COURSE DESCRIPTION

Course Title: Information Literacy (Library Media) Skills – Grade 6

Course Number: 00001

Suggested Grade Level: 6

Course Description and Prerequisites: No Final Exam Required

      Information Literacy Grades 6-8 is an introduction to the research process and strategies. Appropriate information resources and information literacy skills will be reinforced to build goals for creating "life-long-learners." Grade 6 will be taught in a 40 minute period, one day a week. In grades 7 and 8 information literacy will be reinforced collaboratively with classroom teachers for the practical application of skills by the student.

Length of Course: X   One Semester   ____Two Semesters ____ Other (Describe)

Units of Credit: .5 Middle Level Credit   (Insert **_NONE_** if appropriate.)

PDE *Certification and Staffing Policies and Guidelines (CSPG)* **Required Teacher Certification(s)** Library Science CSPG# 48 Instructional Area Code 6420

Certification verified by WCSD Human Resources Department:
       X   Yes   _____   No

Board Approved Textbooks, Software, Materials:
Current year classroom sets of: World Almanac for Kids
                        World Almanac
                        World Book Encyclopedia
                        Thesauri
                        Dictionary
                        Atlas
Web based program for creating bibliographic citations (Noodletools)

Date Written: 11/16/11

Date Approved: <u>April 11, 2011; August 29, 2016 Revised Credit and Data System Information;</u>
<u>*March 2019 Revised Grade , Credit & Student Data System Information*</u>

Implementation Year: 2011-2012

Board Approved Textbooks, Software, Materials:
- 25 computers with Internet and network access (hands on for each student is vital at this level)
- Access to the POWER Library and Access PA provided through funding by the state
- Online encyclopedia (5 online encyclopedias), Noodletools (online citation generator), Choices Planner (online career information), Turnitin (online plagiarism prevention) – provided through funding by the district
- Signs labeling parts of LMC
- Library card for each student
- Books, magazines, newspapers and audiovisual materials appropriate for age and interest level at a variety of reading levels for middle school students
- Age appropriate shelving and furnishings for all activities
- Mounted power point projector, screen/smartboard with internet accessible computer/laptop and speakers
- Circulation computer with appropriate software
- Web-based management software for circulation, cataloging and student access to searching the collection and resources of the LMC

PA Academic Standards: (List by Number and Description)
Standards Addressed (code):

Reading, Writing, Speaking and Listening	Mathematics	Science and Technology	Environment and Ecology	Career Education and Work
1.1.8 A, G, 1.2.8 A, B, C 1.3.8 F 1.5.8 E 1.6.8 A, B, D, F, 1.8.8 B, C	2.1.8 D 2.2.8 E, F, 2.3.8 A, D, G, 2.4.8 D, E, F 2.6.8 A, F, G 2.7.8 A,	3.1.4 A, D, E 3.2.4 A, B 3.8.4 A, B, C	4.3.7 A, B 4.8.4 A, B, C, D 4.8.4 A 4.8.7 A, B 4.9.7 A	13.2 B 13.3 G

Civics and Government	Geography	Family and Consumer Sciences	Health, Safety and Physical Education	
5.2 A, B	7.1 A, B 7.3 A	11.2 E 11.4 E	10.2 D 10.3 A	

WCSD Academic Standards: (List or **None**)

<u>Information Power</u>, written by the American Library Association, outlines what is considered to be the national standard for Information Literacy Instruction. These standards are in addition to the Pennsylvania Academic Standards.

American Association of School Librarians, and Association for Educational Communications and Technology. <u>Information Power: Building Partnerships for Learning</u>. Chicago: American Library Association, 1998.

Information Power Standards

Information Literacy

Standard 1: The student who is information literate accesses information efficiently and effectively. Correlates with PA STANDARD 1.1A, 1.2, 1.6F, 1.8

Standard 2: The student who is information literate evaluates information critically and competently. Correlates with PA STANDARD 1.1G, 1.2, 1.6F, 1.8

Standard 3: The student who is information literate uses information accurately and creatively. Correlates with PA STANDARD 1.1G, 1.2, 1.3, 1.4, 1.5, 1.6B, 1.6 F, 1.8

Independent Learning

Standard 4: The student who is an independent learner is information literate and pursues information related to personal interests. Correlates with PA STANDARD 1.B, 1.2C, 1.8

Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information. Correlates with PA STANDARD 1.2, 1.3F, 1.4, 1.6F, 1.8

Standard 6: The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation. Correlates with PA STANDARD 1.2B, 1.5E, 1.5G, 1.8B

Social Responsibility

Standard 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society. Correlates with PA STANDARD 1.2A, 1.2B, 1.6F, 1.8

Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology. Correlates with PA STANDARD 1.8C

Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information. Correlates with PA STANDARD 1.6

National Educational and Technology Standards

Written by the International Society for Technology in Education, the National Educational and Technology Standards were written to facilitate the educational uses of technology across the curriculum. These standards are in addition to the Pennsylvania Academic Standards.

1   Basic operations and concepts
   - Students demonstrate a sound understanding of the nature and operation of technology systems.
   - Students are proficient in the use of technology.

2   Social, ethical, and human issues
   - Students understand the ethical, cultural, and societal issues related to technology.
   - Students practice responsible use of technology systems, information, and software.
   - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

3   Technology productivity tools
   - Students use technology tools to enhance learning, increase productivity, and promote creativity.
   - Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

4   Technology communications tools
- Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

5   Technology research tools
- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students use technology tools to process data and report results.
- Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

6   Technology problem-solving and decision-making tools
- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world

Curriculum Objectives	Common Core	AASL	PAAS	6	7	8	Category • Skills • Essential Questions	Assessment	Resources & Materials
Task Definition									
TD1. Define the informational need	**Writing:** 7,8 Research to build and present knowledge **WSL H/S/S/T:** 7 Research to Build and Present Knowledge	1.2.1	1.8.A	I/R	R	X	What type of information do I need to find?	OBSERVATION Projects and Assignments in collaboration with the classroom teacher. Technology Checklist	
TD2. Use prior knowledge and life experiences as related to the informational need	**Reading**: #7,9- Integration of Knowledge and Ideas **Speaking and Listening**: 1&2 Comprehension and Collaboration, 4 Presentation of Knowledge and Ideas **RSL H/S:** 2 Key Ideas and Details **RSL S/T:** 2 Key Ideas and Details	1.12 2.3.1 3.1.5 4.4.2 4.4.3	1.1.A	R	R	R	What do I already know about my topic?		
TD3. Focus the task by generating questions related to the information process.	**Speaking and Listening**: 1&2 Comprehension and Collaboration, 4 Presentation of Knowledge and Ideas	1.3 4.4.3	1.8.A	R	R	X	What specific questions do I want to know about my topic?		

Curriculum Objectives	Common Core	AASL	PAAS	6	7	8	Category • **Skills** • **Essential Questions**	Assessment	Resources & Materials
	RSL H/S: 3 Key Ideas and Details **WSL H/S/S/T:** 7 Research to Build and Present Knowledge								
TD4. Form hypothesis related to the information process	**Speaking and Listening**: 1&2 Comprehension and Collaboration **RSL H/S:** 8 Integration of Knowledge and Ideas **RSL S/T:** 2,3 Key Ideas and Details **WSL H/S/S/T:** 7 Research to Build and Present Knowledge		1.8.A			I	What is a hypothesis?		
Information Seeking Strategies Using the Big 6 Literacy Model									
ISS1. Determine the range of possible resources (print, electronic, AV, etc.)	**Writing**: 7,8 Research to build and present knowledge **Speaking and Listening** 5 Presentation of Knowledge and Ideas **WSL H/S/S/T:** 7 Research to Build and Present	1.1.4 3.2	1.8.B	R	R	X	Where do I look for information about my topic?		

Curriculum Objectives	Common Core	AASL	PAAS	6	7	8	Category • **Skills** • **Essential Questions**	Assessment	Resources & Materials
	Knowledge								
ISS2. Determine the most appropriate resources for the informational need	**Writing**: 7,8 Research to build and present knowledge **WSL H/S/S/T:** 7, 8, 9 Research to Build and Present Knowledge	1.2.2 4.3.2	1.8.B	R	R	X	How much information do I need? Which resources are best to use to meet my information?		
ISS3. Identify and generate possible keywords and subjects	**Writing**: 2d, 7,8 Research to build and present knowledge **RSL H/S:** 4 Craft and Structure **WSL H/S/S/T:** 2d Text Types and Purposes **WSL H/S/S/T:** 7, 8 Research to Build and Present Knowledge	1.1.8	1.8.A 1.8.B	R	R	R	What terms do I look up?		
ISS4. Identify criteria for determining relevant source according to: • Currency • Accuracy • Reliability (is authoritative)	**Writing**: 7,8 Research to build and present knowledge **Speaking and Listening**: 2 Comprehension and Collaboration **RSL S/T**: 8 Integration of Knowledge and Ideas	1.1.5 1.2.4	1.8.B	R	R	R	How do I determine which resource is relevant to my needs?		

Curriculum Objectives	Common Core	AASL	PAAS	6	7	8	Category • Skills • Essential Questions	Assessment	Resources & Materials
	WSL H/S/S/T: 8 Research to Build and Present Knowledge								
ISS5. Identify resources outside the library including interlibrary loan	**Writing:** 7,8 Research to build and present knowledge **WSL H/S/S/T:** 7, 8 Research to Build and Present Knowledge	1.1.8	1.8.B			I	Where do I access any resources outside the library I can use?		
ISS6. Identify primary and secondary resources in print and electronic format	**Writing:** 7,8 Research to build and present knowledge **RSL H/S**: 1, 2 Key Ideas and Details, 9 Integration of Knowledge and Ideas		1.8.B	I	R	X	What is a primary source? What is a secondary source?		
ISS7. Compare the differences between primary and secondary resources	**Writing:** 7,8 Research to build and present knowledge		1.8.B	I	I/R	R/X	How do primary and secondary sources differ?		
Location and Access Using the Big 6 Literacy Model									
LA1. Use simple database file structure with electronic resources	**RSL H/S** 7 Integration of Knowledge and Ideas **RSL S/T** 7, 9 Integration of Knowledge and	1.1.8	1.8.B	R	R	R	What are the different parts of a database?		

Curriculum Objectives	Common Core	AASL	PAAS	6	7	8	Category • Skills • Essential Questions	Assessment	Resources & Materials
	Ideas								
LA2. Demonstrate "AND" and "OR" searching in electronic databases to locate information	**Writing:** 7,8 Research to build and present knowledge	2.1.4	1.8.B	I/R	R	R	How do I use "AND' and "OR" when searching a database?		
LA3. Locate, navigate, and use electronic resources, including Web sites and periodical databases to locate information	**Writing**: 7,8 Research to build and present knowledge **WSL H/S/S/T:** 8, 9 Research to Build and Present Knowledge	1.1.8	1.8.B	I/R	I/R	R	How do I use an electronic resource to locate information?		
LA4. Locate relevant resources to meet the informational need	**Writing**: 7,8 Research to build and present knowledge **Speaking and Listening** 5 Presentation of Knowledge and Ideas **WSL H/S/S/T:** 7, 8, 9 Research to Build and Present Knowledge	1.1.6	1.8.B.	I/R	R	X	Which resources are best to use and where do I find them?		
LA5. Locate primary and secondary resources for appropriate use	**Writing**: 7,8 Research to build and present knowledge **RSL H/S**: 1 Key Ideas and Details, 9 Integration of		1.8.B		I	I/R	Where do I find primary and secondary sources?		

Curriculum Objectives	Common Core	AASL	PAAS	6	7	8	Category • Skills • Essential Questions	Assessment	Resources & Materials
	Knowledge and Ideas **WSL H/S/S/T:** 8, 9 Research to Build and Present Knowledge								

Information Use Using the Big 6 Literacy Model

Curriculum Objectives	Common Core	AASL	PAAS	6	7	8	Category	Assessment	Resources & Materials
IU1. Identify essential information within the resource relevant to the task definition	**Writing** 1b Text types and purposes, 7,8 Research to build and present knowledge **RSL S/T:** 1 Key Ideas and Details **WSL H/S/S/T:** 7 Research to Build and Present Knowledge **WSL H/S/S/T:** 8, 9 Research to Build and Present Knowledge	1.1.6	1.2.A.	R	R	R	Is this the information I require for the information need?		
IU2. Distinguish between factual and unsubstantiated information on the Internet	**Writing** 1b Text types and purposes, 7,8 Research to build and present knowledge **Speaking and Listening**: 2 Comprehension and Collaboration **RLS H/S:** 8	1.1.7 1.2.4	1.2.A 1.2.B	I/R	R	R	How do I determine which facts are true and which aren't on the Internet?		

Curriculum Objectives	Common Core	AASL	PAAS	6	7	8	Category • Skills • Essential Questions	Assessment	Resources & Materials
	Integration of Knowledge and Ideas **RLS S/T:** 8 Integration of Knowledge and Ideas **WSL H/S/S/T:** 8 Research to Build and Present Knowledge								
IU3. Engage, extract and paraphrase relevant information from various resources using a graphic organizer (note taking)	**Reading**: #1, 7, 10 Range of Reading and Text Complexity; **Writing**: 7,8 Research to build and present knowledge **Speaking and Listening** 4 Presentation of Knowledge and Ideas **RSL S/T:** 7 Integration of Knowledge and Ideas **WSL H/S/S/T:** 1, 2a Text Types and Purposes **WSL H/S/S/T:** 7 Research to Build and Present Knowledge,; 8, 9 Research to	2.1.2 2.1.4	1.8.C	R	R	R	How do I organize my information?		

Curriculum Objectives	Common Core	AASL	PAAS	6	7	8	Category • Skills • Essential Questions	Assessment	Resources & Materials
	Build and Present Knowledge								
IU4. Use successful reading strategies to understand print information	Reading#1, 7, 10 Range of Reading and Text Complexity Writing: 9 Research to build and present knowledge WSL H/S/S/T: 8, 9 Research to Build and Present Knowledge	1.1.6	1.2A	I/R	R	R	What reading strategies do I use to find my needed information in print resources?		
IU5. Use successful reading strategies to understand digital information	Reading#1, 7, 10 Range of Reading and Text Complexity, Writing: 9 Research to build and present knowledge WSL H/S/S/T: 8, 9 Research to Build and Present Knowledge	1.1.6	1.2B 1.7B	I/R	I/R	R	What reading strategies do I use to find my needed information in electronic resources?		
IU6. Document direct quotations to give proper credit	Writing: 8 Research to Build and Present Knowledge WSL H/S/S/T: 8 Research to	1.3.1 1.3.3	1.8.C			I	How do I write a direct quote?		

Curriculum Objectives	Common Core	AASL	PAAS	6	7	8	Category • Skills • Essential Questions	Assessment	Resources & Materials
	Build and Present Knowledge								
IU7. Identify information to create a bibliographic citation in MLA format using a graphic organizer	**Writing:** 8 Research to Build and Present Knowledge	1.3.5 3.1.6	1.8.C	I/R	R	R	What information do I need to create a bibliography?		
IU8. Avoid plagiarism and copyright infringements in using resources	**WSL H/S/S/T:** 8 Research to Build and Present Knowledge		1.8.C	R	R	R	What are plagiarism and copyright violation?		
Synthesis Using the Big 6 Literacy Model									
S1. Organize notes by topic headings using an outline	**Writing:** 1 Text Types and Purposes, 4 Production and Distribution of Writing **WSL H/S/S/T:** 1 Text Types and Purposes, 8 Research to Build and present Knowledge	2.1.2 3.1.4	1.8.C	R	R	R	How do I organize my information?		
S2. Use graphic organizers to think about the information to generate new ideas	**WSL H/S/S/T:** 1, 2a Text Types and Purposes **WSL H/S/S/T:** 7, 9 Research to Build and Present Knowledge	1.2.5 1.4.3	1.5G	I/R	R	R	Have I identified any new ideas or questions from my research?		
S3. Use organized information in written, oral, graphic or multimedia presentations	**Writing:** 2a, 2b Text types and Purposes, 4 Production and	1.2.3 3.1.4	1.2B 1.4B	R	R	R	What is the best way to share my information?		

Curriculum Objectives	Common Core	AASL	PAAS	6	7	8	Category • Skills • Essential Questions	Assessment	Resources & Materials
	distribution of writing **Speaking and Listening** 4, 5 Presentation of Knowledge and Ideas **WSL H/S/S/T:** 2a Text Types and Purposes **WSL H/S/S/T:** 7, 9 Research to Build and Present Knowledge								
S4. use organized notes to create a written rough draft or oral presentation	**Writing:** 4, 6 Production and distribution of Wr **Speaking and Listening** 4 Presentation of Knowledge and Ideas **WSL H/S/S/T:** 7 Research to Build and Present Knowledge	2.1.2 3.1.3 3.1.4	1.4.B	R	R	R	Hoe do I write a rough draft?		
S5. Create a finished bibliography/works cited in the correct format	**Writing:** 8 Research to Build and Present Knowledge	1.3.3	1.8.C	I/R	R	R	What is the correct order of a bibliography?		
S6. Use a variety of information resources to create multimedia products	**Writing:** 7,8 Research to build and present knowledge **Speaking and Listening**: 1&2 Comprehension	1.2.3 2.1.6 3.1.4	1.6.F	I/R	R	R	How do I arrange my information for a multimedia project?		

Curriculum Objectives	Common Core	AASL	PAAS	6	7	8	Category • Skills • Essential Questions	Assessment	Resources & Materials
	and Collaboration **Speaking and Listening** 4, 5, 6 Presentation of Knowledge and Ideas **WSL H/S/S/T:** 2a Text Types and Purposes **WSL H/S/S/T:** 7, 8, 9 Research to Build and Present Knowledge								
S7. Collaboratively use information to draw conclusions, make predictions, and express new meaning	**Speaking and Listening**: 1&2 Comprehension and Collaboration, 4 Presentation of Knowledge and Ideas **WSL H/S/S/T:** 1 Text Types and Purposes, 5 Production and Distribution of Writing **WSL H/S/S/T:** 7, 8, 9 Research to Build and Present Knowledge	1.1.9 2.1.5 3.1.2 3.2 3.3.1 3.4.3	1.8C	R	R	R	How do I collaborate with others to present the new information?		
Evaluation Using the Big 6 Literacy Model									
E1. Evaluate the product to determine if the task definition has been met	**Writing:** 5 Production and Distribution of	1.4.1 3.4.2	1.5.G	R	R	R	How have I answered my specific questions about my topic?		

Curriculum Objectives	Common Core	AASL	PAAS	6	7	8	Category • Skills • Essential Questions	Assessment	Resources & Materials
	Wr. **WSL H/S/S/T:** 7, 9 Research to Build and Present Knowledge								
E2. Evaluate multimedia products in terms of both the content and format	**Writing: 5** Production and Distribution of Wr. **RLS S/T: 9** Integration of Knowledge and Ideas **WSL H/S/S/T: 8** Research to Build and Present Knowledge	3.1.1	1.2.B	R	R	R	In what ways does my project clearly present the information I found?		
E3.Evaluate oral and written products in terms of requirements and assessment criteria including legal principles of use	**Speaking and Listening:** 1&2 Comprehension and Collaboration **WSL H/S/S/T:** 8, 9 Research to Build and Present Knowledge	2.3.3 3.3.7	1.5.E 1.5.G	R	R	R	How does my project meet the requirements of the assignment?		
E4. Evaluate the information-solving process when working individually or collaboratively, seeking help when necessary	**Writing: 5,** 6(?) Production and Distribution of Wr. **Speaking and Listening**: 1&2 Comprehension and Collaboration,	1.4.1 2.4.2 3.4.1	1.8.A 1.8.B	R	R	R	How did I successfully follow and effectively use the information-solving process?		

Curriculum Objectives	Common Core	AASL	PAAS	6	7	8	Category • Skills • Essential Questions	Assessment	Resources & Materials
	4 Presentation of Knowledge and Ideas **RLS S/T:** 3 Key Ideas and Details, 9 Integration of Knowledge and Details **WSL H/S/S/T:** 1 Text Types and Purposes, 5 Production and Distribution of Writing **WSL H/S/S/T:** 7, 8, 9 Research to Build and Present Knowledge								

Basic Knowledge to be Learned in Context

BK1. Demonstrate an understanding of media center organization, facilities and procedures				I/R	R	R/X	How do I find things in the media center?		
BK2. Effectively use equipment for information retrieval such as copiers, audiovisual equipment and computers	**Writing**: 7,8 Research to build and present knowledge	1.3.1 1.3.3 1.3.5 3.1.6	1.8.B	R	R	R	How do I use electronic equipment to find information?		
BK3. Recognize the copyright limitations of using the photocopier/printer		1.3.3	1.8.C	I/R	R	R	How does copyright affect printing and copying?		
BK4. Demonstrate an appreciation of different types of literature	**Note:** Reading application of prior skills/review	4.1 4.2.4	1.1.H 1.3.A	R	R	R	What are the different genres/formats of literature?		
BK5. Demonstrate an		1.3.3	1.8.C	R	R	R	What are the rules for using the Internet in		

Curriculum Objectives	Common Core	AASL	PAAS	6	7	8	Category
							  • **Skills**
							  • **Essential Questions**
								Assessment	Resources & Materials

understanding of district's acceptable use policy		1.3.5					school?		
BK6. Recognizes the safety issues relevant to the Internet		4.3.4	1.6F 1.8B	R	R	R	How can I use the Internet safely?		

KEY:
RSL H/S = Reading Standards for Literacy in History/Social Studies
RSL S/T= Reading Standards for Literacy in Science/Technical Subjects

WCSD EXPECTATIONS

WCSD K-12 Expectations for instruction in writing, reading, mathematics and, technology have been developed and revised annually. The teacher will integrate all WCSD Expectations into this planned instruction

SPECIAL EDUCATION AND GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (I.E.P.) or Gifted Individual Education Plan (G.I.E.P.).

SPECIFIC EDUCATIONAL OBJECTIVES/CORRESPONDING STANDARDS AND ELIGIBLE CONTENT WHERE APPLICABLE
*See below Scope and Sequence

ASSESSMENTS

PSSA Assessment Anchors Addressed: The teacher must be knowledgeable of the PDE Assessment Anchors and/or Eligible Content and incorporate them into this planned instruction. Current assessment anchors can be found at pde@state.pa.us.

Formative Assessments: The teacher will develop and use standards-based assessments throughout the course.

Portfolio Assessment: _____ Yes   __X__ No

District-wide Final Examination Required: _____ Yes   __X__ No

Course Challenge Assessment (Describe): none

Warren County School District
Information Literacy Sequence of Planned Instruction
Grade 6
Grade 7 and 8- skills reinforced through collaboration

Month	PA Standard	Eligible Content Anchor Assessment	Category • Skills	I = Introduced D= Developed R = Reinforced	Assessment	Resources & Materials Needed
First Semester	1.8 B Locate information using appropriate sources and strategies		**Orientation to the Library Media Center** • Library citizenship • Online Catalog • Location Skills	R	Observation	• Signs labeling part of LMC • Procedures clearly defined and posted • Appropriate number of computers per student
October	1.8.8 B Locate information using appropriate sources and strategies	R6.A.2 Understand nonfiction text appropriate to grade level. R6.A.2.3.1 Make inferences and draw conclusions based on information from text. R6.A.2.3.2 Cite evidence from text to support generalizations. R6.A.2.5.1 Summarize main ideas and important details of text. R6.A.2.6.1 Identify text as informational or persuasive based on the author's intended purpose for writing. R6.B.3.1.1 Identify statements of fact and opinion in text. R6.B.3.2 Distinguish between essential and nonessential information within or across text.	<u>Develop Information Seeking Strategies</u> School library media center • Choose appropriate print resources • Choose appropriate electronic resources • Choose appropriate online resources Global and educational providers • Identify appropriate community resources • Utilize Access PA Book Lending Source	R	Checklist of resources	• Appropriate number of computers per student • LCD Projector

November/ December	1.2.8 A Read and understand essential content of information texts and documents in all academic areas 1.8.8 B Locate information using appropriate sources and strategies	R6.A.2 Understand nonfiction text appropriate to grade level. R6.A.2.3.1 Make inferences and draw conclusions based on information from text. R6.A.2.3.2 Cite evidence from text to support generalizations. R6.A.2.5.1 Summarize main ideas and important details of text.	<u>Reference Sources</u> • Periodical database • POWER Library Resources • Online Encyclopedias • Almanac • Atlas • Noodletools	R	Completed Search Observation	• Appropriate number of computers per student • LCD Projector
January	1.8.8 B Locate information using appropriate sources and strategies	R6.A.2 Understand nonfiction text appropriate to grade level. R6.A.2.3.1 Make inferences and draw conclusions based on information from text. R6.A.2.3.2 Cite evidence from text to support generalizations.	<u>Search Strategies</u> • Utilize keyword and subjects • Utilize case sensitive rules • Utilize table of contents, index, & appendices Demonstrate "AND" and "OR" searching	R	Checklist of resources	• Appropriate number of computers per student • LCD Projector

February/ March	1.8.8 B Locate information using appropriate sources and strategies	R6.A.2 Understand nonfiction text appropriate to grade level.
		R6.A.2.3.1 Make inferences and draw conclusions based on information from text.
		R6.A.2.3.2 Cite evidence from text to support generalizations.
		R6.A.2.5.1 Summarize main ideas and important details of text. R6.A.2.6.1 Identify text as informational or persuasive based on the author's intended purpose for writing. R6.B.3.2 Distinguish between essential and nonessential information within or across text.
			<u>Online Searching</u>
			Searches – websites
			• Perform a directed search
			• Perform a search utilizing bookmarked web pages
			• Define domain names
			   ■ commercial
			   ■ government
			   ■ organization
			   ■ network
			   ■ education
				I	Completed Search
					
					Observation
						• Appropriate number of computers per student
						
						• LCD Projector

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		R6.B.3.3.2 Use headings to locate information in a passage, or identify content that would best fit in a specific section of text. R6.B.3.3.3 Interpret graphics and charts, and make connections between text and content of graphics and charts.				
April/ May	1.3.8 F Read and respond to nonfiction and fiction including poetry and drama	R6.A.1 Understand fiction text appropriate to grade level. R6.A.1.3.1 Make inferences and draw conclusions based on information from text. R6.A.1.3.2 Cite evidence from text to support generalizations. R6.A.1.4.1 Identify and/or interpret stated or implied main ideas and relevant supporting details from the text. R6.A.1.5.1 Summarize the main ideas/themes and important details of text.	**Literature** Appreciation • Read literature by award winning authors • Awareness of different genres • Newbery Award Winners	R		

WRITING TEAM:

Renae Lucks, Beverly Leonhardt, Jeanette Walter

WCSD STUDENT DATA SYSTEM INFORMATION

1. Is there a required final examination? _____ Yes __X__ No

2. Does this course issue a mark/grade for the report card? ____ Yes __X__ No

3. Does this course issue a Pass/Fail mark? __X__ Yes ____ No

4. Is the course mark/grade part of the GPA calculation? __X__ Yes ____ No

5. Is the course eligible for Honor Roll calculation? __X__ Yes ____ No

6. What is the academic weight of the course?

   _____ No weight/Non credit __X__ Standard weight

   ____ Enhanced weight (Describe)_____

American Association of School Librarians, and Association for Educational Communications and Technology. Information Power: Building Partnerships for Learning. Chicago: American Library Association, 1998.

21st Century Skills from ASLA