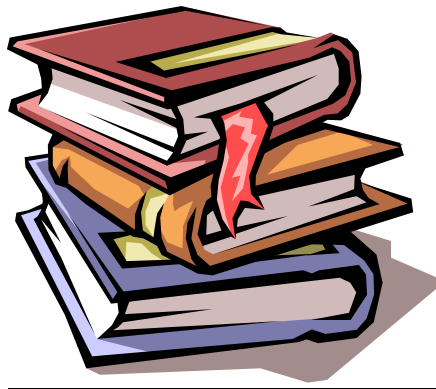


Planned Course of Study

Library/Media

Grades 6 - 8



**NORTHWESTERN LEHIGH SCHOOL DISTRICT
6493 ROUTE 309
NEW TRIPOLI, PA 18066**

NORTHWESTERN LEHIGH SCHOOL BOARD

2020

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INTRODUCTION

The Library/Media Grades 6-8 curriculum guide contains planned course formats for the Northwestern Lehigh School District. The content of this document describes the objectives, activities, assessments, content, time frame, and standard alignment that serve as a guide to the specific units of study offered in Library/Media in Grades 6 - 8.

The Library/Media Grades 6-8 curriculum guide is the product of much diligent work on the part of the following staff members of the Task Force:

Kelly DeAntonis
Tamara Fitzgerald

Jillian Gasper
Susan Hanlon

This document reflects their efforts to establish a well-defined and organized approach to teaching Library/Media classes in the Northwestern Lehigh School District.

Approved by Northwestern Lehigh School District Board of Education
May 2020

Library/Media – Grades 6-8

KEY COMPONENT: Build new knowledge by inquiring, thinking critically, Inquire identifying problems, and developing strategies for solving problems.

AASL Foundations	Domains	Learner Competencies	Skills	Suggested Materials or Activity
INQUIRE	A Think	- Formulating questions about a personal interest or a curricular topic. - Recalling prior and background knowledge as context for new meaning.	- Formulates questions - Seek knowledge - Connect to prior knowledge - Use evidence - Plan an investigation - Provide feedback - Make informed decisions	Research Brainstorming Task Identification
INQUIRE	B Create	- Using evidence to investigate questions. - Devising and implementing a plan to fill knowledge gaps. - Generating products that illustrate learning.		Super 3 Big 6 Notecards
INQUIRE	C Share	- Interacting with content presented by others. - Providing constructive feedback. - Acting on feedback to improve. - Sharing products with an authentic audience.		Primary Sources Presentation Think Pair Share
INQUIRE	D Grow	- Continually seeking knowledge. - Engaging in sustained inquiry. - Enacting new understanding through real-world connections. - Using reflection to guide informed decisions.		Multimedia Presentations Research Projects Guided Inquiry

KEY COMPONENT: Demonstrate an understanding of and commitment Include to inclusiveness and respect for diversity in the learning community.

AASL Foundations	Domains	Learner Competencies	Skills	Suggested Materials or Activity
INCLUDE	A Think	- Articulating an awareness of the contributions of a range of learners. - Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products. - Describing their understanding of cultural relevancy and placement within the global learning community.	- Interact with others - Engage in discussion and debate - Consider multiple viewpoint - Analyze point of view - Reflect on own perspective - Recognize contributions of others	Utilize a variety of resources to make new learning
INCLUDE	B Create	- Interacting with learners who reflect a range of perspectives. - Evaluating a variety of perspectives during learning activities. - Representing diverse perspectives during learning activities.		Primary & Secondary sources
INCLUDE	C Share	- Engaging in informed conversation and active debate. - Contributing to discussions in which multiple viewpoints on a topic are expressed.		
INCLUDE	D Grow	- Seeking interactions with a range of learners. - Demonstrating interest in other perspectives during learning activities. - Reflecting on their own place within the global learning community		Flipgrid, Slides presentations, Big 6 Reflections

KEY COMPONENT: Work effectively with others to broaden perspectives and work toward common goals.				
AASL Foundations	Domains	Learner Competencies	Skills	Suggested Materials or Activity
COLLABORATE	A Think	• Demonstrating their desire to broaden and deepen understandings. • Developing new understandings through engagement in a learning group. • Deciding to solve problems informed by group interaction.	• Involve diverse perspectives • Solicit feedback from others • Participate in discussions • Solve problems as a group • Learn from others • Connect to shared knowledge	Group Projects Podcasts Book Projects/Trailers
COLLABORATE	B Create	• Using a variety of communication tools and resources. • Establishing connections with other learners to build on their own prior knowledge and create new knowledge		Databases, books, magazines, online journals, materials provided by LMS
COLLABORATE	C Share	• Soliciting and responding to feedback from others. • Involving diverse perspectives in their own inquiry processes		Constructive Feedback vs. Criticism
COLLABORATE	D Grow	• Actively contributing to group discussions. • Recognizing learning as a social responsibility.		Padlet discussions Digital citizenship

KEY COMPONENT: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

AASL Foundations	Domains	Learner Competencies	Skills	Suggested Materials or Activity
CURATE	A Think	- Determining the need to gather information. - Identifying possible sources of information. - Making critical choices about information sources to use.	- Gather information - Determine need for information - Choose sources carefully - Use a variety of sources - Question the accuracy of information - Organize information - Reflect on resources and research	Topic Selection & Essential Questions Keyword Skills Digital Citizenship CARP
CURATE	B Create	- Seeking a variety of sources. - Collecting information representing diverse perspectives. - Systematically questioning and assessing the validity and accuracy of information. - Organizing information by priority, topic, or other systematic scheme.		
CURATE	C Share	- Accessing and evaluating collaboratively constructed information sites. - Contributing to collaboratively constructed information sites by ethically using and reproducing others' work. - Joining with others to compare and contrast information derived from collaboratively constructed information sites.		Graphic organizers
CURATE	D Grow	- Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. - Integrating and depicting in a conceptual knowledge network their understanding gained from resources. - Openly communicating curation processes for others to use, interpret, and validate.		CARP

KEY COMPONENT: Discover and innovate in a growth mindset developed through experience and reflection.

AASL Foundations	Domains	Learner Competencies	Skills	Suggested Materials or Activity
EXPLORE	A Think	- Reading widely and deeply in multiple formats and writing and creating for a variety of purposes. - Reflecting and questioning assumptions and possible misconceptions. - Engaging in inquiry-based processes for personal growth.	- Read, write, and create - Reflect and ask questions - Engage in self-directed learning - Strategically solve problems - Express curiosity - Engage in self reflection - Be open to feedback - Persist in discovery	Fiction/Nonfiction texts Sora (ebooks, audiobooks) Guided Inquiry learning
EXPLORE	B Create	- Problem solving through cycles of design, implementation, and reflection. - Persisting through self-directed pursuits by tinkering and making.		MakerSpace - design process
EXPLORE	C Share	- Expressing curiosity about a topic of personal interest or curricular relevance. - Co-constructing innovative means of investigation. - Collaboratively identifying innovative solutions to a challenge or problem.		Breakout Boxes Scavenger Hunts
EXPLORE	D Grow	- Iteratively responding to challenges. - Recognizing capabilities and skills that can be developed, improved, and expanded. - Open-mindedly accepting feedback for positive and constructive growth.		

KEY COMPONENT: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.				
AASL Foundations	Domains	Learner Competencies	Skills	Suggested Materials or Activity
ENGAGE	A Think	- Responsibly applying information, technology, and media to learning. - Understanding the ethical use of information, technology, and media. - Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.	- Apply information and resources to learning - Use information ethically - Evaluate information - Avoid plagiarism - Share information - Practice safety - Show respect	CARP Primary & Secondary sources Copyright Breakout Image Citations
ENGAGE	B Create	- Ethically using and reproducing others' work. - Acknowledging authorship and demonstrating respect for the intellectual property of others. - Including elements in personal-knowledge products that allow others to credit content appropriately.		Plagiarism Public Domain Royalty Free Music Works Cited
ENGAGE	C Share	- Sharing information resources in accordance with modification, reuse, and remix policies. - Disseminating new knowledge through means appropriate for the intended audience.		Appropriate use of digital content
ENGAGE	D Grow	- Personalizing their use of information and information technologies. - Reflecting on the process of ethical generation of knowledge. - Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.		Digital Citizenship

Works Cited: American Association of School Librarians. 2018. *AASL Standards Framework for Learners*. Chicago: ALA.
<https://standards.aasl.org/wp-content/uploads/2018/08/180828-aasl-standards-crosswalk-future-ready.pdf>

Skills	K	1	2	3	4	5
Technology Skills						
Turn on and shutdown device	I	R	M	M	M	M
Adjust volume and plug in headphones	I	R	M	M	M	M
Sign-in and sign-out of Chromebooks			I R	M	M	M
Basic Application Skills						
Double click shortcuts or apps to view websites	I	R	M	M	M	M
Maximize to a full size window and minimize to bottom			I	R	M	M
Click the X to close a window	I	R	M	M	M	M
Navigate back		I	R	M	M	M
Refresh/reload a website			I, R	M	M	M
Create a Microsoft document or presentation		I				
Print files and choose a printer		I	R, M	M	M	M
Save files to proper locations and appropriate format using "save" and "save as"		I	R	M	M	M
Basic Text Tools						
Capitalize text using the shift and caps lock keys			I, R	M	M	M
Use the backspace button to delete text and objects			I	R	M	M
Insert end punctuation correctly		I	M	M	M	M
Insert symbols using the shift key				I	R	M
Check spelling and grammar			I	R	M	M
Enter key function	I	R	M	M	M	M
Change font type and size			I, R	M	M	M
Change font color			I, R	M	M	M
Use bold, italic, and underline			I	R	M	M
Use tab button to indent				I	R	M
Set horizontal text alignment (left alignment, center alignment, justified)			I	R	M	M
Set line spacing (single space, double space)				I	R	M
Use cut, copy, paste and undo buttons				I	R	M
Use cut (ctrl x), copy (ctrl c), paste (ctrl v) and undo (ctrl z) shortcuts				I	R	M
Insert, delete and resize a textbox				I	R	M
Resize all images from a corner			I	R	M	M
Use alt + search turn CAPS lock on, Shift to turn off (Chromebook)			I	R	M	M
Google Drive						
Login and logout of Google			I, R, M	M	M	M

Use Research Tools to find "free to use" images			I,R	M	M	M
Join a Google Classroom using a class code				I, R	M	M
Use "Turn In" or "Submit" feature for Google Classroom assignments				I, R	M	M
Create, name and share a Google document			I, R	M	M	M
Make a copy of a Google document and rename it					I, R	M
Create a folder in Google Drive, name it and save work in it				I	R	M
Add and edit text in a Google Slides Presentation				I	R	M
Insert, reorder and delete slides (Google Slides)				I	R	M
Apply transitions and animations (Google Slides)				I	R, M	M
Change slide layouts in a (Google Slides)					I	R, M
Create hyperlinks (Google Document or Slides)					I	R, M
Use the Comment feature to review a classmate's presentation or doc.					I	R, M
Use text boxes, shapes, lines and word art tools to create a visual in Google Drawing						I
Create a bibliography					I	R, M
Create photo credits					I	R, M

LEVEL OF MASTERY DESCRIPTIONS

- Recognition (R) Students will be able to recall concepts.
- Application (A) Students will be able to apply ideas/skills to a curricular concept.
- Inference (I) Students will be able to evaluate and synthesize materials or concepts.