chromebooks

SMS LibGuide

Library Website

Google Classroom

Storyboard That!

BrainPOP

Kahoot

Google Slides

Cross Curricular/21st Century Connections

The core content areas include

Language Arts

Social Studies

Science

World languages

Technology

Visual and Performing Arts

21st Century Skills Connections

Global Awareness

Communication

Collaboration

Critical Thinking

Problem Solving

Traditional Literacy

Tool Literacy

Information Literacy

Media Literacy

Civic Literacy

Health Literacy

Financial Literacy

Digital Literacy

Environmental Literacy

Standards:

TECH.8.1.8.B Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.8.B.CS2 Create original works as a means of personal or group expression.

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.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.

IV.A.2 Identifying possible sources of information.

II.D.2 Demonstrating interest in other perspectives during learning activities.

II.A.3 Describing their understanding of cultural relevancy and placement within the global learning community

VI.D.1 Personalizing their use of information and information technologies.

V.A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes

Unit 2: Digital Citizenship Grade 7

Content Area: **Language Arts**
Course(s): **Language Arts**
Time Period: **1st Semester**
Length: **6-8 weeks**
Status: **Not Published**

Summary of the Unit

Grade Seven

Students will receive instruction from the Media Specialist on a regular two week basis in LAL classes as well as core curricular and special subject areas (Social Studies, Health, STEM, Science) quarterly. Time will be given for reader advisory, independent book selection and reading.

Literacy: Students will expand their knowledge of literary genres, forms, and describe their characteristics, as well as reading and interpreting works of literature both for the curriculum, subject areas and reading for pleasure.

Technology: Students will continue to build on and strengthen digital literacy skills acquired in sixth grade including refining skills with the automated library catalog, website navigation, research databases, and other approved resources. They will identify qualities of a responsible digital citizen with regards to searching, retrieval, accessing information, and creating assignments.

Research: Students will abide by copyright laws and critically evaluate the research process while refining their information literacy skills. Students will learn to identify, access, and improve on a variety of research media into cross curriculum projects and activities.

Students will learn how to be responsible digital citizens while using the Internet, databases, and other digital resources. During Library Media Center visits learners will understand the importance of social networking sites, online behavior, digital literacy databases, and making informed decisions on the internet. The library media specialist will present and build on prior knowledge of digital etiquette. Students will be exposed to tool literacy and the global impact of collaborating with others online. The Digital Citizenship unit is meant to build a foundation moving into High School, higher education, and the job field. Learners can use their digital literacy knowledge for creating presentations, makerspace projects, problem solving, critical thinking skills, and going beyond computer skills in the media center.

Enduring Understandings

- Digital media and technology are powerful tools that must be used responsibly.
- Students who love to read many formats including digitally learn more about the world allowing them to feel more confident to explore diverse, global materials.
- Learners practice ethical behaviors online.

Essential Questions

- How can students benefit from social networking sites?
- How can digital literacy help me understand the world around me?
- In which ways do making informed decisions online impact our future?
- How do good digital citizens express themselves?

Summative Assessment and/or Summative Criteria

- Online assessments (BrainPOP)
- Digital Literacy Database Assessments
- Monitor student progress
- Google Slides Project
- KWL Chart
- Spotlight Strategies

Resources

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

- Follett Destiny Library Catalog <https://sayvillek12.follettdestiny.com/>
- SMS LibGuide [Home - Sayreville Middle School Library Media Center - LibGuides at Sayreville Public Schools](#)
- JLG Digital [iPublishCentral](#)
- Sayreville Public Library Website [Sayreville Public Library – Welcome to the Sayreville Library website!](#)
- Flipster Digital Magazine- <https://search.ebscohost.com>
- American Library Association - Great Literature and Languages Websites for Kids (includes Author/Illustrator's websites) - <http://gws.ala.org/category/literature-languages>
- Digital Literacy Database- Rosen Publishing- <https://digitalliteracy.rosendigital.com/>
- Common Sense Media <https://www.common sense media.org/>

Unit Plan

Unit 2- Digital Citizenship

| Objectives | Activities | Benchmarks | Materials |
|---------------------------------------|--|-------------------------------|---|
| Students learn about digital literacy | Explore the benefits and risks of online talk, social networks, and digital etiquette while connecting safely with others online | Librarian/Teacher observation | Internet Automated Library Catalogs/ |

| | | | |
|--|--|-------------------------------|--------------------------------------|
| | Common Sense Media | | terminals |
| | BrainPOP | | Websites Databases |
| | Digital Literacy Database- Rosen Publishing | | LibGuide |
| | coding and block computer programming | | |
| | Use strategies for managing online information and keeping it secure. | | |
| | Guard against hacking, phishing and keeping property and passwords protected. | | Internet |
| Students learn concrete skills about managing online security. | Explore ethical responsibility to Online Privacy and Digital Footprints. Connecting cultures, | | Automated Library Catalogs/terminals |
| | positive online communities (social networking platforms), while understanding the repercussions | Librarian/Teacher observation | Websites |
| Students reflect on how to behave ethically online. | of cyberbullying and other online damaging behaviors. Common Sense Media | | Databases |
| | BrainPOP | | LibGuide |

Sample Lesson Plan: Digital Literacy Database

https://docs.google.com/presentation/d/1dXroB9Kytqc6Txf1bWdfS4jN7egmG2EcXV5qUqp_5Y/edit?usp=sharing

Paper chat Question & Writing Prompt:

Some rules to follow on social media sites

Student Assessment: Exit Tickets

Materials:

Chromebooks

TV Monitor

BrainPOP

21st Century Themes and Skills:

1. Communication and Collaboration

2. Information Literacy
3. Digital Literacy
4. Tool Literacy
5. Critical thinking and Problem-Solving

Effective Educational Differentiation used within the unit include: varied supplemental materials (audio, video etc.).

| | |
|-----------------|---|
| AAAA.K-12.1.1.8 | Demonstrate mastery of technology tools for accessing information and pursuing inquiry. |
| AAAA.K-12.1.3.1 | Respect copyright/intellectual property rights of creators and producers. |
| AAAA.K-12.1.3.5 | Use information technology responsibly. |
| AAAA.K-12.1.4.4 | Seek appropriate help when it is needed. |
| AAAA.K-12.2.1.5 | Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. |
| AAAA.K-12.2.3.1 | Connect understanding to the real world. |
| AAAA.K-12.3.1.4 | Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess. |
| AAAA.K-12.4.1.1 | Read, view, and listen for pleasure and personal growth. |
| AAAA.K-12.4.1.2 | Read widely and fluently to make connections with self, the world, and previous reading. |
| AAAA.K-12.4.1.4 | Seek information for personal learning in a variety of formats and genres. |
| AAAA.K-12.4.4.1 | Identify own areas of interest. |

Suggested Modifications for Special Education, ELL and Gifted Students

- **The Special Education Learning adaptations that will be utilized in Unit 2 include:**
- Additional time to process information; repeat, clarify, simplify directions, repeat directions.
- Provide modifications as dictated in the student's own IEP/504 plan.
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading and written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- create a Makerspace project
- **The ELL adaptations that will be employed in Unit 2 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.
- Decreasing the amount required to complete a library activity sheet.

- Using videos, illustrations, pictures, and drawings to explain.
- Decreasing the amount of work presented or required.
- Having peers take notes or providing a copy of the teacher's notes
- Reducing or omitting lengthy outside reading assignments.
- Eliminate nonessential information and teaching key aspects of a topic.
- Tutoring by peers.
- **The Gifted adaptations that will be employed in Unit 2 include:**
- Teacher selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities and design a presentation about the Media Center Rules.
- Students can read additional fiction books, explore creating book talks or book trailers.
- 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?
- Advanced problem-solving.
- Allow students to work at a faster pace
- Create a blog or social media page about their unit.
- Create a Makerspace project

Suggested Technological Innovations/Use

Chromebooks

SMS LibGuide

Library Website

Digital Compass

Google Classroom

Kahoot

Google Slides

Cross Curricular/21st Century Connections

The core content areas include

Language Arts

Math

Science

Social Studies

World languages

Technology

Visual and Performing Arts

21st Century Connections

Global Awareness

Communication

Collaboration

Critical Thinking

Problem Solving

Traditional Literacy

Tool Literacy

Information Literacy

Media Literacy

Civic Literacy

Health Literacy

Financial Literacy

Digital Literacy

Environmental Literacy

Standards:

TECH.8.1.8.B Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and process using technology.

PFL.9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

TECH.8.1.8.B.CS2 Create original works as a means of personal or group expression.

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.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.

CAEP.9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

CAEP.9.2.8.B.1 Research careers within the 16 Career Clusters ® and determine attributes of career success.

Unit 3: Information/Media Literacy Grade 7

Content Area: **Language Arts**
Course(s): **Language Arts**
Time Period: **2nd Semester**
Length: **6-8 Weeks**
Status: **Not Published**

Summary of the Unit

Grade Seven

Students will receive instruction from the Media Specialist on a regular two week basis in LAL classes as well as core curricular and special subject areas (Social Studies, Health, STEM, Science) quarterly. Time will be given for reader advisory, independent book selection and reading.

Literacy: Students will expand their knowledge of literary genres, forms, and describe their characteristics, as well as reading and interpreting works of literature both for the curriculum, subject areas and reading for pleasure.

Technology: Students will continue to build on and strengthen digital literacy skills acquired in sixth grade including refining skills with the automated library catalog, website navigation, research databases, and other approved resources. They will identify qualities of a responsible digital citizen with regards to searching, retrieval, accessing information, and creating assignments.

Research: Students will abide by copyright laws and critically evaluate the research process while refining their information literacy skills. Students will learn to identify, access, and improve on a variety of research media into cross curriculum projects and activities.

Our Library Media Center is the heart of our school where students can seek knowledge and gain insight. The library is a place that promotes life-long readers and learners. Informational Literacy has progressed beyond researching in the reference section to searching and evaluating valid information online. Students who are exposed to an Information/Media Literacy unit are more likely to feel confident and comfortable researching on databases and the internet in higher education and the job field. Students will be exposed to different types of materials and tools available for gathering and using information that include award-winning books, nonfiction books that support the curriculum, online resources, dictionaries, encyclopedias, and databases. Students will apply strategies to evaluate news, websites and other forms of media.

Enduring Understandings

- Library materials are arranged in a logical manner and may be retrieved using knowledge of that arrangement.
- Researchers gather valid information on a topic from a variety of sources for specific purposes.
- Researchers synthesize information from a variety of sources to answer a question.
- Reading for information has lifelong applications.
- Skills learned in the school library can be used in High School, Higher Education and the Job Field.
- Information and Media Literacy are essential to all people globally.

Essential Questions

- How does my understanding of library organization affect how I access, evaluate, and use information?
- How do I find information in the library?
- Why is it necessary to read and view multiple sources?
- Why is it needed to review and evaluate a project, paper, presentation before I turn it in?
- Is all information valid, credible and relevant?

Summative Assessment and/or Summative Criteria

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

Learning Center Activities will be assessed by:

- Selecting appropriate resources based on age and personal interest
- Identifying print and online research materials
- Utilizing the table of contents page, index, and glossary in a nonfiction book
- Finding valid websites for research
- Understanding the need for a bibliography, work cited page and MLA citation
- Understanding the importance of a research process of plan, do, and review
- Developing effective skills using information and media literacy

KWL Chart

Spotlight Strategies

Outlines will be utilized as an assessment tool in the Research Process.

Resources

- District-provided Primary Resources & Materials and/or those outside it that that are accessed with district resources used:
- Follett Destiny Library Catalog <https://sayvillek12.follettdestiny.com/>
- SMS LibGuide [Home - Sayreville Middle School Library Media Center - LibGuides at Sayreville Public Schools](#)
- JLG Digital [iPublishCentral](#)
- Sayreville Public Library Website [Sayreville Public Library – Welcome to the Sayreville Library website!](#)
- Flipster Digital Magazine- <https://search.ebscohost.com>
- EBSCOHost- <https://search.ebscohost.com>
- FactCite Database- <https://www.factcite.com>
- World Book Online- <https://www.worldbookonline.com>
- NEWSELA - <https://newsela.com/>
- BrainPOP-<https://www.brainpop.com>
- Various materials from School Library Shelves

Unit Plan

Unit 3- Information/Media Literacy

| Objectives | Activities | Benchmarks | Materials |
|---|---|--|---|
| Evaluate information and ideas presented in written, oral, and visual formats for relevancy and currency | Use sources of information for an assignment, i.e.: writing assignment or current events | Librarian/Teacher observation | Internet Print resources related to the topic |
| SWBAT access databases, locate multiple sources from multiple media and digital sources. | to satisfy specific requirements of a classroom assignment | Finished project/presentation | Electronic resources Newspaper Periodical Databases Internet |
| SWBAT select biography in either print format or electronic and complete a biography report or presentation | Introduction to different search options and effective strategies to finding materials in print or electronic format. Making informed choices on searching, using search tools and precise keywords to yield the best results | Librarian/Teacher observation Finished project/presentation | Print resources related to the topic Electronic resources Databases |

Sample Lesson Plan: Media Literacy

Grade 7

Objectives:

SWBAT explain the definition for media literacy

SWBAT determine the central idea of a text and analyze its development through a media literacy activity

SWBAT analyze the problems and potential consequences associated with the spread of fake news.

SWBAT identify and evaluate ways to avoid fake news in social and academic settings.

<http://news.nationalgeographic.com/2015/07/150723-fukushima-mutated-daisies-flowers-radiation-science/>

<https://www.facebook.com/Channel4News/videos/vb.6622931938/10154548775681939/?type=2&theater>

| | |
|-----------------|---|
| AAAA.K-12.1.1.7 | Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. |
| AAAA.K-12.1.1.9 | Collaborate with others to broaden and deepen understanding. |
| AAAA.K-12.1.3.1 | Respect copyright/intellectual property rights of creators and producers. |
| AAAA.K-12.1.3.5 | Use information technology responsibly. |
| AAAA.K-12.1.4.1 | Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary. |
| AAAA.K-12.2.3.2 | Consider diverse and global perspectives in drawing conclusions. |
| AAAA.K-12.4.1.1 | Read, view, and listen for pleasure and personal growth. |
| AAAA.K-12.4.1.2 | Read widely and fluently to make connections with self, the world, and previous reading. |
| AAAA.K-12.4.1.7 | Use social networks and information tools to gather and share information. |
| AAAA.K-12.4.3.4 | Practice safe and ethical behaviors in personal electronic communication and interaction. |
| AAAA.K-12.4.4.1 | Identify own areas of interest. |
| AAAA.K-12.4.4.6 | Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs. |

Suggested Modifications for Special Education, ELL and Gifted Students

- **The Special Education Learning adaptations that will be utilized in Unit 3 include:**
- Additional time to process information; repeat, clarify, simplify directions, repeat directions.
- Provide modifications as dictated in the student's own IEP/504 plan.
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading and written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- create a Makerspace project
- Create a coding project
- **The ELL adaptations that will be employed in Unit 3 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.
- Decreasing the amount required to complete a library activity sheet.
- Using videos, illustrations, pictures, and drawings to explain.
- Decreasing the amount of work presented or required.
- Having peers take notes or providing a copy of the teacher's notes
- Reducing or omitting lengthy outside reading assignments.

- Eliminate nonessential information and teaching key aspects of a topic.
- Tutoring by peers.
- **The Gifted adaptations that will be employed in Unit 3 include:**
- Students can read additional fiction books, explore creating book talks or book trailers
- Create a coding project
- Advanced problem-solving.
- Allow students to work at a faster pace
- Create a blog or social media page about their unit.
- Create a Makerspace project

Suggested Technological Innovations/Use

Google Classroom

Chromebooks

SMS LibGuide

Library Website

BrainPOP

Videos

Cross Curricular/21st Century Connections

The core content areas include

Language Arts

Science

Social Studies

World languages

Technology

Visual and Performing Arts

21st Century Skills Connections

Global Awareness

Communication

Collaboration

Critical Thinking

Problem Solving

Traditional Literacy

Tool Literacy

Information Literacy

Media Literacy

Civic Literacy

Health Literacy

Financial Literacy

Digital Literacy

Environmental Literacy

TECH.8.1.8.B Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and process using technology.

Unit 4: Academic Integrity Grade 7

Content Area: **Language Arts**
Course(s): **Language Arts**
Time Period: **2nd Semester**
Length: **4-6 weeks**
Status: **Not Published**

Summary of the Unit

Grade Seven

Students will receive instruction from the Media Specialist on a regular two week basis in LAL classes as well as core curricular and special subject areas (Social Studies, Health, STEM, Science) quarterly. Time will be given for reader advisory, independent book selection and reading.

Literacy: Students will expand their knowledge of literary genres, forms, and describe their characteristics, as well as reading and interpreting works of literature both for the curriculum, subject areas and reading for pleasure.

Technology: Students will continue to build on and strengthen digital literacy skills acquired in sixth grade including refining skills with the automated library catalog, website navigation, research databases, and other approved resources. They will identify qualities of a responsible digital citizen with regards to searching, retrieval, accessing information, and creating assignments.

Research: Students will abide by copyright laws and critically evaluate the research process while refining their information literacy skills. Students will learn to identify, access, and improve on a variety of research media into cross curriculum projects and activities.

21st-century learners who spend time with a certified library media specialist can navigate multiple resources and gain new knowledge from online sources. The library media specialist will model and collaboratively teach these skills and strategies. In the Unit, Academic Integrity, the library media specialist will provide information and help learners use technology wisely while applying ethical guidelines. Students will learn how to properly cite information and give credit where credit is due. Students will gain an understanding of what plagiarism is and the importance of copyright laws.

Enduring Understandings

- Respect Copyright Laws
- Avoid poor work habits, copy and paste and plagiarism
- Learners respect others ideas and creations
- Ethical guidelines are used in information, media, digital, and tool literacy

Essential Questions

- What is plagiarism?
- What are the different forms of plagiarism?
- How do you create a work cited page in MLA format?
- What are methods to avoid poor work habits?

Summative Assessment and/or Summative Criteria

Define and identify the best practices for avoiding plagiarism

Learning Center Activities will be assessed by:

- Selecting appropriate resources based on age and personal interest
- Identifying print and online research materials
- Developing effective skills using information, media, digital and tool literacy

KWL Chart

Spotlight Strategies

Kahoot

Resources

- District-provided Primary Resources & Materials and/or those outside it that that are accessed with district resources used:
- Follett Destiny Library Catalog <https://sayrevillek12.follettdestiny.com/>
- SMS LibGuide [Home - Sayreville Middle School Library Media Center - LibGuides at Sayreville Public Schools](#)
- JLG Digital [iPublishCentral](#)

- Sayreville Public Library Website [Sayreville Public Library – Welcome to the Sayreville Library website!](http://www.sayrevillelibrary.com)
- Flipster Digital Magazine- <https://search.ebscohost.com>
- EBSCOHost- <https://search.ebscohost.com>
- FactCite- <https://www.factcite.com>
- Common Sense Media- www.common Sense Media.com
- Various materials from School Library Shelves

Unit Plan

Unit 4- Academic Integrity

| Objectives | Activities | Benchmarks | Materials |
|---|--|--|--|
| Students will: Use information technology responsibly and apply ethical standards and guidelines to the use of resources and materials. | Use appropriate citations and Discuss the need for proper citations in conjunction with classroom assignments Locate information necessary to properly cite sources. | Librarian/Teacher observation Finished project/ presentation | Computers Building network Software Library print and electronic resources |
| Ethical Use of Resources and Materials | Properly cited bibliography, work cited page, Introduce a variety of search options and strategies for finding information. | Librarian/Teacher observation Finished project/ presentation | Current bibliographic citation guidelines Bibliographic citations form |
| Address students' rights and responsibilities while acknowledging intellectual property rights, and applying Fair Use guidelines. | Discuss and model responsible and ethical use of technology resources, pictures, music, Internet. Reflect on the ethics of using creative work from others and | | |

SWBAT explain what encouraging their roles as 21st century Kahoot
plagiarism is and ways to avoid learners.
poor work habits

Sample Lesson: Digital Compass

Objectives:

SWBAT find facts and gather data for making decisions.

SWBAT synthesize information and evaluate options.

SWBAT assess situations in order to make informed judgements.

SWBAT reflect on decisions and make alternative judgements.

SWBAT build interpersonal empathy by role-playing and taking a look at different decision making processes.

SWBAT develop skills through game-based learning.

SWBAT apply learning to real-life situations.

Interactive Story Experience and Modules:

1. Provide students with directions to register for Digital Compass Grades 6-8 at Common Sense Media. Students must create a user name using their six-digit school ID number.
2. Introduce classes to the site, provide background information, useful tips and explain each character and their dilemma.
3. Each character and story is aligned with Common Sense Media's Digital Compass Program. Each story has 9 different endings, 23 decision points, 32 paths and 50 possible combinations. The positive and not so positive twists and turns emphasize the wide range of consequences in a student's daily digital life.
4. Students will choose which character and story they would like to follow. As a student works through the modules, a scorecard records their progress and provides assessment.
5. After completing the interactive experience, encourage students to discuss and reflect on their decisions, choices, attitudes, and behaviors.

Vocabulary

Passive Digital Footprint

Aggressive Digital Footprint

Impact

Appropriate

Avatar

Astray

Grappling

Student Assessment: Exit Tickets

Materials:

Chromebooks

TV Monitor

BrainPOP

Common Sense Media

Differentiation/Modifications: Small group assignments.

| | |
|-----------------|--|
| AAAA.K-12.1.1.2 | Use prior and background knowledge as context for new learning. |
| AAAA.K-12.1.1.9 | Collaborate with others to broaden and deepen understanding. |
| AAAA.K-12.1.3.1 | Respect copyright/intellectual property rights of creators and producers. |
| AAAA.K-12.2.1.4 | Use technology and other information tools to analyze and organize information. |
| AAAA.K-12.4.1.1 | Read, view, and listen for pleasure and personal growth. |
| AAAA.K-12.4.1.2 | Read widely and fluently to make connections with self, the world, and previous reading. |
| AAAA.K-12.4.1.4 | Seek information for personal learning in a variety of formats and genres. |
| AAAA.K-12.4.4.1 | Identify own areas of interest. |

Suggested Modifications for Special Education, ELL and Gifted Students

- **The Special Education Learning adaptations that will be utilized in Unit 4 include:**
- Additional time to process information; repeat, clarify, simplify directions, repeat directions.
- Provide modifications as dictated in the student's own IEP/504 plan.
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading and written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- create a Makerspace project
- **The ELL adaptations that will be employed in Unit 4 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.
- Decreasing the amount required to complete a library activity sheet.
- Using videos, illustrations, pictures, and drawings to explain.
- Decreasing the amount of work presented or required.
- Having peers take notes or providing a copy of the teacher's notes
- Reducing or omitting lengthy outside reading assignments.
- Eliminate nonessential information and teaching key aspects of a topic.
- Tutoring by peers.
- **The Gifted adaptations that will be employed in Unit 4 include:**
- Advanced problem-solving.
- Allow students to work at a faster pace
- Create a blog or social media page about their unit.
- Create a Makerspace project
- Higher order, critical & creative thinking skills, and discovery.
- Utilize exploratory connections to higher-grade concepts.
- Utilize project-based learning for greater depth of knowledge

Suggested Technological Innovations/Use

Chromebooks

SMS LibGuide

Google Classroom

Kahoot

Videos

BrainPOP

Destiny Library Catalog

Cross Curricular/21st Century Connections

The core content areas include

Language Arts

Science

Social Studies

World languages

Technology

Visual and Performing Arts

21st Century Connections

- Communication and Collaboration
- Information Literacy
- Media Literacy
- Tool Literacy
- Critical thinking and Problem-Solving

Standards:

TECH.8.1.8.B Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and process using technology.

TECH.8.1.8.B.CS2 Create original works as a means of personal or group expression.

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.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.8.1.12.B.CS1 - [Content Statement] - Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.12.D.CS1 - [Content Statement] - Advocate and practice safe, legal, and responsible use of information and technology.

TECH.8.1.12.E.CS2 - [Content Statement] - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

Library/Media Arts Grade 8

Content Area: **Language Arts**
Course(s): **Language Arts**
Time Period: **Sample Time Period**
Length: **Sample Length**
Status: **Not Published**

Title Page, Table of Contents, Statement of purpose

Library Media Arts

Grade Eight

Created by: Lori Ann Dobrzynski

6/30/2021

Table of Contents

Unit 1- Literature Appreciation

Unit 2- Digital Citizenship

Unit 3-Information/Media Literacy

Unit 4- Academic Integrity

Statement of Purpose:

In collaboration with classroom teachers, the school library program will provide students with the skills and resources they need to be effective and discriminating 21st century learners. The program will also encourage responsible student usage and application of various forms of technology, support and enhance school-wide curricula, provide opportunities for service and connection to the community, promote lifelong learning, and instill a love of reading.

Students will receive instruction from the Media Specialist on a regular two week basis in LAL classes as well as core curricular and special subject areas (Social Studies, Health, STEM, Science) quarterly. Time will be given for reader advisory, independent book selection and reading.

Literacy: Students will expand their knowledge of literary genres, forms, and describe their characteristics, as well as reading and interpreting works of literature both for the curriculum, subject areas and reading for pleasure.

Technology: Students will continue to build on and strengthen digital literacy skills acquired in seventh grade including refining skills with the automated library catalog, website navigation, research databases, and other approved resources. They will identify qualities of a responsible digital citizen with regards to searching, retrieval, accessing information, and creating assignments.

Research: Students will abide by copyright laws and critically evaluate the research process while refining their information and media literacy skills. Students will learn to identify, access, and improve on a variety of research media into cross curriculum projects and activities.

Unit 1: Literature Appreciation Grade 8

Content Area: **Language Arts**
Course(s): **Language Arts**
Time Period: **1st Semester**
Length: **6-8 weeks**
Status: **Not Published**

Summary of the Unit

Grade Eight

Students will receive instruction from the Media Specialist on a regular two week basis in LAL classes as well as core curricular and special subject areas (Social Studies, Health, STEM, Science) quarterly. Time will be given for reader advisory, independent book selection and reading.

Literacy: Students will expand their knowledge of literary genres, forms, and describe their characteristics, as well as reading and interpreting works of literature both for the curriculum, subject areas and reading for pleasure.

Technology: Students will continue to build on and strengthen digital literacy skills acquired in seventh grade including refining skills with the automated library catalog, website navigation, research databases, and other approved resources. They will identify qualities of a responsible digital citizen with regards to searching, retrieval, accessing information, and creating assignments.

Research: Students will abide by copyright laws and critically evaluate the research process while refining their information literacy skills. Students will learn to identify, access, and improve on a variety of research media into cross curriculum projects and activities.

The Library is a place that promotes a love of reading and supports students in their personal reading needs. The library is a place where students can acquire knowledge and gain insight into areas that are of interest to the learner. Literature Appreciation will expose students to both fiction and non-fiction works, diverse genres, multiple material formats, author studies, and compare different types of material. Students will gain an appreciation for novels, authors, non-fiction sections and biographies throughout the year. The goal is to help develop a feeling of comfort and enjoyment within the Library Media Center, an appreciation for literature and foster a love of reading.

Enduring Understandings

- Libraries offer a diverse collection of literature for academic and pleasure reading.
- People who love to read many kinds of books learn more about the world allowing them to feel more confident to explore diverse, global materials.

- Understanding different types of genres and literature can influence one's personal growth and development.
- Libraries must contain diverse forms of literature for all reading levels in all types of formats.

Essential Questions

- What benefits does one gain from reading?
- What makes a book worth reading?
- In which ways does understanding the structure of a text help us to better understand its meaning?
- How do good writers and illustrators express themselves?

Summative Assessment and/or Summative Criteria

Assessment Evidence/Checking for Understanding specifically used in Unit 1 will include:

Learning Center Activities will be assessed by:

- Select materials based on personal interests.
- Select and use informational texts for research (classroom) projects
- Gain background knowledge and information from author studies presented.
- Analyze the characters, setting, and plot of stories to determine genres.
- Recognize books of favorite authors and illustrators.
- Recognize and identify books that received the prestigious ALA Newbery Medal Award and Caldecott Award
- KWL Chart
- Spotlight Strategies
- Blind Date with a Book
- Poetry Activities
- Book Trailers
- Book Cafe
- Flipster Digital Magazine Scavenger Hunt
- Summer Reading

Resources

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

district resources used:

- Follett Destiny Library Catalog <https://sayrevillek12.follettdestiny.com/>
- SMS LibGuide [Home - Sayreville Middle School Library Media Center - LibGuides at Sayreville Public Schools](#)
- JLG Digital [iPublishCentral](#)
- Sayreville Public Library Website [Sayreville Public Library – Welcome to the Sayreville Library website!](#)
- Flipster Digital Magazine- <https://search.ebscohost.com>
- StoryBoard That- <https://www.storyboardthat.com/>
- Discovery Education-<https://www.discoveryeducation.com>
- American Library Association - Great Literature and Languages Websites for Kids (includes Author/Illustrator's websites) - <http://gws.ala.org/category/literature-languages>
- NEWSELA - <https://newsela.com/>
- Epic! for Educators - <https://www.getepic.com>
- Scholastic Website- <http://www.scholastic.com>
- Various materials from School Library Shelves

Unit Plan

Unit 1. Literature Appreciation

| <u>Objectives</u> | <u>Activities</u> | <u>Benchmarks</u> | <u>Materials</u> |
|---|---|--|--|
| SWBAT View and discuss a variety of literature available in the library in order to promote reading for pleasure and for information. | Review book displays of titles related to fiction genre, non-fiction, and reading assignments. | Requests for titles displayed and recommended. | Fiction and non-fiction titles new materials Featured author |
| SWBAT use and view digital magazines through Flipster for pleasure or academic use. | Title list of materials appropriate for specific assignments. | Completed StoryBoard That! Character Map | Genre collections Bibliographies |
| SWBAT participate in Blind Date with a Book | Author Studies StoryBoard That! assignment | | eBooks Digital Magazines |
| SWBAT create a character map | | | StoryBoard That! |
| SWBAT Locate, select and retrieve a variety of materials for reading pleasure. | Reader's advisory for individual book selection Review book displays, subject/ genre book displays, biographies | Librarian/Teacher Observation | Bibliographies Book displays Bookmarks Posters |

Sample Lesson: George Orwell Author Study, Background Information on Animal Farm and the Russian Revolution

https://docs.google.com/presentation/d/1DTLwACM_ZAxdzVIPFo6YvyopZ4sXlxXsQXT_kf35Cg8/edit?usp=sharing

Animal Farm Character Map

Objectives:

- SWBAT register for StoryBoard That with a class code.
- SWBAT create a character map based on the story Animal Farm.
- SWBAT use a template saved at StoryBoard That.
- SWBAT analyze how complex characters develop over the course of a text, interact with other

characters, and advance the plot or develop the theme.

- SWBAT analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- SWBAT use technology, to produce, publish, and update individual or shared writing products.

Lesson:

- Introduce StoryBoard That and have students register for digital storytelling with a class code.
- Provide examples on how to add backgrounds, characters and text into cells.
- Share an example of a Character Map located at StoryBoard That
- It is helpful to review the ways that this novel is allegorical. Students will need knowledge of important Russian figures, and how they relate to the characters of Animal Farm.
- If starting this assignment while reading, students can complete this character map to help keep track of important attributes of each character as they read along.
- If completing before reading, internet research may be helpful to establish prominent figures and characteristics of particular communist leaders that play a significant role in the allegory.

AASL- Standards for the 21st Century Learner-

1.1.2., 1.1.6., 1.1.9., 1.2.3, 1.3.5., 2.1.5., 2.4.4., 3.3.4., 4.1.1., 4.1.2

Important Figures in Animal Farm and Communism

| BOOK CHARACTERS | DESCRIPTION | HISTORICAL FIGURES |
|-----------------|--|--------------------------------------|
| Old Major | He is the first of the animals who stands up for the working class. It is his original suggestion to revolt against the humans. | Karl Marx/Lenin |
| Snowball | A true leader of the revolt, the other animals look up to him. He is the one who comes up with the plans for a windmill. | Leo Trotsky |
| Napoleon | After Old Major's death, Napoleon uses Snowball to continue Major's dream. After the rebellion, he seizes control, becoming a tyrant. | Stalin |
| Squealer | Squealer often speaks for Napoleon and is excellent at using rhetoric to manipulate the animals. | Russian Media |
| Boxer & Clover | Boxer is a working horse who believes wholeheartedly in the cause. He works himself to death for "Animalism". | The Russian Working Class |
| Mollie | A horse who was never for the rebellion, she eventually is lured away from the farm because she does not believe in the animals' ideology. | Russia's Upper Classes/Loyal to Czar |

| | | |
|-------------------------------|---|---|
| Benjamin | A smart, wise, old donkey who can read and write just as well as the pigs. He continuously remarks that donkeys live a long time, suggesting that with age comes wisdom. | The Older Generation of Russians |
| Moses | A raven who speaks of a lost paradise for animals called "Sugar Candy Mountain." | Russian Orthodox Church |
| Bluebell, Jessie, and Pincher | These dogs are Napoleon's enforcers. He uses the dogs to run Snowball off the farm. | The Police/Military |
| Mr. & Mrs. Jones | The drunk farmer that owned the farm before the animals took over. He dies with hopes to regain the farm but never does. | Tsar Nicholas II and the Former Aristocracy |
| Mr. Whymper | A capitalist that Napoleon hires to work deals with neighboring farms for him. | Capitalism in the Soviet Union |
| Mr. Pilkington | A landowner of a neighboring farm who sells Napoleon some land. In the end, he oddly cheers Napoleon's success, which seems fake! | Leaders of England |
| Mr. Frederick | Owner of Pinchfield Farm, who is notorious for "driving hard bargains", swindles Napoleon by buying timber from him with counterfeit bills. He later tries to take Animal Farm forcibly, but is unsuccessful. | Leaders of Germany |

| | |
|-----------------|--|
| AAAA.K-12.1.1.6 | Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. |
| AAAA.K-12.1.1.9 | Collaborate with others to broaden and deepen understanding. |
| AAAA.K-12.1.2.2 | Demonstrate confidence and self-direction by making independent choices in the selection of resources and information. |
| AAAA.K-12.1.2.3 | Demonstrate creativity by using multiple resources and formats. |
| AAAA.K-12.1.3.5 | Use information technology responsibly. |
| AAAA.K-12.2.1.5 | Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. |
| AAAA.K-12.2.4.4 | Develop directions for future investigations. |
| AAAA.K-12.3.3.4 | Create products that apply to authentic, real-world contexts. |
| AAAA.K-12.4.1.1 | Read, view, and listen for pleasure and personal growth. |
| AAAA.K-12.4.1.2 | Read widely and fluently to make connections with self, the world, and previous reading. |

Suggested Modifications for Special Education, ELL and Gifted Students

- **The Special Education Learning adaptations that will be utilized in Unit 1 include:**
- Additional time to process information; repeat, clarify, simplify directions, repeat directions.
- Provide modifications as dictated in the student's own IEP/504 plan.
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading and written assignments
- secure attention before giving instruction/directions
- shortened assignments

- student working with an assigned partner
- create a Makerspace project
- **The ELL 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.
- Decreasing the amount required to complete a library activity sheet.
- Using videos, illustrations, pictures, and drawings to explain.
- Decreasing the amount of work presented or required.
- Having peers take notes or providing a copy of the teacher's notes
- Reducing or omitting lengthy outside reading assignments.
- Eliminate nonessential information and teaching key aspects of a topic.
- Tutoring by peers.
- **The Gifted adaptations that will be employed in Unit 1 include:**
- Teacher selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities and design a presentation about the Media Center Rules.
- Students can read additional fiction books, explore creating book talks or book trailers.
- 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?
- Advanced problem-solving.
- Allow students to work at a faster pace
- Create a blog or social media page about their unit.
- Create a Makerspace project

Suggested Technological Innovations/Use

Chromebooks

SMS LibGuide

Library Website

Google Classroom

Storyboard That!

BrainPOP

Discovery Education

Google Slides

Cross Curricular/21st Century Connections

The core content areas include

Language Arts

Social Studies

Science

World languages

Technology

Visual and Performing Arts

21st Century Skills Connections

Global Awareness

Communication

Collaboration

Critical Thinking

Problem Solving

Traditional Literacy

Tool Literacy

Information Literacy

Media Literacy

Civic Literacy

Health Literacy

Financial Literacy

Digital Literacy

Environmental Literacy

Standards:

TECH.8.1.8.B Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.8.B.CS2 Create original works as a means of personal or group expression.

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.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.

IV.A.2 Identifying possible sources of information.

II.D.2 Demonstrating interest in other perspectives during learning activities.

II.A.3 Describing their understanding of cultural relevancy and placement within the global learning community

VI.D.1 Personalizing their use of information and information technologies.

V.A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes

Unit 2: Digital Citizenship Grade 8

Content Area: **Language Arts**
Course(s): **Language Arts**
Time Period: **1st Semester**
Length: **6-8 Weeks**
Status: **Not Published**

Summary of the Unit

Grade Eight

Students will receive instruction from the Media Specialist on a regular two week basis in LAL classes as well as core curricular and special subject areas (Social Studies, Health, STEM, Science) quarterly. Time will be given for reader advisory, independent book selection and reading.

Literacy: Students will expand their knowledge of literary genres, forms, and describe their characteristics, as well as reading and interpreting works of literature both for the curriculum, subject areas and reading for pleasure.

Technology: Students will continue to build on and strengthen digital literacy skills acquired in seventh grade including refining skills with the automated library catalog, website navigation, research databases, and other approved resources. They will identify qualities of a responsible digital citizen with regards to searching, retrieval, accessing information, and creating assignments.

Research: Students will abide by copyright laws and critically evaluate the research process while refining their information literacy skills. Students will learn to identify, access, and improve on a variety of research media into cross curriculum projects and activities.

Students will learn how to be responsible digital citizens while using the Internet, databases, and other digital resources. During Library Media Center visits learners will understand the importance of social networking sites, online behavior, digital literacy databases, and making informed decisions on the internet. The library media specialist will present and build on prior knowledge of digital etiquette. Students will be exposed to tool literacy and the global impact of collaborating with others online. The Digital Citizenship unit is meant to build a foundation moving into High School, higher education, and the job field. Learners can use their digital literacy knowledge for creating presentations, makerspace projects, problem solving, critical thinking skills, and going beyond computer skills in the media center.

Enduring Understandings

- Digital media and technology are powerful tools that must be used responsibly.
- Students who love to read many formats including digitally learn more about the world allowing them to feel more confident to explore diverse, global materials.
- Learners practice ethical behaviors online.

Essential Questions

- What does it mean to be a good digital citizen?
- What are the consequences of using digital media in unethical ways?
- How does digital media try to hook you?

Summative Assessment and/or Summative Criteria

- Online assessments (BrainPOP)
- Digital Literacy Database Assessments
- Monitor student progress
- Google Slides Project
- KWL Chart
- Spotlight Strategies

Resources

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

- Follett Destiny Library Catalog <https://sayrevillek12.follettdestiny.com/>

- SMS LibGuide [Home - Sayreville Middle School Library Media Center - LibGuides at Sayreville Public Schools](#)

- JLG Digital [iPublishCentral](#)

- Sayreville Public Library Website [Sayreville Public Library – Welcome to the Sayreville Library website](#)
- American Library Association - Great Literature and Languages Websites for Kids (includes Author/Illustrator's websites) - <http://gws.ala.org/category/literature-languages>
- Digital Literacy Database- Rosen Publishing- <https://digitalliteracy.rosendigital.com/>
- Common Sense Media <https://www.common sense media.org/>

Unit Plan

Unit 2- Digital Citizenship

| Objectives | Activities | Benchmarks | Materials |
|--|--|-------------------------------|--|
| | Explore the benefits and risks of online talk, social networks, and digital etiquette while connecting safely with others online | | Internet Automated Library Catalogs/terminals |
| Students learn about digital literacy | Common Sense Media BrainPOP Digital Literacy Database- Rosen Publishing coding and block computer programming | Librarian/Teacher observation | Websites Databases LibGuide Internet |
| Students learn concrete skills about managing online security. | Use strategies for managing online information and keeping it secure. Guard against hacking, phishing and keeping | Librarian/Teacher observation | Automated Library Catalogs/ |

| | | |
|---|--|-----------|
| | property and passwords protected. | terminals |
| Students reflect on how to behave ethically online. | Explore ethical responsibility to Online Privacy and Digital Footprints. Connecting cultures, | Websites |
| | positive online communities (social networking platforms), while understanding the repercussions | Databases |
| | of cyberbullying and other online damaging behaviors. Common Sense Media | LibGuide |
| | BrainPOP | |

Sample Lesson- Social Media and Stress

<https://docs.google.com/presentation/d/16jkigIeJJa1X27OMJain2Rp23qy7o1MWdTl2wJQSzi4/edit?usp=sharing>

Objectives:

Sometimes when you're using media, it's hard to stop. Lots of people even say they feel "addicted" to their phones or the apps and games they use. But is digital media actually designed to get you hooked? Think about the ways different digital media does -- and does not -- help us find healthy media balance.

SWBAT:

- Explore ways that different digital media are, and aren't, designed to help them make good media choices.
- Reflect on how digital media is designed to either help or hinder the addition of meaning and value to their lives.
- Think about how to develop good, healthy habits when using digital media.

After viewing the videos- respond to the following discussion questions

[Social Media, Social Life: Teens Reveal Their Experiences](#)

https://d1pmarobgdhgjx.cloudfront.net/parenttip/PT_WhatIs_TikTok_2018_update.mp4

- What media habits did teens talk about?
- Which features of design hooked them?
- Do you think their media habits add value and meaning to their lives? Explain.

Extension Activity:

1. Choose a device, app, or website that you spend a lot of time using.

2. Think about the different features it has and whether they are humanely designed or addictively designed.
3. Add them to the T-chart in the correct column. Review the examples in Part 1 to help you decide which features should go where.
4. Write three rules to help you monitor your behavior as you engage with apps that use addictive design.
5. Vocabulary-

Addictive design:

Features or aspects of a device or app that are intended to hook the user into frequent use

Humane design:

Features or aspects of a device or app that prioritize what's good for people's lives

| | |
|-----------------|---|
| AAAA.K-12.3.1.6 | Use information and technology ethically and responsibly. |
| AAAA.K-12.4.1.1 | Read, view, and listen for pleasure and personal growth. |
| AAAA.K-12.4.1.2 | Read widely and fluently to make connections with self, the world, and previous reading. |
| AAAA.K-12.4.1.7 | Use social networks and information tools to gather and share information. |
| AAAA.K-12.4.3.1 | Participate in the social exchange of ideas, both electronically and in person. |
| AAAA.K-12.4.3.4 | Practice safe and ethical behaviors in personal electronic communication and interaction. |

Suggested Modifications for Special Education, ELL and Gifted Students

- **The Special Education Learning adaptations that will be utilized in Unit 2 include:**
- Additional time to process information; repeat, clarify, simplify directions, repeat directions.
- Provide modifications as dictated in the student's own IEP/504 plan.
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading and written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- create a Makerspace project
- **The ELL adaptations that will be employed in Unit 2 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.
- Decreasing the amount required to complete a library activity sheet.
- Using videos, illustrations, pictures, and drawings to explain.
- Decreasing the amount of work presented or required.
- Having peers take notes or providing a copy of the teacher's notes

- Reducing or omitting lengthy outside reading assignments.
- Eliminate nonessential information and teaching key aspects of a topic.
- Tutoring by peers.
- **The Gifted adaptations that will be employed in Unit 2 include:**
- Teacher selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities and design a presentation about the Media Center Rules.
- Students can read additional fiction books, explore creating book talks or book trailers.
- 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?
- Advanced problem-solving.
- Allow students to work at a faster pace
- Create a blog or social media page about their unit.
- Create a Makerspace project

Suggested Technological Innovations/Use

Chromebooks

SMS LibGuide

Library Website

Discovery Education

BrainPOP

Common Sense Media

Google Classroom

Kahoot

Google Slides

Cross Curricular/21st Century Connections

The core content areas include

Language Arts

Math

Science

Social Studies

World languages

Technology

Visual and Performing Arts

21st Century Connections

Global Awareness

Communication

Collaboration

Critical Thinking

Problem Solving

Traditional Literacy

Tool Literacy

Information Literacy

Media Literacy

Civic Literacy

Health Literacy

Financial Literacy

Digital Literacy

Environmental Literacy

Standards:

TECH.8.1.8.B Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and process using technology.

PFL.9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

TECH.8.1.8.B.CS2 Create original works as a means of personal or group expression.

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.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.

CAEP.9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

CAEP.9.2.8.B.1 Research careers within the 16 Career Clusters ® and determine attributes of career success.

Unit 3: Information/Media Literacy Grade 8

Content Area: **Language Arts**
Course(s): **Language Arts**
Time Period: **2nd Semester**
Length: **6-8 Weeks**
Status: **Not Published**

Summary of the Unit

Grade Eight

Students will receive instruction from the Media Specialist on a regular two week basis in LAL classes as well as core curricular and special subject areas (Social Studies, Health, STEM, Science) quarterly. Time will be given for reader advisory, independent book selection and reading.

Literacy: Students will expand their knowledge of literary genres, forms, and describe their characteristics, as well as reading and interpreting works of literature both for the curriculum, subject areas and reading for pleasure.

Technology: Students will continue to build on and strengthen digital literacy skills acquired in seventh grade including refining skills with the automated library catalog, website navigation, research databases, and other approved resources. They will identify qualities of a responsible digital citizen with regards to searching, retrieval, accessing information, and creating assignments.

Research: Students will abide by copyright laws and critically evaluate the research process while refining their information literacy skills. Students will learn to identify, access, and improve on a variety of research media into cross curriculum projects and activities.

Our Library Media Center is the heart of our school where students can seek knowledge and gain insight. The library is a place that promotes life-long readers and learners. Informational literacy has progressed beyond researching in the reference section to searching and evaluating valid information online. Students who are exposed to an Information/Media Literacy unit are more likely to feel confident and comfortable researching on databases and the internet in higher education and the job field. Students will be exposed to different types of materials and tools available for gathering and using information that include award-winning books, nonfiction books that support the curriculum, online resources, dictionaries, encyclopedias, and databases. Students will apply strategies to evaluate news, websites and other forms of media.

Enduring Understandings

- Library materials are arranged in a logical manner and may be retrieved using knowledge of that arrangement.

- Researchers gather valid information on a topic from a variety of sources for specific purposes.
- Researchers synthesize information from a variety of sources to answer a question.
- Reading for information has lifelong applications.
- Skills learned in the school library can be used in High School, Higher Education and the Job Field.
- Information and Media Literacy are essential to all people globally.

Essential Questions

- How does my understanding of library organization affect how I access, evaluate, and use information?
- How do I find information in the library?
- Why is it necessary to read and view multiple sources?
- What are better options for research than google?
- Why is it needed to review and evaluate a project, paper, presentation before I turn it in?
- Is all information valid, credible and relevant?

Summative Assessment and/or Summative Criteria

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

Learning Center Activities will be assessed by:

- Selecting appropriate resources based on age and personal interest
- Identifying print and online research materials
- Utilizing the table of contents page, index, and glossary in a nonfiction book
- Finding valid websites for research
- Understanding the need for a bibliography, work cited page and MLA citation
- Understanding the importance of a research process of plan, do, and review
- Developing effective skills using information and media literacy

KWL Chart

Spotlight Strategies

Outlines will be utilized as an assessment tool in the Research Process.

Resources

- District-provided Primary Resources & Materials and/or those outside it that are accessed with district resources used:
- Follett Destiny Library Catalog <https://sayrevillek12.follettdestiny.com/>
- SMS LibGuide [Home - Sayreville Middle School Library Media Center - LibGuides at Sayreville Public Schools](#)
- JLG Digital [iPublishCentral](#)
- Sayreville Public Library Website [Sayreville Public Library – Welcome to the Sayreville Library website!](#)
- Flipster Digital Magazine- <https://search.ebscohost.com>
- EBSCOHost- <https://search.ebscohost.com>
- FactCite Database- <https://www.factcite.com>
- World Book Online- <https://www.worldbookonline.com>
- Infobase (Facts on File)-<https://www.infobase.com/databases/>
- BrainPOP- <https://www.brainpop.com>
- Various materials from School Library Shelves

Unit Plan

Unit 3- Information/Media Literacy

| Objectives | Activities | Benchmarks | Materials |
|---|---|--|---|
| Evaluate information and ideas presented in written, oral, and visual formats for relevancy and currency | Use sources of information for an assignment, i.e.: writing assignment or current events | Librarian/Teacher observation | Internet Print resources related to the topic |
| SWBAT access databases, locate multiple sources from multiple media and digital sources. | to satisfy specific requirements of a classroom assignment | Finished project/presentation | Electronic resources Newspaper Periodical Databases Internet |
| SWBAT select biography in either print format or electronic and complete a biography report or presentation | Introduction to different search options and effective strategies to finding materials in print or electronic format. Making informed choices on searching, using search tools and precise keywords to yield the best results | Librarian/Teacher observation Finished project/presentation | Print resources related to the topic Electronic resources Databases |

Sample Lesson Plan: Infobase- Facts On File Available Resources

https://docs.google.com/presentation/d/1NugnZX03MgjB_xmqNat75qM9d1x1AiO5iKfrRxaheuw/edit?usp=sharing

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Objective:

SWBAT access Infobase (Facts on File) and Flipster Digital Magazine in order to locate appropriate material for their science assignments.

This activity shows students how to match their information needs and search strategies to appropriate search tools. In this case, students are learning how to find and use Infobase: (Facts on File) and Flipster in order to locate resources that are relevant to their science class.

Introduction:

Begin by asking students how they locate information (for any purpose—academic or personal). After students share their responses, emphasize that certain tools are more appropriate than others for academic research.

Lesson

1. Explain that one reason Google may not be the ideal resource for academic research is because it does not search everything. Ask students if they know what Google searches, how Google works, etc.
2. Search engines only search the “surface web,” an estimated 0.03% of the total web pages available.
3. Search engines do not crawl (index) password protected sites such as library databases (which are password protected because they cost MONEY).
4. Try using an example or ask, “Have you ever located an article on Google that you wanted but had to pay for?” Then ask students if they know how Google Searches.
5. Google only searches the open web (websites that are free and/or not password protected) • Google ranks results in two ways: 1) by popularity (the more a link is clicked on, the higher it will appear in the list of results) and 2) by paid advertising (Google makes its money by offering real estate on their search page)

“Now that you know the limits of Google, where do you find databases that are appropriate for academic research?” Answer: The Library.

6. Define databases (a collection of information that can be searched using an organized search procedure). Give them an example (the contacts in their smartphone). Ask them to name examples (they frequently mention Instagram, iTunes). Emphasize in their examples what ways these databases can be searched (author, song title, etc.). A helpful analogy: “Databases are like shops. There are different kinds for different types of information just like there are different stores for different kinds of merchandise. You have to go to the right store to find what you are looking for. For example, if you are looking for shoes, you wouldn’t go to CVS—you’d go to Macy’s or Footlocker. Similarly, if you are looking for science articles you want to look in a science database; medical articles, a medical database.”

Searching: Provide Remote Access Codes for FOF and Flipster

- Emphasize using only 2-4 keywords in the search box
- Explain the results page (the number of results, the different types of resources found, e.g., newspaper articles, book reviews, journal articles)
- Point out facets/limiters (date, full-text, peer-reviewed, etc.)
- Show how to access full-text (by clicking on PDF, HTML, or Find-it button)
- Show important information in result record (abstract, citation info, including title of article, title of publication, and author)
- Show helpful tools in record (google docs,cite, email, save to folder)
- Remind them they will need to do more than one search

Conclusion: Remind students that if they do not know which database they should start with, they should ask me and I’m always available to help.

| | |
|-----------------|--|
| | view or bias. |
| AAAA.K-12.1.2.2 | Demonstrate confidence and self-direction by making independent choices in the selection of resources and information. |
| AAAA.K-12.1.4.1 | Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary. |
| AAAA.K-12.2.1.1 | 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. |
| AAAA.K-12.2.1.6 | Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. |
| AAAA.K-12.3.1.6 | Use information and technology ethically and responsibly. |
| AAAA.K-12.4.1.1 | Read, view, and listen for pleasure and personal growth. |
| AAAA.K-12.4.1.2 | Read widely and fluently to make connections with self, the world, and previous reading. |

Suggested Modifications for Special Education, ELL and Gifted Students

- **The Special Education Learning adaptations that will be utilized in Unit 3 include:**
- Additional time to process information; repeat, clarify, simplify directions, repeat directions.
- Provide modifications as dictated in the student's own IEP/504 plan.
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading and written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- create a Makerspace project
- Create a coding project
- **The ELL adaptations that will be employed in Unit 3 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.
- Decreasing the amount required to complete a library activity sheet.
- Using videos, illustrations, pictures, and drawings to explain.
- Decreasing the amount of work presented or required.
- Having peers take notes or providing a copy of the teacher's notes
- Reducing or omitting lengthy outside reading assignments.
- Eliminate nonessential information and teaching key aspects of a topic.
- Tutoring by peers.
- **The Gifted adaptations that will be employed in Unit 3 include:**
- Students can read additional fiction books, explore creating book talks or book trailers
- Create a coding project
- Advanced problem-solving.
- Allow students to work at a faster pace
- Create a blog or social media page about their unit.

- Create a Makerspace project

Suggested Technological Innovations/Use

Google Classroom

Chromebooks

SMS LibGuide

Library Website

BrainPOP

Videos

Infobase- Facts on File

Cross Curricular/21st Century Connections

The core content areas include

Language Arts

Science

Social Studies

World languages

Technology

Visual and Performing Arts

21st Century Skills Connections

Global Awareness

Communication

Collaboration

Critical Thinking

Problem Solving

Traditional Literacy

Tool Literacy

Information Literacy

Media Literacy

Civic Literacy

Health Literacy

Financial Literacy

Digital Literacy

Environmental Literacy

TECH.8.1.8.B Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and process using technology.

Unit 4: Academic Integrity Grade 8

Content Area: **Language Arts**
Course(s): **Language Arts**
Time Period: **2nd Semester**
Length: **6-8 weeks**
Status: **Not Published**

Summary of the Unit

Grade Eight

Students will receive instruction from the Media Specialist on a regular two week basis in LAL classes as well as core curricular and special subject areas (Social Studies, Health, STEM, Science) quarterly. Time will be given for reader advisory, independent book selection and reading.

Literacy: Students will expand their knowledge of literary genres, forms, and describe their characteristics, as well as reading and interpreting works of literature both for the curriculum, subject areas and reading for pleasure.

Technology: Students will continue to build on and strengthen digital literacy skills acquired in seventh grade including refining skills with the automated library catalog, website navigation, research databases, and other approved resources. They will identify qualities of a responsible digital citizen with regards to searching, retrieval, accessing information, and creating assignments.

Research: Students will abide by copyright laws and critically evaluate the research process while refining their information literacy skills. Students will learn to identify, access, and improve on a variety of research media into cross curriculum projects and activities.

21st-century learners who spend time with a library media specialist can navigate multiple resources and gain new knowledge from online sources. The library media specialist will model and collaboratively teach these skills and strategies. In the Unit, Academic Integrity, the library media specialist will provide information and help learners use technology wisely while applying ethical guidelines. Students will learn how to properly cite information and give credit where credit is due. Students will gain an understanding of what plagiarism is and the importance of copyright laws.

Enduring Understandings

- Respect Copyright Laws
- Avoid poor work habits, copy and paste and plagiarism
- Learners respect others ideas and creations
- Ethical guidelines are used in information, media, digital, and tool literacy

Essential Questions

- What is plagiarism?
- What are the different forms of plagiarism?
- How do you create a work cited page in MLA format?
- How can you tell fact vs. fake news? Are you able to use this information?

Summative Assessment and/or Summative Criteria

Define and identify the best practices for avoiding plagiarism

Learning Center Activities will be assessed by:

- Selecting appropriate resources based on age and personal interest
- Identifying print and online research materials
- Developing effective skills using information, media, digital and tool literacy

KWL Chart

Spotlight Strategies

Kahoot

MLA Format Guide

Resources

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

- Follett Destiny Library Catalog <https://sayrevillek12.follettdestiny.com/>

- SMS LibGuide [Home - Sayreville Middle School Library Media Center - LibGuides at Sayreville Public Schools](#)
- JLG Digital [iPublishCentral](#)
- Sayreville Public Library Website [Sayreville Public Library – Welcome to the Sayreville Library website!](#)
- Flipster Digital Magazine- <https://search.ebscohost.com>
- EBSCOHost- <https://search.ebscohost.com>
- FactCite- <https://www.factcite.com>
- Common Sense Media- www.common sense media.com
- Various materials from School Library Shelves

Unit Plan

Unit 4- Academic Integrity

| Objectives | Activities | Benchmarks | Materials |
|---|--|--|---|
| Students will: Use information technology responsibly and apply ethical standards and guidelines to the use of resources and materials. | Use appropriate citations and Discuss the need for proper citations in conjunction with classroom assignments Locate information necessary to properly cite sources. | Librarian/Teacher observation Finished project/ presentation | Computers Building network Software Library print and electronic resources |
| Ethical Use of Resources and Materials | Properly cited bibliography, work cited page, Introduce a variety of search options and strategies for finding information. | MLA Format Guide | |

| | | | |
|---|--|-------------------------------|---|
| Address students' rights and responsibilities while acknowledging | Discuss and model responsible and ethical use of technology resources, pictures, | Librarian/Teacher observation | Current bibliographic citation guidelines |
| intellectual property rights, and applying Fair Use guidelines. | music, Internet. Reflect on the ethics of using creative work from others and | Finished project/presentation | Bibliographic citations form |
| SWBAT explain what plagiarism is and ways to avoid poor work habits | encouraging their roles as 21st century learners. | Kahoot | |

Sample Lesson: Is it Fake News or Facts? How do you know?

<https://docs.google.com/presentation/d/1258FiQTt-3psRH-h5LoTy7pmpGa0NQHRPH0hThiUjgg/edit?usp=sharing>

Essential Questions:

What are potential consequences when fake news goes viral?

Do you think you could spot fake news or would you be fooled?

Why or why not?

Objectives:

SWBAT analyze the problems and potential consequences associated with the spread of fake news.

SWBAT identify and evaluate ways to avoid fake news in social and academic settings.

Lesson Context: What happens when fake news spreads? What actions can I take to verify news stories, photographs and other sources of online information? Fake news is no longer a matter of the occasional hoax. There is growing evidence that fake news has the power to shape public opinion and even sway elections. As more Americans get their news online, it is increasingly vital that students know how to verify sources and spot fake news or images, which often appear indistinguishable from a reliable source. This lesson asks students to analyze the consequences of fake news and build the skills needed to question and verify what they view online.

Vocabulary:

Credible- Believable based on evidence

Discern- To recognize or identify, to perceive something using your senses

Impressionable- Easily influenced or persuaded

Prolific-Producing a large amount of something

Activity:

- Students share responses to the quick write. Do you think you would be duped by fake news? Gauge students' prior knowledge of the issue and possible consequences. If students aren't aware of possible consequences, quickly discuss recent fake news stories.
- Show students the image of mutated daisies from a Stanford study which measured students' ability to evaluate online evidence.
- Guide the students to the questions they should be asking themselves about the photo. Make a list of reasons why this image shouldn't be trusted to confirm Fukushima nuclear contamination. (Ex: We don't know the photographer's credentials, no photos are available of animals in the area, there is no way of knowing if the daisies are near the power plant or if radiation caused the mutations or even if the photo was taken in Japan!)

| | |
|-----------------|--|
| 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-12.3.1.6 | Use information and technology ethically and responsibly. |
| AAAA.K-12.3.3.7 | Respect the principles of intellectual freedom. |
| AAAA.K-12.4.1.1 | Read, view, and listen for pleasure and personal growth. |
| AAAA.K-12.4.1.2 | Read widely and fluently to make connections with self, the world, and previous reading. |

Suggested Modifications for Special Education, ELL and Gifted Students

- **The Special Education Learning adaptations that will be utilized in Unit 4 include:**
- Additional time to process information; repeat, clarify, simplify directions, repeat directions.
- Provide modifications as dictated in the student's own IEP/504 plan.
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading and written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- create a Makerspace project
- **The ELL adaptations that will be employed in Unit 4 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.
- Decreasing the amount required to complete a library activity sheet.
- Using videos, illustrations, pictures, and drawings to explain.
- Decreasing the amount of work presented or required.
- Having peers take notes or providing a copy of the teacher's notes
- Reducing or omitting lengthy outside reading assignments.

- Eliminate nonessential information and teaching key aspects of a topic.
- Tutoring by peers.
- **The Gifted adaptations that will be employed in Unit 4 include:**
- Advanced problem-solving.
- Allow students to work at a faster pace
- Create a blog or social media page about their unit.
- Create a Makerspace project
- Higher order, critical & creative thinking skills, and discovery.
- Utilize exploratory connections to higher-grade concepts.
- Utilize project-based learning for greater depth of knowledge

Suggested Technological Innovations/Use

Chromebooks

SMS LibGuide

Google Classroom

Kahoot

Videos

BrainPOP

Destiny Library Catalog

Cross Curricular/21st Century Connections

The core content areas include

Language Arts

Science

Social Studies

World languages

Technology

Visual and Performing Arts

21st Century Connections

- Communication and Collaboration
- Information Literacy
- Media Literacy
- Tool Literacy
- Critical thinking and Problem-Solving

Standards:

TECH.8.1.8.B Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and process using technology.

TECH.8.1.8.B.CS2 Create original works as a means of personal or group expression.

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.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.8.1.12.B.CS1 - [Content Statement] - Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.12.D.CS1 - [Content Statement] - Advocate and practice safe, legal, and responsible use of information and technology.

TECH.8.1.12.E.CS2 - [Content Statement] - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.