

Content: Library and Information Literacy

Big Idea: Effective readers use appropriate strategies to construct meaning.

Library Information Concept: Determining Author’s Point of View (Perspective)

ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
ELA CC1.2.D (9-12)			

Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
Determining Author’s Point of View (Perspective) <ul style="list-style-type: none"> Evaluate author’s credentials and background to determine point of view or purpose. (11-12) Identify author’s credentials and background to determine point of view. (9-10) 	<i>How do strategic readers create meaning from informational and literary text?</i> <i>What is this text really about?</i> <i>How do readers know what to believe?</i> <i>How does what readers read influence how they should read it?</i> <i>How does a reader’s purpose influence how text should be read?</i>	Research paper/projects Annotated Bibliography Research Pre-evaluation Research Post-evaluation Evaluating Sources Checklist Conferencing Book review Book checkout	Lib website/Libguides CRAAP source evaluation Library Catalog Library collection Free web resources Purdue OWL Noodlebib Book review guidelines Book talks OAHs Writing Guide OAHs MLA Guide

Library Information Concept: Evaluating Diverse Media

ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
ELA CC1.2.G (9-12)			

Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
Evaluating Diverse Media <ul style="list-style-type: none"> Evaluate information found in multiple sources and mediums to address a question or solve and problem. (11-12) Analyze information found in different mediums. (9-10) 	<i>How do strategic readers create meaning from informational and literary text?</i> <i>What is this text really about?</i> <i>How do readers know what to believe?</i> <i>How does what readers read influence how they should read it?</i> <i>How does a reader’s purpose influence how text should be read?</i>	Research paper/projects Annotated Bibliography Research Pre-evaluation Research Post-evaluation Evaluating Sources Checklist Conferencing Book review Book checkout	Lib website/Libguides CRAAP source evaluation Library Catalog Library collection Free web resources Purdue OWL Noodlebib Book review guidelines Book talks OAHs Writing Guide

			OAHS MLA Guide
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Library Information Concept: Evaluating Arguments

ELA Standards 1.___ (Band)	Science Standards 3.___ (Band)	SS & H Standards 8.___ (Band)	BCIT Standards 15.___ (Band)
ELA CC1.2.H (9-12)			

Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
Evaluating Arguments <ul style="list-style-type: none"> Analyze texts for information based upon purposes and arguments for credibility, relevance, bias, accuracy, and currency. (11-12) Analyze and assess information to extract valid and relevant ideas based on credibility, relevance, bias, accuracy, and currency. (9-10) 	<i>How do strategic readers create meaning from informational and literary text?</i> <i>What is this text really about?</i> <i>How do readers know what to believe?</i> <i>How does what readers read influence how they should read it?</i> <i>How does a reader's purpose influence how text should be read?</i>	Research paper/projects Annotated Bibliography Research Pre-evaluation Research Post-evaluation Evaluating Sources Checklist Conferencing Book review Book checkout	Lib website/Libguides CRAAP source evaluation Library Catalog Library collection Free web resources Purdue OWL Noodlebib Book review guidelines Book talks OAHS Writing Guide OAHS MLA Guide

Library Information Concept: Selecting Information Texts and Literary Nonfiction

ELA Standards 1.___ (Band)	Science Standards 3.___ (Band)	SS & H Standards 8.___ (Band)	BCIT Standards 15.___ (Band)
CC.1.2.L (9-12)	Science CC.3.5.I (9-12)	SS & H CC.8.5.I (9-12)	

Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
Selecting Information Texts and Literary Nonfiction <ul style="list-style-type: none"> Independently, locate and select literary nonfiction and informational texts on grade level. (9-12) Independently, use various print and digital reference sources. (9-12) 	<i>How do strategic readers create meaning from informational and literary text?</i> <i>What is this text really about?</i> <i>How do readers know what to believe?</i> <i>How does what readers read influence how they should read it?</i> <i>How does a reader's purpose influence how text should be read?</i>	Scavenger hunt Orientation evaluation Research paper Annotated Bibliography Book review Book checkout	Lib website/Libguides Library scavenger hunt Orientation videos Library catalog Library collection Orientation Powerpoint Book review guidelines Book talks OAHS Writing Guide OAHS MLA Guide

Library Information Concept: Drawing Evidence: Primary and Secondary Sources

ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
	Science CC.3.5.A (9-12)	SS & H CC.8.5.A (9-12) SS & H CC.8.5.I (9-12)	

Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
Drawing Evidence: Primary and Secondary Sources <ul style="list-style-type: none"> Use and cite specific textual evidence in primary and secondary sources. (9-12) 	<i>How do strategic readers create meaning from informational and literary text?</i> <i>What is this text really about?</i> <i>How do readers know what to believe?</i> <i>How does what readers read influence how they should read it?</i> <i>How does a reader’s purpose influence how text should be read?</i>	Research Paper/projects Annotated Bibliography Book review Book checkout	Lib website/Libguides Library Catalog Library collection Purdue OWL Noodlebib Book review guidelines Book talks OAHS Writing Guide

Library Information Concept: Selecting Literary Fiction

ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
CC.1.3. K (9-12)			

Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
Selecting Literary Fiction <ul style="list-style-type: none"> Independently, select grade-level-appropriate literary fiction in a variety of genres. (9-12) Apply strategies to create meaning from literary fiction. (9-12) Read self-selected literary fiction presented in any format to gain meaning by questioning, reflecting, responding, and evaluating. (9-12) 	<i>How do strategic readers create meaning from informational and literary text?</i> <i>What is this text really about?</i> <i>How do readers know what to believe?</i> <i>How does what readers read influence how they should read it?</i> <i>How does a reader’s purpose influence how text should be read?</i>	Scavenger hunt Orientation evaluation Research paper Book review Book checkout	Lib website/Libguides Library scavenger hunt Orientation videos Library catalog Library collection Orientation Powerpoint Book review guidelines Book talks

Vocabulary: Academic honesty, Acceptable Use Policy, Access Pennsylvania, Accuracy, Advanced search, Annotated works cited, Annotation, Author, Authority, Autobiography, Bias, Bibliography, Biography, Circulation desk, Citation/Cite, Common Knowledge, Content, Copyright, Currency, Database Destiny, Dewey Decimal System, Direct quotation, Drama/Plays, Due date, Dystopian fiction, Ease-of-use/clarity, eBook, Encyclopedias, **Everybody books, Fact,** Fair use, Fairy tales, myths, legends, folktales, tall tales, Fantasy, Fiction, Free website, Full text, Genre, Google, Graphic nonfiction, Graphic novels, Historical fiction, Horror, Information literacy, Intellectual property, In-text citation, Journals, Keyword, Lexile, Librarian, Library Catalog, Library Resources Limiters, Literary criticism, Lost book, Magazines, Material, Memoir, MLA Style, My Ideas, Mystery, Narrow topic, Nonfiction, Noodlebib, NOT operator Note card, Novels in verse, Opinion, OR operator, Outline, Overdue, Paraphrase, Pathfinder, Periodicals, Phrase searching, Plagiarism, Poetry, Power Library, Presearch, Primary source, Publisher, Realistic fiction, Refine topic, Relevance/Validity, Reliability, Research process, Research question/problem, Reserve / Hold, Resource/Source (library resources), Return, Science fiction, Search engine, Secondary source, Self-evaluation, Social Networking,

Sponsor, Subject (controlled vocabulary) search, Subtopic, Summarize, Task definition, Thesis statement, Title, Title page, Topic web, Truncation, Web page Website, Works cited

Content: Library and Information Literacy

Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Library Information Concept: Evaluating Sources (See Also Effective Research Big Idea)

ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
CC.1.2.L (9-12)	Science CC.3.5.I (9-12)	SS & H CC.8.5.I (9-12)	BCIT CC.15.3.E (9-12)

Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
Evaluating Sources <ul style="list-style-type: none"> Identify alternate or opposing claims. (9-12) Evaluate sources for credibility, relevance, currency, accuracy, and bias. (9-12) Use variety of sources and points of view to avoid excessive bias. (9-12) Acknowledge controversy by incorporating opposing or differing viewpoints when presenting argument. (9-12) 	<i>How do readers know what to believe in what they read, hear and view?</i> <i>How does interaction with text provoke thinking and response?</i>	Research paper/projects Annotated Bibliography Research Pre-evaluation Research Post-evaluation Evaluating Sources Checklist Conferencing	Lib website/Libguides Libguides CRAAP source evaluation criteria Library Catalog Library collection Purdue OWL Noodlebib OAHS Writing Guide OAHS MLA Guide

Library Information Concept: Integrating Diverse Media

ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
ELA 1.2.G (9-12)	Science CC.3.5.G (9-12)	SS & H CC.8.5.G (9-12)	BCIT CC.15.3.E (9-12)

Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
Integrating Diverse Media ELA CC.1.2.G (9-12) <ul style="list-style-type: none"> Synthesize information found in multiple sources. (11-12) Integrate information from various mediums to understand topic or issue. (9-10) 	<i>How do readers know what to believe in what they read, hear and view?</i> <i>How does interaction with text provoke thinking and response?</i>	Research paper/projects Annotated Bibliography Research Pre-evaluation Research Post-evaluation Evaluating Sources Checklist Conferencing	Lib website/Libguides Library Catalog Library collection Purdue OWL Noodlebib OAHS Writing Guide OAHS MLA Guide

Library Information Concept: Evaluating Arguments

ELA Standards 1.___ (Band)	Science Standards 3.___ (Band)	SS & H Standards 8.___ (Band)	BCIT Standards 15.___ (Band)
CC.1.2.D (9-12)	Science CC.3.5.H (9-12)	SS & H CC.8.5.H (9-12)	

Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
Evaluating Arguments <ul style="list-style-type: none"> Analyze texts for information based upon purposes and arguments: credibility, relevance, bias, accuracy, and currency. (9-12) 	<i>How do readers know what to believe in what they read, hear and view?</i> <i>How does interaction with text provoke thinking and response?</i>	Research paper/projects Annotated Bibliography Bibliography Research Pre-evaluation Research Post-evaluation Evaluating Sources Checklist Conferencing	Lib website/Libguides CRAAP source evaluation criteria Library Catalog Library collection Purdue OWL Noodlebib OAHS Writing Guide OAHS MLA Guide

Library Information Concept: Synthesizing Information

ELA Standards 1.___ (Band)	Science Standards 3.___ (Band)	SS & H Standards 8.___ (Band)	BCIT Standards 15.___ (Band)
	Science CC.3.5.H (9-12) Science CC.3.5.I (9-12)	SS & H CC.8.5.H (9-12) SS & H CC.8.5.I (9-12)	BCIT CC.15.3.C (9-12) BCIT CC.15.3.I (9-12)

Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
Synthesizing Information <ul style="list-style-type: none"> Select information from informational texts that support analysis, reflection, and research. (9-12) Synthesize information found in multiple sources and experiments, simulations, video, or multimedia sources with information found in text. (11-12) Compare and contrast information found in experiment, simulations, video, or multimedia sources with information found in text. (9-10) 	<i>How do readers know what to believe in what they read, hear and view?</i> <i>How does interaction with text provoke thinking and response?</i>	Research paper/projects Bibliography Research Pre-evaluation Research Post-evaluation Evaluating Sources Checklist Conferencing	Lib website/Libguides Library Catalog Library collection Purdue OWL Noodlebib OAHS Writing Guide OAHS MLA Guide

Library Information Concept: Research Process: Developing a Research Question

ELA Standards 1. __ (Band)	Science Standards 3. __ (Band)	SS & H Standards 8. __ (Band)	BCIT Standards 15. __ (Band)
CC.1.4.V (9-12)	Science CC.3.6.F (9-12)	SS & H CC.8.6.F (9-12)	BCIT CC.15.3.C (9-12)

Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
<p>Research Process: Developing a Research Question <u>As part of research process: (9-12)</u></p> <ul style="list-style-type: none"> Narrow a self-generated, broad research question by focusing on particular aspects of the question or problem, identifying relevant key words and subject headings, and/ or using search limiters. Compare several points of view about same issue, evaluating strengths and weaknesses of arguments. Formulate personal opinion about topic or issue. 	<p><i>How do readers know what to believe in what they read, hear and view?</i></p> <p><i>How does interaction with text provoke thinking and response?</i></p>	<p>Research paper/projects Annotated Bibliography Topic Web/Thesis Question Generator Evaluating Sources Checklist Conferencing</p>	<p>Lib website/Libguides Topic Web Library Catalog Library collection Purdue OWL Noodlebib OAHS Writing Guide OAHS MLA Guide Thesis formation guide</p>

Library Information Concept: Research Process: Accessing, Identifying, and Evaluating Resources

ELA Standards 1. __ (Band)	Science Standards 3. __ (Band)	SS & H Standards 8. __ (Band)	BCIT Standards 15. __ (Band)
	Science CC.3.6.G (9-12)	SS & H CC.8.6.G (9-12)	BCIT CC.15.3.I (9-12)

Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
<p>Research Process: Accessing, Identifying, and Evaluating Resources</p> <ul style="list-style-type: none"> <u>As part of a research process: (9-12)</u> Access print sources using features of OPAC and within source itself. Use search functions of database to access digitally stored sources. Differentiate between natural-language searching and keyword/controlled vocabulary searching. Narrow or broaden search by identifying relevant key words and subject headings and using search limiters. Evaluate variety of sources and formats, including print and Internet web sites and primary and secondary sources, according to their authorship, objectivity, scholarship, and timeliness. Verify information by checking facts in alternate sources. 	<p><i>How do readers know what to believe in what they read, hear and view?</i></p> <p><i>How does interaction with text provoke thinking and response?</i></p>	<p>Research paper/projects Annotated Bibliography Topic Web/Thesis Generator Evaluating Sources Checklist Conferencing</p>	<p>Lib website/Libguides Topic Web Library Catalog Library collection Purdue OWL Noodlebib OAHS Writing Guide OAHS MLA Guide</p>

Library Information Concept: Research Process: Synthesizing Information

ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
CC.1.4.S (9-12) CC.1.4.W (9-12)			BCIT CC.15.3.L (9-12)

Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
Research Process: Synthesizing Information <ul style="list-style-type: none"> As part of a research process: (9-12) Selectively take notes on information to support own position. Synthesize information gathered from multiple sources. Use summaries, paraphrasing, and quotations to create report. Within text, document use of the information and ideas of others using standard bibliographic citation format. Provide bibliography or list of works cited using standard bibliographic format. 	<i>How do readers know what to believe in what they read, hear and view? How does interaction with text provoke thinking and response?</i>	Research paper/projects Annotated Bibliography Bibliography Research Pre-evaluation Research Post-evaluation Borrowing ideas evaluation Conferencing	Lib website/Libguides Library Catalog Library collection To Cite or Not to Cite Purdue OWL Noodlebib OAHS Writing Guide OAHS MLA Guide

Library Information Concept: Research Process: Note-taking Strategies

ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
			BCIT CC.15.4.L (9-12)

Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
Research Process: Note-taking Strategies <ul style="list-style-type: none"> Find and use primary documentation: cite by using standard bibliographic format. (9-12) 	<i>How do readers know what to believe in what they read, hear and view? How does interaction with text provoke thinking and response?</i>	Research paper/projects Annotated Bibliography	Lib website/Libguides Library Catalog Library collection Purdue OWL Noodlebib OAHS Writing Guide OAHS MLA Guide
Vocabulary: Academic honesty, Acceptable Use Policy, Access Pennsylvania, Accuracy, Advanced search, Annotated works cited, Annotation, Author, Authority, Autobiography, Bias, Bibliography, Biography, Circulation desk, Citation/Cite, Common Knowledge, Content, Copyright, Currency, Database Destiny, Dewey Decimal System, Direct quotation, Drama/Plays, Due date, Dystopian fiction, Ease-of-use/clarity, eBook, Encyclopedias, Everybody books, Fact, Fair use, Fairy tales, myths, legends, folktales, tall tales, Fantasy, Fiction, Free website, Full text, Genre, Google, Graphic nonfiction, Graphic novels, Historical			

fiction, Horror, Information literacy, Intellectual property, In-text citation, Journals, Keyword, Lexile, Librarian, Library Catalog, Library Resources
Limiters, Literary criticism, Lost book, Magazines, Material, Memoir, MLA Style, My Ideas, Mystery, Narrow topic, Nonfiction, Noodlebib, NOT operator
Note card, Novels in verse, Opinion, OR operator, Outline, Overdue, Paraphrase, Pathfinder, Periodicals, Phrase searching, Plagiarism, Poetry,
Power Library, Presearch, Primary source, Publisher, Realistic fiction, Refine topic, Relevance/Validity, Reliability, Research process, Research question/problem,
Reserve / Hold, Resource/Source (library resources), Return, Science fiction, Search engine, Secondary source, Self-evaluation, Social Networking,
Sponsor, Subject (controlled vocabulary) search, Subtopic, Summarize, Task definition, Thesis statement, Title, Title page, Topic web, Truncation, Web page
Website, Works cited

Content: Library and Information Literacy

Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

Library Information Concept: Evaluating, Analyzing and Integrating Information

ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
ELA CC.1.5.C (9-12)			

Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
<p>Evaluating, Analyzing and Integrating Information</p> <ul style="list-style-type: none"> Evaluate and integrate visual and audio representations of information from authoritative, objective, scholarly, and timely sources. (11-12) Evaluate visual and auditory effectiveness of media by examining such features as appropriate use of color, clarity, volume, size, and possibly confusing visual or auditory elements. (11-12) Identify any discrepancies among data presented in different formats, whether within a single source or among multiple sources. (11-12) Use evaluation tools to determine data most likely to be accurate. (11-12) Evaluate and integrate visual and audio representations of information from authoritative, objective, scholarly, and timely sources. (9-10) Evaluate visual and auditory effectiveness of media by examining such features as appropriate use of color, clarity, volume, size, and possibly confusing visual or auditory elements. (9-10) 	<p><i>What do good listeners do?</i> <i>How do active listeners make meaning?</i> <i>How do active listeners know what to believe in what they hear?</i></p>	<p>Research Paper/projects Annotated Bibliography Source Evaluation Checklist Orientation evaluation</p>	<p>Lib website/Libguides Library Catalog Library collection CRAAP source evaluation criteria Purdue OWL Noodlebib Orientation powerpoint OAHS Writing Guide OAHS MLA Guide</p>

Vocabulary: Academic honesty, Acceptable Use Policy, Access Pennsylvania, Accuracy, Advanced search, Annotated works cited, Annotation, Author, Authority, Autobiography, Bias, Bibliography, Biography, Circulation desk, Citation/Cite, Common Knowledge, Content, Copyright, Currency, Database Destiny, Dewey Decimal System, Direct quotation, Drama/Plays, Due date, Dystopian fiction, Ease-of-use/clarity, eBook, Encyclopedias, Everybody books, Fact, Fair use, Fairy tales, myths, legends, folktales, tall tales, Fantasy, Fiction, Free website, Full text, Genre, Google, Graphic nonfiction, Graphic novels, Historical fiction, Horror, Information literacy, Intellectual property, In-text citation, Journals, Keyword, Lexile, Librarian, Library Catalog, Library Resources Limiters, Literary criticism, Lost book, Magazines, Material, Memoir, MLA Style, My Ideas, Mystery, Narrow topic, Nonfiction, Noodlebib, NOT operator Note card, Novels in verse, Opinion, OR operator, Outline, Overdue, Paraphrase, Pathfinder, Periodicals, Phrase searching, Plagiarism, Poetry, Power Library, Presearch, Primary source, Publisher, Realistic fiction, Refine topic, Relevance/Validity, Reliability, Research process, Research question/problem,

Reserve / Hold, Resource/Source (library resources), Return, Science fiction, Search engine, Secondary source, Self-evaluation, Social Networking, Sponsor, Subject (controlled vocabulary) search, Subtopic, Summarize, Task definition, Thesis statement, Title, Title page, Topic web, Truncation, Web page Website, Works cited

Content: Library and Information Literacy

Big Idea: Effective speakers prepare and communicate messages to address the audience and purpose.

Library Information Concept: Preparing Multimedia Presentations

ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
ELA CC.1.5.F (9-12)			

Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
<p>Preparing Multimedia Presentations</p> <ul style="list-style-type: none"> Select or create digital media elements that are interesting, appropriate for target audience and help audience, understand research findings, reasoning, and evidence. (9-12) Incorporate credible, appropriate charts, graphs and other audio-visual media into oral or visual presentation. (9-12) 	<p><i>How do task, purpose, and audience influence how speakers craft and deliver and message?</i> <i>How do speakers employ language and utilize resources to effectively communicate a message?</i></p>	<p>Multimedia presentations Observation Journaling Conferencing</p>	<p>Lib website/Libguides Library Catalog Library collection CRAAP source evaluation criteria Purdue OWL Digital Storytelling resources Models of writing products like presentations, public service announcements, advertisements, infographics, etc. OAHS Writing Guide OAHS MLA Guide</p>

Vocabulary:
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Website, Works cited

Content: Library and Information Literacy

Big Idea: Big Idea: Effective research requires the use of varied resources to gain or expand knowledge.

Library Information Concept: Drawing Evidence from Text

ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
CC.1.4.S (9-12)			

Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
Drawing Evidence from Text <ul style="list-style-type: none"> Identify wide range of texts that tell a story to make a point, express personal opinion, or provide enjoyable experience as examples of grade-level-appropriate literature or literary non-fiction. (9-12) Identify memoirs as examples of grade-level-appropriate literary non-fiction (i.e., non-fiction told as a story). (9-12) Draw evidence from text to answer information need. (9-12) 	<i>What does a reader look for and how can s/he find it?</i> <i>How does a reader know a source can be trusted?</i> <i>How does one organize and synthesize information from various sources?</i> <i>How does one best present findings?</i>	Research paper/projects Annotated Bibliography Research Pre-evaluation Research Post-evaluation Conferencing	Library website/Libguides CRAAP source evaluation Library Catalog Library collection Purdue OWL Noodlebib OAHS Writing Guide OAHS MLA Guide

Library Information Concept: Research Process: Effective Inquiry

ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
ELA CC1.4.V (9-12)			

Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
Research Process: Effective Inquiry <ul style="list-style-type: none"> Conduct short as well as more sustained research projects. (9-12) 	<i>What does a reader look for and how can s/he find it?</i> <i>How does a reader know a source can be trusted?</i> <i>How does one organize and synthesize information from various sources?</i> <i>How does one best present findings?</i>	Research paper/projects Annotated Bibliography Research Pre-evaluation Research Post-evaluation Conferencing	Library website/Libguides CRAAP source evaluation Library Catalog Library collection Purdue OWL Noodlebib OAHS Writing Guide OAHS MLA Guide

Library Information Concept: Research Process: Evaluating Sources (See also Critical Thinkers Big Idea)

ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
ELA CC1.4.W (9-12)	Science CC.3.6.G (9-12)	SS & H CC.8.6.G (9-12)	BCIT CC.15.3.E (9-12)

Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
Research Process: Evaluating Sources <ul style="list-style-type: none"> Identify author's purpose and intended audience when evaluating usefulness of source. (9-12) Use variety of sources and points of view to avoid excessive bias. (9-12) Acknowledge controversy by incorporating opposing or differing viewpoints when presenting written argument. (9-12) 	<i>What does a reader look for and how can s/he find it?</i> <i>How does a reader know a source can be trusted?</i> <i>How does one organize and synthesize information from various sources?</i> <i>How does one best present findings?</i>	Research paper/projects Annotated Bibliography Research Pre-evaluation Research Post-evaluation Conferencing	Library website/Libguides CRAAP source evaluation Library Catalog Library collection Purdue OWL Noodlebib OAHS Writing Guide OAHS MLA Guide

Library Information Concept: Research Process: Evaluating Sources (See also Critical Thinkers Big Idea)

ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
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Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
Research Process: Evaluating Sources <ul style="list-style-type: none"> Identify author's purpose and intended audience when evaluating usefulness of source. Use variety of sources and points of view to avoid excessive bias. Acknowledge controversy by incorporating opposing or differing viewpoints when presenting written argument. 	<i>What does a reader look for and how can s/he find it?</i> <i>How does a reader know a source can be trusted?</i> <i>How does one organize and synthesize information from various sources?</i> <i>How does one best present findings?</i>	Research paper/projects Annotated Bibliography Research Pre-evaluation Research Post-evaluation Conferencing	Library website/Libguides CRAAP source evaluation Library Catalog Library collection Purdue OWL Noodlebib OAHS Writing Guide OAHS MLA Guide

Library Information Concept: Research Process: Evaluating Sources (See also Critical Thinkers Big Idea)

ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
ELA CC1.4.W (9-12)			BCIT CC.15.3.E (9-12)

Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
Research Process: Evaluating Sources <ul style="list-style-type: none"> As part of a research process: (9-12) Access print sources using features of OPAC and within source itself. Use search functions of database to access digitally stored sources. Differentiate between natural-language searching and keyword/controlled vocabulary searching. Narrow or broaden search by identifying relevant key words and subject headings and using search limiters. 	<i>What does a reader look for and how can s/he find it?</i> <i>How does a reader know a source can be trusted?</i> <i>How does one organize and synthesize information from various sources?</i> <i>How does one best present findings?</i>	Research paper/projects Annotated Bibliography Research Pre-evaluation Research Post-evaluation Conferencing	Library website/Libguides CRAAP source evaluation Library Catalog Library collection Purdue OWL Noodlebib OAHS Writing Guide OAHS MLA Guide

Library Information Concept: Research Process: Evaluating Sources (See also Critical Thinkers Big Idea)

ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
ELA CC1.4.W (9-12)			BCIT CC.15.3.E (9-12)

Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
Research Process: Evaluating Sources <ul style="list-style-type: none"> Evaluate variety of sources and formats, including print and Internet web sites, according to their authorship, objectivity, scholarship, and timeliness. (9-12) Verify information by checking facts in alternate sources. (9-12) Use summaries, paraphrases and quotations. (9-12) 	<i>What does a reader look for and how can s/he find it?</i> <i>How does a reader know a source can be trusted?</i> <i>How does one organize and synthesize information from various sources?</i> <i>How does one best present findings?</i>	Research paper/projects Annotated Bibliography Research Pre-evaluation Research Post-evaluation Evaluating Sources Checklist Conferencing	Lib website/Libguides CRAAP source evaluation criteria Library Catalog Library collection Purdue OWL Noodlebib OAHS Writing Guide OAHS MLA Guide

Library Information Concept: Research Process: Note-taking Strategies and Presenting Research Findings

ELA Standards 1. __ (Band)	Science Standards 3. __ (Band)	SS & H Standards 8. __ (Band)	BCIT Standards 15. __ (Band)
ELA CC1.4.W (9-12)			BCIT CC.15.3.E (9-12)

Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
<p>Research Process: Note-taking Strategies and Presenting Research Findings</p> <ul style="list-style-type: none"> As part of a research process: (9-12) Selectively take notes on information that will support own position. Use quotations and paraphrasing in work without plagiarizing. Within text, document the use of the ideas of others using standard citation formatting. Provide a bibliography or list of works cited using standard bibliographic citation format. 	<p><i>What does a reader look for and how can s/he find it?</i></p> <p><i>How does a reader know a source can be trusted?</i></p> <p><i>How does one organize and synthesize information from various sources?</i></p> <p><i>How does one best present findings?</i></p>	<p>Research paper/projects</p> <p>Bibliography</p> <p>Research Pre-evaluation</p> <p>Research Post-evaluation</p> <p>Borrowing ideas evaluation</p> <p>Conferencing</p>	<p>Lib website/Libguides</p> <p>Library Catalog</p> <p>Library collection</p> <p>To Cite or Not to Cite</p> <p>Purdue OWL</p> <p>Noodlebib</p> <p>OAHS Writing Guide</p> <p>OAHS MLA Guide</p>

Vocabulary:
 Academic honesty, Acceptable Use Policy, Access Pennsylvania, Accuracy, Advanced search, Annotated works cited, Annotation, Author, Authority, Autobiography, Bias, Bibliography, Biography, Circulation desk, Citation/Cite, Common Knowledge, Content, Copyright, Currency, Database Destiny, Dewey Decimal System, Direct quotation, Drama/Plays, Due date, Dystopian fiction, Ease-of-use/clarity, eBook, Encyclopedias, Everybody books, Fact, Fair use, Fairy tales, myths, legends, folktales, tall tales, Fantasy, Fiction, Free website, Full text, Genre, Google, Graphic nonfiction, Graphic novels, Historical fiction, Horror, Information literacy, Intellectual property, In-text citation, Journals, Keyword, Lexile, Librarian, Library Catalog, Library Resources Limiters, Literary criticism, Lost book, Magazines, Material, Memoir, MLA Style, My Ideas, Mystery, Narrow topic, Nonfiction, Noodlebib, NOT operator Note card, Novels in verse, Opinion, OR operator, Outline, Overdue, Paraphrase, Pathfinder, Periodicals, Phrase searching, Plagiarism, Poetry, Power Library, Presearch, Primary source, Publisher, Realistic fiction, Refine topic, Relevance/Validity, Reliability, Research process, Research question/problem, Reserve / Hold, Resource/Source (library resources), Return, Science fiction, Search engine, Secondary source, Self-evaluation, Social Networking, Sponsor, Subject (controlled vocabulary) search, Subtopic, Summarize, Task definition, Thesis statement, Title, Title page, Topic web, Truncation, Web page Website, Works cited

Content: Library and Information Literacy

Big Idea: Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques.

Library Information Concept: Producing and Publishing with Technology

ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
ELA CC.1.4.U (9-12)	Science CC.3.6.E (9-12)	SS & H CC.8.6.E (9-12)	BCIT CC.15.3.W (9-12)

Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
<p>Producing and Publishing with Technology</p> <ul style="list-style-type: none"> Use ongoing feedback and technology to produce, publish, and update individual or shared writing products ethically. (9-12) Present relationships between information and ideas. (9-12) 	<p><i>What makes clear and effective writing?</i> <i>Why do writers write? What is the purpose?</i> <i>Who is the audience? What will work best for the audience?</i></p>	<p>Research paper/projects Collaborative writing and editing assignments Multimedia presentations</p>	<p>Digital Storytelling resources Models of writing products like presentations, public service announcements, advertisements, infographics, etc. OAHs Writing Guide OAHs MLA Guide</p>

Vocabulary:
 Academic honesty, Acceptable Use Policy, Access Pennsylvania, Accuracy, Advanced search, Annotated works cited, Annotation, Author, Authority, Autobiography, Bias, Bibliography, Biography, Circulation desk, Citation/Cite, Common Knowledge, Content, Copyright, Currency, Database Destiny, Dewey Decimal System, Direct quotation, Drama/Plays, Due date, Dystopian fiction, Ease-of-use/clarity, eBook, Encyclopedias, Everybody books, Fact, Fair use, Fairy tales, myths, legends, folktales, tall tales, Fantasy, Fiction, Free website, Full text, Genre, Google, Graphic nonfiction, Graphic novels, Historical fiction, Horror, Information literacy, Intellectual property, In-text citation, Journals, Keyword, Lexile, Librarian, Library Catalog, Library Resources Limiters, Literary criticism, Lost book, Magazines, Material, Memoir, MLA Style, My Ideas, Mystery, Narrow topic, Nonfiction, Noodlebib, NOT operator Note card, Novels in verse, Opinion, OR operator, Outline, Overdue, Paraphrase, Pathfinder, Periodicals, Phrase searching, Plagiarism, Poetry, Power Library, Presearch, Primary source, Publisher, Realistic fiction, Refine topic, Relevance/Validity, Reliability, Research process, Research question/problem, Reserve / Hold, Resource/Source (library resources), Return, Science fiction, Search engine, Secondary source, Self-evaluation, Social Networking, Sponsor, Subject (controlled vocabulary) search, Subtopic, Summarize, Task definition, Thesis statement, Title, Title page, Topic web, Truncation, Web page Website, Works cited

Content: Library and Information Literacy

Big Idea: Responsible citizens use information ethically and productively in a global society.

Library Information Concept: Using Information Ethically and Responsibly

ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
	Science CC.3.6.G (9-12)	SS & H CC.8.6.G (9-12)	

Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
<p>Using Information Ethically and Responsibly</p> <ul style="list-style-type: none"> • Use variety of sources and points of view to avoid excessive bias. (11-12) • Acknowledge controversy by incorporating opposing or differing viewpoints when presenting written argument. (11-12) • Use summaries, paraphrases and quotations. (9-12) • Within text, document use of information and ideas of others by using standard bibliographic citation format. (9-12) • Provide bibliography or list of works cited, using standard bibliographic citation format. (9-12) 	<p><i>How do responsible citizens use information ethically?</i></p> <p><i>How do responsible citizens use information productively in a global society?</i></p>	<p>Research paper/projects Annotated Bibliography Research Pre-evaluation Research Post-evaluation Evaluating Sources Checklist Conferencing Public Service Announcement Tech Etiquette top ten list</p>	<p>Lib website/Libguides CRAAP source evaluation criteria Library Catalog Library collection Purdue OWL Noodlebib OAHS Writing Guide OAHS MLA Guide</p>

Library Information Concept: Demonstrating Technology Etiquette

ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
			BCIT CC.15.3.M (9-12) BCIT CC.15.3.W (9-12) BCIT CC.15.3.T (9-12)

Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
<p>Demonstrating Technology Etiquette</p> <ul style="list-style-type: none"> • Demonstrate technology etiquette skills and leadership when communicating with others (e.g., using blogs and social media). (9-12) • Advocate and practice safe, legal, and responsible use of information and technology in school and personal situations. (9-12) 	<p><i>How do responsible citizens use information ethically?</i></p> <p><i>How do responsible citizens use information productively in a global society?</i></p>	<p>Research paper/projects Collaborative writing and editing assignment Public Service Announcement Tech Etiquette top ten list</p>	<p>Lib website/Libguides Library Catalog Library collection Noodlebib Commonsensemedia.org OAHS Writing Guide OAHS MLA Guide</p>

Library Information Concept: Behaving as a Digital Citizen

ELA Standards 1.___ (Band)	Science Standards 3.___ (Band)	SS & H Standards 8.___ (Band)	BCIT Standards 15.___ (Band)	
			BCIT CC.15.3.T (9-12) BCIT CC.15.3.B (9-12)	
Student Competency		Specific Content / Essential Question	Assessment	Resources / Materials
Behaving as a Digital Citizen <ul style="list-style-type: none"> Examine, evaluate, and discuss impact of social, legal, ethical, and safe behaviors on digital citizenship. (9-12) Exhibit leadership for digital citizenship. (9-12) 		<i>How do responsible citizens use information ethically?</i> <i>How do responsible citizens use information productively in a global society?</i>	Public Service Announcement Tech Etiquette top ten list	Lib website/Libguides Library Catalog Library collection Noodlebib Commonsensemedia.org OAHs Writing Guide OAHs MLA Guide

Library Information Concept: Using Digital Media

ELA Standards 1.___ (Band)	Science Standards 3.___ (Band)	SS & H Standards 8.___ (Band)	BCIT Standards 15.___ (Band)	
			BCIT CC.15.3.K (9-12)	
Student Competency		Specific Content / Essential Question	Assessment	Resources / Materials
Using Digital Media <ul style="list-style-type: none"> Examine and evaluate multimedia work products and make recommendations. (9-12) 		<i>How do responsible citizens use information ethically?</i> <i>How do responsible citizens use information productively in a global society?</i>	Public Service Announcement Multimedia Presentation	Lib website/Libguides Library Catalog Library collection Noodlebib Superpresentation man Examples of writing products like presentations, public service announcements, advertisements, infographics, etc. Commonsensemedia.org OAHs Writing Guide & OAHs MLA Guide

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Power Library, Presearch, Primary source, Publisher, Realistic fiction, Refine topic, Relevance/Validity, Reliability, Research process, Research question/problem, Reserve / Hold, Resource/Source (library resources), Return, Science fiction, Search engine, Secondary source, Self-evaluation, Social Networking, Sponsor, Subject (controlled vocabulary) search, Subtopic, Summarize, Task definition, Thesis statement, Title, Title page, Topic web, Truncation, Web page Website, Works cited