



Park Hill School District

Building Successful Futures • Each Student • Every Day

8th Grade Library Media Curriculum

Course Description: The middle school library media curriculum is totally integrated with other curriculum subject areas. Middle school media specialists collaborate with classroom teachers to provide relevant instruction to support identified standards in a flexible schedule that aligns with timeframes outlined in the curriculum subject areas.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
1 quarter	Orientation	Topic 1: Navigate the Library/Destiny Review Topic 2: Review OverDrive Topic 3: Navigate the Virtual LMC Website
Ongoing	Literature Appreciation	Topic 1: Promoting Independent Reading
Integrate with curriculum subject areas	Research Skills	Topic 1: Databases in Review Topic 2: Website Evaluation Topic 3: Copyright Topic 4: Bibliographic Citations Topic 5: Google Skills for Life

Unit 1 Orientation

Subject: Library Media

Grade: 8th

Name of Unit: Library Orientation

Length of Unit: 2 visits

Overview of Unit: In this unit students will review basic library procedures, familiarize themselves with their middle school library media center and review access of resources using the virtual Library Media Center website.

Priority Standards for unit:

- AASL II.B. - The school library represents all members and their place in a global learning community by: 1. Establishing and maintaining a collection of reading and information materials in formats that support the diverse developmental, cultural, social, and linguistic needs of the range of learners and their communities. 2. Organizing facilities to enhance the use of and ensure equitable access to information resources and services for all learners.
- AASL V.B. - The school library facilitates construction of new knowledge by: 2. Ensuring that multiple learning activities can occur in both physical and virtual spaces.

Supporting Standards for unit:

- AASL V.C. - School librarians prepare learners to engage with the learning community by: 1. Providing strategies for acting on curiosity about a topic of personal interest or curricular relevance.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
To independently navigate and use the library to access materials to satisfy personal curiosity or interest and which extend learning.	Use	Apply	2
To independently access and use the digital resources available on the library media center's website to satisfy personal curiosity or interest and which extend learning.	Use	Apply	2

Essential Questions:

1. Why is it essential to be able to navigate and use a library independently?
2. How can an OPAC (Destiny) be useful to locate resources to meet your needs?

Enduring Understanding/Big Ideas:

1. Information can be accessed in multiple places.
2. Reading materials are available in a variety of formats.
3. The library is a place to learn, discover and enjoy.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Audiobook	Material format
Call Number	Library use
Check In	Library use
Check Out	Library use
Circulation Desk	Library use
eBook	Material format
Fiction	Literary type
Hold	Library use
Nonfiction	Literary type
OPAC (Destiny)	Library use
Renew	Library use

Curriculum Connections:

- AASL II.B. - The school library represents all members and their place in a global learning community by: 1. Establishing and maintaining a collection of reading and information materials in formats that support the diverse developmental, cultural, social, and linguistic needs of the range of learners and their communities. 2. Organizing facilities to enhance the use of and ensure equitable access to information resources and services for all learners.

Topic 1: Navigating the Library & Review of Destiny

Engaging Experience 1

Title: Navigating the Library & Review of Destiny (OPAC)

Suggested Length of Time: 1-2 visits

Standards Addressed:

Priority:

- AASL II.B. - The school library represents all members and their place in a global learning community by: 1. Establishing and maintaining a collection of reading and information materials in formats that support the diverse developmental, cultural, social, and linguistic needs of the range of learners and their communities. 2. Organizing facilities to enhance the use of and ensure equitable access to information resources and services for all learners.

Detailed Description/Instructions:

- Cover in a series of mini-lessons:
 - Navigating the library.
 - Review the use of Destiny (OPAC).
 - Demonstrate understanding: scavenger hunt, Kahoot, PearDeck, break-out or other interactive activities.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Using eBooks & OverDrive Review

Engaging Experience 2

Title: Using eBooks: Review of OverDrive

Suggested Length of Time: 1 visit

Standards Addressed:

Priority:

- AASL II.B. - The school library represents all members and their place in a global learning community by: 1. Establishing and maintaining a collection of reading and information materials in formats that support the diverse developmental, cultural, social, and linguistic needs of the range of learners and their communities.
- AASL V.A. - Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.

Detailed Description/Instructions:

- Cover in a mini-lessons:
 - Review the use of OverDrive.
 - Demonstrate understanding: scavenger hunt, Kahoot, PearDeck, break-out or other interactive activities.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 3: Navigating the Virtual LMC

Engaging Experience 3

Title: Navigating the Virtual Library Media Center (website)

Suggested Length of Time: 1 visit (Ongoing)

Standards Addressed

Priority:

- AASL V.B. - The school library facilitates construction of new knowledge by: 2. Ensuring that multiple learning activities can occur in both physical and virtual spaces.

Detailed Description/Instructions:

- Cover in a mini-lessons:
 - Review how to access the Virtual LMC website (portal access and bookmark).
 - Demonstrate understanding: scavenger hunt, Kahoot, PearDeck, break-out or other interactive activities.

Bloom's Levels: Apply

Webb's DOK: 2

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1 - Navigating the Library & Review of Destiny	Navigating the Library & Review of Destiny (online library catalog)	Cover in a series of mini-lessons: • Navigating the library. • Review the use of Destiny, the online library catalog. • Demonstrate understanding: scavenger hunt, Kahoot, PearDeck, break-out or other interactive activities.	1-2 visits
2 - Using eBooks: Review of OverDrive	Using eBooks: Review of OverDrive	Cover in a mini-lesson: • Review the use of OverDrive. • Demonstrate understanding: scavenger hunt, Kahoot, PearDeck, break-out or other interactive activities.	1 visit
3 - Navigating the Virtual Library Media Center	Navigating the Virtual Library Media Center (website)	Cover in a mini-lesson: • Review how to access the Virtual LMC website (portal and bookmark). • Demonstrate understanding: scavenger hunt, Kahoot, PearDeck, break-out or other interactive activities.	1 visit

Unit 2. Literature Appreciation

Subject: Library Media

Grade: 8th

Name of Unit: Literature Appreciation

Length of Unit: Ongoing throughout school year

Overview of Unit: Throughout the school year the library media specialist will provide book talks and book tastings exposing students to a variety of literature genres in multiple formats. Where possible, genre selections will support genres being use in classroom instruction. Students will also be encouraged to continue to develop their reading life using both print and digital materials.

Priority Standards for unit:

- AASL V.A. - Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.

Supporting Standards for unit:

- AASL II.B. - The school library represents all members and their place in a global learning community by: 1. Establishing and maintaining a collection of reading and information materials in formats that support the diverse developmental, cultural, social, and linguistic needs of the range of learners and their communities.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
To develop and satisfy personal curiosity by reading widely in multiple formats.	Use	Apply	2

Essential Questions:

1. Why should students continue to build their reading lives to build lifelong reading habits?
2. How can diverse literature help students promote respect and empathy for all types of people?

Enduring Understanding/Big Ideas:

1. Reading materials are available in a variety of formats.
2. Readers need to be exposed to diverse literature to explore diverse cultures and perspectives, providing the mirrors and windows in which students see themselves and others who are not like them.
3. The library is a place to learn, discover and enjoy.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Book Review	Literature - reader's advisory
Book Talk	Literature - reader's advisory
Book Tasting	Literature - reader's advisory
Book Trailer	Literature - reader's advisory
Genre	Literary type

Curriculum Connections:

8.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

[Lesson/Resource Bank](#)

Topic 1: Promoting Independent Reading

Engaging Experience 1

Title: Promoting Independent Reading

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- AASL V.A. - Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.

Supporting:

- AASL II.B. - The school library represents all members and their place in a global learning community by: 1. Establishing and maintaining a collection of reading and information materials in formats that support the diverse developmental, cultural, social, and linguistic needs of the range of learners and their communities.
- AASL V.C. - School librarians prepare learners to engage with the learning community by: 1. Providing strategies for acting on curiosity about a topic of personal interest or curricular relevance.
- ISTE STUDENTS: CREATIVE COMMUNICATOR - 6d. Students publish or present content that customizes the message and medium for their intended audiences.

Detailed Description/Instructions:

- Cover in a series of mini-lessons:
 - Reading Interest Inventory.
 - Book Talks.
 - Book Trailers.
 - Book Tastings.
 - Readers Advisory to share reading life.
 - Review the use of Destiny & library displays.
 - Demonstrate understanding: scavenger hunt, Kahoot, PearDeck, break-out or other interactive activities.

Bloom's Levels: Apply, Create

Webb's DOK: 2, 3

Engaging Experience 2

Title: Award Nominees

Suggested Length of Time: Ongoing

Standards Addressed:

Priority:

- AASL II.B. - The school library represents all members and their place in a global learning community by: 1. Establishing and maintaining a collection of reading and information materials in formats that support the diverse developmental, cultural, social, and linguistic needs of the range of learners and their communities.
- AASL V.A. - Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.

Detailed Description/Instructions:

- Cover in a series of mini-lessons:
 - Promote Missouri state reading awards and other notable literary awards.

Bloom's Levels: Remember

Webb's DOK: 1

Engaging Experience 3

Title: Summer Reading

Suggested Length of Time: 1 visit

Standards Addressed

Priority:

- AASL V.A. - Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.

Detailed Description/Instructions:

- Cover in a mini-lesson:
 - MCPL programming
 - Review OverDrive access and use

Bloom's Levels: Remember

Webb's DOK: 1

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1 - Promoting Independent Reading	Promoting Independent Reading; Genres; Award Nominees; Summer Reading	Cover in a series of series of mini-lessons: ● Reading Interest Inventory ● Book Talks. ● Book Trailers. ● Book Tastings. ● Readers Advisory to share reading life. ● Review the use of Destiny & library displays. ● Review Missouri state reading awards; provide book trailers & book talks. ● Promote MCPL and other summer reading programming. ● Demonstrate understanding: scavenger hunt, Kahoot, PearDeck, break-out or other interactive activities.	Ongoing

Unit 3 Research Skills

Subject: Library Media

Grade: 8th

Name of Unit: Research Skills

Length of Unit: Ongoing throughout school year

Overview of Unit: In this unit, students will build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems. Students will also make meaning for oneself and others by analyzing, collecting, organizing, and sharing resources while demonstrating safe, legal and ethical use of information.

Priority Standards for unit:

- AASL IV.B. - Learners gather information appropriate to the task by: 3. Systematically questioning and assessing the validity and accuracy of information.
- AASL IV.D. - Learners select and organize information for a variety of audiences by: 1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.
- AASL VI.A. - 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.
- ISTE FOR STUDENTS: DIGITAL CITIZEN - 2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- ISTE FOR STUDENTS: KNOWLEDGE CONSTRUCTOR - 3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or create pursuits. 3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. 3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

Supporting Standards for unit:

- AASL IV.B. - Learners gather information appropriate to the task by: 3. Systematically questioning and assessing the validity and accuracy of information.
- AASL IV.D. - Learners select and organize information for a variety of audiences by: 1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.
- AASL VI.A. - 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.

- ISTE FOR STUDENTS: DIGITAL CITIZEN - 2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- ISTE FOR STUDENTS: KNOWLEDGE CONSTRUCTOR - 3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or create pursuits. 3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. 3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- 8.W.1.A - Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citations.
- 8.RI.1.A. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
To identify and use relevant sources, print and digital	Select	Analyze	3
To research to answer a question	Conduct	Apply	3
To use search terms effectively	Use	Apply	3
To evaluate credibility and accuracy of each source	Assess	Evaluate	3
To properly credit the use of ideas and information created by others	Attribute	Apply	2

Essential Questions:

1. How do you decide which resources are best for a task?
2. Why does information need to be evaluated?
3. How do you give proper credit to ideas and information created by others?

Enduring Understanding/Big Ideas:

1. Short research projects focus on collecting relevant information from multiple print and digital sources, using search terms effectively.
2. All resources need to be evaluated to determine their currency, relevance, authority, accuracy, and purpose.
3. There are distinct advantages to using databases instead of search engines when conducting academic research.
4. There are limitations when using ideas and information created by others.
5. Effective search strategies apply whether conducting academic research or for personal curiosity.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Accuracy	Evaluating Information
Advanced Search	Strategy for Effective Research
Attribution	Ethical Use of Information
Authority	Evaluating Information
Bias	Evaluating Information
Blog	Research Resource
Citation	Ethical Use of Information
Copyright	Legal Use of Information
Credibility	Evaluating Information
Credit	Ethical Use of Information
Currency	Evaluating Information
Database	Research Resource
Google	Research Resource
In-text Citations	Ethical Use of Information
Keyword Search	Strategy for Effective Research

MLA Citation	Ethical Use of Information
Paraphrase	Ethical Use of Information
Plagiarism	Ethical Use of Information
Podcast	Research Resource
Purpose	Evaluating Information
Relevance	Evaluating Information
Search Engine	Research Resource
Vlog	Research Resource
Wiki	Research Resource
Wikipedia	Research Resource

Curriculum Connections:

- 8.W.1.A - Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citations. (Unit 2: Information Literacy: Research & Critical Thinking - Topic 1: Research-Engaging Experience 1, Effective Research Questions; Engaging Experience 2, Search Terms; Unit 6: Culminating Unit - What Does it Mean to Be a Writer? - Topic 1: Examining the Past-Engaging Experience 3, Researching My Middle School World; Engaging Experience 6, My World in Film (research, storyboard, video creation))
- 8.RI.1.A. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (Unit 2: Information Literacy: Research & Critical Thinking - Topic 1: Research-Engaging Experience 3, Credible Websites; Engaging Experience 4, Print Sources; Engaging Experience 5, Quoting, Paraphrasing & Summarizing; Engaging Experience 6, Citations (MLA, in-text, Works Cited))
- 8.RI.1.A Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (Unit 2: Information Literacy & Critical Thinking - Topic 1: Information

Literacy-Engaging Experience 2, Research Practice & Production (bias, credibility of a source; analyzing sources & their credibility); Topic 2: Critical Thinking/Text Analysis-Engaging Experience 3, Digital Text & Media (different formats))

- 6-8.AH.1.PC.A. Using an American history lens, describe how peoples perspectives shaped the sources/artifacts they created (Unit 5: National Expansion - Topic 2: Industrial Revolution-Engaging Experience 2, Mill and Plantation Comparison/Primary Source Analysis)
- 6-8.AH.1.CC.C. With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of American history prior to c. 1870 to a contemporary issue. (Unit 7: Civil War - Topic 2: The Civil War-Engaging Experience 1, Jigsaw PPT (research); Engaging Experience 4, Civil War Research Paper)
- Science - ISTE - KNOWLEDGE COLLECTOR.3.C - Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. (Unit 2: Earth's Processes)

[Lesson Bank/Resources](#)

Topic 1: Databases in Review

Engaging Experience 1

Title: Databases in Review

Suggested Length of Time: Ongoing (align to projects in all subject areas)

Standards Addressed:

Priority:

- AASL IV.A. - 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.
- AASL IV.B. - Learners gather information appropriate to the task by: 3. Systematically questioning and assessing the validity and accuracy of information.
- AASL IV.D. - Learners select and organize information for a variety of audiences by: 1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.
- AASL VI.A. - Learners follow ethical and legal guidelines for gathering and using information by: 2. Understanding the ethical use of information, technology, and media. 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.
- ISTE FOR STUDENTS: KNOWLEDGE CONSTRUCTOR - 3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. 3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

Detailed Description/Instructions:

- Cover in a series of mini-lessons:
 - Review accessing database through MCPL and MOREnet and alternate routes to databases (links on LMC website).
 - Review how to browse subjects or search for a specific database, not just Teen Homework Help (Explora, CultureGram, World Geography & Culture, GALE Interactive Science, Scienceflix, Opposing Viewpoints) & use of effective search strategies.
 - Demonstrate understanding: scavenger hunt, Kahoot, PearDeck, break-out or other interactive activities.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 2: Website Evaluation

Engaging Experience 2

Title: Website Evaluation

Suggested Length of Time: 1 visit (Ongoing)

Standards Addressed:

Priority:

- ISTE FOR STUDENTS: KNOWLEDGE CONSTRUCTOR - 3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

Detailed Description/Instructions:

- Cover in a series of mini-lessons:
 - Review of the CRAAP (Currency, Relevance, Accuracy, Authority, and Purpose) method of website evaluation.
 - Demonstrate understanding: scavenger hunt, Kahoot, PearDeck, break-out or other interactive activities.

Bloom's Levels: Analyze

Webb's DOK: 4

Topic 3: Copyright

Engaging Experience 3

Title: Copyright

Suggested Length of Time: 1 visit (Ongoing)

Standards Addressed:

Priority:

- AASL VI.A. - Learners follow ethical and legal guidelines for gathering and using information by: 2. Understanding the ethical use of information, technology, and media.
- ISTE FOR STUDENTS: DIGITAL CITIZEN - 2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

Detailed Description/Instructions:

- Cover in a mini-lesson:
 - Review copyright-friendly resources: Creative Commons and how to cite.
 - Review Google Settings-Advanced Search (last update, file type, usage rights) to conduct effective searches.
 - Demonstrate understanding: scavenger hunt, Kahoot, PearDeck, break-out or other interactive activities.

Bloom's Levels: Analyze

Webb's DOK: 2

Topic 4: Bibliographic Citations

Engaging Experience 4

Title: Bibliographic Citations

Suggested Length of Time: 1-2 visits. Ongoing (align to projects in all subject areas)

Standards Addressed:

Priority:

- AASL VI.A. - Learners follow ethical and legal guidelines for gathering and using information by: 2. Understanding the ethical use of information, technology, and media.
- ISTE FOR STUDENTS: DIGITAL CITIZEN - 2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

Detailed Description/Instructions:

- Cover in a series of mini-lessons:
 - How to cite sources in MLA style.
 - Review students to tools to digital tools to create bibliographic citations (using MyBib website and Chrome extension) for copyright-friendly images and music.
 - Review using citations directly from databases.
 - Demonstrate understanding: scavenger hunt, Kahoot, PearDeck, break-out or other interactive activities.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 5: Google Skills for Life

Engaging Experience 2

Title: Google Skills for Life

Suggested Length of Time: 2-3 visits (Ongoing)

Standards Addressed:

Priority:

- AASL IV.A. - 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.
- ISTE FOR STUDENTS: KNOWLEDGE CONSTRUCTOR - 3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

Detailed Description/Instructions:

- Cover in a series of mini-lessons:
 - Review Explore tool in Google Docs to conduct Google search of websites, images and Drive from within a Google Doc.
 - Introduce helpful Add-ons to add copyright friendly images and backgrounds in Google Slides (Adobe Stock, Insert Icons for Slides, Top Stock Photos for Google Slides, Unsplash).
 - Demonstrate understanding: scavenger hunt; Kahoot, PearDeck, break-out or other interactive strategies.

Bloom's Levels: Analyze

Webb's DOK: 3

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1 - Databases in Review	Databases in Review	Cover in a series of mini-lessons: ● Review accessing database through MCPL and MOREnet and alternate routes to databases (links on LMC website). ● Introduce how to browse subjects or search for a specific database, not just Teen Homework Help (Explora, CultureGram, World Geography & Culture, GALE Interactive Science, Scienceflix, Opposing Viewpoints) & use of effective search strategies. ● Demonstrate understanding: scavenger hunt, Kahoot, PearDeck, break-out or other interactive activities.	1-2 visits Ongoing
2 - Website Evaluation	Website Evaluation	Cover in a mini-lesson: ● Review the CRAAP (Currency, Relevance, Accuracy, Authority, and Purpose) method of website evaluation. ● Demonstrate understanding: scavenger hunt, Kahoot, PearDeck, break-out or other interactive activities.	1 visit Ongoing
3 - Copyright	Copyright	Cover in a mini-lesson: ● Introduce copyright-friendly resources: Creative Commons and how to cite. ● Demonstrate understanding: scavenger hunt, Kahoot, PearDeck, break-out or other interactive activities.	1 visit Ongoing
4 - Biblio- graphic Citations	Bibliographic Citations	Cover in a mini-lesson: ● Introduce how to cite sources in MLA style. ● Review the use of digital tools to create bibliographic citations (using MyBib	1-2 visits Ongoing

		Chrome extension) for copyright-friendly images and music. ● Review using citations directly from databases. ● Demonstrate understanding: scavenger hunt, Kahoot, PearDeck, break-out or other interactive activities.	
5 - Google Skills for Life	Google Skills for Life	Cover in a series of mini-lessons: ● Introduce Explore tool in Google Docs to conduct Google search of websites, images and Drive from within a Google Doc. ● Introduce helpful Add-ons to add copyright friendly images and backgrounds in Google Slides (Adobe Stock, Insert Icons for Slides, Top Stock Photos for Google Slides, Unsplash). ● Demonstrate understanding: scavenger hunt; Kahoot, PearDeck, break-out or other interactive strategies.	2-3 visits Ongoing

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

Symbols:



This symbol depicts an experience that can be used to assess a student's 21st Century Skills using the rubric provided by the district.



This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.