

**Trinity Area School District Template for Curriculum Mapping**

<b>Course: LIBRARY</b> <b>Grade: 6-8</b> <b>Designer(s):</b>	<b>Overview of Course</b> (Briefly describe what students should understand and be able to do as a result of engaging in this course): <b>The middle school library program is integrated into the middle school curriculum. It is designed to assist learners to grow in their ability to locate, evaluate and apply information in a spirit of inquiry and self-motivation. Activities to develop an interest and appreciation for literature and knowledge of the research process and its application comprise a large portion of this curriculum.</b>
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**Overarching Big Ideas, Enduring Understandings, and Essential Questions**  
 (These “spiral” throughout the entire curriculum.)

<b>Big Idea</b>	<b>Standard(s) Addressed</b>	<b>Enduring Understanding(s)</b>	<b>Essential Question(s)</b>
<b>Comprehension</b>	CC.1.2.D Craft and Structure: Point of View  CC.1.2.G Integration of Knowledge and Ideas: Diverse Media  CC.1.2.H Integration of Knowledge and Ideas: Evaluating Arguments  CC.1.2.L Range of Reading Non-Fiction  CC.1.3.K Range of Reading Fiction  CC.3.5.A Key Ideas and Details  CC.8.5.A Key Ideas and Details  CC.8.5.I Integration of Knowledge and Ideas	1.Evaluating Diverse Media 2.. Drawing Evidence: Primary & Secondary Sources 3. Determine author’s purpose 4. There are pros and cons to presenting information in different mediums. 5. Compare and contrast how a different medium of delivery can have an impact on interpretation of informational text. 6. Evaluate advantages and disadvantages of how information is presented in different mediums. 7. Evaluate text based on author's claim and relevant evidence. 8. Independently, locate and select literary non-fiction and informational texts on grade level. 9. Determine author’s point of view or purpose in text. 10. Select appropriate literary fiction in a variety of genres.	1. How do strategic readers create meaning from informational and literary text? 2. How do readers know what to believe? 3. How does a reader’s purpose influence how text should be read? 4. How does a reader select Informational Texts & Literary NonFiction? 5 .How does a reader select fiction books?

<b>Critical thinking</b>	<p>CC.1.4.I Opinion/Argumentative Content</p> <p>CC.1.4.W Credibility, Reliability, and Validity of Sources</p> <p>CC.3.6.G Research to Build and Present Knowledge</p>	<p>1.Evaluating all types of Sources</p> <p>2.Evaluating print sources</p> <p>3.Evaluating online databases</p> <p>4.Evaluating online search engine results</p> <p>5.Use keyword searches to narrow results</p>	<p>1. How do readers know what to believe in what they read, hear, and view?</p> <p>2. How does interaction with text provoke thinking and response?</p> <p>3. How do readers integrate Diverse Media?</p>
	<p>CC.8.6.G Research to Build and Present Knowledge</p> <p>15.3.E Foundations of Communication</p> <p>15.4.L Technology Research</p>	<p>1.Evaluate source for credibility, relevance, currency and accuracy.</p> <p>2.Research Process: Accessing, Identifying and Evaluating Resources</p> <p>3.Integrate information from various mediums to understand topic or issue.</p>	
<b>Research.</b>	<p>CC.1.4.V Conducting Research</p> <p>CC.1.4.W Conducting Research</p> <p>CC.3.6.G Research to Build and Present Knowledge</p> <p>CC.8.6.G Research to Build and Present Knowledge</p>	<p>1. Research Process: Effective Inquiry</p> <p>2. Research Process: Evaluating Source</p>	<p>1. What does a reader look for and how can it be find it?</p> <p>2. How does a reader know a source can be trusted?</p> <p>3. How does one organize and synthesize information from various sources?</p>
<b>Citizenship</b>	<p>CC.3.6 G Research to Build and Present Knowledge</p> <p>CC.8.6 G Research to Build and Present Knowledge</p>	<p>1. Use quotes, paraphrasing and conclusions in work without plagiarizing.</p> <p>2. Cite sources by using standard bibliographic citation format.</p>	<p>1. How do responsible citizens use information ethically?</p> <p>2. How do responsible citizens use information productively in a global society?</p>

<b>Technology Literacy</b>	C.C. 15.3T Electronic Communication C.C. 15.3M Etiquette C.C. 15.4B Digital Citizenship	1.Electronic Communication 2.Electronic Etiquette 3.Digital Citizenship	1 .What digital resources are available? 2. How do I best use the various sources in various formats to research a topic?
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**Big Ideas, Enduring Understandings, and Essential Questions Per Unit of Study**  
(These do NOT “spiral” throughout the entire curriculum, but are specific to each unit.)

Month of Instruction	T i t l e  o f U n i t	Big Idea(s)	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)*	Common Resource(s)* Used
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Sept. - May	<b>Comprehension</b>	<p>CC.1.2.D Craft and Structure: Point of View</p> <p>CC.1.2.G Integration of Knowledge and Ideas: Diverse Media</p> <p>CC.1.2.H Integration of Knowledge and Ideas: Evaluating Arguments</p> <p>CC.1.2.L Range of Reading Non Fiction</p> <p>CC.1.3.K Range of Reading Fiction</p> <p>CC.3.5.A Key Ideas and Detail</p> <p>CC.8.5.A Key Ideas and Details</p> <p>CC.8.5.I Integration of Knowledge and Ideas</p>	<p>1.Evaluating Diverse Media</p> <p>2.. Drawing Evidence: Primary &amp; Secondary Sources</p> <p>3. Determine author's purpose</p> <p>4. There are pros and cons to presenting information in different mediums.</p> <p>5. Compare and contrast how a different medium of delivery can have an impact on interpretation of informational text.</p> <p>6. Evaluate advantages and disadvantages of how information is presented in different mediums.</p> <p>7. Evaluate text based on author's claim and relevant evidence.</p> <p>8. Independently, locate and select literary non-fiction and informational texts on grade level.</p> <p>9. Determine author's point of view or purpose in text. 10. Select appropriate literary fiction in a variety of genres.</p>	<p>1. How do strategic readers create meaning from informational and literary text?</p> <p>2. How do readers know what to believe?</p> <p>3. How does a reader's purpose influence how text should be read? 4.How does a reader select Informational Texts &amp; Literary Non-Fiction?</p> <p>5.How does a reader select Fiction books?</p>	<p>Fiction books</p> <p>Nonfiction books</p> <p>Power Library</p> <p>Databases</p> <p>Various Websites</p> <p>OPAC -Destiny</p>
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Sept. - May	<b>Critical Thinking</b>	<p>CC.1.4.I Opinion/Argumentative Content</p> <p>CC.1.4.W Credibility, Reliability, and Validity of Sources</p> <p>CC.3.6.G Research to Build and Present Knowledge</p> <p>CC.8.6.G Research to Build and Present Knowledge</p> <p>15.3.E Foundations of Communication</p> <p>15.4.L Technology Research</p>	<p>1.Evaluating all types of Sources</p> <p>2.Evaluating print sources</p> <p>3.Evaluating online databases</p> <p>4.Evaluating online search engine results</p> <p>5.Use keyword searches to narrow results</p> <p>6.Evaluate source for credibility, relevance, currency and accuracy.</p> <p>7.Research Process: Accessing, Identifying and Evaluating Resources</p> <p>8.Integrate information from various mediums to understand topic or issue.</p>	<p>1. How do readers know what to believe in what they read, hear, and view?</p> <p>2. How does interaction with text provoke thinking and response?</p> <p>3. How do readers integrate Diverse Media?</p>		<p>Nonfiction books</p> <p>Power Library</p> <p>Databases</p> <p>Various Websites</p>
Sept. - May	<b>Research.</b>	<p>CC.1.4.V Conducting Research</p> <p>CC.1.4.W Conducting Research</p> <p>CC.3.6.G Research to Build and Present Knowledge</p> <p>CC.8.6.G Research to Build and Present Knowledge</p>	<p>1. Research Process: Effective Inquiry</p> <p>2. Research Process: Evaluating Source</p>	<p>1. What does a reader look for and how can it be found?</p> <p>2. How does a reader know a source can be trusted?</p> <p>3. How does one organize and synthesize information from various sources?</p>		<p>Nonfiction books</p> <p>Power Library</p> <p>Databases</p> <p>Specific Websites</p> <p>OPAC -Destiny</p>

Sept. - May	<b>Technology Literacy</b>	C.C. 15.3T Electronic Communication C.C. 15.3M Etiquette C.C. 15.4B Digital Citizenship	<ol style="list-style-type: none"> <li>1. Electronic Communication</li> <li>2. Electronic Etiquette Digital Citizenship</li> </ol>	<ol style="list-style-type: none"> <li>1 .What digital resources are available?</li> <li>2. How do I best use the various sources in various formats to research a topic?</li> </ol>	<p>Nonfiction books Power Library Databases Various Websites OPAC -Destiny</p>
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