

**CURRICULUM**

**FOR**

**LIBRARY MEDIA**

**GRADES 9-12**

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

### **ACKNOWLEDGMENTS**

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**James Fisher, Program Supervisor for Special Education/Gifted and Talented**

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**Justine Johnson**

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**Dr. Patricia Camp, Superintendent of Schools**

Subject/Course Title:  
**Library Media**  
**Grades 9-12**

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**January 20, 2009**  
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### **504 Accommodations:**

- Provide scaffolded vocabulary and vocabulary lists.
- Provide extra visual and verbal cues and prompts.
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages).
- Provide study sheets and teacher outlines prior to assessments.
- Quiet corner or room to calm down and relax when anxious.
- Reduction of distractions.
- Permit answers to be dictated.
- Hands-on activities.
- Use of manipulatives.
- Assign preferential seating.
- No penalty for spelling errors or sloppy handwriting.
- Follow a routine/schedule.
- Provide student with rest breaks.
- Use verbal and visual cues regarding directions and staying on task.
- Assist in maintaining agenda book.

### **IEP Accommodations:**

- Provide scaffolded vocabulary and vocabulary lists.
- Differentiate reading levels of texts (e.g., Newsela).
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide extra visual and verbal cues and prompts.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Provide students with additional information to supplement notes.
- Modify questioning techniques and provide a reduced number of questions or items on tests.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Provide study sheets and teacher outlines prior to assessments.
- Use of manipulatives.
- Have students work with partners or in groups for reading, presentations, assignments, and analyses.
- Assign appropriate roles in collaborative work.
- Assign preferential seating.
- Follow a routine/schedule.

### **Gifted and Talented Accommodations:**

- Differentiate reading levels of texts (e.g., Newsela).
- Offer students additional texts with higher lexile levels.
- Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.
- Allow for independent reading, research, and projects.
- Accelerate or compact the curriculum.
- Offer higher-level thinking questions for deeper analysis.
- Offer more rigorous materials/tasks/prompts.
- Increase number and complexity of sources.
- Assign group research and presentations to teach the class.

### **ELL Accommodations:**

- Provide extended time.
- Assign preferential seating.
- Assign peer buddy who the student can work with.
- Check for understanding frequently.
- Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).
- Have student repeat directions.
- Make vocabulary words available during classwork and exams.
- Use study guides/checklists to organize information.
- Repeat directions.
- Increase one-on-one conferencing.
- Allow student to listen to an audio version of the text.
- Give directions in small, distinct steps.
- Allow copying from paper/book.
- Give student a copy of the class notes.
- Provide written and oral instructions.

- Assign/allow for leadership roles during collaborative work and in other learning activities.

- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

# RAHWAY PUBLIC SCHOOLS CURRICULUM TEMPLATE

## UNIT OVERVIEW

**Content Area:** Library

**Unit Title:** Unit 1: Introduction to the Academic Success Center (ASC)

**Target Course/Grade Level:** High School Library Media Science / Grade 9

**Unit Summary:** Students will be introduced to the Academic Success Center's layout and print and online resources so that students can confidently use the ASC for class assignments and personal use. It is important that students who are new to Rahway High School recognize the wide range of resources that are available through the ASC that will help them achieve in class and expand their knowledge. The library media specialist confers with content-area teachers to connect the introduction to a brief assignment, often through English Language Arts classes and Freshman Seminar classes. Length of time spent depends on students' needs. Students will have an opportunity to log on to a computer, review the main page of the Academic Success Center's website at <http://www.rahway.net/domain/241>, and use some of its online resources.

**Approximate Length of Unit:** 6 weeks (2 -3 sessions for each class)

## LEARNING TARGETS

**NJ Student Learning Standards: Career Readiness Life Literacies and Key Skills: Standard 9.4 Life Literacies and Key Skills by the End of Grade 12:**

<b>Digital Citizenship:</b> Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.	• 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
<b>Information and Media Literacy</b> Accurate information may help in making valuable and ethical choices.	9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJLSA.W1, 7.1.AL.PRSNT.4).

<p><b>Technology Literacy</b> Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task</p>	<p>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6).</p>
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**AASL Standards:**

VI. Engage

D. Grow: Learners engage with information to extend personal learning by:

1. Personalizing their use of information and information technologies.
2. Reflecting on the process of ethical generation of knowledge.
3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.

**Interdisciplinary Connections and Standards:**

**Connections:** English Language Arts, Social Studies, World Languages, Visual and Performing Arts, Math, Science, Comprehensive Health and Physical Education, Computer Science and Design Thinking

**Standards:**

New Jersey Student Learning Standards for English Language Arts

- Anchor Standards for Reading:
  - NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Anchor Standards for Writing:
  - NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
  - NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

New Jersey Student Learning Standards - Comprehensive Health and Physical Education

- 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).

New Jersey Student Learning Standards - Social Studies

- 6.1.12.CivicsPI.14.a: Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.
- 6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.

**NJSLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

Progress Indicators for Writing History, Science and Technical Subjects:

- WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**Unit Understandings:**

*Students will understand that...*

- The school library media specialist is a teacher and a resource.

- The Academic Success Center's online catalog (OPAC), Ebook collections and EBSCOhost database are essential resources in locating information.
- Appropriate behavior is an essential component of effective Academic Success Center use.
- Properly citing sources is critical to using information that has a copyright.
- Access to the Academic Success Center resources is available online 24/7.
- Reading is an essential lifelong learning skill.
- Technology Literacy, Information and Media Literacy and Digital Citizenship are essential for learning and preparing for future employment.

#### **Unit Essential Questions:**

- How do I use the Academic Success Center to locate, access, and select resources?
- What digital resources are available to access and use information?
- How can I legally and responsibly use the information I find?
- How will information, media, technology and digital skills enhance my learning?

#### **Knowledge and Skills:**

*Students will know.....*

- Online Computer Catalog (OPAC), online databases, Internet Acceptable Use Policy (AUP), citations, reference, fiction, story collection, biography, Dewey Decimal System, non-fiction, call numbers, computers, printers, passwords

*Students will be able to ...*

- Understand the Academic Success Center's policies and the district's Acceptable Use Policy
- Demonstrate use of the Academic Success Center and its resources
- Independently access the Academic Success Center's website to locate and use the online catalog (OPAC), Ebook collections, EBSCOhost database and other resources

## ***EVIDENCE OF LEARNING***

#### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly "understand"?*

- Teacher observation
- Completed projects
- Oral student feedback
- Rubrics
- Peer review
- Level of creativity

#### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Use the screen, LCD projector and a laptop to introduce, demonstrate and explain how to access and use the various online resources such as the online catalog, Ebook collection and EBSCOhost database. After each demonstration, have students individually use each resource.



- Have students explore the Academic Success Center to locate specific resources. Depending on the class, students may work individually or in teams.
- Discuss the district's Acceptable Use Policy and then have students log on to a computer to access the Academic Success Center's website.
- Once students understand how to use the various resources, briefly discuss intellectual property, copyright date law and properly citing sources.

## ***RESOURCES***

### **Teacher Resources:**

- RHS Academic Success Center
- RHS Academic Success Center's website at <https://www.rahway.net/domain/241>,
- Rahway Public School Districts Destiny OPAC (Online Public Access Catalog):  
<https://rahway.follettdestiny.com/cataloging/servlet/presentadvancedsearchredirectorform.do?l2m=Library%20Search&tm=TopLevelCatalog&l2m=Library+Search>,
- Rahway High School's Ebook collections: <https://www.rahway.net/Page/5333>
- Rahway High School's EBSCOhost online database: <https://www.rahway.net/Page/4131>

### **Equipment Needed:**

Students will need computers; librarian will need: laptop, LCD, screen, speakers, laser pointer

## **UNIT OVERVIEW**

**Content Area:** Library

**Unit Title:** Unit 2: Plagiarism

**Target Course/Grade Level:** High School Library Media Science / Grades 9 - 12

**Unit Summary:** Students will build on prior knowledge to understand plagiarism and how the words, ideas, or products created by another person must be credited. Even though online information is easy to cut and paste into a document or presentation, doing so is not acceptable. Students will learn to use tools such as the Easybib add-on in Google and the Purdue Online Writing Lab (Owl) to help them create a works cited page and cite their sources properly. Length of time spent on the unit will depend on the grade level, subject area, and assignment.

**Approximate Length of Unit:** 6 weeks (2 -3 sessions for each class)

## **LEARNING TARGETS**

**NJ Student Learning Standards: Career Readiness Life Literacies and Key Skills: Standard 9.4 Life Literacies and Key Skills by the End of Grade 12:**

<p><b>Digital Citizenship:</b> Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another’s original works without permission or appropriate credit.</p>	<ul style="list-style-type: none"> <li>• 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).</li> <li>• 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.</li> </ul>
<p><b>Information and Media Literacy</b> In order for members of our society to participate productively, information needs to be shared accurately and ethically.</p>	<ul style="list-style-type: none"> <li>• 9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</li> <li>• 9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, [redacted] and age diversity (e.g., NJSLSA.SL5).</li> </ul>

**AASL Standards:**  
VI. Engage

- A. Think: Learners follow ethical and legal guidelines for gathering and using information by:
1. Responsibly applying information, technology, and media to learning.
  2. Understanding the ethical use of information, technology, and media.
  3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.
- B. Create: Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:
1. Ethically using and reproducing others' work.
  2. Acknowledging authorship and demonstrating respect for the intellectual property of others.
  3. Including elements in personal-knowledge products that allo

**Interdisciplinary Connections and Standards:**

**Connections:** English Language Arts, Social Studies, World Languages, Visual and Performing Arts, Math, Science, Comprehensive Health and Physical Education, Computer Science and Design Thinking

**Standards:**

New Jersey Student Learning Standards for English Language Arts

- Anchor Standards for Reading:
  - NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Anchor Standards for Writing
  - NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

New Jersey Student Learning Standards - Social Studies

- 6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
- 6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
- 6.2.12.CivicsPD.3.a: Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).

**NJSLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

Grades 9-10

- Progress Indicators Reading History
  - RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- Progress Indicators Reading Science and Technical Subjects
  - RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
- Progress Indicators for Reading Literature:
  - RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- Progress Indicators for Reading Informational Text:
  - RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- Progress Indicators for Writing History, Science and Technical Subjects:

- WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

#### Grades 11-12

- Progress Indicators Reading History:
  - RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- Progress Indicators Reading Science and Technical Subjects
  - RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
- Progress Indicators for Reading Literature:
  - RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Progress Indicators for Reading Informational Text:
  - RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

#### Unit Understandings:

##### *Students will understand that...*

- There is a difference between making a mistake when citing a source and deliberately stealing another's work
- Cutting and pasting another's words without giving credit to the author is plagiarism
- Using another's work and changing a few words without giving credit to the author is plagiarism
- Summarizing another person's ideas without citing a source is plagiarism

#### Unit Essential Questions:

- Why is it important to understand plagiarism?
- Why do sources need to be cited ?
- How can I avoid plagiarism?

#### Knowledge and Skills:

##### *Students will know.....*

- plagiarism, MLA format, Easybib, the Purdue online writing lab (OWL), cite, citation, source, cutting and pasting

##### *Students will be able to ...*

- Understand that cutting and pasting words found online into a document and not citing the source is plagiarism
- Respect copyright/intellectual property rights of creators and producers (AASL)
- Use information and technology ethically and responsibly (AASL)
- Cite sources using MLA format

**EVIDENCE OF LEARNING**

**Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- End of Unit Assessment: Students will use appropriate MLA format and citations in their research projects.
- Teacher observation
- Completed projects
- Oral student feedback
- Rubrics
- Peer review
- Level of creativity

**Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Request that content-area teachers require students to give the full citation for all research assignments
- Encourage collaboration between the library media specialist and content area teacher so that assignments are not easily plagiarized
- Define plagiarism and discuss the cause and effects of cutting and pasting another’s work
- Discuss how stealing, cutting and pasting, and borrowing another’s work is cheating
- Have students access different citation tools online such as the Purdue University Online Writing Lab (OWL) Research and Citation resources ([https://owl.purdue.edu/owl/research\\_and\\_citation/resources.html](https://owl.purdue.edu/owl/research_and_citation/resources.html)), the Easybib add-on via Google, and the Easybib.com website
- Review related materials on plagiarism

## **RESOURCES**

**Teacher Resources:**

- Purdue University Online Writing Lab (OWL) Research and Citation resources ([https://owl.purdue.edu/owl/research\\_and\\_citation/resources.html](https://owl.purdue.edu/owl/research_and_citation/resources.html)),
- [www.easybib.com](http://www.easybib.com)
- Google Docs and the Easybib add-on
- up to date videos found in youtube on how not to plagiarize for example: “Plagiarism: How to avoid it.” <https://www.youtube.com/watch?v=2q0NIWcTq1Y>
- samples of papers that use citations correctly and incorrectly.

**Equipment Needed:**

Students will need computers; librarian will need: laptop, LCD, screen, speakers, laser pointer

## ***UNIT OVERVIEW***

**Content Area:** Library

**Unit Title:** Unit 3: Ethical use of information

**Target Course/Grade Level:** High School Library Media Science / Grades 9 - 12

**Unit Summary:** Students will build on prior knowledge to learn more about copyright, fair use, and creative commons and discuss privacy issues and online profiles. The library media specialist will collaborate with content area teachers to guide students to understand how to ethically use information that is available in a variety of formats. Since students are no longer just consumers of information, they need to learn how to become ethical producers of content. Depending on the grade level and class assignment, the unit will include a discussion of social media and online profiles.

**Approximate Length of Unit:** 6 weeks (2 -3 sessions for each class)

## ***LEARNING TARGETS***

**2020 NJ Student Learning Standards: Career Readiness Life Literacies and Key Skills: Standard 9.4 Life Literacies and Key Skills by the End of Grade 12:**

<p><b>Digital Citizenship:</b> Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.</p>	<ul style="list-style-type: none"><li>• 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).</li><li>• 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.</li></ul>
<p><b>Digital Citizenship:</b> Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights.</p>	<ul style="list-style-type: none"><li>• 9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).</li><li>• 9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).</li><li>• 9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.</li></ul>

<p><b>Digital Citizenship:</b> Cultivating online reputations for employers and academia requires separating private and professional digital identities.</p>	<ul style="list-style-type: none"> <li>• 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.</li> </ul>
<p><b>Digital Citizenship:</b> Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.</p>	<ul style="list-style-type: none"> <li>• 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).</li> </ul>
<p><b>Information and Media Literacy:</b> In order for members of our society to participate productively, information needs to be shared accurately and ethically</p>	<ul style="list-style-type: none"> <li>• 9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</li> <li>• 9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purpose</li> </ul>
<p><b>Information and Media Literacy:</b> Accurate information may help in making valuable and ethical choices.</p>	<ul style="list-style-type: none"> <li>• 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).</li> </ul>

**AASL Standards:**

VI. Engage

- C. Share: Learners responsibly, ethically, and legally share new information with a global community by:
  1. Sharing information resources in accordance with modification, reuse, and remix policies.
  2. Disseminating new knowledge through means appropriate for the intended audience.
- D. Grow: Learners engage with information to extend personal learning by:
  1. Personalizing their use of information and information technologies.
  2. Reflecting on the process of ethical generation of knowledge.
  3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.

**Interdisciplinary Connections and Standards:**

**Connections:** English Language Arts, Social Studies, World Languages, Visual and Performing Arts, Math, Science, Comprehensive Health and Physical Education, Computer Science and Design Thinking

**Standards:**

New Jersey Student Learning Standards for English Language Arts:

- Anchor Standards for Writing
  - NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Anchor Standards for Speaking and Listening

- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

New Jersey Student Learning Standards - Computer Science and Design Thinking

- 8.1.12.NI.2: Evaluate security measures to address various common security threats.
- 8.1.12.NI.3: Explain how the needs of users and the sensitivity of data determine the level of security implemented.
- 8.1.12.NI.4: Explain how decisions on methods to protect data are influenced by whether the data is at rest, in transit, or in use.

New Jersey Student Learning Standards - Comprehensive Health and Physical Education

- 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).
- 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.
- 2.3.12.PS.7: Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.
- 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).
- 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.
- 2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.

New Jersey Student Learning Standards - Social Studies

- 6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

**NJSLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

Grades 9-10

- Progress Indicators for Writing History, Science and Technical Subjects
  - WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- Progress Indicators Reading History
  - RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- Progress Indicators Reading Science and Technical Subjects
  - RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
- Progress Indicators for Reading Literature
  - RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- Progress Indicators for Reading Informational Text
  - RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

Grades 11-12

- Progress Indicators for Writing History, Science and Technical Subjects
  - WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain



the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

- Progress Indicators Reading History
  - RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- Progress Indicators Reading Science and Technical Subjects
  - RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
- Progress Indicators for Reading Literature
  - RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Progress Indicators for Reading Informational Text
  - RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

### **Unit Understandings:**

*Students will understand that...*

- There are ethical and unethical uses of communication and media
- Ethical behaviors support human rights and dignity in all aspects of life
- There are rights and responsibilities associated with the use of information
- A person's social media profile and other online activity can have a positive and a negative impact on college acceptance and future employment

### **Unit Essential Questions:**

- Why are the ethics and responsibilities associated with the use of information so important?
- Why is it important to locate and use copyright-free digital media?
- Why is Creative Commons important?
- Why is creating a positive online profile important for future education and employment?

**Knowledge and Skills:** Copyright, Educational Fair Use, Creative Commons, online profiles, social media

*Students will know.....*

- Copyright, Educational Fair Use, Creative Commons, online profiles, social media

*Students will be able to ...*

- Share knowledge and participate ethically and productively as members of our democratic society
- Understand their legal rights and responsibilities with respect to copyright and technology use
- Analyze, question, evaluate and think critically about select media and their messages

## EVIDENCE OF LEARNING

### Assessment:

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Teacher observation
- Completed project
- Oral student feedback
- Rubric
- Peer review
- Level of creativity

### Learning Activities:

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Explain the importance of giving credit to the author or creator of any created work
- Give citation credit to original sources when using or transmitting information
- Cite a print or electronic source based on the established MLA-format
- List ways to handle inappropriate email
- Recognize the possible risks associated with different types of online communications
- Discuss social media profiles and why they can have both a positive and negative effect on future goals
- Search for copyright-free music, photos, etc. to support research needs
- Explore Creative Commons, “a nonprofit organization that enables the sharing and use of creativity and knowledge through free legal tools”

## RESOURCES

### Teacher Resources:

The following websites:

- U.S. Copyright Office Fair Use: <https://www.copyright.gov/fair-use/more-info.html>
- The Center for Social Media: The Code of Best Practices in Fair Use: <https://cmsimpact.org/codes-of-best-practices/>
- Kathy Schrock’s Respect for Intellectual Property, Teaching Copyright: <https://www.schrockguide.net/intellectual-property.html>
- A Project of the Electronic Frontier Foundation: <https://www.eff.org/pages/eppcode>
- Google Advanced Image Search: [https://www.google.com/advanced\\_image\\_search](https://www.google.com/advanced_image_search)
- Creative Commons website: <https://creativecommons.org/about/>

### Equipment Needed:

Students will need computers; librarian will need: laptop, LCD, screen, speakers, laser pointer

## ***UNIT OVERVIEW***

**Content Area:** Library

**Unit Title:** Unit 4: Online Subscription Database

**Target Course/Grade Level:** High School Library Media Science / Grade 9-12

**Unit Summary:** Students will build on prior knowledge to locate, search, and evaluate the online databases that are available through the Academic Success Center. Resources include the online databases through EBSCO and the online eBook collections through Gale/Cengage and Salem Press. Students will learn how to determine which database(s) meet their learning and research needs. Students will be able to evaluate what resources fit a particular assignment or personal learning need. The library media specialist will collaborate with content area teachers on assignments in areas such as **■■■■■**, **Holocaust**, **■■■■■**, debate, health, art, social science, genocide, math and science that support understanding of online databases. Students will learn that online databases are paid resources that are also found in greater quantity in academic and public libraries. Information found through online databases is often easier to locate, more reliable and focused than results found through general Internet searches.

**Approximate Length of Unit:** 7 weeks (3-5 sessions for each class)

## ***LEARNING TARGETS***

**NJ Student Learning Standards: Career Readiness Life Literacies and Key Skills: Standard 9.4 Life Literacies and Key Skills by the End of Grade 12:**

<p><b>Global and Cultural Awareness</b> Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</p>	<ul style="list-style-type: none"> <li>• 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</li> </ul>
<p><b>Information and Media Literacy</b> Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.</p>	<ul style="list-style-type: none"> <li>• 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</li> <li>• 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).</li> </ul>

<p><b>Information and Media Literacy</b></p> <p>Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully.</p>	<ul style="list-style-type: none"> <li>• 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)</li> <li>• 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).</li> </ul>
<p><b>Technology Literacy:</b></p> <p>Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.</p>	<ul style="list-style-type: none"> <li>• 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</li> <li>• 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).</li> </ul>

**AASL Standards:**

IV. Curate

- A. Think: Learners act on an information need by:
  1. Determining the need to gather information.
  2. Identifying possible sources of information.
  3. Making critical choices about information sources to use.
- B. Create: Learners gather information appropriate to the task by:
  1. Seeking a variety of sources.
  2. Collecting information representing diverse perspectives.
  3. Systematically questioning and assessing the validity and accuracy of information.
  4. Organizing information by priority, topic, or other systematic scheme.
- C. Share: Learners exchange information resources within and beyond their learning community by:
  1. Accessing and evaluating collaboratively constructed information sites.
  2. Contributing to collaboratively constructed information sites by ethically using and reproducing others' work.
  3. Joining with others to compare and contrast information derived from collaboratively constructed information sites.

VI. Engage

- B. Create: Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:
  1. Ethically using and reproducing others' work.
  2. Acknowledging authorship and demonstrating respect for the intellectual property of others.
  3. Including elements in personal-knowledge products that allow others to credit content appropriately.

**Interdisciplinary Connections and Standards**

**Connections:** English Language Arts, Social Studies, World Languages, Visual and Performing Arts, Math, Science, Comprehensive Health and Physical Education, Computer Science and Design Thinking

**Standards:**

New Jersey Student Learning Standards for English Language Arts:

- Anchor Standards for Reading
  - NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
  - NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Anchor Standards for Speaking and Listening
  - NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- Anchor Standards for Writing
  - NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education

- 2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.

New Jersey Student Learning Standards for Social Studies

- 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.
- 6.3.12.EconGE.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.

**NJSLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

Grades 9-10

- Progress Indicators for Speaking and Listening
  - SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
- Progress Indicators for Writing History, Science and Technical Subjects
  - WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
  - WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- Progress Indicators Reading History
  - RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
- Progress Indicators Reading Science and Technical Subjects
  - RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
- Progress Indicators for Reading Informational Text
  - RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Grades 11-12

- Progress Indicators for Writing History, Science and Technical Subjects
  - WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
  - WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- Progress Indicators Reading History

- RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- Progress Indicators Reading Science and Technical Subjects
  - RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
- Progress Indicators for Reading Informational Text
  - RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
  - RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

**Unit Understandings:**

*Students will understand that...*

- An online database provides organized, reliable information that can be used to support research because publishers have fact checked the information and it is credible.
- A variety of skills and strategies facilitate research.
- Information must be evaluated and processed to determine accuracy, relevance, and validity.
- Using search engines such as Google, Yahoo, Ask, and Bing, provides results that are not always reliable.

**Unit Essential Questions:**

- Why is it important to use online databases?
- What skills and strategies are needed to gather information effectively, solve problems, and conduct research?
- Why should online databases be used when searching Google is so easy?

**Knowledge and Skills:**

*Students will know.....*

- Online databases, free Internet searches, reliable, reviewed, accuracy, relevance, validity, EBSCO, Gale eBooks, Salem Press eBooks, Naviance, Occupational Outlook Handbook

*Students will be able to ...*

- Define an information need and plan a course of action to solve a problem or conduct research by creating a question.
- Evaluate various online databases and determine what will best meet their learning needs.
- Save, organize and/or print the needed information found through the databases in order to use the information at a later date

<b><i>EVIDENCE OF LEARNING</i></b>
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**Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- End of Unit Assessment: Students will be able to use online databases in their research.
- Teacher observation
- Completed projects
- Oral student feedback
- Rubrics
- Peer review
- Level of creativity

#### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Introduce research on controversial issues in EBSCO Points of View
- Introduce research on literary periods in databases such as EBSCO’s Literary Reference Center and Novelist, the Gale Virtual Reference Library, and Salem Press
- Introduce biography-based research using online databases such as Gale Virtual Reference Library and EBSCO’s Explora for Secondary Schools
- Introduce research on college and careers using online databases such Naviance and the Occupational Outlook Handbook
- Introduce research based on a variety of topics related to [redacted], Holocaust, [redacted], science, math, social studies, art, health, music, and other curricula using all the above listed online databases

## **RESOURCES**

#### **Teacher Resources:**

- Access the following databases which are all accessible through the Academic Success Center’s website:  
<https://www.rahway.net/Page/443>
  - EBSCO: <https://www.rahway.net/Page/4131>, user name: s8325859 and password: @12rahway
  - Gale database:  
<https://galeapps.gale.com/apps/auth/rahw52009?cause=https%3A%2F%2Ffind.gale.com%2Fmenu%2Fcommonmenu.do%3FuserGroupName%3Drahw52009%26prodId%3DMENU%26finalAuth%3Dtrue> and password: rahway
  - Salem Press database: <https://online.salempress.com/home.do>, password, rahway
- Naviance: <https://student.naviance.com/auth/fclookup>
- Occupational Outlook Handbook: <https://www.bls.gov/ooh/>
- My10yearplan: <https://secure.my10yearplan.com/>
- To stay current regarding free databases, the following websites are used by librarian: SMART Exchange: <http://legacyexchange.smarttech.com/#tab=0> and on The Association for Library Service to Children’s website (ALSC) <http://www.ala.org/alsc/publications-resources/professional-tools>

#### **Equipment Needed:**

Students will need computers; librarian will need: laptop, LCD, screen, laser pointer, speakers

## **UNIT OVERVIEW**

**Content Area:** Library

**Unit Title:** Unit 5: Website evaluation

**Target Course/Grade Level:** High School Library Media Science / Grade 9-12

**Unit Summary:** Classes in most content areas are scheduled to complete research assignments that include website searches. Internet searches often display multiple results and students tend to only check the first few listings for their research needs. Students will have opportunities to evaluate websites by examining the authorship, accuracy, date created or currency, and quality of websites that are related to each assignment. Advanced search options to narrow results and improve the chance of finding credible resources will be included. Using Wikipedia for background information only and not including those findings on a works cited page will be discussed. Students will have time to ask questions while they are evaluating websites individually or in teams.

**Approximate Length of Unit:** 7 weeks (3-4 sessions for each class)

## **LEARNING TARGETS**

**NJ Student Learning Standards: Career Readiness Life Literacies and Key Skills: Standard 9.4 Life Literacies and Key Skills by the End of Grade 12:**

<p><b>Financial Psychology</b> The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.</p>	<p>9.1.12.FP.7: Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).</p>
<p><b>Career Awareness and Planning</b> Career planning requires purposeful planning based on research, self-knowledge, and informed choices.</p>	<ul style="list-style-type: none"> <li>• 9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.</li> <li>• 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.</li> <li>• 9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading</li> </ul>



	<p>comprehension tests, drug tests) used by employers in various industry sectors.</p> <ul style="list-style-type: none"> <li>• 9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.</li> </ul>
<p><b>Critical Thinking and Problem-solving</b></p> <p>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p>	<ul style="list-style-type: none"> <li>• 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.</li> </ul>
<p><b>Information and Media Literacy</b></p> <p>Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.</p>	<ul style="list-style-type: none"> <li>• 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</li> <li>• 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).</li> </ul>
<p><b>Information and Media Literacy</b></p> <p>Media have embedded values and points of view.</p>	<ul style="list-style-type: none"> <li>• 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</li> <li>• 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</li> </ul>

#### AASL Standards:

##### I. Inquire

- D. Grow: Learners participate in an ongoing inquiry-based process by:
1. Continually seeking knowledge.
  2. Engaging in sustained inquiry.
  3. Enacting new understanding through real-world connections.
  4. Using reflection to guide informed decisions.

##### IV. Curate

- A. Think: Learners act on an information need by:
1. Determining the need to gather information.
  2. Identifying possible sources of information.
  3. Making critical choices about information sources to use.
- B. Create: Learners gather information appropriate to the task by:
1. Seeking a variety of sources.
  2. Collecting information representing diverse perspectives.
  3. Systematically questioning and assessing the validity and accuracy of information.
  4. Organizing information by priority, topic, or other systematic scheme.
- C. Share: Learners exchange information resources within and beyond their learning community by:
1. Accessing and evaluating collaboratively constructed information sites.
  2. Contributing to collaboratively constructed information sites by ethically using and reproducing others' work.
  3. Joining with others to compare and contrast information derived from collaboratively constructed information sites.

## V. Explore

### A. Think: Learners develop and satisfy personal curiosity by:

1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.
2. Reflecting and questioning assumptions and possible misconceptions.
3. Engaging in inquiry-based processes for personal growth.

## VI. Engage

### C. Share: Learners responsibly, ethically, and legally share new information with a global community by:

1. Sharing information resources in accordance with modification, reuse, and remix policies.
2. Disseminating new knowledge through means appropriate for the intended audience.

## **Interdisciplinary Connections and Standards:**

**Connections:** English Language Arts, Social Studies, World Languages, Visual and Performing Arts, Math, Science, Comprehensive Health and Physical Education, Computer Science and Design Thinking

## **Standards:**

New Jersey Student Learning Standards for English Language Arts:

- Anchor Standards for Reading:
  - NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
  - NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
  - NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
  - NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
  - NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
  - NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- Anchor Standards for Writing
  - NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
  - NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.
  - NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
  - NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
  - W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
    - A. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).
    - B. Apply grades 9–10 Reading standards to nonfiction informational e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

- 2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.
- 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).

New Jersey Student Learning Standards - Social Studies

- 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.
- 6.3.12.EconGE.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.

**NJSLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

Grades 9-10

- Progress Indicators for Reading Literature
  - RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
- Progress Indicators for Reading Informational Texts
  - RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
  - RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- Progress Indicators Reading History
  - RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- Progress Indicators Reading Science and Technical Subjects
  - RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
- Progress Indicators for Writing History, Science and Technical Subjects
  - WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
    - A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
    - B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
    - C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
    - D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.
  - WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
  - WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the

research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

- WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.
- WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

#### Grades 11-12

- Progress Indicators for Reading History
  - RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
  - RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
  - RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- Progress Indicators for Reading Science and Technical Subjects
  - RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
  - RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- Progress Indicators for Writing History, Science and Technical Subjects
  - WHST.11-12.1. Write arguments focused on discipline-specific content.
  - WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
  - WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
  - WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.

#### Unit Understandings:

*Students will understand that...*

- Not everything on the internet is true
- There are good website and bad websites
- There are several ways to evaluate a website
- A popular acronym used to evaluate websites is: CRAAP and it stands for currency, relevance, authority, accuracy, and purpose.
- Close reading is required when evaluating websites.
- Research is not a linear process.
- Research takes time for reflection

**Unit Essential Questions:**

- How can I determine whether or not I should use a particular website?
- Why is it important to evaluate websites' credibility?
- Why are research skills important?

**Knowledge and Skills:**

*Students will know.....*

- Search engine, key words, search terms, CRAAP test, Boolean search terms, citation formats, MLA, APA

*Students will be able to ....*

- Draw conclusions, make informed decisions
- Apply knowledge to new situations, and create new knowledge
- Pursue personal and aesthetic growth
- Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias
- Evaluate information found in selected sources on the basis of accuracy, validity, and appropriateness
- Maintain a critical stance by questioning the validity and accuracy of all information
- Determine how to act on information (accept, reject, modify)
- Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning (AASL)

<b><i>EVIDENCE OF LEARNING</i></b>
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**Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly "understand"?*

- End of Unit Assessment: Students will complete a research project using credible resources that are cited appropriately.
- Teacher observation
- Completed projects
- Oral student feedback
- Rubrics
- Peer review
- Level of creativity

**Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- The class will discuss how the first list of websites in a Google search are not always the most relevant and accurate.
- Students will compare 2 websites, one that is credible and one that is not. We will compare these two websites using the CRAAP test. CRAAP is an acronym for evaluating websites. It stands for currency, relevance, authority, accuracy and purpose. It is one of many ways to evaluate a website.

- Students will examine a website and determine its ease of use.
- Depending on the class, students will work independently or in a group to find appropriate websites for their assignment. They will use the CRAAP test to select useful websites.
- Students will use their selected websites to complete their assignment.
- Students will use the citation format (MLA, APA, etc.) assigned by the teacher to properly cite their websites.

## **RESOURCES**

### **Teacher Resources:**

- 21things4teachers search strategies: <http://21things4teachers.net/21-Things/10/index.html>
- Central Michigan University: Website Research: Evaluating Example Websites:  
[https://libguides.cmich.edu/web\\_research/examples](https://libguides.cmich.edu/web_research/examples)
- Purdue online writing lab:  
[https://owl.purdue.edu/owl/research\\_and\\_citation/conducting\\_research/searching\\_online/index.html](https://owl.purdue.edu/owl/research_and_citation/conducting_research/searching_online/index.html)
- Network of the National Library of Medicine: Evaluating Health Cites:  
<https://nmlm.gov/initiatives/topics/health-websites>
- SMART Exchange: <http://legacyexchange.smarttech.com/search.html?q=websites>
- Kathy Schrock: The 5 W's of Website Evaluation:  
<https://www.schrockguide.net/uploads/3/9/2/2/392267/5ws.pdf>
- Librarian will continue to update useful tools for teaching website evaluation

### **Equipment Needed:**

Students will need computers; librarian will need: laptop, LCD, screen, laser pointer, speakers

## **UNIT OVERVIEW**

**Content Area:** Library

**Unit Title:** Unit 6: Research

**Target Course/Grade Level:** High School Library Media Science / Grade 9-12

**Unit Summary:** Building on prior knowledge, students will learn that research is a process that includes multiple steps. Several research models are available such as Big 6 to provide support. Reading, inquiry, and evaluation of resources are essential to creating knowledge. Research projects are assigned in most subjects and the library media specialist will confer with content area teachers to design engaging learning experiences that are based on essential, thought-provoking questions that guide inquiry and promote critical thinking. Length of time for this unit will depend on the grade level and expectations.

**Approximate Length of Unit:** 8 weeks (4-6 sessions for each class)

## **LEARNING TARGETS**

**NJ Student Learning Standards: Career Readiness Life Literacies and Key Skills: Standard 9.4 Life Literacies and Key Skills by the End of Grade 12:**

<p><b>Financial Psychology</b> The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.</p>	<p>9.1.12.FP.7: Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).</p>
<p><b>Career Awareness and Planning</b> Career planning requires purposeful planning based on research, self-knowledge, and informed choices.</p>	<ul style="list-style-type: none"> <li>• 9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.</li> <li>• 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</li> <li>• 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</li> <li>• 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to</li> </ul>

	<p>maintain compliance with industry requirements in areas of career interest.</p> <ul style="list-style-type: none"> <li>• 9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.</li> <li>• 9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).</li> <li>• 9.2.12.CAP.11: Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.</li> </ul>
<p><b>Creativity and Innovation</b> Innovative ideas or innovation can lead to career opportunities.</p>	<ul style="list-style-type: none"> <li>• 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12.prof.CR2b, 2.2.12.LF.8).</li> </ul>
<p><b>Global and Cultural Awareness</b> Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</p>	<ul style="list-style-type: none"> <li>• 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</li> </ul>
<p><b>Information and Media Literacy</b> In order for members of our society to participate productively, information needs to be shared accurately and ethically.</p>	<ul style="list-style-type: none"> <li>• 9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</li> <li>• 9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJLSA.SL5).</li> </ul>
<p><b>Information and Media Literacy</b> Accurate information may help in making valuable and ethical choices.</p>	<ul style="list-style-type: none"> <li>• 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJLSA.W1, 7.1.AL.PRSNT.4).</li> </ul>

**AASL Standards:**

- I. Inquire
  - B. Create: Learners engage with new knowledge by following a process that includes:
    1. Using evidence to investigate questions.
    2. Devising and implementing a plan to fill knowledge gaps.
    3. Generating products that illustrate learning.
- IV. Curate
  - A. Think: Learners act on an information need by:
    1. Determining the need to gather information.



2. Identifying possible sources of information.
  3. Making critical choices about information sources to use.
- D. Create: Learners gather information appropriate to the task by:
1. Seeking a variety of sources.
  2. Collecting information representing diverse perspectives.
  3. Systematically questioning and assessing the validity and accuracy of information.
  4. Organizing information by priority, topic, or other systematic scheme.

V. Explore

- C. Share: Learners engage with the learning community by:
1. Expressing curiosity about a topic of personal interest or curricular relevance.
  2. Co-constructing innovative means of investigation.
  3. Collaboratively identifying innovative solutions to a challenge or problem

**Interdisciplinary Connections and Standards:**

**Connections:** English Language Arts, Social Studies, World Languages, Visual and Performing Arts, Math, Science, Comprehensive Health and Physical Education, Computer Science and Design Thinking

**Standards:**

New Jersey Student Learning Standards for English Language Arts

- Anchor Standards for Writing
  - Production and Distribution of Writing: NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
  - Research to Build and Present Knowledge: NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Anchor Standards for Speaking and Listening:
  - Comprehension and Collaboration: NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
  - Presentation of Knowledge and Ideas: NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

New Jersey Student Learning Standards - Comprehensive Health and Physical Education

- 2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.

New Jersey Student Learning Standards - Social Studies

- 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.
- 6.3.12.EconGE.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.

**NJSLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

Grades 9-10

- Progress Indicators for Speaking and Listening
  - SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- Progress Indicators for Writing History, Science and Technical Subjects
  - WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
  - WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

- WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

#### Grades 11-12

- Progress Indicators Reading History:
  - RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
  - H.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
- Progress Indicators for Reading Science and Technical Subjects
  - RST.11-12.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
  - RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
- Progress Indicators for Writing History, Science and Technical Subjects
  - WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
  - WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
  - WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.

#### Unit Understandings:

##### *Students will understand that...*

- The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time
- Critical thinking and problem solving in the 21st century are enhanced by the ability to work in cross cultural teams in face-to-face and virtual environments
- Reading is an essential lifelong skill whether words are on a printed page or displayed electronically
- Research is not a linear process. Research takes time for reflection
- Producing content requires the ability to evaluate and adapt

#### Unit Essential Questions:

- How do I develop an essential question or thesis?
- How do I determine what search terms to use
- Why are research skills important?

#### Knowledge and Skills:

##### *Students will know.....*

- Key words, search terms, thesis, works cited, MLA format, Ebooks, Big 6, KWL (What do I know? What do I want to know? What have I learned?)

##### *Students will be able to ...*

- Inquire, think critically, and gain knowledge
- Draw conclusions, make informed decisions
- Apply knowledge to new situations, and create new knowledge
- Pursue personal and aesthetic growth

- Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias
- Evaluate information found in selected sources on the basis of accuracy, validity, and appropriateness
- Maintain a critical stance by questioning the validity and accuracy of all information
- Determine how to act on information (accept, reject, modify)
- Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning (AASL)

## **EVIDENCE OF LEARNING**

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly "understand"?*

- End of Unit Assessment: Students will complete a research project using credible resources that are cited appropriately.
- Teacher observation
- Completed projects
- Oral student feedback
- Rubrics
- Peer review
- Level of creativity

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Depending on grade level and class, students will research a variety of topics such as but not limited to **the Holocaust** and  and develop a thesis, and support that thesis in the end product that may be documents or presentations in a variety of formats.
- Students will research contemporary problems / issues, such as but not limited to  and Global Warming and evaluate the evidence and arguments of opposing views or solutions.
- Students will research careers and colleges and develop a plan to achieve their career goals.
- Students will present their results in a variety of formats.
- Students will research literary periods, characters or authors to defend a developed thesis.
- Students evaluate information from a variety of sources to determine its strengths/weaknesses or merit.

## **RESOURCES**

### **Teacher Resources:**

- RHS Academic Success Center
- RHS Academic Success Center's website at [http: https://www.rahway.net/domain/241](http://https://www.rahway.net/domain/241),

- Rahway School Districts Destiny OPAC (Online Public Access Catalog): <https://rahway.follettdestiny.com/cataloging/servlet/presentadvancedsearchredirectorform.do?l2m=Library%20Search&tm=TopLevelCatalog&l2m=Library+Search>,
- Rahway High School's Ebook collections: <https://www.rahway.net/Page/5333>
- Rahway High School's EBSCOhost online database: <https://www.rahway.net/Page/4131>
- Purdue University's online writing lab: [https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_formatting\\_and\\_style\\_guide.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html)
- The Big 6: <https://thebig6.org/>
- Naviance: <https://www.naviance.com/>
- Common app: <https://www.commonapp.org/>
- Coalition app: <https://www.coalitionforcollegeaccess.org/>
- Occupational Outlook Handbook: <https://www.bls.gov/ooh/>

**Equipment Needed:**

Students will need computers; librarian will need: laptop, LCD, screen, laser pointer, speakers

Works Cited

"Home." *National School Library Standards*, 21 May 2020, <https://standards.>

[aasl.org/wp-content/uploads/2018/08/180206-AASL-framework-for-learners-2.pdf](https://standards.aasl.org/wp-content/uploads/2018/08/180206-AASL-framework-for-learners-2.pdf).

"New Jersey Department of Education." *New Jersey Student Learning Standards*, [www.nj.gov/education/cccs/2020](http://www.nj.gov/education/cccs/2020).